CURRICULUM DELIBERATION BY EXPERIENCED EFL TEACHERS

(A CASE STUDY IN THE INDONESIAN COLLEGE EFL CONTEXT)

By

Kustiwan Syarief

Submitted to the graduate degree program in Curriculum and Teaching
and the graduate faculty of the University of Kansas in partial fulfillment
of the requirements for the degree of Doctor of Philosophy

Dr. Steven H. White, Chair

Dr. Suzanne Rice

Dr. Mary L. Hamilton

Dr. M'Balia Thomas

Dr. Robert J. Antonio

Date Defended: August 23, 2017

The dissertation committee for Kustiwan Syarief certifies that

this is the approved version of the following dissertation:

CURRICULUM DELIBERATION BY EXPERIENCED EFL TEACHERS

(A CASE STUDY IN THE INDONESIAN COLLEGE EFL CONTEXT)

_____

Dr. Steven H. White, Chair

Date Approved: August 23, 2017

ABSTRACT

The purpose of this qualitative case study was to investigate the processes of English as a foreign language (EFL) curriculum deliberation as carried out by six experienced EFL teachers in the Indonesian college EFL context. In particular, the study examined how these teachers defined curricular problems within this EFL context, how they addressed the elements of curriculum commonplaces, and how they expressed and used their knowledge in dealing with those problems. The data for the study were collected through the teachers' participation in six sessions of curriculum deliberation, their six reflective journals, and their one-time individual interviews. The researcher and the participating teachers collaboratively paraphrased the collected data into English statements for relevant analytic procedures. Results of this study showed some important findings in several respects. First, in a more general perspective of the deliberative processes, the study found that although the participants were involved in the exchanges of views and insights in addressing the identified curricular problems, there was very little evidence of their engagement with debates or arguments of their potential solutions and their alternatives. Second, regarding the problem identification phase, the study indicated that the participants mostly identified and defined curricular problems in their concrete and immediate sense by constantly referring to their actual classroom instances and experiences. The curricular problems also proved to be emergent in scope and intensity in the sense that they continued to come and take shape as the participants were more and more immersed in the deliberative processes. Third, the study revealed that the participants brought to their attention the five elements of curriculum commonplaces (teachers, students, subject matters, contexts, and curriculum making), and their

approach in addressing these commonplaces was also immediate and practical. Moreover, the study also indicated that the context commonplace, which was found elusive in a number of previous studies, was extensively addressed by the participants of this study. Fourth, the study clarified that all the participants intensely expressed and utilized seven categories of teacher knowledge: knowledge of learners, educational contexts, educational ends, purposes, values, and philosophies, general pedagogy, contents, pedagogical contents, and curricula. Three of these categories, namely the participants' general pedagogical knowledge, pedagogical content knowledge and curricular knowledge, were found dominant. Moreover, the participants expressed and used their knowledge to respond to something situational, personal, experiential, theoretical, and social, and the first three of these orientations were found prominent. Finally, the study revealed that teacher knowledge in the forms of teaching principles (originating in formal education and professional training), teaching maxims (originating in practical experiences), and teaching norms (originating in moral and ethical reasoning) were all represented in the participants' data. In particular, the expression and use of teachers' knowledge in the form of teaching maxims were found considerable.

To

my late daughter, Kansa A Syarief,

whose short life has been so eventful and inspirational

and to

my loving and caring wife, Nanik Rahayu,

who's been very supportive of me in every respect

ACKNOWLEDGEMENTS

My graduate studies have been a special story to remember and possibly to tell. It is an academic story which marks another important stage of my intellectual growth and maturity as a teacher-scholar. At the same time, it is also an emotional story in which the coming and passing of my beloved daughter in a very short period of time during my graduate studies have been so personal, eventful, and inspirational. The completion of this dissertation, therefore, not only marks the accomplishment of my educational journey at the Department of Curriculum and Teaching of the University of Kansas (KU), but more importantly reminds me of the sincere gratitude I have to express to those great people who supported me along the way with patience, care, and love.

First of all, I would like to thank Dr. Lizette Peter who served as my academic adviser and the chairperson of my dissertation committee until the Fall semester 2015. I highly appreciate her insightful ideas and perspectives that she provided me during more than six years of her advising and supervision service, which undoubtedly illuminated most of my time at KU. I especially enjoyed the moment when I successfully completed my qualifying exam under her supervision few years ago. I also would like to express the same gratitude and appreciation to Dr. Steven H. White, who has been enthusiastically serving as the chairperson of my dissertation committee since the Spring semester 2016. My dissertation proposal defense under his supervision last year marked my productive time with him, and the completion of my dissertation this year marks yet another productive moment under his supervision.

I also would like to express my sincere gratitude and appreciation to Dr. Mary L. Hamilton for all the good times that she shared with me and my family during the

difficult times that I personally experienced while I was in Lawrence. For me, she has served not only as a great teacher and mentor for my academic life at KU but also as a caring friend and a loving mother in crucial moments of my family life in Lawrence. In particular, I highly appreciate her valuable suggestions and insights regarding the important aspects of teacher knowledge that I substantially examined in this dissertation. I also would like to express my sincere gratitude to Dr. Suzanne Rice for all the great things that I learned from her courses on curriculum and educational philosophy. These courses that I took with her in several semesters have helped me conceptualize some of the educational issues that I addressed in this dissertation.

My sincere gratitude and high appreciation also go to Dr. Robert J. Antonio, whose course on globalization in political and economic terms that I took with him has helped me view and conceptualize English as one of the driving forces in the current globalization processes. Indeed, my conception of English as a global language is an important part of the arguments that I developed in this dissertation. I also would like to thank Dr. M'Balia Thomas for accepting with enthusiasm and support my request to serve on my dissertation committee since the Spring semester 2016.

I also would like to thank the American Indonesian Exchange Foundation (AMINEF), the official organization that administers Fulbright Scholarships in Indonesia, for competitively selecting me as one of the awardees of the Presidential Scholarship which financially supported the first three years (2009-2012) of my graduate studies at KU. The same gratitude also goes to the Directorate General of Islamic Education of the Ministry of Religious Affairs of the Republic of Indonesia for its financial support of the fourth year (2012-2013) of my doctoral program at KU.

Next, I would like to thank the six participants of my research project, two research assistants, and one administrative assistant whom, for confidentiality reasons, I cannot name one by one here. I enjoyed all the times working and collaborating with them. Indeed, I learned a lot of research ideas, perspectives, and insights through my intense interactions with them for several months. Finally, I would like to thank all my family members, my colleagues, and my friends for their valuable support during my doctoral program at KU.

TABLE OF CONTENTS

LIST OF TABLES

CHAPTER ONE

INTRODUCTION

Background and Rationale

About three decades ago Kachru (1985, 1992) proposed a model, widely known as Three Concentric Circles (Inner, Outer, and Expanding Circles), to analyze the spread of English to different parts of the world. Although this dissertation does not specifically address this model, it is worth mentioning at the outset for two main reasons. For one thing, this model comprehensively captures how English, as a global language of today, has spread from the Inner Circle (native-speaking countries like the United Kingdom), to the Outer Circle (nativized countries like India), and to the Expanding Circle (non-native and non-nativized countries like Indonesia). For another thing, this model, in practical terms, helps better understand the role of English throughout the world, including the role of English and English as a foreign language (EFL) education in Indonesia, the site of interest for the present study.

The present study addresses two primary issues, curriculum deliberation and teacher knowledge. It investigated the ways EFL teachers carried out curriculum deliberations and how their knowledge guided and informed their deliberative works. More specifically, it explored the ways they identified and defined curriculum problems, they addressed curriculum commonplaces (teachers, students, subject matters, contexts, and curriculum making), and they expressed and used their knowledge in their curriculum deliberations. The study was situated in the context of EFL education at the college level in Indonesia, as part of the Expanding Circle of English.

Speaking about the role of English in today's world is inseparable from talking about globalization. The term globalization is used in this dissertation to mean the processes in which people, goods, information, etc., which were very solid in the past, characterized by their limited mobility, in today's globalized era are becoming more and more fluid, characterized by their great mobility (Ritzer, 2010, p. 4). Meanwhile, on the economic level globalization has removed barriers to free trade and triggered the integration of more and more national economies across national boundaries into free market economy as its fundamental driving force (Stiglitz, 2003). Once globalization is understood to mean the integration and interconnectedness of global economic activities and mobility of people, goods, objects, information etc. across the globe, it undoubtedly necessitates a commonly shared language so people of different linguistic backgrounds can interact and communicate to do international businesses. It is the fact that, as Nino-Murcia (2003, p. 121) asserts, English has been the preferred "linguistic currency" for the current global economic transactions. Connecting globalization to English teaching and learning, Nino-Murcia comments that learning English, therefore, has been widely viewed as a significant component of "imagined global citizenship,", one way of "imagining globalization.".

As the preferred currency for the international trade and commerce processes at the global context, English, in turn, also influences various aspects of language education in different parts of the world. Nunan's (2003) study, for instance, uncovered the impact of English as a global language on the way it is taught and learned in schools through universities in different English language teaching (ELT) contexts in the Asia-Pacific regions, including China, Hong Kong, Japan, Korea, Malaysia, Taiwan, and Vietnam. Similarly, Kubota (2002) documented the impact of English as a global

language on ELT in Japan and Nino-Murcia (2003) investigated the impact of English as an international language on the Peruvian EFL teaching and learning context.

Up to this point, one crucial question arises: Why has English played such a special role as a global language that it is virtually unthinkable that today's globalization processes could proceed without it? One explanation is what Crystal (2003) identifies as a special status of English in Kachru's (1992) Outer and Expanding Circles of English. Crystal observes that a language plays a special role if it is recognized by a nonnative country as its official language. In this regard, it is obvious that English has gained global recognition as the official language in Kachru's (1992) Outer Circle of English, which consists of countries that were former colonies of Britain and the United States such as Singapore, India, and the Philippines. Crystal (2003) further comments that a language plays a special role if it is given a certain degree of priority in a foreign language teaching context even though it has no special status, and this language constitutes the primary foreign language that nonnative speakers learn from schools through universities. Again, it is evident that English has been widely acknowledged at the global level as the primary foreign language taught and learned in schools through universities in Kachru's (1992) Expanding Circle of English, which includes countries where English mainly serves as a foreign language like Indonesia, Japan, China, Germany, and Russia. English, therefore, plays a special role in the global arena because it achieves an official status and gains global recognition in the Outer Circle countries and because it becomes the primary foreign language in the Expanding Circle countries.

ELT in Indonesia, like ELT in other countries in the Expanding Circle, has also been shaped by the special status and global role of English. Nababan (1991), for

instance, has observed that right after Indonesia's Independence from the Dutch in 1945, the Indonesian government decided to include only English as a compulsory subject in junior and senior high schools, while at the same time prohibited the use of the Dutch language in formal occasions such as schools and government services. He further explained that because of direct contact of Indonesian elites, especially scholars, in the formative years after Independence with American colleges and universities, for instance through the exchange programs between 1956 and 1964, English was soon viewed as a language of prestige and power. Knowledge and skills of English, then, rapidly became a social marker of the well-educated person. My own observation suggests that changes to Indonesian ELT have occurred in the last few years, especially in terms of the age at which learners begin learning English. English, which in the past was taught only at junior and senior high schools and universities, during the past few years has been taught as early as grade four of primary schools. Similarly, English, which was never spoken but in classrooms where it was taught and learned, now is informally spoken, on the basis of code mixing, in different occasions such as in the workplace and social media. Furthermore, nowadays TV entertainers, radio personalities, and even politicians in metropolitan areas like Jakarta (the capital city) tend to code-mix Indonesian and English (Indonesian still dominant, though) in their informal conversations. This phenomenon seems to confirm what Nino-Murcia (2003) calls "imagined global citizenship" or what Nababan (1991) refers to as "social markers of well-educatedness." It is very likely that those public figures, when code-mixing Indonesian and English, project themselves as global citizens and attempt to maintain their self-image as well-educated persons.

From the above discussion, it is clear that English is so embedded in today's globalization processes, especially in free market economy as one of its driving forces. There is no doubt that teaching and learning English in many of the Expanding Circle countries, including Indonesia, are considered good investments to meet, at least, a language prerequisite to be capable of actively contributing to global economic processes. It is precisely for this reason that the Indonesian government decided that English would be the primary foreign language to be taught and learned as early as grade four of primary schools, junior high schools, senior high schools, colleges, and universities.

There is no doubt that teaching English as a foreign language, that is English teaching in an environment where the target language is not spoken by its native speakers on a daily basis like teaching English in Indonesia, and teaching English as a second language (ESL), like teaching English in the United States where the target language is spoken by its native speakers in the surrounding environments (Gass, 2013), are complex processes. A number of contributing factors such as teaching methods, students' individual differences, teachers' cognition, etc. have been extensively addressed in research and practice alike to achieve success as measured by students' knowledge of English and by their fluency and accuracy of using the language. Borg (2006), for instance, observed that at the early stages of research in language teaching and learning, much focus was given to methodological problems of teaching. Studies were experimental in nature in order to find out the so-called "best method," the one that resulted in students' best learning outcomes. The assumption was that there was a degree of causality between methods on the cause side and learners' language attainment on the result side. However, this process-product approach to studies on English teaching and

learning is open to question as far as methodological issues are concerned. To compare students' attainment levels of language acquisition after they were taught with a particular teaching method to those taught using another teaching method is problematic for several reasons. First, there are so many factors that might affect students' learning outcomes other than teaching methods, like students' motivation, familial backgrounds, economic status; teachers' beliefs, personal and professional knowledge; material design and teaching planning; and so on, which are extremely difficult to control or manipulate to produce valid statistical data. Second, as Woods (1996) points out, the criteria used to assess students' success levels in these studies are open to criticism because a certain teaching method has its own success criteria which might differ from the criteria of other methods. To illustrate Woods' point, success criteria for the Grammar and Translation (GT) method, for example, might be students' mastery of English grammar items and their ability to translate English texts into their native language. How does it compare to the success criteria of Audio Lingual Method (ALM), which might be to mechanically memorize topical or situational conversation templates for use in real communication?

Serious criticism of the process-product approach to studies on language teaching and learning has turned other scholars to a new focus on, among others, the teachers as both a person and a professional. Borg (2006), for example, noted that in the late 1970s there was a shift from a process-product approach to a new focus on teachers' mental lives, that is, what teachers think, know and believe. This broad area, as I observe, has continued to grow and expand to include research interests in sub areas like teacher thinking (Clark & Yinger, 1977), teachers' beliefs (Burns, 1992; Pajares, 1992), teachers' knowledge (Clandinin, 1985; Golombek, 1998; Shulman, 1986, 1987),

teachers' cognition (Borg, 2003; Woods, 1996), and teachers' narratives (Clandinin et al., 2006; Conelly & Clandinin, 1988), to name just a few.

One of the intriguing issues for research in the teacher area in the fields of education in general and of language education in particular is the issue of teacher curriculum deliberation; that is, teachers' collective work to identify practical curricular problems and to decide on the best course of action to solve the problems. This issue, in my view, is worth researching for several reasons. First, deliberation, as a reasoning process to address practical problems (McCutcheon, 1995, p. 4), is part of human nature. There are always moments in our lives, personally or professionally, that put us in problematic situations where we instinctively attempt to devise ways to solve those problems. For example, as a professional, teachers in pursuing teaching responsibilities are always faced with practical classroom problems such as low achieving-students and students with discipline problems, attendance problems, motivation problems, broken family backgrounds, etc. Teachers need to respond to every problem that they encounter in the classroom environments on a daily basis. Some problems might require immediate solutions whereas others might demand intermediate or long-term solutions. In any situation, nevertheless, successful teachers need to think about every classroom challenge and constraint and find ways to deal with them effectively. They can do this alone or with their fellow teachers collectively. This is exactly an example of teachers' deliberation at work on a regular basis.

Second, in the area of curriculum inquiry, teachers' daily work in deliberating and solving concrete classroom problems finds a solid theoretical basis in Joseph J. Schwab's (1969) ideas of the "practical" and "deliberation." His idea of the practical

underscores the ultimate importance of perceiving curriculum problems as they occur in the actual state of affairs; curriculum theories, on the other hand, shed light on how these problems should be effectively solved. Additionally, Schwab's notion of the practical represents his strong critique of the curriculum field, which he declares "moribund" (p. 1) and needs to shift its focus from the pure pursuit of knowledge (hence the theoretic) to their application (hence the practical) in order to solve concrete problems in real situations. Otherwise, the curriculum field, by its current methods, has failed education. The crucial point for Schwab is that the discipline of curriculum is all about "choice and action" (p. 2) which ultimately reside in the realm of practice. To illustrate, as teachers and administrators are constantly challenged by everyday problems in a particular school or classroom context, they have to deliberate on them, make informed choices, and decide on the course of action to take to solve those problems. Meanwhile, Schwab's (1969) idea of deliberation refers to the method of the practical by which relevant school stakeholders, including teachers, evaluate the existing circumstances at a particular educational site, identify problems, devise choices, and decide the best possible way to address the problems. Furthermore, Schwab (1971) asserts that "theories of curriculum and of teaching and learning cannot, alone, tell us what and how to teach, because questions of what and how to teach arise in concrete situations loaded with concrete particulars of time, place, person, and circumstance." (p. 494). Taken together, researching Schwab's ideas of the practical and deliberation is undoubtedly worth undertaking because it would help uncover the fundamental elements of teachers' work in responding to actual problems in authentic teaching and learning environments.

Third, Schwab's (1969) proposal for the "practical" and "deliberation" on a theoretical level has been addressed for more than four decades. However, little research

has been documented to explore how deliberation, curriculum deliberation more precisely, works in actual educational settings. About two decades after Schwab published his first of four seminal articles on the practical (Schwab, 1969, 1971, 1973, 1983), Atkins (1986) noted that studies which confirmed or disconfirmed Schwab's ideas were fragmented and very little done, and about two decades after Atkins' publication, M. J. Reid (2009) still observed the same scarcity in the literature. This research project, therefore, was an attempt to respond to this literature gap and to contribute to a better understanding of how Schwab's ideas of the practical and curriculum deliberation transpire in real educational contexts.

Finally, on a personal note, my interest in researching the issues of teacher and curriculum has been inspired and shaped by my passion in teaching and learning. I have been a college teacher of English for more than ten years and wish to become a teacher-scholar in the near future. As a teacher, I am well familiar with eventful – yet challenging and demanding– moments of classroom situations. I am also accustomed to deliberating (individually or in a group) on practical problems at the classroom level and making well-informed decisions about the course of action deemed necessary to solve the problems. Additionally, my interest in the issue of curriculum development began when I was in my MA Program in Applied Linguistics at the University of Queensland, Australia in 2002-2003. In particular, I took a course on language program development in which, through my interaction with Schubert's (1986) *Curriculum: Perspective, Paradigm, and Possibility,* I came across Schwab's notion of the practical for the first time and was so intrigued by its potential application in dealing with concrete and practical curriculum problems. My interest in Schwab's (1969, 1971, 1973, 1983) ideas of the "practical" and its method of "deliberation" has, then, continued to develop during

my doctoral program at KU's Department of Curriculum and Teaching. This research project, therefore, constitutes a substantial part of my genuine passion in teaching and learning, of my whole career as a college teacher, and of my future aspiration to serve as a teacher-scholar.

Up to this point, I have to reiterate that I am interested in the investigation of EFL curriculum deliberation by experienced college EFL teachers for the rationale discussed above. The scarcity of research and studies on teacher curriculum deliberation, as noted by Atkins (1986) and M. J. Reid (2009), applies to both the general education field and the EFL/ESL education field. In the field of general education, a review of a limited number of existing studies reveals several broad themes that serve as the focus of attention. Studies by Eisner (1975) and Poetter, Everington, and Jetty (2001), for instance, addressed the actual processes of curriculum deliberation conducted by a deliberation group. Other studies emphasized specific elements of curriculum deliberation, such as teachers' role as agents in curriculum change (Ben-Peretz, 1980; Johnston, 1993), teachers' dilemmas in deliberation (Shkedi, 1996), and the role of teachers' knowledge in deliberation (Johnston, 1995). Few studies addressed specific contexts for deliberation, such as deliberation in a cross-cultural setting (Misco, 2007) and online deliberation (Herod, 2005). These studies shed light on how curriculum deliberation could be undertaken and how relevant elements of deliberation could be accentuated, and this is an important contribution to our understanding of curriculum deliberation in practice.

The above studies, however, did not specifically and explicitly analyze Schwab's (1973) idea of curriculum commonplaces, which include students, teachers, subject

matters, contexts, and curriculum making. These five commonplaces are of crucial importance in Schwab's conception of curriculum deliberation because there are no better entities capable of making an authentic curriculum for a given context than representatives of these commonplaces. In fact, only very few studies did address the issue of curriculum commonplaces in curriculum deliberation. A seminal work by Atkins (1986) outlined how teachers conducted curriculum deliberations and how themes of commonplaces emerged, interacted, and overlapped in those deliberations. A similar study by M. J. Reid (2010) investigated the same issue with some similar findings. In these two studies, curriculum commonplaces were used as frameworks to analyze instances of teachers' curriculum deliberations. This is yet another important contribution to our understanding of Schwab's (1973) curriculum commonplaces as they interact and collaborate in the actual deliberative work.

This research project, therefore, was intended to respond to the identified gap in the literature. It was a replication of Atkin's (1986) and Reid's (2010) studies to the extent that Schwab's (1973) curriculum commonplaces were used as the framework of analysis. However, this study significantly differed from both studies as it also explored how teachers' knowledge functioned and was made explicit in actual curriculum deliberations. I was particularly interested in the research line followed by Clandinin (1985); Connelly, Clandinin, and He (1997); Elbaz (1981); Golombek (1998); and Shulman (1986, 1987). Making connections of teachers' curriculum deliberation to their states of knowing is of crucial importance. Teachers, both as persons and professionals, do hold certain kinds of knowledge that illuminate and inform their work (Elbaz, 1981), and much of this knowledge is so tacit and deeply embodied in their practice (Conelly & Clandinin, 1988). So far, confirmatory research evidence has come largely from studies

on teachers' knowledge through the investigation of their classroom teaching practices (Buitink, 2009; Connelly et al., 1997; Elbaz, 1981; Golombek, 1998; Tamir, 1991). On the other hand, very little is known in the literature about how teachers' knowledge works in their actual curriculum deliberation. Among such studies were Johnston's (1995) study, which investigated the role of teachers' knowledge in their deliberation of behavior management, and Tai's (1999) study, which examined teachers' knowledge in their curriculum planning. Therefore, since curriculum deliberation constitutes a comprehensive educational planning which undoubtedly requires its deliberating parties to be knowledgeable of a broad range of educational aspects, examining how teachers' knowledge works and is made explicit in such curriculum deliberation, as this dissertation research was intended for, is strongly warranted to contribute to the body of knowledge of the issues concerned.

The scarcity of research and studies on teacher curriculum deliberation is even more evident in the field of EFL/ESL education. Although a number of issues related to teachers as curriculum developers have been addressed in the literature, such as collaborative curriculum development by teachers and curriculum specialists (Nunan, 1989), curriculum planning by novice and experienced teachers (Cumming, 1989, 1993), teachers' curriculum planning (Tai, 1999), and teachers' curriculum approaches and strategies (Shawer, 2010), none of these studies explicitly examined how teachers and other curriculum commonplaces interacted with each other in undertaking curriculum deliberations. Two studies, however, are worth noting because they have some relevance to the issue under discussion. One study by Woods (1991) dealt with teachers' curriculum making processes and how elements of curriculum commonplaces such as curriculum content and students exerted influence on those processes. Another study by

Wette (2009) shed light on the ways Schwab's (1973) commonplaces were taken into account in teachers' curriculum making processes. These two studies, however, were more about individual rather than group deliberations. Although curriculum deliberation by individual teachers is also doable (McCutcheon, 1995), it is curriculum deliberation by a group of representative bodies of knowledge of curricular commonplaces that Schwab (1973) was concerned with.

Purpose of the Study

Based on the rationale and arguments developed in the previous section, the purpose of the present study was twofold. First, it aimed at investigating the processes of curriculum deliberation as conducted by experienced college EFL teachers in the Indonesian college EFL context, focusing primarily on the examination of Schwab's (1973) curriculum commonplaces: teachers, learners, subject matters, contexts, and curriculum making. Second, the study also explored the representations or instances of teachers' knowledge in their deliberative endeavors, utilizing as the analytical framework Shulman's (1986, 1987) seven categories of teacher knowledge: knowledge of learners, knowledge of educational contexts, knowledge of educational ends, values, and philosophies, content knowledge, general pedagogical knowledge, pedagogical content knowledge and curricular knowledge. Due to the fact that little is known about the issues in question in the literature, the present study was, thus, exploratory in nature (Marshall & Rossman, 2011).

Research Questions

In essence, the present study revolved around the following overarching question: "How did experienced college EFL teachers in the Indonesian EFL context undertake EFL curriculum deliberations?" This question was undoubtedly broad in nature and encompassed a lot of issues regarding curriculum deliberation. To obtain more precise answers, this question was, therefore, separated into the following subset of specific questions:

1. How did the deliberating college EFL teachers identify and define curriculum problems for a particular EFL program in the Indonesian college EFL context?
2. How did the deliberating college EFL teachers at this particular EFL context address the elements of curriculum commonplaces (teachers, learners, subject matters, contexts, and curriculum making) in their curriculum deliberations?
3. How were the elements of teachers' knowledge (knowledge of learners, educational contexts, educational ends, purposes, values and philosophies, content, general pedagogy, pedagogical content, and curricula) represented or made explicit in their deliberative works?

Significance of the Study

The present study has significance in two main ways. First, as discussed earlier, on a theoretical level it responded to the existing gap in the literature both in the area of curriculum deliberation in general and in the area of EFL curriculum deliberation in particular, and their connection to teacher knowledge. Framed within the theoretical

landscapes of Schwab's (1973) curriculum commonplaces and Shulman's (1986, 1987) categories of teacher knowledge, the results of this study were intended to contribute to the theory-building process in these under-researched areas. Second, on a practical level the present study also has significance for the broader context of curriculum making as part of policy-making processes at the institution under study. More specifically, the results of this study were expected to offer the practical paradigm of curriculum inquiry as advocated by Schwab (1969, 1971, 1973, 1983) and his proponents, such as W. A. Reid (1999, 2006) and Null (2011), as an alternative model to the Tyler Rationale (Tyler, 1949) as the long-established model for curriculum practice at the institution and nationwide. This alternative paradigm of curriculum inquiry could also prove beneficial not only for the institution under investigation but also for other relevant institutions with similar characteristics.

CHAPTER TWO

LITERATURE REVIEW

This chapter has three main purposes. First, it discussed relevant theories and concepts about the issues of teacher curriculum deliberation and teacher knowledge on which the present study drew its theoretical bases. Second, it explored documented research and studies regarding the issues in question in both the general education and EFL/ESL education fields. In the final analysis, I strongly argued that investigating this under-researched area of EFL/ESL teacher curriculum deliberation and its relationship to teacher knowledge was warranted not only to contribute to the existing gap in the literature, but also to better understand how college EFL teachers engaged themselves in the dynamic processes of curriculum deliberation and how their knowledge functioned in those processes. Finally, I included in this chapter a brief discussion of a number of critical issues of English language teaching in the Indonesian EFL context, focusing primarily on the college EFL context, while also making connections to the role and status of English in the regional and global contexts. It is crucial to make the last point explicit to the extent that this whole research project would be understood with a genuine perspective in its relevant and holistic contexts.

Conceptual Frameworks

Paradigms of Curriculum Inquiry

Curriculum problems are perennial. The questions of what and how to teach are a central theme to human history. Answers to these questions, theoretical or practical, are often contingent upon spatial-temporal particularities. For instance, in the time of the

ancient Greeks, as Nussbaum (1997, p. 1) noted, Socrates' Think Academy had answers to the questions different from those of the old education tradition at that time as to what and how to teach the young generation. The former taught what is now known as the Socratic argument with questioning as its primary method whereas the latter taught the old tradition such as patriotic values with much emphasis on memorization.

One of the most influential curriculum questions of modern times, in my view, is that of Herbert Spencer's (1860) "What knowledge is of most worth?" On a practical level, this question has undoubtedly preoccupied formal schooling everywhere in which curriculum planners, administrators, and teachers alike keep seeking what is deemed the best answers to this commonplace –yet pressing and demanding– problem. On a theoretical level, the question has attracted scholars' attention and energies to discuss, debate, and find out coherent answers. The results are competing –even conflicting and uncertain– theories, concepts, and ideas which flood the curriculum literature. One thing is certain, however, that the nature and kinds of answers we seek depend, to a great extent, on the way we view the curriculum problems. They are, indeed, subject to the paradigm, "the conceptual lenses through which curriculum problems are perceived" (Schubert, 1986, p. 2), we utilize to frame our understanding of the issues at hand.

Awareness of paradigm is central to research in general as well as to this present study in particular. Schubert (1986, p. 2) warns that:

> The conceptual frameworks that we use to deliberate about curriculum problems shape their character and impel us to acceptance of some forms of evidence and rejection of others. In similar light, paradigms that guide our work as educators govern the kinds of questions we ask and the ways in which we view the consequences of our efforts.

In other words, in the practice of curriculum inquiry we have to be aware of different paradigms, each of which has its own assumptions about what curriculum is and how schools should serve learners and society. These assumptions, in many ways, dictate what kinds of curriculum questions should be asked and what kinds of answers should be sought.

In this section, two curriculum paradigms were reviewed: the Tyler Rationale, the dominant curriculum paradigm to date, and one promising alternative, the practical (deliberative) paradigm. The Tyler Rationale warrants discussion because it represents the dominant paradigm that has had a significant impact not only on the practice of curriculum development in general but also on classroom teaching and learning practices to date. Meanwhile, the practical paradigm was presented here as an alternative to the Tyler Rationale with some promising ideas to address weaknesses inherent in the latter paradigm.

The Dominant Paradigm: The Tyler Rationale

In his seminal work, *Basic Principles of Curriculum and Instruction*, Ralph W. Tyler (1949, p. 1) identified four fundamental questions to address in order to develop a curriculum or plan of instruction:

1. What educational purposes should the school seek to attain?
2. What educational experiences can be provided that are likely to attain these purposes?
3. How can these educational experiences be effectively organized?
4. How can we determine whether these purposes are being attained?

Based on this rationale, it is necessary that any curriculum developers undertake a careful review and comprehensive study of educational purposes or goals, learning

experiences to achieve such goals, ways to effectively organize such experiences and effective ways to evaluate the learner's attainment levels of the stated goals.

About the significance of educational purposes, Tyler (1949, p. 3) asserted that "if an educational program is to be planned and if efforts for continued improvement are to be made, it is very necessary to have some conception of the goals that are being aimed at." Furthermore, Tyler elaborated that educational objectives should be developed and selected based on studies about learners, contemporary life outside the school, suggestions made by subject specialists, the school's philosophy, and insights from the psychology of learning.

Regarding the learning experiences, Tyler (1949, pp. 63-64) pointed out that whereas the ends of education were predefined objectives, its means were educational experiences that the learners had through their interaction with the external conditions to which they could respond and in which changes in their behavior could be observed. Tyler further commented that it was through these experiences that learning would take place and educational objectives were likely to be accomplished.

Concerning the organization of learning experiences, Tyler (1949, pp. 83-86) explained that for educational experiences to bring about behavioral changes in the learner they had to be cumulative, and for these experiences to have a cumulative impact they had to be organized in such a way that they could reinforce each other. He then proposed three important criteria for organizing learning experiences: continuity, sequence, and integration. Continuity refers to the learner's continuing opportunity to practice certain skills over time, whereas sequence refers the importance of successive experiences to be built upon preceding ones considering certain factors such as degrees of complexity. Integration, meanwhile, refers to the horizontal relationship of

curriculum experiences in the sense that the learner has opportunities to practice a particular skill in different occasions.

Finally, regarding evaluation, Tyler (1949, pp. 105-111) outlined that evaluation was a process through which the attainment levels of educational objectives by the learners were assessed. In addition, curriculum evaluation also should uncover the strengths and weaknesses of the educational programs in question to allow necessary improvements. According to Tyler, because curriculum evaluation was very closely related to curriculum objectives and learning experiences, the bases for analyzing educational objectives should serve as a set of specifications for evaluation, and the basis for planning and organizing learning experiences should serve as the bases for developing evaluation procedures.

Tyler's (1949) *Basic Principles of Curriculum and Instruction* has been one of the most influential books on curriculum thought and practice along with John Dewey's (1916) *Democracy and Education* (Shane, 1981). On a practical level, Tyler's Rationale looks so appealing to curriculum practitioners due to its simplicity (addressing four fundamental questions) that, in turn, it has become a recipe-like book or a how-to manual for curriculum development to date. On a theoretical level, the Tyler Rationale has undoubtedly shaped curriculum research and practice to date and has merged with existing modes of inquiry at that time. Schubert (1986), for example, has long observed that during the 1950s following Tyler's publication, much of curriculum research, especially in the American context, could be classified into Tyler's four questions of purpose, experience, organization, and evaluation. Further, he stressed that the Tyler Rationale merged neatly with empirical, analytic, behavioral, and objectivist research methods as the dominant forms of educational research methodology at that time. There

was no doubt, then, that the empirical-analytic mode of educational research became ubiquitous and remains prominent today. The Tyler Rationale, Schubert elaborated further, also found its strong grounds in the behavioristic psychology which brought the idea of technical rationality into the curriculum scholarship. Taken together, the dominant empirical-analytic research methodology and the behavioristic psychology with its idea of technical rationality merged so effectively with the Tyler Rationale that the latter became more and more mechanistic and positivistic in its implementation.

In the field of language education, Brown's (1995) *Elements of Language Curriculum: A Systematic Approach to Program Development* might represent how the Tyler Rationale has had an impact on the discourse of language curriculum development. This book has chapters on needs analysis, goals, and objectives that fit Tyler's idea of educational purposes. It also has chapters on teaching materials and strategies that go under Tyler's ideas of experiences and organization. Finally, it has chapters on testing and program evaluation that correspond to Tyler's notion of evaluation.

It is clear from the discussion above that in its development, the Tyler Rationale has become more like a cookbook and the nature of curriculum development, within this paradigm, has been more and more technical, systematic, mechanistic, and positivistic. Indeed, this paradigm tends to view curriculum development as a linear process that begins with specifying learning objectives by curriculum specialists, psychologists, subject specialists, etc. Teachers, on the other hand, act primarily as technicians to deliver the predefined curriculum objectives to the learners. Finally, testing and assessment experts assess the learners' attainment of the pre-specified objectives, most of the time, utilizing quantitative measurements. The results of testing and assessment

then provide feedback for teaching remedies and curriculum improvement. In other words, this paradigm assumes a distinct boundary between curriculum and teaching, the former belonging to the so-called curriculum experts and the latter belonging to classroom teachers. Within this paradigm, classroom teachers as a fundamental element of curriculum commonplaces do not at all share the power of curriculum development.

The reality of curriculum and teaching, however, tends to tell a different story. In practical terms, as I observe, curriculum and teaching cannot be separated from each other because they both constitute a unified whole. Although teachers might be given predefined curriculum documents for them to deliver to the learners, most of the time they view these documents as living things open to adaptation and adjustment in line with classroom opportunities and constraints. Teachers, as both persons loaded with unique personalities and as professionals, continually interact with curriculum documents, with the learners, and with the classroom circumstances. In the field of ESL education, a study by Woods (1991) very well illustrates the issue in question. This study uncovered that teachers, with their own personalities and personal preferences, played a crucial role in the way ESL curriculum documents were interpreted, teaching materials selected and presented, and learning experiences planned and organized. In short, I strongly argue that for classroom teachers, the so-called official curriculum would remain a living document whose relevance and meaningfulness reside immensely in real pedagogical contexts. Thus, curriculum and teaching are two unified entities, one of which is inseparable from the other.

Additionally, the technical and mechanistic nature of the Tyler Rationale has failed to acknowledge “choice and action” (Schwab, 1969, p. 2) as the very fundamental basis for curriculum inquiry. Choice and action suggest that curriculum inquiry is a

practical enterprise in which teachers constantly deal with and respond to concrete educational problems in actual educational contexts. The state of affairs in reality is always complex, uncertain, and unpredictable. Nevertheless, there is nobody more knowledgeable about what choices to make and what actions to take in such complex, uncertain, and unpredictable situations than classroom teachers themselves. The technical and mechanistic nature of Tyler's Rationale, therefore, fails to take into account complex and subtle nuances of curriculum inquiry at the classroom level, which is ultimately rooted in the ideas of choice and action.

Because of the limitations of the Tyler Rationale listed above, there is a pressing need for an alternative paradigm of curriculum inquiry; a paradigm that views curriculum and teaching in a holistic way; a paradigm that gives teachers a crucial role in curriculum inquiry; a paradigm that acknowledges the importance of constant interactions among the curriculum commonplaces (teachers, learners, subject matters, contexts, and curriculum making) in deliberative encounters. I strongly argue that the paradigm that meets such crucial needs is the practical or deliberative paradigm as espoused by Schwab (1969, 1971, 1973, 1983) and his proponents. The following section discusses some important ideas or concepts about the paradigm that frames the present study.

The Alternative Paradigm: The Practical Paradigm

The phrase *practical paradigm* is used here to mean the paradigm of practical inquiry (Schubert, 1986, p. 287), which covers Schwab's concepts and ideas regarding curriculum inquiry, including *the practical and the eclectic, curriculum deliberation,*

curriculum commonplaces, and *curriculum group*. These concepts and ideas warrant discussion because of their relevance to this research project.

1. The Practical and the Eclectic

Schwab's (1969) idea of the "practical" represents his strong critique of the curriculum field, which he declared "moribund" (p. 1). He strongly believed that the curriculum field needed to shift its focus from the pure pursuit of knowledge (the theoretic) to their application (the practical) in order to solve concrete problems in real situations. Otherwise, the curriculum field by its current methods has failed education. It should be noted, however, as Schubert (1986) observed, Schwab did not condemn theory or philosophy; instead, he believed that the disciplines which were built upon a solid foundation of theory were fundamental to practical curriculum inquiry. Schwab, rather, criticized the *theoretic*, which refers to research that purely seeks law-like generalizations and keeps the researcher detached from concrete situations in the state of affairs. As Null (2011) further notes, for Schwab the final outcome of theoretic inquiry is understanding or knowledge whereas the final outcome of practical inquiry is decision making. Although understanding can and should be part of practical inquiry, in the practical world like curriculum inquiry, understanding always serves as a means toward the ultimate end of decision making.

Central to Schwab's notion of the practical was his idea of the eclectic (Schwab, 1971). As noted by Fox (1972, 1985), Schwab's idea of the eclectic was his genuine proposal to facilitate the fruitful use of theory, instead of too much dependence on it, in dealing with practical curriculum problems through what he called the eclectic mode of

operation, which consisted of two main stages. First, the eclectic operation begins with exploring the partial view that any given theory carries on a subject matter. This is because there is no single theory that would be capable of explaining something or a phenomenon in its entirety. Every theory, indeed, has their own limits. Second, after indicating the only partial view a theory can provide on a subject matter, the operation continues with uncovering the potential problems of making unwarranted claims on behalf of a theoretical coherence. Taken together, then, through the eclectic operation we become aware that, while theories have their own explanatory limits on a phenomenon, they do contribute partially to our understanding of the phenomenon. The eclectic mode of operation, therefore, does not at all mean a random pick of options that work; rather, it reinforces what Van Manen (1991, 2016) calls "pedagogical thoughtfulness" or what Schön (1987) terms "reflection-in-action," emphasizing the ultimate importance of teachers' capacity to undertake thoughtful reflections of their own work through which, in their eventful moments of interactive decision making, they constantly seek situational relevance and meaningfulness to cope with any educational uncertainties, irregularities, and challenges that they and their students encounter and experience in a given classroom or school setting. The eclectic operation, thus, ultimately suggests well-informed and principled educative choices made by teachers as reflective and thoughtful practitioners out of existing, competing, and even conflicting options available to them.

2. Curriculum Deliberation

Generally speaking, deliberation means reasoning about practical problems in order to decide on a course of action (McCutcheon, 1995). It is, indeed, a resolution of a deliberative question that takes the form of "What should we do?" (Dillon, 1994). Dillon further comments that deliberative problems usually arise in real situations where action is required and the consequences of any proposed action are uncertain. More specifically, W. A. Reid (1999, p. 18) delineates that deliberation, or practical reasoning as he calls it, is "an intricate and skilled intellectual and social process whereby, individually or collectively, we identify the questions to which me must respond, establish grounds for deciding on answers, and then choose among the available solutions." In short, deliberation is concerned with the processes of identifying practical problems that arise in concrete situations, evaluating their potential solutions, and deciding the best course of action to solve the problems.

In curriculum inquiry, all problems are practical because they arise from the state of affairs which reside in the realm of practice (W.A. Reid, 1994; Schwab, 1969). The path to the solution of these practical problems lies through the knowledge of persons, places, and actions as well as their consequences. Schwab (1971, p. 494) asserts that "theories of curriculum and of teaching and learning cannot, alone, tell us what and how to teach, because questions of what and how to teach arise in concrete situations loaded with concrete particulars of time, place, person, and circumstance." Indeed, there is no general principle for such knowledge to point toward a possible solution or a course of action; rather, it has to be deliberated on. Deliberation is, therefore, the method of the practical. Accordingly, curriculum deliberation is the method of curriculum inquiry through which relevant representatives of curriculum commonplaces (teachers, learners,

subject matters, contexts, and curriculum making) identify and define curricular problems in concrete educational contexts, devise and evaluate potential solutions, weigh their alternatives, and decide the best course of action to take in order to solve the problems (Null, 2011; W. A. Reid, 1999; Schwab, 1969, 1973).

3. Curriculum Commonplaces

The term *commonplace* means something that everyone accepts as right or true, much like commonsensical or conventional wisdom (Null, 2011). In curriculum inquiry, commonplaces are so powerful because they are accepted as a true part of defensible curriculum. It is their omnipresence and widespread acceptance in any curriculum endeavor that make them commonplace. Schwab (1973) introduces five commonplaces that should be represented in the deliberating group that undertakes the task of curriculum inquiry. They include teachers, learners, subject matters, contexts, and curriculum making. Later authors such as W. A. Reid (2006) and Null (2011) agree with Schwab on these commonplaces.

a. Teachers

Teachers are deeply embedded in the classroom, the crucial element of the state of affairs where their professional lives grow and thrive (Schubert, 1986). Their decisions and actions on a daily basis, indeed, constitute the essential forces that illuminate and impact the culture of the classroom life. In addition, as W. A. Reid (2006) points out, teachers can be regarded as the most fundamental source of curriculum knowledge because of their unique position to reconcile the institutional and practical elements of curriculum. Teachers are not only individuals who collaborate with younger individuals in the classroom setting, but also a representative of the institutional mission

to promote and advance civic interests. Deliberation is undoubtedly part of teachers' daily routines in tackling everyday problems of teaching and learning. The final outcomes of their deliberative activities, as Schubert (1986) notes, are decisions, actions and enhanced personal and professional meaning. In turn, this leads to a better sense of value and direction for other problems to be addressed and other needs to be met.

b. Learners

The practical paradigm views learners not merely as recipients of the predetermined curriculum, but most importantly it gives them a more active role in curriculum work. Along with teachers, learners are deemed capable of legitimately finding out what is worthwhile for them to learn and experience (Schubert, 1986). For a curriculum to be defensible, therefore, it is essential that it take into account in a proportional way learners' needs, interests, and backgrounds. As Schubert further notes, although engaging learners in the task of curriculum deliberation might come with obstacles, it is nevertheless a policy that fosters a sense of personal responsibility rather than allegiance to expert authority.

c. Subject Matter

The notion of subject matter includes, but is not limited to, curriculum policy documents, textbooks, and other instructional materials (Schubert, 1986). Conventionally, subject matter is viewed as static and inanimate. However, as Schubert continues to explain, the practical paradigm views policy documents, textbooks, and instructional materials as dynamic, relative to the other commonplaces, because they are animated by teachers and learners through intense interactions in the classroom settings.

Every aspect of subject matter, however uniform it might be, provides each learner who interacts with it a unique taste, insight, and experience, resulting in personally unique understanding, responses, and reactions.

d. Context

The term context, or *milieu* in Schwab's (1973) original word, refers to the broader context of teaching and learning. It encompasses the physical, social, cultural, and psychological aspects of the community in which a particular school exists (Null, 2011; Schubert, 1986). In the view of the practical paradigm, the context plays a major role in any task of curriculum inquiry because through constant interactions between the physical, social, cultural, and psychological factors, the context significantly defines the state of affairs of a given educational site. It follows, then, that curriculum choices and actions must be deeply rooted in the careful examination of the technical as well as moral consequences relevant to the educational site concerned.

e. Curriculum Making

The last component of curriculum commonplaces is curriculum making. By curriculum making, Schwab (1973, p. 504) means the actual processes of practical curriculum inquiry in which all representatives of other four commonplaces get immersed in discovering the experiences of the others and the relevance of these diverse experiences to the actual process of making a defensible curriculum. Null (2011, pp. 32-33) adds three essential dimensions of curriculum making: practice, purpose, and integration. He elaborates that practice refers to the task of placing representatives of the

four commonplaces (teachers, learners, subject matters, and contexts) in relationship to one another in the actual work of curriculum inquiry. Meanwhile, purpose represents a sense of aim and direction to pursue. A curriculum is, indeed, created ultimately to do something or to achieve something. The commonplace of curriculum making, therefore, acknowledges the purposive nature of the whole work of curriculum inquiry.

Finally, integration suggests the idea of balancing of the commonplaces. As the representatives of the commonplaces identify problems, deliberate about choices and courses of action, they are challenged to constantly keep a state of balance among these commonplaces. It should be noted, however, that the idea of keeping the balance should not be understood in a quantitative way to mean the exact same proportions. Rather, it refers to the relative balance of bringing each commonplace to adequate attention in line with situational insights and contextual relevance. For instance, in an actual curriculum deliberation, a conversation about a subject matter might dominate. This dominant conversation should not, then, ignore conversations about other commonplaces. Keeping the balance, thus, means bringing all the commonplaces to attention of the deliberators, although in the actual deliberation, the proportion of conversations about each commonplace might differ from one another.

4. Curriculum Group

In order to undertake the task of curriculum deliberation, Schwab (1973, 1983) proposes the formation of a curriculum group that represents five bodies of knowledge about the commonplaces. The phrase *bodies of knowledge* is important to note here as it

suggests that the representatives could be actual representatives, for example, actual teachers, school administrators, and students. This is the case for the curriculum group as elaborated in Schwab (1983). In Schwab (1973), however, the representatives could also be any relevant individuals as long as they possess an adequate body of knowledge about the commonplaces concerned. So, the representatives in a curriculum group could be all professors; one with adequate knowledge about the subject matter, another with good knowledge about students' interests, needs, aspirations, and backgrounds, and so forth.

It is in this regard that the present study finds its theoretical justifications to the extent that the study examined the actual instances of curriculum deliberation as undertaken by only a group of experienced college EFL teachers. The underlying assumptions were that these experienced teachers possessed an adequate body of knowledge regarding the five curriculum commonplaces, and that as trained professionals they were capable of bringing their knowledge to practice not only to inform their decisions and actions, but also to justify why certain decisions were made and specific actions taken.

Conceptions of Teacher Knowledge

An Evolving Construct

As stated in the earlier chapter, the conceptual framework used to address the issue of teacher knowledge in this dissertation followed the research line as advocated by Clandinin (1985); Conelly and Clandinin (1988); Connelly et al. (1997); Elbaz (1981); Golombek (1998); Shulman (1986, 1987). One crucial assumption of teacher knowledge research developed by this line of research tradition is that teachers hold a

certain kind of knowledge and that they use this knowledge to inform and guide their work. Research on teacher knowledge, therefore, primarily aims to uncover how this knowledge is learned, held, and expressed by the teachers in their teaching act.

Different researchers within this line proposed different terms for the construct of teacher knowledge, suggesting their respective emphasis in terms of their theoretical and methodological concerns. Elbaz's (1981) use of the term "practical knowledge", for instance, underscored her strong view of teachers as an autonomous entity in curriculum inquiry; an entity that possesses a particular kind of knowledge, holds this knowledge in an active connection with practice, and utilizes this knowledge to give shape to that practice. Elbaz's conception of practical knowledge represents her serious critique of a radical distinction between theory and practice inherent in the prevailing curriculum view, which sees curriculum inquiry as a linear process in which ends and means are placed in separate boundaries. Clandinin (1985) added an important dimension to our understanding of teacher knowledge by adding the word "personal" in her proposal of the term "personal practical knowledge". She explained that a teacher's knowledge consists of both theoretical and practical elements that are blended by this teacher's personal characteristics and used to inform her or his work in specific situations. Conelly and Clandinin (1988, p. 25) further elaborated that personal practical knowledge is a term proposed "to capture the idea of experience and a way that allows us to think about teachers as knowledgeable and knowing persons." Based on the same assumption of teachers as knowing persons, Shulman (1987, p. 8) introduced yet another significant element to the construct of teacher knowledge in what he called "pedagogical content knowledge," which he defined as "that special amalgam of content and pedagogy that is uniquely the province of teachers, their own special form of professional

understanding." Emphasizing the bridging significance of pedagogical content knowledge to connect content with pedagogy, Shulman further delineated that this special knowledge represented "the blending of content and pedagogy into an understanding of how particular topics, problems, or issues are organized, represented, and adapted to the diverse interests and abilities of learners, and presented for instruction." Finally, Golombek (1998), while following Clandinin's (1985) "personal practical knowledge," added another interesting element to the characterization of teacher knowledge by stating that teacher knowledge is consequential in the sense that teachers' classroom instruction always carries with it repercussions exerted on both themselves and their students. Through stories that the teachers hear and tell, they become attentive to the potential consequences of their teaching act, while fully realizing their accountability for what they and their students go through in the classroom.

Taken together, the construct of teacher knowledge discussed above reveals some fundamental characteristics. First, teachers are conceptualized as knowledgeable individuals with unique knowing capacities. They hold and use this knowledge, in distinct ways, to guide and inform their work. Second, teacher knowledge is characterized as being practical because teachers hold and express that knowledge in their active and intense interactions with their teaching practice. Third, teacher knowledge is also portrayed as something personal because it is deeply rooted in teachers' personal experiences and imbued with their personal characteristics. Finally, teacher knowledge has a consequential character that affirms the affective and moral dimensions of the teaching act, meaning that whatever teachers and their students do in the classroom will have repercussions on the teachers and students alike both inside and outside the classroom contexts.

Content Representations

A crucial question that requires immediate answers in the discussion of teacher knowledge is that related to its representative contents: If teacher knowledge is to be made explicit, in what forms would it take? This question can be addressed in three main ways: content category, orientation, and form. In terms of content category, Elbaz (1981) identified five categories of teachers' practical knowledge, which include knowledge of the subject matter, curriculum, instruction, self, and context of schooling. Additionally, Shulman (1986, 1987) introduced seven categories of knowledge base for the teaching profession: knowledge of learners, of educational contexts, of educational ends, purposes, values and philosophies, of content, of general pedagogy, of pedagogical content, and of curricula. A closer look at these two sets of categories reveals that they correspond to a great degree to Schwab's (1973) five categories of educational commonplaces: teachers, learners, subject matters, contexts, and curriculum making. This considerable overlap in categories, as I observe, suggests Schwab's immense influence on later researchers' characterization of teacher knowledge. In fact, Elbaz (1981) asserted that the curriculum view that acknowledges teachers as active and autonomous agents in curriculum making processes was Schwab's practical paradigm, which centered on the idea of deliberation. To this end, the present study found its solid justification for why the examination of teacher knowledge in the teachers' curriculum deliberation was warranted. It would be intriguing to uncover and to learn how teachers' knowledge works and takes shapes in their instances of curriculum deliberation.

For reasons of clarity and comprehensiveness, I was particularly interested to include as part of the analytical frameworks of this study Shulman's (1986, 1987) categories of teacher knowledge: 1) knowledge of learners, 2) knowledge of educational

contexts, 3) knowledge of educational ends, purposes, values, and philosophies, 4) content knowledge, 5) general pedagogical knowledge, 6) pedagogical content knowledge, and 7) curricular knowledge. While some of these categories are self-explanatory, others require explanation.

The following explanation was based on Shulman's (1986, 1987) articles and my own interpretation of them. Because these categories of teacher knowledge serve as the analytical framework for this study, in the following table I present how I interpreted the categories and made sense of them in connection to the EFL curriculum deliberation by experienced college EFL teachers in the Indonesian college EFL context. The deliberation itself addressed the revision of the English subject curriculum regularly taught to the freshmen during the first year of their academic program.

Table 1: Categories of Teacher Knowledge and Their Representations in the College EFL Program

Knowledge Categories	Definitions (Shulman, 1986, 1987)	Connections with the College EFL Program
1. Knowledge of Learners	Teachers' knowledge of students' backgrounds and characteristics, including their individual differences.	• Teachers' knowledge of their EFL freshmen's individual differences in learning styles, strategies, interests, backgrounds, preexisting skills, etc.
2. Knowledge of Educational contexts	Teachers' understanding of the working and functioning of the classroom or the school, the governance of school districts or other relevant organizations, and the unique characteristics of the surrounding communities and cultures.	• Teachers' knowledge of the classroom, school, and university contexts, including their functioning systems, and their vision and mission. • Teachers' knowledge of the existing policies and regulations applicable in these contexts. • Teachers' knowledge of the socio-cultural contexts surrounding the classroom, the

		school, the university, as well as the regional and global contexts. • Teachers' understanding that the EFL program they talked about was situated in such multiple contextual boundaries.
3. Knowledge of Educational Ends, Purposes, Values and Philosophies	Teachers' knowledge of educational ends, purposes, and values including their philosophical and historical grounds.	• Teachers' knowledge of ultimate educational aims, purposes, and values relevant to this particular educational context. • Teachers' understanding of philosophies and histories of this particular educational context. • Teachers' understanding and awareness of how these considerations might affect the EFL program at this university.
4. Content Knowledge	Teachers' knowledge of the subject matter and its organization, including their knowledge of its substantive and syntactic content.	• Teachers' theoretical understandings of the linguistic systems of English (phonetics, phonology, morphology, syntax, semantics, pragmatics, etc.) as the target language for instruction. • Teachers' knowledge of how these elements of knowledge are organized. • Teachers' communicative competence in all macro-skills of English (listening, speaking, reading, and writing).
5. General Pedagogical Knowledge	Teachers' knowledge of a broad range of principles and strategies of classroom organization and management that would be applicable across different subject matters.	• Teachers' understanding of general principles of classroom management and organization that might be applicable for instruction in the college EFL context.
6. Pedagogical Content Knowledge	Teachers' special blend of content and pedagogy which constitutes the unique domain of teachers, their special representation of professional	• Teachers' knowledge of components of linguistic knowledge and language skills of English to be prepared for instruction at the college EFL

	understanding and expertise; certain dimensions of the subject matter readily made for instructional purposes; specific ways of formulating and representing the subject matter to be comprehensible to students; teachers' understanding of why learning certain dimensions of the subject matter seems to be easy or difficult, taking into account the preexisting conceptions and preconceptions that students of various backgrounds bring to the classroom.	program in this particular EFL setting. • Teachers' knowledge of most commonly taught topics in relation to aspects of linguistic knowledge and elements of English skills at this particular EFL program. • Teachers' understanding of the useful ways of formulating and representing aspects of linguistic knowledge and elements of English skills, and their skillful executions to make those aspects and elements comprehensible to and practicable by the students.
7. Curricular Knowledge	Teachers' understanding of the existence of different programs, each of which has their own specifications and associated instructional materials. It also encompasses teachers' knowledge of the procedures to measure the adequacy of student learning accomplishments.	• Teachers' awareness of their current work on revising the English subject curriculum for the EFL program at the college level. • Teachers' knowledge of associated EFL teaching and learning materials relevant to this EFL program in this EFL setting. • Teachers' knowledge of the appropriate ways to assess levels of students' accomplishment in their learning of English knowledge and skills, and to respond to necessary follow-ups. • Teachers' knowledge of EFL curricular alternatives for implementation in diverse instructional circumstances.

As I observe more closely, Shulman's categories presented in the table above show a certain degree of overlap. For instance, under the category of pedagogical content knowledge Shulman talks about the conceptions and preconceptions that the students of various backgrounds might bring to the classroom, which somewhat overlap

with the category of knowledge of learners' characteristics when talking about students' preexisting individual differences which also address their differing degrees of background knowledge, including their conceptions or preconceptions of the subject matter. For consistency reasons, I included all aspects of students' individual differences under the category of knowledge of learners.

Regarding the orientation of teacher knowledge, that is the ways teachers use their knowledge, Elbaz (1981, p. 49) proposes five orientations: situational, personal, social, experiential, and theoretical. Teachers use their knowledge in response to various situations of teaching in personally meaningful ways. Teachers' practical knowledge is constantly shaped by their social and cultural conditions, and at the same time it also gives shapes to the socio-cultural expectations of a classroom setting. Additionally, teachers' use of their knowledge is structured by and geared toward their own experiences. Finally, at times, teachers make instructional decisions and choices based on the ways they view the issue in question from certain perspectives suggesting their theoretical understanding of the issue concerned.

With regard to the forms of teacher knowledge, Clandinin et al. (2006, p. 5) outline that personal practical knowledge encompasses "that body of convictions and meanings, conscious or unconscious, that have arisen from experience (intimate, social, and traditional) and that are expressed in a person's practices." They further explain that this knowledge can take the forms of images, practical principles, personal philosophies, metaphors, narrative unities, rhythms, and cycles. Indeed, Clandinin and her colleagues (Caine, Estefan, & Clandinin, 2013; Clandinin, Caine, Lessard, & Huber, 2016) in advocating a research line of narrative inquiry, that is, a narrative understanding of the

interwoven lived experiences of teachers, students, and the larger spatiotemporal contexts, have developed such vocabulary to speak of how teachers hold their personal practical knowledge and how they use it in their work. Meanwhile, Elbaz (1981, p. 49) identified three forms or what she called "structures" of teacher knowledge: rule of practice, practical principle, and image. She further elaborated that while the rule of practice might be done methodically, the practical principle tends to be used reflectively and images tend guide actions intuitively.

For the present study, I was particularly interested to examine teacher knowledge in the form of statements which could refer to rules, maxims or principles. According to Elbaz (1981), rules simply refer to a brief and clear statement about what to do and how to do it in a practical instructional context. Rules may be general or highly specific. In the EFL teaching and learning context, for instance, EFL teachers might have knowledge of general strategies to teach components of reading skill or very specific strategies to teach a prediction skill as part of those skill components. Conelly and Clandinin (1988, pp. 63-64) further elaborate that "rules can take diverse forms: sometimes a brief statement and sometimes an extended description of practice from which a number of closely related rules may be inferred." Additionally, Shulman (1986, pp. 10-11) offers a slightly different but closely related insight in what he calls teachers' "propositional knowledge" as one form of teacher knowledge which encompasses principles, maxims, and norms. Teachers' principles of teaching originate in their empirical or philosophical inquiry, through formal education or professional training, whereas their teaching maxims develop through and are mediated by their practical experiences with various teaching and learning situations. Teachers' teaching norms, meanwhile, come from their moral and ethical reasoning. Taken together, the idea of

teacher knowledge as represented in the forms of rules, principles, maxims, or norms is of particular importance to the present study, because it treated teacher knowledge as statements made by or inferred from the deliberating teachers' discussions and conversations about various aspects of the EFL program curriculum revision at the college level. These statements, needless to say, may exemplify their rules, principles, maxims or norms of teaching.

Previous Studies

Curriculum Deliberation: Curriculum Commonplaces

As indicated earlier, although theoretical discourses on Schwab's (1969, 1971, 1973, 1983) ideas of curriculum deliberation have been addressed in the literature for decades, studies to confirm or disconfirm such ideas are still fragmented and very little done (Atkins, 1986; Misco, 2007; M. J. Reid, 2009). This literature scarcity is true for the general education field, and more so for the ESL/EFL education field.

Curriculum Deliberation in the General Education Field

Despite the scarcity of the literature on curriculum deliberation, some general themes can be loosely categorized from limited documented studies. A number of studies investigated specific elements of curriculum deliberation such as the role of teachers as agents for curriculum change (Ben-Peretz, 1980; Johnston, 1993), and dilemmas that teachers face in curriculum deliberation (Shkedi, 1996). Few studies addressed specific contexts for deliberation such as curriculum deliberation in a cross-cultural setting (Misco, 2007) and online deliberation (Herod, 2005). Taken together, these studies shed light on how relevant elements of deliberation could be accentuated,

and this is an important contribution to our understanding of curriculum deliberation in practice. However, these studies did not specifically deal with the issue of curriculum commonplaces, the focus for the present study.

Two other studies are worth a more detailed review because they underscore some important ideas about curriculum deliberation as discussed above. An early study by Eisner (1975) captured the actual processes of curriculum deliberation. Nine members of the deliberative team in this study met weekly to deliberate on curricular elements of the arts for elementary schools. The study, then, revealed some interesting ideas about how the curriculum group worked. First, it confirmed the general process of curriculum deliberation where practical problems were identified; different angles and perspectives to address the problems were brought to attention; and finally, a decision or a course of action was arrived at after weighing its alternatives. Second, this study also showed the time-consuming nature of curriculum deliberation in which it took several meetings for the members of the deliberative group to settle down and feel comfortable about the deliberation processes. Finally, this study affirmed the important role of classroom teachers in curriculum deliberation. Initially, only nine members of the deliberative group chaired by the researcher carried out the early stages of the deliberation. Later, however, the group believed that classroom teachers were of crucial importance to be included in the group because they served as the only contact of the group with the educational reality. These teachers, indeed, functioned as consultants to this deliberative group.

Another study by Poetter et al. (2001) on how a curriculum group deliberated on reforming a course of study in higher education showed another set of interesting ideas. Firstly, the curriculum group made the decisions in a context where theoretical and

practical alternatives were weighed and in which multiple viewpoints and voices affected the whole decision making processes directly and indirectly. Secondly, the decisions were made to deal with concrete curriculum problems that required immediate responses. Thirdly, the group members made the decisions to establish a learning community in which collaboration, cooperation, and collegiality, instead of competition, authority, and domination, were the central driving forces. In short, this study discovered the ways the decisions in the deliberative processes were dynamically made and members of the deliberative group contributed to and shared the curriculum making enterprise.

Like a number of studies presented earlier, these last two studies also did not particularly and explicitly address the curriculum commonplaces. Indeed, only very few studies did address the issue in question. A seminal study by Atkins (1986) investigated curriculum deliberation by a group of four teachers and she herself served as the chair of the deliberative group. This study revealed important insights into how the ideas of the curriculum commonplaces came into play in the actual curriculum deliberation. First, the four curriculum commonplaces (teachers, learners, subject matters, and contexts) did appear in the instances of teachers' curriculum deliberations. Second, the commonplaces appeared in the deliberations in an overlapping way suggesting that curriculum deliberation is not a linear process; it is, rather, a complex and unsystematic process, in which ideas about commonplaces jumped from one to another in line with the flow of conversations. Third, each individual teacher's personal aspirations such as their adherence to different curriculum orientations (traditionalist, cognitive development, and self-actualization) played a crucial role in the way each individual teacher pursued the deliberations. Finally, this study showed how the researcher, as the chairperson of the

deliberative group, played her essential roles in facilitating the deliberative processes. These roles included asking clarifying questions, articulating the broad goals of the project, helping the group members organize themselves, and helping them understand what they are doing. This is exactly what Schwab (1973) emphasized about the roles of the chairperson of the curriculum deliberation group as described earlier.

Another study by M. J. Reid (2010) on teachers' curriculum deliberation and the commonplaces provides another set of important aspects of curriculum deliberation at work. In the first place, this study confirmed Atkins' (1986) finding that the commonplaces did appear in the teachers' conversations during the deliberative episodes, adding the presence of the curriculum making commonplace which was not the focus of Atkins' study. This curriculum making commonplace was especially reflected in the teachers' voluntary and routine participation in the deliberations, and also in their invested time for the weekly planning meetings and for maintaining productive relationships with their colleagues in the curriculum group. Next, this study also confirmed the idea of relative balance of the commonplaces in the teachers' deliberations. Although the conversation about the subject matter was found dominant in this study, the deliberating teachers did bring all components of the commonplaces to their attention. Additionally, this study also found a similar finding to that by Atkins (1986) that the commonplace of context was the most elusive commonplace in both studies. This is presumably because of the broad nature of the notion of context, which, according to Schubert (1986), comprises the physical, social, cultural, and psychological elements of the learning context. As a result, the teachers might be well aware of such elements but it is not always easy for them to make direct connections with these elements in their curriculum deliberations. The present study, in a way, was a replication

of Atkins' (1986) and M. J. Reid's (2010) studies to the extent that it investigated the ways curriculum commonplaces were addressed in teachers' curriculum deliberations. However, this study significantly differed from both studies as it also explored how teachers' knowledge functioned and was made explicit in the actual curriculum deliberations.

Curriculum Deliberation in the ESL/EFL Education Field

The scarcity of studies on teacher curriculum deliberation is even more evident in the field of EFL/ESL education. Even though a number of issues related to teachers as curriculum planners and developers have been addressed in the literature, such as collaborative curriculum development by teachers and curriculum specialists (Nunan, 1989), curriculum planning by novice and experienced teachers (Cumming, 1989, 1993), and teachers' curriculum approaches and strategies (Shawer, 2010), none of these studies specifically examined how teachers and other representatives of curriculum commonplaces interacted with each other in carrying out curriculum deliberations.

Two studies, however, are worth discussing because they have some relevance to the issue under discussion. A study by Woods (1991) provides a picture of the interactive processes of curriculum decision makings carried out by two college ESL teachers in a Canadian ESL context. In this study, which was part of a larger study, Woods explored teachers' interactive decision making processes in connection to their curricular, teaching, and learning practices. The study specifically investigated two main areas, the first of which addressed the role of the preplanned curriculum and students in determining what classroom decisions were made by the teachers, whereas the second dealt with the organization and presentation of language contents. The researcher argued

that teachers played a crucial role in the ways language teaching curricula and their associated teaching materials were interpreted and classroom learning experiences that learners were supposed to go through were determined.

Findings of Woods' (1991) study indicated that different aspects of the curriculum were differently interpreted by the two teachers in line with their own views of language teaching and learning. More specifically, the study uncovered two contrasting tendencies of these teachers with regard to the role of the curriculum and students in making instructional decisions and to the organization and presentation of language contents. One of the teachers displayed his or her strong aspiration to follow the preplanned curriculum rather than to accommodate students' particular learning interests. Teaching discrete points of grammatical aspects in a sequential and linear manner was identified in this teacher's classroom practices. In contrast, the other teacher showed her or his main concern with developing holistic language skills among the students based on their own interests. Rather than relying on the preplanned curriculum, this teacher did a needs analysis to develop lesson plans that matched her or his students' interests. The teacher's classroom practices were also characterized by language activities that promote communicative language skills in a holistic way. To an extent, findings of this study illustrated the way teachers' beliefs about the existing ESL curriculum exerted their impact on their actual classroom practices. The two teachers carried out teaching activities in two contrasting ways partly because they had different interpretations about the predetermined curriculum. Their differences in interpretation of the curriculum seemed to originate in their distinct beliefs about language and language learning. Although this study dealt with the issues of teachers' curriculum interpretation and

decision making processes, it neither addressed curriculum deliberation nor curriculum commonplaces.

Another study by Wette (2009) showed that college ESL teachers in a New Zealand ESL context typically did a number of common processes in undertaking curriculum making practices at the classroom level. These processes included: brief unit planning, consideration of global objectives, integration of a variety of dimensions and levels of conceptual content to maximize coherence and weaving conceptual and chronological frameworks. They also covered balancing four macro-skills, balancing accuracy and fluency, balancing classroom activities (teacher-fronted, student-centered) and inductive approach preference to teaching grammar. Finally, the teachers in this study also typically did a variety of instructional routines, contextualizing grammar and vocabulary, and conceptualization of complete course trajectories.

More specifically, with regard to pre-course planning, Wette's (2009) study identified three different types of ESL context in terms of how much influence the written curriculum (syllabus) had on teachers' planning for instructional practices: high constraint, medium constraint, and low constraint contexts. In the high constraint context, teachers typically used predetermined and detailed syllabus prescriptions, standard commercial textbook, and there was little need for additional planning. In the medium constraint context, teachers typically used less detailed syllabus outlines, had access to personal and shared item banks of teaching materials, did not make detailed plans, outlined possible topics and broad objectives, and did incomplete and provisional preparations. Finally, teachers in the low constraint context had no pre-specified syllabus, had to take diagnostic tests to assess students' existing needs, and did very little planning. Although this study was not about curriculum deliberation, it implicitly

showed how Schwab's (1973) commonplaces (teachers, learners, contexts, and syllabus documents) interacted with one another and affected each teacher's decision making processes in different ways.

Curriculum Deliberation: Teacher Knowledge

As indicated in the earlier discussion, one major assumption of studies on teacher knowledge is that teachers possess a special kind of knowledge and that they express this knowledge in their work in their unique ways. Studies reviewed earlier confirm this assumption. Elbaz's (1981) seminal study on a high school teacher of English literature and writing, for instance, not only identified the representative contents of teacher knowledge (subject matter, curriculum, instruction, self, and context), but also its orientations (situational, personal, social, experiential, and theoretical) and its structures (rule of practice, practical rule, and image). Similarly, Shulman (1986, 1987) proposed his categories of knowledge base of teaching (knowledge of learners, educational contexts, educational ends, purposes, values and philosophies, content, pedagogy, pedagogical content, and curricula) and teachers' propositional knowledge (principles, maxims, and norms). Meanwhile, through their works, Clandinin and her colleagues (Clandinin, 1985; Clandinin et al., 2006; Connelly et al., 1997) developed a range of vocabulary (images, practical principles, personal philosophies, metaphors, narrative unities, rhythms, cycles, and rules or maxims) that would enable us to understand dimensions and nuances of teacher knowledge more fully.

Research evidence also comes from the ESL/EFL education field. Richards' (1996) study on the role of ESL teachers' teaching principles or maxims, for example, confirmed that these teachers held and developed such maxims while conducting

classroom lessons and that these maxims guided their approach to teaching. In particular, the study uncovered that teachers' maxims tended to reflect cultural dimensions, belief systems, personal experiences, and training. Another study by Golombek (1998) examined the ways in-service ESL teachers' personal practical knowledge guided their work through their stories of tensions that these teachers encountered in the classroom. The study further revealed that these teachers' personal practical knowledge guided their teaching act in two main ways: by filtering their experience in such a way that would enable them to reconstruct it and appropriately respond to the requirements of teaching conditions and by giving shape to their practice. Tsang's (2004) study on pre-service nonnative ESL teachers added further dimensions of how teachers' personal practical knowledge, specifically defined as teaching maxims, played its important role in their interactive decision making processes. The study revealed that when teachers' maxims were followed in various teaching situations some of them were competitive or conditional depending on the classroom demands, and that while new maxims began to take shapes old maxims were seen in a new perspective. The study also discovered that at times in the interactive teaching sessions teachers found it hard for them to retrieve their personal practical knowledge, but this knowledge proved helpful in guiding their decision making after teaching. Finally, Tai's (1999) study examined the ways EFL teachers in Taiwanese secondary schools used their knowledge in curriculum planning, that is, the processes they followed and strategies they employed to plan their curriculum implementation. This study confirmed other previous findings that teachers did bring their personal knowledge in interacting with the predefined curriculum to transform it into operational forms for classroom instruction. In particular, the study found curriculum negotiation, a process by which teachers

worked on the prescribed curriculum in such a way that it would conform to the existing contextual exigencies, as the most commonly practiced model of curriculum planning. The strategies of curriculum negotiation used by the teachers in this study included generation, mediation, and prioritization of ideas.

None of the studies reviewed above, however, addressed how teachers' knowledge informed their work in curriculum deliberation. In fact, very little is known about the issue in question. Among these limited studies was a study by Johnston (1995) that examined a group of school teachers who deliberated on the behavior management policy to be implemented by the school. The study revealed at least two interesting findings. First, although the literature in teacher knowledge research would predict that the teachers involved in this kind of collective curriculum making would use their classroom experiences, this was not the case in this study. Instead, these teachers spoke of the issue with a general and neutral tone showing what the teachers in general should be doing with respect to behavior management with no specific reference to actual classroom experiences. Second, the study also revealed that these deliberating teachers were not engaged in extensive discussions of ideas and sharing of different views; rather, they quickly agreed upon a platform for behavior management proposed by a dominant member, who happened to be the most experienced member on the issue concerned. The researcher speculated that a shift of the perceived role from the role of classroom teachers to that of school administrators who should be talking about a school policy could account for why the first finding occurred. It was very likely that the teachers when assuming a position in a curriculum committee thought that they functioned as school administrators, thus leaving behind their classroom experiences.

Meanwhile, the fact that one of the teachers was the most experienced member of the group and played a very dominant role during the whole deliberation might have led the second finding to emerge.

Regarding the scope and modes of inquiry, I observe that, agreeing with Ben-Peretz (2011), during the last few decades studies on teacher knowledge appear to have evolved and extended in scope; although they seem to remain constant in modes of inquiry. In terms of scope, some researchers focus on teacher knowledge as the knowledge base that enables teachers to undertake their primary job of teaching domains of the subject matter curriculum using appropriate pedagogical principles and skills (Edwards & Ogden, 1998; Grossman & Richert, 1988). Other researchers concern the practical and personal aspects of teacher knowledge (Clandinin, 1985; Connelly et al., 1997; Elbaz, 1981; Golombek, 1998). There are also researchers who are attentive to the issue of teacher knowledge in connection to larger societal issues such as social contexts (Tang, 2003), multiculturalism (Gorski, 2009), and global issues (Holden & Hicks, 2007). In terms of the modes of inquiry, however, all of these studies appear to remain qualitative and interpretive in nature.

The Roles of English and English Education in Indonesia

The Global Role of English

As noted in the previous chapter, talking about the role of English in today's world cannot be separated from speaking about globalization. The term globalization refers to the processes in which people, goods, information, etc. which were very solid in the past, characterized by their limited mobility, in today's globalized era are

becoming more and more fluid, characterized by their great mobility (Ritzer, 2010, p. 4). In particular, on the economic level, globalization processes have removed barriers to free trade and triggered the integration of more and more national economies across national boundaries into free market economy as its fundamental driving force (Stiglitz, 2003). Once globalization processes are viewed as the integration and interconnectedness of global economic activities and mobility of people, goods, objects, information etc. across the globe, they undoubtedly necessitate a commonly shared language intelligible to people of different linguistic backgrounds so that they can interact and communicate with each other. The fact is that, as Nino-Murcia (2003, p. 121) observes, English has been the preferred "linguistic currency" for the current global economic transactions. She further comments that due to the ever-increasing forces and processes of globalization, with English as its preferred currency, English mastery by nonnative speakers has been widely seen as a significant component of the "imagined global citizenship," one way of "imagining globalization." Indeed, it is virtually unthinkable to be capable of engaging in today's global economic and business activities, international relations and communications, and international exchanges of information in education and media without some functional knowledge and skills in English. This is particularly true with respect to English as the official language of the Association of Southeast Asian Nations (ASEAN) which includes ten countries in the region: Brunei, Cambodia, Indonesia, Laos, Malaysia, Myanmar, Philippines, Singapore, Thailand, and Vietnam (Pakir, 2010).

As English continues to serve as the preferred currency for international trade and commerce at the global marketplace, this increasingly growing tendency has undoubtedly impacted language policies in different parts of the world. Nunan (2003),

for example, uncovered the impact of English as a global language on language policies in a number of ELT contexts in the Asia-Pacific regions: China, Hong Kong, Japan, Korea, Malaysia, Taiwan, and Vietnam. Similarly, Kubota (2002) documented the impact of English as a global language on the Japanese ELT context and Nino-Murcia (2003) investigated the same impact on the Peruvian ELT context.

The special role that English has played in today's globalization processes, as Crystal (2003) observes, comes from its special status in Kachru's (1992) Outer and Expanding Circles. Crystal further outlines that a language plays a special role if it is recognized by a nonnative country as its official language, and this is the case in Kachru's Outer Circle countries that were former colonies of Britain and the United States such as Singapore, India, and the Philippines where English has been recognized as the official language. Additionally, Crystal (2003) continues to explain that a language plays a special role if it is given a certain degree of priority in a foreign language teaching context even though it has no special status, and this language constitutes the primary foreign language that nonnative speakers learn from schools through universities. This is the case in Kachru's (1992) Expanding Circle countries like Indonesia, Japan, China, Germany, and Russia where English is widely acknowledged as the primary foreign language taught and learned from schools through universities. Therefore, English plays a special role at the global arena because it achieves an official status and gains global recognition in the Outer Circle countries and because it becomes the primary foreign language in the Expanding Circle countries.

The Role of English in Indonesia

The role of English in Indonesia has undoubtedly been shaped by the special status and global role of English. Nababan (1991), for instance, observed that right after Indonesia's Independence from the Dutch in 1945, the Indonesian government decided to include only English as a compulsory subject in junior and senior high schools, while at the same time prohibited the use of the Dutch language in formal occasions such as schools and government services. He further explained that because of direct contact of Indonesian elites, especially scholars, in the formative years after Independence with American colleges and universities, for instance through the exchange programs between 1956 and 1964, English was soon viewed as a language of prestige and power. Knowledge of English, then, rapidly became social markers of the well-educated person. During the last few years, changes have occurred to the Indonesian ELT, especially in terms of the age at which learners begin learning English. English, which in the past was taught only at junior and senior high schools and universities, during the past few years has been taught as early as grade four of primary schools.

A closer look at the exact role English is expected to play in the Indonesian context, however, shows some discrepancies in the eyes of language policy makers on the one hand and local language experts and practitioners on the other. As Lauder (2008) observes, due to the powerful role of English at the global level, policy makers in the country have decided that English should be part of the Indonesian education system in terms of curriculum content whose primary purpose is to serve the needs of national development, that is, to help accelerate economic growth and scientific and technological advancements of the nation. At the policy level, however, English was never officially recognized on paper until the 1989 Law on National Education System

was put into effect, specifying English as the first foreign language and one of the compulsory subjects to be taught at the secondary school and permitting it to be taught optionally as early as grade four of the primary school. The current status of English as a foreign language in Indonesia means that it becomes the third language of choice after Indonesian (or the local people call it *Bahasa Indonesia*) as the official language and the vernacular languages that hundreds of ethnic groups in Indonesia speak the languages. It also means that although English is taught from schools through universities, it never serves as a language of instruction in education or a medium of communication in formal occasions.

Local language experts and practitioners see such a language policy more as a paradox to the global role of English itself. They believe that if English is to serve the national development needs and to help the nation actively participate in the global processes, the Indonesian people should be given more opportunities not only to learn English but more importantly to use it as a means of official communication in public spaces. To this end, agreeing with Lauder (2008), I believe that the status of English in Indonesia needs upgrading, at least, to the role of the second official language after Indonesian, making it a language of instruction in education and a medium of communication in the workplace and other formal occasions. With such a status upgrade, English will be used by the Indonesian people in various occasions more frequently, making them competent users of English and –hopefully– more efficient and competitive players in the global marketplace.

The ambivalent landscape of the Indonesian language policy with regard to English as a foreign language, as I observe more closely, apparently originates in the

fear of negative impacts of English on Indonesian and vernacular languages and on national identity at large. Theoretical justifications for such a fear might have come from the discourses of linguistic imperialism and cultural politics of English as a global language (Pennycook, 2014; Phillipson, 2009). I argue that this view of linguistic imperialism should be taken with caution. It is true that language is not purely a medium of conveying messages in human communication; it is, more importantly, a substantial part of cultural identity of its speakers. In a multilinguistic society like Indonesia with over seven hundred vernaculars spoken by different ethnic groups (Marcellino, 2008), preserving these languages from language death is of crucial importance to maintaining not only linguistic diversity but also cultural diversity and identity of their speakers. However, assuming that the use of a foreign language, like English, as an official language will necessarily bring a serious threat to the existing languages, and thus to the cultural identity of their speakers, appears to be somewhat exaggerated, in my view. The fact that English, as the second official language in Singapore, Malaysia, and the Philippines, has coexisted side by side for decades with Malay and Filipino respectively proves that the assumption is not entirely warranted. I strongly believe that making English as the second official language after Indonesian, coupled with other relevant language policies such as where and when to use either Indonesian or English, would bring more benefit to the Indonesian people, as far as national development goals are concerned, than harm to their linguistic and cultural identity.

Classroom Challenges

The ambivalent language policy regarding the status of English in Indonesia seems to have affected various aspects of English education within the country,

especially the proficiency aspect. Although English has been taught and learned from schools through universities throughout the country, only a small number of Indonesians are competent users of English. Bolton (2008) provides an interesting set of data which estimates that out of the 234 million Indonesian population, only 5%, or 12 million of them, are competent speakers of English. Compare this proportion to those of Singapore (50%), Malaysia (32%), and the Philippines (48%) where English serves as the second official language.

It may, indeed, sound an oversimplification to attribute low proficiency to the ambivalent language policy noted earlier, but classroom evidence suggests otherwise. In fact, the policy has exerted an enormous influence on classroom practice. The existing language policy which prescribes that a foreign language is to be taught and learned but not to be used (or with only very limited use) means that a foreign language is viewed more as knowledge than skills, more as competence than performance. As a result, learners of English, within this particular ELT context, tend to accumulate linguistic knowledge of English, especially its grammatical properties, with no or limited opportunities outside the classroom to use the language for authentic communication purposes. For example, although the idea of communicative approach to language teaching in Indonesia has been incorporated into the 1984 school curricula, in many occasions teachers continue to prefer grammar and translation and audio lingual methods to prepare and undertake their instruction, because most of the teachers are not themselves competent users of English and because the national examination design for the English subjects at schools tend to ignore their communicative elements (Marcellino,

2008; Syarief, 2005). The teachers' proficiency issue also proved to be one major challenge to the subsequent curriculum initiatives at the implementation level, such as the implementation of the competency-based curriculum (Marcellino, 2008) and the school-based curriculum (Machmud, 2011).

EFL Teaching at the College Level

As the present study concerns the EFL program at the college level, a brief description of English education in the Indonesian higher education context is worth noting to situate the study within its existing policy and regulation contexts. The ambivalent language policy at the school level discussed earlier is also evident in the same policy at the college level. The 2012 Law on Higher Education, the latest legislative product put into effect, for example, makes no mention of English throughout the document. With this unclear status, English appears to have been downgraded from the status of a compulsory subject at the school level to only an optional subject at the college level. Interestingly, the law states that in the context of higher education a foreign language could be used as a language of instruction. This means that the English subject can be taught at the college level using English as the medium of classroom instruction.

The law also prescribes that the mandate of developing the curriculum of higher education is delegated to every college or university with reference to national standards of higher education for all majors. With this regulation, the teacher consortium at each university or school, along with other relevant stakeholders, assumes the responsibility to develop and design the curriculum for every major offered. If English as a foreign language is offered at the school or department, the English teacher consortium of the

school or department will then assume the responsibility to develop the curriculum for the English subject at this particular college EFL program. This was particularly true in one particular school of a state university in the Eastern region of Indonesia, where the present study took place.

CHAPTER THREE

METHODOLOGY

Research Paradigm

As outlined in the preceding chapter, the present study aimed to investigate the ways college EFL teachers collectively deliberated on the revision of the English subject curriculum to be taught at the college EFL context. In particular, it examined how these teachers addressed curriculum commonplaces in their deliberation and how their knowledge informed their deliberative work. In other words, this study was about a curriculum making process as understood and interpreted by the participants. It was also about the ways these participants made sense of what they did and attached meanings to what they pursued. The study, therefore, was grounded in the constructivist paradigm (Guba & Lincoln, 1994) as it sought to uncover how the participants constructed their multiple realities of curriculum, that is, the ways they interpreted and constructed their own EFL curriculum, during their deliberative work.

Because the study was designed to reveal the participants' multiple curriculum realities, as the researcher I pursued the interpretation and creation of meanings through intense interactions with (rather than detachment from) the participants. While I was aware of the *etic* conceptions that I brought from the literature to interact with the participants' data, I was also equally aware of the importance of discovering *emic* representations within the data (Gough & Scott, 2000). Finally, because this study was about human actions, and how human actors expressed meanings through their actions, the mode of inquiry of this study was qualitative and interpretive (Guba & Lincoln,

1994). I have to assert with certainty that this choice of research paradigm framed all the methodological choices made for this study.

Researcher's Subjective Realities

It follows from the paradigmatic choice made above that in qualitative inquiry like the present one the researcher plays a crucial role not only in the definition of research design (e.g. philosophical/theoretical assumptions, methodological options, modes of inquiry) but also in the processes of data collection and analysis. As Merriam (2009) points out, the researcher's crucial role in qualitative inquiry comes from the fact that the researcher herself or himself serves as the primary research instrument for the whole study. Because the qualitative researcher functions as the research instrument, the study itself will undoubtedly reflect her or his biases and subjectivities. More specifically, Lincoln and Denzin (2000) assert that the qualitative researcher is not an objective and politically neutral investigator; rather, she or he is always historically positioned and locally situated to the specifics of certain human conditions.

Another important aspect about the researcher being the research instrument, as Patton (2002) notes, is that this researcher should have adequate interpersonal skills to build trust and good rapport with the participants. The researcher also needs to be attentive to reciprocity, and sensitive to the nature of human actions, as well as attentive to different emotional expressions. More importantly, because the researcher always tries to go deeper and deeper into the participants' personal experiences, this researcher should always be capable of maintaining empathic neutrality, that is, not to be judgmental about the data being collected.

Being aware of such potential biases and subjectivities, as a qualitative researcher, I saw the urgency to address these biases and subjectivities and make them explicit, instead of trying to hide or eliminate them (Merriam, 2009; K. Richards, 2003). For this important purpose, I wanted to disclose my biases and realities which might have affected my present inquiry in one way or the other. In particular, I made explicit my personal backgrounds, concerns and aspirations and how these elements might have been related to my current research interests.

Firstly, I have to emphasize that my passion for teaching and learning has inspired and shaped my research interests in the areas of teacher education and teacher curriculum deliberation. I worked as an English teacher at the college level from 1998 through 2009, right before I joined the University of Kansas. As a teacher, I felt that I was very familiar with eventful – yet challenging– moments of the classroom life. I was also accustomed to carrying out deliberations (individually or collectively) on practical problems that arose in the classroom contexts, and making informed decisions about the best course of action to take in order to solve the problems. Indeed, my practical experiences as a college teacher of English have illuminated the way I theorized from my classroom practices and the way this theorizing was constantly taking shapes (or new shapes) in and feeding back my (new landscapes of) classroom practices.

Secondly, my interest in the issue of curriculum inquiry began when I was in my MA Program in Applied Linguistics at the University of Queensland, Australia in 2002-2003. During this program, I took a course on language program development which introduced me to Schwab's idea of the practical paradigm in curriculum inquiry, especially as I was reading Schubert's (1986) chapter on the practical paradigm in curriculum inquiry. I was so intrigued and fascinated by how the paradigm would unfold

and transpire in the actual educational setting and how teachers would play their crucial role in the inquiry. My genuine interest in Schwab's (1969, 1971, 1973, 1983) ideas of the "practical" and "deliberation" has, then, continued to develop during my doctoral program at KU's Department of Curriculum and Teaching.

Finally, when I served as the secretary of the English department of the university where I worked, from 2004 through 2007, I had the privilege to chair a team of faculty for the whole processes of the department's curriculum evaluation and revision. I chaired several deliberative meetings which involved teachers (both inside and outside the department), administrators, representatives of students, and a guest participant from the Regional English Language Office (RELO) of the US Embassy in Jakarta to address curriculum problems persisting at that time. The reason RELO was involved in the process was that during that time RELO had been supporting the university by sending a RELO fellow to work with the English teachers of the university in different areas, especially in the areas of teaching and curriculum development. Viewed in this way, the present research project was, undoubtedly, a substantial part of my genuine passion for teaching, learning, and curriculum making at the college level.

A Case Study Design

The mode of inquiry of this study as noted above was qualitative and interpretive. Merriam (2009) points out that this mode of inquiry is specifically concerned with the understanding of the ways people construct their own worlds, they bring meanings to their experiences, and they interpret their actions. Indeed, the study explored the ways in which the participants constructed their manifold realities of EFL curriculum, they brought meanings to their deliberation experiences, and they interpreted their work

during the deliberative sessions. In particular, the present study adopted the case study design with the primary aim to investigate the "contemporary phenomenon in depth and within its real-life context." (Yin, 2009, p. 18), that is, the actual processes of EFL curriculum deliberation by college EFL teachers in its naturalistic settings.

About the case study design, Merriam (2009, p. 40) characterizes it as "an in-depth description and analysis of a bounded system." She further explains that system boundedness, which suggests an entity or unit where there are boundaries, is what defines the case. The case, then, as Stake (2000) emphasizes, could be a program, a group, an institution, or a specific policy with their respective specificity, boundedness, and uniqueness. In addition, Merriam (2009) stresses that system boundedness might also refer to the case as an example of a process, concern, or issue that the researcher is interested to focus in her or his study. With the case defined this way, the bounded system or the case for the present study was a special process of EFL curriculum deliberation as conducted by a specific group of college EFL teachers in its naturalistic environments.

Research Site and Participants

The research site where this study took place was one particular school of a state university in the eastern region of Indonesia in the Province of South Sulawesi. For confidentiality purposes, details of the participants and the research site would not be disclosed. This school has four departments, each offering an undergraduate degree program in related majors. The English subject is part the school's curriculum where all the freshmen need to take it in their first two semesters (Fall and Spring) of their degree program with a total of four credit hours (two credit hours per semester). The last

admission record showed that more than 650 students were admitted to the school, proportionally distributed to the four departments. With a class size average of 40 students, there are typically 16 English classes running every semester, or 32 classes annually. Because the school has a limited number of tenured English teachers, it also hires nontenured teachers. In addition to taking the English subject as part of their degree program (with a total of four credit hours), these freshmen should also take, at the same time, another English subject which is part the foreign language intensification program offered at the university level. Although the English subject at this university-level program is a non-credit course, it is a prerequisite to students' program completion and graduation.

A few weeks before data collection for this study began, each department of the school was in the progress of revising their curriculum for their respective degree program, and I had the privilege to join one of the teams. My participation in the team was of crucial importance because it gave me the initial feel and taste of how the curriculum deliberation of the present study would take shape and proceed. Later, when I communicated with the dean of the school about the purpose of my research project, that is, to revise the English subject curriculum taught at the school, he responded with enthusiasm and support, and entrusted me a mandate to form a development team at the school level where I was given freedom to choose members of the team and to prepare the development plan. He truly wished that the results of my research project would contribute to the improved quality of the school's EFL program. The dean's mandate was very important to my study to the extent that the proposed curriculum deliberation

was not merely a research agenda of the outsider; it now became an important part of the functioning of the school's system regarding curriculum evaluation and revision. In fact, curriculum deliberation of some sort was not something new to this school. Syarief (2006), for example, documented a curriculum deliberation conducted at this school which involved the representatives of curriculum commonplaces, especially administrators, teachers, and students.

To satisfy the requirement of a case study design, six experienced EFL teachers of the school were purposively selected (Marshall & Rossman, 2011) to serve as members of the deliberation group and, thus, the participants of the study. The following table presented the participants' demographic characteristics:

Table 2: Participants' Characteristics

No.	Name*	Gender	Education/Major	Years of Teaching Experience**/Level
1	Jason	M	PhD/Educational Research, Evaluation, and Assessment (EFL)	Since 2000 (school, college)
2	Alicia	F	PhD/EFL Education	More than 20 years (private tutoring, school, college)
3	Tom	M	Doctoral Candidate/EFL Education	Since 2002 (private course, college)
4	Fiona	F	MA/EFL Education	Since 2004 (private course/tutoring, college)
5	Adam	M	Doctoral Candidate/EFL Education	Since 2007 (college)
6	Lucy	F	MA/EFL Education	Since 2004 (private course/ tutoring, college)

*All names were pseudonyms
**Years of teaching experience were typically interrupted by participants' graduate studies: an average of two years for a master's degree and four to five years for a doctoral degree.

Data Collection

The data for the present study were collected through a triangulation of three data sources: teachers' curriculum deliberation, their reflective journals, and their interviews.

Curriculum Deliberation

The primary data for the present study were collected through six sessions of curriculum deliberation from 10/04/2016 through 11/08/2016. Each of these curriculum deliberation sessions was carried out weekly, every Tuesday from 10:30AM through 11:30AM, for a total duration of six weeks and each session lasted for an hour. The first session of these six deliberative sessions constituted the problem identification phase, while the five remaining sessions represented the deliberation phase. There was, then, a total of six hours of curriculum deliberation for the entire deliberative sessions.

The Participants and Their Roles in Deliberative Sessions

Throughout the deliberative sessions, six selected teachers functioned as the participants with the equal right to express their insight and opinion about a certain issue or topic. As Schwab (1973) emphasized, one fundamental assumption of the deliberative processes for the present study was that the six members of the deliberating group were assumed to possess an adequate body of knowledge about all the commonplaces: the subject matters, the students, the teachers, the teaching and learning contexts, and their functioning in the deliberating group. As the investigator of this research project, I knew that I had to make all the study's participants well informed about the entire study. However, because the study was exploratory in nature, some of the information was kept until the debriefing process when everything about the research project was explained to the participants (Johnson & Christensen, 2008). For example, because the study aimed

to explore how the participants naturally addressed the issues of curriculum commonplaces in their deliberation, as the researcher I decided not to explain the term "curriculum deliberation" to them. Instead, I briefly explained the procedure using a term more familiar to them, such as the term "focused group discussion" or "FGD". As the researcher, I also did not want my explanation of the project, especially about the curriculum commonplaces, to affect the procedure the way it was not intended to, for instance, I did not want my explanation about the curriculum commonplaces (teachers, students, subject matters, contexts, and curriculum making) as the focus of my study to affect the ways the participants behaved in certain ways throughout their deliberations. After all the procedures for data collection of this study were followed, I then debriefed the participants by explaining to them in detail the primary objectives of the study, the kinds of data I was looking for, and the theoretical frameworks that guided my study. I also offered the participants, individually, a free session to ask questions about my research project and discuss the questions together.

Another important point to make about data collection of the present study concerns my position and role –as the researcher– throughout the deliberation sessions. It is crucial to explain that throughout the deliberative sessions, as Schwab (1973) outlined, I positioned myself more like a curriculum specialist that, to an extent, represented the commonplace of curriculum making. I also served as the chair for the entire deliberative sessions, the same way Atkins (1986) did in her study. It was, therefore, my main job throughout the deliberative sessions to function as a countervailing force of common tendencies in the deliberative processes. For instance, as the deliberation chair I reminded all the participants of the importance of bringing their respective experience to the processes of curriculum making at hand. This was

particularly true when there was a tendency of a member dominating the forum. I also monitored the general deliberation proceedings and informed the deliberating members about the ongoing status of their deliberations: what happened, what was going on, what was achieved and what was not yet achieved during their deliberative sessions.

The Deliberative Processes

As mentioned earlier, the deliberative sessions constituted the primary data source for the present study. It is therefore crucial to explain how the overall processes of the entire deliberative sessions took place. Following an early suggestion made by Hegarty (1977) about one possible way to carry out curriculum deliberation, the curriculum deliberation sessions in this study were organized in two main activities: the problem identification phase and the deliberation phase.

1. The Problem Identification Phase

The problem identification phase was the first deliberation session conducted by the six participating teachers and there was only one deliberative session for this phase. The main purpose of this phase was for the participants to identify what they thought as persistent problems that required immediate attention and action at this particular EFL context.

Prior to the session, all the participants were presented with actual teaching documents of the school called *lesson controls* (enclosed in the appendices), purposively taken from eight different English classes previously taught at the four departments. A lesson control is basically a teaching diary in which a teacher who taught a course kept track of what topics she/he covered or what activities she/he did with the students in the

classroom right after a teaching session was completed. Based on the lesson controls collected from the eight English classes, the participants were asked to review the documents and to identify what they thought as pressing curricular problems that required immediate solutions. During the problem identification session and after reviewing the lesson control documents, the participants shared and discussed what they perceived as major issues, problems, and challenges pertaining to the teaching of English as a foreign language to the freshmen at this particular school.

2. The Curriculum Deliberation Sessions

At the end of the problem identification phase explained above, all the participants were asked to rethink about all problems and issues identified, and to put them in a sort of categories. They finally agreed upon five categories of what they thought as pressing issues identified at this particular EFL environment, each of which served as the focus of discussion in the subsequent sessions of the curriculum deliberation phase. The following table showed details of the entire deliberation sessions:

Table 3: Details of Curriculum Deliberation Sessions

No.	Week/Date	Deliberation Topic	Attendance
A	Problem Identification Phase:		
	Week1/October 04, 2016	Identification of Problems & Issues	Six participants attended
B	Curriculum Deliberation Phase		

	Week2/October 11, 2016	Students' Competency Profile	Six participants attended
	Week3/October 18, 2016	Materials Development	Five participants attended
	Week4/October 25, 2016	Teaching and Learning Activities	Six participants attended
	Week5/November 1, 2016	Media and Assessment	Five participants attended
	Week6/November 8, 2016	Teacher Profile	Six participants attended

Prior to every curriculum deliberation session (usually few days before the scheduled date) all the participants were presented with a deliberation agenda for the coming week (See all deliberation agendas in the appendices). This agenda primarily contained the main questions to address in the next deliberative session, and these questions were usually the restatement of the problems that the participants already identified in the problem identification phase, along with relevant issues and questions that surfaced during each deliberative session. This agenda was also accompanied by a cumulative summary of the previous deliberation sessions. This meant that for every deliberative session, all the participants were presented with all the ideas and points that they already made in their deliberative sessions previously (See documents of the cumulative summaries in the appendices). In addition, while the participants were deliberating on issues and problems they were also presented with real-time notes that I constantly took for every session and projected them on an LCD screen in the deliberation room clearly visible to every deliberating participant. All the deliberative

sessions were audio-taped for later reference and analysis, and there was a total of six hours of curriculum deliberation for the entire sessions.

Reflective Journals

In addition to a set of data collected from the curriculum deliberation sessions, another set of data for the present study also came from the participants' reflective journals. Prior to every deliberative session (including the problem identification session), every participant was asked to reflect on certain fundamental issues related the weekly issue of curriculum deliberation. They were then asked to express their ideas and concerns in their reflective journals (See the reflective journal questions in the appendices). They usually had time to complete their journal writing until the following week. The main purpose of journal writing was to explore the participants' views and insights when they actually had more freedom in expressing themselves about particular issues or topics. The situation was extremely different from the ones they usually experienced in the deliberative sessions. In the deliberative sessions, all the participants had a kind of pressure in expressing themselves such as time pressure, turn-taking pressure, and group pressure, something very typical of group dynamics. In their reflective journals, on the other hand, they basically had their own control of everything. In case the participants missed something, they thought of important value in the deliberative sessions, they would still have the opportunities to express their ideas or points in their reflective journals where they had their own freedom to express themselves. In addition, reflective journals would also enable the participants to reflect on a particular issue more deeply and more personally.

Interviews

As indicated earlier, the data for the present study were mainly collected through the participants' curriculum deliberation sessions complemented with the data from their reflective journals. These data were then triangulated with interview data with every participant. This triangulation of data sources was designed to obtain as comprehensive data as possible and to establish data credibility (Marshall & Rossman, 2011). The triangulation of data sources was also intended to make results of this research project as robust as possible, a character very fundamental to every research project in a case study design (Yin, 2009).

One of the primary aims of the interview in this study was to clarify points that the participants made in their curriculum deliberation sessions and their reflective journals, which required further clarifications. The interview was the last data collection done with the participants. It was done after all the data from the deliberative sessions and the reflective journals were collected and completely transcribed. The interview was also ultimately aimed at capturing and exploring the personal character and uniqueness of the participants' views and insights regarding various aspects of EFL curriculum deliberation at this particular EFL context. This personal character and uniqueness of the participants were then used as bases for establishing the group communalities regarding various aspects of the EFL curriculum revision that they addressed in their curriculum deliberative sessions.

Data Analysis

Principles of Data Analysis

Experts tend to offer slightly different models of how data analysis in qualitative research should be carried out. Marshall and Rossman (2011, pp. 209-210), for example, offer seven analytic procedures for qualitative data analysis: organizing the data, immersion in the data, generating categories and themes, coding the data, offering interpretation through analytic memos, searching for alternative understanding, and reporting the study. They further elaborate that each phase of data analysis always entails data reduction where the researcher keeps transforming the collected data into manageable chunks or units. Each phase of data analysis also involves data interpretation where the researcher keeps attaching meanings and insights to whatever the participants do or express in the study as represented in the collected data. Another expert such as Schreier (2012, p. 6) offers a more specific procedure of qualitative content analysis (QCA), which consists of deciding research questions, selecting the material (relevant data), building a coding frame, dividing the material into coding units, trying out the coding frame, evaluating and modifying the coding frame, main analysis, and interpreting and presenting research findings.

About these proposed models of qualitative data analysis, I particularly agree with Marshall's and Rossman's (2011) seven analytic procedures which show a balanced character in every procedure for the overall qualitative data analysis. The emphasis on data reduction and data interpretation as something inherent in each procedure is also of special importance as it portrayed what mostly happened in data analysis for the present study. Schreier (2012), meanwhile, focuses on her proposed model of qualitative content

analysis, where she emphasizes the importance of coding frame in most of the analytic procedures she offers.

While agreeing on the importance of balance in undertaking the analytic procedures (Marshall & Rossman, 2011) and the importance of the coding frame in the overall processes of qualitative analysis (Schreier, 2012), I also have to align myself with Maxwell (2005) and Merriam (2009) in pointing out that data analysis in qualitative research is recursive, interactive and dynamic. Instead of a linear process, it is a recursive process where data are understood and interpreted repeatedly and immensely. It is also an interactive process where the intensive interactions between the researcher and the participants characterize not only the way the data are collected but also the way these data are interpreted back and forth. Finally, instead of a straightforward process, it is an extremely dynamic one, where data analysis becomes more and more intense as more data are being collected. Data analysis is also a dynamic process when the researcher needs to jump from one step to another, for example as the researcher constantly needs to jump from theory to data to the participants and vice versa. At the end of this analysis, I have to reiterate that the recursive, dynamic, and interactive nature of data analysis as explained in this section was exactly what occurred in the processes of data analyses for the present study.

Procedures of Data Analysis

Before I presented how the main procedures of data analysis of the present study were done, there were three closely related points that I had to make in this regard: research questions, data sources, and research assistants. First, as pointed out in the earlier chapter, the present study was centered on the following interrelated research

questions: a) How did the college EFL teachers define curriculum problems in their particular EFL context? b) How did the deliberating college EFL teachers address the curriculum commonplaces (teachers, learners, subject matters, contexts, and curriculum making) in their curriculum deliberations? c) How were the elements of teachers' knowledge (knowledge of learners, educational contexts, educational ends, purposes, values and philosophies, content, general pedagogy, pedagogical content, and curricula) represented in their curriculum deliberations?

Second, as explained earlier, the data for this study were collected through a triangulation of data sources including teachers' curriculum deliberation, their reflective journals, and their interviews. Finally, it is also important to note here that for the processes of the entire data collection and analysis, as the researcher I hired two research assistants. These research assistants worked for the school where the research project took place. They both held a master's degree in English education and had some experience in educational research. I also specifically trained these assistants for this research project so they could perform well while supporting the project. More specifically, these research assistants helped me with data transcription and validation processes.

Curriculum Deliberation

All the teachers' curriculum deliberation sessions were conducted in Bahasa Indonesia (Indonesian) and were audio-taped. The recordings were then transcribed by the research assistants individually. To validate the resulting transcriptions, I checked and rechecked the transcriptions myself. Although in general I saw a good consistency

level in the transcriptions made by the assistants, I found some minor mistakes, mostly about how a word or phrase should have been pronounced, and I corrected them accordingly.

Another analytical procedure that I did was the organization of each individual participant's deliberation data, based on the existing concepts (etic) that I brought from the literature. This was particularly true with respect to the second and the third research questions. About the second research question, I thoroughly analyzed each participant's deliberation data and placed them under the relevant headings of curriculum commonplaces, as suggested by Null (2011); W. A. Reid (1999, 2006); Schwab (1969, 1973): learners, teachers, subject matters, contexts, and curriculum making. Regarding the third research question, I carefully analyzed each participant's deliberation data and placed them under the relevant headings of teacher knowledge, as suggested by Shulman (1986, 1987): knowledge of learners, educational contexts, educational ends, purposes, values and philosophies, content, general pedagogy, pedagogical content, and curricula. As for the first research question, I did a more emic analysis, as I relied very much on the individual responses made by all the participants in the sense that I did not bring certain concepts from the literature and did not see how the participants' responses fitted those concepts.

The rest of the analyses also tended to be more emic than etic. After the participants' responses were placed under the curriculum commonplace categories and under the teacher knowledge categories, it was the participants' responses that decided what theme or themes emerged for a particular category. For example, the analysis was etic when certain parts of the participants' deliberation data were thought of and categorized under the category of the learner commonplace. By contrast, the analysis

was more emic when the participants' responses in their deliberation of the learner commonplace were recursively and interactively consulted to discover that individual differences which included learners' existing proficiency levels, learning styles, and personal interests were fundamental elements to attend to in the development of an EFL curriculum at the college level.

The next analytical procedure I conducted was to paraphrase each participant's responses in their deliberations into short statements in English. In this regard, I validated the paraphrased statements of each participants in two main ways. First, after I paraphrased every participant's responses I asked the research assistants to check if my paraphrased statements were accurate and to check if I missed any important point in my paraphrased statements. The feedback from the research assistants, even though it was minimal, was very important. It was minimal because the research assistants only found a very few inaccuracies in my paraphrased statements. It was important because it was related to the inaccurate (unclear) paraphrases I made, and because it was related to some important points that I missed in the paraphrased statements. Necessary corrections were then made accordingly.

The second procedure of data validation involved the participants of the study, with whom I shared their respective paraphrased statements that were already organized under the headings of curriculum commonplaces and the headings of teacher knowledge. The participants were specifically asked to check if my paraphrased statements of their utterances were accurate. They were also given opportunities to suggest their own restatements if they saw inaccuracies in my paraphrased statements.

All the data packages came back with some important points. Out of the six data packages from the six participants, two of them returned with strong agreements without any notes; three with some partial disagreements; and one with several disagreements. In the three data packages, there were some partial disagreements about the wording of some parts of the statements. The participants then suggested how the statements could be reworded; and necessary corrections were then made accordingly. One data package form one participant returned with some disagreements, mostly about the wording of the statements because, according to this participant, although she did not object to the statements they did not reflect her own classroom experiences. She then suggested how the statements could be effectively reworded. She was also asked to remove any statement that she thought did not belong to her, but all the statements she was concerned with came back reworded and none of them was removed. All the necessary corrections were finally made based on the participants' suggestions.

Up to this point, I have discussed the participants' deliberation data individually, that is, each participant's deliberation data. As I explained in the earlier chapters, however, I was more interested to examine curriculum deliberation as conducted by a group of college EFL teachers. In other words, I was more interested in the investigation of how these deliberating teachers collectively deliberated on the EFL curriculum revision at this particular EFL context. Because of this research emphasis, I needed to do another analytical procedure which involved the reorganization of deliberation data. I already had the deliberation data of the six participants individually and these data were presented under the headings of curriculum commonplaces and of teacher knowledge

categories. What I needed to do then was to compile the data together in such a way that they would reflect the teachers as a deliberating group collectively. An example of this procedure could be observed in the following table:

Table 4: Skill Priorities (An Example of Data Analysis)

Identified Themes	Participants' Paraphrased Statements
• Reading Skill	1. Focus on students' acquisition of reading skill components, not on memorization of vocabulary.
	2. Students should be able to comprehend reading texts' main ideas.
	3. Students should be able to locate keywords of sentences or paragraphs.
	4. Students should be able to understand reading texts by not knowing the meaning of every word.
	5. Students should know the meaning of every word in the reading text.
	6. Focus on developing students' reading skill to help promote their other skills.
	7. Students should be able to read and understand English textbooks related to their respective major.

As it was easily observable, this table represented the participants' collective view of reading skill as one of skill priorities to be taught to the freshmen at this college EFL program. The data originally came from the participants' individual view about the learner commonplace category under the identified theme of skill priorities. Their views were then put together to reflect their collective work of curriculum deliberation as a group of deliberating EFL teachers at this particular EFL environment. In the data analyses in general, therefore, the participants' deliberation data were put together under

a particular heading. For instance, there were the participants' collective views on what they defined as curriculum problems at this particular EFL context. There were also the participants' collective views on every component of curriculum commonplaces, as there were their collective instances of how every element of teacher knowledge categories was represented in their curriculum deliberations.

Reflective Journals

The analytical procedures done to the curriculum deliberation data exemplified the same procedures done to the reflective journals. After the journals were analyzed and presented individually under the headings of curriculum commonplaces and teacher knowledge categories, they were then put together to reflect the collective character of the deliberating EFL teachers. The collective data from these reflective journals were then combined with the same data from the curriculum deliberation data. Some of the paraphrased statements of the data in Table 4 above, for example, could have come from the teachers' collective deliberation data while others could have come from their reflective journals.

Interviews

As indicated earlier, the primary purpose of the interviews was to clarify the participants' points made during the curriculum deliberation sessions or in their reflective journals that required further clarifications. The interviews were also intended to capture the collective or individual uniqueness of points and views made by the participants in their collective curriculum deliberations and their reflective journals. The data analyses for the interviews, then, began with transcribing the interview for every individual participant. The analytical procedure continued with exploring what was

unique about each participant with regard to their respective views on the EFL curriculum deliberation and its related issues. The procedure then concluded with looking for group communalities with regard to the participants' collective views on various aspects of EFL curriculum deliberation. Examining the group communalities like this was of special importance for this study because, as indicated earlier, the emphasis of the study was the teachers as a group who deliberated on the EFL curriculum at the college level. For instance, instead of presenting individual teachers whose personal experience exerted a great impact on certain aspects of their knowledge case by case, this study was more interested in exploring these teachers as a group who possessed such a characteristic or other relevant characteristics as their group communalities.

Trustworthiness

Trustworthiness or goodness of qualitative research, as Marshall and Rossman (2011) observe, used to be judged based on the criteria of reliability, validity, objectivity, and generalizability, which were actually borrowed from the quantitative research tradition. A critical moment occurred when Lincoln and Guba (1985) proposed alternative constructs applicable in the qualitative research tradition, and these constructs included credibility, transferability, dependability, and confirmability. Shenton (2004, p. 64) asserted that these Lincoln's and Guba's (1985) constructs were consecutively side by side with their quantitative counterparts: internal validity, generalizability (external validity), reliability, and objectivity. Lincoln's and Guba's (1985) contribution in this regard has been seminal and widely accepted and practiced in the qualitative research tradition to date.

As for the present study credibility was achieved through the following endeavors. First, the researcher established a relatively prolonged period of interactions with the participants and other relevant people at the research site. The research preparation at the research site, such as communicating personally with the participants about the details of my research project and talking with relevant administrators about the rooms available to use for the curriculum deliberation, took about five weeks. The curriculum deliberation sessions and reflective journals themselves were completed in six weeks. Three additional weeks were then needed to complete the interviews with all the participants.

Credibility for this study was also established through the two research assistants and their effective work during the data collection and analysis. All the data that were transcribed and paraphrased for this study were checked, clarified, and confirmed by the assistants ensuring that data originality was maintained and mistakes or errors in data treatments were minimal and insignificant. Additionally, credibility for this study was also ensured through member checks (Marshall and Rossman, 2011) where the participants had the opportunities not only to review and revise their own data but also to suggest how revisions might be made, for example, with regard to their paraphrased statements.

Finally, research credibility for the present study was also achieved through the triangulation of both theoretical perspectives incorporated and data sources utilized. As explained earlier, this study drew its theoretical bases on curriculum deliberation theories as advocated by Null (2011); W. A. Reid (1999, 2006); Schwab (1969, 1971, 1973, 1983). The study was also based on teacher knowledge theories as developed by

Clandinin (1985); Conelly and Clandinin (1988); Connelly et al. (1997); Elbaz (1981); Golombek (1998); Shulman (1986, 1987). In addition, this study also explored different data sources to collect the data. The primary data came from the six curriculum deliberation sessions carried out by the participants. These data were then triangulated with the data from their reflective journals and interviews.

About the transferability of the study, the results of the present study are of special importance not only to the research site where its findings are relevant and applicable, but they are also transferrable to any EFL teaching and learning context with similar characteristics (such as the EFL program at the college level, the EFL program for the freshmen, and the EFL program with other language programs running at the institution). Dependability of the present study was established through the detailed explanation of how this study was done and how the common research practices in relevant areas were rigorously followed. This way, a future researcher could, undoubtedly, repeat the study in a similar research site, though it is not necessarily expected to gain the same results.

Finally, conformability of the present study was achieved in two main ways. First, as indicated earlier, this study was based on a triangulation of theoretical perspectives and data sources. This triangulation would certainly help to ensure the use of comprehensive perspectives on the issues researched and to secure data originality collected from the participants. Second, as pointed out earlier, the qualitative researcher is never objective and politically neutral. The qualitative investigator is always historically positioned and locally situated to the specifics of certain human conditions (Lincoln & Denzin, 2000). To establish confirmability, therefore, is not to hide or to

remove the researcher's biases and subjectivities, but to state them and make them explicit so the researcher can control and monitor them. An earlier explanation of the researcher's biases and subjective realities and how they were related to and might have affected the present study considerably helped establish this study's confirmability.

Ethical Issues

Another important question that the present study had to clarify concerned the ethical issues that involved the study's participants. Marshall and Rossman (2011, p. 47) state that the moral principles that underlie ethical research practice include "*respect for persons, beneficence,* and *justice."* (emphasis in original). About respect for persons, it was made clear from the outset of this study to all the participants that they had their own privacy and that this privacy was very well respected throughout the entire study. There was no personal names or identifiers attributed in the processes of data collection, analysis, and presentation. There were also no institutional identifiers made in those processes. Regarding beneficence, it was also made clear to all the participants that apart from the time commitments they made for the entire deliberations, there were no associated risks or potential harms of their participation in the study. On the other hand, as English teachers at the college level, they might have a genuine interest in the research project for their own benefits of professional development.

Finally, with regard to justice, as the researcher of this study I communicated with the participants explaining that their participation in the study would benefit not only the research project, but also the participants themselves and their institution. The tradition of EFL teachers' curriculum deliberation would place these teachers in a collective and collaborative motion in coping with curricular issues at this particular EFL educational

setting. They would be, then, in the best position to make a contribution to the overall processes of curriculum evaluation and revision at this school. Therefore, this curriculum deliberation would not only strengthen and enhance these EFL teachers' role in the school's curriculum evaluation and revision, but also would make them more able and competent teachers, by practice and experience, who care for their self-development as well as for their institutional empowerment. Additionally, the present study was approved by the Institutional Review Board (IRB) of the University of Kansas. This fact further confirmed that the overall design of the present study would ensure, and did ensure, the protection of human subjects who were involved in the study.

CHAPTER FOUR

RESULTS

This chapter presents the results of the present study on EFL curriculum deliberation by college EFL teachers in the Indonesian college EFL context based on each research question. It is important to note that each of the tables presented in this chapter indicated the themes (in the left column) that the researcher identified from the participants' data and the corresponding participants' paraphrased statements (in the right column) on which the themes were based. All of the participants' paraphrased statements in this chapter were sampled from the complete list enclosed in the appendices.

Research Question 1:

How did the deliberating college EFL teachers define curriculum problems for a particular EFL program in the Indonesian college EFL context?

Curriculum Deliberation: Problem Identification

Learner Issues

Table 5 shows that learning objectives, also referred to as learning outcomes and target competencies during the deliberative sessions, were among the issues that the participants deemed crucial to address with regard to the learner commonplace. The participants believed that the existing EFL program at the school did not seem to have been well-developed to the extent that the teaching documents they reviewed did not indicate predefined learning objectives. They, therefore, argued for the urgent need for

developing such objectives through undertaking necessary procedures such as student and teacher surveys followed up with a comprehensive needs analysis.

Table 5: Problem Identification – Issues of Learners

Issues Identified	Participants' Paraphrased Statements
Issues of Learning Objectives	An accurate and comprehensive needs analysis was needed to design a good EFL program.
	In certain classes, it seemed that students' predefined learning objectives and outcomes were lacking.
	The EFL program should have been focused on developing components of reading and speaking skills.
	The whole EFL program did not seem to be designed based on students' well-developed target competencies to achieve.
	There appeared to be no skill benchmarking used for developing teaching and learning objectives.
	There was an urgent need to explore students' aspirations coupled with teachers' perspectives in formulating teaching objectives.
	There should have been uniform skill priorities for the EFL programs offered at the same institution.

Teacher Issues

As Table 6 below indicates, there were at least three areas that concerned the deliberating teachers regarding the teacher issues: teaching qualifications, teacher consortium, and teacher sharing forum. Based on the lesson control documents, particularly with reference to the identified instructional issues discussed in the following section, the participants cautiously suggested that there might be some

problems with teaching qualifications of some of the teachers who taught certain English classes. They particularly pointed to the existing 2005 Law No. 14 regarding School Teachers and College Teachers.

Table 6: Problem Identification – Issues of Teachers

Issues Identified	Participants' Paraphrased Statements
1. Teaching Qualifications	There was apparently some indication that teachers who taught certain classes did not meet required teaching qualifications.
	The government's regulations regarding teaching qualifications for both school and college-level teachers should have been strictly enforced.
	There was apparently some indication that teachers who taught certain classes did not have an adequate level of English-related skills.
2. Inactive Teacher Consortium	The English teacher consortium at the institution appears to have been inactive for quite some time, and it needs reactivating to contribute to the EFL curriculum, syllabus, and materials development.
3. Need for a Teacher Sharing Forum	It appeared that teachers had no forum to share their experiences of classroom teaching and learning with their colleagues.

This law prescribes that college teachers for the undergraduate programs should at least hold an M.A. in the subject matter-related area, have a certified teacher status, and demonstrate four fundamental competencies: professional, pedagogical, personal, and social competencies. These competencies respectively indicate adequate levels of knowledge and skills in the subject matter area, general principles of teaching and learning, personal qualities as an educator, and qualities needed to successfully interact

with students, colleagues and society as a whole. The participants also noted the pressing needs for reactivating the English teacher consortium to contribute to the English subject curriculum development and for establishing a teacher sharing forum in which they would be able to share instructional ideas and experiences as part of their professional development.

Instructional Issues

Table 7 below summarizes instructional issues raised by the deliberating participants which included issues of lesson planning and implementation, issues of materials development, and issues of teaching media and assessment. The deliberators were very concerned about the lack of predefined syllabus, the mismatch between the departmental expectations and what actually happened in the classroom, and the lack of adequate lesson preparation for certain English classes, all of which highlighted the lesson planning and lesson implementation issues. The deliberating teachers also noted that the ways teaching materials were delivered in certain classes tended to be unsystematic, random, and overlapping. This problem coupled with the lack of uniformity in the teaching materials taught across different departments underscored the deliberators' concerns about the materials development issues. Additionally, the lack of adequate assessment procedures and the minimal use of appropriate teaching media in the classroom completed the instructional issues raised by the deliberating teachers.

At the end of the problem identification session and based on the deliberation notes made by the deliberation chairperson which were shown in real time through an LCD projector, the deliberating participants were then asked to categorize the issues that

they had addressed throughout the session. Five major issues were then identified, each of which was agreed to be subsequently addressed in the following five sessions of deliberation. These issues included students' competency profile, materials development, teaching and learning activities, teaching media and assessment, and teacher profile.

Table 7: Problem Identification – Instructional Issues

Issues Identified	Participants' Paraphrased Statements
1. Issues of Lesson Planning and Implementation	For certain classes, there appeared to be a mismatch between the expected skills to promote and the classroom reality.
	For certain classes, there appeared to be no predeveloped syllabus used in classroom teaching and learning.
	For certain classes, there was too much emphasis on translation.
	It was unclear if lesson plans were adequately prepared prior to classroom teaching and learning.
	There appeared to be no classroom control mechanisms and their necessary follow-ups done by relevant administrators.
	There seemed to be too much grammar instruction.
2. Issues of Materials Development	Teaching materials presented to students seemed unsystematic and overlapping.
	Teaching materials presented to students seemed random and not very well prepared.
	At times, teaching materials presented to students did not appear to match students' respective major and existing background knowledge.

	The nature of the EFL program design was unclear; was it oriented toward English for Specific Purposes (ESP) or English for Academic Purposes (EAP)?
	There were no uniform teaching materials across different departments of the same school.
3. Issues of Teaching Media and Assessment	It seemed that standard assessment procedures to measure students' eventual learning outcomes were lacking.
	For certain lessons, the incorporation of teaching and learning media appeared to be very minimal.

Research Question 2:

How did the deliberating college EFL teachers at this particular EFL context address the elements of curriculum commonplaces (teachers, learners, subject matters, contexts, and curriculum making) in their curriculum deliberations?

Curriculum Deliberation: Curriculum Commonplaces

Following the problem identification session as discussed earlier, the participants of this study were then engaged in five sessions of curriculum deliberation, each of which subsequently addressed the issues of students' competency profile, materials development, teaching and learning activities, teaching media and assessment, and teacher profile. This section particularly aimed to present how these deliberating teachers addressed the five components of curriculum commonplaces (teachers, learners, subject matters, contexts, and curriculum making) throughout their deliberative sessions.

The Learner Commonplace

Two major themes were obvious in the participants' deliberation about the learner commonplace: students' individual differences and their skill priorities.

Individual Differences

As shown in Table 8, the deliberating participants brought to attention at least three different aspects of students' individual differences including their existing proficiency levels, learning styles, and personal interests. In particular, the deliberators warned that students' individual differences should be seriously taken into account in developing and selecting teaching materials, methods, techniques, and strategies.

Table 8: Learner Commonplace – Individual Differences

Themes Identified	Participants' Paraphrased Statements
a. Existing Proficiency	Teachers should be aware that students' existing abilities are varied.
	Students' existing proficiency levels influence the development of teaching materials.
b. Learning Styles	Teaching methods and techniques should be developed with reference to students' learning styles.
	Students' learning styles affect the development and implementation of teaching strategies.
c. Personal Interests	Students' personal interests affect the selection of teaching materials and strategies.

Skill Priorities

The second important theme that the deliberating teachers dealt with extensively and in great detail was that of skill priorities. As Table 9 shows, the participants believed

that reading and speaking were two essential skills that should be prioritized for teaching at the college EFL program. Furthermore, they explored in some detail relevant skill components for both reading such as strategies to get an English text's main ideas and speaking such as students' ability to ask and respond to basic questions in English. Similarly, the deliberating participants also emphasized the important role of vocabulary mastery to the development of reading and speaking skills. Meanwhile, they viewed grammar as a supplementary skill in a way that there should not be a special time allocation devoted to grammar instruction; rather, focus on form or focus on grammatical aspects can be done at any time as any of those aspects appears during the lesson.

Table 9: Learner Commonplace – Skill Priorities

Identified Themes	Participants' Paraphrased Statements
a. Reading Skill	Focus on students' acquisition of reading skill components, not on memorization of vocabulary.
	Students should be able to comprehend reading texts' main ideas.
	Students should be able to locate keywords of sentences or paragraphs.
	Students should be able to understand reading texts by not knowing the meaning of every word.
	Students should know the meaning of every word in the reading text.
	Focus on developing students' reading skill to help promote their other skills.
	Students should be able to read and understand English textbooks related to their respective major.
b. Speaking Skill	Students should be able to speak English in formal and informal occasions.

	Students should be able to ask and respond to basic questions in English.
	Teaching speaking skills should focus on students' speech production and accuracy.
	Students should practice spontaneous oral responses.
	Speaking skill should cover pronunciation, vocabulary, and oral responses.
	Good speaking skill means good vocabulary mastery, and if students' speaking skill is good other skills will follow.
c. Grammar	Grammar needs to be addressed, but there is no need for a special time allotment for grammar instruction.
	Cover grammar points as the lesson progresses.
	Present grammar points as they pop up during every lesson.
d. Vocabulary	Students' vocabulary development is important.
	Vocabulary development is key to students' speech production.
	Vocabulary mastery is fundamental to the development of other skills.

The Teacher Commonplace

The teacher commonplace was the most extensively addressed commonplace during all the deliberative sessions because the deliberating participants dealt with this commonplace in connection to various aspects of teaching and learning. Four major themes were revealed: teachers' characteristics, general instructional strategies, skill-specific instructional strategies, and assessment procedures.

Teachers' Characteristics

As Table 10 shows, the deliberating participants paid their attention to four essential aspects regarding the teachers' characteristics: personal qualities, subject matter-related knowledge and skills, teacher roles, and teacher evaluation. In their

deliberation, for example, the participants pointed out that to be able to teach English successfully, the English teachers should possess such personal qualities as the capability to establish and maintain good rapport with their students and the willingness to continuously improve themselves on professional and personal levels. Similarly, these English teachers also need to demonstrate adequate knowledge and skills related to the English subject, and to be constantly aware of multiple roles, such facilitators, orchestrators, and role models, that they might play in the classroom pursuant to the actual teaching and learning particularities. Additionally, these English teachers should also be aware of the urgency of teacher evaluation as a crucial part of their professional development. For instance, through self-reflection or reflective evaluation of their teaching practices, these English teachers would become knowledgeable about the points of strength and weakness of their own practices and keep improving themselves accordingly.

Table 10: Teacher Commonplace – Teachers' Characteristics

Identified Themes	Participants' Paraphrased Statements
a. Personal Qualities	Good rapport between teachers and students are crucial to successful teaching and learning.
	Teachers need to constantly improve themselves personally and professionally.
	Teachers should be open-minded and adaptable to new developments in the educational contexts.
	Teachers should keep themselves updated with new developments in the subject matter area.
	Teachers should possess good interpersonal skills to work with their students and colleagues.
	Teachers should treat students with equal respect.
	Teachers should possess the subject matter-related skills.

b. Subject Matter-Related Skills and Knowledge	Teachers should demonstrate excellent levels of English-related skills.
	Teachers should have an education background in English-related areas.
	Teachers should demonstrate good English skills because they serve as their students' role models.
	Teachers should possess adequate knowledge regarding the subject matter.
	Teachers should have an adequate level of English proficiency as shown in their scores of proficiency tests like TOEFL, IELTS, or TOEIC.
c. Teacher Roles	Good teachers facilitate student learning.
	Good teachers know when to serve as the driver and when to serve as the facilitator.
	To promote students' speaking skill, let them express themselves and help their confidence grow and their anxiety diminish.
	Teachers are significant contributors to successful teaching and learning.
	Teachers should serve as an orchestrator for classroom teaching and learning activities.
	Teachers serve as role models for their students in and outside the classroom.
d. Teacher Evaluation	Students should evaluate their teachers' teaching performance.
	Teachers should do self-evaluation of their own classroom teaching and learning
	Teachers should do a reflective evaluation of their own work.
	Teachers' teaching performance can be evaluated by their students and immediate supervisors.

General Instructional Strategies

General instructional strategies emerged as the second major theme that the deliberating teachers addressed in their deliberation about the teacher commonplace. Included within these general strategies were the ideas of lesson planning, cooperative learning, input exposure, characteristics of classroom activities, teaching methods and techniques, and teaching media, as shown in Table 11. In terms of lesson planning, for example, the deliberators believed that English teachers for the college EFL program should be very detailed in their lesson preparation including what warm-up activities and main activities to develop and how individual and group works should be effectively managed taking into account students' existing knowledge and skills. As for the input exposure, for instance, the deliberating participants argued that the English teachers need to be well aware that for the acquisition of new knowledge or skills to happen students should be challenged with materials slightly higher in their difficulty levels than their existing proficiency levels and that students' exposure to authentic language input is extremely crucial to such acquisition.

Table 11: Teacher Commonplace – General Instructional Strategies

Identified Themes	Participants' Paraphrased Statements
a. Lesson Planning	Teaching should be prepared well in advance.
	Teachers should develop a lesson plan for every teaching session.
	Develop relevant activities to activate students' background knowledge.
	Develop classroom warm-up activities to get students interested in the lesson.

	Develop effective group work activities to address students' varied existing abilities.
b. Cooperative Learning	Manage large classes with effective grouping and group activities.
	Engage students in small group activities to promote cooperative learning.
	Engage students in collaborative learning activities with their peers.
	To help grow students' self-confidence, they should be gradually moving from working in groups, in pairs, to working individually.
	Teachers should make use of structured and independent assignments to promote active learning.
c. Input Exposure	Challenge students with materials (language input) slightly above their existing ability levels.
	Qualified teachers provide students with quality exposure in the classroom.
	To facilitate students' acquisition of English skills, they need more exposure to authentic English use.
d. Nature of Classroom Activities	Delivery of teaching materials should be sequential.
	Teachers should be creative in their teaching.
	Teaching activities should be dynamic and varied.
	To reduce students' boredom, teaching techniques should be varied, dynamic and interactive.
	Vary teaching techniques to help promote students' target skills.
e. Methods/Techniques	Before starting the lesson, activate students' background knowledge/information.
	Teaching techniques and strategies should be relevant to students' existing skills.

	Incorporate teaching methods that would make classroom teaching dynamic and interactive.
	To reduce students' boredom, teaching techniques should be varied, dynamic and interactive.
	Teachers should speak English in the classroom extensively to facilitate students' language acquisition.
f. Teaching Media	Incorporate relevant teaching media to promote classroom interactivity.
	Incorporate multimedia, including social media, for the benefits of student learning.
	Internet-based media like pictures, audios and videos are extremely useful for teaching relevant skills and materials.
	Teaching media are needed to promote conducive learning atmospheres and to keep students motivated to follow the lesson.
	Use appropriate teaching media to arouse students' imagination and interest in the lesson.

Skill-Specific Instructional Strategies

Another major theme that concerned the deliberating participants regarding the teacher commonplace was that of instructional strategies specific to the teaching of reading, speaking, grammar, and vocabulary skills as shown in Table 12. In this regard, they explored in some detail how components of a particular skill were supposed to be developed prior to and delivered during classroom instruction. Generally speaking, it is interesting to note that the idea of scaffolding was obvious in the teaching of reading and speaking skills to the extent that the students should be gradually moving from learning

simple skill components such as scanning skill for reading and predeveloped dialogues for speaking to more complex ones such as prediction skill and free speaking role play for both skills respectively.

Table 12: Teacher Commonplace – Skill-Specific Instructional Strategies

Identified Themes	Participants' Paraphrased Statements
a. Reading Teaching and Learning Strategies	Develop reading activities for scanning and skimming exercises.
	Develop students' ability to predict what is in the reading text based on the text title.
	Engage students in passage (paragraph) rearrangement activities based on scrambled paragraphs (sentences).
	Reading texts should be presented sequentially from simple texts to complex ones.
	Teachers should focus on teaching reading contents as well as students' major-related terms.
b. Speaking Teaching Strategies	Engage students in practicing predeveloped dialogues and common expressions followed by free speaking practice.
	Develop role play activities to promote students' speaking skill.
	Get students engaged in pair and group work activities to stimulate their speech production.
	Teachers should help remove students' anxiety to promote their speaking skill.
	Teachers should speak English in the classroom all the time to allow students' language acquisition.
c. Grammar Teaching Strategies	Engage students in speaking activities to practice grammatical points.
	Teachers should monitor students' grammatical mistakes for the purposes of error-correction later.
	Teachers should correct students' ungrammatical sentences.
	In teaching grammar, do direct or indirect error corrections as needed.

	Correct students' mistakes and/or errors immediately or later toward the end of the lesson.
d. Vocabulary Teaching Strategies	Students should memorize new words and terms related to their respective major.
	Teachers should explain how major-related terms are used in sentences.
	Develop exercises to stimulate students' use of newly learned vocabulary.
	Vocabulary development exercises should precede skill development exercises.
	To save time, teachers should explain the meaning of new words directly and explicitly.

Assessment Procedures

The last theme related to the teacher commonplace is that of assessment procedures. As shown in Table 13, the deliberating participants were very concerned about learning assessment in general and assessment procedures to measure students' mastery of reading and speaking skills in particular.

Table 13: Teacher Commonplace – Assessment Procedures

Identified Themes	Participants' Paraphrased Statements
a. Learning Assessment	Assessment should cover students' cognitive, affective and psychomotor aspects.
	Test types should match predeveloped learning objectives.
	Teachers should know how to measure their students' learning performance.
	Process assessment is more important than mere product assessment.
b. Reading Assessment	Reading assessment should measure how good students are at understanding reading texts.

	Reading assessment should be oriented toward measuring students' levels of text comprehension.
	Teachers should develop assessment rubrics to measure students' reading performance.
c. Speaking Assessment	Speaking assessment components should include fluency, accuracy, pronunciation and vocabulary choice.
	Speaking assessment should focus on students' speech production as well as accuracy.
	Develop rubric-based tests for assessing speaking skill components.
	Speaking assessment should be ongoing and process-based.

The Subject Matter Commonplace

Table 14 below indicates five major themes emerging as the participating teachers were deliberating on the subject matter commonplace. The first two themes were related to the development and characteristics of teaching materials. The participants argued that the selection and development of teaching materials for the English subject at the college EFL program should be sequential in the sense that certain skill components should precede others in teaching due to their relative differences in complexity and difficulty levels. They also believed that the selection and development of teaching materials must be based on predeveloped learning objectives taking into consideration students' preexisting knowledge and skills. Additionally, they also emphasized that teaching materials should be varied, actual, authentic, original and relevant to students' interests.

Table 14: Subject Matter Commonplace

Identified Themes	Participants' Paraphrased Statements
1. Materials Development	Teaching materials should be developed sequentially.
	Text difficulty levels should be taken into consideration in the selection and development of teaching materials.
	Reading materials should be based on learning objectives and related to students' respective major.
	Include up-to-date and popular (not very academic) topics to minimize students' stress and boredom.
	Reading texts' difficulty levels should match students' existing ability levels.
2. Characteristics of Materials	Reading topics should be varied and actual.
	Reading texts should be in original versions with varying difficulty levels.
	Speaking and reading materials should be authentic.
	Reading materials should promote students' critical thinking skills.
	Teaching materials should suit students' existing language abilities.
	Topics of reading materials should be in line with students' respective field of study.
3. Reading Content Specification	Include casual reading materials to promote vocabulary development.
	Reading materials should include exercises to promote students' scanning and skimming skills.
	Reading texts should have a glossary to promote students' vocabulary development.
	Students should be learning reading texts containing terms related to their fields of study.
	Teach students reading texts in their original and authentic versions.
	Use simplified reading texts only for students with a beginning level of their English proficiency.

4. Speaking Content Specification	Engage students in practicing patterned expressions such as how to show agreement and disagreement.
	Expose students to dialogues or idiomatic expressions to promote their speaking skill.
	Speaking materials should include basic Yes-No questions and WH-questions.
	Speaking materials should include basic conversations and common expressions.
	Speaking materials should include daily activities and routines.
5. Grammar Content Specification	Grammatical points should be taught in practical contexts.
	Teach students selected grammar points that significantly contribute to their understanding of the reading texts.
	Teachers should create a list of grammatical items frequently used in reading texts and teach them to students.
	Teachers should pay attention to selected grammatical items that help facilitate students' acquisition of expected reading skill components.

The last three themes of the subject matter addressed the issue of content specification for the teaching of reading, speaking, and grammar skills. It is interesting to note that the deliberating teachers explored in great detail what content elements they thought were important to cover for each skill. In terms of speaking skill, for instance, the deliberators outlined that speaking materials should contain basic Yes-No questions and responses, common expressions for daily activities, and patterned expressions to show agreement and disagreement, all of which would enable students to acquire fundamental elements of speaking skill. The same was also true for reading and grammar skills.

The Context Commonplace

As shown in Table 15 below, four major themes were identified with regard to the context commonplace, including the classroom context, student success context, institutional context, and global context. In their treatment of the context commonplace, the deliberating teachers made a strong connection to classrooms as a crucial learning environment, through which the institutional vision, mission, and expectations in general could be realized. They also pointed out that English mastery was instrumental not only to students' academic success but also to their capability to contribute to globalization processes.

Table 15: Context Commonplace

Identified Themes	Participants' Paraphrased Statements
1. Classroom Context	Classrooms need to be well equipped with technology-enhanced facilities to create a conducive teaching and learning atmosphere.
	Classroom needs and constraints should guide the selection and development of teaching strategies.
	Quality learning environment is a very important factor to the successful teaching of speaking and reading skills.
	Use the Internet, as needed, to enhance classroom teaching and learning.
2. Student Success	English is needed because a lot of textbooks that students are supposed to be using in their academic program are written in English.
	English mastery is crucial to students' success in their academic program.
	English mastery is instrumental to students' future (employment) success.

3. Institutional Context	Consult the existing curriculum/syllabus for the English subject developed at the university level.
	Evaluate how other foreign language programs at the university level address English skill priorities.
	The institution should provide intensive and extensive English programs on campus to enhance students' exposure to quality language input.
	English is a compulsory foreign language subject to teach from schools through universities.
	Teachers, English teachers included, should satisfy the government's existing regulations regarding teachers' teaching competencies.
4. Global Context	English mastery is a value-added skill in today's globalization era.
	English mastery is an ultimate key to being a global citizen in a globalized world.
	English mastery is instrumental to getting scholarships to study in English speaking countries.
	English is an important language to master because it is an international language in the global world.

The Curriculum Making Commonplace

Three elements of the curriculum making commonplace proposed by Null (2011) which include purpose, practice and integration were used to frame the presentation of results in this section.

Purpose

The idea of purpose in curriculum inquiry is usually concerned with the notion of ultimate educational aims that a particular educational context intends to achieve. These

aims could refer to the ideals of liberal education or the array of national and civic interests in a given context (Null, 2011; W. A. Reid, 2006). The deliberating participants, however, did not seem interested to talk about the notion of purpose in this sense. Instead, they were more intrigued to explore the idea of purpose in its immediate sense to include such ideas as objectives, outcomes, and goals. They strongly believed that predeveloped teaching objectives or outcomes would provide them with a sense of direction about what to achieve and how to accomplish it successfully.

Table 16: Curriculum Making Commonplace – Purpose

Identified Themes	Participants' Paraphrased Statements
a. Development of Objectives	Formulation of teaching and learning objectives should be based on the program evaluation.
	Formulation of learning objectives should be based on students' existing ability levels and their skill priorities.
	Students' input should be taken into account in the revision of teaching and learning objectives.
b. Importance of Objectives	An overall program's success is measured through the attainment levels of predefined objectives.
	Lack of teaching objectives may lead to random teaching activities.
	Objectives are extremely important to serve as reference points for classroom teaching and learning.
	Predeveloped objectives are needed to help develop teaching strategies, methods and lesson plans.
	There should be desired learning outcomes and objectives to achieve in teaching.
c. Nature of Objectives	Objectives are flexible dependent upon classroom circumstances.
	Objectives are predeveloped and circumstances are geared toward achieving them.

	Objectives are revisable in line with students' ability levels.
	Objectives should be fixed; strategies to achieve them may vary.
	Objectives should be predefined, but subject to change and adaptation pursuant to actual classroom conditions.
	Teaching and learning objectives may be further developed as classroom teaching and learning progress along the semester.

As can be observed in Table 16 above, the deliberating teachers argued for the urgency of predeveloped objectives and outcomes as they would guide other instructional decisions such as the development of teaching methods and strategies. Furthermore, they also contended that although objectives were supposed to be predeveloped they should remain open to revision and adjustment, and their development needed to seriously consider students' skill priorities and their existing proficiency levels.

Practice

Regarding practice, the deliberating participants paid special attention to the idea of teachers as curriculum developers. As Table 17 reveals, the deliberating teachers emphasized the ultimate importance of teachers' involvement in curriculum development at the college level. They reasoned that it was teachers who would translate the resulting curriculum into concrete teaching and learning situations where no other entities were more knowledgeable about them but the teachers themselves.

Table 17: Curriculum Making Commonplace – Practice

Identified Theme	Participants' Paraphrased Statements
Teachers as Curriculum Developers	The English teacher consortium should take the responsibility for the development of the English subject curriculum.

	Teachers are in the best position to make a contribution to the processes of curriculum development and revision.
	Teachers' involvement in curriculum development is extremely important because they know the actual teaching and learning situations.
	Teachers' involvement in curriculum design is extremely important because it is teachers who will implement the curriculum.
	Teachers are responsible for the development of the English subject syllabus and materials.

Integration

Finally, about integration, the deliberating participants brought three important issues: balance, interaction, and teacher sharing forum as shown in Table 18. They highlighted the importance of balance in exploring relevant voices to be heard in curriculum inquiry, especially those of students and teachers. They also stressed the great value of constant interaction between students, teachers and teaching materials in undertaking the instructional processes. Additionally, they underscored the crucial role of teacher sharing forum to address practical classroom issues and challenges in a collective and collaborative manner.

Table 18: Curriculum Making Commonplace – Integration

Identified Themes	Participants' Paraphrased Statements
a. Balancing of Commonplaces	In curriculum development, there should be a needs analysis of students', teachers' and other stakeholders' aspirations.
	In curriculum design and review, students' aspirations should be balanced with teachers' voices.
	Voices of relevant stakeholders of education need to be heard in the process of curriculum design.

b. Interaction	There should be synergy between learners, teachers and materials.
	Teachers, students, and process are three fundamental elements to successful teaching and learning.
c. Teacher Sharing Forum	There should be a regular teacher sharing forum to address classroom teaching and learning issues.
	Teachers should be engaged in a teacher sharing forum to address instructional issues.
	Teachers should share teaching methods, strategies and materials with their colleagues.

Research Question 3:

How were the elements of teachers' knowledge (their knowledge of learners, educational contexts, educational ends, purposes, values and philosophies, content, general pedagogy, pedagogical content, and curricula) represented or made explicit in their curriculum deliberative works?

Curriculum Deliberation: Teacher Knowledge

Results presented in this section were framed within Shulman's (1986, 1987) seven categories of teacher knowledge: knowledge of learners, knowledge of educational contexts, knowledge of educational ends, purposes, values and philosophies, general pedagogical knowledge, content knowledge, pedagogical content knowledge, and curricular knowledge. As noted in the earlier chapter, Shulman's categories of teacher knowledge overlap, to a considerable degree, with Schwab's (1969, 1973) categories of curriculum commonplaces. Such an overlapping characteristic, therefore, would also be evident in the presentation of results in this section.

Knowledge of Learners

As Table 19 indicates, the deliberating teachers underscored the importance of taking into consideration students' learning styles, personal interests, and existing ability levels as part of learners' characteristics in addressing curricular problems. This was particularly true in the context of the development and implementation of teaching materials and teaching strategies.

Table 19: Teacher Knowledge – Knowledge of Learners

Identified Themes	Participants' Paraphrased Statements
1. Learning Styles	Teaching strategies should be developed with reference to students' potential differences in learning styles.
	Students' learning styles affect the development and implementation of teaching strategies.
2. Personal interests	Students' personal interests affect the selection of teaching strategies and materials.
3. Proficiency Levels	Teachers should be aware that students' existing abilities are varied.
	Students' proficiency levels influence the development of teaching materials.

Knowledge of Educational Contexts

The deliberating teachers' knowledge of educational contexts corresponds significantly to the context commonplace discussed earlier. In essence, as Table 20 displays, the deliberators were aware of the need to evaluate different levels of educational contexts in dealing with practical curriculum problems of EFL teaching and

learning at the college level. These deliberating teachers not only perceived EFL classroom contexts as important parameters in instructional decisions and implementations, but also connected them with their potential contribution to students' success in their academic program. Additionally, they also brought their attention to the potential benefits for students to learn and master English on both the institutional and global contexts.

Table 20: Teacher Knowledge – Knowledge of Educational Contexts

Identified Themes	Participants' Paraphrased Statements
1. Classroom Context	Classrooms need to be well equipped with technology-enhanced facilities to create a conducive teaching and learning atmosphere.
	Classroom needs and constraints should guide the selection and development of teaching strategies.
	Quality learning environment is a very important factor to successful teaching of speaking and reading skills.
	Use the Internet, as needed, to enhance classroom teaching and learning.
2. Student Success	English is needed because a lot of textbooks that students are supposed to be using in their academic program are written in English.
	English mastery is crucial to students' success in their academic program.
	English mastery is instrumental to students' future success.
3. Institutional Context	Consult the existing curriculum/syllabus for the English subject developed at the university level.
	Evaluate how other foreign language programs at the university level address English skill priorities.

	English is a compulsory foreign language subject to teach from schools through universities.
	Teachers, English teachers included, should satisfy the government's existing regulations regarding teachers' teaching competencies.
4. Global Context	English mastery is a value-added skill in today's globalization era.
	English mastery is an ultimate key to being a global citizen in a globalized world.
	English mastery is instrumental to getting scholarships to study in English speaking countries.
	English is an important language to master because it is an international language in the global world.

Knowledge of Educational Ends, Purposes, Values and Philosophies

Knowledge of Educational Ends and Purposes

Teachers' knowledge of educational ends and purposes intersects to a greater extent with the purpose element of the curriculum making commonplace discussed earlier. The deliberating participants were more interested to articulate their perspectives on the idea of purpose in its immediate sense in the forms of instructional objectives, outcomes, and goals. Again, as shown in Table 21 the deliberating teachers argued for the significance of predefined teaching objectives and outcomes as they would illuminate other instructional decisions such as the development of teaching techniques and strategies. More importantly, they also contended that even though teaching objectives should be developed prior to classroom teaching and learning, they needed to remain open to revision and modification, and that their development had to seriously consider students' prioritized skills and their preexisting ability levels.

Table 21: Teacher Knowledge – Knowledge of Educational Ends and Purposes

Identified Themes	Participants' Paraphrased Statements
a. Development of Objectives	Formulation of teaching and learning objectives should be based on the program evaluation.
	Formulation of learning objectives should be based on students' existing ability levels and their skill priorities.
	Students' input should be taken into account in the revision of teaching and learning objectives.
b. Importance of Objectives	An overall program's success is measured through the attainment levels of predefined objectives.
	Lack of teaching objectives may lead to random teaching activities.
	Objectives are extremely important to serve as reference points for classroom teaching and learning.
	Predeveloped objectives are needed to help develop teaching strategies, methods and lesson plans.
	There should be desired learning outcomes and objectives to achieve in teaching.
c. Nature of Objectives	Objectives are flexible dependent upon classroom circumstances.
	Objectives are predeveloped and circumstances are geared toward achieving them.
	Objectives are revisable in line with students' ability levels.
	Objectives should be fixed; strategies to achieve them may vary.
	Objectives should be predefined, but subject to change and adaptation pursuant to actual classroom conditions.
	Teaching and learning objectives may be further developed as classroom teaching and learning progress along the semester.

Educational Values and Philosophies

As indicated in Table 22, the deliberating teachers projected themselves not only as agents to impart English knowledge and skills to the students, but also as significant role models for students' whole lives. These deliberators felt obliged to share inspirational and practical life motivation, advice, and experiences so that the students would have the opportunities to internalize those values into their own personal life. Viewed in this way, these deliberating teachers believed that their responsibilities as teachers included not only helping students satisfy their instructional goals and needs, but also meeting their cultural and social needs.

Table 22: Teacher Knowledge – Knowledge of Educational Values and Philosophies

Identified Theme	Participants' Paraphrased Statements
Values and Philosophies	Teachers should teach students by example.
	Teachers should share with their students inspirational life experiences.
	Teachers should share with their students practical advice to achieve success in life.
	Teachers should serve as inspirational role models for their students' personal life.
	Teachers should share with their students practical life motivations.

General Pedagogical Knowledge

Teachers' general pedagogical knowledge as manifested in the participants' curriculum deliberations covered four primary areas: lesson planning, lesson implementation, teachers' characteristics, and assessment and evaluation.

Lesson Planning

About lesson planning, as Table 23 reveals, the deliberating teachers agreed upon the ultimate importance of lesson planning, and that lesson planning should address the complete preparation of every classroom session. Such classroom preparation included what topics or skills to cover, what methods and strategies to utilize, what classroom activities to engage students in, and what appropriate teaching and learning media to incorporate to enhance classroom teaching and learning.

Table 23: General Pedagogical Knowledge – Lesson Planning

Identified Theme	Participants' Paraphrased Statements
Lesson Planning	Teaching should be prepared well in advance.
	Teachers should develop a lesson plan for every teaching session.
	Develop teaching methods and strategies that would make classroom teaching dynamic and interactive.
	Develop effective group work activities to address students' varied existing abilities.
	Develop teaching and learning media based on actual classroom needs.

Lesson Implementation

Regarding lesson implementation, the deliberating teachers brought to their attention a number of general instructional issues: teaching and learning strategies, nature of classroom activities, and teaching media as can be observed in Table 24. The participants, for example, perceived the importance of scaffolding, students' background knowledge and preexisting abilities, and cooperative learning strategies in developing and executing instructional strategies. They also believed that classroom activities

should be varied, dynamic, and interactive, and strengthened by the incorporation of appropriate teaching and learning media.

Table 24: General Pedagogical Knowledge – Lesson Implementation

Identified Themes	Participants' Paraphrased Statements
a. Teaching and Learning Strategies	Before starting the lesson, activate students' background knowledge/information.
	Engage students in cooperative learning activities such as pair, group and role play activities.
	In following classroom activities, students should be gradually moving from working in groups, in pairs, to working individually.
	Teachers should speak English in the classroom extensively to facilitate students' language acquisition.
	Teaching techniques should be relevant to students' existing skills.
	When classroom situations permit, teachers should be ready for paperless teaching.
b. Nature of Classroom Activities	Delivery of teaching materials should be sequential.
	Teachers should be creative in their teaching.
	Teaching activities should be dynamic and varied.
	To reduce students' boredom, teaching techniques should be varied, dynamic and interactive.
c. Teaching Media	Incorporate relevant teaching media to promote classroom interactivity.
	Incorporate multimedia, including social media, for the benefits of student learning.
	Internet-based media like pictures, audios and videos are extremely useful for teaching relevant skills and materials.
	Teaching media are needed to promote conducive learning atmospheres and to keep students motivated to follow the lesson.
	Use appropriate teaching media to arouse students' imagination and interest in the lesson.

Teachers' Characteristics

As indicated in Table 25, the deliberating participants brought to their attention two aspects of teachers' characteristics: personal qualities and teacher roles. In their deliberation, for instance, the participants underscored that to be capable to teach English successfully, the English teachers must possess such personal qualities as the ability to establish and maintain good rapport with their students and the willingness to continuously improve themselves on personal and professional levels. Similarly, these English teachers also need to be constantly aware of multiple roles, such facilitators, orchestrators, and role models, that they might play in the classroom in line with the actual teaching and learning situations.

Table 25: General Pedagogical Knowledge – Teachers' Characteristics.

Identified Themes	Participants' Paraphrased Statements
a. Personal Qualities	Good rapport between teachers and students are crucial to successful teaching and learning.
	Teachers need to constantly improve themselves personally and professionally.
	Teachers should be open-minded and adaptable to new developments in the educational contexts.
	Teachers should keep themselves updated with new developments in the subject matter area.
	Teachers should possess good interpersonal skills to work with their students and colleagues.
	Teachers should treat students with equal respect.
b. Teacher Roles	Good teachers facilitate student learning.
	Good teachers know when to serve as the driver and when to serve as the facilitator.

	To promote students' speaking skill, let them express themselves and help their confidence grow and their anxiety diminish.
	Teachers are significant contributors to successful teaching and learning.
	Teachers should serve as an orchestrator for classroom teaching and learning activities.
	Teachers serve as role models for their students in and outside the classroom.

Assessment and Evaluation

Regarding assessment and evaluation, as Table 26 shows, the deliberating participants were concerned not only about the importance of assessing the outcomes of student learning, but also about the necessity of evaluating the success level of the whole EFL program and to see how far the institutional vision and mission have been accomplished. The participants also asserted that the English teachers must be constantly aware of the urgency of teacher evaluation as a crucial part of their professional development. For example, through self-reflection or reflective evaluation of their classroom teaching practices, these English teachers would become knowledgeable about the strengths and weaknesses of their own practices and keep improving themselves accordingly.

Table 26: General Pedagogical Knowledge – Assessment and Evaluation

Identified Themes	Participants' Paraphrased Statements
a. Assessment of Student Learning	Assessment should cover students' cognitive, affective and psychomotor aspects.

	Test types should match the predeveloped learning objectives.
	Teachers should know how to measure their students' learning performance.
	Process assessment is more important than mere product assessment.
b. Program Evaluation	A language program's success is measured by the attainment levels of its predefined learning objectives and outcomes.
	A language program's success is measured by how far the institutional vision and mission have been realized.
c. Teacher Evaluation	Students should evaluate their teachers' teaching performance.
	Teachers should do self-evaluation of their own classroom teaching and learning
	Teachers should do a reflective evaluation of their own work.
	Teachers' teaching performance can be evaluated by their students and immediate supervisors.

Content Knowledge

Although the deliberating participants brought to their attention only a few ideas of content knowledge as indicated in Table 27, they did underscore the importance of subject matter-related knowledge and skills in undertaking teaching responsibilities. They strongly believed that in order to achieve success in classroom teaching and learning, college EFL teachers needed to constantly keep up themselves with relevant knowledge and skills of English as the target language.

Table 27: Teacher Knowledge – Content Knowledge

Identified Themes	Participants' Paraphrased Statements
1. Subject Matter-Related Knowledge	Teachers' education background in English-related areas is extremely important.

	Teachers should possess adequate knowledge regarding the subject matter.
	Teachers should keep up with relevant subject matter-related knowledge
2. Subject Matter-Related Skills	Teachers' formal education background should be well supported by good English skills.
	Teachers should be competent in all English-related skills.
	Teachers should demonstrate excellent levels of English-related skills because they serve as their students' role models.
	Teachers should have an adequate level of English proficiency as shown in their scores of proficiency tests like TOEFL, IELTS, or TOEIC.

Pedagogical Content Knowledge

As theoretically predicted in the earlier chapter, pedagogical content knowledge was among the most extensively addressed topics in the overall deliberative sessions, emphasizing the ultimate importance of this category of teacher knowledge in teachers' curriculum making. In this section, the results were presented under two major categories: content selection and development and skill-specific teaching strategies.

Content Selection and Development

Very much in line with the earlier discussion about the subject matter commonplace, here the deliberating participants also paid special attention to the issues of materials development and characteristics of teaching and learning materials, as shown in Table 28. The deliberating teachers argued that the selection and development of teaching and learning materials for the English subject at the college EFL program must be sequential to the extent that certain skill components should precede others in teaching because of their relative differences in complexity and difficulty levels. They also believed that teaching and learning materials must be developed with reference to

predeveloped learning objectives and outcomes, while also taking into account students' preexisting knowledge and skills.

Table 28: Pedagogical Content Knowledge – Content Selection and Development

Identified Themes	Participants' Paraphrased Statements
a. Materials Development	Difficulty levels of teaching materials should match students' proficiency levels.
	Include up-to-date and popular (not very academic) topics to minimize students' stress and boredom.
	Reading and speaking topics should reflect students' respective major.
	Reading texts' difficulty levels should match students' existing ability levels.
	Reading texts should be in original versions with varying difficulty levels.
	Teaching materials should be developed sequentially and should be in line with students' ability levels.
b. Characteristics of Teaching Materials	Reading topics and materials should be authentic and actual.
	Reading materials should promote students' critical thinking skills.
	Reading topics should be varied to attract and maintain students' interest in the lesson.
	Topics of teaching materials should be familiar to students to help promote students' understanding.

Skill-Specific Teaching Strategies

Five major themes emerged in the participants' deliberations on skill-specific teaching strategies: language input, reading teaching strategies, speaking teaching strategies, grammar teaching strategies, and vocabulary teaching strategies. In terms of

language input, for instance, the deliberating participants highlighted the pressing need of students for exposure to quality language input with its authentic characteristics. Regarding the reading skill strategies, they explored in some detail how to develop relevant classroom activities to promote certain components of reading skill such as scanning, skimming, and prediction, stressing at the same time the need for sequential development of reading materials with different degrees of complexity, gradually shifting from simple texts to more complex ones. The relative degree of detail was also evident in the deliberators' treatment of the instructional strategies for other skill priorities, as shown in Table 29.

Table 29: Pedagogical Content Knowledge – Skill Specific Teaching Strategies

Identified Themes	Participants' Paraphrased Statements
a. Importance of Language Input	Challenge students with language input (materials) slightly above their existing ability levels.
	Qualified teachers provide students with quality exposure in the classroom.
	To facilitate students' acquisition of English skills, they need exposure to authentic English use.
b. Reading Learning Strategies	Develop reading activities from scanning to skimming exercises.
	Develop students' ability to predict what is in the reading text based on the text title.
	Engage students in passage (paragraph) rearrangement activities based on scrambled paragraphs (sentences).
	Reading texts should be presented sequentially from simple texts to complex ones.
	Teachers should focus on teaching reading contents as well as students' major-related terms.

c. Speaking Teaching Strategies:	Teachers should do immediate error correction in teaching pronunciation.
	Engage students in practicing predeveloped dialogues and common expressions followed by free speaking practice.
	Get students engaged in pair and group work activities to stimulate their speech production.
	Teachers should interact with students to stimulate their speech production.
	Teachers should speak English in the classroom all the time to allow students' language acquisition.
d. Grammar Teaching Strategies	Cover grammar points as the lesson progresses.
	Engage students in speaking activities to practice grammatical points.
	Explain grammar points as they pop up in the classroom.
	In teaching grammar, do direct or indirect error corrections as needed.
	Teachers should monitor students' grammatical mistakes for the purposes of error-correction later.
e. Vocabulary Teaching and Learning Strategies	Students should memorize new words and terms related to their majors.
	Expand students' vocabulary mastery through structured and independent reading assignments.
	Teachers should explain how major-related terms are used in sentences.
	Vocabulary development exercises should precede skill development exercises.
	To save time, teachers should explain the meaning of new words directly and explicitly.

Curricular Knowledge

As indicated earlier, teachers' curricular knowledge reflects their understanding of the fundamental elements of a certain curricular program and its associated materials

for a given educational context. It also reflects their grasp of appropriate evaluative procedures to assess attainment levels of student learning and of relevant follow-up actions to do necessary remedial programs. In the context of college EFL program, the deliberating teachers identified three primary areas of concern, including skill priorities, content specification, and skill assessment.

Skill Priorities

The deliberating teachers' knowledge of skill priorities for the college EFL program covered the same skill components as those presented in their treatment of the learner commonplace. They included reading, speaking, grammar, and vocabulary skills as indicated in Table 30. Taken together, the deliberators believed that the teaching of these skills were primarily intended to promote components of reading skill that would enable students to comprehend the academic literature in English and components of speaking skill that would make them capable to engage in conversations of general topics as well as competent in expressing their feelings, ideas, and opinions. Grammar and vocabulary, meanwhile, were expected to serve those target skill components along the way. More importantly, the overall EFL program should be specifically designed to contribute to students' academic success during their academic program in college.

Table 30: Curricular Knowledge – Skill Priorities

Identified Themes	Participants' Paraphrased Statements
a. Reading Skill	Focus on students' acquisition of reading skill components, not on memorization of vocabulary.
	Students should be able to comprehend reading texts' main ideas.
	Students should be able to locate keywords of sentences or paragraphs.

	Students should be able to understand reading texts by not knowing the meaning of every word.
	Focus on developing students' reading skill to help promote their other skills.
	Students should be able to read and understand English textbooks related to their respective major.
b. Speaking Skill	Students should be able to speak English in formal and informal occasions.
	Students should be able to ask and respond to basic questions in English.
	Teaching speaking skills should focus on students' speech production and accuracy.
	Speaking skill should cover pronunciation, vocabulary, and oral responses.
	Good speaking skill means good vocabulary mastery, and if students' speaking skill is good other skills will follow.
c. Grammar	Grammar needs to be addressed, but there is no need for a special time allotment for grammar instruction.
	Cover grammar points as the lesson progresses.
	Present grammar points as they pop up during every lesson.
d. Vocabulary	Students' vocabulary development is important.
	Vocabulary development is key to students' speech production.
	Vocabulary mastery is fundamental to the development of other skills.

Content Specification

Content specification presented here very much corresponds to the same issue for the subject matter commonplace. As displayed in Table 31, it consisted of reading, speaking, and grammar content specifications, the first of which should be closely related to students' respective major. In essence, the deliberating participants believed that content elements for reading skill should at least include basic skill components such as scanning and skimming skills and more advanced skills such as inference, summary, and synthesis skills, as well as relevant exercises for vocabulary development.

Similarly, they included basic speaking skills such as abilities to ask and respond to basic questions in English shifting gradually to more complex skills such as free dialogues based on certain themes or topics and abilities to express personal opinions. As for the grammar skill components, the deliberators argued for covering only the grammatical items that would contribute significantly to the development of skill components of reading and speaking.

Table 31: Curricular Knowledge – Content Specification

Identified Themes	Participants' Paraphrased Statements
a. Reading Content Specification	Include casual reading materials to promote vocabulary development.
	Advanced reading skills to promote include inference, summary and synthesis skills.
	Reading materials should include exercises to promote students' scanning and skimming skills.
	Reading materials should include local content to promote understanding.
	Reading materials should include specific terms of frequent usage in students' respective major.
	Use simplified reading texts only for students with a beginning level of their English proficiency.
b. Speaking Content Specification	Speaking materials should include conversations for daily activities and routines.
	Expose students to dialogues and idiomatic expressions to promote their speaking skill.
	Engage students in practicing patterned expressions such as how to show agreement and disagreement.
	Speaking materials should include basic conversations and common expressions.
	Speaking materials should include basic yes-no questions and WH-Questions.

c. Grammar Content Specification	Grammatical points should be taught in practical contexts.
	Teach students selected grammar points that significantly contribute to their understanding of the reading texts.
	Teachers should create a list of grammatical items frequently used in reading texts and teach them to students.
	Teachers should pay attention to selected grammatical items that help facilitate students' acquisition of the expected reading and speaking skills.
d. Major-Related Content	Reading materials should be related to students' respective major.
	Reading materials should be developed based on learning objectives and should be related to students' respective major.
	Reading and speaking topics should be major-related.
	Students should be learning reading texts containing terms related to their fields of study.
	Teaching materials should be related to students' respective field of study.

Skill Assessment

Finally, as shown in Table 32, the deliberating teachers' curricular knowledge concerned assessment of main target skills. As the deliberators emphasized reading and speaking as primary skill priorities throughout the deliberation sessions they also proposed their assessment procedures. While assessment for reading skill should be geared toward measuring students' levels of text comprehension, assessment for speaking skill must be mainly focused on students' speech production and accuracy. Furthermore, they also suggested that both reading and speaking assessments be ongoing and rubric-based for accuracy purposes.

Table 32: Curricular Knowledge – Skill Assessment

Identified Themes	Participants' Paraphrased Statements
a. Reading Assessment	Reading assessment should measure how good students are at understanding reading texts.
	Reading assessment should be oriented toward measuring students' levels of text comprehension.
	Teachers should develop effective assessment procedures to measure students' reading performance.
	Teachers should be able to develop assessment rubrics for use in assessing students' levels of eventual reading abilities.
b. Speaking Assessment	Speaking assessment components should include fluency, accuracy, pronunciation and vocabulary choice.
	Speaking assessment should focus on students' speech production as well as accuracy.
	Develop rubric-based tests for assessing speaking skill components.
	Speaking assessment should be ongoing and rubric-based.

CHAPTER FIVE

DISCUSSION

This chapter highlights and discusses a number of important aspects of the results presented in the earlier chapter by connecting them to relevant previous studies or by bringing them to their pertinent theoretical contexts. The discussion begins by bringing to attention a general insight of certain aspects of the curriculum deliberation and continues with a discussion of essential elements of the results as framed by each research question.

Curriculum Deliberation: A General Insight

The present study revealed a few interesting results, especially regarding the characteristics of the general processes of teacher curriculum deliberation that are worth highlighting and discussing in this section. As illustrated earlier, there were previous studies on the general processes of teachers' curriculum deliberation that showed aspects of findings which could be placed within two extremes of a continuum. An early study by Eisner (1975) represented a point along the continuum that illustrated that the processes of curriculum deliberation went on relatively smoothly, as predicted by theories. During the deliberation processes, practical problems were identified, different views and insights were brought together and examined, and finally potential solutions and their alternatives were intensely weighed to arrive at potential courses of action in order to cope with the identified problems. Another study by Poetter et al. (2001) with similar aspects of the finding could also be spotted at the same point along the continuum. Teacher curriculum deliberations in these two studies were very dynamic as

characterized by exchanges of ideas, discussions, and debates. The participants also extensively referred to their own experiences in dealing with the concrete curricular problems to produce their immediate responses. On a distinct point along the continuum was a study by Johnston (1995) about the school teachers' deliberation on the school's behavior management policy. This study revealed that the deliberating teachers were not engaged in intense discussions of ideas, sharing of views, and debates. Rather, they tended to quickly agree on a platform proposed by a dominant group member. The study also documented that these deliberating teachers did not use their tangible classroom experiences as points of reference during the deliberations. Instead, they tended to be speaking in a general and neutral tone about what the teachers needed to be doing with respect to such behavior management policy. The researcher of the study speculated about the explanation of this research finding, stating that the shift of the perceived role from the classroom teachers to that of school administrators was potentially the cause of this situation to occur. Because the participants were in their perceived role of school administrators, they tended to talk on behalf of school administrators, and thus left their classroom experiences behind.

Within these two extreme points along the continuum, the present study can be placed somewhere in between, but a little bit closer to the former. The participants of the present study were engaged in relatively extensive exchanges of views and ideas. In their deliberative sessions, they also brought their own classroom experiences in addressing curricular issues and problems. However, the present study did not document much of the participants' debate and argument regarding certain aspects of the EFL curricular problems. They did express different views and insights about such aspects, but instead of continuing with debating their views and insights they mostly stopped

after expressing their own views and insights. The following participants' paraphrased statements about reading skill priorities very well illustrate the case in point:

1. *Students should be able to understand reading texts by not knowing the meaning of every word.*
2. *Students should know the meaning of every word in the reading text.*

(Data were taken from Table 9: Learner Commonplace-Skill Priorities)

These two paraphrased statements regarding students' grasp of word meaning in the reading text look contradictory to one another. The first statement, expressed by the participant, Alicia, suggests that students do not have to know the meaning of every word in the reading text in order to be able to understand the text. In contrast, the second statement, expressed by the participant, Tom, indicates that students do need to know the meaning of every word in the reading passage in order to be able to comprehend the passage. During the deliberation session, the participants expressed their respective view with no debate or argument. During the interviews, however, these participants further elaborated their respective view. With her statement, Alicia emphasized the importance of developing components of reading skill, especially students' ability to locate keywords in the passage. She believed that by locating the keywords of the passage and understanding their meaning, students would be able to understand the passage without knowing the meaning of every word in the passage, thus becoming efficient readers. Tom, on the other hand, with his statement underscored the significance of vocabulary development to promote not only students' reading skill but also their other skills. He strongly believed that by grasping the meaning of every word in the reading passage, students would be able not only to understand the reading passage but also to use the vocabulary to support the development of other English skills such as speaking and writing.

One possible explanation of why the deliberating participants were not actively engaged in debating and arguing might have something to do with culture. It is very likely that both debating and arguing are not a common practice among the deliberating teachers to the extent that they would feel uncomfortable or even find it offensive to openly debate or argue against a colleague in a forum like the curriculum deliberation. However, most of the participants of this study expressed their disagreement with this explanation. In their interviews, these participants (Adam, 2017; Alicia, 2017; Lucy, 2017; Tom, 2017) explained that they felt comfortable enough to argue against and debate with their colleagues in the deliberation sessions. They further elaborated that they had no psychological or cultural barriers to get involved in such debates and arguments if the actual circumstances required. Jason (2017) and Fiona (2017), on the other hand, strongly expressed such psychological and cultural concerns of debating and arguing during the deliberative sessions.

Another possible explanation for the situation above might be related to the very basic characteristic of curriculum deliberation as an arduous and time-consuming endeavor. It always takes considerable time for deliberation participants to settle down and to feel comfortable with all the curriculum group members and with every aspect of the deliberation. It is very likely that the participants of the present study needed more time to naturally exercise debating and arguing in the deliberative sessions. Had the researcher devoted more time to facilitate this natural exercise as a warm-up activity prior to the actual deliberations, the dynamics of the deliberation sessions would have

been different to the extent that the instances of debating and arguing throughout the deliberative sessions might have been more frequent.

Curriculum Deliberation: Problem Identification

Although the problem identification phase was recommended to be an essential part of curriculum deliberation since a quite long time ago (Hegarty, 1977), that is, just a few years after Schwab (1969) published his first of the four papers on the *practical*, documented studies that did have a specific phase of problem identification were very scarce. The present study, in fact, was part of such scarce documented studies. Results of the study revealed some key findings worth discussing in this section.

First, the problem identification phase served as an intermediary between the participants and the actual processes of curriculum deliberation. This phase of problem identification connected the participants with the concrete curricular issues and practical curricular problems at a given educational context. The intermediary nature of the problem identification phase in this study was significantly amplified by the use of *lesson control documents* taken from the eight previous English classes which conditioned the participants in their immense interactions with real curricular events and moments in their collective endeavors to uncover concrete curricular issues and practical curricular problems to address in their curriculum deliberation sessions. This key aspect of the study's results reinforced Hegarty's (1977) finding that the group processes which adopted the separation of the problem identification from the rest of the curriculum deliberation sessions showed advantages especially in terms of the exploration and generation of relevant ideas or perceived curricular problems and in terms of establishing collaboration and collegiality among the participants.

Second, the phase of problem identification in the present study also revealed that curricular problems are emergent in scope and intensity. It was interesting to find out that although the participants of the study had already pursued the problem identification phase, their exploration of issues and generation of problems, to an extent, continued during the rest of their curriculum deliberation sessions. In fact, in the deliberation sessions, the problems themselves tended to extend in scope. For instance, during the problem identification phase the participants only spotted curricular problems in the areas of learners with a special emphasis on learning objectives and outcomes, of teachers consisting of the issues of teaching qualifications, inactive teacher consortium, and the need for a teacher sharing forum, and of instruction covering the issues of lesson planning and implementation, materials development, and teaching media and assessment. During the deliberation sessions, these issues tended to significantly extend to cover all the five aspects of the curriculum commonplaces (teachers, learners, subject matters, contexts, and curriculum making) and their related issues. In addition, the discussion of the problems also tended to grow in intensity meaning that as the participants were immersed in addressing the problems, they kept expressing more and more views about the identified problems with deeper and deeper insights. A study by Atkins (1986) confirmed this tendency of extension in scope and accumulation in intensity. The study, which did not have a specific phase of problem identification, revealed that during the deliberative sessions the participants kept exploring and tackling more and more curricular problems and addressed them with growing concerns and more focused interests as the deliberations themselves went back and forth among the different curriculum commonplaces.

Curriculum Deliberation: Curriculum Commonplaces

The EFL curriculum deliberation sessions conducted by the college EFL teachers at this particular EFL context revealed some interesting findings to discuss in this section. First, all elements of the curriculum commonplaces which consisted of the teachers, students, subject matters, contexts, and curriculum making were present and actively addressed by the participants in their deliberation sessions. Even though the participants of this study were engaged in the deliberation sessions under the topics they agreed during the problem identification phase which included the issues of students' competency profile, materials development, teaching and learning activities, media and assessment, and teacher profile, the five elements of curriculum commonplaces were immensely present and recursively dealt with in their deliberations. This important finding strongly confirmed similar findings of the previous studies (Atkins, 1986; Eisner, 1975; Poetter et al., 2001; M. J. Reid, 2010). The study by Atkins (1986), for instance, documented the intensive ways the participants of the study repeatedly addressed the elements of curriculum commonplaces throughout the deliberative sessions. Indeed, the study adopted the integrated approach to curriculum deliberation where there was no special session devoted to the problem identification phase. In fact, all the participants always had moments of readdressing the same elements of curriculum commonplaces repeatedly as the flow of conversations during the deliberation sessions required.

Second, the present study also uncovered that the participants' approach to curriculum deliberation as a whole tended to be practical and immediate. In dealing with various curricular issues in the deliberations, the deliberating EFL teachers were inclined

to bring their classroom experiences to make connections or associations with the issues under discussion and figure out how their classroom experiences would provide relevant bases for solving the problems. For example, compare the following two participants' approaches to the development of prioritized skills and how it was related to vocabulary development.

1. *Focus on developing students' reading skill to help promote their other skills.*
2. *Good speaking skill means good vocabulary mastery, and if students' speaking skill is good other skills will follow.*

(Data were taken from Table 9: Learner Commonplace-Skill Priorities)

The first paraphrased statement came from the participant, Alicia. Based on her own teaching practice, she strongly believed that promoting components of reading skill among the students was of crucial importance in EFL teaching and learning because such reading skill components would serve as the effective trigger for the development of other skills such as speaking, writing, and listening skills. She further commented in the interview:

> but for the second language, it seems that the exposure should begin with reading, the reason for this is that through reading students will have opportunities to develop and expand their range of vocabulary, and their vocabulary mastery will be very essential to the development of other skills, speaking for example…to be able to speak students should master a lot of vocabulary… and in fact when students develop and expand their vocabulary through reading they will automatically use their vocabulary in their speaking or writing, that's what my classroom experiences suggest…. (Alicia, 2017)

The second paraphrased statement was expressed by Tom. He strongly believed that, with reference to his classroom practice and experience, speaking constituted a crucial skill to promote first among the EFL students. Tom's main reason was that promoting speaking skill would give students a sense of confidence in their learning of English, and this confidence boost was urgently needed to develop their other skills.

Additionally, Tom also held a strong belief that speaking served as the best medium for the active development of vocabulary, in the sense that through their speaking, the students would be able to keep learning and acquiring new words of various topics, and this vocabulary mastery was always instrumental in the development of other skills such reading and writing. He elaborated his view in the following interview:

> …in my view what they really need to develop is how they can speak the target language fluently and accurately, because basically that's a fundamental skill...the EFL teacher needs to constantly motivate and stimulate their students to be confident to speak English in the classroom, the teacher also should always provide their students with opportunities to learn and master new words and express them in their speaking…there is always a tendency in the EFL context that if students have a good speaking skill, other skills such as writing and listening will follow, this is because a good speaking skill is usually a sign of good vocabulary mastery so the students can use the vocabulary they learn and acquire in their speaking skill in practicing and developing other English skills…. (Tom, 2017)

The actual classroom experiences conditioned these two participants to hold a different view and belief about which English skill to serve as the foundational skill on which other skills were based: Alicia preferred reading, whereas Tom chose speaking. However, both the participants agreed that that these two skills would eventually end up in the strengthening of students' mastery of vocabulary which would be instrumental to the development of other English skills. This element of the study's finding clearly indicated that the participant's approach to the curriculum deliberation was indeed practical because they tended to base their views and insights on what they actually experienced in their teaching practice. In addition, their approach also tended to be immediate because what they directly and concretely experienced in their real act of classroom teaching such as classroom constraints and opportunities and students' needs always served as the fundamental bases of decision making in addressing curricular choices in the classroom context.

The practical and immediate nature of the participants' approach to the curriculum deliberation in this study confirmed similar findings in the previous studies (Eisner, 1975; Poetter et al., 2001). The study by Poetter et al. (2001), for instance, revealed that the participants in their study always weighed theoretical and practical options and their alternatives in their pursuit of curriculum making processes. More importantly, throughout the deliberation processes they were very concerned with concrete curricular problems that they encountered regularly in their direct teaching and learning environments, and for these concrete problems they always attempted their immediate answers and responses. Findings of this study in this regard were, however, slightly different from those of Poetter et al's study to the extent that theoretical and practical considerations tended to be proportionally brought to the participants' attention in the latter whereas in the former the participants' curriculum deliberations were predominantly framed and guided by practical considerations and their immediate contexts with their strong reference to their respective classroom experiences.

Another important aspect of the results of this study indicated that the present study was significantly different from studies by M. J. Reid (2010) and Atkins (1986) regarding how the context commonplace was addressed during the deliberative sessions. As pointed out earlier, these two studies uncovered that the commonplace of context was the most elusive curriculum commonplace that was not explicitly addressed by the participants. The present study, in contrast, revealed that the context commonplace was quite extensively addressed throughout the sessions. In particular, the participants of this study emphasized that the classroom context, the student success context, the institutional context, and the global context were the fundamental contextual factors to be taken into account in every aspect of decision making of the college EFL curriculum.

Finally, the present study also revealed some relevance of the results with other previous studies by Woods (1991) and Wette (2009). As outlined earlier, these two studies underscored the different ways the participants of the studies developed their interpretation of the predetermined curriculum documents and how their different interpretations exerted influences on their interactive decision making during the teaching processes. The present study, to an extent, also indicated the distinct ways in which the participants differently approached and interpreted curricular issues and problems and responded to them quite idiosyncratically. This study, however, was significantly different from the two previous studies. The two previous studies were particularly concerned with the impact of participants' different interpretations of the curriculum documents on the interactive curriculum making processes. The present study was concerned about how the participants differently interpreted curricular problems in a certain EFL context and how they responded to those problems with special reference to their classroom experiences. Up to this point, all the studies looked similar as they examined the participants' different interpretations of ESL/EFL curricula. However, they were significantly different with regard to the second emphasis of the studies. The two previous studies further examined how the participants' interpretations of the curriculum documents affected the ways interactive decisions during teaching activities were made. Both studies were, then, individual in nature because they focused on the participants individually, and were conducted to investigate the interactive decision making during the teaching processes. In contrast, the present study was collective in nature because it was concerned with the curriculum deliberation processes as conducted by a group of EFL teachers. It was also specifically intended to

investigate the curriculum deliberation processes as a comprehensive educational planning, instead of investigating the teaching processes as the two previous studies did.

Curriculum Deliberation: Teacher Knowledge

This section presented and discussed key findings of the present study about how elements of teachers' knowledge worked or were made explicit during the participants' deliberative sessions. The discussion covered three important aspects of teacher knowledge: its representative categories (Shulman, 1986, 1987), its orientation (Clandinin, 1985; Connelly et al., 1997; Elbaz, 1981), and its forms (Conelly & Clandinin, 1988; Elbaz, 1981; Shulman, 1986, 1987).

Teacher Knowledge Categories

Regarding the representative categories of teacher knowledge, the present study found that Shulman's (1986, 1987) seven categories of teacher knowledge, including knowledge of learners, knowledge of educational contexts, knowledge of educational ends, purposes, values and philosophies, general pedagogical knowledge, content knowledge, pedagogical content knowledge, and curricular knowledge were considerably present and made explicit in the participants' instances of EFL curriculum deliberation. Furthermore, the study revealed that three categories of teacher knowledge: general pedagogical knowledge, pedagogical content knowledge, and curricular knowledge were extensively expressed and made explicit by the participants during their curriculum deliberation sessions.

The aspects of the present study's findings, explained above, were very interesting and worth discussing. First, Shulman (1986, 1987) did not offer much

explanation about teachers' general pedagogical knowledge. His explanation only covered those principles and strategies of classroom organization and management that were applicable across different subject matters. Findings of the present study, however, suggested that the participants activated their knowledge of general pedagogy quite extensively during the deliberative sessions. Their activation of this knowledge covered a number of crucial issues in the areas of lesson planning, lesson implementation, teachers' characteristics, and assessment and evaluation. Although the accounts that the participants made were general in nature, because they were primarily concerned with general aspects of teaching and learning, they did activate and use this category of teacher knowledge very actively and extensively in tackling various aspects of curricular issues and problems. One possible explanation for this aspect of finding was related to the practical and immediate approach (Eisner, 1975; Poetter et al., 2001) that the participants developed and adopted during the deliberative sessions. Although the participants' views and insights tended to be general, representing the general nature of pedagogical knowledge, they indeed addressed the practical and immediate aspects of curricular problems and issues that were deeply rooted in their classroom practices and experiences.

Second, the fact that the participants of this study extensively expressed their pedagogical content knowledge and curricular knowledge throughout the deliberative sessions strongly clarified Shulman's (1986, 1987) theoretical predictions. Teachers' pedagogical content knowledge, which in this study encompassed a variety of issues in the areas of content selection and development and skill-specific teaching strategies, indeed significantly bridged the participants' concerns about content and its specification and how to represent and formulate such content specification in given

pedagogical contexts. Similarly, teachers' curricular knowledge, which in the present study covered three major EFL areas of skill priorities, content specifications, and skill assessment, highlighted the ultimate significance of teachers' understanding of fundamental elements of the EFL program and of their grasp of relevant evaluative procedures to measure the eventual attainment levels of their students' learning outcomes.

Teacher Knowledge Orientations

With regard to the orientations of teacher knowledge or how the teachers expressed and used their knowledge in their curriculum deliberation sessions, the present study revealed very interesting findings about the situational, personal, and experiential orientations. Elbaz (1981) suggests that these three characteristics of teacher knowledge orientations are closely related to one another. Teachers, for instance, always refer to their knowledge in responding to and coping with concrete teaching situations. In addressing all the instructional issues and challenges within diverse teaching and learning situations, they also tend to do everything in personally meaningful ways that might differ from how other teachers would approach and deal with such issues and challenges. Finally, teachers' expression of their knowledge is always structured by and always oriented toward their own classroom experiences. The following aspects of the study's results exemplified these closely related characteristics: the situational, the personal, and the experiential regarding how the teachers should address their relationship with their students in the teaching and learning contexts:

1. *Good rapport between teachers and students are crucial to successful teaching and learning.*

2. *Teachers should possess good interpersonal skills to work with their students and colleagues.*
   (Data were taken from Table 33: General Pedagogical Knowledge – Teachers' Characteristics)

The first paraphrased statement was made by the participant, Jason. He convincingly asserted that it was crucial for any classroom teacher to develop and establish a good relationship with their students if the teacher wished to achieve success in their teaching endeavor. Jason vividly elaborated his points in his interview:

> Sometimes I ask the students informal questions regarding the characteristics that they like to see in their teachers…the students tend to express their preference for teachers whom they characterize as easy-going, sociable and care about the students personally such as remembering students' personal details and being concerned with their life in general and especially with their academic life regarding a particular course, and because of this situation I strongly believe that establishing good rapport between the teacher and the students is a very fundamental factor to successful teaching and learning in the classroom. (Jason, 2017)

The second paraphrased statement above was expressed by the participant, Fiona. Like Jason, Fiona also underscored the foremost importance of teachers' interpersonal skills to enable them to positively and constructively interact with the students. She further emphasized the importance of establishing the emotional connections with the students at the early stages of classroom teaching and learning. She firmly believed that such solid emotional connections would significantly affect the way a subject or a course would proceed along the semester:

> …the important key to successful teaching and learning is the establishment of emotional connections between the teacher and the students because of my own experiences...if I don't know my teacher personally I tend to be lazy in following her or his lesson. This experience really happened to me a long time ago when I had an English class in school. I skipped classes quite frequently because I did not like the ways this teacher handled the class and I was not personally close to this teacher. As a teacher now I learn from this experience that in teaching it is important at the very beginning to build strong and positive emotional connections with the students. (Fiona, 2017)

Taken together, the points made by both Jason and Fiona and supported by their respective experiences reinforced very strongly the ways the situational, the personal, and the experiential characters of teacher knowledge were manifested and made explicit in their classroom teaching practices. Jason's and Fiona's vivid descriptions of their classroom experiences also resonated very clearly and strongly with the personal and practical characters of teacher knowledge as espoused by Clandinin (1985); Connelly et al. (1997); Golombek (1998).

The next orientation of teacher knowledge as proposed by Elbaz (1981) is the theoretical orientation. This orientation emphasizes that classroom teachers at times refer to a theoretical understanding or position that they personally hold in addressing certain aspects of classroom instruction. The following finding of the present study echoed Elbaz's notion of theoretical orientation.

- *Challenge students with language input (materials) slightly above their existing ability levels.*
  (Data were taken from Table 29: Pedagogical Content Knowledge – Skill Specific Teaching Strategies)

The above paraphrased statement was expressed by the participant, Alicia, when she talked about the importance of students' exposure to language input. She strongly believed that EFL students needed an adequate exposure to quality language input to allow their acquisition of new language skills. During one deliberative session, she specifically referred to Stephen D. Krashen's famous theory of Input Hypothesis (Krashen, 1985, 1992). More specifically she mentioned one important aspect of the theory that to enable students' acquisition of new target language skills, they should be challenged by providing them with language input which was comprehensible to them

but slightly higher in terms of language or skill complexity than their current levels. In essence, what Alicia did in the deliberative session in this regard was that she expressed and utilized her theoretical understanding of Krashen's Input Hypothesis, hence her theoretical orientation, in addressing a very specific issue of how EFL students were supposed to interact with language input in a particular instructional setting.

Finally, findings of the present study also confirmed the social orientation of teacher knowledge. Elbaz (1981) contended that teachers' knowledge was constantly shaped by relevant socio-cultural conditions, and at the same time it gave shapes to the socio-cultural expectations of a given classroom context. In this study, the social orientation was evidently observed in the following data:

1. *Teachers should teach students by example.*
2. *Teachers should share with their students inspirational life experiences.*
3. *Teachers should share with their students practical advice to achieve success in life.*
4. *Teachers should serve as inspirational role models for their students' personal life.*
5. *Teachers should share with their students practical life motivations.*

(Data were taken from Table 34: Teacher Knowledge – Knowledge of Educational Values and Philosophies)

These paraphrased statements were initially made by the participants, Lucy and Adam, but soon explicitly agreed by almost all other participants: Tom, Fiona, and Jason. As Lucy and Adam explained in their interviews (Adam, 2017; Lucy, 2017), these statements went beyond the teaching context itself; they reached fundamental aspects of the students' life in a broader sense. Teachers were always expected to serve as role models for almost every aspect of the students' academic as well as personal lives. This special role and functioning of these teachers undoubtedly went beyond the regular expectations of a classroom setting. They were socio-cultural expectations which

brought meaning and relevance specific to this particular educational context. Hakim and Dalli (2016), for instance, described a famous Javanese educational philosophy called *"Guru digugu dan ditiru"* which means "Teacher is to be heeded and imitated". This educational philosophy, which originates in the educational practices of the Javanese, the largest and the most culturally influential ethnic group in Indonesia, means that becoming a teacher is culturally viewed as a noble profession and a highly respected position in society. Whatever the teacher says or does is socio-culturally believed to reflect this nobility and respect. Thus, whatever the teacher (*guru*) says and does is to be heeded (*digugu*) and to be imitated (*ditiru*) by the students. Within the Javanese educational philosophy, then, the teacher is portrayed as an influential figure on the students' lives both inside and outside the classroom context. It is within this socio-cultural context that the above paraphrased statements of the present study's participants solidly found their social orientation.

Teacher Knowledge Forms

As clearly explained in the earlier chapters, experts tend to have different terminologies regarding the forms of teacher knowledge. Elbaz (1981), for example, proposed three forms of teacher knowledge: rules of practice, practical principles, and image. Similarly, Shulman (1986) proposed three forms of teacher knowledge: principles, maxims and norms, all of which represented what he called teachers' propositional knowledge. Finally, Clandinin et al. (2006) further developed a language to refer to teacher knowledge including images, practical principles, personal philosophies, metaphors, narrative unities, rhythms and cycles. For reasons of clarity, consistency, and relevance, the discussion of this study's findings in this section was

based on Shulman's (1986) three forms of teachers' propositional knowledge: teaching principles which originate in empirical or philosophical inquiry through formal education or professional training, teaching maxims which develop through and are mediated by teachers' practical experiences, and teaching norms which come from teachers' moral and ethical reasoning.

About the teaching principles, the results of this study uncovered a number of instances in the curriculum deliberative sessions where the participants' paraphrased statements represented teacher knowledge in the form of teaching principles. The following instances were best referred to as teaching principles:

1. *Challenge students with language input (materials) slightly above their existing ability levels.*
2. *Qualified teachers provide students with quality exposure in the classroom.*
3. *To facilitate students' acquisition of English skills, they need exposure to authentic English use.*

   (Data were taken from Table 29: Pedagogical Content Knowledge – Skill Specific Teaching Strategies)

These paraphrased statements were initially expressed by Alicia in one of the curriculum deliberation sessions and were soon agreed upon by the rest of the participants. As noted earlier, it was clear that these statements originated in the theoretical discussion of Krashen's (1985, 1992) Input Hypothesis in particular and language input in general. It was very likely that the participants developed and acquired this sort of knowledge through their formal education or professional training. The participants' paraphrased statements above, therefore, confirmed the representation of teacher knowledge in the form of teaching principles.

As pointed out earlier, the first three orientations of teacher knowledge in Elbaz's (1981) terms included the situational, personal, and experiential orientations. In fact, most of the teachers' deliberation data in the present study fell within these three orientations. This aspect of the study's findings significantly affected the most represented forms of teacher knowledge during the teachers' deliberative sessions. Evidenced by the teachers' deliberation data for this study, I convincingly asserted that most of the participants' paraphrased statements were categorized as teaching maxims because they embodied the unique ways these participants intensely interacted with their own teaching experiences. The following paraphrased statements of the participants typified teacher knowledge in the form of teaching maxims:

1. *Objectives are flexible dependent upon classroom circumstances.*
2. *Objectives are predeveloped and circumstances are geared toward achieving them.*
3. *Objectives are revisable in line with students' ability levels.*
4. *Objectives should be fixed; strategies to achieve them may vary.*
5. *Objectives should be predefined, but subject to change and adaptation pursuant to actual classroom conditions.*
6. *Teaching and learning objectives may be further developed as classroom teaching and learning progress along the semester.*

   (Data were taken from Table 21: Teacher Knowledge – Knowledge of Educational Ends and Purposes)

The participants' paraphrased statements listed above were expressed when the deliberation session was going on about teacher knowledge of educational purposes, more specifically about the nature of learning objectives. Taken together, these participants' statements demonstrated a variety of views which strongly reflected their own unique experiences. In particular, these teaching maxims showed the participants' different experiences, thus different views and insights, in dealing with learning

objectives. Alicia, for instance, expressed her strong view (number four) that learning objectives should be predeveloped and fixed whereas teaching strategies to achieve such objectives were subject to change and modification. In fact, she was the only participant who believed that objectives should be well developed and should be fixed. On the other hand, Tom expressed his flexible view (number one) that learning objectives were changeable pursuant to actual classroom situations. Indeed, during one deliberation session, Tom strongly stated that learning objectives were revisable and adjustable in line with prevailing classroom opportunities and constraints. Meanwhile, Fiona tended to express her moderate view (number five) that learning objectives should be predeveloped but they were adaptable consistent with actual classroom circumstances. In short, the participants' paraphrased statements of learning objectives listed above deeply originated in their respective classroom experiences and, thus, embodied their own teaching maxims as far as learning objectives were concerned.

The present study's findings regarding teaching maxims resonated very strongly with the previous studies on teaching maxims in the ESL/EFL field. The findings evidently reinforced J. C. Richards' (1996) finding that teachers held and developed teaching maxims when they carried out classroom lessons and that such maxims informed their approach to their classroom teaching. The present study's findings also supported Tsang's (2004) study to the extent that teachers' maxims tended to be dependent upon classroom demands and circumstances. While some of the maxims were competitive, others were conditional; while new maxims took shapes, old maxims tended to be viewed in new perspectives. Furthermore, the present study also confirmed Tai's (1999) study that teacher knowledge had a significant impact on a teacher's curriculum planning, that is, on the ways the teacher transformed the predeveloped

curriculum into operational forms ready for classroom instruction. More specifically, the present study reinforced Tai's (1999) finding that the curriculum negotiation strategy, which consisted of generation, mediation, and prioritization of ideas, was the most common strategy utilized by the participant in the curriculum planning processes. The ways the participants of the present study addressed the skill priorities as part of their curricular knowledge, for example, very clearly illustrated the extensive application of this curriculum negotiation strategy.

Finally, some of the teachers' knowledge during the deliberative sessions took the form of teaching norms. The discussion of these teaching norms was very closely related to the discussion of the social orientation of teacher knowledge. The following instances of teacher knowledge, for example, not only indicated its social orientation, but also strongly demonstrated teacher knowledge which took the form of teaching norms.

1. *Teachers should teach students by example.*
2. *Teachers should share with their students inspirational life experiences.*
3. *Teachers should share with their students practical advice to achieve success in life.*
4. *Teachers should serve as inspirational role models for their students' personal life.*
5. *Teachers should share with their students practical life motivations.*

   (Data were taken from Table 22: Teacher Knowledge – Knowledge of Educational Values and Philosophies)

As strongly argued in the discussion of the social orientation of teacher knowledge above, these paraphrased statements were deeply grounded in the Javanese conceptualization of teachers and their ultimate roles in both classrooms and society. In terms of the forms of teacher knowledge, these participants' statements, therefore, were arguably classified as teaching norms because they originated in their moral and ethical

reasoning about how teachers had to play their significant roles in the students' academic life in particular and in their personal life in general.

Limitations of the Study

The present study has limitations in several respects. First, the study focused its investigation on curriculum deliberation as conducted by a group of teachers. Apart from the classroom teachers there were no other relevant stakeholders involved in this study. Although a study of this kind is theoretically and methodologically sound, it might lack depth and comprehensiveness in terms of data collection and analysis. In fact, this study did not take into consideration a variety of educational stakeholders such as students, administrators, subject matter specialists, and community representatives, thus potentially limiting the variability and completeness of data collected and analyzed.

Second, the present study also has a limitation in terms of the focus of investigation. The focus of this study was curriculum deliberation sessions as carried out by a group of EFL teachers in the college EFL context. In other words, the study only concerned the planning processes of curriculum deliberation as conducted by the EFL teachers while it did not at all investigate how these EFL teachers interactively implemented the final product of their deliberations, that is, the newly developed EFL curriculum, in their actual teaching and learning situations.

Third, the present study also has a limitation in terms of data collection procedures. Although data sources for this study were already triangulated (curriculum deliberations, reflective journals, and interviews), it did not include another important data source: classroom observations. As a result, the present study obviously lacked observation data

that would have completed and enriched the data collected utilizing the existing data collection techniques.

Finally, the last limitation of the present study is related to the ways the data of the study were presented and analyzed. As stated earlier, the focus of this study was the collective curriculum deliberation as conducted by a group of EFL teachers in the college EFL teaching and learning context. The data collection and analysis were, then, emphasized on the collective aspects of the participants. Again, although this approach to data collection and analysis was fine and justifiable, it potentially lacked data richness and thickness when the presentation and analysis of the data were also done on a case by case approach.

Considerations for Future Research

The present study's limitations listed above undoubtedly offered important considerations and opportunities for future research. First, because the study focused its examination exclusively on curriculum deliberation as carried out by a group of teachers. A future study might be interested to examine how each representative of curriculum commonplaces including students, teachers, subject matter specialists, community representatives, and curriculum specialists get together and collectively engaged in a series of curriculum deliberative endeavors. A future study of this kind would certainly produce rich and comprehensive data because the study pays enough attention to different voices of the actual educational stakeholders, and thus resulting in data completeness and variability.

Second, as explained above the present study focused its investigation on a series of curriculum deliberations as conducted by a number of EFL teachers in a college EFL

context without examining how these classroom teachers acted on the resulting curriculum in the classroom setting. A future research project, therefore, could extend the project to investigate not only the processes of educational planning in the form of teachers' curriculum deliberation, but also their interactive processes in implementing the resulting curriculum as the final product of their deliberation in the concrete teaching and learning situations. It would be very intriguing to learn how a group of EFL teachers deliberate on an EFL curriculum for a college EFL context and how they themselves implement the final product of their deliberation in the actual teaching and learning environments.

Third, because the current research project did not include classroom observation as part of its data sources, a future study could make it as part of data collection procedures. A series of classroom observations of every individual teacher would definitely result in important data that would complete and enrich the data collected through the curriculum deliberation, reflective journals, and interviews. Finally, because the present study focused on the collective aspects of all the participants' data analysis and presentation, a future research project could complement it with the exploration of the personal and individual elements of the participants' data. Such exploration would provide data richness and thickness because the data presentation and analysis are also done on a case by case basis. A case by case approach to data collection and analysis would, indeed, guarantee a rich data collection and thick data description because the personal elements of the participants' individual data are highlighted and emphasized.

REFERENCES

Adam. (2017, February 16, 2017) *EFL curriculum deliberation: Follow-up interview/Interviewer: K. Syarief*.

Alicia. (2017, February 17, 2017) *EFL curriculum deliberation: Follow-up interview/Interviewer: K. Syarief*.

Atkins, E. (1986). The deliberative process: An analysis from three perspectives. *Journal of curriculum and supervision, 1*(4), 265-293.

Ben-Peretz, M. (1980). Teachers' role in curriculum development: An alternative approach. *Canadian Journal of Education/Revue canadienne de l'education*, 52-62.

Ben-Peretz, M. (2011). Teacher knowledge: What is it? How do we uncover it? What are its implications for schooling? *Teaching and Teacher Education, 27*(1), 3-9.

Bolton, K. (2008). English in Asia, Asian Englishes, and the issue of proficiency. *English Today, 94*, 3.

Borg, S. (2003). Teacher cognition in language teaching: A review of research on what language teachers think, know believe and do. *Language Teaching, 36*, 81-109.

Borg, S. (2006). *Teacher cognition and language education: Research and practice*. New York: Continuum.

Brown, J. D. (1995). *The elements of language curriculum: A systematic approach to program development*. Boston: Heinle & Heinle Publishers.

Buitink, J. (2009). What and how do student teachers learn during school-based teacher education. *Teaching and Teacher Education, 25*(1), 118-127.

Burns, A. (1992). Teacher beliefs and their influence on classroom practice. *Prospect, 7*(3), 56-66.

Caine, V., Estefan, A., & Clandinin, D. J. (2013). A return to methodological commitment: Reflections on narrative inquiry. *Scandinavian Journal of Educational Research, 57*(6), 574-586.

Clandinin, D. J. (1985). Personal practical knowledge: A study of teachers' classroom images. *Curriculum inquiry,* 361-385.

Clandinin, D. J., Caine, V., Lessard, S., & Huber, J. (2016). *Engaging in Narrative Inquiries with Children and Youth* (Vol. 16): Routledge.

Clandinin, D. J., Huber, J., Huber, M., Murphy, M. S., Orr, A. M., Pearce, M., & Steeves, P. (2006). *Composing diverse identities: Narrative inquiries into the interwoven lives of children and teachers*: Routledge.

Clark, M., & Yinger, R. J. (1977). Research on teacher thinking. *Curriculum inquiry, 7*(4), 279-304.

Conelly, F. M., & Clandinin, D. J. (1988). *Teachers as curriculum planners: Narratives of experience.* New York: Teachers College Columbia University.

Connelly, F. M., Clandinin, D. J., & He, M. F. (1997). Teachers' personal practical knowledge on the professional knowledge landscape. *Teaching and Teacher Education, 13*(7), 665-674.

Crystal, D. (2003). *English as a global language.* Cambridge: Cambridge University Press.

Cumming, A. (1989). Student teachers' conceptions of curriculum: Toward an understanding of language-teacher development. *TESL Canada Journal, 7*(1), 33-51.

Cumming, A. (1993). Teachers' curriculum planning and accommodations of innovation: Three case studies of adult ESL instruction. *TESL Canada Journal/Revue TESL du Canada, 11*(1), 30-52.

Dillon, J. T. (1994). The questions of deliberation. In J. T. Dillon (Ed.), *Deliberation in education and society* (pp. 3-24). Norwood, New Jersey: Ablex Publishing Corporation.

Edwards, A., & Ogden, L. (1998). Constructing curriculum subject knowledge in primary school teacher training. *Teaching and Teacher Education, 14*(7), 735-747.

Eisner, E. W. (1975). Curriculum development in Stanford University's Kettering Project: recollections and ruminations. *Journal of Curriculum Studies, 7*(1), 26-41.

Elbaz, F. (1981). The teacher's “practical knowledge”: Report of a case study. *Curriculum inquiry, 11*(1), 43-71.

Fiona. (2017, February 21, 2017) *EFL curriculum deliberation: Follow-up interview/Interviewer: K. Syarief.*

Fox, S. (1972). A practical image of "the Practical". *Curriculum Theory Network*(10), 45-57.

Fox, S. (1985). The vitality of theory in Schwab's conception of the practical. *Curriculum inquiry, 15*(1), 63-89.

Gass, S. M. (2013). *Second language acquisition: An introductory course*. Routledge.

Golombek, P. R. (1998). A study of language teachers' personal practical knowledge. *TESOL quarterly, 32*(3), 447-464.

Gorski, P. C. (2009). What we're teaching teachers: An analysis of multicultural teacher education coursework syllabi. *Teaching and Teacher Education, 25*(2), 309-318.

Gough, S., & Scott, W. (2000). Exploring the purposes of qualitative data coding in educational enquiry: Insights from recent research. *Educational Studies, 26*(3), 339-354.

Grossman, P. L., & Richert, A. E. (1988). Unacknowledged knowledge growth: A re-examination of the effects of teacher education. *Teaching and Teacher Education, 4*(1), 53-62.

Guba, E. G., & Lincoln, Y. S. (1994). Competing paradigms in qualitative research. In N. K. Denzin & Y. S. Lincoln (Eds.), *Handbook of qualitative research* (pp. 105-117). Thousand Oaks, CA.: Sage Publications.

Hakim, L., & Dalli, C. (2016). 'To be professional is a never-ending journey': Indonesian early childhood practitioners' views about the attitudes and behaviours of a professional teacher. *Early Years*, 1-14.

Hegarty, E. H. (1977). The problem identification phase of curriculum deliberation: Use of the nominal group technique. *Journal of Curriculum Studies, 9*(1), 31-41.

Herod, L. K. D. (2005). *Online curriculum deliberation by adult literacy stakeholders: A case study.* University of Toronto.

Holden, C., & Hicks, D. (2007). Making global connections: The knowledge, understanding and motivation of trainee teachers. *Teaching and Teacher Education, 23*(1), 13-23.

Jason. (2017, February 16, 2017) *EFL curriculum deliberation: Follow-up interview/Interviewer: K. Syarief.*

Johnson, B., & Christensen, L. (2008). *Educational research: Quantitative, qualitative, and mixed approaches*: Sage.

Johnston, S. (1993). A case for the "person" in curriculum deliberation. *Teaching and Teacher Education*.

Johnston, S. (1995). Curriculum decision making at the school level: Is it just a case of teachers learning to act. *Journal of Curriculum & Supervision, 10*(2), 136-154.

Kachru, B. B. (1985). Standards, codification, and sociolingustic realism: The English language in the outer circle. In R. Quirk & H. G. Widdowson (Eds.), *English in the world: Teaching and learning the language and literature* (pp. 11-30).

Kachru, B. B. (1992). Teaching world Englishes. In B. B. Kachru (Ed.), *The Other toungue: English across cultures* (pp. 355-365). Chicago: University of Illinois Presss.

Krashen, S. D. (1985). *The input hypothesis: Issues and implications*: Addison-Wesley Longman Ltd.

Krashen, S. D. (1992). The input hypothesis: An update. *Linguistics and language pedagogy: The state of the art*, 409-431.

Kubota, R. (2002). The impact of globalization on language teaching in Japan. In D. Block & D. Cameron (Eds.), *Globalization and language teaching* (pp. 13-28). London: Routledge.

Lauder, A. (2008). The status and function of English in Indonesia: A review of key factors. *MAKARA of Social Sciences and Humanities Series, 12*(1).

Lincoln, Y. S., & Denzin, N. K. (2000). The seventh moment: Out of the past. In N. K. Denzin & Y. S. Lincoln (Eds.), *Handbook of qualitative research* (pp. 1047-1065). Thousand oaks, CA: Sage Publications.

Lincoln, Y. S., & Guba, E. G. (1985). *Naturalistic inquiry* (Vol. 75): Sage.

Lucy. (2017, February 17, 2017) *EFL curriculum deliberation: Follow-up interview/Interviewer: K. Syarief*.

Machmud, K. (2011). *The Integration of technology in a decentralized curriculum setting: The case of English as a foreign language (EFL) instruction in Gorontalo, Indonesia*. (Ph.D. 3466178), Ohio University, United States -- Ohio. ProQuest Dissertations & Theses (PQDT) database.

Marcellino, M. (2008). English language teaching in Indonesia: A continuous challenge in education and cultural diversity. *TEFLIN Journal: A publication on the teaching and learning of English, 19*(1), 57-69.

Marshall, C., & Rossman, G. B. (2011). *Designing qualitative research*: Sage publications, Inc.

Maxwell, J. A. (2005). *Qualitative research design: An interactive approach* (2 ed.). Thousand Oaks, CA: Sage Publications.

McCutcheon, G. (1995). Developing the curriculum: Solo and group deliberation. *White Plains, NY: Longman*.

Merriam, S. B. (2009). *Qualitative research: A guide to design and implementation*. San Francisco: Jossey-Bass.

Misco, T. (2007). Holocaust curriculum development for Latvian schools: Arriving at purposes, aims, and goals through curriculum deliberation. *Theory & Research in Social Education, 35*(3), 393-426.

Nababan, P. (1991). Language in education: The case of Indonesia. *International Review of Education, 37*(1), 115-131.

Nino-Murcia, M. (2003). "English is like the dollar": Hard currency ideology and the status of English in Peru. *World Englishes, 22*(2), 121-142.

Null, W. (2011). *Curriculum: From theory to practice*. New York: Rowman & Littlefield Pub Inc.

Nunan, D. (1989). Toward a collaborative approach to curriculum development: A case study. *TESOL quarterly, 23*(1), 9-25.

Nunan, D. (2003). The impact of English as a global language on educational policies and practices in the Asia-Pacific Region. *TESOL quarterly, 37*(4), 589-613.

Nussbaum, M. C. (1997). *Cultivating humanity*: Harvard University Press.

Pajares, M. F. (1992). Teachers' beliefs and educational research: Cleaning up a messy construct. *Review of Educational Research, 62* (3), 307-332.

Pakir, A. (2010). Current research on Englishes in Southeast Asia. *World Englishes, 29*(3), 329-335.

Patton, M. Q. (2002). *Qualitative research and evaluation methods* (3 ed.). Thousand Oaks, CA: Sage.

Pennycook, A. (2014). *The cultural politics of English as an international language*: Routledge.

Phillipson, R. (2009). *Linguistic imperialism continued*: Routledge.

Poetter, T. S., Everington, C., & Jetty, R. (2001). Curriculum deliberation in action: Preparing school leaders for inclusion. *Journal of Curriculum & Supervision, 16*(2), 162.

Reid, M. J. (2009). Curriculum deliberations of experienced elementary teachers engaged in voluntary team planning. *Curriculum Journal, 20*(4), 409-421. doi:10.1080/09585170903424955

Reid, M. J. (2010). Commonplaces in practitioner curriculum deliberation. *Research in the Schools, 17*(2), 54-64. doi:10.1002/(sici)1098237x(199903)83:23.0.co;2-9

10.2307/1179215

Reid, W. A. (1994). A deliberative perspective on curriculum. In J. T. Dillon (Ed.), *Deliberation in education and society*. Norwood, NJ: Ablex Publishing Corporation.

Reid, W. A. (1999). *Curriculum as institution and practice: Essays in the deliberative tradition*: Psychology Press.

Reid, W. A. (2006). *The pursuit of curriculum: Schooling and the public interest*. Greenwich, Connecticut: IAP.

Richards, J. C. (1996). Teachers' maxims in language teaching. *TESOL quarterly, 30*(2), 281-296.

Richards, K. (2003). *Qualitative inquiry in TESOL*: Springer.

Ritzer, G. (2010). *Globalization: A basic text.* West Sussex, UK: Wiley-Blackwell.

Schön, D. A. (1987). *Educating the reflective practitioner: Toward a new design for teaching and learning in the professions*: Jossey-Bass.

Schreier, M. (2012). *Qualitative content analysis in practice*: Sage Publications.

Schubert, W. H. (1986). *Curriculum: Perspective, paradigm, and possibility*: Pearson College Division.

Schwab, J. J. (1969). The practical: A language for curriculum. *The School Review, 78*(1), 1-23.

Schwab, J. J. (1971). The practical: Arts of eclectic. *The School Review, 79*(4), 493-542.

Schwab, J. J. (1973). The practical 3: Translation into curriculum. *The School Review, 81*(4), 501-522.

Schwab, J. J. (1983). The practical 4: Something for curriculum professors to do. *Curriculum inquiry, 13*(3), 239-265.

Shane, H. G. (1981). Significant writings that have influenced the curriculum: 1906-81. *The Phi Delta Kappan, 62*(5), 311-314.

Shawer, S. F. (2010). Classroom-level curriculum development: EFL teachers as curriculum-developers, curriculum-makers and curriculum-transmitters. *Teaching and Teacher Education, 26*(2), 173-184.

Shenton, A. K. (2004). Strategies for ensuring trustworthiness in qualitative research projects. *Education for information, 22*(2), 63-75.

Shkedi, A. (1996). School-based workshops for teacher participation in curriculum development. *Journal of Curriculum Studies, 28*(6), 699-711.

Shulman, L. S. (1986). Those who understand: Knowledge growth in teaching. *Educational Researcher, 15*(2), 4-14.

Shulman, L. S. (1987). Knowledge and teaching: Foundations of the new reform. *Harvard educational review, 57*(1), 1-23.

Spencer, H. (1860). *What knowledge is of most worth?*: Creative Educational Materials.

Stake, R. E. (2000). Case studies. In N. K. Denzin & Y. S. Lincoln (Eds.), *Handbook of qualitative research* (2 ed., pp. 435-449).

Stiglitz, J. E. (2003). *Globalization and its discontents*. New York: W. W. Norton & Company.

Syarief, K. (2005). Communicative language teaching: Exploring theoretical foundations and practical challenges. *Jurnal Ilmu Pendidikan, 12*(3), 1-14.

Syarief, K. (2006). *Uncovering the unheard voices: A tale of students' involvement in curriculum development*. Paper presented at the The 54th TEFLIN International Conference, UKSW Salatiga, Indonesia.

Tai, Y. (1999). *The curricular planning process of English teachers in Taiwanese secondary schools.* (Ph.D. 9947405), The University of Texas at Austin, United States -- Texas. ProQuest Dissertations & Theses (PQDT) database.

Tamir, P. (1991). Professional and personal knowledge of teachers and teacher educators. *Teaching and Teacher Education, 7*(3), 263-268.

Tang, S. Y. F. (2003). Challenge and support: The dynamics of student teachers' professional learning in the field experience. *Teaching and Teacher Education, 19*(5), 483-498.

Tom. (2017, February 17, 2017) *EFL curriculum deliberation: Follow-up interview/Interviewer: K. Syarief.*

Tsang, W. K. (2004). Teachers' personal practical knowledge and interactive decisions. *Language Teaching Research, 8*(2), 163-198.

Tyler, R. W. (1949). *Basic principles of curriculum and instruction*: University of Chicago Press.

Van Manen, M. (1991). *The tact of teaching: The meaning of pedagogical thoughtfulness*: Suny Press.

Van Manen, M. (2016). *The tone of teaching: The language of pedagogy*: Routledge.

Wette, R. (2009). Making the instructional curriculum as an interactive, contextualized process: Case studies of seven ESOL teachers. *Language Teaching Research, 13*(4), 337-365.

Woods, D. (1991). Teachers' interpretations of second language teaching curricula. *RELC Journal: A Journal of Language Teaching and Research in Southeast Asia, 22*(2), 1-18.

Woods, D. (1996). *Teacher cognition in language teaching: Beliefs, decision-making, and classroom practice*. Cambridge: Cambridge University Press.

Yin, R. K. (2009). *Case study research: Designs and methods*. London: Sage Publications.

APPENDICES

APPENDIX I: IRB APPROVAL

KU THE UNIVERSITY OF KANSAS
Research

APPROVAL OF PROTOCOL

July 7, 2016

- KUSTIWAN
kustiwan@ku.edu

Dear - KUSTIWAN:

On 7/7/2016, the IRB reviewed the following submission:

Type of Review:	Initial Study
Title of Study:	Curriculum deliberation by experienced EFL teachers: A case study in the Indonesian college EFL context
Investigator:	- KUSTIWAN
IRB ID:	STUDY00004216
Funding:	None
Grant ID:	None
Documents Reviewed:	• Kustiwan_Informed Consent.docx, • Observation Sheets.docx, • EFL Curriculum Deliberation, • Deliberation Protocol for Participants.docx, • Deliberation Protocol for Chairperson.docx, • Observation Protocol.docx, • Interview Protocol.docx

The IRB approved the study on 7/7/2016.

1. Notify HSCL about any new investigators not named in the original application. Note that new investigators must take the online tutorial at https://rgs.drupal.ku.edu/human_subjects_compliance_training.
2. Any injury to a subject because of the research procedure must be reported immediately.
3. When signed consent documents are required, the primary investigator must retain the signed consent documents for at least three years past completion of the research activity.

Continuing review is not required for this project, however you are required to report any significant changes to the protocol prior to altering the project.

Please note university data security and handling requirements for your project:
https://documents.ku.edu/policies/IT/DataClassificationandHandlingProceduresGuide.htm

You must use the final, watermarked version of the consent form, available under the "Documents" tab in eCompliance.

Sincerely,

Stephanie Dyson Elms, MPA
IRB Administrator, KU Lawrence Campus

Human Subjects Committee Lawrence
Youngberg Hall | 2385 Irving Hill Road | Lawrence, KS 66045-7568 | (785) 864-7429 | www.research.ku.edu

APPENDIX II: INFORMED CONSENT FORM

THE UNIVERSITY OF KANSAS – INFORMED CONSENT FORM

Curriculum Deliberation by Experienced EFL Teachers

(A Case Study in the Indonesian College EFL Context)

INTRODUCTION

The Department of Curriculum and Teaching at the University of Kansas supports the practice of protection for human subjects participating in research. The following information is provided for you to decide whether you wish to participate in the present study. You may refuse to sign this form and not participate in this study. You should be aware that even if you agree to participate, you are free to withdraw at any time. If you do withdraw from this study, it will not affect your relationship with this unit, the services it may provide to you, or the University of Kansas.

PURPOSE OF THE STUDY

This study aims to investigate the practice of curriculum deliberation, a collective work to identify and address practical problems of curriculum, by teachers of English as a foreign language (EFL) in the Indonesian college EFL context. In particular, it explores how these teachers identify and define curricular problems at this EFL context, how they address elements of curriculum commonplaces, and how they express and use their knowledge in the processes of curriculum deliberation.

PROCEDURES

If you agree to participate in this research project, you will be asked to do the following procedures:

1) You will be asked to participate in a weekly meeting to discuss the syllabus revision for the English subject that is regularly taught to first-year students of a school at a state university in the Eastern Region of Indonesia, in the Province of South Sulawesi. All the meetings will take place in a period of six weeks, and each meeting will last for an hour. All the meetings will be audio-recorded, and when you speak you have the option to ask the researcher to stop the recorder at any time.
2) You will be asked to write a short reflective paragraph following each completed deliberative session. In essence, in this essay you will reflect on how the ideas discussed in the deliberative session connect or do not connect with your teaching

experiences. You may also reflect on what - you think - worked and/or did not work in the session you just participated.

3) You will be asked to participate in an interview to share with the researcher your past experiences of learning English, your early experiences as an English teacher, and your current experiences as an English teacher at the college level. In the interview, you will also be asked questions to clarify certain points that you make during the curriculum deliberation sessions. The interview will be audio-recorded, and you have the option to ask the researcher to stop the recorder at any time.
4) You may refuse to do any or all of the procedures above.
5) The whole research project will take place during the Fall semester (August-December) 2016.

To ensure data security and confidentiality, the researcher will do the following:

1) All the recordings of the weekly meetings and interviews will be stored in a password-protected computer folder, and only the researcher will have access to them.
2) The researcher will be transcribing these recordings and after the transcription is complete all of the recordings will be permanently destroyed.
3) The resulting transcriptions, along with collected teaching documents, will be made in soft copies and hard copies. The soft copies will be stored in a password-protected computer folder for later reference while the hard copies will be used for recurrent analyses and will be stored in a safely locked file cabinet.
4) Your name will not be used to identify information or data collected from you; instead, the researcher will use a pseudonym and/or study number.

RISKS

Other than some potential discomfort and inconvenience due to efforts made and time spent for the study procedures, there are no known risks associated with participation in this study.

BENEFITS

Your participation in this study may benefit your institution to the extent that when implemented regularly the curriculum deliberation or teacher meeting might serve as an alternative way to identify classroom problems, devise potential solutions, and decide the best possible course of action to take in order to solve those problems.

PAYMENT TO PARTICIPANTS

If you agree to participate in this study, you will be paid in cash an hourly rate of IDR (equivalent to USD), and this rate applies to all the procedures you do for this study. The payment will be made twice: at the mid-point and end of data collection. This payment is basically to reimburse your travel expenses for all the study procedures.

The researcher may ask for your social security number in order to comply with federal and state tax and accounting regulations.

PARTICIPANT CONFIDENTIALITY

Your name will not be associated in any publication or presentation with the information collected about you or with the research findings from this study. Instead, the researcher will use a pseudonym or study number rather than your name. Your identifiable information will not be shared unless: (a) it is required by law or university policy, or (b) you give written permission.

Permission granted on this date to use and disclose your information remains in effect indefinitely. By signing this form, you give permission for the use and disclosure of your information for purposes of this study at any time in the future.

REFUSAL TO SIGN CONSENT AND AUTHORIZATION

You are not required to sign this Consent and Authorization form and you may refuse to do so without affecting your right to any services you are receiving or may receive from the University of Kansas or to participate in any programs or events of the University of Kansas. However, if you refuse to sign, you cannot participate in this study.

CANCELLING THIS CONSENT AND AUTHORIZATION

You may withdraw your consent to participate in this study at any time. You also have the right to cancel your permission to use and disclose further information collected about you, in writing, at any time, by sending your written request to: Kustiwan, Curriculum & Teaching Department, University of Kansas, Joseph R. Pearson Hall Rm 321, 1122 W. Campus Rd. Lawrence, KS 66045-3101, 785-864-4435, kustiwan@ku.edu.

If you cancel your permission to use your information, the researcher will stop collecting additional information about you. However, the researcher may use and disclose information that was gathered before your cancellation request was received, as described above.

QUESTIONS ABOUT PARTICIPATION

Questions regarding the procedures of this study should be directed to the researcher listed at the end of this consent form.

PARTICIPANT CERTIFICATION

I have read this Consent and Authorization form. I have had the opportunity to ask, and I have received answers to any questions I had regarding the study. I understand that if I have any additional questions about my rights as a research participant, I may call (785) 864-7429 or (785) 864-7385, write to the Human Subjects Committee Lawrence Campus (HSCL), University of Kansas, 2385 Irving Hill Road, Lawrence, Kansas 66045-7568, or email irb@ku.edu.

I agree to take part in this study as a research participant. By my signature, I affirm that I am at least 18 years old and that I have received a copy of this Consent and Authorization form.

_____ _____

Type/Print Participant's Name Date

_____

Participant's Signature

Researcher Contact Information:

Kustiwan Syarief
Principal Investigator
Curriculum & Teaching Dept.
Joseph R. Pearson Hall, Rm 321
University of Kansas
1122 W. Campus Rd.
Lawrence, KS 66045-3101
785-864-4435
kustiwan@ku.edu

Steven H. White, Associate Professor
Faculty Supervisor
Curriculum & Teaching Dept.
Joseph R. Pearson Hall, Rm 330
University of Kansas
1122 W. Campus Rd.
Lawrence, KS 66045-3101
785-864-9662
s-white@ku.edu

APPENDIX III: CURRICULUM DELIBERATION AGENDAS

Agenda for Week 1

Our Task for the Whole FGD Program (6 Weeks):
The development (revision) of the English subject curriculum (syllabus) for first-year students of the School

- Overview of the Procedure
- Problem Identification
  - Please review the enclosed curriculum/syllabus/teaching documents of the English subject taught regularly at the school, and identify any problems, challenges, and/or issues regarding the documents that concern you the most.
  - Share the identified problems, challenges and/or issues with the group members.

FGD Agenda for Week 2

Our Task for the Whole FGD Program (6 Weeks):
The development (revision) of the English subject curriculum (syllabus) for first-year students of the School

Main questions to address:

- Why do students of the school (non-English Depts.) need to learn English during their academic program?
- How should their learning of English be related to their academic success in their study program?
- What competency profile do the students need to possess after taking the English subject during their first academic year?

Deliberation Notes

Ideas to ponder from the previous week

- The need for specifying objectives, competencies
- The need for specifying learning outcomes
- Different sets of objectives/learning outcomes
  for students of different departments (non-English Depts.)

- Which English skills to focus, emphasize, prioritize?
  - ✓ Reading
  - ✓ Speaking
  - ✓ Writing
  - ✓ Listening
  - ✓ Grammar/structure
  - ✓ Translation

- One academic year, two semesters, or more?
- What to do with existing English programs run by another university unit?

FGD Agenda for Week 3

Our Task for the Whole FGD Program (6 Weeks):
The development (revision) of the English subject curriculum (syllabus) for first-year students of the School

Main questions to address:

- What teaching/learning materials should students of non-English Depts. be exposed to, to develop their reading skills?

- What teaching/learning materials should students of non-English Depts. be exposed to, to develop their speaking/conversation skills?

- What supplementary teaching/learning materials should students of non-English Depts. be exposed to, to develop the skills or required supplementary skills?

Deliberation Notes

Ideas to consider from the previous weeks

Skill Focus: Reading
Skill elements include:

- Students' ability to comprehend written texts (textbooks, journal articles, etc.) in their respective major/field of study
- Students' ability to comprehend specific terms related to their respective major/department

Skill Focus: Speaking
Skill elements include:

- Students' ability to ask and answer basic questions in English to exchange relevant (personal) information
- Students' ability to express their opinions, comments, and ideas about an issue or a situation, especially those related to their major/field of study
- Students' ability to use technical terms specific to their major/field of study in their oral communication
- Students' ability to use English for both formal and informal occasions

Supplementary skills include writing, listening, grammar, and translation.

FGD Agenda for Week 4

Our Task for the Whole FGD Program (6 Weeks):
The development (revision) of the English subject curriculum (syllabus) for first-year students of the School

Main questions to address:

- What teaching and learning activities should students of non-English Depts. be exposed to, to promote their reading skills?
- What teaching and learning activities should students of non-English Depts. be exposed to, to promote their speaking/conversation skills?
- What are the characteristics of teaching and learning activities for developing students' reading skills?
- What are the characteristics of teaching and learning activities for developing students' speaking/conversation skills?

Deliberation Notes

Ideas to consider from the previous weeks

Identified Issues to Address

A. Competency Profile
B. Teaching/Learning Materials
C. Teaching/Learning Activities
D. Teaching/Learning Facilities/Media
E. Evaluation/Assessment
F. Teacher Profile

A. Skill Focus: Reading Comprehension

Skill Elements	Guidelines for Materials Development
a. Students' ability to comprehend written texts (textbooks, journal articles, etc.) in their respective major/field of study	• Materials related to their field of study • Original source, simplified/modified/adapted reading materials • Skills to find/express main ideas • Vocabulary development, glossary • Text comprehension • Exercises to promote targeted skills with text contents familiar to students (background knowledge/information) • Developing new vocabulary • Authentic reading topics familiar to students, students have background knowledge about reading topics • Help understand written texts in line with students' major/department • Limit number of words in a text in line with students' level and difficulty levels of the text • For example, the module has 12 chapters with varying degrees of difficulty • The ideal texts are those with their original versions, but with varying degrees of difficulty in terms of their language • For example, simplification of sentence types (from complex sentences to simple ones), and simplification of vocabulary choice • For efficiency, difficult words should be explained by the teacher

	• Levels of vocabulary and grammar should be gradual; based on students' existing proficiency levels taking into account their individual differences • Challenge students, never underestimate their ability, push them to their limit • Variety of reading topics is good, but for efficiency reasons just focus on English for Specific Purposes (ESP) • Structured and independent assignments can be developed based on students' interests.
b. Students' ability to comprehend specific terms related to their respective major/department	• Presenting specific terms related to the reading text to develop a solid understanding of its main ideas. • Reading materials along with a glossary of special terms used. • For example, terms related to library science, Arabic literature, and Islamic history and civilization • Terms likely encountered in texts related to students' fields of study • Ideally texts have terms related to students' fields of study • It would be advisable to have a list of terms of frequent use in texts with sentence examples. • For practicality reasons, focus on major-related contents, and terms be presented along the way.

B. Skill Focus: Speaking/Conversation

Skill Elements	Guidelines for Materials Development
a. Students' ability to ask and answer basic questions in English to exchange relevant personal information	• Common expressions for daily activities, routine activities, self-introduction • Yes-No questions • WH-Questions • Pronunciation • Indirect error correction • Role play (different roles with different scenarios) • Conversational dialogues as models (e.g. How to say hello) • Dialogues subject to modification in context
b. Students' ability to express their opinions, comments, and ideas	• Patterns of common expressions (e.g. How to agree, disagree, argue for or against) • How to ask questions

about an issue or a situation related to their major/field of study	• Working in pairs or small groups to express opinions with guiding questions and situations • Let students express themselves in classroom • Cultivate students' confidence to speak, and enhance their confidence through practice of modelled and free conversational dialogues • For efficiency reasons, topics for speaking should be related to those for reading • Challenges of integrated system for materials developers/designers as well as for students to learn, develop, and master the target skills. • Speaking topics familiar to students to grow and promote speaking confidence • Speaking for formal and informal occasions

FGD Agenda for Week 5

Our Task for the Whole FGD Program (6 Weeks):
The development (revision) of the English subject curriculum (syllabus) for first-year students of the School

Main questions to address:

- What teaching/learning media and facilities are to be utilized to help promote predeveloped components of prioritized reading and speaking skills? How should teaching/learning media be developed, selected, and/or incorporated into classroom teaching and learning activities?

- How should students' learning outcomes for prioritized reading and speaking skills be assessed? How should the whole program be evaluated?

Deliberation Notes

Ideas to ponder from the previous weeks

Identified Issues to Address:

A. Competency Profile
B. Teaching/Learning Materials
C. Teaching/Learning Activities
D. Teaching/Learning Facilities/Media
E. Evaluation/Assessment
F. Teacher Profile

A. Skill Focus: Reading Comprehension

- **Guidelines for Materials Development**

Skill Elements	Guidelines for Materials Development
a. Students' ability to comprehend written texts (textbooks, journal articles, etc.) in their respective major/field of study	• Materials related to their field of study • Original source, simplified/modified/adapted reading materials • Skills to find/express main ideas • Vocabulary development, glossary • Text comprehension • Exercises to promote targeted skills with text contents familiar to students (background knowledge/information) • Developing new vocabulary • Authentic reading topics familiar to students, students have background knowledge about reading topics • Help understand written texts in line with students' major/department • Limited number of words in a text in line with students' level and difficulty levels of the text • For example, the module has 12 chapters with varying degrees of difficulty • The ideal texts are those with their original versions, but with varying degrees of difficulty in terms of their language • For example, simplification of sentence types (from complex sentences to simple ones), and simplification of vocabulary choice • For efficiency, difficult words should be explained by the teacher

	• Levels of vocabulary and grammar should be gradual; based on students' existing proficiency level taking into account their individual differences • Challenge students, never underestimate their ability, push them to their limit • Variety of reading topics is good, but for efficiency reasons just focus on English for Specific Purposes (ESP) • Structured and independent assignments can be developed based on students' interests.
b. Students' ability to comprehend specific terms related to their respective major/department	• Presenting specific terms related to the reading text to develop a solid understanding of its main ideas. • Reading materials along with a glossary of special terms used. • For example, terms related to library science, Arabic literature, and Islamic history and civilization • Terms likely encountered in texts related to students' fields of study • Ideally texts have terms related to students' fields of study • It would be advisable to have a list of terms of frequent use in texts with sentence examples • For practicality reasons, focus on major-related contents, and terms be presented along the way

- **Guidelines for Teaching/Learning Activities & Strategies**

Skill Elements	Guidelines for Teaching/Learning Activities
a. Students' ability to comprehend written texts (textbooks, journal articles, etc.) in their respective major/field of study b. Students' ability to comprehend specific terms related to their respective major/department	• Main skills to develop: scanning, skimming • Guiding questions to develop scanning and skimming skills • Strategies to help develop skills for comprehending main ideas and specific details • Group work to grow and boost confidence levels, followed by pair work and individual work • Difficulty levels of reading texts should well suit students' proficiency levels • Prediction of text contents based on text title • Cooperative learning to promote active learning • How to find keywords of sentences or texts • Strategies to comprehend texts without knowing meaning of every word

	• Push and challenge students with activities/strategies/skills that would enable them to understand texts (scanning, skimming, inference, summary) • Give texts to students in advance (before class) to engage more students in classroom activities and minimize passive learning • It takes time for students to understand reading texts • Or, just explain text titles to avoid boredom • Classroom activities complemented with off-class group work, structured and/or independent tasks • To warm up, teachers explore students' background knowledge by asking relevant questions about text topics • Bring to class materials with up to date contents and manage classroom dynamics to avoid/minimize boredom • It should be clear: what to focus in classroom, what to focus in structured and independent tasks? • Sequence is important, moving from simple to complex reading texts • Incidental focus on form/grammar focus is okay, but shouldn't take too much time • Introduce students to grammar items that might appear in texts frequently such as simple present, past tense, future, passive voice, pronouns/reference. • Focus on form/grammar focus could be part of structured and independent tasks. • All activities and strategies should be reviewed and evaluated for improvement purposes in upcoming terms/semesters

B. Skill Focus: Speaking/Conversation

- **Guidelines for Materials Development**

Skill Elements	Guidelines for Materials Development
a. Students' ability to ask and answer basic questions in English to exchange relevant personal information	• Common expressions for daily activities, routine activities, self-introduction • Yes-No questions • WH-Questions • Pronunciation • Indirect error correction • Role play (different roles with different scenarios)

	• Conversational dialogues as models (e.g. How to say hello) • Dialogues subject to modification in context
b. Students' ability to express their opinions, comments, and ideas about an issue or a situation related to their major/field of study	• Patterns of common expressions (e.g. How to agree, disagree, argue for or against) • How to ask questions • Working in pairs or small groups to express opinions with guiding questions and situations • Let students express themselves in classroom • Cultivate students' confidence to speak, and enhance their confidence through practice of modelled and free conversational dialogues • For efficiency reasons, topics for speaking should be related to those for reading • Challenges of integrated system for materials developers/designers as well as for students to learn, develop, and master the target skills • Speaking topics familiar to students to grow and promote speaking confidence • Speaking for formal and informal occasions

- **Guidelines for Teaching/Learning Activities & Strategies**

Skill Elements	Guidelines for Teaching/Learning Activities
a. Students' ability to ask and answer basic questions in English to exchange relevant personal information b. Students' ability to express their opinions, comments, and ideas about an issue or a situation related to their major/field of study	• Working in pairs with thematic contents for dialogues/conversations (self-introduction) • Not necessarily memorizing conversational texts • Teachers should be role model for students' speech • In addition to fluency, accuracy is also important; practicing prepared conversational texts/dialogues with accuracy • Memorizing dialogues should be allowed in early stages of learning • Later on, students should be given opportunities to speak spontaneously working in pairs or in groups • Spontaneous talks could be based on different situations, authentic or simulated (role plays, situational scenarios) • Provide students with opportunities to argue for or against a simple issue or situation • Issue/situation could be based on questions or short texts • There should a moment for vocabulary development, introducing new words in context

	• Working in small groups is effective to stimulate/elicit students' speech production • Large class size also necessitates effective grouping • For efficiency reasons, focus on developing reading skills; speaking should be secondary to reading • Speaking instructional strategies should incorporate texts or materials to be utilized for developing reading skills • Important to take sequence into account; from guided speaking activities with some memorization of common expressions to free spontaneous talks • Coordinate with CBP to address priorities of language skills to develop, e.g. basic speaking skills at CBP, reading skills at departmental levels

FGD Agenda for Week 6

Our Task for the Whole FGD Program (6 Weeks):
The development (revision) of the English subject curriculum (syllabus) for first-year students of the School

Main question to address:

- What kind of competency profile should a teacher have in order to successfully teach the prioritized skill components of reading and speaking developed in the previous weeks?

Deliberation Notes

Ideas to ponder from the previous weeks

Identified Issues to Address:

A. Competency Profile
B. Teaching/Learning Materials
C. Teaching/Learning Activities
D. Teaching/Learning Facilities/Media
E. Evaluation/Assessment
F. Teacher Profile

A. Skill Focus: Reading Comprehension

- **Guidelines for Materials Development**

Skill Elements	Guidelines for Materials Development
a. Students' ability to comprehend written texts (textbooks, journal articles, etc.) in their respective major/field of study	• Materials related to their field of study • Original source, simplified/modified/adapted reading materials • Skills to find/express main ideas • Vocabulary development, glossary • Text comprehension • Exercises to promote targeted skills with text contents familiar to students (background knowledge/information) • Developing new vocabulary • Authentic reading topics familiar to students, students have background knowledge about reading topics • Help understand written texts in line with students' major/department • Limited number of words in a text in line with students' level and difficulty levels of the text • For example, the module has 12 chapters with varying degrees of difficulty • The ideal texts are those with their original versions, but with varying degrees of difficulty in terms of their language • For example, simplification of sentence types (from complex sentences to simple ones), and simplification of vocabulary choice

	• For efficiency, difficult words should be explained by the teacher • Levels of vocabulary and grammar should be gradual; based on students' existing proficiency level taking into account their individual differences • Challenge students, never underestimate their ability, push them to their limit • Variety of reading topics is good, but for efficiency reasons just focus on English for Specific Purposes (ESP) • Structured and independent assignments can be developed based on students' interests.
b. Students' ability to comprehend specific terms related to their respective major/department	• Presenting specific terms related to the reading text to develop a solid understanding of its main ideas. • Reading materials along with a glossary of special terms used. • For example, terms related to library science, Arabic literature, and Islamic history and civilization • Terms likely encountered in texts related to students' fields of study • Ideally texts have terms related to students' fields of study • It would be advisable to have a list of terms of frequent use in texts with sentence examples. • For practicality reasons, focus on major-related contents, and terms be presented along the way.

- **Guidelines for Teaching/Learning Activities & Strategies**

Skill Elements	Guidelines for Teaching/Learning Activities
a. Students' ability to comprehend written texts (textbooks, journal articles, etc.) in their respective major/field of study b. Students' ability to comprehend specific terms related to their	• Main skills to develop: scanning, skimming • Guiding questions to develop scanning and skimming skills • Strategies to help develop skills for comprehending main ideas and specific details • Group work to grow and boost confidence level, followed by pair work and individual work • Difficulty levels of reading texts should well suit students' proficiency levels • Prediction of text contents based on text title • Cooperative learning to promote active learning • How to find keywords of sentences or texts

respective major/department	• Strategies to comprehend texts without knowing meaning of every word • Push and challenge students with activities/strategies/skills that would enable them to understand texts (scanning, skimming, inference, summary) • Give texts to students in advance (before class) to engage more students in classroom activities and minimize passive learning • It takes time for students to understand reading texts • Or, just explain text titles to avoid boredom • Classroom activities complemented with off-class group work, structured and/or independent tasks • To warm up, teachers explore students' background knowledge by asking relevant questions about text topics • Bring to class materials with up to date contents and manage classroom dynamics to avoid/minimize boredom • It should be clear: what to focus in classroom, what to focus in structured and independent tasks? • Sequence is important, moving from simple to complex reading texts • Incidental focus on form/grammar focus is okay, but shouldn't take too much time • Introduce students to grammar items that might appear in texts frequently such as simple present, past tense, future, passive voice, pronouns/reference. • Focus on form/Grammar focus could be part of structured and independent tasks. • All activities and strategies should be reviewed and evaluated for improvement purposes in upcoming terms/semesters

B. Skill Focus: Speaking/Conversation

- **Guidelines for Materials Development**

Skill Elements	Guidelines for Materials Development
a. Students' ability to ask and answer basic questions in English to exchange relevant personal information	• Common expressions for daily activities, routine activities, self-introduction • Yes-No questions • WH-Questions • Pronunciation

	• Indirect error correction • Role play (different roles with different scenarios) • Conversational dialogues as models (e.g. How to say hello) • Dialogues subject to modification in context
b. Students' ability to express their opinions, comments, and ideas about an issue or a situation related to their major/field of study	• Patterns of common expressions (e.g. How to agree, disagree, argue for or against) • How to ask questions • Working in pairs or small groups to express opinions with guiding questions and situations • Let students express themselves in classroom • Cultivate students' confidence to speak, and enhance their confidence through practice of modelled and free conversational dialogues • For efficiency reasons, topics for speaking should be related to those for reading • Challenges of integrated system for materials developers/designers as well as for students to learn, develop, and master the target skills. • Speaking topics familiar to students to grow and promote speaking confidence • Speaking for formal and informal occasions

- **Guidelines for Teaching/Learning Activities & Strategies**

Skill Elements	Guidelines for Teaching/Learning Activities
a. Students' ability to ask and answer basic questions in English to exchange relevant personal information b. Students' ability to express their opinions, comments, and ideas about an issue or a situation related to their major/field of study	• Working in pairs with thematic contents for dialogues/conversations (self-introduction) • Not necessarily memorizing conversational texts • Teachers should be role model for students' speech • In addition to fluency, accuracy is also important; practicing prepared conversational texts/dialogues with accuracy • Memorizing dialogues should be allowed in early stages of learning • Later on, students should be given opportunities to speak spontaneously working in pairs or in groups • Spontaneous talks could be based on different situations, authentic or simulated (role plays, situational scenarios) • Provide students with opportunities to argue for or against a simple issue or situation • Issue/situation could be based on questions or short texts

	• There should a moment for vocabulary development, introducing new words in context • Working in small groups is effective to stimulate/elicit students' speech production • Large class size also necessitates effective grouping • For efficiency reasons, focus on developing reading skills; speaking should be secondary to reading • Speaking instructional strategies should incorporate texts or materials to be utilized for developing reading skills • Important to take sequence into account; from guided speaking activities with some memorization of common expressions to free spontaneous talks • Coordinate with relevant university units to address priorities of language skills to develop, e.g. basic speaking skills at a different unit, reading skills at departmental levels

C. Media, Assessment, and Evaluation

❖ ***Skill Focus: Reading and Speaking***

Skill elements	**Questions to address**	**Guidelines for Media, Assessment, & Evaluation**
1. Students' ability to comprehend written texts (textbooks, journal articles, etc.) in their respective major/field of study 2. Students' ability to comprehend specific terms related to their respective major/department 3. Students' ability to ask and answer	1. What teaching/learning media and facilities are to be utilized to help promote predeveloped components of prioritized reading and speaking skills? How should teaching/learning media be developed, selected, and/or incorporated into classroom teaching and learning activities?	• **Facilities** ➢ Classrooms with ACs ➢ Internet access ➢ LCD ➢ Sound system • **Media for teaching reading and speaking skills** ➢ Teaching media are crucial for teaching purposes (to visualize, to illustrate), especially for teaching language skills ➢ Also important to keep students motivated, minimize potential boredom ➢ Teaching/learning media should be innovative

basic questions in English to exchange relevant personal information 4. Students' ability to express their opinions, comments, and ideas about an issue or a situation related to their major/field of study	2. How should students' learning outcomes for prioritized reading and speaking skills be assessed? How should the whole program be evaluated?	➢ Incorporating audio-visual media to elicit students' speech production ➢ Videos containing native speakers' speeches can serve as role models in developing students' speaking skills ➢ Skills promotion and development should occur both inside and outside classrooms ➢ Reading texts, modules, textbooks (are they teaching media or teaching materials?) ➢ Reading game: Re-arranging scrambled sentences to form a meaningful paragraph ➢ Sticky notes ➢ Comprehending reading texts based on grammatical knowledge. ➢ Vocabulary development exercise: matching different words for the notion of friend (soulmate, buddy, etc.) ➢ Teaching handouts ➢ Talking dictionary ➢ Relevant images (e.g. to illustrate reading materials on Syaikh Yusuf) adapted from the Internet (Google images, Pinterest) ➢ Adapting cartoon story maker software to enhance teaching of reading and speaking skills ➢ Conversation cards to help develop targeted speaking skills

		• **Media development/selection** ➢ Search, select, adapt, and adopt what's available on Internet ➢ Media selection is crucial, and classroom needs dictate what we look for on Internet ➢ Always prepare an alternative media plan in case planned media do not work as expected ➢ Try paperless teaching and learning ➢ Take advantage of social media like Facebook to run online teaching/learning interactions ➢ It appears that students' participation improves in online teaching/learning interactions (via Facebook) • **Assessment for reading and speaking skills** ➢ Working on students' speech samples to assess pronunciation accuracy, speaking fluency and accuracy ➢ Measuring students' mastery of reading skills through teacher-made reading tests (main ideas, specific details, recount, inference, summary) ➢ Teachers are strongly encouraged to develop tests based on relevant skill components ➢ Include questions that engage students in high order thinking activities

		➢ To ensure test validity, develop assessment rubrics for every aspect of skills involved. ➢ Tests to measure end products, students' ability to comprehend reading texts in line with their respective majors • **Assessment for speaking skills** ➢ Aspects to assess: accuracy, fluency, pronunciation ➢ For non-English major students, it might be a good idea to focus primarily on speech production. ➢ Ongoing assessment for students' speech production ➢ Benchmarking is a challenge, neither too high nor too low ➢ Fluency and accuracy criteria are needed even for non-English major students; vocabulary choice is yet another important criterion to include ➢ Testing/assessment rubrics should be developed early prior to beginning of semester, to ensure test/assessment validity. • **Whole Program Evaluation** ➢ A comprehensive program evaluation has never been attempted ➢ Course evaluation survey (CES) design and implementation should

		pave the way for whole program evaluation ➢ Consortia of teachers are to be involved in whole program evaluation because they designed the program ➢ Program success levels are relative to students' attainment levels of predeveloped teaching/learning objectives/outcomes ➢ Teaches play a crucial role (30%, research says) in success levels of student learning

APPENDIX IV: DELIBERATION PROTOCOL

FOR THE CHAIRPERSON

In preparing, facilitating, and leading the conversation and discussion during the deliberative sessions, the chairperson has to do the following:

Pre-Deliberation

1) Make sure to have an opening session in which the chairperson explains the overall objective of the deliberative sessions and the expectations that the participants are supposed to be doing during those sessions.
2) Make sure to get all the participants of the deliberation group to know each other in a friendly atmosphere.
3) Make sure to have a warm-up moment for each deliberative session in which every participant feels secure and comfortable to engage themselves in the deliberative session.
4) Remind the participants that every deliberation session is supposed to be a productive and efficient one.
5) Make sure that every deliberative session has a collectively agreed agenda to address.

During Deliberation

6) Begin the deliberative session with a brief overview of what has been done in the previous session and what agenda to address in the present session.
7) Remind the participants that everybody in the group has the equal right and privilege to talk and contribute to the deliberative session.
8) Remind the participants that every participant's views, insight, and ideas are encouraged and appreciated.
9) Make sure that elements of curriculum commonplaces (students, teachers, subject matter, and milieu) are brought to the participants' attention.
10) Make sure that the participants have opportunities to express relevant deliberative moves (problem, proposal, argument, and instance).

11) Make sure that the participants have opportunities to connect their views, insight, and ideas with their personal preferences regarding classroom procedures and strategies.
12) Warn any participant who tends to dominate the session and encourage participation from other participants.
13) Encourage any participant who tends to keep silent to express her/his responses to the ongoing discussion or conversation.
14) Remind the participants if the discussion or conversation is out of topic.
15) Never interrupt or interfere any participant who is expressing her/his views, insight, and ideas.
16) Stimulate the participants to talk if they start to go silent.

Post-Deliberation

17) Inform the participants if the deliberative session has ended.
18) Thank the participants for their participation in the deliberative session and appreciate their contribution to it.
19) Provide a brief overview of has been done in the deliberative session what agenda to address in the upcoming session.
20) Keep the participants updated about the progress of the entire deliberative endeavor.

APPENDIX V: DELIBERATION PROTOCOL FOR PARTICIPANTS

The primary objective of this curriculum deliberation is to explore and document views, insight, and ideas about the syllabus revision of the English subject regularly taught to first-year students of one particular school at a state university in Makassar, Indonesia.

In order to achieve this objective, the participants of the deliberation group are required to pay attention to the following:

1) Every deliberative session is supposed to be an interactive and productive one.
2) The researcher will lead the deliberative sessions.
3) This is a one-hour deliberation session. Please get prepared for every session.
4) Every participant has the equal right and privilege to express their views, insight, and ideas.
5) Please raise your hand before you speak.
6) You are free to share anything you know or experience as it is relevant to the ongoing conversation.
7) Every participant's views, insight, and ideas are strongly encouraged and highly appreciated.
8) Please do not interrupt or interfere a participant who is expressing her/his views, insight, or ideas. Interruption is allowed if the speaking participant has expressed her/his complete thought.
9) If you have documents or other supporting materials for discussion, please bring them to the meeting and share them with the group members.
10) If necessary, you may express your views, insight, and ideas in writing. You may also write to the researcher to express your concerns, questions, or suggestions regarding the deliberative sessions.

APPENDIX VI: OBSERVATION SHEET FOR CURRICULUM DELIBERATION SESSIONS (CDSs)

CDS#: _____ Date: _____ Observed by: Research Assistant

A. Prior to CDSs

No.	Things to check and recheck	Status	Notes
1.	Venue/room key		
2	Digital audio recorder		
3	Photo camera		
4	Laptop & LCD projector		
5	Equipment testing		

B. During CDSs

No.	Aspects to attend to	Rating	Notes
1	Interactivity	0 1 2 3 4 5	
5	Turn-taking smoothness	0 1 2 3 4 5	
3	Dominance	0 1 2 3 4 5	
4	Interruption	0 1 2 3 4 5	
5	Silence	0 1 2 3 4 5	

C. Chairperson's Roles

No.	Aspects to attend to	Status	Notes
1	Warmup	Yes No	
2	Statement of objectives/agenda	Yes No	
3	Avoid mentioning participants' names	Yes No	
4	Encourage participants to talk/contribute	Yes No	
5	Appreciate participants' views, ideas, insights	Yes No	
6	Remind participants of out-of-topic discussion	Yes No	
7	Remind participants of dominance	Yes No	
8	Remind participants of interruption	Yes No	
9	Never dominate discussion	Yes No	
10	Never impose views upon participants	Yes No	
11	Keep participants informed about CDS progress	Yes No	
12	Keep participants informed about next CDS agenda	Yes No	

APPENDIX VII: REFLECTIVE JOURNAL QUESTIONS

Week 1 – Reflective Journal

Topic for Reflection:

- Based on your experience as an English teacher at this institution, what do you think are the most pressing challenges or issues that require immediate action?

Week 2 – Reflective Journal

Topic for Reflection:

- ❖ In your perspective as an English teacher, what English skills do the students of this institution need to develop and master during their first academic year, and in what ways are those skills important to them?

Week 3 – Reflective Journal

Topic for Reflection:

- ❖ As a college teacher of English as a foreign language, what concerns you the most with regard to materials development and why?

Week 4 – Reflective Journal

Topic for Reflection:

- Based on your experience as a college English teacher, what are the most practical -yet crucial- challenges that you encounter in implementing your lesson plans in the classroom, and how do you usually address such challenges?

Week 5 – Reflective Journal

Topic for Reflection:

- Based on your experiences as an English teacher at the college level, what are your thoughts on the ultimate role of teaching/learning environment (teaching media included) in promoting pre-specified target skills (reading and speaking skills in our case)?

- In your view as an English teacher, what is (are) the most important factor(s) to take into account in assessing students' learning outcomes?

Week 6 – Reflective Journal

Topic for Reflection:

- In your view as an English teacher, how would you define "an ideal teacher" that would successfully teach the prioritized reading and speaking skill elements which we have developed during the previous weeks?

APPENDIX VIII: INTERVIEW QUESTIONS

1. Exploring past English learning experiences	Notes
Based on the best recall you can make about your previous English learning experiences, please answer the following questions: • When did you start learning English? • In addition to learning English at schools did you go to private English courses? • How would you describe yourself as an English learner in your previous English learning experience (in terms of interest, motivation, etc.)? • Could you please share with me the most rewarding moments of your previous English learning experiences? • Could you please share with me the most challenging (or perhaps frustrating) moments of your previous English learning experiences? • Did you have a favorite English teacher? • Could you please describe the characteristics of your favorite English teacher(s)? ✓ Personal qualities? ✓ The ways she or he taught? ✓ Specific skills? • Could you please describe the characteristics of English teachers that you disliked like the most and why? ✓ Personal qualities? ✓ The ways she or he taught? ✓ Other concerns? • What classroom teaching/learning activities did you like and enjoy the most and why? • What classroom teaching/learning activities did you dislike the most and why? • What teaching materials/skills did you like to learn the most and why? • What teaching materials/skills did you dislike to learn the most and why? • How did you learn English outside the classroom?	

2. Exploring past and current English teaching experiences	
a. Past teaching experiences Based on the best recall you can make about your previous English teaching experiences, please answer the following questions: • When did you start teaching English? • How did you come to becoming an English teacher? • How was your first English teaching experience like? ✓ When did it happen? ✓ Anything special about it? ✓ Anything unexpected about it? ***b. Current teaching experiences*** Please answer the following questions based on your current position as an English teacher and your current points of view: • What English-related courses have you taught during your teaching profession as far as you can recall? • In addition to English what other courses do you usually teach? • Suppose you are teaching English to first year students in your institution: ✓ At the end of the academic year, what would you like to see your students are capable of doing with their English? ✓ What students' characters or qualities would you really like to see in your students? ✓ How do you view the relevance of English teaching to your students' success? ✓ How would you envision your ideal classroom activities? ✓ How would you envision your ideal teaching materials? ✓ How would you envision your ideal learning environments? ✓ How would you best describe your roles in the classroom? ✓ What do you think of grammar instruction for your students? ✓ What do you think of students' language errors, and how would you respond to them? ✓ In what situations would your classroom teaching make you feel accomplished, challenged, problematic or frustrated? ✓ How do you view your colleagues (fellow English teachers) in your work place? ✓ How should teachers position themselves in curriculum development, evaluation, or revision?	
3. Curriculum Deliberation Experience • What do you think are the benefits of curriculum deliberation you completed a while ago? • What do you think are the challenges or obstacles of such curriculum deliberation? • What sort of issues do you think teachers should be addressing in in a forum like curriculum deliberation? **4. Research debriefing** • Curriculum deliberation • EFL teachers' curriculum deliberation: Curriculum commonplaces • EFL teachers' curriculum deliberation: Teacher knowledge	

APPENDIX IX: COMPLETE LIST OF PARTICIPANTS' PARAPHRASED STATEMENTS - PROBLEM IDENTIFICATION PHASE

I. Curriculum Deliberation: Problem Identification

A. Learner Issues

Issues Identified	Participants' Paraphrased Statements
Issues of Learning Objectives	The whole EFL program did not seem to be designed based on well-developed target learning objectives.
	The college EFL program had to promote macro skills of English.
	There should have been uniform skill priorities for the EFL program offered at the same institution.
	There appeared to be no skill benchmarking used for developing teaching and learning objectives.
	The EFL program needed to focus on developing components of speaking skill.
	Speaking and reading skills should have been taken into account in developing skill priorities.
	In certain classes, it seemed that predefined learning objectives and outcomes as well as students' target competencies were lacking.
	An accurate and comprehensive needs analysis is needed to design a good EFL program.
	There was an urgent need to explore students' aspirations coupled with teachers' perspectives.

B. Teacher Issues

Issues Identified	Participants' Paraphrased Statements
1. Teaching Qualification	There was apparently some indication that teachers who taught certain classes did not meet required teaching qualifications.
	The government's regulations regarding teaching qualifications for both school and college-level teachers should be strictly enforced.
	There was apparently some indication that teachers who taught certain classes did not have an adequate level of English-related skills.
2. Inactive English Teacher Consortium	The English teacher consortium at the institution appears to have been inactive for quite some time, and it needs reactivating to contribute to the EFL curriculum, syllabus, and materials development.
3. Need for a Teacher Sharing Forum	It appeared that teachers had no forum to share their experiences of classroom teaching and learning.

C. Instructional Issues

Issues Identified	Participants' Paraphrased Statements
1. Issues of Lesson Implementation	There seemed to be too much grammar instruction.
	For certain classes, there appeared to be no predeveloped syllabus used in classroom teaching and learning.
	For certain classes, there was too much emphasis on translation
	There appeared to be no classroom control mechanisms and their necessary follow-ups done by relevant administrators.
	It was unclear if lesson plans were adequately prepared prior to classroom teaching and learning.
	For certain classes, there appeared to be a mismatch between the expected skills to promote and the classroom reality.
2. Issues of Materials Development	Teaching materials presented to students seemed unsystematic and overlapping.
	Teaching materials presented to students seemed random and not very well prepared.
	At times, teaching materials presented to students did not appear to match students' respective major and existing background knowledge.
	The nature of the EFL program design was unclear; was it oriented toward English for Specific Purposes (ESP) or English for Academic Purposes (EAP)?
	There were no uniform teaching materials across different departments of the same school.
	There was no content uniformity across departments.
3. Issues of Teaching Media and Assessment	It seemed that standard assessment procedures to measure students' eventual learning outcomes were lacking.
	There seemed to be a mismatch between what the departments expected to happen in the classroom and what actually happened there.
	To an extent, it seemed that the department's control mechanism over teachers' classroom implementation was lacking.
	For certain lessons, the incorporation of teaching and learning media appeared to be very minimal.

APPENDIX X: COMPLETE LIST OF PARTICIPANTS' PARAPHRASED STATEMENTS - CURRICULUM COMMONPLACES

II. Curriculum Deliberation: Curriculum Commonplaces

A. The Learner Commonplace

1. Learners' Individual Differences

Themes Identified	Participants' Paraphrased Statements
a. Existing Proficiency	Teachers should be aware that students' existing abilities are varied.
	Students' existing proficiency levels influence the development of teaching materials.
b. Learning Styles	Teaching strategies should be developed with reference to students' learning styles.
	Students' learning styles affect the development and implementation of teaching strategies.
c. Personal Interests	Students' personal interests affect the selection of teaching materials and strategies.

2. Skill Priorities

Themes Identified	Participants' Paraphrased Statements
a. Reading Skill	Students should be able to read and understand English textbooks.
	Focus on developing students' reading skill to help promote their other skills.
	Focus on students' acquisition of reading skills, not on vocabulary.
	For non-English students, reading skill should be emphasized.
	Students should be able to comprehend major-related English textbooks.
	Students should be able to comprehend reading texts' main ideas.
	Students should be able to locate keywords of sentences or paragraphs.
	Students should be able to read and understand English textbooks related to their respective major.
	Students should be able to understand their major-related terms.
	Students should be able to understand reading texts by not knowing the meaning of every word.
	Students need to be able to read and understand academic textbooks written in English.
	Reading should be the main focus for students' skill development.
	Advanced reading skills to promote include inference, summary and synthesis skills.
	Non-English students need to master components of reading skill because they need to be able to comprehend the academic literature written in English.
	Students should know the meaning of every word in the reading text.

b. Speaking Skill	Students should be able to speak English in formal and informal occasions.
	In teaching speaking skill, focus on both students' production and their accuracy.
	Speaking should also be a prioritized skill to teach.
	Students should be able to ask and respond to basic questions in English.
	Speaking should also be a prioritized skill to teach.
	Teaching speaking skills should focus on students' speech production and accuracy.
	Students, especially advanced-level ones, should produce grammatical utterances.
	Students should be able to use English for formal and informal occasions.
	Students should practice spontaneous oral responses.
	Speaking skill components include pronunciation, vocabulary, and oral responses.
	If speaking is good other skills will follow.
	Good speaking skill means good vocabulary mastery.
c. Grammar	Grammar needs to be addressed, but there is no need for a special time allotment for grammar instruction.
	Cover grammar points as the lesson progresses.
	Present grammar points as they pop up during every lesson.
d. Vocabulary Mastery	Students' vocabulary development is important.
	Vocabulary development is key to students' speech production.
	Vocabulary mastery is fundamental to the development of other skills.

B. The Teacher Commonplace

1. Teachers' Characteristics

Themes Identified	**Participants' Paraphrased Statements**
a. Personal Qualities	Experience is instrumental to teaching excellence.
	Good rapport between teachers and students are crucial to successful teaching and learning.
	Teachers need to constantly improve themselves personally and professionally.
	Teachers should be open-minded and adaptable to new developments in the educational contexts.
	Teachers should exploit their sense of humor for the benefits of classroom teaching and learning.
	Teachers should have good interpersonal skills, be friendly and approachable.
	Teachers should keep themselves updated with new developments in the subject matter area.

	Teachers should possess good interpersonal skills to work with their students and colleagues.
	Teachers should treat students with equal respect.
	To function well in the teaching profession, teachers need to demonstrate their emotional maturity.
b. Subject Matter-Related Skills	Teachers should possess subject matter-related skills.
	Teachers should be competent in all English-related skills.
	Teachers should demonstrate high levels of English-related skills.
	Teachers should demonstrate excellent levels of English-related skills.
	Teachers should have an education background in English-related areas.
	Teachers' formal education background should be well supported by good English skills.
	Teachers should demonstrate good English skills because they serve as their students' role models.
	Teachers should possess good levels of English-related skills.
	Teachers should possess the subject matter-related skills.
	Teachers should possess adequate knowledge regarding the subject matter.
	Teachers should have an adequate level of English proficiency as shown in their scores of proficiency tests like TOEFL, IELTS, or TOEIC.
	Teachers' education background in English-related areas is extremely important.
c. Teacher Roles	Develop classroom warm-up activities to get students interested in the lesson.
	Good teachers facilitate student learning.
	Good teachers know when to serve as the driver and when to serve as the facilitator.
	Let the students express themselves and help their confidence grow and their anxiety diminish.
	Manage large classes with effective grouping.
	Teachers are significant contributors to successful teaching and learning.
	Teachers should serve as facilitators for student learning.
	Teachers should serve as orchestrators for classroom teaching and learning activities.
	Teachers serve as role models for their students in and outside the classroom.
d. Teacher Evaluation	Students should evaluate their teachers' classroom performance.
	Teachers should do self-evaluation of their own classroom teaching and learning
	Teachers should do a reflective evaluation of their own work.

	Teachers' teaching performance can be evaluated by their students and immediate supervisors.

2. General Instructional Strategies

Themes Identified	Participants' Paraphrased Statements
a. Lesson Planning	Teaching should be well prepared.
	Teachers should develop a lesson plan for every teaching session.
	Develop relevant activities to activate students' background knowledge.
	Develop classroom warm-up activities to get students interested in the lesson.
	Develop effective group work activities to address students' varied existing abilities.
b. Cooperative/ Collaborative Learning	Manage large classes with effective grouping.
	Engage students in small group activities to promote cooperative learning.
	Engage students in collaborative learning activities with their peers.
	To help grow students' self-confidence, they should be gradually moving from working in groups, in pairs, to working individually.
	Teachers should make use of structured and independent assignments to promote active learning.
c. Input Exposure	To facilitate students' acquisition of English skills, they need more exposure to authentic English use.
	Qualified teachers provide students with quality exposure in the classroom.
d. Nature of Classroom Activities	Delivery of teaching materials should be sequential.
	Teachers should be creative in their teaching.
	Teaching activities should be dynamic and varied.
	To reduce students' boredom, teaching techniques should be varied, dynamic and interactive.
	Vary teaching techniques to help promote students' target skills.
e. Teaching Methods/Techniques	Before starting the lesson, activate students' background knowledge/information.
	Teaching techniques should be relevant to students' existing skills.
	Students' existing ability levels should be taken into account in developing teaching techniques and strategies.
	Quality teaching promotes acquisition of skills.
	Challenge students with materials slightly above their existing ability levels.
	Vary teaching techniques to help promote students' target skills.
	Incorporate teaching methods that would make classroom teaching dynamic and interactive.

	Use teaching techniques with reference to skill priorities.
	Teaching techniques include collaborative learning, peer-teaching and group work.
	To reduce students' boredom, teaching techniques should be varied, dynamic and interactive.
	When classroom situations permit, teachers should be ready for paperless teaching.
	Teachers should speak English in the classroom extensively to facilitate students' language acquisition.
f. Teaching Media	Incorporate relevant teaching media to promote classroom interactivity.
	Incorporate social media for the benefits of student learning.
	Internet-based media like pictures, audios and videos are extremely useful for teaching relevant skills and materials.
	Multimedia should be utilized to enhance classroom teaching and learning.
	Teaching media are needed to promote conducive learning atmospheres and to keep students motivated to follow the lesson.
	Use teaching media to arouse students' imagination and interest in the lesson.
	Use appropriate teaching media to minimize students' boredom.
	Visual media can be utilized to ensure dynamic and lively situations in the classroom.

3. Skill-Specific Instructional Strategies

Themes Identified	**Participants' Paraphrased Statements**
a. Reading Teaching and Learning Strategies	Let students work in groups to practice reading skills.
	Let students do paragraph rearrangements based on scrambled sentences.
	Engage students in paragraph rearrangement activities.
	Engage students in passage rearrangement activities based on scrambled paragraphs.
	Engage students in practicing components of target reading skills.
	Develop group activities to promote reading skills.
	Teachers should focus on teaching reading contents as well as students' major-related terms.
	Give students reading materials well in advance to promote active learning in the classroom.
	Develop reading activities from scanning to skimming exercises.
	Develop students' ability to predict what is in the reading text based on the text title.
	Reading texts should be presented sequentially from simple texts to complex ones.

b. Speaking Teaching and Learning Strategies	Engage students in practicing predeveloped dialogues and common expressions followed by free speaking practice.
	Engage students in practice activities moving gradually from guided speaking to free speaking exercises.
	Engage students in group activities to promote their speaking skills.
	Develop role play activities to promote students' speaking skill.
	Get students engaged in pair and group work activities to stimulate their speech production.
	Classroom activities for speaking include pair work, group work, and role play.
	Engage students in group and pair activities to promote their speaking skill.
	Students will follow their teachers' speech input as role models for the development of their speaking skill.
	Engage students in role play activities to practice prepared dialogues.
	Use conversation cards to develop speaking activities.
	Use relevant audio visual media to provide students with speaking models.
	Visual media can be utilized to stimulate students' oral responses.
	Do immediate error correction for teaching pronunciation.
	Teachers should speak English in the classroom all the time.
	Teachers should help remove students' anxiety to promote speaking skill.
	Teachers should teach speaking by example.
	Teachers should ask students relevant questions to stimulate their speech production.
	Teachers should speak English in the classroom all the time to allow students' language acquisition.
	The topics of speaking activities should be related to students' major.
	Speaking activities include pair work, group discussion and role play.
	Teachers need to prepare relevant questions for students' classroom practice in pairs or in groups.
c. Grammar Teaching and Learning Strategies	Engage students in speaking activities to practice grammatical points.
	Teachers should monitor students' grammatical mistakes for the purposes of error-correction later.
	Teachers should correct students' ungrammatical sentences.
	In teaching grammar, do direct or indirect error corrections as needed.
	Correct students' mistakes and/or errors immediately or later toward the end of the lesson.
	Error correction is crucial in teaching grammar.

d. Vocabulary Teaching and Learning Strategies	Students should memorize new words and terms related to their majors.
	Develop exercises for students' vocabulary development.
	Expand students' vocabulary mastery through structured and independent reading assignments.
	Teachers should explain how major-related terms are used in sentences.
	Develop exercises to stimulate students' use of newly learned vocabulary.
	Students should memorize terms related to their fields of study.
	Students should be able to explain the meaning of new words or terms.
	Vocabulary development exercises should precede skill development exercises.
	Teachers have to develop appropriate strategies to promote students' vocabulary development.
	To save time, teachers should explain the meaning of new words directly and explicitly.

4. Assessment

Themes Identified	**Participants' Paraphrased Statements**
a. Assessment	Assessment should cover students' cognitive, affective and psychomotor aspects.
	Assessment is needed to measure target outcomes.
	Test types should match the predeveloped learning objectives.
	Teachers should know how to measure their students' learning performance.
	Process assessment is more important than mere product assessment.
b. Reading Assessment	Reading assessment should measure how good students are at understanding reading texts.
	Reading assessment should be oriented toward measuring students' levels of text comprehension.
	Reading assessment should be based on well-developed rubrics.
c. Speaking Assessment	Speaking assessment components should include fluency, accuracy, pronunciation and vocabulary choice.
	Speaking assessment should be rubric-based.
	Speaking assessment should focus on students' speech production as well as accuracy.
	Speaking assessment should be rubric-based.
	Develop rubric-based tests for assessing speaking skill components.
	Speaking assessment should be ongoing and rubric-based.
	If needed, teachers should use relevant computer software to enhance their teaching strategies.

	Every classroom should have an Internet connection to support teaching and learning.

C. The Subject Matter Commonplace

Themes Identified	Participants' Paraphrased Statements
1. Materials Development	Teaching materials should be developed sequentially.
	Text difficulty levels should be taken into consideration in the selection and development of teaching materials.
	Teaching materials should be sequential in line with students' ability levels.
	Reading materials should be based on learning objectives and related to students' respective major.
	Include up-to-date and popular (not very academic) topics to minimize students' stress and boredom.
	Reading texts' difficulty levels should match students' existing ability levels.
2. Characteristics of Teaching Materials	Reading topics should be varied and actual.
	Speaking and reading materials should be familiar to students.
	Reading texts should be in original versions with varying difficulty levels.
	Speaking and reading materials should be authentic.
	Reading materials should promote students' critical thinking skills.
	Teaching materials should suit students' existing language abilities.
	Teaching materials should be simple so that students can practice them in all skills like speaking, writing, reading and listening.
	Teaching materials should be related to students' respective major.
	Topics of teaching materials should be familiar to students to attract their interest in the lesson.
	Topics of reading materials should be in line with students' respective field of study.
3. Reading Content Specification	Include casual reading materials to promote vocabulary development.
	Limit the number of words in each reading text to teach.
	Reading materials should include exercises to promote students' scanning and skimming skills.
	Reading materials should include local content to help promote students' understanding.
	Students should be learning reading texts containing terms related to their fields of study.
	Teachers should create a list of major-related terms and teach the list to students.
	To promote students' reading skill, teach them reading texts in their original and authentic versions.

	Use simplified reading texts only for students with a beginning level of their English proficiency.
4. Speaking Content Specification	Engage students in practicing patterned expressions such as how to show agreement and disagreement.
	Expose students to dialogues or idiomatic expressions to promote their speaking skill.
	Focus more on English for Specific Purposes (ESP) texts than on texts of general topics.
	Reading texts should have a glossary to promote students' vocabulary development.
	Speaking materials include basic Yes-No questions and WH-questions.
	Speaking materials should include basic conversations and common expressions.
	Speaking materials should include daily activities and routines.
5. Grammar Content Specification	Grammatical points should be taught in practical contexts.
	Teach students selected grammar points that significantly contribute to their understanding of the reading texts.
	Teachers should create a list of grammatical items frequently used in reading texts and teach them to students.
	Teachers should pay attention to teaching selected grammatical items that help facilitate students' acquisition of the expected reading skills.

D. The Context Commonplace

Themes Identified	**Participants' Paraphrased Statements**
1. Classroom Context	Classrooms need to be well equipped with technology-enhanced facilities to create a conducive teaching and learning atmosphere.
	Classroom needs and constraints should guide the selection and development of teaching media.
	Learning environment is a very important factor to successful teaching of speaking and reading skills.
	Use the Internet, as needed, to enhance classroom teaching and learning.
2. Student Success	English is needed because a lot of textbooks that students are supposed to be using in their academic program are written in English
	English mastery is crucial to students' success in their academic program
	English mastery is instrumental to students' future success.
3. Institutional Context	Consult the existing curriculum/syllabus for the English subject developed at the university level.
	Curriculum and syllabus should guide classroom teaching and learning.
	Evaluate how other foreign language programs at the university level address English skill priorities.

	Teachers should meet formal teaching qualifications required by the institution.
	The institution should provide intensive and extensive English programs on campus to enhance students' exposure to quality language input.
	There should be good coordinating efforts between the quality assurance institute and departmental divisions to ensure quality teaching and learning in the classroom.
	English is a compulsory foreign language subject to teach from schools through universities.
	Teachers, English teachers included, should satisfy the government's existing regulations regarding teachers' teaching competencies.
4. Global Context	English mastery is a value-added skill in today's globalization era.
	English mastery is an ultimate key to being a global citizen in a globalized world.
	English mastery is instrumental to getting scholarships to study in English speaking countries.
	English is an important language to master because it is an international language in the global world.

E. The Curriculum Making Commonplace

1. Purpose

Major Themes Identified	**Participants' Paraphrased Statements**
a. Development of Objectives	Formulation of teaching and learning objectives should be based on the program evaluation.
	Formulation of learning objectives should be based on students' existing ability levels and their skill priorities.
	Students' input should be taken into account in the revision of teaching and learning objectives.
b. Importance of Objectives	An overall program's success is measured through the attainment levels of predefined objectives.
	Lack of teaching objectives may lead to random teaching activities.
	Objectives are extremely important to serve as reference points for classroom teaching and learning.
	Predeveloped objectives are needed to help develop teaching strategies, methods and lesson plans.
	Teaching and learning objectives determine the selection of teaching methods and techniques.
	Teaching English should be well guided by predeveloped objectives.
	There should be desired learning outcomes and objectives to achieve in teaching.
	There should be predeveloped teaching and learning objectives.

c. Nature of Objectives	Objectives are flexible dependent upon classroom circumstances.
	Objectives are predeveloped and circumstances are geared toward achieving them.
	Objectives are revisable in line with students' ability levels.
	Objectives can be added or removed as necessary.
	Objectives should be fixed; strategies to achieve them may vary.
	Objectives should be predefined, but subject to change and adaptation pursuant to actual classroom conditions.
	Teaching and learning objectives may be further developed as classroom teaching and learning progress along the semester.
	Teaching and learning objectives should be predeveloped, clear, and fixed.

2. Practice

Theme Identified	**Participants' Paraphrased Statements**
Teachers as Curriculum Developers	The English teacher consortium should take the responsibility for the development of the English subject curriculum.
	Teachers share the responsibility for curriculum development and revision.
	Teachers are in the best position to make a contribution to the processes of curriculum development and revision.
	Teachers' involvement in curriculum development is extremely important because they know the actual teaching and learning situations.
	Teachers' involvement in curriculum design is extremely important because it is teachers who will implement the curriculum.
	Teachers' collective involvement in curriculum making is crucial to developing a well-designed curriculum.
	Teachers are responsible for the development of the English subject syllabus and materials.

3. Integration

Themes Identified	**Participants' Paraphrased Statements**
a. Balancing of Commonplaces	In curriculum development, there should be a need analysis of students', teachers', and other stakeholders' aspirations.
	In curriculum design and review, students' aspirations should be balanced with teachers' voices.
	Voices of relevant stakeholders of education need to be heard in the process of curriculum design.
b. Interaction	There should be synergy between learners, teachers and materials.
	Teachers, students, and process are three fundamental elements to successful teaching and learning.
c. Teacher Sharing	Teachers need to get together to address teaching and learning issues on a regular basis.

	There should be a regular teacher sharing forum to address classroom teaching and learning issues.
	Teachers should be engaged in a teacher sharing forum to address instructional issues.
	Teachers should share teaching methods, strategies and materials with their colleagues.

APPENDIX XI: COMPLETE LIST OF PARTICIPANTS'

PARAPHRASED STATEMENTS - TEACHER KNOWLEDGE

III. Curriculum Deliberation: Teacher Knowledge

A. Knowledge of Learners

Themes Identified	Participants' Paraphrased Statements
1. Learning Styles	Teaching strategies should be developed with reference to students' potential differences in learning styles.
	Students' learning styles affect the development and implementation of teaching strategies.
2. Personal interests	Students' personal interests affect the selection of teaching strategies and materials.
3. Proficiency Levels	Teachers should be aware that students' existing abilities are varied.
	Students' proficiency levels influence the development of teaching materials.

B. Knowledge of Educational Contexts

Themes Identified	Participants' Paraphrased Statements
1. Classroom Context	Classrooms need to be well equipped with technology-enhanced facilities to create a conducive teaching and learning atmosphere.
	Classroom needs and constraints should guide the selection and development of teaching media.
	Learning environment is a very important factor to successful teaching of speaking and reading skills.
	Use the Internet, as needed, to enhance classroom teaching and learning.
2. Student Success	English is needed because a lot of textbooks that students are supposed to be using in their academic program are written in English.
	English mastery is crucial to students' success in their academic program.
	English mastery is instrumental to students' future success.
3. Institutional Context	Consult the existing curriculum/syllabus for the English subject developed at the university level.
	Curriculum and syllabus should guide classroom teaching and learning.
	English is a compulsory foreign language subject to teach from schools through universities.
	Evaluate how other foreign language programs at the university level address English skill priorities.
	Teachers should meet formal teaching qualifications required by the institution.
	Teachers, English teachers included, should satisfy the government's existing regulations regarding teachers' teaching competencies.
	The institution should provide intensive and extensive English programs on campus to enhance students' exposure to quality language input.

	There should be good coordinating efforts between the quality assurance institute and departmental divisions to ensure quality teaching and learning in the classroom.
4. Global Context	English mastery is a value-added skill in today's globalization era.
	English is an important language to master because it is an international language in the global world.
	English mastery is an ultimate key to being a global citizen in a globalized world.
	English mastery is instrumental to getting scholarships to study in English speaking countries.

C. Knowledge of Educational Ends and Purposes
   1. Educational Ends

Themes Identified	**Participants' Paraphrased Statements**
a. Development of Objectives	Formulation of teaching and learning objectives should be based on the program evaluation.
	Formulation of learning objectives should be based on students' existing ability levels and their skill priorities.
	Students' input should be taken into account in the revision of teaching and learning objectives.
b. Importance of Objectives	An overall program's success is measured through the attainment levels of predefined objectives.
	Lack of teaching objectives may lead to random teaching activities.
	Objectives are extremely important to serve as reference points for classroom teaching and learning.
	Predeveloped objectives are needed to help develop teaching strategies, methods and lesson plans.
	Teaching and learning objectives determine the selection of teaching methods and techniques.
	Teaching English should be well guided by predeveloped objectives.
	There should be desired learning outcomes and objectives to achieve in teaching.
	There should be predeveloped teaching and learning objectives.
c. Nature of Objectives	Objectives are flexible dependent upon classroom circumstances.
	Objectives are predeveloped and circumstances are geared toward achieving them.
	Objectives are revisable in line with students' ability levels.
	Objectives can be added or removed as necessary.
	Objectives should be fixed; strategies to achieve them may vary.
	Objectives should be predefined, but subject to change and adaptation pursuant to actual classroom conditions.

	Teaching and learning objectives may be further developed as classroom teaching and learning progress along the semester.
	Teaching and learning objectives should be predeveloped, clear, and fixed.

2. Knowledge of Educational Values and Philosophies

Themes Identified	Participants' Paraphrased Statements
Educational Values and Philosophies	Teachers should teach students by example.
	Teachers should share with their students inspirational life experiences.
	Teachers should share with their students practical advice to achieve success in life.
	Teachers should serve as inspirational role models for their students' personal life.
	Teachers should share with their students practical life motivations.

D. General Pedagogical Knowledge

1. Lesson Planning

Themes Identified	Participants' Paraphrased Statements
Lesson Planning	Teaching should be prepared well in advance.
	Teachers should develop a lesson plan for every teaching session.
	Develop teaching methods and strategies that would make classroom teaching dynamic and interactive.
	Develop effective group work activities to address students' varied existing abilities.
	Develop relevant activities to activate students' background knowledge.
	Students' existing ability levels should be taken into account in developing teaching techniques and strategies.
	Teaching media should be developed based on actual classroom needs.

2. Lesson Implementation

Themes Identified	Participants' Paraphrased Statements
a. Teaching and Learning Strategies	Before starting the lesson, activate students' background knowledge/information.
	Ask students relevant questions to monitor their developing acquisition of the target skills.
	Engage students in cooperative learning activities.
	Engage students in pair as well as group activities.
	Engage students in relevant small group activities.

	In following classroom activities, students should be gradually moving from working in groups, in pairs, to working individually.
	Quality teaching promotes acquisition of skills.
	Teachers should make use of structured and independent assignments to promote active learning.
	Teachers should speak English in the classroom extensively to facilitate students' language acquisition.
	Teaching techniques include collaborative learning, peer-teaching and group work.
	Teaching techniques should be relevant to students' existing skills.
	Use teaching techniques with reference to skill priorities.
	When classroom situations permit, teachers should be ready for paperless teaching.
b. Nature of Classroom Activities	Delivery of teaching materials should be sequential.
	Teachers should be creative in their teaching.
	Teaching activities should be dynamic and varied.
	To reduce students' boredom, teaching techniques should be varied, dynamic and interactive.
	Vary teaching techniques to help promote students' target skills.
c. Teaching Media	Incorporate relevant teaching media to promote classroom interactivity.
	Incorporate social media for the benefits of student learning.
	Internet-based media like pictures, audios and videos are extremely useful for teaching relevant skills and materials.
	Multimedia should be utilized to enhance classroom teaching and learning.
	Teaching media are needed to promote conducive learning atmospheres and to keep students motivated to follow the lesson.
	Use teaching media to arouse students' imagination and interest in the lesson.
	Use appropriate teaching media to minimize students' boredom.
	Visual media can be utilized to ensure dynamic and lively situations in the classroom.

3. Teachers' Characteristics

Themes Identified	**Participants' Paraphrased Statements**
a. Personal Qualities	Experience is instrumental to teaching excellence.
	Good rapport between teachers and students are crucial to successful teaching and learning.
	Teachers need to constantly improve themselves personally and professionally.

	Teachers should be open-minded and adaptable to new developments in the educational contexts.
	Teachers should exploit their sense of humor for the benefits of classroom teaching and learning.
	Teachers should have good interpersonal skills, be friendly and approachable.
	Teachers should keep themselves updated with new developments in the subject matter area.
	Teachers should possess good interpersonal skills to work with their students and colleagues.
	Teachers should treat students with equal respect.
	To function well in the teaching profession, teachers need to demonstrate their emotional maturity.
b. Teacher Roles	Develop classroom warm-up activities to get students interested in the lesson.
	Good teachers facilitate student learning.
	Good teachers know when to serve as the driver and when to serve as the facilitator.
	Let the students express themselves and help their confidence grow and their anxiety diminish.
	Manage large classes with effective grouping.
	Teachers are significant contributors to successful teaching and learning.
	Teachers should serve as facilitators for student learning.
	Teachers should serve as orchestrators for classroom teaching and learning activities.
	Teachers serve as role models for their students in and outside the classroom.

4. Assessment

Major Themes Identified	**Participants' Paraphrased Statements**
a. Assessment of Student Learning	Assessment should cover students' cognitive, affective and psychomotor aspects.
	Assessment is needed to measure target outcomes.
	Test types should match the predeveloped learning objectives.
	Teachers should know how to measure their students' learning performance.
	Process assessment is more important than mere product assessment.
b. Program Evaluation	A language program's success is measured by attainment levels of its predefined learning objectives and outcomes.
	A language program's success is measured by how far the institutional vision and mission has been realized.
c. Teacher Evaluation	Students should evaluate their teachers' classroom performance.
	Teacher evaluation should include student survey and peer-evaluation.
	Teachers should do reflective evaluation of their own work.

	Teachers' teaching performance can be evaluated by their students and immediate supervisors.

E. Content Knowledge

Major Themes Identified	Participants' Paraphrased Statements
1. Subject Matter-Related Knowledge	Teachers' education background in English-related areas is extremely important.
	Teachers should possess adequate knowledge regarding the subject matter.
	Teachers should keep up with relevant subject matter-related knowledge.
2. Subject Matter-Related Skills	Teachers' formal education background should be well supported by good English skills.
	Teachers should be competent in all English-related skills.
	Teachers should demonstrate excellent levels of English-related skills because they serve as their students' role models.
	Teachers should have an adequate level of English proficiency as shown in their scores of proficiency tests like TOEFL, IELTS, or TOEIC.

F. Pedagogical Content Knowledge

1. Content Selection and Development

Themes Identified	Participants' Paraphrased Statements
a. Selection and Development of Materials	Difficulty levels of teaching materials should match students' proficiency levels.
	Include up-to-date and popular (not very academic) topics to minimize students' stress and boredom.
	Reading and speaking topics should reflect students' respective major.
	Reading texts' difficulty levels should match students' existing ability levels.
	Reading texts should be in original versions with varying difficulty levels.
	Teaching materials should be developed sequentially and should be in line with students' ability levels.
	Text difficulty levels should be taken into consideration in the selection and development of teaching materials.
	Topics of reading materials should be in line with students' respective field of study.
b. Characteristics of Teaching Materials	Reading topics and materials should be authentic and actual.
	Reading materials should promote students' critical thinking skills.
	Reading topics should be varied to attract and maintain students' interest in the lesson.
	Topics of teaching materials should be familiar to students to help promote students' understanding.

2. Skill-Specific Teaching and Learning Strategies

Themes Identified	Participants' Paraphrased Statements
a. Importance of Language Input	Challenge students with language input (materials) slightly above their existing ability levels.
	Qualified teachers provide students with quality exposure in the classroom.
	To facilitate students' acquisition of English skills, they need exposure to authentic English use.
b. Grammar Teaching Strategies	Correct students' mistakes and/or errors later toward the end of the lesson.
	Cover grammar points as the lesson progresses.
	Engage students in speaking activities to practice grammatical points.
	Error correction is crucial in teaching grammar.
	Explain grammar points as they pop up in the classroom.
	In teaching grammar, do direct or indirect error corrections as needed.
	Teachers should correct students' ungrammatical utterances.
	Teachers should monitor students' grammatical mistakes for the purposes of error-correction later.
c. Reading Learning Strategies	Develop group activities to promote components of reading skill.
	Develop reading activities from scanning to skimming exercises.
	Develop students' ability to predict what is in the reading text based on the text title.
	Engage students in passage rearrangement activities based on scrambled paragraphs.
	Engage students in paragraph rearrangement exercises based on scrambled sentences.
	Let students work in pairs or in groups to practice elements of reading skill.
	Reading texts should be presented sequentially from simple texts to complex ones.
	Teachers should focus on teaching reading contents as well as students' major-related terms.
d. Speaking Teaching Strategies	Do immediate error correction when students make mistakes in their pronunciation.
	Engage students in group or pair activities to promote their speaking skill.
	Engage students in practice activities moving gradually from guided speaking to free speaking exercises.
	Engage students in practicing predeveloped dialogues and common expressions followed by free speaking practice.
	Engage students in role play activities to practice prepared dialogues.
	Get students engaged in pair and group work activities to stimulate their speech production.

	Speaking classroom activities include pair work, group work, and role play.
	Teachers need to prepare relevant questions for students' classroom practice in pairs or in groups.
	Teachers should ask students relevant questions to stimulate their speech production.
	Teachers should help remove students' anxiety to promote speaking skill.
	Teachers should speak English in the classroom all the time to allow students' language acquisition.
	Use conversation cards to develop speaking activities.
	Use relevant audio visual media to provide students with speaking models.
	Visual media can be utilized to stimulate students' oral responses.
e. Vocabulary Teaching Strategies	Develop exercises that would help promote students' vocabulary development.
	Develop exercises to stimulate students' use of newly learned vocabulary.
	Expand students' vocabulary mastery through structured and independent reading assignments.
	Students should be able to explain the meaning of new words or terms.
	Students should memorize new words and terms related to their majors.
	Students should memorize terms related to their fields of study.
	Teachers should explain how major-related terms are used in sentences.
	To save time, teachers should explain the meaning of new words directly and explicitly.
	Vocabulary development exercises should precede skill development exercises.

G. Curricular Knowledge

1. Skill Priorities

Themes Identified	Participants' Paraphrased Statements
a. Reading Skill Priority	Focus on developing students' reading skill to help promote other skills.
	Focus on reading and speaking as skill priorities.
	Focus on students' acquisition of reading skills, not on vocabulary.
	For non-English students, components of reading skill should be emphasized.
	Reading should be the primary focus for students' skill development.

	Students need to be able to read and understand academic textbooks written in English.
	Students need to be able to understand English textbooks.
	Students should be able to comprehend major-related English textbooks.
	Students should be able to comprehend reading texts' main ideas.
	Students should be able to locate keywords of sentences or paragraphs.
	Students should be able to understand reading texts by not knowing the meaning of every word.
	Students should be able to understand their major-related terms.
	To be able to read and understand English texts, students should know the meaning of every word in the reading text.
	Advanced reading skills to promote include inference, summary and synthesis skills.
b. Speaking Skill Priority	Students should be able to speak English in formal and informal occasions.
	Speaking skill should be a prioritized skill to teach.
	Students should be able to ask and respond to basic questions in English.
	Teaching speaking skill should focus on students' speech production and accuracy.
	Students, especially advanced-level ones, should produce grammatical utterances.
	Students should practice spontaneous oral responses in groups or in pairs.
	If speaking is good other skills will follow.
	Good speaking skill means good vocabulary mastery.
c. Vocabulary Mastery	Students' vocabulary development is extremely important.
	Vocabulary development is key to students' speech production.
	Vocabulary mastery is fundamental to the development of other English skills.

2. Content Specification

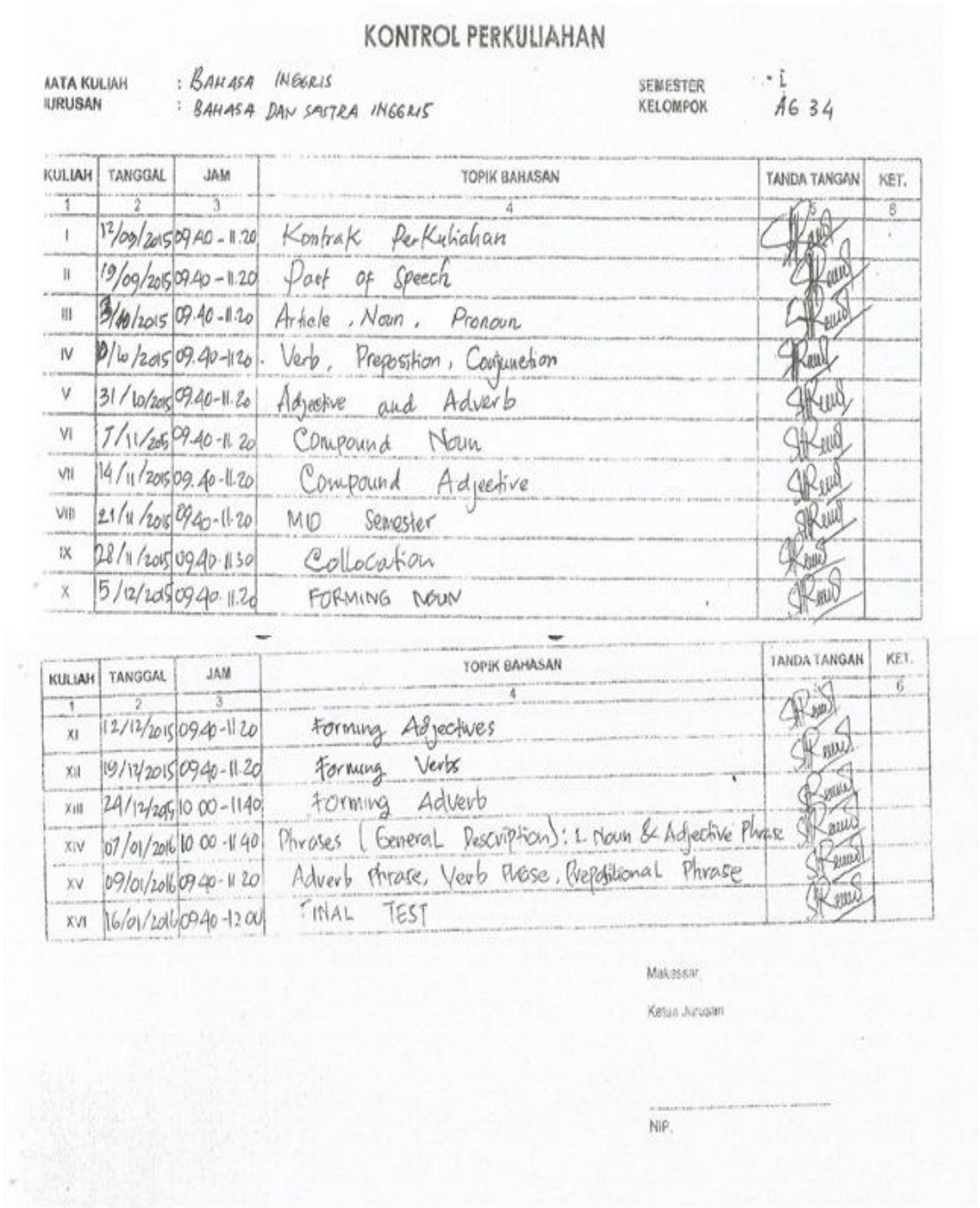
Themes Identified	Participants' Paraphrased Statements
a. Reading Content Specification	Focus more on English for Specific Purposes (ESP) texts than on texts of general topics.
	Include casual reading materials to promote vocabulary development.
	Limit the number of words in each reading text to teach.
	Reading texts should have a glossary to promote students' vocabulary development.
	Reading materials should include exercises to promote students' scanning and skimming skills.
	Reading materials should include local content to promote understanding.
	Reading materials should include specific terms of frequent usage in students' respective major.
	Teachers should create a list of major-related terms and teach the list to students.
	To promote students' reading skill, teach them original reading texts.
	Use simplified reading texts only for students with a beginning level of their English proficiency.
b. Speaking Content Specification	Speaking materials should include conversations for daily activities and routines.
	Expose students to dialogues and idiomatic expressions to promote their speaking skill.
	Engage students in practicing patterned expressions such as how to show agreement and disagreement.
	Speaking materials should include basic conversations and common expressions.
	Speaking materials should include basic yes-no questions and WH-Questions.
c. Grammar Content Specification	Grammatical points should be taught in practical contexts.
	Teach students selected grammar points that significantly contribute to their understanding of the reading texts.
	Teachers should create a list of grammatical items frequently used in reading texts and teach them to students.

	Teachers should pay attention to selected grammatical items that help facilitate students' acquisition of the expected reading and speaking skills.
d. Major-Related Content	Reading materials should be related to students' respective major.
	Reading materials should be developed based on learning objectives and should be related to students' respective major.
	Reading and speaking topics should be major-related.
	Students should be learning reading texts containing terms related to their fields of study.
	Teaching materials should be related to students' respective fields of study.

3. Skill Assessment

Themes Identified	Participants' Paraphrased Statements
a. Reading Assessment	Reading assessment should measure how good students are at understanding reading texts.
	Reading assessment should be oriented toward measuring students' levels of text comprehension.
	Teachers should develop effective assessment procedures to measure students' reading performance.
	Teachers should be able to develop assessment rubrics for use in assessing students' levels of eventual reading abilities.
b. Speaking Assessment	Speaking assessment components should include fluency, accuracy, pronunciation and vocabulary choice.
	Speaking assessment should focus on students' speech production as well as accuracy.
	Develop rubric-based tests for assessing speaking skill components.
	Speaking assessment should be ongoing and rubric-based.

APPENDIX XII: LESSON CONTROLS



KONTROL PERKULIAHAN

MATA KULIAH : BAHASA INGGRIS
JURUSAN : BAHASA DAN SASTRA INGGRIS

SEMESTER : I
KELOMPOK : AG 34

KULIAH	TANGGAL	JAM	TOPIK BAHASAN	TANDA TANGAN	KET.
1	2	3	4	5	6
I	12/09/2015	09.40 - 11.20	Kontrak Perkuliahan		
II	19/09/2015	09.40 - 11.20	Part of Speech		
III	3/10/2015	09.40 - 11.20	Article, Noun, Pronoun		
IV	10/10/2015	09.40-11.20	Verb, Preposition, Conjunction		
V	31/10/2015	09.40-11.20	Adjective and Adverb		
VI	7/11/2015	09.40-11.20	Compound Noun		
VII	14/11/2015	09.40-11.20	Compound Adjective		
VIII	21/11/2015	09.40-11.20	MID Semester		
IX	28/11/2015	09.40-11.30	Collocation		
X	5/12/2015	09.40-11.20	FORMING NOUN		

KULIAH	TANGGAL	JAM	TOPIK BAHASAN	TANDA TANGAN	KET.
1	2	3	4	5	6
XI	12/12/2015	09.40-11.20	Forming Adjectives		
XII	19/12/2015	09.40-11.20	Forming Verbs		
XIII	24/12/2015	10.00-11.40	Forming Adverb		
XIV	07/01/2016	10.00-11.40	Phrases (General Description): 1. Noun & Adjective Phrase		
XV	09/01/2016	09.40-11.20	Adverb phrase, Verb Phrase, Prepositional Phrase		
XVI	16/01/2016	09.40-12.00	FINAL TEST		

Makassar

Ketua Jurusan

NIP.

KONTROL PERKULIAHAN

MATA KULIAH : BAHASA INGGRIS SEMESTER : II

JURUSAN : BAHASASTRA ARAB KELOMPOK :

KULIAH	TANGGAL	JAM	TOPIK BAHASAN	TANDA TANGAN	KI
1	2	3	4	5	
I	8 Mar 2015	09.00	Kontrak perkuliahan		
II	16 Mar	10.40	Narrative Text		
III	23 Maret	10.40 12.30	Playing Drama		
IV	30 Mar.	10.40 - 12.20	ASKING & GIVING OPINION		
V	6 Mar.	10.40 - 12.20	A BIOGRAPHY of HELEN KELLER		
VI	13 Mart	10.40 - 12.20	Describing people		
VII	20 Mar	10.40 - 12.30	Speech.		
VIII	27 Mar.	09.00 -	Lilid		
IX	4 /Mei	10.00	Visiting Museum/Historical Place		
X	11/ Mei	10.40	Presentation		

XI	18/4/2015	1040 - 12.30	presentation about Laga-ligo		
XII	25/4/2015	10.00	Presentation " Syeik Yusuf Tomb"		
XIII	25/4/2015	12.30 14.30	Presentation " Balla lompoa"		
XIV	27/5/2015	10.00	Presentation " Rotterdam Fort"		
XV	21/5/2015	11.30	Presentation		
XIV	6/6/2015	13.30	Final Test		

Samata-Gowa,
Ketua Jurusan

NIP.

KONTROL PERKULIAHAN

MATA KULIAH : Bahasa Inggris
JURUSAN : BSI

SEMESTER : I / satu
KELOMPOK : AG 1-2

KULIAH	TANGGAL	JAM	TOPIK BAHASAN	TANDA TANGAN	KET.
1	2	3	4	5	6
I	19-09-2015	08.00-09.40	Introduction		
II	19.09.2015	0900-11.20	Part of Speech.		
III	03-10-2015	08.00-09.40	Personal pronoun, interrogative, demonstrative, indefinite, etc.		
IV	10-10-2015	08.00-09.40	Preposition With time prep of location prep source of information		
V	17.10.2015	08.00-09.40	Noun Verb and objective and its function		
VI	30.10.2015	08.00-09.40	article and adverb and its function.		
VII	31-10-2015	08.00-09.40	Review the Material through identification the part of Speech		
VIII	07.11.2015	08.00-09.40	Mid Test.		
IX	20.11.2015	08.00-09.40	Conjunction and Interjection.		
X	20 11.2015	09.40-11.20	Sentence Pattern		

KULIAH	TANGGAL	JAM	TOPIK BAHASAN	TANDA TANGAN	KET
1	2	3	4		6
XI	27-11-2015	08.00-09.40	Type of Sentence		
XII	28-11-2015	08.00-09.40	Active and Passive sentence		
XIII	05-12-2015	08.00-09.40	Conditional Sentence		
XIV	12-12-2015	08.00-09.40	Prefix and Suffixes : Identify the song lyric		
XV	19-12-2015	08.00-09.40	Active and Passive Sentence		
XVI	08-01-2016	08.00-09.40	Final Test		

Makassar,

Ketua Jurusan

NIP.

KONTROL PERKULIAHAN

MATA KULIAH : Bhs Inggris — SEMESTER : 2

JURUSAN : The history and culture of Islam — KELOMPOK : 1

KULIAH	TANGGAL	JAM	TOPIK BAHASAN	TANDA TANGAN	KET.
1	2	3	4	5	6
I	12/03/2016	9:20 - 11:20	Introduction		
II	19/03/2016	9:40 - 11:20	Pembagian materi kisciah		
III	26/03/2016	9:40 - 11:20	Presentation: Propnet sulaiman		
IV	02/04/2016	9:40 - 11.20	Presentation: Prophet Yusuf		
V	9/04/2016	9.40 - 11.20	The History of Prophet of "Nuh"		
VI	16/04/2016	9.40 - 11.20	The History of Prophet of "Musa"		
VII	23/04/2016	9.40 - 11.20	Thestory of Prophet of "muhammad"		
VIII	30/04/2016	9.40 - 11:20	The History of Prophet of "Ayyub"		
IX	14/05/2016	9.40 - 11:20	The History of Prophet of "Ibrahim"		
X	21/05/2016	9:40 - 11.20	Writing Translation of prophet Sulaiman		
XI	28/05/16	09-40-11.20	Writing Translation of prophet Yusuf		
XII	04/06/16	09-40-11.20	Writing Translation of prophet Nuh		
XIII	04/06/16	09.40 - 11.20	Writing Translation of Musa prophet		
XIV	09/06/16	09.40 - 11.20	Writing Translation of Muhammad prophet		
XV	11/06/16	09.40 - 11.20	Writing Translation of Ibrahim prophet.		
XIV	11/06/16	09.40 - 11.20	Final		

Samata-Gowa,
Ketua Jurusan

NIP.

KONTROL PERKULIAHAN

MATA KULIAH : BAHASA INGGRIS LANJUTAN SEMESTER : II

JURUSAN : ILMU PERPUSTAKAAN KELOMPOK : AP 3 B 4

KULIAH	TANGGAL	JAM	TOPIK BAHASAN	TANDA TANGAN	KET.
1	2	3	4	5	6
I	07/03/16	9.40 - 11.20	INTRODUCTION		
II	14/03/16	09:40 - 11:20	SPEAKING		
III	28/03/16	09:40 - 11:20	DAILY ACTIVITY		
IV	4/04/16	09:40 - 11:20	Singing west song		
V	11/04/16	09:40 - 11:20	Pronunciation		
VI	14/04/16	08:00 - 09:40	DISCUSSION		
VII	18/04/16	09:40 - 11:20	Short Conversation		
VIII	25/04/16	09:40 - 11:20	MID - TEST		
IX	2/05/16	09:40 - 11:20	TENSES		
X	9/05/16	09:40 - 11:20	TENSES CORRECTION		
XI	16/05/2016	09:40 - 11:20	READING		
XII	19/05/2016	08:00 - 09:40	DISCUSSION		
XIII	23/05/2016	09:40 - 11:20	GAMES		
XIV	30/05/2016	09:40 - 11:20	TENSES CORRECTION		
XV	06/06/2016	09:40 - 11:20	WH - Question		
XIV	11/06/2016	15:00 - 14:40	UAS		

Samata-Gowa,
Ketua Jurusan

KONTROL PERKULIAHAN

MATA KULIAH : BHS. INGGRIS
JURUSAN : ILMU PERPUSTAKAAN

SEMESTER : 2 (satu)
KELOMPOK : AP1

KULIAH	TANGGAL	JAM	TOPIK BAHASAN	TANDA TANGAN	KET.
1	2	3	4	5	6
I	12/09-14	08:00-09:40	LESSON CONTRACT		
II	19/09-14	08:00-09:40	INTRODUCTION		
III	26/09-14	08:00-09:40	GREETINGS		
IV	03/09-14	08:00-09:40	GREETINGS TO EACH OTHERS		
V	10/10-14	08:00-09:40	PAIR WORK		
VI	17/10-14	08:00-09:40	DIALOG		
VII	24/10-14	08:00-09:40	PREDICTIONS		
VIII	31/10-14	08:00-09:40	T. TIME / UTS		
IX	07/11-14	08:00-09:40	PAIR WORK WRITING		
X	14/11/2014	08:00-09:40	USING PLEASE & THANK YOU		

KULIAH	TANGGAL	JAM	TOPIK BAHASAN	TANDA TANGAN	KET.
1	2	3	4	5	6
XI	21/11-14	08:00-09:40	PREDICTIONS / ASSIGNMENT		
XII	28/11-14	08:00-09:40	D. OBJECT / Assignment		
XIII	05/12-14	— " —	D. PEOPLE / PERSONALITY / Assignment		
XIV	12/12-14	— " —	ASKING SOMEONE TO SOMETHING		
XV	19/12-14	— " —	Review of The Material		
XVI	26/12-14	— " —	FINAL TEST		

Makassar,

Ketua Jurusan

NIP.

KONTROL PERKULIAHAN

MATA KULIAH : Bahasa Inggris
JURUSAN : D. Arab

SEMESTER : I
KELOMPOK :

KULIAH	TANGGAL	JAM	TOPIK BAHASAN	TANDA TANGAN	KET.
1	2	3	4	5	6
I			Introduction		
II			The common Error in English		
III			TO BE (am, is, are)		
IV			TO BE (was, were)		
V			TO DO / Does / did		
VI			To have / has		
VII			To had		
VIII			Mid Test / oral test		
IX			present Tense,		
X			present continuous		

KULIAH	TANGGAL	JAM	TOPIK BAHASAN	TANDA TANGAN	KET.
1	2	3	4	5	6
XI			present perfect		
XII			present perfect continuous		
XIII	22/12-2015		past Tense, Continuous, perfect, Pegect cont.		
XIV			future Tense, cont, perfect, perfect cont.		
XV			Review		
XVI			Final test / oral test		

Makassar,

Ketua Jurusan

NIP.

KONTROL PERKULIAHAN

MATA KULIAH : BAHASA INGGRIS
JURUSAN : BAHASA DAN SASTRA INGGRIS

SEMESTER : I
KELOMPOK : AG 34

KULIAH	TANGGAL	JAM	TOPIK BAHASAN	TANDA TANGAN	KET.
1	2	3	4	5	6
I	12/09/2015	09.40 - 11.20	Kontrak Perkuliahan		
II	19/09/2015	09.40 - 11.20	Part of Speech		
III	26/09/2015	09.40 - 11.20	Article, Noun, Pronoun		
IV	03/10/2015	09.40 - 11.20	Verb, Preposition, Conjunction		
V	31/10/2015	09.40 - 11.20	Adjective and Adverb		
VI	7/11/2015	09.40 - 11.20	Compound Noun		
VII	14/11/2015	09.40 - 11.20	Compound Adjective		
VIII	21/11/2015	09.40 - 11.20	MID Semester		
IX	28/11/2015	09.40 - 11.30	Collocation		
X	5/12/2015	09.40 - 11.20	FORMING NOUN		

KULIAH	TANGGAL	JAM	TOPIK BAHASAN	TANDA TANGAN	KET.
1	2	3	4		6
XI	12/12/2015	09.40 - 11.20	Forming Adjectives		
XII	19/12/2015	09.40 - 11.20	Forming Verbs		
XIII	24/12/2015	10.00 - 11.40	Forming Adverb		
XIV	07/01/2016	10.00 - 11.40	Phrases (General Description): 1. Noun & Adjective Phrase		
XV	09/01/2016	09.40 - 11.20	Adverb Phrase, Verb Phrase, Prepositional Phrase		
XVI	16/01/2016	09.40 - 12.00	FINAL TEST		

Makassar,

Ketua Jurusan

NIP.