Exploring EFL Teacher Educators' Goals in Teaching English Oral Communication Skill

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Exploring EFL Teacher Educators' Goals in Teaching English Oral Communication Skill

*Abid[1]

abid@ung.ac.id

[1]English Department, Faculty of Letters and Culture, Universitas Negeri Gorontalo, Indonesia

Abstract: The study reported in this article sought to explore teacher educators' (TEs) perceived goals in teaching English oral communication skill in an English Education Program in Indonesia. Using a case study method, data for the present study were collected from all TEs teaching English speaking and listening units. A semi-structured interview protocols were carried out in English and Indonesian languages. All interview transcripts were transcribed verbatim and analysed using a thematic analysis method. The findings show that the majority of the TEs emphasises on production whilst teaching oral communication skill. When they were asked about what goals they had in teaching the skill (listening or speaking), very few of these TEs reported that they expected the PSTs (pre-service teachers) became knowledgeable and independent when handling breakdowns in English oral communication situations. Yet, this does not mean that there are problems with TEs' teaching praxis and may instead indicate lack of opportunities for PSTs to practice anticipating oral communication breakdowns in the classroom. The findings, thus, shed lights into current understanding of how teacher educators in Indonesia engage in the preparation of school English teachers' candidates in the domain of English oral communication skill.

Keywords: *teacher educator, oral communication, English Education Program*

One of the impinging factors for English inclusion in the curriculum across non-English speaking countries, such as Indonesia, is the role the language plays in the world in many aspects, such as economic development and technology (Crystal, 2003; Lauder, 2008). Today, as English continuously plays important role across linguistically different communities and in professional development, the tuition of this language, however, calls for continuous evaluation. There are two points in this respect to take into account: re-designing the content of the English curriculum and redefining the goals of learning English (Kirkpatrick, 2007).

In the syllabuses of English tuition used at each educational institution level in Indonesia, details of English language teaching goals are explicitly articulated. For instance, there are particular goals stipulated in the specific and general goals of the

English language, and these are further expanded upon in lesson plans. Thus, it makes it relatively easy for teachers to carry out teaching and teaching assessments as there are clear guidelines to follow. The same case also applies to that of the university context. While there are sets of prescribed goals of teaching the English language at both the school and university level for teachers or lecturers to aspire to, it remains important to explore the goals of teaching the English language at the university level, particularly on the English Education Programs within the domain of oral communication skills. This is a relevant attempt to exercise as it is from this program candidate for English teachers are recruited to teach English at school, and that becoming a competent user of English is a primary goal of learning a foreign language, such as English, as mandated in the English curriculum widely used throughout Indonesian schools.

Researchers in the arena of English language teaching (ELT) have explored multiple perspectives relevant to the goals in teaching the English language. In the speaking domain, for example, Derwing and Munro (2005) explored how best to develop learners' knowledge about English accents, identify varied misconceptions, and make recommendations on the teaching of pronunciation. They suggested that it is necessary for lecturers to make sure that their student teachers have the opportunities to establish pronunciation teaching strategies based on current research. Hinkel (2006) proposed that incorporating relevant tasks into teaching speaking would assist learners in improving their cognitive demands of linguistic complexity, accuracy and fluency. In other words, the emphasis should be placed on helping students to achieve intelligibility, not solely accent modification.

In an Asian background, such as Thailand, teaching pronunciation to help develop students' English speaking skill was also a concern of many Thai English teachers. Khamkhien (2010), for instance, explored English teaching practices at the university level in the country and examined how the teaching of English speaking skill operated and what outcomes it brought about. Khamkien (2010) found that in order to help students in passing English speaking assessments, teachers need to carefully addressed the teaching of pronunciation, natural communication and communication breakdowns in their English speaking classes. This researcher suggested that ELT in Thailand would need to concentrate on developing meaningful communicative classroom tasks to assist Thai students engage and participate actively in a more authentic-like English learning atmosphere, which is also useful for them when doing tests.

In the domain of English listening skill, Renandya and Farrel (2011) investigated how extensive listening can help low-level EFL learners hone their listening comprehension skill. The researchers found a number of reasons why learners often found L2 (second language) listening comprehension problematic, such as when speech is fast and variable, and requires real time processing. They perceived that overemphasising strategy instruction can have a detrimental impact on learners, as it may clash with the teaching time allotted. They, therefore, proposed that there should be sufficient time for learners to listen thoroughly to materials that are understandable, meaningful, and suitable with their interests. English language learners, in particular, need to find resources that complement their ability level to benefit from listening practices (Renandya & Farrel, 2011; Waring, 2008). For this purpose, they should be able to understand most of the information given and recognise most of the vocabulary. Appropriate grammar is, therefore, needed in the

listening materials, and attention should be given to whether the learners are engaged in processing listening texts effectively or not.

With regards to teacher's role in the classroom, Zhang (2007), for example, stressed the role of teachers in teaching listening, arguing that teachers need to consider their multiple functions carefully: as a guide, who guided learners through the learning process; as a consultant, who could recognise the concerns of learners and find solutions; as a planner, who could choose suitable listening materials; and as a motivator, who could inspire learners to engage in a learning process. Teaching listening techniques should be performed systematically, with the goal of focusing on long-term strategy instruction.

All these reviewed literature suggest that it is crucial for language teachers to ensure that their learners have meaningful and stimulating lessons whilst learning to communicate in a L2, such as English. These, for example, include access to well-designed learning resources that allow learners hone their language skills, ranging from polishing English pronunciation to improving listening skill which is useful for carrying out successful English conversation in any given context. Thus, as the literature describe, production and receptive skills are drilled in tandem. This implies that classroom experience play a vital role in learners' effort to master a L2, such as English. Polio and Duff (1994) assert that learners' performance on the language they learn is largely influenced by what they go through in the formal instruction. This rings true because most often, in foreign language context, in particular, it is from the classroom that learners have access to input and output (Polio and Duff, 1994). What matters most in fostering the maximal use of a target language by learners in and outside the classroom, according to Higgs (1982), is teachers facilitating the active use of the language by scaffolding and providing appropriate model materials.

In addition, findings from the literature also recommend that learners are introduced to how breakdowns in L2 communication (English) can occur, and how learners can cope with this issue. In other words, these literature suggest that it is a complex, yet challenging task to help English language learners find ways to develop their English oral communication skill level (speaking and listening). What remains unclear is to what extent these findings apply to ELT classrooms in other EFL settings, such as in Indonesia. Despite the fact that ELT classroom situations in Indonesia may share certain English teaching goals with that of the reviewed literature ELT contexts, differences of how the teachers perceived what needs to be done in their classroom praxis persist. One of the reasons for this perceived difference may stem from what language curriculum mandates for English language teachers across educational institutions in Indonesia to exercise ELT, and how this is enacted in the classrooms as well as what language use experience learners would pick up outside classrooms.

In brief, whilst recommendation pertaining to promoting effective ways for a more fruitful language learning process both teachers and learners can embrace in the classroom has been extensively explored, little is known about to what extent English language teachers within English education programs share opinions about their teaching praxis, especially about what goals they aspire to reach when teaching oral communication skill. Thus, the study reported in this article sought to fill this void by reporting the voices of Indonesian English language teacher educators (henceforth refers to TEs) working in an English Education Program (EEP) on their

shared teaching goals in English classrooms. A key research question was, therefore, asked in order to address the purpose of the study: What goals do teacher educators report to have in teaching English oral communication skill? Findings of this study may shed lights into current understanding of how TEs in Indonesia engage in the preparation of school teachers' candidates in the domain of oral communication skill, which is particularly highlighted in the country's national curriculum for foreign language subject instruction, especially the English language. Hence, recommendations seeking to simultaneously improve teacher education programs in the country can be facilitated.

METHODOLOGY

Qualitative research methodology was applied in this present study as it emphasises the qualities of entities and focuses on process and meanings that are not experimentally examined or measured (Denzin & Lincoln, 2003). Unlike quantitative research which highlights the use of modification technique toward target participants or situation being studied, qualitative research enable researchers approach and collect data from participants in natural settings. As such, by adopting qualitative research methodology, the voices of the TEs in creating and give meaning to their teaching goals can be elicited.

Participants

This study involved all TEs who were teaching Speaking and Listening units (n=11). They were from the same L1 background. All of them were Indonesian and some were speakers of the same vernacular of Gorontalo. Most of them had English language teaching experience of more than ten years, with two of them having doctoral degree qualifications from overseas universities. Nine of them had qualifications for masters' degree. Three of them had graduated from Australian universities, and the others from Indonesian universities. Six of these TEs held offices in the faculty where they were working, namely, Head of Department (Postgraduate Program), Vice Dean, Head of Language Laboratory, Secretary to Centre of Academic Quality Assurance, Head of Library, and Staff at Centre of Academic Quality Assurance.

The English Education Program (EEP) where the participants had been working with, caters to high school graduates who wish to pursue a career as English language teacher at the school level. The duration for completion of this EEP is four years, divided into eight semesters. Students majoring in this program, henceforth refers to pre-service teachers (PSTs) of the English language, are required to take undergraduate thesis writing for the completion of their study.

Design and Procedures

A case study design (Yin, 1984) was applied in the present study as it fit with the research purpose, i.e. to explore the voices of a group of TEs' pertaining to their goals in teaching English oral communication skill. An interview technique was selected as the main source of data. The procedures related to the enactment of the design entailed a pilot study of the interview protocols prior to collecting and analyzing data, and ensuring the trustworthiness of the findings by corroborating data from the interview with that of syllabus analysis and classroom observation of the classes taught by the TEs.

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Data Collection and Data Analysis

To collect data, all the TEs were interviewed in both English and Indonesian languages (the TEs chose which language they preferred to speak during the interview). Following the interviews, all interview transcripts were then transcribed verbatim and analysed using a thematic analysis method. The analysis began with meticulous initial readings of the transcripts, seeking to carefully identify codes. Afterwards, all the codes were grouped to allow larger themes that best address the research questions to emerge. To ensure trustworthiness, classroom observations and syllabus analysis were done. Data from these observations and syllabus analysis were further used to corroborate findings arising out from the analysis of the transcripts of the interview with the TEs.

FINDINGS AND DISCUSSION

The TEs reported that they had various goals in teaching English oral communication skill. These goals, which are categorised into four themes, are improving PSTs English language speaking skill, improving PSTs' English language listening skill as a vehicle to improve L2 oral communication, developing PSTs' confidence in speaking English, and teaching to improve own learning. It is worth pointing out that responses from these TEs pertaining to the research question are not subject to their academic or pedagogic backgrounds. The responses being elicited purely arouse out of the interviews sessions, following the thematic analysis which was carried out as a technique to develop themes that best address the research question. Also, in this report of findings, speaking and listening skills are considered as a single entity describing the voices of TEs with regard to the research question.

In the following sections, each of these themes is expanded upon. Excerpts from the interview transcripts and classroom observations are given, with the following rules: the brackets placed at the end of each interview quote shows TE's voice, followed by numbers representing the transcription line, and for the observation field notes, these numbers show date (day, month, year) of conducting the observation.

Theme 1: Improving PSTs' English language speaking skill

The TEs reported that their primary goal in teaching English oral communication skill was to help their PSTs improve their English speaking skill level. TE2, for instance, stated that she wanted her PSTs to be able to show certain L2 performance traits often shared by successful English learners, namely, being brave, communicative and fluent. As TE2 put it:

> "Absolutely they will be able to speak fluently, communicatively, and also they will be encourage to explore their speaking quality through my subject that is Speaking 1. I mean this is for their basic knowledge. So from this subject they can be encouraged, can be brave to do speaking in the higher level I mean". (TE2: 21)

This was corroborated by TE5 who said that he expected to see his PSTs to be able to freely and clearly articulate ideas when communicating orally in English. He stressed the importance of proper pronunciation, grammar and vocabulary, even though it would be difficult in practice for many learners of English to understand these. TE5 felt that, when speaking English, it was important to obey the rules of standard English language:

> "So the objective of Speaking 3 is at the end of the course that the students are able to express their idea based on standard of English in terms of pronunciation, vocabulary, the use of grammar in some kinds of broad topics. So they can express their opinion or idea freely". (TE5: 6)

In a similar vein, TE7, who was assigned to teach listening, reported that he integrated pronunciation practice, a useful English speaking component, into his classes by encouraging his PSTs to read their notes once they finished listening to particular given recordings in English:

> "No, but they also speak. They write down what they hear from the conversation in the audio in the listening or maybe from the book. And also they try to mention, to speak what they write". (TE7: 39)

Improving the English speaking skill of PSTs is explicitly mentioned in the syllabuses of speaking classes. For example, the syllabus of Speaking 1 suggests that upon the completion of the class, PSTs would be "able to communicate interactively in English about various situations, stories and purposes (e.g. a situation in a restaurant, a market, which delivered through some forms such as conversation, monologue and so forth)". Accordingly, the syllabus of Speaking 3 put forward that PSTs would need "to be able to speak up", which is the main objective of the class syllabus.

In the speaking class, the evidence of these goals was noticeable, as articulated in the classroom observation field-notes below.

> "To start the class, the TE introduced the researcher. Then, she talked about what the PSTs were going to do today. Later on, she asked for a volunteer to start the rehearsal as today the PSTs were about to perform something they like to do. It was impressive to see how the TE and the PSTs interacted using English. After each performance from the PSTs, the TE encouraged other PSTs to participate by giving comments or asking questions to the performers". (TE4's class, 19514)

> "The TE began the class by introducing the researcher. Then, he reminded the PSTs about the research proposal presentation that they were going to do today. He talked in English and kept the use of Indonesian at the minimum level. He then asked one PST to start presenting his/her research proposal. After that, this TE encouraged other PSTs to speak up by asking questions to the presenters. Some of the presenters showed good command in English". (TE5's class, 2614)

While helping PSTs improve their oral proficiency level in the English language was the main concern of several TEs, other TEs emphasised that they would help PSTs find ways to hone their English language listening skill, which further assist them in their English oral communication skill. In the speaking class, the main goal, of course, was to improve the English speaking skill of the PSTs, while the listening classes suggest that the main goal was to develop the PSTs listening skill. Yet, as evidenced by the observation field-notes and the syllabus, the listening classes enabled PSTs to not only participate actively in listening activities, but also in speaking activities, which entails individual or group speaking task. PSTs undertaking TOEFL practice was one activity observed from this class, which is an obligatory test that PSTs must take to satisfy the graduation requirement from the university. Given this, it can be said that examining this finding make it possible to

explain how improvement of English oral communication skill was addressed in speaking and listening classes of the English language teacher education program.

Theme 2: Improving PSTs' English language listening skill as a vehicle to improved L2 oral communication

The skills to listen and speak in a L2 language constructs L2 oral communication skills, and it is the improvement of these two skills that is considered as the primary goal of the EEP, reflected in the TEs English oral communication classes. What is important and relevant for this study is, therefore, to take into account data describing the PSTs' English listening skill. In fact, there is a particular coursework unit in the EEP that teaches English listening skill as the skill are considered paramount to L2 proficiency development.

Some TEs who were lecturers of English listening classes saw improved listening skills as part of their teaching goals. TE11, for instance, said:

> *"Saya hanya berharap mahasiswa bisa lebih meningkatkan skill mereka, percakapannya dalam, terutama dalam mendengar ... Saya berfikir apakah ada gangguan di telinga mereka atau memang mereka ini tidak mendengar? Begitu saya tanyakan, mereka mendengar tapi tidak memahami". (TE11: 55)*
> "I just want to help them improve their skills, their conversation especially in listening ... Then I think, do they have problems with hearing or do they simply not listen? When I asked them about it, they said they listened, but they did not understand". (Researcher's translation, TE11: 55)

According to TE11, when listening to given recordings of the English language, many of her PSTs found it problematic to comprehend what was said. Therefore, as TE8 and TE9 stated, the skills to understand what is being talked about should be drilled in TEs' teaching praxis. TE9 reported that when her PST had sufficient English listening skill, they would be able to respond to any questions or statement delivered in English:

> *"Cuman saya tau itu kalau paling banyak mereka listening kalau saya ya pada akhirnya mereka tau apa yang speaker bicarakan itu, itu dulu. Apa maksud dari speaker-nya ngomong seperti itu. Lalu ketika mereka paham mereka pastinya bisa jawab". (TE9: 45)*
> "All I know is that I want them to understand what is being said by a speaker. That is the most important thing. Why the speaker says it. If they understand it, they will be able to answer". (Researcher's translation, TE9: 45)

Likewise, TE8 said that he taught English listening classes because he wanted to help his PSTs improve their English listening skill level by practicing the skill in and out of classes, while at the same time hoping the PSTs to be able to pass the course:

> "So my goal is I want my students to be familiar and to be what is? Can follow the subject and also they know the technique of improving their listening skill… Usually I give them some audio and then some test and then I ask them to listen at home". (TE8: 25)

Giving emphasis on PSTs' English listening skill was clearly stipulated in the TEs' teaching syllabuses. The document analysis showed that the design of the Listening 1 syllabus, for example, sought to assist the PSTs to "practice and increase their listening comprehension through listening for specific information, listening for details, listening for main idea, listening for recognising context and predicting" (Listening 1 syllabus, Course Description, p. 1), whereas Listening 3 aimed at

allowing the PSTs "to get the idea from listening to short conversations, longer conversations, lecturers, speech, talk shows, radio and TV programs and from peers as in daily communication activity" (Listening 3 syllabus, Course Description, p. 1).

Theme 3: Developing PSTs confidence in speaking English

Further analysis on the interview transcripts of the TEs showed that improving PSTs' confidence when communicating orally in English was also a concern of several TEs. For instance, TE4 reported that what would encourage her PSTs to use English when communicating in the classroom was when her PSTs successfully gained confidence. She perceived that this also applied to other PSTs; however, other TEs did not comment much about this matter. TE4 said that such self-confidence was closely related to PSTs' skills in articulating their ideas, as evidenced by the quote below:

> "I think every lecturer, every teacher, you know, including myself in this subject like Speaking 1, we have in mind that we would like to really create and develop the student confidence, so they will be able to speak with confidence about, you know, how they can deliver the message, how they can transform their ideas into send oral expression". (TE4: 2)

Another TE reported that to help her PST find ways to develop confidence level, she would entertain her PSTs while teaching English speaking skill:

> "If they think English is a form of communication so all they need is just to practice that no matter whether they are … they can do that fluently or smoothly. But you know it's not about how to educate, it is about how to entertain them in teaching so they feel oh it's amazing to have English, English speaking class". (TE1: 79)

This TE implied that by practicing speaking English in the classroom, her PSTs would have the courage to speak English. She believed that her PSTs would be motivated to participate in any classroom activity when the teaching itself was "entertaining". She reported that when PSTs have positive attitude towards any English speaking activity where they engage in, they could be more inclined to improve skills in communicating using English with their peers. What remains important for TEs is, therefore, to facilitate such improvement by encouraging PSTs to continuously practice communicating in English within an enjoyable and stimulating classroom atmosphere.

Theme 4: Teaching to improve own learning

Several TEs reported that the reason why they taught English speaking and listening units (English oral communication classes) was that they also wanted to hone their English oral communication skill. TE1, for instance, perceived that "to learn while teaching' helps her to practice speaking English, and claimed that it is an effective way. For her, being able to speak in English successfully correlated positively with taking the opportunity to teach the skill in the classroom:

> "Yeah, you know, writing and speaking is a productive skill, ya. So, it gives me opportunity to learn, too. Because we are teaching language that all we need is practicing that…So I think an effective way for me to learn while teaching is by doing that…". (TE1: 39)

Likewise, TE11 said that the reason why she taught English listening classes was because she wanted to learn how to develop the level of her English listening skill.

She was fully aware of the fact that her English listening skill level was not really satisfying, and realised that she often found it difficult to handle the listening sections of IELTS and TOEFL when teaching. Given this, she finally agreed upon taking the opportunity to teach English listening classes in pursue of improving the level of her English listening skill:

> "Ya I choose this subject so…I have some reason. I want to improve my skills, special is listening, is reading. So, sometimes I found difficulties in…when I follow the test. So sometimes I…the score is low in listening comprehension when I follow the test IELTS, TOEFL. This is low. So I choose the subject, so it is improve my skill". (TE11: 30)

In addition, TE8 reported that he had the same concern over developing his English speaking skills, even though he did not specifically said that he taught English oral communication classes because he also wanted to develop the proficiency level in this skill. This TE realised that his current level of English proficiency was low, and he was not feeling confident with this. Also, he acknowledged that because he was a language model for his PSTs to learn from, he should try to avoid providing his PSTs with non-standard examples of, for instance, English pronunciation. Given this, he thought that it might be helpful for him to join particular courses where he could find ways to improve the level of his English proficiency. The following excerpt of this TE's interview transcript show this TE's reports ("Ab" refers to the interviewer; "55" is the turn number):

> "TE8 : … So actually I realise that my big problem was in structure and also in speaking because in after I followed the TOEFL test I found that my structure was usually the score was in the lowest in the lower score. And in speaking usually I'm worried because when I pronouncing something then and then the words was mispronounced or maybe it's spelling in not proper pronunciation it will ya it's like what is? I must (54)
>
> Ab55 : A big challenge?.
>
> TE8 : Ya. I'm as a lecture and then I pronounce not as the proper pronunciation it makes me feel that it's I must sample for the student. I'm as a guide for them and also I pronounce correctly. So sometimes I wonder that I can improve my speaking ability by following some courses maybe". (55)

Responses from these TEs' revealed that there were gaps in the TEs' English language skills and pedagogic (subject matter) competence. The TEs knew about these gaps, as well as what outcomes these gaps had on the learning experience of PSTs. While a few TEs planned to go to "some courses" (or professional development) that would assist them with building up their pedagogic competence, especially in the domain of language skills, other TEs decided to build up their oral English language skill by teaching in the classroom. Overall, there are four themes describing the TEs' goals in teaching English oral communication skill, namely, improving PSTs English language speaking skill, improving PSTs' English language listening skill as a vehicle to improve a L2 oral communication, developing PSTs' confidence in speaking English, and teaching to improve own learning. The paragraphs below discuss each of these theme.

The first theme associated with the TEs' teaching goals was improving PSTs' English language speaking skill. Several TEs revealed that they needed their PSTs to become competent speakers of English, while other TEs expressed that they anticipated that their PSTs should have the courage to talk in public, to have native-

like English pronunciation and to demonstrate correct pronunciation. This latter expectation has been extensively addressed in many past studies. For instance, Derwing and Munro (2005, p. 388) perceived that teaching pronunciation explicitly would empower English language learners to identify "the difference between their own productions and those of proficient speakers in the L2 community". Hinkel (2006), meanwhile, proposed that teachers in EFL contexts need to alter how they teach pronunciation, that is, by accentuating more on understanding rather than sounding like native speakers, because current uses of English also entails groups of people who are classified into the conventional term 'non-native speakers of English'.

The findings above influence the way the English language is taught in the context of EFL, especially within the EEP. Because current users of the English language are from linguistically different backgrounds, English language tuition, particularly in the domain of oral communication skills, calls for improvement. For this reason, it is important for the TEs in the EEP to constantly attend to professional development programs which foster improvements in teaching pronunciation and is informed by research findings (Derwing and Munro, 2005). This is to guarantee that the TEs are able to cope with teaching resources that are planned to be utilized in different educational settings (Derwing and Munro, 2005). Khamkhien (2010) states that EFL educators may likewise need to alter the way they observe their students' progress, for example, through a set of language assessment forms that feature the examination of students proficiency development, while continually going to "language proficiency professional development program" (Nugroho, 2018, p. 80).

Another theme that this present study found was improving PSTs' English language listening skills. The reasons for this improvement, as TE8, TE9, and TE11 reported, was that a majority of the PSTs experienced issues when trying to understand what was being said as they listened to recordings. Research has indicated that for many EFL learners, especially those at the beginner level, listening to English language recordings can be difficult for some reasons, such as increased speech rate and the complexity of speech sound (Renandya and Farrel, 2011), and techniques to improve listening has been extensively addressed by numerous studies (for example Waring, 2008; Zhang, 2007). For example, Waring (2008) suggest that learners would need to do extensive listening which allow them to choose any material that suit their listening interest. Zhang (2007) features the significance of bringing up listening issues into the classroom in order to find out a more suitable follow up listening tasks for learners to engage in. Mostly following Zhang (2008), it is proposed that identifying individual listening difficulties and undertaking extensive listening can be helpful for the PSTs, especially because they allow the PSTs to recognise their listening comprehension skill level and potential strategies to develop their L2 listening skills.

Furthermore, this study also discovered 'developing PSTs confidence in speaking English' as the other theme identified with the TEs's goals in teaching oral communication skill. The theme was developed from the analysis of the TE4's interview transcript. TE4 reported that many of her teaching colleagues shared the same motivation in teaching Speaking 1 class, i.e. to help their PSTs improve self-confidence. This TE stated that when the PSTs' confidence improved, the PSTs would be able to "deliver the message" and "transform their ideas" when communicating in English (TE4: 2). Other TE, TE2, supported TE4 by saying that

there were numerous PSTs who were reluctant to speak English when in the classroom. TE2 said that:

> "Ya to be honest that not all students can be talkative in the class and perhaps, I think, that's because they have a less self-confidence". (Researcher's translation in italic, TE2:30)

What TE2 stated above shows that increased level of self-confidence enables the PSTs to amplify the utilization of English orally in the classroom context. According to TE8, this attempt to help PSTs improve their confidence level relates to "motivation" in teaching English, while for TE6, it is related to the "yes-yes culture" that the PSTs embraced, which signifies "teacher is everything". This "yes-yes culture" reveals that there are PSTs who might not be motivated to take the responsibility for their own learning. The existence of such culture, according to Lap (2005) as cited in Vo (2016, p. 120), arise from teachers "giving learners the fish", which means the teachers' main role in the classroom is solely for knowledge transfer. Empowered or motivated language learners would normally find ways to develop their language proficiency level (Magfirah & Arridha, 2019), for example, by practicing L2 communication as frequently as possible.

The PSTs experience with regards to the lack of self-confidence within an English Education program in Indonesia also applies to other ELT contexts where the uses of English is mainly heard in the classroom settings, such as Palestine (Alyan, 2013), Japan (Fennelly and Luxton, 2011) and Turkey (Bekleyen, 2009). All these studies showed that one of the influential causes contributing to the lack of self-confidence experienced by many EFL learners is somewhat related to their prior English learning experience which is not sufficient to set them up to utilise the language they learn, either in or outside classroom settings. One reason for such unsatisfactory learning experience is that much classroom-based teaching in EFL settings, in particular, prepares school students for English language tests (Richards, 2015). Subsequently, these students receive little amount of training on how to improve their English oral proficiency level which can further improve their L2 use self-confidence.

The other theme found that best addresses the present study's research question is teaching to improve own learning. Some TEs detailed that they looked for a chance to improve their own English language skills which they felt to be lacking while at the same time teaching in the classroom. TE1, 9 and 11, for example, reported that one of their teaching goals in oral communication classes in the EEP was to improve their own English communication skills, particularly speaking and listening. For these TEs, the term "improvement" implied various things. While TE1 considered it to be a push to keep up and constantly build up her English language speaking skills by rehearsing communicating in English in the classroom contexts, TE9 and TE11 viewed it as an open door that empowered them to see their present English listening skills progress and to make improvement. TE9 and 11 clearly expressed that they were not happy with the present condition of their English language skill level. TE9 said that she became unconfident about her English listening skills subsequent to taking the IELTS and chose to teach listening for own self-learning, as did TE11, who reported that he obtained low score in the Listening Comprehension Section of IELTS.

This pedagogical issue commonly occurs in language classrooms across EFL countries, such as Indonesia. Many school English language teachers, despite lacking

proper English teacher education program, continue teaching the language. Others may have obtained such legitimate education program; however, they were not able to improve their language proficiency level for different reasons. Dardjowidjojo (2003), as cited in Marcellino (2008), stated that many graduates of the English Education Program in Indonesia were not yet capable English language speakers. In fact, it was alarming to find that the issue of English language teachers competence was also present among the university English language educators, especially with regards to teacher preparation program. Zein (2014, p. 10) said that "... there is a gap of quality between educators in various English departments across universities in Indonesia."

Because they were also teaching for developing their own English proficiency level, for many TEs in this present study, the gap mentioned earlier remains a challenge. What is more challenging is the fact that these TEs had to carry out teaching programs, while at the same time doing research and community services, as mandated in the Government Law of Republic of Indonesia No. 20/2003 on Standard of National Education and No. 14/2005 on Teachers and Lecturers. Accordingly, some of these TEs were holding offices, such as becoming a vice dean or members of a committee, for example, for annual seminars in the university. It is without a doubt that many of these TEs would battle with time to guarantee each one of these obligations were exercised effectively. Hayes (2009, p. 8) contends that these kind of exercises would in reality influence "the quality of the classroom experience" of both the TEs and the PSTs.

CONCLUSION AND SUGGESTION

In the present study, the key research question which explores EFL teacher educators goals in teaching English oral communication skill is addressed. The findings revealed that the TEs goals in teaching English oral communication skill can be organised into two groups. The first group entails a single goal, namely, teaching to improve own learning, and is known as a TE-oriented goal. The second group, a PST-oriented goal, subsumes improving the PSTs' English language speaking skill, improving the PSTs' English language listening skill, and developing the PSTs' confidence. In contrast to a TE-oriented goal that centers around making improvements on the TEs' teaching and language skills, a PST-oriented goal highlights on building up the PSTs' skills in numerous parts of language learning. A few TEs who were teaching listening units grasped the previous goal, while other TEs grasped the second.

The findings demonstrate that some of the TEs focus on production when teaching English oral communication skill. The data showed that by teaching the speaking class, the TEs perceived that their PSTs would have the option to exhibit some language skills related with speakers of English as a first language by means of production. When they were asked about the reasons for teaching English speaking or listening classes, these TEs did not explicitly mentioned any expectation that their PSTs would be autonomous and proficient when managing oral communication breakdowns. Nevertheless, this does not mean that there are issues with the TEs teaching praxis. Instead, it may rather demonstrate that there are limited rooms for PSTs to figure out how to manage breakdowns when communication orally in English within the classroom contexts. Providing PSTs with such opportunities may, in fact, help them improve the way they communicate in English in and outside

classroom settings. This improved ability will further encourage them to become independent users of English who are capable of using the language for wider communicative purposes in their future career as English language teachers.

This present study has some limitations, unfortunately. First, it lacks the voices of the PSTs on the TEs' teaching goals of English oral communication skills that can help corroborate the TEs' voices. Second, it may be useful if the presentation of research data are categorised into two groups, i.e. data generated from the group of TEs teaching speaking and listening. This will provide clearer and richer analysis of the findings. Addressing the skills in the speaking class, however, by the TEs raise some questions: Does it entail motivating the PSTs to employ the strategies related to managing breakdowns in English oral communication? Or does it emphasis merely on educating PSTs to be skilful in a one-way oral communication? Future research that highlights these two questions may inform better understanding of current EFL teaching practices in the Asian context, particularly on English Education Programs across higher education institutions.

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About the Author:

Dr. Abid is a lecturer at the English Department, Universitas Negeri Gorontalo. His research interests lie in Applied Linguistics and TESOL. The study reported in this article is part of his dissertation project

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