EVALUATION ON TEFL 1 SYLLABUS OF ENGLISH DEPARTMENT: A RATIONAL- BASED MODEL

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Abstract

The objective of this study is to depict the academic English language curriculum/syllabus of TEFL 1 course in English Department UM Mataram. The present study analyzes the coherence, consistency, and relevance of the curriculum objectives, content, learning activities, and assessment; institution vision and mission, law, and the nature of the subject matter. Tyler's rationale model is utilized in analyzing the documents. The result of this study can be used as some considerations in reconstructing the syllabus so that learning experiences will be relevant and consistent with the learning objectives stated in the syllabus.

Keywords: Curriculum, Syllabus, TEFL, Tyler's Rationale-Based Model.

1. INTRODUCTION

Curriculum is a set of plan that guides the process of teaching and learning. It provides scope and sequence of the subject matter, sets of learning opportunities for leaners and direction to achieve the intended goals (Ornstein&Hukins, 2009, Posner, 1992). Goodson in Wen Su (2012) describes a curriculum as a multifaceted concept, constructed, negotiated and renegotiated at a variety of levels and in a variety of arenas.

Based on the observation at English Education Study Program of Muhammadiyah University of Mataram, it was found that students entered the department with low English proficiency. Their skills were categorized low in four English language skills. Most of them were not active in class and had weak motivation since they were bored with the essence of the material. English Department have the purpose improving students knowledge in English language teaching subject, all students merely take two classes, they were TEFL 1 and TEFL 2 course. However, the course of TEFL does not help students to overcome

the language difficulties. This is because the instructional materials of the subject have not designed based on students need. Several factors such as information about the leaners' background, language proficiency level, learning context, students' characteristics, culture and experience are important to be foundations for designing appropriate learning processes (Oxford, 2003, Graves, 2016). Therefore, a study on need analysis for developing appropriate TEFL subject is strongly expected to help the English Department of Muhammadiyah university of Mataram.

This study attempts to analyze the syllabus English course in terms of its objectives, learning experiences, organizations and assessment. The study figures out the coherence, consistency and relevance of the curriculum objectives, content, learning activities, and assessment as well as institution vision and mission, law, and the nature of the subject matter. Tyler's rationale model is used to frame this study for some reasons: first, it provides clear direction and guides to analyze the components of curriculum; Second, it provides a fixed guide that makes the process of evaluation simple and easy to conduct and thirdly, it provides logical sequence of curriculum element making it easy to see the coherence, consistency, and relevance of the elements.

To develop coherent and consistent curriculum, there should be theories that is essential to discuss as direction in the process of designing it. Those theories are definitions of curriculum, purposes of developing curriculum and characteristics of curriculum evaluation. Regarding to definition of curriculum. Plat and Weber in Richards (2001) define curriculum as an educational program which states (a) the educational purpose of the program, (b) the content, the teaching procedures and the learning experiences which will be necessary to achieve this purpose, and (c) some means for assessing whether or not the educational ends have been achieved. This definition implies a broader concept of curriculum and it is dynamic in terms of its planning and implementation. This developing curriculum focuses on processes regarding needs analysis, situational analysis, planning learning outcomes, course organization, selecting and preparing teaching materials, effective teaching and evaluation. In the same vein, Tanner and Tanner (1980) traced the history of curriculum definitions showing that curriculum has

been variously defined as : (1) the cumulative tradition of organized knowledge; (2) modes of thought; (3) race experience; (4) guided experience; (5) a planned learning environment;(6) cognitive/affective content and process; (7) an instructional plan; (8) instructional outcomes; and (9) a technological system of production.

In contrast, Rodgers (1989) specifically identifies curriculum as activities in which learners engage and cover what they learn, how they learn, how teachers help through supporting materials, styles and methods of assessment, and what kinds of facilities. Similarly, Brown (2000) outlines that curriculum is the design to carry out a particular language program, including subject-matter objectives, sequencing and constructing materials to meet the needs of a designated group of learners in a defined context. It reveals important components that guide teachers to perform what and how to teach, including assessment for each subject-matter.

In conclusion, there are three important natures of curriculum: curriculum as the expected ends of education, curriculum as the expected means of education, and curriculum as plans for educational events (Posner, 1992, p.4). The former dealt with intended learning outcomes to be achieved by students upon completion of the program. Curriculum as expected means deals with modes of delivering material and instructional plans to achieve the expected goals. It suggests that curriculum is a blue print made for guiding learning in schools to attain educational goals (Saylor, et.al, 1981; Glatthorn, 1987). The above definition also indicates that curriculum covers three important activities: planning, delivering, and evaluating.

Different definitions of curriculum evaluation are found in the existing literature about the topic. It can be defined as a systematic process for collecting and analyzing all relevant information for the purpose of judging and assessing the effectiveness of the curriculum to promote improvement (Brown, 1995 and Richards, 2001). In addition, Oliva (1988) defines curriculum evaluation as the process of delineating, obtaining, and providing useful information for judging decision alternatives. The primary decision alternatives to consider based upon the evaluation results are: to maintain the curriculum as is; to modify the curriculum; or to eliminate the curriculum. The other definition is from Gay (1985) who

argues that the aim of curriculum evaluation is to identify its weaknesses and strengths as well as problems encountered in implementation; to improve the curriculum development process; to determine the effectiveness of the curriculum and the returns on finance allocated. Furthermore, McNeil (2006) also states "curriculum evaluation is an attempt to throw light on two questions: Do planned learning opportunities, programs, courses, and activities as developed and organised actually produce desired results? How can the curriculum offerings best be improved?" (p.134). Worthen and Sanders (1988) also define curriculum evaluation as "the formal determination of the quality, effectiveness, or value of a programm, product, project, process, objective, or curriculum" (p.22-23). Then, &Hunkins (2009) define curriculum evaluation as "a process or cluster of processes that people perform in order to gather data that will enable them to decide whether to accept, change, or eliminate something- the curriculum in general or an educational textbook in particular" (p.320). Based on the definitions above, it can be synthesized that curriculum evaluation is the assessment process of the merit and worth of a program of studies which covers the four aspects of curriculum: purposes, process, content, and assessment.

Regarding to the purpose of curriculum. Posner (1992) states that most curriculum evaluators claim that the main reason to conduct curriculum evaluation is to provide information for making decisions about either individuals or the curriculum. Decisions about individuals are necessary for six purposes: diagnosis, instructional feedback, placement, promotion, credentialing, and selection. Another purpose of evaluation is to inform decisions about curriculum. Posner (1992) explains that there are two types of curriculum evaluation decisions: 1) decision as to how to improve the curriculum which requires formative evaluation, and 2) decision as to whether to continue to use the curriculum, which requires summative evaluation. Evaluation plays a formative role when it occurs during the ongoing curriculum development process, while evaluation plays a summative role when it enables administrators to decide whether or not a curriculum is good enough to warrant institutional support.

Moreover, there are some common characteristics of different types of curriculum evaluation. It starts with need analysis which is on-going as it never finishes (Brown, 1995). This shows that there is a need for curriculum evaluation within any curriculum system and within any teaching and learning process. Generally, curriculum evaluation helps to connect all other elements of curriculum and also to highlight positive and negative issues related to these elements, such as aims, goals and purpose of different subjects, guidelines for course design, teaching and learning principles.

Based on the background, identification and delimitation of the study, and theories of curriculum. Analysis of TEFL 1 course should be carried out to figure out the coherence and consistency of the elements of TEFL 1 syllabus in English Department of Muhammadiyah University of Mataram.

2. RESEARCH METHOD

The writer uses qualitative research design to describe the result of syllabus evaluation. It is appropriate for a study that requires exploration and a detailed understanding of a central phenomenon (Creswell, 2009). This study belongs to case study research design. This study belongs to a case study because it focuses on a particular phenomenon, situation or event within its real life context (Merriam, 1998:29; Yin, 2003; Heigham and Croker, 2009:68) and concerns on "a small scale and a single case" (Bogdan and Biklen, 1998). A single case of this study refers to the analysis English language syllabus for English department. Second, the study will be conducted in natural setting where there is a little control over behavior, organization, and events. It describes unique examples of real people in real situations, enabling readers to understand ideas more clearly (Yin, 2003, p.13). Another important characteristic of this study that represents case study is its unity (Merriam, 1998). This study employed a techniques of data collection, namely document analysis. Document analysis was conducted on the English language syllabus for English Department. It was done to gain the information on the coherence and consistency of syllabus components: objectives, learning experiences, organizations, and evaluation. The analysis adopted the framework of Tyler's model arising from criteria suggested by the work of Tyler

(1949) regarding the components of syllabus - goals, learning experiences, organization, and evaluation.

3. FINDINGS AND DISCUSSION

The Analysis of Goals or Objectives

The objectives of TEFL 1 syllabus are formulated in terms of aims and objectives. The objectives indicate that the main objective of learning TEFL 1 are the students are expected to be able to explain the varieties of approaches, methods and techniques in TEFL; explain new trends of method in TEFL; plan an English lesson based on appropriate method; and demonstrate an appropriate method of TEFL to teach a certain skill of English. The following is the course outline/syllabus of TEFL 1 course.

Table 1 The course outline/syllabus of TEFL 1 course

Week	Topic	Objectives
1	Introduction to TEFL	The students are able to define what TEFL is
2	Differences between mother tongue (L1) learning and foreign language (L2) learning	The students are able to mention points that make foreign language learning different from mother tongue learning
3	Approaches, Methods, Techniques in language teaching GTM, Direct Method	The students are able to differentiate approach, method, and technique in teaching English by giving examples
4	Methods in foreign language teaching 1, Audio Lingual, Silent Way, DeSuggestopedia,	The students are able to tell the background of the emergence of methods in EFL, procedures of the teaching methods discussed.
5 and 6	Methods in foreign language teaching 2 CLL (Community Language Learning), Content-Based Aproach, Task-Based Approach	The students are able to tell the background of the emergence of methods in EFL, procedures of the teaching methods discussed.
7	Methods in foreign language teaching 3 Participatory Approach, Comunicative Aproach (Comunicative Language Teaching)	The students are able to tell the background of the emergence of methods in EFL, procedures of the teaching methods discussed.
	MID-TERM TEST	
8 and 9	Cognitive Principles of teaching	The students are able to explain the cognitive principles of teaching and mention the appropriate activities.
10	Students' practice on Cognitive Principles of teaching	The students are able to perform teaching practice applying the cognitive principles.
11	Affective Principles of Teaching	The students are able to explain the cognitive principles of teaching and mention the appropriate activities.
12	Students' practice on Affective Principles of teaching	The students are able to explain the Affective principles of teaching and mention the appropriate activities.
13	Linguistic Principles of teaching	The students are able to explain the cognitive principles of teaching and mention the appropriate

		activities.
14	Students' practice on Linguistic Principles of teaching	The students are able to explain the Linguistic principles of teaching and mention the appropriate activities.
	FINAL-TERM TEST	

The table below provides findings of objective analysis based on Tyler's framework of the syllabus above.

Table 2 Findings of objective analysis based on Tyler's framework of the syllabus

Guided Questions for Analysis	Result of analysis
a. The source of the objective b. The coherence and relevance of objectives with the kinds of learners c. The attainability of objectives by the students without great strain d. Comprehensibility of the objectives. e. The objectives state clearly, precisely, and operationally, that is, in terms of the behavior responses of students. f. The formulation of the objectives indicate cover both behavior and content aspects. g. The objectives consistent (not in conflict with each other) with each other. h. The learning objectives consistent and congruent with the curriculum maker's philosophy and theory of learning.	The goals and objectives are clearly mentioned and comprehensible. The objectives include knowledge, affective, and linguistic aspects. It mentions contexts in which English will be used by learners. That is in EFL class. The formulation of the objectives indicate covering both behavior and content aspects.

The objectives seem to be consistent one to another that is providing learners with basic concept and principles. In terms of attainability, there is great possibility that learners will not have difficulties to achieve the stated learning objectives.

The Analysis of Learning Experiences

The data on learning experiences are gained from the syllabus and instructional planning. The syllabus mentions that teacher mixes the way of teaching namely teacher-centered and student centered approach during the teaching learning process as it is clearly mentioned in the instructional planning. The leaners perform teaching practice applying the cognitive principles. The table below portrays the result of analysis.

Table 3 The result of analysis

Guided Questions for Analysis	Result of analysis
a. Do the learning experiences provide students appropriate practice of the kind of behavior implied by the objectives? b. Are the learning experiences consistent with the assessments? c. Do the learning experiences provide students satisfaction in carrying on the kind out behavior implied by the objectives? d. Are they of interest to the students?	• The syllabus is not all relevant with instructional planning. The activities after midterm are not stated in aims and objectives. • The learning experiences do not provide completely appropriate practice for the students the kind of behavior implied by the objectives. • Learning experience is inconsistent with

e. Are the learning experiences within the range of possibility for the students involved? f. Are there multiple learning experiences used to attain the same educational objectives? g. Will a learning experience bring about several learning outcomes? h. Is there an economy of operation?	assessment. • Lack of multiple learning experiences. • Doesn't provide appropriate practice. • Less possibility of bringing about learning out comes.

The result of the analysis showed that the syllabus does not describe the learning experiences comprehensively. The concepts of learning experiences in the syllabus are not completely explicated in the description in instructional planning. Regarding to the classroom practice, the analysis on instructional planning documents reveals that the classrooms activities are dominated by the activities in which the students are able to tell the background of the emergence of methods in EFL and procedures of the discussed teaching methods. Students are lack of group discussion in understanding and analyzing theories of TEFL and the way to implement in the class.

Another concern in learning experience is its consistency with assessment. The learning experience is not all consistent with the assessments. The questions given during the mid-term test emphasis on the students' ability to differentiate approach, method, and technique in teaching English; and to explain the strength and weaknesses of method in EFL teaching such as audiolingulism, suggestopodia and community language learning. In the same case, the final test questions are mostly about on students familiarity with recent approaches to language teaching, disadvantage of using only foreign language in the classroom, geographical origin of Audiolingual method, defining language device, comparing mentalist and audio lingual, classifying the procedure of the method and principles of lexical approach which shares with grammar translation method, audio lingual method, natural approach, silent way and CLT that are not quite relevant with classroom activities and the objectives. To sum up, learning experiences designed in the syllabus and instructional planning (SAP) have not accommodated multiple activities. As a result, there is less possibility that the learning experiences can bridge learners to achieve learning objectives stated in the syllabus.

The Analysis of Organization

In terms the organization, the syllabus for *TEFL 1* is content-based syllabus in which the primary purpose of the instruction is to teach some contents or

information by using the language that the students are also learning. (Krahnke, 1987). The table below presents the analysis of syllabus organization.

Table 4 The analysis of syllabus organization

Guided Questions for Analysis	Result of analysis
a. Are the learning experiences organized to provide students a continuity or reiteration of learning either vertically or horizontally? b. Are the learning experiences organized to reinforce each other? c. Are the learning experiences organized for a progressive development of student understanding, skill, or attitude? d. Do successive learning experiences build upon the preceding ones, but go more broadly and deeply? e. Do the learning experiences encourage and build upon an interdisciplinary learning? (Do they integrate with other disciplines? f. Do the learning experiences unify student behavior in relation to other subject matter? (Is there the possibility of the transfer of learning?	• The learning experiences provide continuity. • There is reinforcement between the learning experiences. • Learning experiences are separated one to another. • Learning experiences are organized for a progressive development of student understanding, skill, or attitude. • Learning experiences unify learners' behavior.

The organization of learning experiences and materials in the syllabus seems quite well designed enough. The learning experiences and material provide continuity either vertically or horizontally. The concept of one material is built upon the preceding ones. For example, the students demonstrate an appropriate method of TEFL to teach a certain skill of English after learning theory types of methods in teaching English.

The Analysis of Evaluation/Assessment

The information from syllabus indicates that there are five format of assessment: Attendance (10%), Individual assignments (10%), group assignments (10%), mid-term test (30%), final-term test (40%). The table below provides the result of evaluation analysis.

Table 5 The result of evaluation analysis

Guided Questions for Analysis	Result of analysis
a. Do students have opportunities to practice the assessment? b. Are multiple forms or kinds of appraisal used? Are there multiple ways of getting evidence about behavior changes? c. Is student learning appraised more than once? Is there more than one type of appraisal? Are there multiple opportunities to be assessed? d. Is the degree to which changes in student behavior take place measured? e. Are there assessments for student transfer of learning outside the classroom or from one grade level to another grade level?	• The format is not clearly described • The description method of assessment is not clearly stated. • The indicators to determine the change of students' • behavior change is not clearly stated. • No assessments for student transfer of learning outside the classroom or from one grade level to another grade level

The information from syllabus seems to indicate that the assessment of the learning relies on written test performed in the middle of the term and at the final of the term. The syllabus indicates that individual assignments (10%) and group assignments (10%) will be assessed but there are no clear format and indicators for the assessment.

For the purposes of analysis, the writer uses final exam paper of TEFL 1 course. Here is the summary:

Table 6 The summary of final test

FINAL TEST
Subject   : TEFL 1 Semester/Class   : V C& D Regular Class Lecturer : Irwandi, M.Pd

Direction: *choose and elaborate your answer from 7 of 10 questions below as clear as possible!*

1. Are you familiar with any recent approaches to language teaching? Can you briefly characterize them? Which approach to language teaching do you think is predominant at present in general foreign language classrooms?
2. The most expensive textbook is the guarantee for a method to work. Do you agree with this statement? Are there other materials as effective as textbooks?
3. What are the disadvantages of using only the FL in the classroom?
4. What are the geographical origins of the Audiongual Method?
5. Define the *Language Acquisition Device.*
6. Compare mentalist and audiolingual classroom techniques. Have you experimented either of the two as a learner?
7. Identify the syllabus type(s) and language teaching method(s) they follow and commentcritically on their assets and drawbacks. Which do you think is the most adequate for the teaching of English as a foreign language in the Secondary School classroom? Justify your answer.
8. Classify the procedures of the method into two groups: traditional and innovative Techniques. And differentiate the teaching methodologies (*approach, method, and technique*) briefly.
9. Specify which principle(s) the Lexical Approach shares with each of the following methods or approaches to language teaching:
   - Grammar-Translation
   - Audiolingualism
   - The Natural Approach
   - The Silent Way
   - Communicative Language Teaching
10. What is the mode by which the teacher is teaching? What materials is the teacher using? How is it possible to tell whether one lesson is in some way 'better' than another?

The questions designed in written tests above do not reflect much the items that have to be assessed based on the objectives stated in the syllabus. There are lack of coherence, consistency, and relevance between test items and stated objectives.

4. CONCLUSION

The result of the analysis on the syllabus using Tyler's framework can be concluded that the goals of English learning are not precise in the sense that there are inconsistencies among learning experiences, objectives, and assessment. In

terms of organization, the result of analysis concludes that there is no continuation of the materials. In addition, the assessment for English syllabus of TEFL 1 is not consistent with the objectives.

Considering the fact mentioned in the conclusions, the following actions can be taken into consideration to reconstruct the syllabus:

1. The objectives of English syllabus of TEFL 1 should be reformulated by considering the result institution's vision and mission, and the nature of the subject matter.

2. The learning experiences should be consistent and relevant with the objectives and accommodate multiple models of learning experience.

3. The materials should be organized by considering continuation and the building up of both knowledge and skills from one material to another. The material should also provide opportunity for interdisciplinary integration.

4. The assessment should be able to measure the stated objectives. Therefore, the assessment should be designed in multiple techniques and accompanied by clear and precise indicators.

5.   REFERENCES

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