

Redesigning English Course for Elementary School Teacher Education Based on Communicative Competence

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ABSTRACT

Nowadays, an appropriate English course design for the teacher education becomes English educators' interest. Unfortunately, in some cases, the design mostly contains general English which focuses on the knowledge or passive English, so it is not suitable for the students who wish to be elementary school teachers. With this background, the problem of this study relates to what is an English course design like that will meet the needs of the students. The aim is to redesign an English course by identifying the kinds of competencies and tasks based on the current theories of Communicative Competence (CC) in English Language Teaching (ELT).

This study is conducted in elementary school teacher education departments in Indonesia. It uses the Research and Development approach. The study is conducted in ten steps of research as pointed out by Borg and Gall (1983) that are simplified into four main stages: (1) exploration, (2) draft development, (3) field testing, and (4) finalization. The participants of the study are 252 students. The sampling used is the purposive sampling technique. The data for the study are collected from questionnaires, interviews, observations and field notes. The data are analyzed by implementing four components of Interactive Analysis: data reduction and categorization, data display, drawing conclusion, and verification.

The findings show that the former design puts an emphasis on General English that is English for the general profession and it is not based on the current theories of ELT. This study identifies four areas of CC and ten task types. This study proposes a design named Competency Task Based English. It is suggested to be implemented in two learning strategies: *4 Teaching-Learning Cycles*, and *3 Muranoi's Interaction Enhancements* which are being conducted according to the type of the tasks by integrating four English language skills: speaking, listening, reading, and writing.

Key Words: English course design, Communicative Competence

A. Introduction and Objective of the Study

English language education, especially for primary school students in Indonesia, has become English educators' interest. The educators are concerned with the teaching and learning of English, including English teaching and learning in the early childhood or elementary school level. It is also in line with the policy of the Department of National Education, No.0487/14/1992 chapter VIII and the decree of the Minister of National Education, No. 060/U/1993 which state that the English subject can be included into the local content of the curriculum of elementary schools.

State University of Yogyakarta (SUY), one of Indonesian institutions that are concerned with education, establishes and develops the program of elementary school teacher education to meet the increasing demands of elementary school teachers. SUY offers the Strata I (S1) or undergraduate program of elementary school teachers and the students of this program will have the qualifications as professional elementary school teachers. The Elementary School Teacher Department (ESTD) is the department that carries out this elementary teacher education program. This department is one of the three departments under the management of the Educational Sciences Faculty; they are Elementary School Teacher Education, Kindergarten Teacher Education, and Early Childhood Teacher Education.

The students of ESTD are expected to have the competencies as elementary school teachers with good English, both spoken and written, especially English skills for delivering instructional materials when they teach in the classroom. To achieve these competencies, ESTD trains students in acquiring professional skills

and qualifications in elementary school teaching by providing them with general English, English for instruction, and English for the early childhood or elementary school students. Hopefully, the students will acquire the competencies as professional teachers with good English and they can deliver materials or a number of subjects by using English as the language of instruction. This is in line with the needs of the elementary school students where they receive a number of subjects including English.

The successful language use for communication presupposes the development of communicative competence in the users of that language and the use of language is constrained by the socio-cultural norms of the society where the language is used. It has been over three decades since the communicative approach to language teaching first appeared in English language teaching. In various types of language programs, language educators and curriculum researchers have implemented communication-oriented teaching syllabuses to seek for more effective ways for improving students' communication skills to replace the traditional, grammar-oriented approach in the past.

The concept of communicative competence and applying them to language teaching cover the adaptation and implementation such as: educational experience of the lecturers, the input of the students, and teaching and learning facilities in the department. The proposed syllabus is designed based on the new perspective of communicative competence. This model of the proposed syllabus design is the strategy for easing students' transition from structurally based approach to communicative competence based language teaching.

English language education, especially for developing the curriculum, syllabus, material design, assessment or evaluation has become the English language researchers' interest. The researchers are concerned with the teaching and learning of English language including curriculum, syllabus, course material, and assessment. The followings are the studies which are concerned with the development of English course material and English syllabus designs: 1) Sadeghian, J. B. (1981) from Georgetown University, Washington D.C., reviews past practices and present concerns in syllabus designs. The study extracts the basic principles specific to current English as the Foreign Language (EFL) practice. It is stated that the realization of the distinction between linguistic competence and communicative competence in language pedagogy becomes the consideration as the most basic idea which has influenced current language learning practices. The findings also draw attention to the significance of the identification and analysis of the learners' language needs as major principles specific to current EFL practices; 2) Astika, G. (2004) from Sebelas Maret University, Surakarta, concerns with the need of an appropriate English syllabus design for a tourist guide course. The study focuses on ESP practices as the basis of developing the syllabus. The proposed syllabus is constructed based on the target task which is identified in the target settings. The result shows that the tasks vary according to the characteristics of the setting and social contexts where the tasks are carried out. It is also stated that the classroom setting is in contrast with the target setting, where the emphasis of language learning in the classroom setting is on grammatical skills rather than communicative skills which are needed in the target setting; 3) Faridi, A. (2008) from State University of Semarang, Semarang, considers the material design of the English course for elementary schools in Central Java. The study finds that the current materials used by the teachers do not accommodate the needs of the students in English teaching at elementary schools in Central Java. The study proposes a model of material design which is based on socio-cultural aspects like names, daily habits, folktales in Central Java, by which, the teacher can use it for developing their English teaching. The study concerns with the development of English teaching in elementary schools because elementary school levels become the basic foundation for the next educational stages of the learners; 4) Rukmini, D. (2007) from State University of Semarang, Semarang, focuses on the rhetorical development realization of reading texts in the English text books. The study aims at finding out the various genres available in the text books, explaining how the respective rhetorical developments serve to achieve the respective social purposes, describing how the linguistic features serve to accomplish the respective social purposes, and explaining how compatible the texts are with the English curriculum. It is suggested that the text types in different genres should be proportionally designed in the text books. The users of the text books should consider their rhetorical developments and realizations, linguistic features, and compatibility of the texts with the curriculum in terms of achieving the respective social purposes, and the use of authentic texts should be done through a careful selection.

Based on the discussion of the previous studies, it can be concluded that it is important to develop English language teaching including the curriculum, syllabus, course material, and assessment of the course

based on empirical findings. The relevant factor between this study and the previous ones is on the aim which is to develop a proposed model in English language teaching.

This study was concerned with the development of an English syllabus which carried the learners' needs as the basis of the design. The aim of this study was to produce an English syllabus that was relevant to the needs of the students and also in line with the purpose of the department. The design of the syllabus was based on the current theory of syllabus design and based on the empirical findings by identifying the kinds of competences and tasks needed by the students. In addition, the syllabus provided students with the necessary and appropriate knowledge and skills as elementary school teachers in the future.

Based on the observation, there are some problems identified in this study: input of the students, English lecturer, and English syllabus. The followings are the description of each problem: 1) Input of the students. The students admitted to ESTD are high school graduates who have three years of English in the junior high school and three years in the senior high school. In spite of these years of English learning experience, their English proficiency is not sufficient. This fact is found in the result of the entrance test for new students of ESTD. Entering students are screened through several competency tests developed by ESTD; one of which is a spoken test in the form of an interview and another is a written test. As can be known from the spoken and written tests, some of the students' English proficiency is low, especially in speaking. In addition, in an interview with the head of the department, it is found that the English proficiency of new students is low, especially in speaking skills. The low English of the new students has become the concern of the lecturers in ESTD; 2) The English lecturers of ESTD. The English lecturers of ESTD are working towards increasing the English language proficiency level of the students of ESTD to the point where they can be expected to be able to use the English language for their future jobs as professional teachers. This leads lecturers to realize that the students need some training in basic and proper English even though they have had English courses in the high school for at least six years. Based on the experience of teaching English at the department, the lecturers assume that the students cannot be expected to understand and use English to communicate in the profession if they do not possess an adequate mastery of English. The lecturers design the syllabus individually as the course progresses throughout the semester and the decision for the syllabus content is mainly based on the contents of the textbook as personally experienced by individual lecturers. It is not very helpful in terms of professional growth, because this matter could lead to deskilling because lecturers may be trapped into the habit of following the materials faithfully. The syllabus should not be made by the lecturers individually, but it should be designed in a team. Besides, the syllabus should be theoretically constructed or research based, not based on the personal experience of individual lecturers; 3); Former English syllabus. Based on the observation, it is found that the current syllabus of English mostly focuses on General English that is English for general communication. This syllabus emphasizes on structural linguistics, is not based on a specific purpose, and is the same as that used by other departments in the university. The syllabus does not proportionally discuss English for the early childhood or elementary school students. Meanwhile some of the students will teach a number of subjects using English as the language of instruction in the classroom. In addition, the syllabus does not proportionally discuss English for the early childhood or elementary school students. Meanwhile some of the students will teach a number of subjects using English as the language of instruction in the classroom.

In addition, the department also has problems with some aspects of curriculum activities such as materials design, methods of teaching, and media. Although those aspects are not the concern of this study, it is important to reveal that the lecturers at the department expose these aspects in order to contextualize the syllabus problems into their perspective.

These pieces of information indicate that the students' English proficiency has not been satisfactory because the English syllabus does not provide students the necessary and appropriate knowledge and skills. This fact points out to the need of syllabus evaluation and reviews. ESTD should provide students specializing in teaching a number of subjects using English as the language of instruction in the classroom and therefore the English syllabus has to be adjusted to accommodate the needs of the students and should be set proportionally based on the purpose of the department.

Hence, the language program has to be designed in order to meet the needs. The syllabus design involves identifying learners' needs and purpose of learning, establishing learning goals and objective, selecting and grading contents, organizing learning arrangements, and developing materials and assessment. Further, the

syllabus has to take into account its relevance to a specific purpose of the department, which is to deliver professional elementary school teachers.

The focus of this study was on the research and development of an alternative English syllabus which carried the learners' needs as the basis of the design. The syllabus was designed based on the current theory of Communicative Competence in English language teaching and the study was also based on the empirical findings by identifying the kinds of competences and tasks needed by the students.

According to the background and identification of the problem, this study is limited to the English syllabus design. It is important that the design of the English syllabus for ESTD should be based on empirical findings. Therefore, the main objective of this study is to design a syllabus that is relevant to the department by identifying the kinds of competences and tasks carried out in the target setting. A target setting is defined as the place where the students will be teachers. In addition, to find out the competences and tasks in the target setting, this study observes what kinds of competences and tasks the learners do in their English classes and how those competences and tasks are carried out during the learning process.

The discussion above points out to the need for the syllabus renewal or an alternative syllabus in order to provide the students with a more relevant program. With the background mentioned above, the study aims to answer the following questions:

What is an alternative English syllabus like that will meet the needs of the students of the department of ESTD?

- a. What competencies are to be specified in the syllabus?
- b. What tasks are to be specified in the syllabus?
- c. What teaching and learning experiences are likely to meet the needs of the students?

The study is aimed at producing a proposed English syllabus which is based on a specific purpose. The syllabus will cover the competencies and tasks that are relevant to the needs of the students. Based on the questions that this study searches to answer, the purpose of the research is:

To design an alternative English syllabus that will meet the needs of the students of the department of ESTD.

- a. To identify the competencies that are specified in the syllabus.
- b. To identify the tasks that are specified in the syllabus.
- a. To describe the teaching and learning experiences that are likely to meet the needs of the students.

This study is aimed at producing an English syllabus that is relevant to the needs of the students and also in line with the purpose of the department. The design of the syllabus is based on the current theory of syllabus designs and based on empirical findings by identifying the kinds of competences and tasks needed by the students. In addition, the syllabus provides students with the necessary and appropriate knowledge and skills as elementary school teachers in the future.

B. Significance of the Study

As seen in the objectives, this study is aimed at producing an alternative English syllabus that is relevant to the department. This study implies the use of the competency approach in English language education, especially providing the students with communicative English skills: 1) Theoretical implication. The implication of this study is that it is an invitation to those who are concerned with language education to reconsider communicative competence as the basis of developing English teaching. The proposed syllabus produced in this study is based on the current theories of syllabus designs and based on empirical findings by identifying the kinds of competences and tasks needed by the students. In addition, the syllabus provides students with the necessary and appropriate knowledge and skills as elementary school teachers in the future; 2) Pedagogical implication. A well-designed and relevant syllabus that this study produces can provide students with relevant knowledge and skills needed. The proposed syllabus is pedagogically significant to the English teaching and learning in the classroom of the ESTD. It seems obvious that language education must be directed towards enabling the learners to have competencies in active communication both spoken and written. The proposed syllabus provides competencies of language knowledge and skills of English needed by the students, especially preparing the students to be elementary school teachers with good English; 3) Practical implication. It is important, therefore, to move from the pedagogy of information-transmission to the pedagogy of communicative skills. At the program level, this study provides the lecturers with choices of syllabuses and

insights to develop their professional skills in teaching the language and planning program evaluation. At the institutional level, this study is also significant because the department will be able to provide the students with more relevant knowledge and skills and the institutions' accountability is assured. It needs to be noted that this study is conducted with the above mentioned objectives within the domain of English language teaching.

C. Review of the Related Literature

This study is organized under the discussion of English language syllabus designs (Nunan, 1988, 1999; Widdowson 1984; Nation and Macalister, 2010), which emphasizes on communicative competence (Hymes 1971, 1972, 1974; Canale and Swain 1980, Canale 1983, Scarcella, Andersen, and Krashen 1990, Savignon 1997), which involves four areas of knowledge and skills: grammatical competence, sociolinguistic competence, discourse competence, and strategic competence. The successful language use for communication presupposes the development of communicative competence in the users of that language and that the use of language is constrained by the socio-cultural norms of the society where the language is used. This study develops a proposed syllabus to seek for more effective ways for improving students' communication skills to replace the traditional, grammar-oriented approach in the past.

The curriculum model was in the form of the design of a proposed syllabus which is based on the new perspective of communicative competence. This model of the proposed syllabus design, named '*competency-task based syllabus*', was the strategy for easing students' transition from structurally based approach to communicative competence based language teaching.

This study reviews the theoretical aspects of the study such as: language curriculum development (Allen, 1984; Kelly, 1989; Richards, Platt, and Platt, 1992; Nation and Macalister, 2010; Nunan, 1988c; Finney, 2002; Tumplosky, 1984; Clark, 1987; Prabhu, 1987 Long and Crookes, 1992; Olive, 1982; Johnson, 1989), communicative competence in English Language Teaching (Chomsky, 1965; Samimy and Kobayashi, 2004; Hymes, 1972; Hymes, 1974; Scarcella, Andersen, and Krashen, 1990; Canale and Swain, 1980; Canale, 1983), syllabus design (Nunan, 1988c; Widdowson, 1984; Allen, 1984; Nunan, 1999; Candlin, 1987; Brown, 1995), different types of syllabus designs (Richards and Rodgers, 1986; Mc Donough, 1984; Nunan, 1988c; Wilkins, 1978; Widdowson, 1990; Long and Crookes, 1993; Robinson, 1998; Littlewood, 1991; Prabhu, 1987; Richards, 2001; Savignon, 1997; Halliday, 1970; Paulston, 1974; Kern, 1990; Nunan, 1990; Rodgers, 2001; Ellis 1998; Ellis, 2000; Richards, Platt, and Weber, 1986; Nunan, 1989; Breen, 1987; Candlin, 1987; Long 1985; Gardner, 1992), needs analysis (Richards, 2001; Nunan, 1988c; Nunan, 1999; Brown, 1995; Brindley, 1984, 1989; Berwick, 1993; Hutchinson and Waters, 1987; Dudley-Evans and St John, 1991, 1998; Robinson, 1989, 1991, 1998; Nation and Macalister, 2010; Jordan, 1997; Long, 1985; Crookes, 1986; Ferris and Tagg, 1996; Ferris, 1998; Benesch, 1996; Widdowson, 1984), their implementation, assumptions and weaknesses (Helena, 2003; Doughty and Williams, 1998), English for children (Curtain and Dahlberg, 2010; Brewer, 2007; Nelson, 1973; Berko and Gleason, 1985), as it is relevant to the syllabus design; English for specific purposes (Richards, 2001; Hutchinson and Waters, 1987; Strevens, 1988; Robinson, 1991; Dudley-Evans and St. John, 1998; Crocker, 1981; Early, 1981; Widdowson, 1987). The major part of the review presents current thinking of competency, task related, competency-task based syllabus, and language functions (Long, 1985; Nunan, 1989; Crookes, 1986; Prabhu, 1987; Carroll, 1993; Ellis, 2000; Pica, Kanagy, and Falodun, 1993; Dwiraharjo, 2001; Brown and Yule, 1988; Halliday, 1973; Van and Trim, 1991)

D. Method of the Study

This study uses the Research and Development (R&D) approach as pointed out by Borg and Gall (1983, p. 775-776), in which a model of an English syllabus design as an alternative English syllabus for ESTD of SUY is produced. It is conducted at Elementary School Teacher Education Department (ESTD) of State University of Yogyakarta (SUY). The participants of this study were five English lecturers, and 1696 students of ESTD, Faculty of Education, the State University of Yogyakarta. Besides, to complete the information, there were English teachers of elementary schools. Besides those subjects, there were experts of English language education who gave judgments or suggestion for the writing process of this study. The data for the study were collected from two different sources. The first sources of data were informants, and the second were documents. The first group of respondents consisted of English lecturers at the department. There were five English lecturers participating in this study. The data were obtained from questionnaires and interviews about

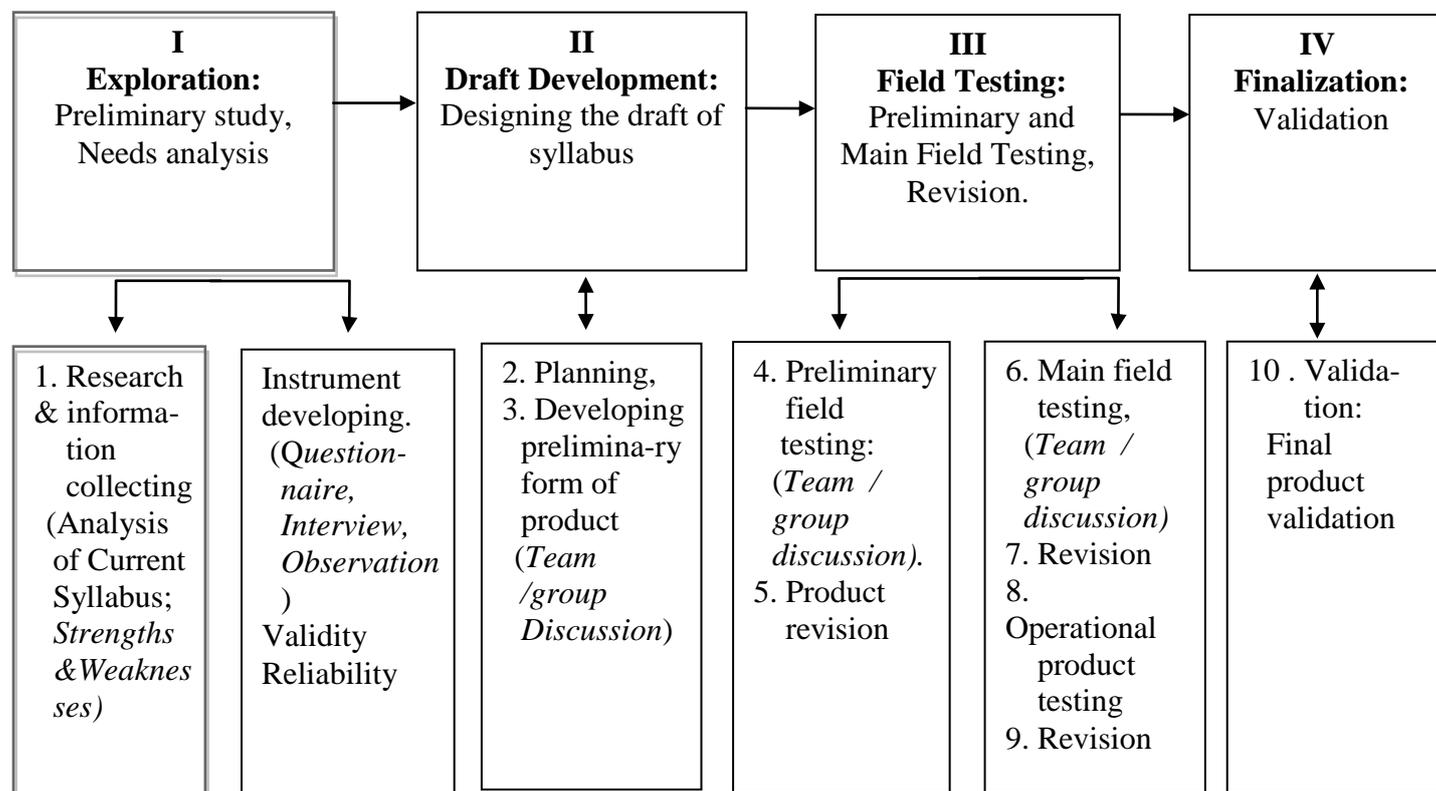
the competencies and tasks. The second group of respondents consisted of students of ESTD. There were 152 student respondents who participated in this study. To add more information of the data, there were other informants outside the lecturers and the students of ESTD; they were English teachers of elementary schools. Besides, there were experts of English language education for early childhood or elementary school students, who gave certain judgments and suggestion during the accomplishment of the study. The second source of data consisted of documents. The documents were the former syllabuses that were currently used in the department, and the data were obtained by analyzing their contents. This study used a '*purposive sampling technique*', which was selective in the sense that the participants selected were the lecturers who taught at the ESTD, and the students who studied at the ESTD. There was also an expert of English language education who gave judgments or provided information or data needed for this study. The strategy used to draw the samples was a convenience sampling method (Patton, 1980: 180), taking whoever was available on the day of the process of collecting the data. There were three techniques of data collection. These were observation and field notes, questionnaires, and interviews. The data were analyzed by using an *Interactive Analysis*. According to Miles and Huberman (1994: 100), an interactive analysis is a data analysis through four components of analysis. They are data reduction and categorization, data display, drawing conclusion, and verification. In this study, the units of analysis were competences, tasks, and language functions. This study attempted to identify the kinds of competencies, tasks, and the language functions which were needed to accomplish the competencies and the tasks presented in the commentaries that were considered important. In this study, the competencies, tasks, and language functions were considered as themes that were identified in the data. In this way, the data were reduced according to each theme, and then presented in a matrix table from which conclusions were drawn. The data were verified by using a triangulation technique according to the multiple data collection technique in order to improve the credibility of the data. The triangulation was carried out by checking the data of similar types obtained from the different techniques: questionnaires, interviews, and observation.

The framework for the tasks analysis was based on Long (1985) and Long and Crookes (1992) in which a task was defined as a real world activity with an emphasis on meaning of communication, while the analysis for competencies used the framework from Brown and Yule (1988) and Paltridge (1994) in which competencies were determined on the basis of content or what was being talked about. And the analysis of language functions used the framework proposed by Brown and Yule (1988), Dudley-Evans and St. John (1998), and Van Ek and Trim (1991). Brown and Yule (1988) differentiate between speaking monologues and conversations. They state that a speaking monologue has a transactional function or an information-transferring function. This function may be realized in descriptions, narratives (story telling) or opinions. Conversations, on the other hand, have interactional functions. Conversations may contain short turns and long turns. A short turn may consist of only one or two utterances, while a long turn may consist of many utterances. According to Dudley-Evans and St. John (1998), conversations may consist of utterances, which contain statements or requests for information or clarification. More specific language functions are identified using the framework from Van Ek and Trim (1991).

The process of this research was carried out by conducting 10 steps of research as pointed out by Gall and Borg (1983: 775-776). They are: 1) research and information collecting, 2) planning, 3) developing a preliminary form of research, 4) preliminary field testing, 5) main product revision, 6) main field testing, 7) operational product revision, 8) operational field testing, 9) final product revision, 10) dissemination and implementation. These research steps were developed from the four main stages. They are: (1) exploration which consists of preliminary study, participants of the study, sources of data, procedure of the study including data collection, data analysis, discussion and expert judgment; (2) draft development which consists of two activities: determining the type of the study, and the procedure of the draft development; (3) field testing which consists of trying the design in the field and revision of the product, and (4) finalization which was in the form of validation of the draft, where the syllabus was in the form of a proposed English syllabus. This finalization was conducted by expert judgment, in which the expert gave her judgment to the proposed syllabus. The evaluation again involved primarily qualitative methods.

This study followed the following research framework, as shown below:

Research Framework



Source; Adapted and modified from the R & D Cycle in: Gall, M. D. and Borg, W. R. (1983: 775-776). *Educational Research: An Introduction* (4th ed.). New York & London: Longman

E. Result of the Study

In the first step, there was exploration. This step discusses the preliminary study and needs analysis. Based on the research procedure presented in the previous chapter, this step was conducted in two ways: 1) preliminary study, and 2) needs analysis. The preliminary study consisted of the analysis of the former English syllabus, where it was conducted by analyzing the strengths and the weaknesses of the former syllabus which was currently used in the department. Meanwhile, the needs analysis covered information about the needs obtained from the questionnaires, interviews, and observations. The findings show that the former syllabus puts an emphasis on General English that is English for the general profession and the time allotment for the English course is not sufficient. The syllabus is not based on the current theories of English Language Teaching (ELT) and empirical findings of research.

The second stage of this study was developing the draft of the proposed syllabus. The proposed syllabus was designed based on the needs of the students analyzed in the previous section. The procedure for determining competencies and tasks follow the suggestion from Long (1985a). He suggests that the target competencies and tasks should be identified through needs analysis. They are classified into competencies and task types, in which there are 4 major competencies and 10 major tasks carried out during the teaching and learning.

This study identified 4 areas of communicative competence and 10 task types. The competencies are: a) grammatical competence, b) sociolinguistic competence, c) discourse competence, d) strategic competence. The tasks are: 1) spelling alphabets/letters and numbers and pronouncing English sounds (*phonological competence*); 2) understanding main words and functional words (*lexical competence*); 3) understanding the rules of noun phrases & constructing and presenting description texts which describe objects by using noun phrases; 4) understanding rules of word and sentence formations or structural skills; 5) constructing sentence types: simple, compound, and complex sentences; and constructing sentence forms: statement, interrogative, imperative, request, and exclamation sentences (*structural competence*); 6) understanding English language teaching for elementary school students such as interesting strategies based on the socio cultural contexts; 7) being able to teach by using English as the language of bilingual instruction in the social context of the

elementary school level; 8) producing utterances of self introduction appropriately; 9) combining grammatical forms and meanings to achieve texts in different genres in the form of different text types; 10) being able to use relevant language contents such as language functions/English expressions clearly in an organized and coherent way according to the genre and communicative situation; selecting the relevant contents and express them using appropriate tones of voice, body language, and gestures. Every task is then analyzed for its topics and language functions, and factors that are likely to contribute to the tasks.

For the purpose of analysis, each of the tasks is referred to the competency (Long, 1985) with an understanding that the task is part of the competency. Every task is, then, analyzed for its topics and language function, and beside that, the competency and task are also identified the difficulty, it means that there is a discussion of tasks difficulties, identified in English teaching and learning process, or the factors that were likely to contribute to the difficulty of the tasks.

This study proposes an alternative syllabus named Competency Task Based Syllabus. It is suggested to be organized and implemented in two learning strategies: 4 *Teaching-Learning Cycles* (building knowledge of the field, modeling of the text, joint construction of the text, and independent construction of the text) proposed by Helena (2003), adapted from Burns and Joyce (1991), and 3 *Muranoi's Interaction Enhancements* (rehearsal phase, performance phase, and debriefing phase) cited in Doughty & Williams (1998:241-242), where these two strategies are being conducted according to the type of the tasks. Besides, the design accommodates integratedly the four English language skills: speaking, listening, reading, and writing.

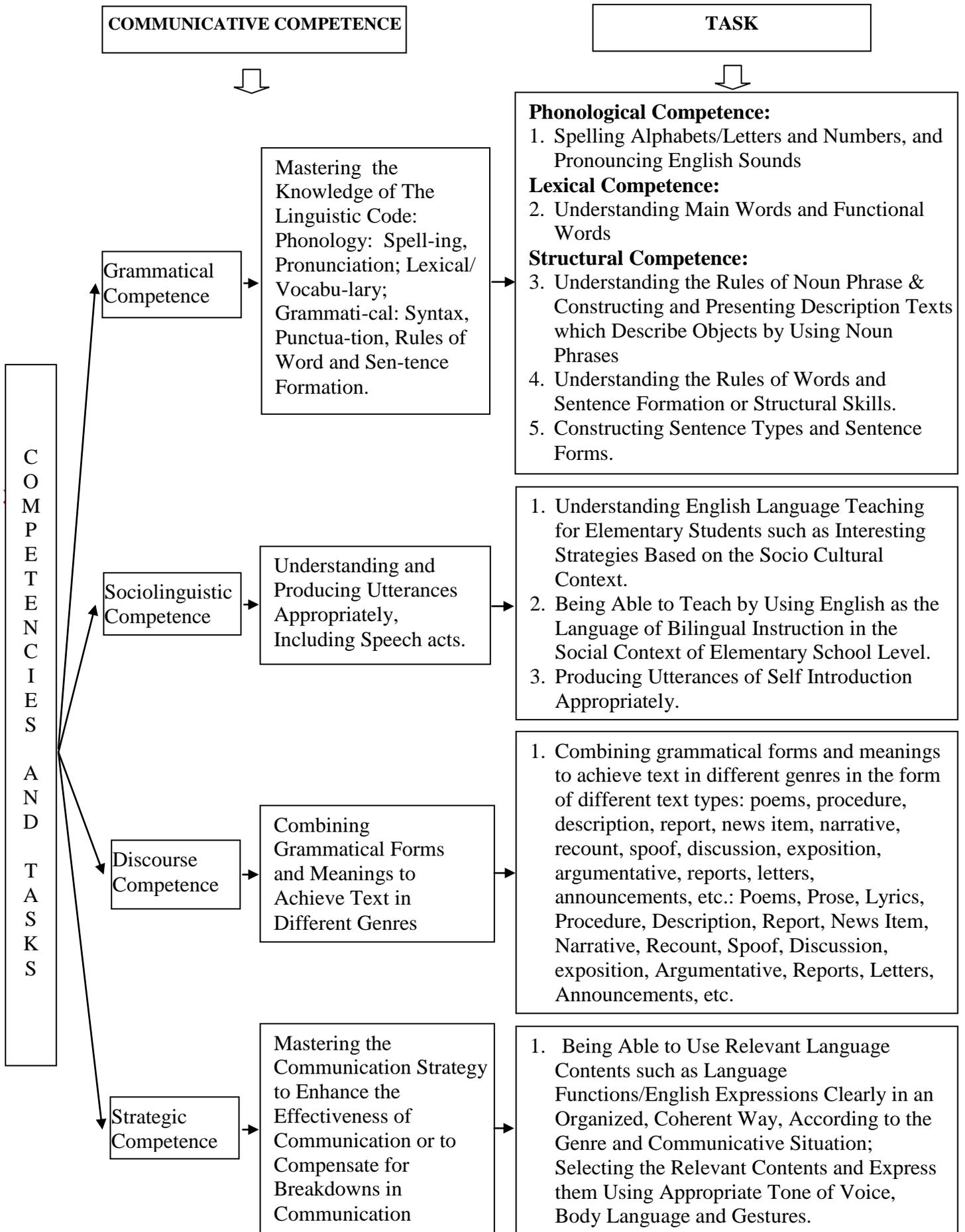
This research has been able to answer the research questions. The question relates to what is an alternative syllabus like that will meet the needs of the students of the department of ESTD. It relates to the types of competencies and tasks that are carried out during the teaching and learning process. This study has identified 4 competencies and 10 types of tasks. The comparison between the current syllabus and the proposed one indicates that there are mismatches between the two. The discrepancies are particularly evidence in the content of the syllabus. These findings are significant in that they clearly point to the need for an educational undertaking that could create a close correspondence between what is offered at the department and what is needed by the students in the future jobs. This education gap, then, would justify the argument for designing proposed and alternatives syllabuses that can be offered to the department in order to prepare students to acquire the necessary language skills needed in their job as future professional elementary school teachers.

The third step was field testing. The draft of the syllabus was field tested, and it was conducted two times: the preliminary field testing and main field testing. There were 5 recommendation of the preliminary field testing, they were: paying more attention to the competency of speaking skills, especially pronunciation skills; proportional chances especially for the performance of the spoken tasks for all students; the availability of visual supports; the task should be implemented by considering the strategy; and proportional or sufficient time allotment for each task. In addition, there were 4 recommendations of the main field testing, they were: students' speaking proficiency and students' motivation, time allotment, expanding students' English basic skills, and students' hand-outs, supplements, or course books. The preliminary and main field testings were carried out in order to know the effectiveness of the design. The finding of the preliminary field testing and main field testing had been discussed in a team or in *Focus Group Discussion (FGD)* of English lecturers and had also been justified by the expert.

The last stage of this study was finalization of the draft. The finalization was based on the implementation of the preliminary and main field testings, including the implication of the competency and task, the implication of the methodology, validation of the draft, the concept of competency-task based syllabus, the strengths and weaknesses of the proposed competency-task based syllabus, and the recommendations of the team or group discussion and the experts' suggestions

Besides, there was a discussion of the findings of the study. It includes the roles of the learners and the lecturer in completing the task during the teaching and learning processes. Then, some comparisons are made between the former syllabus and the proposed syllabus with respect to the purpose, interactional demands of tasks, and feedback to language use.

The competencies and tasks are described in the following chart:



F. Conclusion

Based on the conclusions above, this study suggested the following recommendations: 1) This syllabus is recommended to be adopted in English course in the ESTD, because it had strong pedagogic justifications as described in the previous chapters. In adopting the proposed syllabus, the structural items should be selected in such a way so that only those relevant aspects that were needed for particular tasks which were taught. This view pointed to the need to teach relevant structural items in a particular task. Similarly, vocabulary items should also be selected on the basis of their relevance. Then those structural aspects should be built in communicative competence as the basis of the tasks so that the design can promote active communication of the students; 2) There are three pre-requisites that must be met before adopting the proposed syllabus. First, the department should provide physical support to the program because the implementation of the syllabus requires comfortable rooms, where the tasks can be carried out maximally. Second, the implementation of the competency task based syllabus would necessitate the lecturers and the students to have sufficient knowledge and understanding about competency-task based language teaching. If they were not familiar with it, a training program especially for the lecturers should be designed. The program had to include, among other things, the underlying current theories of English language teaching, concepts of competency task based language teaching, task grading and sequencing, teaching techniques, teaching media, materials design, and assessment or evaluation. The third was time allotment. Sufficient time allotment that was needed in the implementation of the proposed syllabus should be proportionally available; 3) The proposed syllabus only contained syllabus items of competence and task in the form of transitional model. It was recommended for further research to develop a further and advanced communicative competence approach in the curriculum design. Besides that, it was required for further research on the development of material design and assessment or evaluation.

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