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Penulis Makalah : Ratna Sari Dewi, Desi Nahartini, Siti Fitriah, Fahrurrozi
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THE ELT EDUCATION CURRICULUM IN INDONESIAN AND VIETNAMESE UNIVERSITIES

1 Ratna Sari Dewi, 2 Desi Nahartini, 3 Siti Fitriah, 4 Fahrurrozi, 5 Apri Wahyudi

Abstract
The goals of the research were to find out the aims and content of the English as a Foreign Language Teacher Education Program (EFLTEP) curriculum at Indonesian university and Vietnamese university, to figure out the componential variation across and within the curricula of English language teacher education at Indonesian University and Vietnamese University, and to know the contextual factors shape the two respective curricula of English language teacher education. The study used a mixed methods approach to investigate the variation across and within the curricula for EFLTEP in terms of structure and content and the contextual factors influencing the development of the curricula. To answer the research questions, document analysis, interview and observation were applied. The findings reveal that EFLTEP in both universities, Vietnam and Indonesia, fundamentally prepares English student teachers to be competent and professional. Additionally, Vietnamese university put student teachers’ state of health as one of its priorities. In terms of the content of EFLTEP curriculum in both countries, it has relatively similar number of credits for student teachers to complete during the study. However, Vietnamese university offers student teachers more proportion in EFLTEP knowledge, common knowledge, and additional knowledge, but less proportion in research knowledge. In comparison to Indonesia, Vietnamese university gives more in the domain of communication skills, contextual knowledge, and theories of teaching, but less in the domain of subject matter knowledge, teaching skills, and pedagogical reasoning skills and decision making. And it is also found that the most influencing contextual factor in the development of both curricula is political factor in which Vietnamese government has been running the implementation of The Project 2020 while Indonesian government has not highlighted the significance of EFL in education. In the last part of this research, some implications and suggestions are provided to be taken into account by both universities and other interest groups.

Key Words: English Pre Service Teachers; Foreign Language Teacher Education Program (EFLTEP)

1. Introduction

Microfinance refers to the financial intermediation between micro savers, micro borrowers and micro investors. The mechanism of microfinance is to provide small loans to individuals as initial capital to engage in micro-entrepreneurship that would help them to be economically independent (Weiss and Montgomery, 2004). the globe and become a new industry (D Lascelles, 2008). It is difficult to obtain an accurate number of MFI as there is no specific market research data available but the Consultative
The root of microfinance is not only about money but to assist people to achieve their dignity, respect and meaning in their lives, as well as release themselves from the poverty trap (GDRC, 2019). The success story of Muhammad Yunus in creating economic and social development through the Grameen Bank model of microfinancing has led policy makers to consider microfinance as a potential tool to overcome omnipresent global poverty. As a result, microfinance institutions (MFIs) have spread across countries.

INTRODUCTION

In the contemporary world, English proficiency is vital for citizens in countries that seek to participate actively in the global economy, and require access to information and knowledge for social and economic development (Burns & Richards, 2009). This demand was affirmed that in 2009, ASEAN stated in its Charter that the working language of ASEAN shall be English so that the countries are able to promote their identity with diverse culture and heritage of the region. Thus, in order to meet this demand, teachers’ language knowledge and teaching skills, together with a suite of other complex skills, are important in the teaching of English, especially as a foreign language.

In fact, in ASEAN countries, each country has its particular policy in English Language Teaching (ELT) and its English proficiency level. For instance, in Malaysia, Brunei, and Philippines, English has been used as the medium of instruction in Math and Science subjects, but not in the other countries. In terms of English proficiency level, English First (2017) presented that Singapore shows a very high English proficiency; Malaysia and Philippines are ranked to be countries with high English proficiency; the next rank is followed by Vietnam with moderate proficiency, while Indonesia and Thailand are grouped into countries with low proficiency; last, Cambodia and Laos are in the rank of very low English proficiency.

Along with this report, to study the curriculum of English Language Teaching Education Program (EFLTEP) in other ASEAN countries, especially those with high level of proficiency such as Singapore, Malaysia, Philippines, and Vietnam, would be essential in comparison to the curriculum of EFLTEP in Indonesia so that it is expectedly able to provide some alternatives, suggestions, and recommendations for the improvement of English proficiency level in Indonesia. Lie (2007) claimed that the ways English is taught plays a crucial role in its position, status and success as a foreign language in Indonesia. However, Vietnam is the most comparable country to be studied due to its similarity wherein English is taught as a foreign language unlike Malaysia or Philippines which teaches English as a second language.

Even though there have been a number of studies previously conducted are relevant to this research, the findings suggest that in the field of English as a Foreign Language (EFL) or English as a Second Language (ESL) teacher education there be crucial need to equip EFL/ESL student teachers with adequate teaching knowledge and competency to ensure students’ engagement with learning English language in the classroom (Komur, 2010; Zhang & Zhan, 2014). Several previous studies are those by Darling-Hammond (2006), Slovacek et al. (2003), Cochran-Smith (2001) and Andrew and Schwab (1993). Particularly in teacher education in Vietnam, some studies have taken place such as those by Dang, Nguyen and Le (2013), Dang et al. (2013), and Werther et al. (2014). Especially in Indonesia, studies about English teaching in Indonesia reveal it fails to develop learners’ competence due to factors such as teachers’ insufficient command of English, poor teaching and learning facilities, and inadequate learning resources (Hamied, 2001; Lengkenawati, 2005). Further, another important factor that contributes to unsuccessful English language teaching is teacher education programs that are not well designed to produce the desired outcomes among EFL teacher graduates (Luciana, 2006).
English for pre-service English teachers at university level

The advancement of technology worldwide leads to the necessity of English as the language of global communication. Several literatures were then developed on how a prospective English teacher gets sufficient knowledge and skills to become a professional teacher. This issue then grew rapidly because more than half of the total population of English teachers was not Native English speakers. Even Moussu and Llurda (2008) revealed that approximately 80% of the total English language teachers were non-native English speakers who had been trained not in English speaking countries.

Presenting below are the discussion of the experts theories about the way the student teachers were prepared and all the knowledge they need to master before they teach real students. Although lots of the researches represent by experts were conducted in the English speaking countries in which Kachru (1996) called the inner circle countries, the expanding circle countries can still receive some benefits by reflecting from these previous theories and experiences.

Day (1993) in his articles talked about “the two major aspects” in approaching English teacher education in inner circle countries. The first one is what he called “the knowledge base” which means the literatures of what the student teacher must know and the second is what he called “the way or ways in which the knowledge is transferred to the students”. Day introduced four models to explain the higher education knowledge base issue. They are apprentice-expert model, the rationalist model, the case studies model, and the integrative model.

Unlike in the inner circle countries, different case happens in the expanding circle countries. In the EFL contexts, the knowledge base of teachers has been dominated by English language proficiency. In Asia and South America, in which English is learnt as a foreign language driven by economic or communicative purposes, language acquisition is a priority in the formation of future teachers of English. In this setting, the challenge for curriculum designers seems to be bigger and more complex.

According to Shulman, the knowledge base is a complex array of different types of knowledge supported by the underlying assumption of teachers as “active mediators of knowledge and constructors of new knowledge” (Huttner, Reichl, & Schifftern, 2012). Shulman’s proposal (1987 in Richards, 2008) went beyond the subject matter knowledge and the pedagogical component addressing the gap between theory and practice in an innovative way. Shulman’s model is made up of the following six categories: content knowledge, general pedagogical knowledge, pedagogical content knowledge, curriculum knowledge, knowledge of the learner, and knowledge of educational goals and their philosophical bases.

Based on Shulman’s framework, Richards (1998) then developed more comprehensive and clearer framework. This framework is practically used as a guideline for analyzing SLTE curriculum documents in this study. Richards’ elaboration on the six domains of knowledge constituting SLTE includes theories of teaching, teaching skills, communication skills, subject matter knowledge, pedagogical reasoning skills and decision making, contextual knowledge.

In addition to English teacher education, schools-based experienced is approached through some direct encounters in school environments by conducting a practicum which considered to be a core component (Legutke & Ditfurth, 2009). Teacher learning in the practicum is organized in three steps. In a first sequence of task-driven activities, student-teachers are introduced to fundamental concepts and issues of SL learning from published knowledge. Then, student-teachers explore some of these key concepts and issues through classroom observation, which, together with the literature discussed in the first phase, provides the basis for interviews with the teacher and the learners that have been observed. Finally, during the last third of the practicum, student-teachers pursue one personally relevant research question that has emerged from the experience of the practicum.
Current issues of EFLTEP in Indonesia

Unlike in its neighbouring countries—such as Singapore, Hong Kong and Malaysia, where English is widely spoken as a second language—English in Indonesia is more likely to be taught and learnt only as a foreign language. Thus, in a foreign language learning context, there are few opportunities for learners to employ the target language outside the classroom because the language (English, in this case) is not used as the main device of communication among people. When a target language is seldom used outside the classroom, input and language use in the classroom are essential (Suryati, 2013).

According to Sulistiyo (2009) there are several factors creating difficulties for teaching EFL in Indonesia. First, EFL teachers must teach students in large classes (Bradford, 2007), often with more than 50 students. Although the definition of a ‘large’ class in language learning varies (Wright, 2005), this number is not ideal for a language classroom. Second, not all students who attend English classes are motivated (Bradford, 2007). Third, at both school and university, the English-teaching focus is largely on reading skills (Sawir, 2005; Setiyadi, 2001; Sugirin, 1999), with less emphasis on English grammar and vocabulary; Consequently, the teaching of other skills—such as speaking, writing and listening—is relatively ignored (Sugirin, 1999), and the use of English for communication is poor (Sawir, 2005). In addition the factor of classroom size and students’ motivation, Baradford (2007) stated that the factor of teacher qualifications has contributed to the less effectiveness of EFL teaching in Indonesia.

Some other factors contributing to the unsatisfactory of EFL teaching in Indonesia are revealed in a number of studies. Yuwono (2005) argued that the continually revised curriculum in Indonesia does not seem to seriously consider factors such as teachers’ qualifications, teachers’ time availability, the number of students per class, and the availability of resources and facilities, which all significantly affect the success of teaching and learning English in Indonesian schools. In addition, the curriculum does not provide strategies and alternatives to address problems related to English language teaching. Therefore, according to Kirkpatrick (2007), the teaching of English in Indonesian schools and colleges has been less than satisfactory during the last few decades.

Since English in Indonesia is taught as a foreign language and learnt mainly in classrooms, the role of teachers is especially important because they are the main source and facilitator of knowledge and skills of this language. An English teacher is expected to play two roles at the same time: teaching English, and making the teaching–learning process as interesting as possible in order to engage students in learning (Kassing, 2011). Teachers’ instructions and explanations may be the only language exposure during which students learn to use language for communication (Suryati, 2013; Mbato, 2013).

This study addresses EFL teacher quality in terms of language proficiency and language teaching skills. Teacher qualifications and English competence—in terms of language use, teaching skills and knowledge of the subject matter—are crucial to assessing what EFL teachers need to learn during their pre-service teacher program. It is essential to consider how to design an EFLTEP that meets the required quality of EFL teachers in Indonesia.

Current issues of EFLTEP in Vietnam

The emergence of English as the chief foreign language is considered a remarkable phenomenon because it has been present in Vietnam for only a short period of time. The status of English was strengthened with Decree No. 332 enacted by the Ministry of Education and Training (August 2010) in which English is a mandatory subject starting from Grade 3 and becomes the medium of instruction for other subjects in secondary since “Project on the
development of specialized secondary schools during the 2010-2020 period” (Ministry of Education and Training, 2010) started to be implemented in the 2011-2012 school year.

Although Vietnam is a country of 80 million people with a low level income, its national education indicators show a strong commitment to education, with impressive gains having been made in extending and improving schooling (Watson, 2003) in order to achieve further economic growth. Several improvement has been made such as the formation of new accreditation and quality assurance mechanism, the establishment of a national qualification framework, and an extreme increase in higher education enrollments by 125 percent. Another goal of education reforms in Vietnam is to internationalize the higher education system by expanding the English-language education (Nguyen, 2017). In addition, Vietnam has marked the emergence of English as the number one foreign language in Vietnam (Hoang, 2010).

In Vietnamese English language teaching, the policy with the greatest impact was the 2008 announcement of the Vietnamese National Foreign Language Project 2020 (Mai & Iwashita in Nguyen, 2018) which aimed to train qualified teachers of English to teach English in a way that would enable students to communicate in English confidently such as communicative language or task based language teaching methods. The project is based on an international standard of Common European Framework of Reference for Languages or CEFR (Council of Europe, CEFR, 2017). It states specifically that pupils graduating from primary school should qualify at A1 level, while pupils finishing secondary school at A2 Level, and high school students at B1 Level. At the tertiary level, students whose majors are not English must achieve B2 Level, whereas college learners who specialize in English must reach C1 Level.

Moreover, in order to produce qualified teachers, Vietnam has developed Vietnamese Language Proficiency Framework (VLPF) with Vietnamese Standardized Test of English Proficiency (VSTEP) which comprises four sections covering speaking, listening, writing, and reading. English teachers are encouraged to sit the VSTEP with these test providers because of the low cost and accessibility as compared with those of other international test providers (Manh, Nguyen, & Burns, 2017).

METHOD

This study focused on the preparation of EFL teachers at an Indonesian university and a Vietnamese university. The question that described and bounded the research was What componential variation is there across and within the curricula of English language teacher education at Indonesian University and Vietnamese University? To answer the research questions, the study used a quantitative approach to investigate the variation across and within the curricula for English as a Foreign Language Teacher Education Program (EFLTEP) in terms of structure and content.

Research instruments

In order to obtain the quantitative content analysis in this study, a number of documents were used. The documents used as the main source of data include English language teacher education curricula, syllabi and unit guides were collected from the universities’ websites. Where documents needed were not available from the websites, they were obtained from the participants with permission to use for research purpose. The documents were examined carefully and coded quantitatively to domains of knowledge adapted from Richards’ (1998) model of the knowledge base of SLTE. For example, a unit that aims to “develop a repertoire of teaching skills and strategies that promote purposeful, meaningful, engaging, innovative, creative, intellectually challenging, and authentic learning” (an extract from a unit guide) would be coded towards the domain of teaching skills. In analyzing this data, the proportion of each domain of knowledge within each curriculum was coded and then calculated based on the

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percentage of the total credit points for each domain of knowledge per the total number of
credit points for each language teacher education program. For example, if a 96-
point curriculum included in total a 3-point unit, a 2-point unit, and a 6-point unit that contributed to
textual knowledge, the total credit points for contextual knowledge would be 11 (i.e.,
3+2+6) and the weighting of the domain of contextual knowledge within the curriculum would
be 11.45% (i.e., 11 out of 96).

Research context
This study was conducted at Guru University (Pseudonym) and Giao Su University
(Pseudonym). Guru University’s curriculum for EFLTEP was a four-year degree with
Education. The total number of credit points for the double degree is 145, of which studies in
Education account for 53% credit points and studies in the second area account for 47% credit
points. There are some differences between the two programs raising questions about to what
extent the two programs are comparable, but this paper argues that comparing the two programs
is productive. Comparing to Vietnam is due to the report by EF English Proficiency Index that
this country was ranked on moderate English proficiency level while Indonesia showed low
proficiency. In fact, both countries, Indonesia and Vietnam teach English as a foreign language
unlike Malaysia or Philippines which teach English as a foreign language.

FINDINGS
In both countries, Indonesia and Vietnam, each government considers education to be crucial
in developing the power of the nation. Teacher education, therefore, plays an important role as
it trains teachers who not only convey knowledge but also educate behaviours. The following
sections provide the findings of document analysis on English as a Foreign Language Teacher
Education Program (EFLTEP) in both countries. In this study, the data was obtained from Guru
University as an Indonesian university, and Gaio Su University as a Vietnamese university.

The aims and content of the EFLTEP curriculum at Guru University, Indonesia
In Guru University, EFLTEP aims to train EFL teachers with qualified knowledge of English
language, professional teaching competencies to teach in educational institutions, translating
and interpreting texts from and to English, English teaching evaluating competencies,
comprehend language theories, entrepreneurship in English teaching and learning. According
to the document of curriculum in Guru University, the total credit of EFLTEP is 150 which
consists of 90 credits for study program subjects (60%), 9 credits for elective subjects (6%), 27
credits for faculty subjects (18%), and 24 credits for university subjects (16). However, in this
study, the subjects and their credits are divided according to the following classifications:

![Figure 1. The percentage of credits for each knowledge in EFLTEP at Guru University](image-url)
Knowledge of EFL teacher education refers to the knowledge given in subjects to prepare them teaching English in the future. The characteristics of this classification is based on Richards described previously. Not only do teacher students of EFL teacher education program learn their field of study, but also they learn some common knowledge obliged by the university for all students in any study programs, so called common knowledge. Due to its special features, research knowledge stands alone referring to any subjects which cover any research related knowledge. Last, the university provides the teacher students some additional knowledge which refers to elective courses that the students might take differently from one to another. Due to the variety of subjects for additional knowledge, it is not included into the analysis and discussion.

The aims and content of the EFLTEP curriculum at Giao Su University, Vietnam

The main goals in Vietnamese EFL teacher education are to train EFL teachers with qualified knowledge of English language, teaching skills and teaching ethics, professional behaviour and good health in order to work effectively in educational institutions and areas of expertise that use English to meet the needs of society and the economy in the process of international integration.

Unlike Indonesia, where English teacher education is implemented in general, Giao Su University classifies its EFLTEP into two, English teacher education for secondary level and for primary level, according to the target students in the future. It was established due to the concern that each level of education requires particular pedagogies and competencies of teachers in teaching and learning process. The number of credits in each study program has no big difference. The study program of Primary English Teacher Education contains 149 credits, whereas Secondary English Teacher Education has 148 credits. Due to similarities of subjects in both programs, only the curriculum and syllabus of EFLTEP for secondary level were to be analysed to be compared to the curriculum content of Indonesian university. Using the EFLTEP curriculum of one program from each university makes the process of analysing documents easier.

From the goal descriptions of both EFLTEPs in Giao Su University, to prepare the future qualified and professional English teachers is the fundamental of this program. Interestingly, Vietnamese university has a specific concern about the student teachers’ health. According to the interview with one of the lecturers, he mentioned that teachers’ health is essential because how a teacher can teach well if he or she is not even in a good health. Furthermore, Vietnamese university has highlighted the significance of preparing teacher students to integrate in an international economy. This goal is closely related to a project classed The 2020 Project to be discussed in the following section.

In general Vietnamese university classifies the course credits of English Teacher Education study program into some categories according to the subject content. The content of training can be composed into three groups of subjects; Group I: consists of shared subjects for all student-teachers such as psychology, philosophy, civic education, pedagogy and information science; Group II: consists of subjects directly related to what must be taught in school by would-be teachers; Group III: consists of professional theory subjects and subject didactic. The categories include 31 credits of general subjects (20.9%); 16 credits of subjects in education (10.8%); 80 credits of subjects in English teaching profession (54.0%) which consist of language skills, language knowledge, and cultural knowledge (75 credits for primary); 16 credits of subjects in teaching pedagogy (10.8%) (21 credits for primary); and 5 credits of internship (3.4%) (6 credits for primary). Despite the classification made by the program, this study uses the same classification to categorize the subjects and their credits.
According to the data, in comparison to Indonesian university, Giao Su University provides more credits in the knowledge of EFLTEP, common knowledge, and additional knowledge. Further differences across curricula will be described in more details in the following section.

According to the analysis on the documents in both EFLTEP curricula, it reveals that the percentage of knowledge of EFLTEP and common knowledge in both curricula is more or less the same. Giao Su University has 1.6% more than Guru University in common knowledge and 2.2% more in knowledge of EFLTEP. Unlike Guru University, Giao Su University allocates more credits on the additional knowledge. In addition, the most contrast is that the big different between Indonesian University and Vietnamese University in terms of research knowledge in which Giao Su University is so far below Guru University for about 7.7%.

The componential variations across and within both EFLTEP curricula
According to the data presented in the previous diagram, in Guru University, 66% of the components consists of 97 credits for knowledge of EFLTEP out of 150 total credits. Meanwhile, in Giao Su University, it has 99 credits with the percentage of 66.9% of the total credits 148. Surprisingly, the number has no significant different between both universities. Thus, the analysis in more specific comparison is required in this case.
To have a better projection of the data, the diagram below represents how the number of credits is different in both universities according to Richards’ domains of EFL teacher education knowledge.

![Diagram showing the comparison of credits in EFLTEP at both universities](image)

**Figure 4.** The comparison of credits in EFLTEP at both universities

According to the data presented in the diagram above, it can be seen that both universities have put their priorities on communication skills to be comprehended by teacher students. Unlike Indonesian university which arranges the English communication skills based on language skills such as reading, writing, listening, and speaking, Vietnamese University organizes the knowledge of communication skills in an integrated approach with the grouping according to CEFR level from B1 to C1. Next, Vietnamese university has more concern about the contextual knowledge and theories of teaching for all student teachers in EFLTEP and less emphasis on pedagogical reasoning skills and decision making, teaching skills and subject matter knowledge.

**DISCUSSION**

According to the document of curriculum in each university, the aim of EFLTEP curriculum in both universities is mainly to prepare the future qualified English teachers with. Interestingly, there are two points of characteristics mentioned in Vietnamese university to be achieved by the student teachers, but not mentioned in Indonesian university. The first point is that the EFLTEP aims to prepare teachers with a good health in order to work effectively in any educational institutions. The universities’ concern on the good health of the students is by implementing the Physical Education in every semester. The completion of this course is required as one of the requirements for the graduation later on by the end of the students’ study. In the contrary, Indonesian university seems to not pay much attention to the student teachers’ physical health. The second point mentioned in EFLTEP curriculum of Vietnamese University is to enable the student teachers to use English to meet the needs of the society and the economy in the process of globalization. It can be seen that the EFLTEP in Vietnam has already led the future English teachers to go across the border of its country. The student teachers are encouraged to be able to teach not only in the country but also in any country with various professions such as translators or interpreters. It is also supported by sending some lecturers...
to go abroad, America and Japan, to continue his/her studies in Master Program (S2) and Doctoral (S3).

Meanwhile in Indonesian university, it has Entrepreneurship skill as one of the skills to be developed. This knowledge and skill enable students to be able to do any professions other than being an English teacher. This is to support the economy and financial of the student teachers in the future. The student teachers are encouraged to make any innovations especially in business. Unfortunately, the Entrepreneurship subject is one of elective subjects which means that not all students take it. As a result, it is highly possible that not all students are provided with the knowledge and practice of entrepreneurship skill. Entrepreneurship skill is significant in this globalization era for English student teachers so that they are able to keep up with the global development and to take any available opportunities. In fact, in spite of Vietnamese’s high concern on international economic development, Vietnamese university does not provide student teachers with Entrepreneurship subject.

Regarding to how the subjects are categorized in both universities, each university has a similar classification. Both universities classify the subjects according to: general knowledge (university subjects), pedagogical knowledge (faculty subjects), subject matter knowledge (study program subjects), and elective subjects. However, Vietnamese university specifies the EFLTEP program for secondary and primary level of education, while Indonesian university prepares the student to be general English teachers with no specific target level of education (primary and secondary). This specialisation has a big impact on the student teachers’ teaching knowledge and skills. Different level of education of target students in the future requires different competencies to deal with the students’ cognitive development and psychological aspects. The different level of education requires different teaching and learning approach to be implemented for an effective teaching and learning. Once there is no any specialization in preparing the student teachers, they only know the knowledge in teaching English in general. In fact, having certain specialization in teaching English allow student teachers to better deal with the particular background of the target students, especially age.

In the domain of common knowledge, basically both universities oblige student teachers to complete the subjects as characterized by the national curriculum. In Vietnamese university, Physical Education (5 credits) is an important component of student teachers’ requirement to graduate by providing a completion certificate by the end of study. In addition, the EFLTEP in Vietnam encourages the students to learn a foreign language other than English such as French, Chinese, Russian, Japanese, Korean, and Thai in Foreign Language 1 and 2 with 3 credits for each with the achievement of A2 level. Meanwhile, Indonesian university has Arabic as the foreign language to be studied by the students. The students are expectedly able to achieve TOAFL score of 375 (A2 proficiency level). In addition, Vietnamese university offers Informatics subject to provide student teachers with basic computer skills. The ability to use technology is considered to be crucial in the 21st century for any program of study. Vietnam is one of the countries with the high use of technology. However, instead of providing computer skills, Indonesian university teaches Basic Math to student teachers as one of compulsory credits during the study.

In terms of research knowledge domain, Vietnamese university does not have big concern on research. It is shown by the small percentage of credits taken by the students which is 8 out of 148 credits. Unlike in Indonesian university where thesis is a compulsory with 6 credits, Vietnamese university allows students to complete their degree by substituting the thesis by completing the exam of elective subjects with the amount of 8 credits. In Vietnam, student teachers must take only 2 credits of research knowledge subject that is Research Method. In contrast, Indonesian university supports the student teachers’ research skill by giving Statistics and Research Method in Language Teaching as mandatory. This finding implies that
Vietnamese university does not consider the ability of student teachers to conduct any research in this field of study as a crucial element in their future career. In fact, as English teachers in the future, they are expected to be able to not only teach in the classroom but also to solve any problems encountered during the teaching and learning process. In order to be able to find alternatives and solutions in the future, the research thinking skills should be developed since their education. In addition, the ability of conducting any research is closely related to academic paper writing to be published. Since currently conducting a research is not primarily emphasized, it means that to increase the number of publications by the teacher has not become a target in this country. Research has become an agenda but still on progress to achieve it. In line with Johnson (2009), it was stated that the reflective teaching movement, action research, and the teacher research movement have helped to legitimize practitioner knowledge by highlighting the importance of reflection of and inquiry into teachers' experiences as mechanisms for change in classroom practices. While teacher research stems from teachers' own desires to make sense of their classroom experiences, it is defined by ordered ways of gathering, recollecting, and/or recording information, documenting experiences both inside and outside of the classroom, and creating written records of the insights that emerge. Practitioner knowledge can enrich the knowledge base of L2 teacher education precisely because it is generated in and emerges out of teachers' lived experiences, it highlights the interconnectedness of how teachers think about their work, it is deeply connected to the problems of practice, and it is situated in the contexts in which such problems are constructed.

After some general comparisons and contrasts were made, it would noteworthy to have a closer look at the more specific domain of knowledge, knowledge of EFLTEP, which is the main point to be discussed in this research. In line with some categories made by Richard that to pre-service English teachers need to be prepared with some kinds of knowledge in English teacher education such as theories of teaching, teaching skills, communication skills, subject matter knowledge, pedagogical reasoning skills and decision making, and contextual knowledge. First of all, based on the finding on the document analysis, the biggest difference on the amount of credits found on the communication skills knowledge with the comparison of 58.6% in Vietnamese university and 41.2% in Indonesian university. In Vietnam, each subject of English communication skills contains about 3-4 credits. Meanwhile, Indonesian university has 2 credits for each subject to be taught to student teachers. Unlike Vietnamese university where the four skills of English taught in an integrated approach from the level of B1 up to C1, Indonesian university emphasized on the teaching one skill solely in one subject.

Next, considering the big number of credits allotted to prepare the student teachers’ communication skills, it might be one of some other factors in the high level of English proficiency in Vietnam. These subjects are mainly to prepare students to pass the English test by the end of their study in the level of C1. On the contrary, Indonesian university requires students to reach the level of B1 proficiency by proving TOEFL ITP (Institutional Testing Program) score of 500 points. The C1 level to be achieved by the student teachers has become another pressure for both student teachers and teacher educators. In fact, the lecturers do not teach students in classroom to be able to communicate in English, but to pass the test. Now the students’ learning has become test oriented with the learning to prepare them to take the test later on. The lecturers perceive their students ability as low in communicating because they are good in paper work, but not in communication. High-stakes tests and examinations exert considerable impact on what and how teaching and learning are conducted in the classroom This “wash back” effect, as claimed by Alderson and Wall (in Wang & Cheng, 2009) leads teachers to “teaching to the test, with an undesirable narrowing of the curriculum”, which is a situation well documented in the College English context. Also, teachers tend to teach what is tested. More often than not, utilizing tests as a catalyst for change may not necessarily bring
about fundamental changes or the improvement in teaching methods to be expected from teachers in a revised curriculum. As mentioned by the teacher that the education in Vietnam adapts the Chinese educational system. Particularly, in the EFL context of China where the educational system is still examination-oriented.

In addition to the communication skills, the next big difference between both EFLTEP is that Da Nang provides more contextual knowledge to the student teachers by the comparison of 14.1% to 10.3% in UIN Jakarta. Da Nang provides several subjects in more specific such as British Culture, Introduction to Vietnamese culture, and High School Education than UIN Jakarta does such as Cross-cultural Understanding and Introduction to Curriculum. In addition, student teachers can take more elective subjects of American Culture and American Literature. Making more contextual knowledge available for student teachers would allow them to have a better understanding of how language teaching practice is influenced by its context and societal, community and institutional factors. Accordingly, student teachers are able to find the best and most effective way in teaching and learning process and to solve any problems encountered.

Both universities concern about the practicum for student teachers with 5 credits in Vietnamese university and 6 credits in Indonesian university. This practicum provides a number of opportunities for student teachers to: Gain practical classroom teaching experience; Apply theory and teaching ideas from previous course work; Discover from observing experienced teachers; Enhance lesson-planning skills; Gain skills in selecting, adapting, and developing original course materials (Gebhard, 2009). Making subject matter relevant to teaching, although crucial, is not the same as learning from practice. In order to make sense of practice, teacher-students need to engage in practice (Graves, 2009). Engaging in practice can be understood in two related ways. First, as classroom practice: opportunities to observe teaching, to prepare for teaching, to teach, to reflect on it, to analyse it, and thus to learn it/ from it. The need for such practice as the basis for learning to teach seems self-evident, yet earlier views suggested that the knowledge base of teaching can be learned without actually teaching, that is, theory is learned in the context of SLTE and practice is gained outside the context. Engaging in practice can also be understood as participating in communities of practice. Teaching is an activity situated in complex cultural, social, and political contexts. These contexts are not just places where they teach. They are communities of people, entrenched in social systems that operate according to tacit and explicit norms, hierarchies, and values. In order to participate in these communities, teachers need to understand why they are the way they are, how they are positioned in those contexts, and how to develop power to negotiate and change them. In addition to learning a discourse of teaching so that they can analyse and talk about it, teachers also need to learn multiple and often conflicting discourses of different communities in order to participate in them.

In Vietnam, student teachers are prepared with more theories of teaching than those are in Indonesia with the comparison of 10, 1% (10 credits) to 7, 2% (7 credits). However, the subjects given are basically similar such as English Teaching Methodology and Educational Psychology. Nevertheless, some knowledge is less given in Vietnamese university such as pedagogical reasoning skills and decision making, teaching skills, and subject matter knowledge with the comparison of teaching skills 9.3% in Indonesia to 4% in Vietnam. In spite of this less number, Vietnamese university offers the Technology for Language Teaching and Learning with 2 credits. The ability to make use of technology in language learning is crucial nowadays. This matter is closely related to the fact that information, media, and technology skills have become an essential element in 21st Century learning skills. The opportunities that technology offers for access to information, for communication, and for greater learner control over the learning process, are exciting (Reinders, 2009). Especially in the area of technology,
innovation in teaching contexts can be a slow process, and one that requires a substantial time investment on the part of everyone involved. Education in this area is somewhat different from that in other areas as it involves both a pedagogic as well as a practical component in the sense that teachers need to have the technical skills to use the technology before they can discover how to implement it. In addition, technologies have the potential to be disruptive to classroom practice. The teacher educator is thus in the delicate position of explicitly linking the benefits of the innovation to classroom practice. There are some approaches can be put into practice in teaching technology, separated or integrated. An integrated approach has the practical advantage of not requiring timetabling changes, but it may also overload teachers busy with running the class, especially those who are less experienced.

The clearest contrast between Vietnamese university and Indonesian university is that Indonesian university has more subjects of subject matter knowledge for the student teachers with the comparison of 8.1% in Da Nang and 25.8% in UIN Jakarta. Both universities offer Introduction to Linguistics, Grammar, and Phonology. However, unlike Vietnamese university in which grammar is given only for Advanced English Grammar, Indonesian university provides grammar knowledge from basic, intermediate and advanced. It is due to the fact that grammar is considered to be a prominent element in language learning. Another factor is that there is no specific entrance requirement of English for student teachers in Indonesian university. As a result, the student teachers’ English proficiency level vary. In addition, some other subjects offered by Indonesian university are Morphology, Syntax, Vocabulary, and Pronunciation. As future English teachers, student teachers are expected to know English well as their subject. Unlike Indonesian university which obliged student teachers to take those subjects as compulsory subjects, Vietnamese university offers more subjects of subject matter knowledge as elective subjects such as Semantics, Introduction to Applied Grammar, Introduction to Comparative Linguistics, Introduction to Functional Grammar, and Second Language Acquisition. Consequently, it is most likely that not all student teachers receive the knowledge of all those subjects during their study.

CONCLUSION
According to the finding and discussion above, it can be concluded that EFLTEP in both universities in Vietnam and Indonesia fundamentally prepares English student teachers to be competent and professional English teachers. Vietnamese university adds up student teachers’ state of health as another priority. In terms of the content of EFLTEP in both countries, it has relatively similar number of credits for student teachers to complete during the study. Vietnamese university offers student teachers more credits in EFLTEP knowledge, common knowledge, and additional knowledge, but less credits in research knowledge. In comparison to Indonesian EFLTEP curriculum, Vietnamese university offers more credits in the domain of communication skills, contextual knowledge, and theories of teaching, but less credits in the domain of subject matter knowledge, teaching skills, and pedagogical reasoning skills and decision making.

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