

Designing the English Training Programs for the Lecturers to Teach Their Subjects in English

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Abstract

Recently, a number of top institutes and universities in Indonesia, both state and private, offer international classes - class with English as the language of instruction - to local and overseas students in order to upgrade their status as an Indonesian university with international standard. This article aims to share the experience of the writers in designing the English language training program as parts of the recruitment of lecturers to teach the international class or Z class as it is called at University of Surabaya. Adopting the ADDIE model of instructional design, the process started from analyzing and identifying the problems of the lecturers in speaking. Then, it was followed with the selection, design and development of materials. The output was a syllabus/course outline. In the phase of implementation, there was a teaching simulation with strict evaluation by the trainers on the trainees' performance. The last phase was a report to the university about lecturers who had fulfilled the minimum standard of English proficiency to teach the Z class (international class). Those who had not met the standard, had to attend a continuing training program at Ubaya Language Center.

Keywords international class; course design; English training program; ADDIE model

A. Introduction

In the last five years, there is a trend in the higher education in Indonesia-colleges, institutes, universities- to offer international classes in their promotions. Slogans like "We offer international classes to students of business and engineering" or "We offer bilingual classes" are commonly found in social media. What is international class? Based on the promotional media from those offering this program, an international class is

characterized by three things. First, the class uses English as the language of instructions. Second, the class can be taken by local students (Indonesian citizens) and overseas students whose English is up to the standard and this can be seen from the English proficiency test score. Third, the tuition fee is relatively more expensive than the regular classes. The lecturers consist of Indonesians and foreigners whose English proficiency is up to the standard as well, at least intermediate

or B2 (in the range A1, A2, B1, B2, C1,C2- CEFR) level. So far, the information on the success of the programs, recruitment of lecturers, and problems faced by the institutions in running the international class is still very limited.

To fill in the gap, this article deals with the writer's experience in designing the English training program for lecturers of non English, University of Surabaya (UBAYA) who want to teach their subjects in English. The university realizes that it is not enough to improve the student's competence in English, especially in speaking and writing, through the English subject offered in the first semester. Mastering the English speaking skill is a long process. Therefore, the English language program for students should be designed in several phases during their study. First, in the orientation program in the first semester, students are required to take TOEFL organized by UBAYA Language Center (ULC) to identify their English proficiency level. Then, in the first semester, students of all faculties and departments, are

required to take the subject "Communicative English" with two credits (once/ week for 100 minutes, 14 meetings). The learning outcome of this subject is to make the students speak and write. It focuses on productive skills. The evaluation in mid-term and final term test is spoken, not written. The next program for students to use their speaking and writing skills is a class called " Z class". This is a subject in any majors, engineering, chemistry, etc. using English as the language of instruction. It is like an international class. The purpose of offering this subject in English is to expose the students to the real experience of using their English language skills, especially speaking and writing in their major: technology, pharmacy, business, law, psychology, and medicine. It is hoped that by the end of their study, students have mastered the speaking proficiency and they are ready to compete in the global job market.

The problem with Z class (the class delivered in English) is that not all lecturers are competent enough to teach the subject in English although

they master the content. Some lecturers are ready since they got their master's and doctorate degree from overseas universities in English speaking countries. Their competence in using the English language to transfer their knowledge is already up to the standard; there is no doubt about it. On the other hand, some lecturers, in spite of their expertise in their subject, do not have sufficient competence to teach their subject in English. Therefore, the university, in this case, ULC, designs an English training program to make them ready to teach their subject in English.

The discussion in this article covers four main parts. The first one is the underlying theory in connection with the instruction design or course design. The second is the selection of typical language functions - phrases, sentence patterns- which are usually used in the classroom communication and interaction. The third one deals with developing and implementing the materials in class. The last part presents the steps in selecting the lecturers for this

program and evaluation. These are presented in details below.

BASIC CONCEPT OF COURSE DESIGN

In the context of language teaching, both Fraida Dubin and Alite Ohlstein (1986) and Brian Tomlinson (1998) define course design as the process of developing programs and materials for language teaching. Smith and Ragan (1999) use the term 'instructional design' instead of course design to refer to the systematic and reflective process of translating the principles of learning and instruction into plans for instructional materials, activities, information resources, and evaluation. The main questions to consider are for whom the instruction is designed, what goals drive the instruction, and which objectives students will follow to ensure they do what you want them to do.

There are many different models used in the instructional design to develop the course materials but the one widely used is ADDIE (Analyze, Design, Develop, Implement, Evaluate) although many

others exist and are used. This model was first designed by Florida State University in 1980 and developed by Reiser and Mollenda in the 1990s (www.niu.edu/facdev. Downloaded on September 20, 2021). The first step in this model is to analyze and understand all aspects of the instructional problem. In other words, why are we teaching what we teach and who are our learners. In the context of English for the lecturers, it is not only the needs of the lecturers but also the needs of the university policy makers. In the *design* phase, we have to consider all components of instruction from beginning to the end. During the design phase, we write learning objectives for events and tasks required, determine which methods, materials and media will be incorporated in the course. The design can be in the format of a syllabus. *Development* (or production) is the step where we actually create the things used in teaching: the lecture material, the handouts and assessment rubrics that instructors and students will use. We have to check whether we can get by using existing product or to begin from nothing. *Implement*

is where the actual instruction takes place. This is where instructor teaches the students/trainees using the textbook. *Evaluation* happens at two levels: formative which tells us what is occurring and summative which tells us what has occurred. With data in hand, instructors need to ask how he /she can modify the instruction to improve its next training. This model can be clearly seen in the diagram below. (https://www.instructionaldesign.org/models/addie, retrieved on October 14, 2021)



SELECTING THE TYPICAL EXPRESSIONS AND SENTENCE PATTERNS USED IN TEACHING

In this step, we selected the materials which were used in the training. We tried to dopt the model of design called ADDIE (Analyze, Design, Develop,

Implement, Evaluate) **recommended by** by Florida State University in 1980 and developed by Reiser dan Mollenda in the 1990s. Following this model, the first thing to be done was to analyze the trainee's problems in using the language to teach through a tight interview and teaching simulation. Based on the analysis in this step, we identified a number of typical patterns, usually

used in teaching which have not been mastered yet and design them in chronological order. For example, what should the lecturer do with a concept they want to teach? First, they have defined and classified it. The rest will follow. The design of these typical patterns is referred as language functions as seen in the table below.

Typical language function and sentence patterns used in teaching

no	Language function	Patterns	Examples
1	Defining a concept/object	X is defined as (broad class + specific features) X is ... + broad class + adj clause X refers to ...	Computer is defined as an electornic device which is used to store and process data.
2	Classifying things	X are classified into two: A and B X is divided into five parts. Based on the ownership, X are classified into ...	All the apples in the traditional market are clsiffied into two : local and imported apples This watermelon is divided into 5 parts.
3	Comparing things and people	Showing similarities: A is similar to B. A is cheap and so is B.	Samsung mobile phone is similar to Vivo but different from

		<p>A is as cheap as B</p> <p>A and B share some similarities</p> <p>A and B have several things in common</p> <p>Showing differences:</p> <p>A is different from B</p> <p>A is cheaper/ more expensive than B</p> <p>A is cheap, while B is expensive</p>	<p>iPhone. iPhone is much more expensive.</p> <p>Samsung and Vivo share several things in common.</p>
4	Using analogy to compare unfamiliar concepts. Link something unfamiliar to something	<p>Showing identical relationship</p> <p>$A : B = C : D$</p> <p>Black: white = off: on</p> <p>Identifying shared abstraction</p> <p>A is like B</p> <p>A can be compared to B</p>	<p>A: What does your brother look like ?</p> <p>B: He is Mike Tyson of our village</p> <p>Life is like riding the bike. If you stop pushing the pedal, you will fall.</p> <p>The way coronavirus attacks your body can be compared to a castle. Inside the castle you should have enough soldiers to protect you. If they are killed, you will be defeated. Your health is like that.</p>

5	Showing cause-effect relationship	<p>Focus on causes”</p> <p>X is caused by two main factors</p> <p>There are 2 factors causing X</p> <p>There are causes of pollution</p> <p>Focus on the effects</p> <p>X has possitive effects on ...</p> <p>X can cause ... and ...</p>	<p>Pollution ..is caused by two main factors</p> <p>There are two factors causing polluiton</p> <p>There are two causes of pollution</p> <p>Regular physical exercises have positive on health</p> <p>Smoking can cause lung cancer</p>
6	Describing the data in the table/graph/c hart	<p>Upward trend:</p> <p>Sales of cars increased slightly/sharply</p> <p>There was a slight increase in the sales of cars from ... to ...</p> <p>The sales rocketed to...</p> <p>Downward trend:</p> <p>The sales of ... declined/decreased drastically by 50 %</p> <p>There was a drastical decline in the sales of ... by 50 %</p> <p>Up and down: fluctuated.</p> <p>Sales of cars fluctuated</p>	<p>The sale of cars increased sharply from 2300 in 2017 to 3400 units in 2018.</p> <p>There was a slight decline in the sale of mobile phone by 5 % in 2018.</p>

7	Showing the steps /process	<p>Listing signals:</p> <p>First, you Then, you ...</p> <p>After that, you... Finally,</p>	<p>Designing a website is simple. First, you ...</p> <p>Then, you ... etc.</p>
8	Making students curious/attentive	<p>Use rhetorical questions effectively</p>	<p>How does it work? Very simple.</p> <p>What is the solution? (pause). Not easy</p>
9	Simplifying a concept	<p>Patterns</p> <p>What I am trying to say is ...</p> <p>To put it another way, ...</p> <p>I mean to say that ...</p>	<p>Teacher: Coronavirus is getting wilder.</p> <p>Student: What do you mean, Sir?</p> <p>T. : I mean to say that it cannot be controlled.</p>
10	Illustrating a point	<p>Typical patterns:</p> <p>Let me give an illustration to make the point clear. ---</p> <p>---</p> <p>Let me illustrate the point.</p> <p>Let me put it this way. -----</p> <p>-----</p>	<p>Teacher: The vaccin cannot protect you 100 %.</p> <p>Student: Could you illustrate the point?</p> <p>Teacher: Let me give an illustration. If you have bee vaccinated, it does not mean that you will not be attacked by coronavirus. Therefore, you are advised to wear mask, wash your hands often, and keep physical</p>

			distance and avoid the crowd.
11	Confirming contributions from students	Typical patterns: I see your point I see what you mean I understand your perspectives	Student: I think X is the best because ... Teacher: I see your point
12	Asking for clarification	Typical patterns: What do you mean by... I don't understand what you mean	Teacher: How often do you go hiking? Student: Once in a blue moon, Sir. Teacher: What do you mean?
13	Rephrasing the statement	Cut the statement into simple sentences	Statement: Being the boss, Joko will chair the meeting Rephrase: Joko will be leader in the meeting because he is the boss Joko is the boss. Therefore, he will be the leader in the meeting

DEVELOPING AND IMPLEMENTING THE MATERIALS

From step one and step two (Analyze, Design) mentioned earlier, we developed and specified the tasks for each topic. For example, to

master how to define and classify concepts, the lecturer of computer science was asked to talk about a broad topic, such as "computer". First, she/he would define it, then classify it. Then the next task would deal with comparison and contrast.

For example, she/he was asked to compare two products of computer with different brand to identify the similarities and differences. A lecturer of mechanical engineering would be asked to compare two products of motorcycle as seen in the table below.

HONDA BEAT VS YAMAHA MIO

Points of comparison	Honda Beat	Yamaha Mio	Clues
Price	Rp 12 m	Rp 12 m	cheap, expensive, Seen from...
Origin	Japan	Japan	from, made
Fuel consumption	40 km/liter	30 km/liter	Economical, consumptive
Max speed	100 km/h	120 km/h	Fast, slow

Market demand	5000 units/moth	3000 units/moth	High, low, favorite
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For the lecturers of business and economics, one of the tasks was to describe the graph/chart as seen below.



To help lecturers organize their description systematically and speak fluently, we facilitated them with typical expressions and steps of description as seen below.

Typical expressions: The chart gives an illustration about ...

The vertical axis represents The horizontal axis represents ...

The expense of UK on cars ---- more / less than ...

France spent more money on.... than UK

Steps in describing the chart:

1. The topic
2. Vertical axis – horizontal axis - bars (red and blue)
3. Details (starts from cars, then..)
4. Conclusion (Which country spent more ... on what ..)

Below is another topic developed to master the skills of describing graph. Again, it is important to provide the clues (vocab) and steps of presentation

The sales of mobile phone in East Java 2017-2019(in units)

Product	2017	2018	2019	total
Samsung	340.000	560.000	900.000	1.800.000
Vivo	320.000	260.000	420.000	900.000
Oppo	200.000	120.000	80.000	400.000

Trends : upward: went up, increased, rose, reached, rocketed (all verbs: past tense)

Downward: fell, dropped, declined, decreased

Stood at, remained stable, was up and down, fluctuated

How : slight/slightly, steady/steadily, sharp/sharply (adj and adv.)

Collocations: The sale of Samsung increased sharply by 50 %

There was a sharp increase in the sale of Samsung by 50 %

STEPS IN PRESENTATION/DESCRIPTION

1. Topic: I would like to describe ----
2. Products, year
3. Trend: up /down (simple past)
4. Details: by year, by product, simple past
5. Conclusion: what product dominated the market?
6. Prediction: what will happen in the next three years ?

SELECTION AND EVALUATION OF THE LECTURERS FOR THE Z CLASS

The process of recruiting the lecturers for Z class (class

delivered in English) was done through the steps below. First, the dean of each faculty selected and recommended names of lecturers interested in the Z class to the Vice Rector I of the university completed with some documents related to English language proficiency. In the next step, Vice Rector I in charge of academic affairs sent those names to Ubaya Language Center to organize a diagnostic test (written and spoken) in order to identify the weak points and strong points of each lecturer in expressing himself/herself as a lecturer. Then, based on the result of diagnostic test, the ULC team designed and developed the training materials. After that, the training began, focusing on the use of English as the language of instruction in class, including language functions and typical patterns used in class. The last step was teaching simulation, in which a class of lecturers was organized and each lecturer should teach a subject of his/her major for 20 minutes. During this process, their performance was evaluated and scored by ULC team. Based on the

result of evaluation, the ULC team recommended to the Vice Rector I who had fulfilled the minimum standard to teach the Z class and who had not. Those who were not recommended would have to attend a remedial program designed by ULC.

CONCLUSION

Learning and mastering a foreign language is a long process. It requires consistent and persistent actions. There is a trend at the universities in Indonesia to offer international class to students (classes in which English is used as the language of instruction). The success of this program depends not only on the students but also on the lecturers teaching the subjects. Students should be prepared for that class by training them on academic skills: note-taking, outlining and summarizing, essay writing and presentation skills. The lecturers should be prepared as parts of the staff development, including sending them to pursue their master's and doctorate degree abroad in an English speaking country. If both

the students and the leacturers have sufficient competence in English, they will not blame each other for the failure. In brief, this program should be planned and designed systematically. If we fail to plan, we plan to fail (Winston Churchill, Former Prime Minister of UK)

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