

OUTCOME DEMAND AND CURRICULUM CHANGES
AT THE ENGLISH DEPARTMENT OF
FPBS IKIP PADANG
1979 - 1994

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ENGLISH DEPARTMENT
FPBS IKIP PADANG
1995

MILIK UPT PERPUSTAKAAN
IKIP PADANG

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A. Introduction

The English department of FPBS IKIP Padang is an educational institution which aims to produce English teachers who are prepared to teach at junior high school (SMP), senior high school (SMA), and any other school levels (IKIP Padang, 1990:157). As English teacher candidates, the students are prepared with knowledge of English and classroom teaching skills before being sent to schools. The English department, as an institution for foreign language teaching, has its own system of education and curriculum. Basically, the system of education in this department requires four years of study, and the students are told to take courses in curriculum according to their year of entrance. The subjects enrolled are plotted from semester to semester.

Besides being prepared with four basic skills in English (listening, speaking, reading, and writing), English department students are also given some knowledge of pedagogy, linguistics, literature, and educational research. Moreover, to make the students familiar with the real situations in schools, they do 'practice teaching' which is taken by students in their seventh semester. All of the students of IKIP must undertake this program for two and a half months in a school. During this time, the students are expected to apply their knowledge of their major field. So, a student of the English department has to teach English during practice teaching. Through this program,

students are expected to learn about the real conditions and situations in a classroom, so that they will not be surprised and confused when they first enter professional teaching after graduation from IKIP Padang.

At the end of 1970s, there had been a change in the higher educational system in Indonesia. The previous structure of higher education was 3 years of undergraduate study and 2 years postgraduate study. The new structure of higher education was 4 years at the undergraduate level (S1 program), 2 years postgraduate (S2 program), and 3 years doctoral study (S3 program). The new system of higher education came into force in 1979. Consequently, new curricula were set up to be applied in the new educational system.

IKIP Padang, as one of the higher educational institution in Indonesia, began to implement the new program for S1 programs in 1979. There have been some changes in curriculum since 1979 up to the present time. This paper will attempt to analyse the curriculum changes at the English department FPBS IKIP Padang to identify problems faced by this institution in achieving educational goals and in fulfilling public demand to produce qualified outcomes from this institution, that is, teachers qualified in a particular field of study.

2. Factors which influence curriculum changes

Change is a phenomenon of our lives that has become a feature of post-Second World War society (Print, 1993:221). It is a process whereby a phenomena is transformed into something different. Curriculum changes in education incorporate a number of associated concepts such as innovation and adoption (Fullan, 1991; Print, 1993). Innovation is a process by which a new idea or practice become adopted, while adoption refers to the initial acceptance of an innovation.

students are expected to learn about the real conditions and situations in a classroom so that they will not be surprised and confused when they first enter professional education after graduation from WKP Padang.

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WKP Padang, as one of the first educational institution in Indonesia, began to implement the new program for S1 programs in 1979. There have been some changes in curricula since 1979 up to the present time. This paper will attempt to analyze the curriculum changes at the English department FBS WKP Padang to identify problems faced by this institution in achieving educational goals and in fulfilling public demand to produce qualified outcomes from this institution, that is, teachers qualified in a particular field of study.

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Cuban (1988), in Fullan (1991:29), classifies educational changes into two categories: first-order changes and second-order changes.

“First-order changes are those that improve the efficiency and effectiveness of what is currently done ‘without disturbing the basic organisational features, without substantially altering the way that children and adult perform their roles’. Second-order changes seek to alter the fundamental ways in which organisations are put together, including new goals, structures, and roles.”

In reality, most changes in a curriculum system are first-order changes which aim to improve the quality of what already exists without substantially disturbing the basic organisational features of the previous curriculum.

Curriculum changes can be influenced by various factors such as politics, economy, social, technology, and knowledge. Braithwaite (1995) indicates three things which may influence curriculum changes. They are people, context, and knowledge. People, either individuals or groups in society, who are not satisfied with the on going curriculum and desire a change in curriculum. Context means political conditions, economical conditions, or social and cultural conditions which cause changes in curriculum in accordance with need. Knowledge or new inventions can influence the content of curriculum, especially when there is a trend in a certain field of study or theory in a certain period of time. In other words, every time new knowledge occurs, the curriculum will expand.

The changes of curriculum at the English department of FPBS IKIP Padang were mainly caused by the context. The changes in curriculum contents between 1979 and 1994 are considered below.

3. Curriculum Changes at the English Department FPBS IKIP Padang

The contents of IKIP’s curriculum can be divided into four groups of subjects; general subjects, pedagogical subjects, classroom teaching competency

subjects, and expertise subjects. The two former groups of subjects are arranged centrally by IKIP Padang, while the two later ones are arranged by each department in IKIP Padang. The departments have the authority to decide what subjects will be provided by the curriculum in relation to classroom teaching competency subjects and expertise subjects.

There have been six changes to the English department curriculum in the 15 year period, 1979--1994. The first curriculum under the new system of tertiary education was established in 1979 at a time when most schools lacked teachers. IKIP Padang was one of 10 IKIPs in Indonesia which were expected to produce subject teachers to meet the demand for teachers at junior and senior high schools. So many teachers were required at that time that IKIP had to open crash programs in teacher education. In addition to the S1 program, there were some diploma program such as Diploma 1 - one year teacher education - and Diploma 2 - two year teacher education - for teaching at junior high school, and Diploma 3 - three year teacher education - for teaching at senior high school. The S1 program was a standard program for teachers at junior and senior high schools. The difference between Diploma 1 and Diploma 2, and Diploma 3 and S1 were in graduate competencies in subject expertise. In the Diploma 1, and the Diploma 2 programs, the students were prepared to teach one subject, while in the Diploma 2 and S1 programs, the students were prepared to teach two subjects. So, there were major subjects and minor subjects to be taken by the students who chose the Diploma 2 and S1 programs. Major subjects were for main subject expertise and minor subjects were for second subject expertise.

The presence of diploma programs as crash programs in teacher education in Indonesia influenced the development of IKIP's Curriculum. Since teachers skilled in particular subject matter were needed in a short time, teacher candidates had to be provided with classroom teaching skills. There are 10 classroom teaching competencies which are considered necessary for students. They are *classroom management*,

classroom interaction, laboratory and library management, instructional media, teaching methods, basics of education, language testing, instructional design, unit lesson, and remedial teaching (IKIP Padang, 1979). These ten skills appeared in the curriculum as subjects which were compulsory for all English department students. Consider table 1 below.

Table 1
Changes in Subjects of Classroom Teaching Competencies

NO	SUBJECT	YEAR OF CURRICULUM															
		79	80	81	82	83	84	85	86	87	88	89	90	91	92	93	94
1.	Classroom Management	2	2	2	2	2	2	2									
2.	Classroom Interaction	2	2	2	2	2											
3.	Laboratory and Library Management	2	2	2	2	2	2	2									
4.	Instructional Media	2	2	2	2	2	2	2									
5.	Teachers' Role in Classroom Interacti	2	2	2	2	2	3	3									
6.	Teaching methods	3	3	3	3	3	4	4	4	4	3	3	4	4	4	4	4
7.	Basics of Education	1	1	1	1	1											
8.	Teaching Techniques	2	2	2	2	2	4	4			3	3					
9.	Language Testing	3	3	3	3	3	4	4	3	3	4	4	4	4	3	3	3
10.	Instructional Design	2	2	2	2	2											
11.	Unit Lesson	2	2	2	2	2											
12.	Micro Teaching	1	1	1	1	1	1	1	2	2	3	3	4	4			
13.	Remedial Teaching	2	2	2	2	2	3	3									
14.	Educational Research	2	2	2	2	2	4	4									
15.	Practice Teaching	3	3	3	3	3	3	3	4	4	4	4	4	4	4	4	4

Note: Figures 1, 2, 3, and 4 under year of curriculum indicate credit points (hours of teaching) of each subject.



From table 1 above, it can be observed that the 10 classroom teaching competencies were incorporated into the curriculum to enable students to handle classroom activities. Two of the competencies were covered in different subjects; they are *classroom interaction* (in the subject of *classroom interaction* and *teachers' role in classroom interaction*) and *instructional design* (in the subject of *instructional design* and *unit lesson*). Two other subjects, *micro teaching* and *practice teaching*, enabled students to apply all classroom teaching competencies in the teaching-learning process of a group (micro teaching) or at school (practice teaching).

From table 1 above, it can also be seen that there have been six changes in curriculum between 1979 and 1994 if the content of the curriculum is considered. These occurred in 1979, 1984, 1986, 1988, 1990, and 1992. In the 1984 curriculum, four subjects were deleted; *classroom interaction*, *basics of education*, *instructional design*, and *unit lesson*. In the 1986 curriculum, from 14 subjects in curriculum 1974, there remained 4 subjects. In the 1988 curriculum, the subjects grew to 5. In 1990, they dropped to 4 subjects, and in 1992, became 3 subjects. The most obvious change took place in 1986 when eight classroom teaching competencies were no longer included as subjects in curriculum.

In subject expertise, the most obvious among the 6 changes also occurred in the 1986 curriculum. Subject expertise in the curriculum of the English Department of FPBS IKIP Padang can be divided into four categories; language skills, linguistics, literature, and English for specific purposes. Table 2 below indicates the changes in language skills subjects.

Table 2
Changes in Subjects of Language Skills

NO	SUBJECT	YEAR OF CURRICULUM															
		79	80	81	82	83	84	85	86	87	88	89	90	91	92	93	94
1.	Listening I	3	3	3	3	3	3	3	3	3	4	4	6	6	3	3	3
2.	Listening II										4	4	4	4	3	3	3
3.	Speaking I	3	3	3	3	3	3	3	3	3	3	6	6	3	3	3	
4.	Speaking II	3	3	3	3	3	3	3	3	3	3	4	4	3	3	3	
5.	Speaking III.....										3	3		3	3	3	
6.	Reading I.....	4	4	4	4	4	3	3	3	3	4	4	4	4	3	3	3
7.	Reading II.....	4	4	4	4	4	3	3	3	3	4	4	4	4	3	3	3
8.	Reading III.....	4	4	4	4	4	3	3	3	3	4	4	4	4	3	3	3
9.	Reading IV.....	4	4	4	4	4	3	3	3	3	4	4	4	4	3	3	3
10.	Reading V / Extensive Reading.....											4	4	3	3	3	
11.	Writing I.....	2	2	2	2	2	3	3	3	3	3	3	3	3	3	3	3
12.	Writing II.....	3	3	3	3	3	2	2	3	3	3	3	3	3	3	3	3
13.	Writing III / Scientific Writing.....											4	4	3	3	3	
14.	Structure I.....	2	2	2	2	2	3	3	4	4	4	4	6	6	3	3	3
15.	Structure II.....	2	2	2	2	2	3	3	4	4	4	4	4	4	3	3	3
16.	Structure III.....	2	2	2	2	2	2	2	3	3	4	4	4	4	3	3	3
17.	Structure IV.....	2	2	2	2	2	2	2	3	3	4	4	4	4			
18.	Structure V.....								3	3							
19.	Vocabulary I.....	2	2	2	2	2	2	2	3	3	4	4					
20.	Vocabulary II.....								3	3							
21.	Pronunciation I.....								3	3				3	3	3	
22.	Pronunciation II.....								3	3							
23.	Speech I.....								3	3							
24.	Speech II.....								3	3							
25.	English Proficiency I.....								3	3	3	3					
26.	English Proficiency II.....								3	3							
27.	Reading Aloud.....								3	3							
28.	Dictation.....								3	3							
29.	Translation I.....	2	2	2	2	2	2	2	3	3	3	3	3	3	3	3	3
30.	Translation II.....								3	3							4
31.	Translation III.....																4
32.	Interpretation.....																4

From table 2 above, it can be seen that there were some additional subjects in language skills in curriculum 1986. They are *pronunciation, speech, English proficiency, reading aloud, and dictation*, besides the addition of *structure V and translation II*. The addition of these subjects was made possible because some classroom teaching competency subjects were deleted. So, the number of credit points derived from teaching skills could be switched to the subject expertise. But later, in the 1988, 1990, and 1992 curriculum, these subjects were removed again. In the next change, the subjects of *vocabulary, speech, English proficiency, reading aloud, and dictation* were removed from the 1990 and 1992 curriculum.

In addition to classroom teaching competency subjects and language skills, linguistics, literature and English for specific purposes were also changed . Some additional subjects also appeared in the 1984, 1986, 1988, 1990 and 1992 curriculum. Table 2 below indicates the changes in linguistics, literature, and English for specific purposes.

Table 3
Changes on Subjects of Linguistics, Literature, and ESP

NO	SUBJECT	YEAR OF CURRICULUM															
		79	80	81	82	83	84	85	86	87	88	89	90	91	92	93	94
<i>Linguistics</i>																	
34.	Introduction to Linguistics.....	4	4	4	4	4	4	4	3	3	4	4	4	4	3	3	3
35.	Phonology.....								3	3	3	3	3	3	3	3	3
36.	Morphology.....								3	3	3	3	3	3			
37.	Syntax.....								3	3	3	3			3	3	3
38.	Semantics/Pragmatics.....								3	3	3	3	3	3	3	3	3
40.	Sociolinguistics.....						3	3	2	2	3	3	3	3	3	3	3
41.	Psycholinguistics.....								3	3	3	3	3	3	3	3	3
42.	Applied Linguistics.....										3	3	3	3			
43.	Error Analysis.....						2	2	3	3	3	3					
44.	Language Testing.II.....								3	3							
45.	Curriculum study.....	3	3	3	3	3	4	4	3	3	3	3			3	3	
46.	Textbook study.....	3	3	3	3	3	3	3									
<i>Literature</i>																	
47.	Cross Cultural Understanding.....	2	2	2	2	2	2	2	2	2	3	3	3	3	3	3	3
48.	Literature.....	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3
49.	Poetry.....								3	3	3	3	3	3	3	3	3
50.	Prose.....								3	3	3	3	3	3	3	3	3
51.	Drama.....								3	3	3	3	3	3	3	3	3
<i>English for Specific Purposes</i>																	
52.	English for Specific Purposes.....	2	2	2	2	2	2	2									
53.	English for Education.....								2	2							
54.	English for Art and Science.....								2	2							
55.	English Correspondence I.....														4	4	4
56.	English Correspondence II.....														4	4	4
57.	English for Secretary.....														4	4	
58.	Business English Translation.....														4	4	
59.	Public Relation.....														4	4	
60.	Tourism.....														4	4	
61.	English for Children.....														4	4	

Table 3 above indicates that many subjects in linguistics, literature and English for specific purposes were added in the 1984, 1986, 1988, 1990, and 1992 curriculum. There were only three additional subjects in linguistics in the 1984 curriculum, but five more subjects were added in the 1986 curriculum. In the subjects of literature, *poetry, prose, and drama* were taught to the students in 1986 curriculum. In English for Specific Purposes(ESP) subjects, the term ESP was made explicit by the introduction of *English for education* and *English for arts and science* in the 1986 curriculum, and *English for correspondence, English for secretaries, business English translation, public relations, tourism, and English for children* in the 1992 curriculum.

In research, from only one subject in the 1979 curriculum, many subjects were introduced in the next curriculum. *Language teaching seminar* and *thesis* were introduced in the 1984 curriculum. *Educational statistics, paper writing, and trends in language teaching* were included in the 1986 curriculum. In the 1988 and 1990 curriculum, some subjects in research were removed, but they appeared again in the 1992 curriculum. Consider table 4 below.



Table 4
Changes for Subjects of Research

NO	SUBJECT	YEAR OF CURRICULUM															
		79	80	81	82	83	84	85	86	87	88	89	90	91	92	93	94
62.	Research Methods.....	2	2	2	2	2	4	4	2	2	3	3	3	3	4	4	4
63.	Educational Statistics.....								2	2	3	3	3	3			
64.	Topics in TESOL.....										3	3			3	3	3
65.	Trends in Language Teaching.....								3	3							
66.	language Teaching Seminar.....						4	4	3	3	3	3	3	3	2	2	2
67.	Paper Writing.....								3	3					3	3	3
68.	Thesis Writing/Thesis Proposal/ Thesis Discussion										3	3	3	3	3	3	3
69.	Paper.....														3	3	3
70.	Thesis.....						6	6	6	6	6	6	6	6	6	6	6

From four tables above, it can be seen that the changes of curriculum at the English Department of FPBS IKIP Padang from 1979 to 1994 revolved around classroom teaching competencies oriented to subject expertise. The reasons for this change will be discussed below.

4., Discussion

The institutions of teacher education in Indonesia seek to provide quality graduates to improve the level of knowledge and education of the Indonesian people. There was a dilemma in teacher education at the first stage of changes to the educational system in 1979 as to whether emphasis should be on teacher quality or teacher quantity. The main aim of teacher education at that time was to produce as many teachers as possible to fill positions at junior and senior high schools. This aim reflected an emphasis on teacher quantity rather than teacher quality. The curriculum was developed to provide students with classroom teaching skills and subject expertise in the same proportion. It was also suggested that the content of subject expertise taught was in line with the knowledge content of schools where students would later teach.

So many classroom teaching skills subjects were provided in the earlier curricula (1979--1983) that one subject overlapped another in content. The offering of so many classroom teaching competencies subjects caused a small number of subject expertise subjects to be covered. For students of the English Department - where English is a foreign language - the lack of subject expertise knowledge resulted in insufficient student competence and performance in English. Since language is a means of communication, English department students had to be well equipped with enough knowledge of the English language to enable them to communicate orally and in written form.

The change of curriculum in 1984 resulted in the removal of some subjects relating to classroom teaching competencies such as *classroom interaction*, *basics of education*, *instructional design*, and *unit lesson* because there were existed some subjects related to these subjects, such as *teachers' role in classroom interaction*,

some subject expertise fields, especially linguistics, were included in the 1984 curriculum (see Table 3).

In 1985, there was a national evaluation of foreign language and natural science curriculum in Indonesia. It was indicated that students from both fields of study did not get enough basic knowledge and skills in their subject. To solve this problem, in the English department, some additional subjects in subject expertise were added in the new curriculum, the 1986 curriculum, such as *pronunciation, speech, dictation, and reading aloud* for language skills subjects. There were also some additional linguistics subjects, such as *phonology, morphology, syntax, and semantics/pragmatics*. In literature, the additional subjects were *prose, poetry, and drama*, and in English for specific purposes, the additional subjects were *English for education* and *English for art and science* (see Table 3).

The addition of some subject expertise subjects in the 1986 curriculum resulted in most of the subjects on classroom teaching competencies being cutting out. The only subjects remaining in the new curriculum were *teaching methods, language testing, micro teaching, and practice teaching*. The previous subject contents, such as *classroom management, classroom interaction, instructional design, etc.* were included in the subjects of *teaching methods* and *micro teaching*. This was a big change, since the English department was now concerned with teacher quality. The English department, as an institution supplying English teachers, needed to produce qualified English teachers who had good English competence and performance.

After ten years of running the crash programs, the Indonesian government decided that there were enough teachers by 1989, and crash programs were no longer needed. Consequently, some diploma programs in teacher education were closed, including Diploma 1, 2, and 3 at the English Department. There remained the S1 program. Teacher quality began to be considered again. Some improvements were made in curriculum to enable English department students to communicate in English

made in curriculum to enable English department students to communicate in English fluently in order to work as language teachers. This improvement was visible in the 1990 curriculum where some advanced subjects on language skills were provided.

In 1991, there was an indication that there was a surplus of teachers. Some IKIP graduates could not be hired at schools because there were enough teachers in some subjects. But there were still too few teachers in natural science and some other subjects. So, a new policy in teacher education in Indonesia was made that enabled IKIP graduates to teach two subjects or to have two teaching competencies at schools. The students were allowed to choose one other subject, besides their major subject, which was still needed by schools. Another policy allowed students to work in areas other than teaching (Depdikbud, 1992).

To comply with need, the 1992 curriculum was developed. The English department chose to follow the second policy rather than the first one, that is to prepare students to work in fields other than teaching. Depdikbud (1992) suggested that, to make them more responsive to problems in the workplace, teacher quality must be improved, and the graduates of teacher education must be flexible in order to correct rigid relationship between specialisation and workplace demand.

5. Literature Review

Teacher quality has been an international issue since the 1980s. In the United Kingdom, in the last two decades, there has been enormous change in all sectors of education. The establishment of the Council for the Accreditation of Teacher Education (CATE) in 1984 led to scrutinizing all courses of initial teacher education in light of the government's criteria (Williamson, 1994). In 1990, CATE's criteria were revised. They are now directed at outcomes; that is, what students will be able to demonstrate, understand and know by the end of their course.

Teacher quality can be improved by providing enough subject knowledge and subject application. In the area of subject knowledge, newly qualified teachers are required to demonstrate an understanding of the knowledge, concepts and skills of their specialist subjects and of the place of these subjects in the school curriculum. In addition, teachers are also required to demonstrate understanding of the curriculum and attainment targets and the programs of study in the subjects they are preparing to teach. In subject application, newly qualified teachers have to demonstrate coherent lesson plans which take account of curriculum policies, a range of teaching strategies appropriate to the age, ability and attainment level of pupils, and the ability to select and use appropriate resources including information technology (Williamson, 1994).

In the United States of America, there has been similar concern and change. In the 1983 national report dramatically titled *A Nation at Risk*, recommendations included sweeping changes to teacher education and a reworking of high school curricula to make them more academically rigorous (Sikula, 1990). In relation to teacher education, the National Commission on Excellence in Teacher Education (1986) recommended reform in teacher preparation in order to make teaching a more rewarding and desirable profession. Some issues were highlighted, such as the supply and demand for quality teachers and the content of teacher education programs. The Carnegie Task Force (1986) made similar recommendations but also suggested that trainee teachers should possess a Bachelor's degree in arts or science prior to enrolling in a graduate Master's degree in teaching.

Broader international issues were addressed by the Organisation for Economic Co-operation and Development (OECD) in a project "Teacher Quality" (Crowther, 1994). The concept of teacher quality must be regarded in broad terms as new challenges and demands modify expectations relating to the capacities and knowledge teachers should possess and demonstrate (Williamson, 1994:138). OECD

identified five dimensions of the concept of teacher quality as relevant to the view of teacher.

- 1) *knowledge* of substantive curriculum areas and content,
- 2) *pedagogic skills*, including the acquisition and ability to use a repertoire of teaching strategies,
- 3) *reflection* and the ability to be self-critical,
- 4) *empathy* and the affirmation of the dignity of others, both colleagues and students, in the pursuit of effective as well as cognitive outcomes,
- 5) *managerial competence* as teachers assume a range of managerial responsibilities within and outside the classroom.

These five dimensions were not considered as independent competencies developed in isolation from each other. The integration of these skills and knowledge were taught as being the mark of an outstanding teacher.

Improvements in teaching quality will result from an improvement in the quality of learning outcomes (Peacock, 1993). In Indonesian universities, there have been quite serious attempts to address staff development and teaching quality for more than a decade. One such attempt to address the quality of teaching was a program known as "Acta 5" which was conducted until 1985 when it was superseded by the Applied Approach (AA). The Applied Approach has been implemented since 1986. This course is based on the principle that teaching consists of four components, namely: subject expertise, instructional design skills, instructional delivery skills, and managerial skills (Cannon and Widodo, 1994). The AA course assists teachers to develop skills in instructional design and classroom teaching. This program was developed in order to improve the quality of learning outcomes of university education. So, to improve teaching quality we need to develop teacher competency in his subject expertise and teaching skills.

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Abbott-Chopman et al (1993:44) indicated that there are three main types of 'competency area' in which all teachers are involved. These are teaching competencies, organisational competencies, and educational competencies. Teaching competencies focus upon the act of teaching and the teacher/pupil relationship, while organisational competencies focus upon roles performed as part of an institution and the organisational requirements of the classroom, school, and community. Educational competencies focus on the social and individual purposes of education and on an understanding of what schools can do to foster their achievement.

In relation to teacher competencies in the educational system of IKIP Padang, it has been suggested that the aim of education at IKIP Padang is to produce teachers who possess the following competencies (IKIP Padang, 1990:14):

- 1) to develop personality
- 2) to have good command in subject expertise
- 3) to manage teaching-learning program
- 4) to have skills in classroom management
- 5) to be able to use media and other learning resources
- 6) to have good command in basics of education
- 7) to manage teaching-learning interaction
- 8) to evaluate student achievement
- 9) to understand the function of guidance and Counselling program
- 10) to understand and be able to do school administration
- 11) to know and understand the principles and results of educational research in instruction, and
- 12) to be able to integrate with colleagues and society.

In the earlier curricula, these competencies were considered to be independent competencies which developed in isolation from each other (see curriculum 1979--

1985). But later, it was realised that these competencies could not be considered in isolation from one another.

6. Conclusion

The curriculum of the English department of FPBS IKIP Padang changed in accordance with the different interpretations of teacher competencies, especially classroom teaching competencies, by curriculum developer. The 10 teaching competencies contained in the 1979 curriculum can not actually be isolated from one another and considered as independent subjects. That is why in the next change of the curriculum, the 1986 curriculum, some of the teaching competencies were combined in one subject. The contents of the curriculum for the English department has emphasised subject expertise, since it is important that students be competent and able to function in English in order to teach it at junior or senior high school or other levels of education.

The changes in the English department curriculum were also caused by the outcome demand. The need for diploma programs as a crash program resulted in an emphasis on teaching competencies rather than subject expertise. When the crash programs ended, the quality of teachers was rethought, and curriculum content was focused on subject expertise rather than teaching competencies. In the last change, because there are enough teachers at schools, the English department has tried to provide subjects which will enable students to work in fields other than teaching.

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