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Editorial

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Dear readers, the latest issue of the Foreign Language Teaching and Learning Journal is out now. The current issue presents you with interesting findings of an array of topics, which will give you different insights on the issue around foreign language teaching. The current issue still revolves around English as a Foreign Language with the foci ranging from effective teaching, demotivating factors, task-based language teaching, teacher professional development, to teacher's intercultural competence.

As a start, Sri Rejeki Murtiningsih, looking from the perspective of one EFL student, investigates what constitutes an effective teacher. Considering the student's English learning experiences, reflection on her own learning, and linguistic development, the study found EFL teachers' pedagogical and content knowledge, along with personal traits as the aspects defining an effective teacher for their influence on students' personal growth.

Ika Wahyuni Lestari investigates factors demotivating three EFL teachers in Indonesia from their perspectives. In her study, she found poor physical fitness, students' negative attitudes, responses and behaviors, unfixed curriculum and school systems, poor salary, poor quality of school facilities, abundant administrative tasks, poor relationship among colleagues, inappropriate teaching materials, and lack of opportunity for professional development as the factors demotivating teachers to teach.

The third article is a report of an experimental study conducted to 37 freshmen in a university in Indonesia, focusing on the effect of task-based language teaching on the students' communication skill. Using a video-making task in her study for the treatment, Fitria Rahmawati found that the task-based language teaching has significantly improved the students'

communication skills, which is measured from the delivery, pronunciation, content, and vocabulary mastery aspects of their performance.

Basing her study on Malcolm Knowles' Andragogy theory, Eko Purwanti seeks for the perceptions of seven EFL lecturers in a private university in Indonesia. This qualitative study using interpretive paradigm and naturalistic design revealed five learning types, namely learning as compulsory, learning as a result of teachers' experience, learning as teachers' passion, learning as teachers' orientation, learning as teachers' internal motivation. Despite the lack of remuneration, the lecturers in this study showed willingness to maintain professional learning.

Last but not the least, Puput Arfiandhani looks into the intercultural communicative competence (ICC) of nineteen English language teachers in their two-year sojourn experience. The study focuses on the how the aforementioned experience may affect the teachers' perspectives on their own culture and other people's cultures. Using Byram's (1997) model of ICC to analyze the data, the study found that the teachers perceive that their experience has helped them understand their own and other people's cultures. More specifically, it reportedly affected their intercultural attitudes (savoir être), knowledge (savoirs), and critical cultural awareness (savoirs' engager).

Finally, this volume 2, no. 1, January 2017 Journal of Foreign Language Teaching & Learning will not be successfully published without the contribution of the reviewers. Therefore, I would like to express my gratitude to Eko Purwanti, Sri Rejeki Murtiningsih, Ika Wahyuni Lestari, Evi Puspitasari, Puput Arfiandhani, Puthut Ardianto, and Suryanto for their valuable feedbacks to the authors, who help maintain the quality of the journal.

Co-Editor
Arifah Mardiningrum

Submission Guidelines

a. Articles should be original, has never been published elsewhere, and/or has been sent to other publications.

b. Full-length articles should be between 4,500 - 6,000 words including references.

c. Abstracts should not exceed 200 words. The abstract includes keywords.

d. Articles should be written in double-spaced with Times New Roman, 12 font size, and with one inch margins on all sides.

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    Level 1 : Centered, Boldface, Uppercase, and Lowercase Headings

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f. Reference lists are written in alphabetical order and presented in accordance with APA referencing system 6th edition.

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Vygotsky, L. S. (1978). Mind in society: The development of higher psychological processes. Cambridge, MA: Harvard University Press.

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Moody Teachers Ruin My Motivation: An EFL Student's Voice on Effective EFL Teachers

ABSTRACT

This focus of this study is to explore an English as a Foreign Language (EFL) student's perspectives on the characteristics of effective teachers that helped her develop her linguistic competence. This case study was conducted in an English education department in a private university in Indonesia. The data were obtained through two conversations with Aliyah, a third year EFL student. The analysis considered her learning experiences, reflection on her own learning, linguistic development, and factors influencing her linguistic development – all of which related to English. The findings show that reflecting from her past learning experiences, pedagogical and content knowledge are considered important characteristics of effective teachers. Most importantly, EFL teachers' personal traits, e.g. moody or knowledgeable were deemed to be a strong characteristic of effective EFL teachers as it influenced students' personal growths, such as motivation, attitude toward the course, and personal feelings. Implications of the study were also discussed.

Key words: effective teachers, EFL teachers, pedagogical knowledge, personal trait

BACKGROUND

One of the most influential factors of students' success in language learning is teachers. Teachers not only merely transfer their knowledge and skills to students, but also are responsible in changing students' behavior and improving students' learning. However, the characteristics of teachers that can have major contribution to students' success need to be explored. While a plethora of research have been conducted in the area of roaches to help students succeed (Farrell, 2015).effective teachers (Demiroz & Yesilyurt, 2015; Celik, Arikan, & Caner, 2012; Hajizadeh & Salahshour, 2013; Alimorad & Tajgozari, 2016), scholars offer different perspectives of what constitutes effective teachers that can help students' success. This is mainly because each person has different concepts of success and different app

Cultural background has been mentioned as one of the aspects that causes the distinctions in point of views (Richards, 2010). What might be called effective in one culture may not be considered as such in different cultures, e.g. the teacher-centered and student-centered approaches in teaching English. One culture might consider having a teacher who can sternly control the class as being helpful to help students' success, but it might not be acceptable in the other culture. The other reason is individual differences. For example, Farrell's (2015) study on native English speakers and non-native English speakers provide an excellent example of this particular issue. Farrell (2015) stated that a school administrator may think that students who are   taught by a native English speaker may be effective for his students. However, the other one may think otherwise, because a non-native English speaker can explain and understand their students well because they speak the same language and come from the same culture.

Existing literature shows that effective teachers in different cultural and educational contexts have been researched quantitatively. Alimorad and Tajgozari (2014), for example, distributed questionnaires to 202 students and 75 teachers of high school using convenient sampl-ing. Similarly, Demiroz and Yesilyurt (2015) and Celik et al. (2012) used quantitative method to investigate the opinion of 404 and 998 university students respectively towards effective teachers' characteristics. Chen and Lin (2009) also involved 198 junior high school students in China to find out the characteristics of good English teachers. Qualitative research in this particular area has been surprisingly scant. In addition, in what way these effective teachers influence students' success in language learning has not been revealed.

This article investigates the answer to the following questions: what characteristics of teachers are considered effective to an EFL student? And in what way do these characteristics help her improve her English? In reporting, I weaved Aliyah's perspectives, my

personal experiences and classroom observations, and scholars' stance into a sound piece of narrative.

DIFFERENT PERSPECTIVES OF EFFECTIVE TEACHERS'S CHARACTERISTICS

Scholars offer different viewpoints of effective teachers' characteristics, and often these qualities overlap one another. Richards (2010) argued that to be effective teachers, EFL teachers need to have ten characteristics, which include language skills, content knowledge, pedagogical knowledge, contextual knowledge, language teacher identity, student-centered teaching techniques, specific expertise, theorizing of practice, being a member of community of practice, and professionalism. From these many characteristics, some of them are also included in the study of several scholars whose definitions are sometimes more fluid than Richards's.

Language skills, for instance, which refers to a high level of linguistic proficiency from which students can learn the language features given in the feedback by the teacher, is also in line with Barnes and Lock's (2013) study. Linguistic proficiency here refers to teachers' language skills when giving comments to students' work. A study conducted by Barnes and Lock (2013) found that Korean university students preferred English teachers who can give direct feedback to students' grammatical error. This is unlike Demiroz and Yesilyurt (2015) who stated that students in Turkey preferred indirect feedback from their teachers when dealing with their error. This goes without saying that English teachers need to possess a high level English proficiency so that they can give proper feedback to their students.

The other characteristic of effective teachers relates to content knowledge. Unlike Richards (2001) who highlighted strong differences between content and pedagogical knowledge, other researchers like Rodriguez (2013), Birjandi and Rezanejad (2014), and Celik et al. (2012) incorporated these two bodies of

knowledge into pedagogical content knowledge (PCK). The PCK refers to the ability to teaching the subject matters effectively. Rodriguez (2013) explained that English teachers with a high degree of PCK are those who can apply the theory of effective teaching into practice. Mean-while, Richards (2001) referred content knowledge and pedagogical knowledge as teachers' mastery of the English subject and "ability to restructure content knowledge for teaching purposes, and to plan, adapt, and improvise" (p. 210) respectively. Teachers' effectiveness in terms of PCK can be seen from, as Birjandi and Rezanejad (2014) assert, how the English teachers encourage their students to actively participate in classroom activities. With regard to involving all students in class work, Richards (2010) emphasizes that maintaining active student involvement to effectively teach the students.

Theorizing form practice, according to Richards (2010), is the ability to contemplate on their own practices "to better understand the nature of language teaching and learning" (p. 116). The contemplation can serve as reflection to English teachers to help students develop their linguistic competence. Farrell (2015) maintained that reflection is "an important part of effective teaching and effective teachers systematically examine their beliefs and practices" (p. 83). The reflective practice is the key factor to improve English teachers' effectiveness in the classroom because they can look back on what they have done in class and why they do what they do. Although this particular skill is considered important in being effective teachers, this characteristic surprisingly almost never appears in many studies in the area of effective teachers and teaching which involved either students, teachers, or both.

One characteristic that is not raised by Richards (2010) but has become the focus of numerous studies is the personal characteristic. Personal characteristic of effective English teachers, such as fairness, kindness, maintaining teacher-student relationship, reducing students' anxiety, and showing appreciation towards students, have become the findings of studies conducted by Barnes and Lock (2010), Celik et al. (2012), Chen (2012), Chen and Lin (2009), and Lee (2010). These scholars mentioned that an English teachers' personal characteristic became one of the most important qualities indicated by their participants, ranging from junior high school students to EFL teachers. Barnes and Lock (2010), for example, asked their participants to EFL students to write down the qualities of what they perceive as effective teachers in Korean language. The results of the research showed that English teachers who were friendly, developed teacher-student relationships, open, understanding, and humorous were considered to be effective teachers. Meanwhile Celik et al. (2012) reported that EFL teachers that were approved by their participants were those who were able to reduce students' anxiety and make them feel relaxed in class. Similarly, English teachers who showed kindness, fairness, lenience, and responsibility were favored by Thai university students (Chen, 2012). Lee (2010) also looked at the uniqueness of EFL teachers in Japan. His study found that EFL teachers should have positive attitude and enthusiasm to be considered effective among Japanese freshmen.

In short, what the section explains is that what is perceived to be effective EFL teachers differ from one context to another, which means that what is considered to be a favorable characteristic in one context may be seen otherwise in the other. This heavily depends upon the cultural contexts and individual preferences. Having this kind of beliefs in mind, I did not set any limitations on what my participant considers as effective teachers during the conversations. As a matter of fact, the effective teachers topic was one of the topics that came up in the conversations.

THEORETICAL FRAMEWORK

The theory underpinning the study comes from Dewey's (1916) education theory which says that "education is thus a fostering, a nurturing, a cultivating, process. All of these words mean that it implies attention to the conditions of growth" (p.10, para 1). This implies that being a teacher

requires someone to do more than delivering the materials; it also refers to being a role model, giving attention to students, and providing them with positive experience so that they can develop their potential, which is their language competence. In his book Democracy and Education Dewey (1916) also asserted that social environment needs to be created to shape and mold the immature members which in this study refers to students. The social environment consists of not only other students, but also teachers. Thus, teachers, as the older members, in the social environment bear a bigger responsibility for shaping students' attitude and competence, which can be shaped "by operating steadily to call out certain acts" (pp.12-13, para 1). Operating steadily here means that teachers need to establish a habit for themselves which can be a stimulus to the students. They could be models to their students which can garner students' attention, and eventually they would imitate the teachers' habit.

Setting this theory into the context of the study, this study discusses effective teachers as role models for their students, who nurture, foster and cultivate their students. The context of the study is an English as a foreign language teacher training institution, which produces future teachers. Thus, effective teachers can motivate these future teachers to become effective teachers for their future students because they learn being effective teachers from their teachers. From the students' point of view, they can learn from their social environment and build their habit and characters.

INTERVIEWING ALIYAH

Aliyah – a pseudonym was a third year female student. During her six semesters studying in the English Education Department, Aliyah was enrolled in a variety of courses I taught for five semesters. Thus, I had vast opportunities to observe her attitude to her study, her personal development, and most importantly, her linguistic development. I kept some of her written assignments from when she was in the first semester for different purposes. I also had some of her journals from the last class she was enrolled in

my class. I brought these artifacts to one of our meetings in which we spent approximately one hour for each meeting, and she also brought some of the journals that she kept as I requested. While the conversation might have been considered short and semi structured, Barkhuizen, Benson, and Chik (2014) maintained that for narrative inquiry, data obtained from short interviews may be "supplemented by a longer period of classroom observation or artifact examination" (p. 25).

Aliyah was selected as a respondent for several reasons. The main reason was because, based on my inside and outside classroom observation, Aliyah was one of the students who made a steady progress on her linguistic development. She also showed good attitude toward the lessons I gave. For example, she read prior to the class, submitted assignments on time, and did not miss any classes. In addition, based on the interaction I have had with her, I considered Aliyah as an articulate person; thus, she would likely be able to provide thorough information. Aliyah and I met on campus – as she requested – twice. Because both of us were multilingual, we used several languages during the conversations which flowed quite naturally for both of us. This had allowed Aliyah to freely express her feelings and opinions. Due to this issue, the excerpts used in this study were translated into standardized English. The conversations we had raised a vast array of topics, ranging from Aliyah's learning experiences, reasons to take English education department, her perspectives of her own language competence, her teachers, and teaching. For this particular study, I coded and selected excerpts that answered the proposed research question.

ALIYAH'S PERPECTIVES OF EFFECTIVE EFL TEACHERS

Based on my observation, Aliyah was a shy student in the first semester of her program. She was almost quiet for all the meetings, but she was an attentive student. In all courses I teach, I assign my students to read a number of pages of t

knowledge, and personal characteristics. book, either a novel or textbooks and give them a question to answer in writing. From some of the artifacts from her first semester, Aliyah used her native language to answer the question, and she wrote only a few sentences. When we discussed her writing when she was in the sixth semester, I asked her how she felt about it. Aliyah stated that she was happy with her linguistic development. We went on discussing supports she obtained related to her linguistic improvement, which then she mentioned friends and teachers. These two factors were included in social environment, which can contribute to students' development because they learn from each other and establish a habit of learning (Dewey, 1916). To answer the proposed research questions, Aliyah asserted that she approved EFL teachers who hold pedagogical knowledge, conten.

Pedagogical Knowledge

Richards (2010) referred pedagogical knowledge as 'pedagogical reasoning skills' which concerns EFL teachers' cognition or "specialized kind of thinking that teachers posses and make use of in planning and conducting their lessons" (p. 114). This knowledge manifests in the way EFL teachers design and plan their lesson. Richards (2010) proposed aspects that an effective EFL teacher has to be able to "analyze potential lesson content" (p. 115). Aliyah also found that having a teacher who could plan the class well and be consistent with the plan helped her succeed in class. She remarked, "if a teacher cannot remain as planned, I don't know. The students will go 'I've prepared something for a class, but why would the teacher change it?'" Teachers who did not have any plans, according to Aliyah, would be underestimated by students and gain low trust from their students because those teachers were considered as unreliable. Aliyah maintained that she needed to know the teachers' plan in running the class because it helped her to be organized and prepared for the lesson. Teachers' plans or teachers' preparation is also highlighted in Barnes and Lock's (2010) study in which Korean university students attributed lecturers'

enthusiasm and preparation.

In addition to be well-planned and consistent, Aliyah also mentioned that effective EFL teachers should be able to employ teaching strategies that accommodate students' individual differences. Aliyah believed that teachers' ability to run and utilize a variety of teaching strategies would improve students' motivation, which lead to participation in the class activities. Like Aliyah who was a student, teachers also agreed that involving the whole class participations in class activities is included in effective teachers' criteria (Birjandi & Rezanejad, 2014).

Content Knowledge

For Aliyah, EFL teachers needed to understand and master the lessons they taught because she called teachers as the fountain of knowledge to whom students could find the answers of their questions. She also added that effective EFL teachers not only understand the content of the lessons, but also become proficient – the term that Aliyah used – in the issue. She continued on explaining that becoming proficient for teachers means that EFL teachers have a good grasp of the materials of the course they teach. She remarked, "if a teacher is proficient, she would know what kinds of questions would come up from the topic." Aliyah's opinion with regard to EFL teachers' content knowledge is, in fact, similar to many studies conducted by Celik et al. (2012), Demiroz and Yesilyurt (2015), and Lee (2010).

Apart from becoming proficient, Aliyah also mentioned that being effective EFL teachers need to be up-to-date with the current development of the subjects they teach, because this would influence the quality of knowledge she would learn from the teacher. This characteristic would make teachers understand their students' way of thinking. This particular point of effective teachers' characteristic is in line with Al-Mahrooqi, Denman, Al-Siyabi and Maamari's (2015) study in Oman in which they state that their high school participants also preferred up-to-date teachers. They, however, did not think that their teachers needed to have a professional

development program.

Personal Traits

Aliyah deemed effective teachers as those who do not bring personal matters to class. She explained you know some teachers are young, and in that age range, some of them have mood swings. For example, something might have happened before they came to class, and they became very moody. It should not have happened. They have personal problems alright, but they do not need to bring it to class (interview excerpt, 2017).

Aliyah called the characteristic that describes an ability to leave personal problems out of the class room as professional. Unlike the definition in western culture that refers 'professional' as being competent in a particular activity (New Oxford American Dictionary, 2017), 'professional' in the Indonesian language may mean the ability to keep personal feeling away when working. If a teacher is professional, for instance, she is required to remain composed even if she has personal problems. Aliyah continued on by saying that a professional teacher should be able to hide her personal feeling when teaching or that a professional teacher should treat all of her students fairly. The example that she gave was that one of her teachers confronted a student for being misbehaved. However, to Aliyah, even after the student apologized to the teacher, the student kept being left out by the teacher in many classroom activities.

Teacher-student relationship was also mentioned by Aliyah as effective English teachers. She stated that effective teachers are the ones that nurture their students, apart from delivering materials in class. This is also in line with Dewey (1916) who stated that education is a series of process that provides nurturing, fostering, and cultivating environment from older members to younger members of society. In addition, studies reveal that many EFL students in different contexts consider personal characteristics are the key to EFL teachers to be effective. Personal characteristics found in these studies varied from one study to another. Barnes and Lock (2010), for example, found that EFL teachers who

appreciated students' efforts, respected students, and called them by names were considered effective. Lee (2010) maintained that the personal characteristics attributed by Japanese students were positive attitude and enthusiasm.

ALIYAH'S IMPACTED GROWTHS
Linguistic Development

In relation to the growth, Aliyah asserted that her writing ability improved much better than the other skills. She remarked, "I did not know how to write properly at the time I came to this department. Now, I know how to organize my ideas and how to form a sentence." She also told me that once her friend from a different department was amazed with her current English competence. Her linguistic competence developed through the activities by the teachers. She provided example of her teacher who assigned her to read and write every week and who asked her to give opinion and argument based on the reading. These activities, along with the feedback given, had heavily influenced her linguistic development.

Personal Growth

With regard to EFL teachers' pedagogical knowledge, Aliyah stated that she was demotivated to follow the lesson because the class seemed to be poorly designed. She remarked An organized teacher would be consistent when running the class. This lets me know what is going to happen. On the other hand, inconsistent teachers would be different. She would just abruptly change the lesson. This makes me think. Why would I prepare for the class? The teacher is going to change plan anyway. I feel like what I have prepared is useless. Well, not really useless actually. But, I feel unappreciated (interview excerpt, 2017)

Dealing with a teacher who possessed this characteristic, Aliyah felt that she became less organized and that she could have done better if the teachers had performed the lessons as planned. She also felt that she would have participated more actively in the class. In other words, she would have learned more had the EFL teachers been well-planned. We did not discuss if

her grade in the class was affected by the teacher. In the courses in which Aliyah was enrolled, I noticed that she was always enthusiastic when she had to work in small group discussion or individual work. While she appeared less verbally active in class discussions, Aliyah was not shy to ask questions to me, although this did not happen very often. She always sat at the front rows and performed the required tasks in timely fashion.

With regard to personal characteristics, Aliyah stated that a moody teacher affected her motivation. She continued on saying, "moody teachers really ruin my motivation. Once I was on fire with one course. When I found out that the teacher was quite moody, I was not as excited anymore with the course." Aliyah also shared her feelings when she observed that one of her EFL teachers treated some of her peers unfairly. Although she was not the one who was in the situation, she believed that the situation should not have happened.

Aliyah's growth impacted from EFL teachers' ineffectiveness she met might not have been clearly visible because other aspects might have played stronger roles on her academic success. It is worth noted that Aliyah's development, including her linguistic development, might have been better if teachers' ineffectiveness can be minimized. Alimorad and Tajgozari (2016) stated that understanding students' expectations can help bridge the gap by addressing the ineffectiveness shown by some teachers. Students' expectations of effective EFL teachers should be heard and met as much as possible, which means that listening to a student like Aliyah's voice with regard to her feelings or disappointment of several ineffective teachers. While this research may be a case study in which the generalizability is quite limited, other students, whose self-esteem is not as high as Aliyah's might have the same feelings as her, but have not received opportunities to express their opinion. There has been very little research conducted on the impacts of ineffective EFL teachers toward students' linguistic development and personal growth. However, it is believed that

effective teachers would be able to improve students' learning achievement, change students' behavior, and increase student learning (Al-Mahrooqi et al., 2015; Birjandi & Rezanejad, 2014; Hajizadeh & Salahshour, 2013; Alimorad & Tajgozari, 2016).

CONCLUSION

Aliyah's growth was reflected from her experiences dealing with some of her teachers she encountered during her study whom she considers ineffective. From her experiences, she learned that effective teachers were the ones who had the opposite characteristics that she described. For example, she was taught by a teacher or two who showed problems with their pedagogical knowledge, content knowledge, and personal traits. Characteristics like being inconsistent between lesson plans and practice and having less variety of teaching strategies in class were considered as ineffective. Well-planned EFL teachers was deemed effective because they helped students develop their habit and linguistic competence by giving them a considerable amount of time to prepare for the class. In addition, EFL teachers' personal traits are also regarded as one of the most important characteristics of effective teachers. Aliyah, however, provided examples of personal traits that demotivated her to join the class. Personal traits, such as emotional maturity, showing respects to students' efforts, and treating students fairly, were considered as aspects that influence students' learning.

This study implies that to create social environment that can enhance student's learning and change their behavior can be done by improving EFL teachers' effectiveness. This can be done by listening to students' voices followed by facilitating teachers to join teacher professional development programs to minimize teachers' lack of pedagogical and content knowledge. While it might be considerably challenging to work on teachers' personal traits, it is not impossible if the issue is consistently addressed to meet students' expectations of effective teachers.

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Demotivating Factors among Indonesian EFL Teachers

ABSTRACT

Demotivation has been an issue in many EFL countries as revealed by many prior studies. However, limited studies were conducted to investigate it in Indonesian context, particularly in Indonesian higher education level. This qualitative study was done to investigate demotivators perceived by EFL teachers in Indonesia. To collect the data, three Non-English Department teachers were involved in a semi-structured interview. They were asked to share their perceptions and experiences on what demotivated them as teachers. The results showed nine factors causing demotivation among Indonesian college teachers. Teachers' poor physical fitness, students' negative attitudes, responses and behaviors, unfixed curriculum and school systems, poor salary, poor quality of school facilities, abundant administrative tasks, poor relationship among colleagues, inappropriate teaching materials, and lack of opportunity for professional development were reported as demotivators undergone by the teachers. The study was concluded by offering some implications to cope with demotivators.

Keywords: motivation, demotivation, demotivator

BACKGROUND

Teacher motivation is an integral part in second language learning. It encompasses areas regarding career choice that teachers choose, complexities during the teaching process, and factors influencing the relations between teachers and students. Those three factors contribute to the motivation teachers have. Dörnyei (2001) highlighted that teacher motivation involves some aspects, one of which is motivation to teach. It implies that teacher motivation can affect not only teachers but also students in the long run. Teachers who have lack of motivation - or are demotivated - in teaching will not make sufficient preparation for their teaching and might not perform well. This situation can influence students and their learning

achievement negatively (Dörnyei, 2001).

Therefore, it is noteworthy to maintain teachers' motivation in teaching. By doing so, demotivation - a condition where teachers lose their motivation - can be avoided.

The notion of demotivation is defined as "specific external forces that reduce or diminish the motivational basis of a behavioral intention or an ongoing action" (Dörnyei, 2001, p.139). Second language demotivation particularly the one undergone by teachers are enacted by various factors. From teacher-related aspects, it can be caused by teachers' workloads (Dornyei, 2001; Dinham & Scott, 2000; Spear, 2000), self-efficacy, and autonomy (Dornyei, 2001). Other factors such as curriculum (Dinham & Scott, 2000), the image of the profession, and salary (Spear, 2000) were also reported as contributing factors to teacher demotivation. These findings echo to those of other studies conducted in EFL context (Baniasad-Azad & Ketabi, 2013; Hettiarachchi, 2013; Kim, Kim, & Zhang, 2013; Sugino, 2010). Compared to the findings in other contexts, the most salient aspects leading to teacher demotivation revealed in these studies are related to students' attitude and motivation toward English learning, students' lack of interest, and poor English proficiency. These common factors can possibly emerge in Indonesia as a country where English is a foreign language.

In Indonesian higher education, English becomes a compulsory subject as mandated in the National Standard of Education No. 19/2005, article 9, paragraph (2). It indicated that all universities should hold English classes, including Non-English Department programs. Even though it is regulated that all departments must offer English to their students, English classes in Non-English Department are conducted in limited contact hours. In the setting of this study, for instance, English for Non-English Department students is offered as a non-credit or one-credit course in which the teaching and learning process lasts from 100 to 200 minutes a week. Consequently, students do not get much exposure to English learning and teachers do not have

adequate time to teach English. Besides time, students' attitudes also become a challenge for Non-English Department teachers. When the researcher herself taught in the setting of the current study, many students showed negative attitude on English learning and tended to overlook the importance of attending English classes. These problems may cause demotivation among Non-English Department teachers. If it is not properly addressed, it can affect English teaching-learning in Indonesian higher education, especially in Non-English Department programs.

The aforementioned issues indicate that actually many factors can make Non-English Department teachers feel demotivated in teaching. Identifying those factors is mandatory in order that negative impacts of teacher demotivation can be avoided. However, only few studies were conducted to investigate the demotivators in Indonesian context, particularly in higher education. This study was conducted to investigate the demotivating factors perceived by Indonesian EFL teachers. This research is limited to identify the factors from Non-English Department teachers' perspectives in university context.

DEMOTIVATION

The notion of demotivation as the opposite of motivation is defined as "specific external forces that reduce or diminish the motivational basis of a behavioral intention or an ongoing action" (Dörnyei, 2001, p.139). Unlike motivation which might bring significant impacts on a foreign language learning, demotivation tends to bring detrimental impacts to those who undergo it. If teacher motivation is regarded "infectious", teacher demotivation will likely influence students' learning negatively (Dörnyei, 2001).

Demotivation can be analyzed from Activity Theory perspective first proposed by Leont'ev (as cited in Kim & Kim, 2013). It was then developed by Engeström, (as cited in Kim & Kim, 2013) in which the element of community was added from the initial model proposed by

Leont'ev. Therefore, in Engeström's model, Activity Theory consists of mediational tool, subject, object, rule, division of labor, and community. Of the five elements, Kim and Kim (2013) asserted that mediational tool is mandatory as it drives someone to focus on something. Mediational tool can be in forms of people or non-living beings. In the context of instruction, it can be students, teachers, teaching materials, teaching strategies, and many others (Kim & Kim, 2013).

The occurrence of teacher demotivation can be analyzed from Engeström's Activity Theory perspective. Teacher demotivation occurs due to the gap between two elements of Activity Theory, i.e. mediational tool and community (Kim & Kim, 2013). Seeing this phenomenon from teachers' perspective, teachers are demotivated as the beliefs in their instruction serving as the mediational tool are not supported by their community. In this case, the community which can be either students, colleagues, school authorities, or others do not react as what teachers have expected, so they feel demotivated. To overcome demotivation, this gap should be filled in.

PREVIOUS STUDIES ON DEMOTIVATION IN EFL CONTEXT

Studies investigating demotivating factors in EFL context have been conducted in various countries, one of which is a study by Sugino (2010) in Japanese context. Questionnaires were distributed to 97 lecturers in Japan. The study revealed some factors causing demotivation among English teachers. The teachers felt demotivated due to students' negative attitude, unclear curriculum goals, teaching materials, students' ability, and school factors.

Another study on demotivating factors was also conducted by Kim, Kim, and Zhang (2013). Kim, Kim, and Zhang compared the demotivating factors perceived by Chinese and Korean English teachers by conducting a mixed-method study. Questionnaires were distributed to 58 Chinese and 94 Korean English teachers. The findings showed that the number of students in each class became a factor demotivating both

Chinese and Korean English teachers. Chinese English teachers were also demotivated by the high expectation parents had. Korean English teacher, on the other hand, felt demotivated due to high demands of administrative tasks and students' lack of interest in English learning.

In Iranian and Japanese context, Baniasad-Azad and Ketabi (2013) did a comparative study to examine the demotivators among Iranian and Japanese English teachers. The data were obtained by using questionnaires followed by semi-structured interviews. The results showed that demotivators emerged differently in each context. Iranian English teachers were demotivated in regards with curriculum, bonus, appreciation, unstable employment system, students' lack of interest, and minimum research funds. Meanwhile, in Japanese context, students' negative attitudes, long contact hours, overabundant paperwork, and lacked variety of teaching methods became demotivators in teaching.

Hettiarachchi (2013) also investigated aspects of motivation and demotivation among English language teachers in Sri Lanka by doing surveys to 54 Sri Lankan teachers and interviewing five of them. The research has found that the major demotivating factors among Sri Lankan EFL teachers were insufficient learning facilities, inefficiency of "school administration and zonal education offices " (p.8), difficulties in obtaining teacher transfers, the gap between the English curriculum and students' English proficiency, and the poor relationship among colleagues.

The aforementioned related studies were all conducted in EFL context which is in line with the nature of English in Indonesia. As EFL teachers, Indonesian teachers can possibly undergo demotivation in teaching. They may also deal with demotivators which can hamper their teaching if it is not well-addressed in the long run. However, there have not been many studies conducted in Indonesian context aimed to identify demotivating factors perceived by Indonesian EFL teachers, particularly those teaching at tertiary educational level. Therefore,

a study to investigate demotivating factors perceived by Indonesian EFL college teachers should be conducted.

RESEARCH METHODOLOGY

This study aims at examining a phenomenon of demotivation undergone by non-English department teachers. Thus, qualitative method was suitably employed as it studies "phenomena that occur in natural settings" (Leedy & Ormrod, 2005, p.133). This study involved three full time English teachers employed in a language center of a private university in Yogyakarta, Indonesia, as the participants. The three female participants possessed the same characteristics as participants; they were full time teacher teaching Non-English Department students, had been teaching in the institution for more than five years, and were willing to participate in the current research. Later, in the data presentation, their names were changed into pseudonyms as Diana, Siska, and Lina to maintain their privacy. This research was conducted in October 2016.

To collect the data, semi-structured interview was conducted to the three participants. The interview was audio-recorded and done in some steps. First, the researcher checked the concept of demotivation to the participants by asking them to define what demotivation was. It was done to ensure that both the researcher and the participants had the same concept of demotivation. The participants were also asked whether they had undergone demotivation in their teaching. Next, the participants were asked to explain factors they perceived causing demotivation. Lastly, the research restated all factors the participants mentioned to check the validity of the data. The obtained data were then analyzed qualitatively through coding to find the themes and patterns.

RESULTS

Based on the interview done to the three participants, all of the participants had the same concept of demotivation. Being connected to teaching, they believed that demotivation was a state where teachers lost their motivation or had no motivation to teach. It was also found that all of the participants had ever undergone demotivation in their teaching. Two of the participants, Lina and Diana, confessed that they sometimes felt demotivated. To Siska, although teaching was like "a sanctuary" to her, she did not deny that many factors impinged her motivation to teach. The interview also revealed nine factors the three participants perceived as demotivators. The summary of the emerged demotivators was summarized in table 1.

Table 1 : Emerged demotivators

Categories	Demotivators
Teacher-related factors	Poor physical fitness
	Abundant administrative tasks
	Poor salary
Student-related factors	Students÷negative attitudes and behaviors
Other factors	Unfixed curriculum and school system
	Poor quality of the school facilities
	Inappropriate teaching materials
	Poor relationship among colleagues
	Lack of professional development programs

Teachers' physical fitness

Teaching is an activity which requires good physical condition. If this physical fitness is not fulfilled, it might result in demotivation like what was revealed from one of the participants. Diana claimed that she felt demotivated in teaching when she was not feeling well. She said, "poor physical fitness makes me feel demotivated".

Students' attitude, responses, and behaviors

The result of the interview indicated that all of the participants felt demotivated due to students' negative attitude and lack of responses. Diana claimed that one of the demotivators she perceived was when "students' responses to what we teach is not as what we expected, like when students feel bored, lose their interests in learning, be passive in the teaching and learning process, and lack motivation to learn". Siska has shared belief with Diana's on students' attitude and responses as demotivating factors in teaching. She added that it forced her to put extra efforts to deal with the students. Besides students' attitude and responses, students' behaviors were also reported as being a demotivator for teachers. Lina reported that "trouble makers in class who tend to demand more, dominate other students, and love showing off" made her feel reluctant to teach. This result was also supported by Siska who said that "students who are difficult to control and always make jokes" demotivated her.

Curriculum and school system

In the institution where the three participants worked, students were grouped based on their proficiency level measured through an English Proficiency Test (EPT). The students were then put into classes based on those who have the same range of EPT score, for example those whose EPT score is lower than 395 went to Level 1. With the currently-applied system, many students stayed at the same level as they could not increase their EPT score significantly. As a result, they would get the same module and materials. Two of the participants, Diana and Lina put her

concern on this curriculum and system. They claimed that this system demotivated them as a teacher as well as their students. Diana said that "many students lose their interests and enthusiasm in attending English classes because they learn something similar". Consequently, she had to put more efforts to liven her class to improve her students' motivation. Diana and Lina, who had shared experience teaching students at the same level for more than two semesters, also said that within this curriculum and system, they had to "work harder to prepare teaching materials" as their students had learnt the same materials from the same module in the previous semesters. These challenges demotivated them in teaching under the current curriculum and system applied in their institution.

Teaching materials

Teaching materials are one of the prominent aspects in teaching. Teachers usually have their considerations and expectations on the materials they select for their students. However, their considerations sometimes are not in line with that of their students which results in demotivation. This result was found from Lina's interview. She asserted that she felt demotivated because the materials she gave to her students did not meet students' needs and expectations. She gave an example, "my students want to learn TOEFL but they get General English here". Another demotivating factor is when the students did not show their enthusiasm with the materials she had prepared. She said, "materials I provided did not make them feel enthusiastic, it was too easy for them, not challenging". The discrepancy between teachers' and students' expectation on teaching materials leads to teacher demotivation.

Salary

Financial rewards can influence teachers' motivation in teaching. If the financial rewards teachers get are not in accordance with efforts they make, demotivation can highly occur. Two of the participants perceived that salary became a demotivating factor for them though it did not

affect their professionalism when teaching. Diana, for instance, stated, "teaching honorarium I get and the efforts I have made are imbalance, and it sometimes demotivates me". In line with Diana, Lina added that "no salary raise within the past few years and the low amount of the salary" became a contributing factor leading to demotivation.

School facilities

Another reported demotivator is school facilities. Siska felt demotivated when "the room is warm because the air conditioner does not work properly". Similarly, Lina stated that "the air conditioner and the projector are out of order" in some of the rooms she used. Consequently, students kept complaining to her. This facility problems also diminished students' concentration, and shortened their attention span which eventually demotivated her as the teacher.

Administrative tasks

Besides teaching, many teachers have to take care of administrative tasks. As full-time staffs, the three participants were also in charge of some tasks where they became the coordinators. Lina, who was in charge of syllabus and material development for the English classes, pointed out that sometimes she felt demotivated due to "abundant demanding non-teaching tasks". She also said, "the need to meet the deadline of these administrative tasks disrupts my preparedness in teaching and preparing materials". These non-teaching tasks may impinge teachers' motivation as teachers since they will have more workload. Relationship among colleagues. Another demotivating factor found in this research is in terms of relationship among colleagues. When the relationship between teachers and their colleagues - it can be other teachers or staff - does not work, it can possibly demotivate teachers in their teaching. This result was found from the interview conducted to Lina. She stated, "if it has something to do with job, like there is a problem with colleagues, it can affect me in my teaching in a negative way". This factor demotivated her in that she became less enthusiastic in teaching.

Professional development

For teachers, the opportunity for a professional development program they get can influence their motivation to teach. One of the participants, Lina said that she felt demotivated because of limited opportunities to join professional development programs she got in her institution. She stated, "there is no training or close supervision which evaluates whether my teaching is good or bad". It demotivated her as the school authorities might not notice if she performed well as a teacher. Compared to her previous institution, she claimed that professional development programs in her current institution were very limited. Whereas, she believed professional development is important for teachers.

DISCUSSION

The results of this study were discussed based on three categories, i.e. teacher-related factors, student-related factors, and other factors, as shown in Table 1. The first result in the teacher-related factors indicates that teachers' physical fitness becomes a demotivator in teaching. Similar finding was also found in Sugino's (2010) study in which the participants reported that health condition became a factor demotivating them in teaching. It is inevitable that when teaching, teachers are required to do some energy-draining activities, like standing for hours, moving around to monitor students' work, or dealing with misbehaved students which consume teachers' energy. Therefore, doing these activities can demotivate teachers if they are not physically well. Another factor demotivates teachers in teaching found in this study is the abundant administrative tasks teachers need to accomplish. These non-teaching-related tasks can interfere with teaching especially when teachers have limited time to prepare their teaching due to the overwhelming tasks. This factor varies in China and Korea (Kim et al, 2013). Korean teachers tended to deal with similar problem in which they have to deal with administrative tasks. Unlike Indonesian and Korean EFL teachers, Chinese EFL teachers tend to have more

freedom to focus on their teaching as they do not have to deal with administrative tasks.

The current study also reported that salary becomes a demotivator for teachers in teaching. Though the participants argued that the unsatisfactory salary they got did not interfere with their teaching, they admitted that it demotivated them. This finding can be analyzed with Engeström's Activity Theory in which the discrepancy between teachers' expected salary and the actual salary they earn causes teacher demotivation. However, this result contradicts what Hettiarachchi (2013) found. In these two studies, to Sri Lankan and Turkish EFL teachers, salary does not influence their motivation as teachers. Though findings differ in these three studies, the unsatisfactory salary Indonesian teachers perceived is worth taking into account, so demotivation teachers undergo due to this factor can be overcome.

Beside demotivators coming from teachers, students also play a big role in causing demotivation to teachers. This study showed that the participants were demotivated by the negative attitude their students had towards English learning. When students do not show their interests and motivation in the English teaching and learning process and give insufficient responses to teachers' instruction as what teachers have expected, teachers can feel demotivated.

This result can be explained using Engeström's Activity Theory. Teachers' expectation on students' positive attitude towards English learning - serving as an Activity Theory's mediational tool - is not met in the real practice as students show negative attitude, instead. Consequently, teachers feel demotivated. As teaching is a reciprocal activity between teachers and students, the failure of one party in fulfilling the role can demotivate the other party. Students who do not show positive attitude or make responses to teachers' instructions, for instance, can demotivate the teachers. Besides students' negative attitude and lack of responses, the way students behave in class also contributes to teacher demotivation. Students who become trouble makers or behave negatively tend to consume

teachers' attention in the teaching and learning process. Other students who behave positively, tend to be overlooked or feel intimidated by this negatively-behaved students. This finding is in agreement with what Sugino (2010) found in his study. One or two rebellious students tend to make others and teachers feel uncomfortable during the teaching and learning process.

The issues in terms of curriculum and school system, teaching materials, and school facilities turn out to contribute to demotivation teachers have. The results indicate that within the new curriculum and school system, both students and teachers feel demotivated as neither the curriculum nor the system support the learning progress students should have made. Many students stayed at the same level; therefore, they felt they did not learn something from the teaching and learning process. Teachers, consequently, have to deal with these disappointed students and their complaints. This situation somehow demotivated them whenever they were going to teach. This issue echoed what Baniasad-Azad and Ketabi (2013) found in their study where teachers are demotivated when they are forced to follow a particular curriculum. In addition to curriculum and school system, this study also revealed that teaching materials become a demotivator for teachers in teaching. When selecting materials, teachers usually have made adequate considerations that materials they choose meet students' needs. However, sometimes teachers' expectation is not in line with their students'. This discrepancy finally demotivates teachers. Baniasad-Azad and Ketabi (2013) also found that when teachers do not find relevancy on materials they use and students' needs, they will feel demotivated. Besides curriculum, school system, and teaching materials, school facilities were also reported as a demotivator in this study. Unlike the finding of Hettiarachchi (2013) which reported that Sri Lankan EFL teachers were demotivated due to lack of facilities they have in their school, the classes where the Indonesian EFL teachers teach are actually well-equipped with facilities like air-conditioners and projectors. However, they

claimed that those facilities sometimes did not work. This problem demotivates them as usually students complain on these technical problems and it eventually distracts the flow of the teaching and learning process.

The last demotivators perceived by Indonesian EFL teachers found in this study were related to relationship among colleagues and professional development programs. The teachers perceived that poor relationship they have with other colleagues sometimes influence their teaching. This is in line with the findings of Hettiarachchi (2013). Lack of teamwork (Hettiarachchi, 2013) can lead to teacher demotivation. In terms of professional development, many teachers are motivated when they have opportunities to develop themselves professionally by joining professional development programs. However, it was found that this kind of opportunity was not obtained by the teacher involved in this study and it demotivates her. Besides, it was also figured out that monitoring to teacher performance can also affect their motivation in teaching. They will be demotivated if the efforts they make to perform well is not noticed by other faculty members due to unavailability of a teacher monitoring program.

CONCLUSION AND IMPLICATIONS

This study aimed at identifying demotivators perceived by Indonesian EFL college teachers in teaching. The results revealed nine demotivators categorized into teacher-related factors, student-related factors, and other factors as factors demotivating Indonesian EFL teachers in teaching. In teacher-related factors, teachers' poor physical fitness, abundant administrative tasks, and poor salary become factors demotivating the teachers. Besides teachers, students also contribute to teacher demotivation when they show negative attitudes towards English learning and give insufficient responses in the class. Other factors, i.e. unfixed curriculum and school system, poor quality of school facilities, inappropriate teaching materials, poor relationship among colleagues, and lack of professional development programs were also

reported as demotivators for Indonesian EFL college teacher in teaching.

The results of the current study lead to some implications for Indonesian EFL teachers and school authorities. Firstly, it was revealed that teachers feel demotivated due to poor physical fitness, abundant administrative tasks, and poor salary. Therefore, school authorities should consider reducing the number of administrative tasks assigned to teachers, so they can manage their time for teaching, accomplishing the administrative tasks, and taking care of themselves including their health. The result also indicates the need to evaluate the salary for teachers as it was reported that that they should have received bigger salary with the efforts they made, and there has been no raise in the past few years. Secondly, the results indicate that teachers do not get many opportunities to attend professional development programs and get supervision in their teaching. Hence, more regular professional development programs and teaching supervision should be provided to improve teachers' teaching performance. By doing so, it is expected that teachers have more knowledge and skills in selecting materials which meet students' needs and expectation as well as coping with different characteristics of students. Lastly, the study showed that there is an issue with the existing curriculum and school system applied in the setting of this study. Though it is limited to a particular institution, the results have shown that this curriculum and system demotivate not only the teachers but also the students. It was also found that students do not have opportunities to significantly proceed to a higher level. Thus, evaluation to the existing curriculum and school system should be administered, so further steps to better it can be taken.

The present study is limited to a few participants and the use of single data collection method which is interview. Also, it was conducted to an institution which applies a specific curriculum and school system which might not be implemented by other institutions. Therefore, generalization cannot be done for the

results of the study as the results might not represent the whole Indonesian EFL college teachers. To gain more representative results, it is recommended to involve more participants and multiple data collection methods in further studies on demotivating factors. Also, it is suggested that future studies can be conducted in more higher education institutions.

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Enhancing Students' Communicative Skills through the Implementation of Task-Based Learning

ABSTRACT

This study aims to examine the effect of task-based learning implementation to enhance students' communicative skills. A one-group pretest-post-test experimental design was conducted with 37 first-year students as the participants. Video-making was selected as the assigned task. The outcomes were two short videos on the assigned topics. The results reveal that before the treatment, the students' communication skill was moderate (mean= 13.11), while after one-semester-length implementation, their skill increased and was categorized as high (15.45). Furthermore, there was a significant difference on students' communicative skill before and after the treatment (t-value > t-table = 5.585 > 2.021). It implies that the task-based learning through video-making task significantly enhanced students' communicative skills. Finally, some implications for language learning regarding the results of the study were also presented.

Keywords: communicative skill, task-based learning, video-making, input hypothesis, output hypothesis, competence, performance

BACKGROUND

Being urged by educational and technological changes, English teachers need to carefully consider the following aspects of classroom instruction. The first aspect is creating students' friendly learning environments which can minimize students' anxiety to communicate in English and which can stimulate students to actively participate in the classroom discussion. The next aspect is providing a variety of practical English activities and tasks that can be applied in the real-life communication contexts. Finally, it is significant to implement appropriate teaching media in terms of technology so that students' motivation and interest in learning English can be facilitated (Brown, 2000; Richards & Rodgers, 2001).

Regarding the above aspects, there is a need to develop what Hymes (1971) in Savignon (1997) referred to as 'communicative skill' which refers to the ability in using a language for communication purposes in a certain context.

Some educational experts have pointed out the importance of adapting communicative skills in language learning for preparing students to communicate well in a working field. It is communicative skill addressed by Skehan (2003) which has an essential role to enhance one's success in learning and using the language to cope with the working demands. In addition, Richards (2006) asserted that communicative skill enables students to use the language properly for different purposes and functions, including the interlocutors, settings, and the degree of formality as well.

This study employs task-based learning as an effort to improve students' communicative skill in a speaking class. Communicative task facilitates students to collaborate on activities which are authentic and appropriate to the real-life communication contexts where students can use their individual learning styles. Besides, a task allows students to creatively express their thought. A task also influences students' language acquisition as when it is done in group or in pair in which interaction occurs, students can cooperate to use English for communication (Harmer, 2007). Furthermore, when enjoyable learning environment is generated and the language acquisition can be facilitated, learners' communicative skills can be promoted.

In consideration to the background and review of related literature, the investigation over the implementation of interactive teaching techniques into language instruction, thus, becomes indispensable. This study focuses on the communicative skill which refers to the ability in using English appropriately to understand a series of utterances, to use expressions, to convey information and to maintain the flow of communication in a certain context. Furthermore, this study proposes video-making as a communicative task to assist students in using English. The task is potential to change the

students' role from mere consumers to producers by the technological advancement. Thirty-seven first-year students from a private Islamic university in Yogyakarta majoring in English Education Department participated in this study. The study was conducted in one of the speaking courses offered by the department. Accordingly, the research questions are as follows:

1. How is the students' communicative skill before and after the implementation of task-based learning?
2. Does task-based learning give statistically significant difference on students' communicative skill before and after its implementation?

LITERATURE REVIEW

To be able to communicate well, students need to possess communicative skills. Communicative skill refers to the ability of using a language to convey and exchange ideas (Sato & Kleinsasser, 1999). Furthermore, Sullivan (2000) defined communicative skill as the ability an individual show to effectively communicate with others. The communicative skill is, further he asserted, set of skills through the use of either oral language or written language that enable students to convey information so that it is received and understood. In a broader sense, communicative skill is the ability of students either spoken or written to interact with other speakers and make meaning.

In the application, communicative skill has certain characteristics. Richards and Rodgers (2001) argued that communicative skill is considered more important than grammar mastery. It is based on the beliefs that a student learns a language best through communicating in it and through several activities which are meaningful and involve real communication. Furthermore, there are two aspects supporting the enhancement of students' communicative skills, namely activities and interaction (Savignon, 1997). The activities should provide opportunities for students to improve not only accuracy but also fluency. Further, the activities should accommodate different language skills

including listening and speaking, reading and writing, since they are commonly used simultaneously in a real-life context. The other aspect is interaction which is important in enhancing students' communicative skill since it enables students to understand, express, and exchange ideas. In this sense, both teacher-students and students-students interactions should be highly promoted in the classroom settings.

The classroom activities that can be implemented are varied. As recommended by Richards (2006), the activities include task-completion, information gap, information-gathering, information-transfer activities and role plays. In addition, there are some general principles and practices focusing on communicative skills among ELT practitioners. Richards and Rodgers (2001) suggested providing students with different range of authentic tasks which require interactive spoken communication. Brown (2000) considered that communication will happen in the classroom context if communicative tasks are promoted, input to the language outside the classroom is exposed, and output of the authentic language is produced. In addition, Larsen-Freeman (2000) highlighted the importance of facilitating paired work and small group work which enable students to interact and communicate. Those practitioners emphasize the activities of communicative skills, particularly on authentic communicative tasks which are conducted in paired or small group.

Regarding the task-based learning, numerous studies reported that effective task-based learning highlights the use of authentic language which facilitate students' needs, involves collaboration, and requires autonomy among students. Besides, it is a process-oriented with an emphasis on skills integration. Therefore, the task-based instruction is designed to enhance the language in real-life context (Gardner, 1995; Levine, 2004).

In the implementation of task-based interaction, there are two types of tasks that should be carefully designed. As proposed by Nunan (2004), the tasks include target tasks and pedagogical task. The target task refers to the real-world-context language, meanwhile the pedagogical task refers to the classroom language. All tasks should be designed to equip students with the communicative language needed in certain topic discussions in the classroom which are also related to real-world situations. Furthermore, a task should have a combination of the following components, namely goal, input, content, roles of teachers, roles of students, setting, procedure, activity, and output (Nunan, 2004).

THEORETICAL FRAMEWORK

In acquiring a language, the role of input is undeniably essential. There are some arguments that associate the needs of input in language learning. One of the most well-known input theories is proposed by Krashen (1985) as cited in Ellis (2008). Input is defined as every target language that students is exposed to through senses and that potentially provides them with knowledge about the target language (Egbert & Hanson-Smith, 1999). The Input Hypothesis as proposed by Krashen (1985) in Ellis (2008) involves students' understanding of what they hear and read or the input which goes into their minds through ears and eyes. Based on the Krashen's points of view, students need to receive a lot of comprehensible input in the target language to assist them in understanding it.

However, the Krashen's view about input hypothesis that becomes the only matter in language acquisition did not receive many supports. Other theorists believed to focus more on the practice function of language production rather than merely on input, especially in fluency. In this point of view, language use and language performance are equally important to develop skill components in language learning. In addition to input, students need opportunities to produce the target language. Contrast to the input hypothesis is the comprehensible output hypothesis asserted by Swain (Swain, 1985, cited in Ellis, 2008). Output is language produced by the student. The output hypothesis states that to learn a language, in addition to comprehensible

input, students also need to create comprehensible output, involving students' speaking or writing. The output can be comprehensible or incomprehensible to an interlocutor. Swain (1985) in Ellis (2008, p. 957) has proposed that, "When students have to make efforts to ensure that their output is comprehensible, acquisition is fostered". Swain argued that input is essential; however, it is not sufficient to acquire a language. That is to say, both language input and language output impact a student's acquisition of the target language.

In addition to input and output hypothesis, competence and performance also play an important role in language learning context. Basic distinction between competence and performance has been significantly drawn by some language experts and practitioners. Chomsky (1965) defined competence as one's language knowledge, while performance as one's actual language use in a certain situation. A few years later, an expansion of the competence or performance distinction was made by Hymes (1972). Referring to Hymes (1972) as cited in Mitchell and Myles (2004), competence is the abstract and hidden representation of language knowledge held inside one's mind. Performance, on the other hand, concerns with the process of applying the underlying knowledge to the actual language use in a concrete situation. Besides, Brown (2000) identified competence as the know-ledge a person has in mind which is unobservable

In contrast, he definedperformance as the observable behaviors and the noticeable appearance of competence.

This study focuses on the implementation of task-based learning through the use of video-making task to enhance students' communicative skill. The selection of the technique is based on the following reasons. Firstly, videos are regarded as the appropriate learning resource and material since video provides two aspects that significantly contribute to language acquisition. The aspects are comprehensible input and output. The comprehensible inputs provided by video are both in terms of audio and visual inputs, namely words and pictures or sounds and images, while the comprehensible output is the listening comprehension, communication using target language and the real experience of native speaker communication (Levy, 2010). Secondly, to observe the significant difference of students' communicative skill after the implementation of task-based learning through video-making, the researcher used the competence and performance theories. The students' communicative skills competence and performance could be observed from the video they produced. Finally, the selection of video-making task is based on the literature deficiencies from previous researches that consider students as only the consumer or passive users of technology.
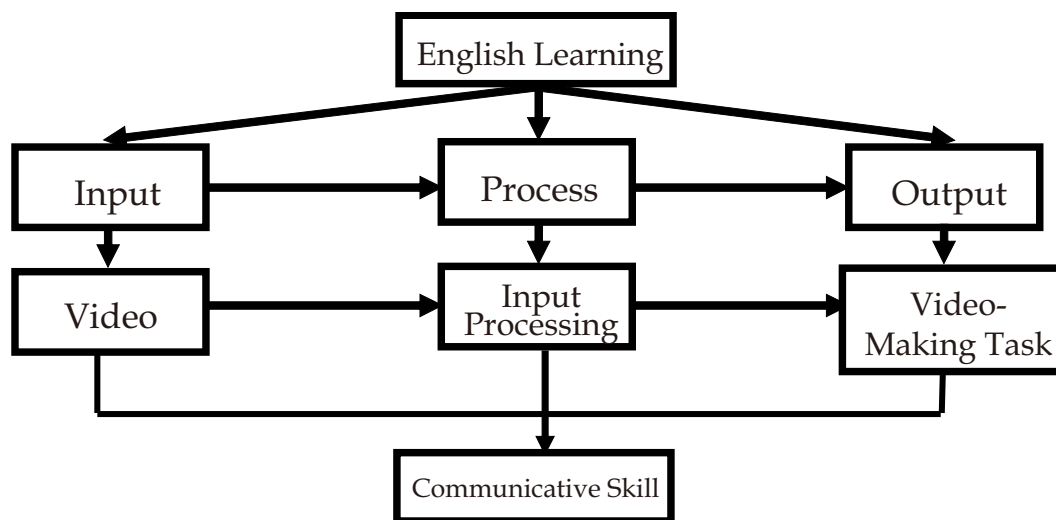

Figure 1. Research Construct Mapping

The proposed hypothesis is:

H1: There is a statistically significant difference on students' communicative skill after the implementation of task-based learning. The hypothesis implies that the task-based learning through video making task significantly enhances students' communicative skills.

METHODOLOGY

The quantitative approach was employed in this study with the experimental research as its design. The experimental research was selected as it fits the purpose of the study which is to identify significant difference in learning outcomes of students' communicative skills after the implementation of task-based learning through video-making. Cohen, Manion, and Morrison (2011) argued that experimental research design is a research aiming to observe the impact of a certain treatment to a particular group(s). Specifically, the researcher studied a single group using within-group experimental design (Cresswell, 2012) or so-called as the one group pretest-post-test experimental design (Cohen, et. al., 2011).

Regarding the implementation, this study was conducted in a private Islamic university in Yogyakarta during the first semester of academic year 2016/2017. The sample of the study was thirty-seven (37) first-year students. This group was randomly selected as the experimental group. In addition, the variables are described as follows. The independent variable (T) was the proposed treatment, the task-based learning through the video-making task. The dependent variable was the score of students' communicative skill (Y) obtained from their performance in the video they made. Y1 represents a pretest of dependent variable before treatment, while Y2 represents a post-test of dependent variable after the treatment. The design of this study can be represented as in Figure 2.

In this study, there are some terminologies related to the topic of the study that are necessary to be given an operational definition. This is done to facilitate the perception and understanding of the terms used. The terms are related to the variables and treatment.

There were two variables in this study, the independent and dependent variables, namely task-based learning and communicative skill. The independent variable, task-based learning, is operationally defined as a language learning instruction which requires students to comprehend and interact using the target language to complete a task through video-making. The intention of such activity primarily focuses on fluency rather than accuracy. The outcome of the task is short videos produced by students. Meanwhile, the dependent variable, students' communicative skill, refers to the students' ability in using English appropriately to understand a series of utterances, to use expressions, to convey information and to maintain the flow of communication in a certain context. The data of students' communicative skills were revealed from their performance in the recorded video they produced.

Other than the research variables, there was treatment given. The treatment given to the experiment group employed the use of technology namely, video-making task, in which the students produced two short videos as the final product of task completions. In the videos, the students acted out a role-play based on the given topics as if in the real-life contexts. The topics were about business telephoning (making and answering phone calls in a formal setting) which was conducted in a group of three, and about Master of Ceremony (becoming an effective formal MC) which was done in pair. Before recording the video, the students performed the role play in front of the classroom with their peer

Groups	Pretest	Treatment/ Independent Variable	Posttest
Experiment group	Y1 ———————	T ———————	Y2

Figure 2. Research Design (Cohen, et. al., 2011, p. 282)

▪ ▪

or group members. This step is called a rehearsal activity before they proceed to the recording phase. Next, the role play was recorded by using their mobile phone video recorder device. The videos were then played in the classroom to get comments or inputs from the other students about their friend's performance in the video. The comments are in terms of delivery, pronunciation, content and vocabulary.

To ease the data gathering, the criteria and indicators of communicative skill performance are determined. In assessing students' performance, the criteria reference of Communicative Performance modified from Richards (2006) and Nunan (2004) was used (table 3.2). Therefore, the data of students' communicative skill were gathered from the score of students' recorded performance in the video.

Table 1. The Aspects of Communicative Skill Performance

No.	Communicative Skill Performance	Indicators	Aspects
1.	Delivery	Student performs very well with confidence	fluency, volume, eye contact, note-reliance, peer-cooperation, confidence.
2.	Pronunciation	Student performs very well with clear pronunciation	intonation, stress, pauses, rhythm.
3.	Content	Student performs comprehensive and understandable content (using appropriate language expressions & conjunctions)	language expression, conjunction, focus, clarity, originality, and video quality.
4.	Vocabulary	Wholly appropriate for task	Diction or word choice related to the topic of discussion

For the data analysis, descriptive statistics was used to answer the first research question about the students' communicative skill before and after the treatment by observing the mean score. In addition, paired sample t-test or dependent sample t-test was used to analyse the data since this study involved a single group measuring the performance before and after completing a treatment during a semester. Prior to it, normality and homogeneity tests were operated. Finally, using the sign (P-value) and the t-value, the research hypothesis was drawn.

RESULT AND DISCUSSION

The first result presents the data distribution of the students' communicative skill

score. The data score was gathered from the students' recorded performance in the video they produced. The mean scores of the students' communicative skills before and after the implementation of task-based learning using video-making task are also presented as the answer to the first research question. In addition, the second research question is answered by seeing the result of the sig (P value) and the t-value.

How is the students' communicative skills before and after the implementation of task-based learning? To find out the students' communicative skill before and after the implementation of task-based learning, the pretest and post-test scores were analyzed. The

following chart presents the result of the students' communicative skill in the pretest and the post-test.

Chart 1. The Score of Students' Communicative Skill

The Score of Students' Communicative Skill
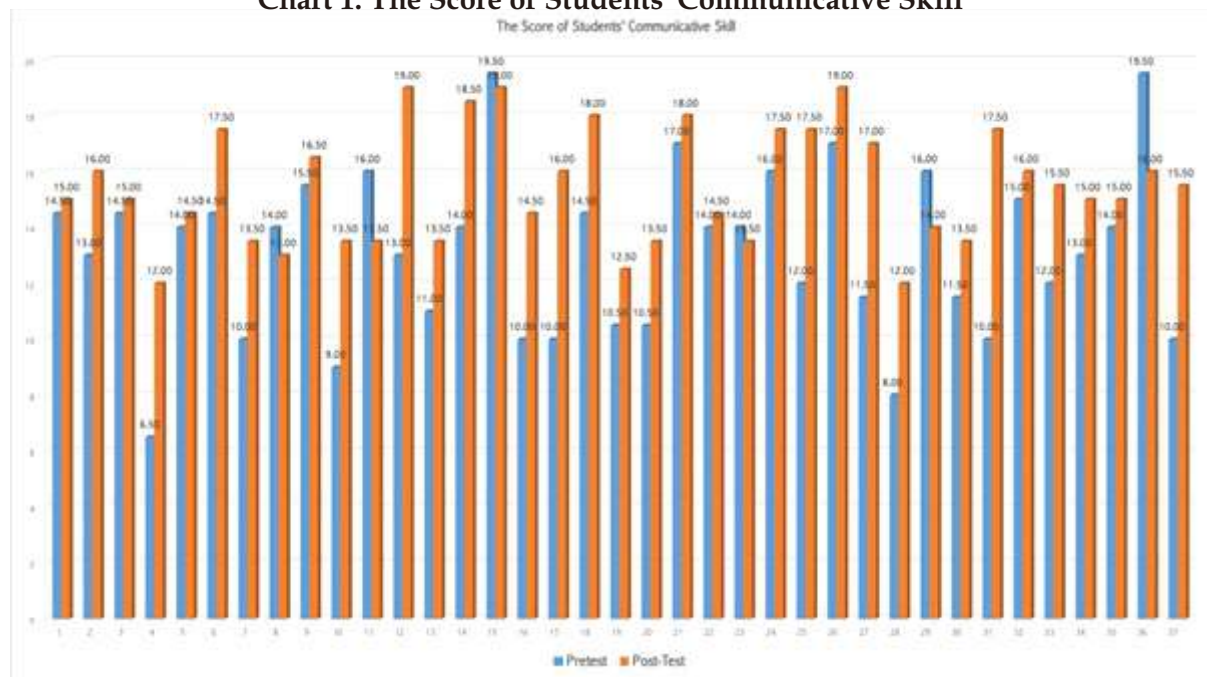
The chart represents the score of each students' communicative skill. Among 37 participants, 31 students got higher score in the post-test compared to the pretest. Their score improvement ranged from 0.5 to 7.5 points which could be observed from the gained score. The student who performed significant progress in the communicative skill was participant 31 with the gain score of the post-test and pretest was 7.5. Then followed by participant 12 and 17 whose gain score was 6.0. This infers that those students' communication skill enhanced after the implementation of task-based learning through video-making task. Unfortunately, there were also 6 participants who got lower score in the post-test than the pretest. Those were participant 8, 11, 15, 23, 29, and 36. Their communicative score decreased ranging from -0.5 to -3.5 points. The student with -3.5 gain score was participant 36, in which his score decreased from 19.5 to 16. These descriptive data, however, could not be used to draw a conclusion to answer the first research question. Therefore, the mean scores of the pretest

and the post-test was analyzed. In addition, the following range score was used to show the students' communicative skill before and after the treatment implementation.

The Paired Samples Statistics of the pretest and post-test below (table 3) was used to observe the students' communicative skills before and after the implementation of task-based learning through video-making task. From the mean scores, it is found out that the mean score of the pretest is lower than the mean score of the post-test. The mean score of the pretest of 37 students is 13.11 (SD=2.94) which belongs to moderate level, while for the post test of 37 students, the mean score is 15.45 (SD=2.03) which is categorized as high level. This infers that the students' communicative skill before the implementation of the task-based learning was in the moderate level, while after the implementation, their communicative skill is improved into high level.

Table 2. The Interpretation Level of Students' Communicative Skill

No.	Level	Score	Interpretation
1.	Very high	>17.3	Students÷communicative skill level is very high
2.	High	14.6 – 17.2	Students÷communicative skill level is high
3.	Moderate	11.9 – 14.5	Students÷communicative skill level is moderate
4.	Low	9.2 – 11.8	Students÷communicative skill level is low
5.	Poor	6.5 – 9.1	Students÷communicative skill level is poor

Minimum Score : 6.5   **Maximum Score : 19.5**

Table 3. Paired Samples Statistics

	Mean	N	Std. Deviation
Pretest	13.11	37	2.94
Posttest	15.45	37	2.03

Does task-based learning give statistically significant difference on students' communicative skills before and after its implementation?

Since this study involves a hypothesis testing, thus, the inferential statistics is applied. This study used paired sample t-test or dependent sample t-test. However, before approaching the paired sample t-test analysis, two requirement tests should be met including test of normality and test of homogeneity (Bluman, 2008).

Normality test

The normality test was conducted to confirm that the data of the dependent variable are normally distributed. The One-Sample Kolmogorov-Smirnov test was used. The decision is based on the following criteria, the data distribution is normal if the Sig value is higher than 0.05 (P value > 0.05). The result of the normality test is presented in table 4 below.

Table 4. One-Sample Kolmogorov-Smirnov Test

		Pretest	Post-test
N		37	37
Normal Parameters[a,b]	Mean	13.11	15.45
	Std. Deviation	2.94	2.03
Most Extreme Differences	Absolute	.223	.199
	Positive	.223	.199
	Negative	-.161	-.109
Kolmogorov-Smirnov Z		1.221	1.088
Asymp. Sig. (2-tailed)		.101	.187

a. Test distribution is Normal.
b. Calculated from data.

The result of the One K-S test presented in table 4 shows that the sig. value is 0.101 and 0.187 which are higher than 0.05 at the 95% degree of confidence (P>0.05). Therefore, it infers that the data are normally distributed.

Homogeneity test

The test of homogeneity was used to determine whether the proportions for a variable are equal when several samples are selected from different population. The Levene test is used to test the homogeneity of the data. The decision is based on the following assumption, the data are homogenous if the Sig values is higher than 0.05 (P values > 0.05). The result of the Levene test is presented in the table below.

Table 5. Test of Homogeneity of Variance

		Levene Statistic	df1	df2	sig.
Communicative Skills	Base On Mean	.657	1	102	.462
	Base On Median	.596	1	102	.535
	Based On median and with adjusted df	.596	1	98.373	.535
	Based On trimmed mean	.619	1	102	.457

Since the result of the Levene test shows that the Sig values are higher than 0.05 (P>0.05), it implies that the variances are equal. Thus, the population from which the groups were sampled was homogeneous.

. . . .

Table 6. Paired Samples Test

		Paired Differences					t	df	Sig. (2-tailed)
					95% Confidence Interval of the Difference				
		Mean	Std. Deviation	Std. Error Mean	Lower	Upper			
Pair 1	Pretest-Post-test	-14.28	2.485	1.690	-16.289	-9.377	-5.585	36	.000

Paired sample t-test

The dependent t-test or known as the paired-sample t-test was used to analyze whether there is a significant impact of implementing task-based learning on students' communicative skill during one semester.

To interpret the result of the paired sample test above, the t-value and the Sig. (2-tailed) value are analyzed. For the t-value, if the observed t-value is higher than the t-table, H1 is accepted (observed t value > t-table). While for the Sig. (2-tailed), if the Sig value is lower than 0.05, Hi is accepted (P-value > 0.05). If two of the requirements met, the result was significant.

From the result, the t-value at (d.f.= 36) is 5.585, while the t-table at (d.f.= 36) is 2.021. Here, the t-value is higher than the t-table (5.585 2.021). In addition, seeing the result of the Sig 2-tailed value, the P-value is .000 which is lower than 0.05 (.000 0.05). The results indicate that there was a statistically significant difference between the pretest and the post-test. The decision is to accept the alternative hypothesis (H1) that there is a statistically significant difference on students' communicative skill before and after the implementation of task-based learning. The result implies that the task-based learning through video making task significantly enhanced students' communicative skills.

DISCUSSION

Communicative skill became the focus of this study because it is believed as one of the significant skills in language learning. As asserted by Richards (2006), communicative skill enables students to use the language properly in a range of different purposes and functions. In addition, the tasks which were implemented in the study emphasized on the communicative skills as the learning objective. There have been strong notions supporting communicative skills to become the main goal of language learning outcomes. As Savignon (1997) pointed out, models of communicative skill serve as goal specifications for language teaching and testing.

The results of statistical analysis showed that there was an improvement on students' communicative skill after the implementation of task-based learning. The students' communicative skill before the implementation of the task-based learning was categorized as the moderate level, while after the implementation, their communicative skill was improved to the high level. By the implementation task-based learning through video making during one semester, the students demonstrated the improvement of their communicative skill which were observed from their performance in the video they made.

The students communicate better and with more confidence at the end of the treatment implementation as they got a chance to have more English exposure used in the real-life

context. Before doing the task, the students were exposed to some sample videos related to the topic as the input. These videos provide knowledge about the topics being learned to help them understand the topics (Egbert & Hanson-Smith, 1999; Krashen (1985) in Ellis (2008)).

As the output, the students were required to produce two short videos in which students acted out a role-play based on the given topics. By having this task, the students were given opportunities to communicate with the target language (Swain, 1985, in Ellis, 2008). During the process of completing the video-making task, the students practiced their English by interacting with their group members on the role they played and made improvisation. The activities in the video-making tasks facilitated the learners with communication exchange, interaction and negotiation of meaning (Ellis, 2008). All are conditions that lead to the enhancement of students' communication skill.

In conclusion, the result inferred that the implementation of task-based learning through video-making was effective to enhance students' communicative skill. The use of video as the learning media and video-making as the communicative task utilized in this study was proved to benefit the students as both are technologies which students are familiar with and interested in. Also, the activities in the video-making task allow the students to comprehend and interact using the target language.

CONCLUSIONS AND IMPLICATIONS

There are two research questions of this study. The first is, "how is the students' communicative skill before and after the implementation of task-based learning?", and the second is, "does task-based learning give statistically significant difference on students' communicative skill before and after its implementation?" The answer to the first research question was that the students' communicative skill before the implementation of the task-based learning was moderate, while after the implementation, their communicative skill became high. Moreover, the results of the second research

question indicated that there was a statistically significant difference on students' communicative skill before and after the implementation of task-based learning, thus, the alternative hypothesis (H1) was accepted. The result implied that the task-based learning through video making task significantly enhanced students' communicative skills.

Since the study presents a significant result, it provides several implications regarding the implementation of the treatment to language learning. First, language teachers are strongly suggested to shift the focus of instructions from the teaching of grammatical structures to the development of communicative skills. Secondly, the objectives of language teaching and learning should be based on the enhancement of communicative skill and on the ability of students to use the target language for communication. In addition, meaningful activities and tasks should be provided to facilitate students to comprehend and interact using the target language outside the classroom. Finally, it becomes essential to understand how teachers can provide teaching aids that fit students' interests and characteristics. One of the ways is by implementing information communication and technology in which students are mostly exposed to and interested in.

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Understanding the EFL Lecturers' Beliefs about Their Professional Learning from the Lens of Malcolm Knowles Theory of Andragogy

ABSTRACT

The establishment of Teacher and Lecturer Law No. 14/ 2005 has an implication that all lecturers in Indonesia should maintain their professionalism in order to improve the teaching and learning process. In an attempt to be professional, lecturers are expected to carry out on-going professional learning. This study aims to seek the perceptions of English as a Foreign Language lecturers about their professional learning in a language training centre of a private university in Indonesia. Underpinned by interpretive paradigm and naturalistic design, the study employed qualitative methods using focus group interviews by which seven EFL lecturers were included as the participants. The finding of the study reveals that professional learning activities conducted by the participants are perceived as a compulsory activity, a result of their experiences, their learning orientation, their learning passion, and their internal motivation. These findings, in fact, corroborate the principles of adult learning theory of Malcolm Knowles called Andragogy which is based on the learning principles such as self-concept, readiness to learn, orientation to learning, adult learner experience, and motivation to learn.

Keywords: Andragogy, adult learning, professional learning, teaching competencies

BACKGROUND

The profession of teachers and lecturers in Indonesia has an important role to improve the quality of human resources in Indonesia. This role has been strengthened by the issuance of the Teacher and Lecturer Law No.14/2005 in which all teachers and lecturers in Indonesia are stipulated as profession (Supriatna, 2010). Thus, to be regarded as professionals, all

lecturers in Indonesia should fulfil some requirements comprising appropriate qualifications, sufficient competencies, and teaching certifications. In terms of qualification, all lecturers should hold at least a graduate degree, and they are expected to pursue higher study up to doctoral degree, while in terms of competencies, there are four competencies that should be possessed by all lecturers such as pedagogical, personal, social, and professional. Finally, all lecturers are required to achieve teaching certification, and without which they cannot be regarded as professionals. These requirements are intended to improve the capacity of Indonesian lecturers, and thus the establishment of the Teacher and Lecturer Law No.14/2005 becomes the need of Indonesian government to improve the quality of teaching and learning process.

The improvement of teaching and learning process in Indonesian schools is inevitable due to some reasons. First, the development of knowledge and technology in the world has rapidly changed and people are required to equip themselves with sufficient education or otherwise they will be left behind. Similarly, the quality of education in Indonesia should be increased in order to make Indonesian people able to cope with rapid changes of global information and development of knowledge (Supriatna, 2010). Second, having high quality of education, Indonesian people are ready and capable of facing massive competition in the global job market among people in the world. In so doing, universities as the highest level of education in Indonesia are expected to improve their quality simultaneously since one of their roles is to become the agent for producing qualified human resources in the future. As the consequence, all lecturers in a university level as one of the main factors influencing graduates' quality should maintain their professionalism by improving their competencies.

In responding to the need of improving teaching competencies, lecturers commonly conduct a series of activities called professional development or professional learning, and so do

the EFL lecturers of a language centre of a private university in Indonesia. The need to improve teaching competencies by conducting various professional learning activities was experienced by the EFL lecturers of the Smash Language Centre (SLC) (pseudonym). While some EFL lecturers in the SLC pursue their higher study, some others try to involve themselves in both formal and informal activities such as attending seminars, workshop, training, as well as doing mentoring program and having informal discussion, informal peer consultation, and so forth. Some authors argue and state that the notion of professional development and professional learning are similar and thus can be used interchangeably ; however, the latter is preferable and used in this study because of the basic tenet attached to it, improvement.

It is interesting to note that while the activity of professional learning is often motivated by external factors such as remuneration, policy, or career opportunity, there are no such things in the SLC. Indeed, the EFL lecturers who teach compulsory English for students from almost all faculties in the university are unique because they are recruited as EFL instructors by the director of the SLC, and therefore their duty is different from the common lecturers in general. Normally, based on the National Education Law No. 20/2003, all lecturers have an obligation to conduct Tri Dharma Perguruan Tinggi by which they have three responsibilities involving educating students, conducting research, and carrying out community services (Purwanti, 2016). However, these EFL lecturers in the SLC have no such obligation as their status is regarded as instructors rather than lecturers. Being EFL instructors in the institution, they are responsible for teaching EFL subject in the classroom, and they are not obliged to conduct research or community service as lecturers are. Thus, their intention to conduct their professional learning is likely driven by their own initiatives.

The phenomenon by which the EFL lecturers initiate their own learning can be viewed from the perspectives of adult learning

theory of Malcolm Knowles called as the theory of Andragogy (Knowles, 1984). Based on his theory, adult learning is commonly characterized by five principles such as 1) self-concept, 2) adult learner experience, 3) readiness to learn, 4) orientation to learning, and 5) motivation to learn. These five principles of Andragogy theory may underpin adult learners' motivation in conducting their professional learning. However, detailed information about the reasons underlying their intention to conduct professional learning should be investigated more thoroughly. This study then aims at seeking the EFL lecturers' beliefs about their professional learning from the lens of Malcolm Knowles theory of Andragogy.

REVIEWS OF LITERATURE
Teacher professional development vs teacher professional learning

Professional development and professional learning are often used to refer to any activities conducted by professionals to improve their capacity in their work place. Some experts argue that professional development is similar to professional learning, while some others think as vice versa. While the notion of professional development and professional learning has frequently been used interchangeably , these terms are often used to refer to activities emphasizing on improvement. Take for an example, pursuing higher study, presenting a paper at seminars, attending workshops, joining academic trainings, and so forth can be included as such activities. However, stated that when referring to the literature, these terms have actually different meanings.

Professional development is defined as any activity that is intended partly or primarily to prepare paid staff members for improved performance in present or future role in the school districts ' . Other scholars such as Day and Sachs ' asserted that professional development is activities by which teachers engage during the course of a career which are designed to enhance their work. Moreover, urged that professional development has a purpose to advance people as professional practitioners. Since then, the term

'development' was introduced, and the word professional development was used by people to describe an activity done by someone to someone else, or what someone does to others (Easton, 2008).

Based on these above definitions, one thing characterizes the notion of professional development, improvement. This is in line with , who stated that the word "development" may be an improvement. However, Easton said that the term development itself is not sufficient, especially in education, as educators need to change what they do, on a daily or sometimes hourly basis, as they respond to the needs of the learners they serve. In so doing, the educators need to learn. Also, professional development is often merely seen as participation, thus there is scarcity in empirical facts that it has an impact on teachers' practices or on students' outcomes. Therefore, the term "professional learning" is more preferable than "professional development" .

On the other hand, professional learning is something most teachers and educators do every day as they reflect on their professional practice, work together and share ideas to improve students' outcomes . Professional learning implies an internal process in which individuals create professional knowledge through interaction with this information in a way that challenges previous assumptions and creates new meanings (. Also, professional learning requires teachers to be seriously engaged in their learning. Thus, professional learning should be continuously and thoroughly carried out by teachers and school stake holders.

Based on the explanation above, it can be concluded that professional learning is teachers' routine and on-going activities which are derived from their own motivation. In addition, professional learning can be conducted both formally and informally. In this context, the characteristics of professional learning fit the activities conducted by the EFL lecturers of the SLC.

Malcolm Knowles theory of Andragogy

People learn in different ways, and so do children and adults. To understand children or adult learning, theories of learning should be presented as they can explain how people learn and what factors are included in the complex processes of learning. Since this study is focused on EFL lecturers or adult learners in relation to their professional learning, the theory used in the study is also focused on adult learning.

According to , there are three different types of adult learning. Theory of Andragogy and theory of Self-Directed Learning (SDL) are earlier theories of adult learning. Both theories emphasize on the difference between child learning and adult learning. Emerging in 1968, Malcom Knowles made a distinction between pedagogy which is referred to a child learner, and andragogy, on the other hand, is used to describe an adult learner. This theory of adult learning, the theory of Andragogy by Malcom Knowles is used in the study as it is suitable to analyse the practice of EFL lecturers' professional learning in the SLC.

Principles of Andragogy

According to Knowles, as cited in Alkadhi (2008), in relation to adult learners, teachers of a higher study should pay more attention to adult learners' interests; not to what they believe as the learners' interests. Thus, teaching and learning process in a classroom context should be cooperative, and having guided interactions between the teacher and the learners with various resources to develop their own potential. Also, the relationship between the teacher and the learners should be based on equal partnership rather than having subordinate and superordinate interactions. Based on that opinions and his own observations, Knowles developed a set of four principles of andragogy in 1980, and later in 1984 he added another principle. The five principles of adult learner (andragogy) which are different from child learner (pedagogy) are elucidated in the following section.

Self-concept

Initially having dependent personality, a person shifts to be more independent and self-directed human being as he/she becomes mature. In relation to learning, adult learners have more responsibility for their learning process, and respond to a modified type of teaching . The adults' independent self-concept brings implications that they are autonomous, self-reliant, independent, and self-directed in achieving their learning objectives . Consequently, adult learners need to be free to direct themselves (Lieb, 1991, as cited in Cercone, 2008). To enable this to occur, adult learners must play active roles in their learning activity. Yet, not every adult learner can be expected to be independent, and some of them really need assistance from other adult learners to become more self-directed. In this case, scaffolding should be given to promote self-reliance and help them become more self-directed. In addition, self-concept also has a meaning that the relationship between adult learners and their teachers or lecturers should be equal , thus results in learner-teacher equal partnership.

Adult learner experience

The more mature a person is, the more experienced he/she is, and so are adult learners . Having wide range of experience, adult learners are able to connect what they learn at present to their various past experiences. Thus, their past experiences become a valuable resource in their learning, or in other words, adult experience becomes invaluable resource for learning. As Merriam and Caffarella (2012) mentioned, "an adult accumulates a growing reservoir of experience, which is a rich resource for learning" (p. 84). How adult learners develop their knowledge is by relating new information to past events and experience . Thus, it brings an implication that teachers are expected to be able to understand students' experience because experiential learning is powerful to teach adult learners. The learners' experience or what the learners already know and already experience becomes the foundations of the current learning situation. This information is important for teachers to give appropriate treatment to the

learners so that the situation in which the teachers give too sophisticated materials or too imbecile materials can be avoided.

Readiness to learn

Adult learners are eager to learn and to further develop their skills. Also, adult learners are having awareness of the value of new knowledge as a means to develop in all respects. Thus, adult learners are more inclined to apply new knowledge and skills without postponing . Readiness to learn from adult learners should be related to their changing social roles . Adult learners usually know what they want to learn, why they want to learn, and how they want to learn. Knowing what they want to learn encourage adult learners to have personal goals in their learning. Also, having reasons of learning something makes them aware with their learning orientation.

Orientation to learning

Adult learners have learning orientation from subject- centeredness to problem centeredness. As learners becomes mature, they often find opportunities to expand their knowledge by solving the problems they have because they realize that every problem brings a learning situation for them. Thus, they learn something or new knowledge by solving the problems they have. In the real learning context, adult learners are encouraged to be prepared for more challenging tasks and responsibilities than current tasks in order to develop their knowledge and skills.

Motivation to learn

Motivation to learn tends to be internal as a person matures. This implies that motivation, either internal or external characterizes adult learners. However, it is the internal motivations that prove to be most compelling for adult learners . In addition, adult learners need to know why they need to learn, what they are learning, or whether the reasons of learning correlate with their external and internal motivations. Thus, the adult learners should know the reasons of their

learning and the consequences of what they are learning or not learning. Adult learners' internal motivation drives them to undertake new learning. There are several factors influencing adult learners to take initiative learning such as increasing job satisfaction, self-esteem, and quality of life (Cercone, 2010). In fulfilling their motivation to learn, adult learners are willing to conduct trainings or courses that will positively affect their job performance

Andragogy and Teachers' Professional Learning

The emphasis of andragogy which is focused on adult learner and the principles of andragogy such as self-concept, experience, readiness to learn, orientation to learn and motivation to learn are applied in this study to explain the phenomenon of professional learning conducted by the EFL lecturers of the SLC. Understanding the characteristic of adult learners, an effective professional learning can be established based on these characteristics. As asserted by the principles of Andragogy, good and appropriate professional learning should be autonomous, self-reliant, independent, and self-directed. Also, the professional learning for the EFL lecturers should acknowledge their existing knowledge and experience to facilitate learning, and thus triggers these EFL lecturers to develop their skills. Another consideration is that the EFL lecturers should be challenged into problems to give them opportunities to learn in order to encourage their internal motivation to learn.

Reviews on Related Studies

Research on adult learning theory, or andragogy, has been done by many researchers. Of various topics of andragogy, the discussion about its relationship with teacher professional development has been blossoming in a couple last decades. The followings are some of the examples.
A case study on teachers' professional development was conducted by Gregson and Sturko (2007) in which the assumptions of Malcolm Knowles' Andragogy were applied.

Based on these assumptions, six principles of adult learning emerged, such as (a) make a situation that makes the teachers feel respected; (b) strengthen active involvement; (c) share their experiences; (d) apply inquiry collaboratively; (e) guide learning for immediate application; and (f) encourage the teachers to do reflection and action based on their learning. Using these principles, the teachers took an active role in their professional development which is suitable for their own needs to be better teachers. The study also revealed that teachers could review their reflective practice, build their professional knowledge, and establish collegiality with their peer teachers.

Another study on professional learning using adult learning theory was carried out by Terehoff (2002) in a school in the United States. Exploring the notion and philosophy of the adult learning, andragogy, this study examined the role of the school leader in structuring appropriate learning environment for adult learners, or the teachers. Adopting the principles of Malcom Knowles principles of adult learning, the school principal should be able to structure a professional development process which has characteristics: 1) setting up an environment for adult learning, 2) involving adult learners in mutual planning, 3) attending to the adult learners' needs and interests, 4) involving adult learners in setting the program's goals and objectives, 5) involving adult learners in designing an effective program, 6) involving adult learners in implementing the program, and 7) involving adult learners in the programs' evaluation. These principles could create enthusiastic atmosphere of mutual inquiry and growth among the teachers as well as mutual accountability for student achievement. The finding showed that the establishment of adult learning environment and the involvement of school staff in mutual planning, design, implementation, and evaluation of professional development learning experiences, and the process of school-based teacher professional development were successfully increased by the school leader. In this study, the school leader let the teachers participate actively in the process of their learning by solving their problems based on

their needs. Thus, the ability for the school leader to build communication with the teachers regarding their goals and objectives of their professional development became the key success of their learning.

The other study focussing on andragogy theory which stated that the adult learning theory contributed to a good design for evaluating training services was carried out by Karagiorgi, Kalogirou, Theodosiou, Theophanous, and Kendeou (2008). Located in Cyprus, the study investigated adult learning which was attached to optional seminars as the primary form of formal in-service teacher training. Using quantitative research design, the study employed a nationally representative number of participants. The finding showed that teachers regarded adult learning as multidimensional consisting of characteristics of adult learning theory such as orientation to learning, readiness to learn, accumulated experience and self-concept. In addition, the finding revealed other characteristics of adult learning such as organization of seminars and dissemination of results. The teachers in Cyprus had positive attitudes towards optional seminars as a part of their adult learning, and therefore activities such as training the trainers, restructuring organizatinal aspects, and enhancing dissemination practices should be conducted.

Based on these previous studies, it is shown that the theory of Andragogy is able to uncover how adult people learn and maintain their professional development. Similarly, this study investigated how the EFL lecturers in an English Training Centre conducted their professional learning through the lens of Malcolm Knowles' andragogy theory. However, the study is different from those mentioned above in that this study is conducted in which professional learning is not a compulsory activity and that doing professional learning does not result in any rewards for these EFL leacturers. Thus, professional learning carried out by these participants is based on their own initiatives, and therefore it is called as bottom-up approach

professional learning. This situation makes this study unique.

METHODOLOGY

This study was conceptualised within an interpretive paradigm. An interpretive paradigm is based on the knowledge of reality; making sense of the world is socially constructed by human beings and these meanings are subjective, rather than objective . Thus, interpretivism is a way to understand human behaviour in relation to their actions in their social world , and in this case, human beings are understood as 'agents' instead of as 'objects'. While human beings create their meanings in their social worlds, at the same time their interpretations of meanings are influenced by their worlds . In this study, developing understandings about how these EFL lecturers in the SLC make sense of their professional learning require subjective interpretations.

A naturalistic, interpretivist approach was then used as the research design of the study. Qualitative methods are central to interpretive research and were used in this study in order to incorporate the interpretivist approach explained earlier. In addition, qualitative methods encourage subjective information to be gathered , and this is important in this study because it allowed me to investigate people's interpretations resulting from their interactions with their world and their experiences

Using qualitative methods, there were seven EFL lecturers in the SLC involved in the focus group interviews. Of these seven lecturers, three lecturers were permanent lecturers and the other four were non-permanent ones. Most of them were included as young lecturers, ranging from twenty-five to fifty year old. In order to cover their identity, their pseudonyms, namely Erin, Isla, Uta, Agin, John, Aria, and Amaris were used in the finding instead of their real name. These EFL lecturers were responsible for teaching general English skills as a compulsory subject for students of almost all faculties in the university. The use of focus group interviews in this study allow the participants to hear each other's

responses and to make additional comments beyond their original responses as they hear what other people have to say (Patton, 2002)

Several criteria were used in the study in order to find participants appropriate for the study. These participants were purposively selected to participate in this study because they had EFL education background, had a minimum of five years teaching experience in the SLC, and had an interest in professional learning activities. Their participation in the study was significant because they provided insights about how they conducted their professional learning in the SLC. The data collected from these participants were then transcribed, and analysed using Qualitative Data Analyses model (Seidel, 1998). To maintain the objectivity of the research, trustworthiness is obtained using member checking.

FINDING AND DISCUSSION

Being lecturers in a university needs a lot of preparation and work to do, and so as the EFL teachers in the SLC. The reason is because university students have been commonly regarded as adult learners who are able to study independently or autonomously. With the massive development of information technology such as internet, university students can always update new knowledge by searching or browsing information related to their study from the internet. This condition creates greater opportunities for university students to learn autonomously, and thus the EFL lecturers in the SLC must be aware of this situation and anticipate it by conducting learning activity as a way to become professional EFL teachers. Based on the focus group interviews among seven EFL lecturers of the SLC, it was revealed that there were five themes emerging from this finding, which included 1) learning as a compulsory work for teachers, 2) learning as a result of teachers' experience, 3) learning as teachers' passion, 4) learning as teachers' orientation, and 5) learning as teachers' internal motivation. These features of learning type, indeed, shares similarities with the theory of Andragogy from Malcolm Knowles (1984) in

which adult learning is characterized by five principles such as self-concept, experience, readiness to learn, orientation to learning, and internal motivation (Merria,2001) How these EFL lecturers' learning in the SLC is aligned with the theory of adult learning of Malcolm Knowles is described in the following paragraph.

Learning as Compulsory Work for Lecturers

The SLC serves compulsory EFL subjects to students from almost all faculties in the university. In an effort to give the best service to the students, the SLC requires all of the EFL lecturers to have not only good EFL knowledge, but also good teaching skills. In addition, these EFL lecturers have also awareness that they teach university students who are much updated to knowledge development. Thus, they must always keep learning in order to cope with the vast development of knowledge. As a consequence, learning becomes a compulsory job for every lecturer. They have to keep learning because their profession as EFL lecturers requires such things, or otherwise they will be left behind. They keep learning because they realize that it is important for their career. One of the EFL lecturers mentioned: "We have to be more prepared here [in the SLC], or at least preparing our teaching a night before" (Erin).

The statement above shows that the Erin is eager to prepare her teaching because she has a belief that as a lecturer, she should be more knowledgeable than her students. Thus, she can be ready whenever her students ask about information or anything related to the subject. As a consequence, she said that she had to prepare the material well prior to teaching, even if she had to prepare it a night before.

In Indonesian society context, teachers or lecturers have high social status and become a role model for the society. They are also regarded as having high intelligence and therefore people put high trust on them. Therefore, they have to be able to respond to students' questions, or even random questions from the society. Indeed, the word teacher or lecturer in Indonesian language is literally translated as 'guru' which in Javanese

language and Javanese philosophy means 'digugu' and 'ditiru'. Thus, the word 'guru' means someone who should beIn school contexts, the teachers or the lecturers are trusted because they are expected to transfer their knowledge and skills which are needed for their students, both academic and personal skills. In addition, the teachers or the lecturers should behave well according to their religion and local customs . It means that people who have these professions in Indonesia, regardless the beliefs and religion they have, should always worship God by keeping all His commandments and abandoning all His restrictions. Also, these teachers and lecturers are supposed to always commit acts in accordance with the prevailing traditions in which they live. Violating the values of religion and local customs might lead to mistrust from the students and students' parents. Referring to these facts, Erin prepares her teaching because she is aware of her identity as a lecturer. Being a lecturer, Erin has to maintain her life long learning such as taught by her religion by doing various learning activities, with or without financial support from the institution. This way, Erin realizes learning should become a compulsory activity so that she can maintain her professionalism. trusted and imitated.

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Acknowledging the importance of learning in maintaining their career, the participants view their role as equipping their students with EFL skills. As adult learners, they are also able to achieve this by exposing themselves to different learning situations. Thus, learning becomes an autonomous activity for many of them. Erin mentioned she became aware of her duty to keep learning so that she was able to deliver well prepared teaching practices in front of her students. Thus, her learning is driven by her profession as an EFL lecturer. In this case, she fully understands her self-concept as an EFL lecturer, and this situation correlates with Malcolm Knowles' Andragogy theory which mentions that as adults mature, learning is caused by self-concept (1984). This finding is also similar to the case study conducted by Gregson and Sturko (2007) in which teachers took initiatives in their professional development in order to become better teachers. Similar findings related to teachers' awareness about their self-concept in terms of professional development are also found in Karagiorgi, et.al (2008) study.

Learning as a Result of Lecturers' Experience

The EFL lecturers in the SLC have various backgrounds of English study such as Linguistics, English Literatures, and English Education, and they have various experiences of teaching English subject in other places. These different backgrounds of study and different teaching experiences enrich them with new knowledge and teaching pedagogy when they immerse themselves in various informal learning activities in the SLC. The most common ways for them to conduct their learning is by having sharing experiences in terms of sharing teaching practices and sharing English knowledge among their colleagues. Through this informal activity, these EFL lecturers used to share teaching media,

games, icebreaking activity, as well as tricks and tips in teaching. Many of them believed that these sharing activities on their teaching experience equipped them with new knowledge about teaching regardless the source was from junior or senior lecturers. Many things were shared including teaching materials and pedagogies. As mentioned in the following excerpts, many believed that this sharing experience could benefit their teaching and provide them with different learning resources, strategies to solve different student problems as well as anticipation to their students' responses in teaching. They also believe that sharing on their experience is the best way to empower EFL lecturers' learning. One of the participants said: " …yeah, cos sharing [experience] is very helpful, even as a senior [lecturer], I learn a lot from novice [lecturers], either from their field [teaching practice] or from their new theories…" (Isla).

Isla agreed that experiences brought by different lecturers, regardless they are senior or junior, bring valuable knowledge for the EFL lecturers in the SLC when they are shared. In other words, these experiences will be useful if these EFL lecturers learn something from them so that they can complete each other. Therefore, Isla added " ...cos we can learn each other, complete each other, share good things [experiences], and learn from other's mistakes".

Another participant stated about the benefit of sharing experience in a simpler way by saying "yes, sharing [experience] develops my knowledge and teaching" (Uta). Therefore, learning happens due to sharing activities among these participants.

Another interesting concept that was discussed in the interviews was how the process of sharing experiences was an activity which occurred not only among peer colleagues, but also between the lecturers and the students. Although many firmly believed that it was their role to be wiser and more resourceful than their students, a small minority held vastly different opinions. These lecturers believed that students should have equal positions to their teachers. As one participant stated in her interview

conversation, " [being lecturers] does not mean to outweigh [the capacity] the students, rather to become a partner and facilitator for students. Also, because lecturers are normally older than the students, they are expected to be more resourceful" (Erin).

The EFL lecturers as adult learners develop their knowledge and teaching skills by having previous experience in teaching and by sharing their experience with their colleagues. This is in line with one of the principles of Andragogy of Malcolm Knowles (1984) which mentions that adults learn new knowledge because of their previous experience. However, while the theory of Andragogy states that adult learners use their previous experience to learn new knowledge, the finding of the study showed that adult learners did not only use their experience to develop new knowledge, but also shared their experience to improve more knowledge within their learning community. This is an interesting finding from the study.

Learning as Lecturers' Passion

Besides having the habit of sharing experience among peer colleagues as their daily informal learning, most EFL lecturers in the SLC are eager to always improve their knowledge and their skills. They usually welcome any type of professional learning offered by the institution as they have a passionate of readiness to learn. One of the participants stated: "[we joined] seminars and workshop [carried out in the SLC], at least twice a year" (Agin). He explained that the institution usually conducted formal activity of professional learning, and it was commonly in the form of seminars or workshop. Besides, they also have routine professional learning when they review their curriculum or syllabus. Another participant, John added "…involving in training, syllabus design, curriculum design, and so forth around four times … even more [every year]". In fact, one of the lecturers' responsibilities in the SLC is to review the English curriculum and syllabus, and together with their team, they revise them when necessary. Having these activities, they are challenged to know more about how the curriculum and syllabus in the SLC are designed.

In addition to the above finding, they are also ready and willing to conduct informal learning such as stated in the following excerpts: " …in terms of informal professional learning, the lecturers here usually have informal discussions [during break time] about their teaching practice. In addition, [the SLC] supports [the lecturers] to continue their study, and support them to get scholarships as well as give a subsidy on the English proficiency test and document delivery" (Aria).

Based on the excerpt, an interesting fact emerges. As Aria has a position of the director of the SLC, she knows about the policy of giving supports to the lecturers such as mentioned above. Thus, while this institution does not give career path to the lecturers, there is a good policy to support the lecturers' teaching competence by allocating financial assistance for them to have English language proficiency tests and documents related to the requirements of obtaining a scholarship. This policy, however, corroborates the Teacher and Lecturer Law No 14/2005.

In line with the third principle of Knowles' Andragogy concerning 'readiness to learn', the participants in the study expressed the different passions for learning they have during their career. As well as fulfilling a requirement as part of meeting the Indonesian government standard related to lecturer's requirements issued in 2014 of their role as lecturers at the SLC, the participants also viewed their learning as their needs to accomplish their tasks. Moreover, the lecturers' intention to carry out their professional learning in the SLC was fully supported by the head of the institution. Indeed, the role of the head of the institution in encouraging the lecturers to conduct various types of professional learning is paramount as Terehoff (2002) found out that the role of the school leader in structuring appropriate learning environment for adult learners, or the teachers, had been proven to be effective in promoting teacher professional development.

Learning as Lecturers' Orientation

The EFL lecturers in the SLC are

demanded to be able to deliver English basic skills to all students from almost all faculties in the University. These include reading, writing, listening, and speaking skills. Having various levels of students' English skills ability, these EFL lecturers should be able to respond appropriately by using their best method of teaching practices. This method of teaching practices should fit either the low level or the high level of students as treating students inappropriately may lead to problems. There is a need in the SLC that high level of students should be taught by a good EFL lecturer too. Erin said "One of the best study programs such as International Relation needs better qualified lecturers. The head of the study program wants only the best treatment of English subject [in the SLC], …"

In this context, Erin knows the situation better than the other lecturers because she holds the position of the academic manager in the SLC. She added that being an academic manager, she always tried to assign only the best lecturers to the high level of students. Thus, it is expected that the students are able to get the most benefit of teaching and learning process in the SLC.

In addition to the previous problems, the EFL lecturers in the SLC occasionally find more challenges such as limited knowledge of EFL, lack of teaching strategies, lack ideas of teaching media, teaching innovation, as well as classroom management. They realize these problems, and they also know the impacts to their students. One of the participants asserted:
"Students now tend to find a replacement to their lecturers who are regarded as incompetent, or having unacceptable jokes, or those who teach them like elementary school students. If a lecturer gets such complaints, he/she can be shocked. All lecturers may have such complaints" (Amaris).

Thus, as adult learners, these lecturers in the SLC should be ready to face problems in their work, and therefore focus their orientation from their individual centeredness to problem centeredness. In other words, they must be ready to turn their problems into learning. As Erin stated, "The good thing [about such situation], it becomes a trigger [for them] to become better

[lecturers]".

The situation when the lecturers turn their problems into learning occurs when they get feedbacks on their teaching performance from their students in the end of the semester. It is the time when students evaluate the lecturers. One of the participants mentioned:
"…there is a situation when I found the new lecturers got score [of students' evaluation sheet] 3 or 2 [out of 5], they became depressed. They thought they were not good lecturers, and they [thought] were very bad" (Amaris).

Based on that statement, it is understandable that the lecturers in the SLC have to perform well in front of the students, otherwise they can be regarded as incompetent and the students can give low scores of their teaching evaluation. In addition, the students can sometimes report this case to the academic manager in the SLC, and they may ask for a replacement for another lecturer. The EFL lecturers are aware of this situation, and therefore they should have their on-going orientation to learning. In other words, sustainable learning becomes the lecturers' orientation. This has an implication that learning results from the problems and the solution to the problems. The situation when adult learners, in this case the EFL lecturers, develop their knowledge as their response to their current problems and apply solutions to the problems is what Malcolm Knowles identified as 'orientation to learning'. This finding is also similarly found in the study conducted by Gregson and Sturko (2007), Terehoff (2002), and Karagiorgi, et al. (2008), in which teachers are encouraged to learn because they face problems and thus they are challenged to find the solutions. Being adult learners, this type of learning becomes possible to do for these participants.

Learning as Lecturers' Internal Motivation

Being adult learners, most of the EFL lecturers' willingness to improve their knowledge by attending formal and informal professional learning is basically driven by their internal motivation. However, as mentioned earlier, the

case of the lecturers' motivation in the SLC is quite unique because the lecturers will not have any remuneration or higher structural status when they complete their professional learning. Unlike lecturers in the study program or the faculty, the EFL lecturers in the SLC have no academic career, and the lecturers are paid based on their work only. They do not have fixed monthly salary. Yet, most of them have internal motivation to keep learning through various ways of professional learning. One of their motivation is stated by one of the participants: "We have responsibilities other than teaching. When we contribute our knowledge to other colleagues, we can strengthen and support each other, …" (Erin).

Erin's statement indicates that one of the internal motivation that directs the lecturers to keep learning is caused by their responsibilities as lecturers. She acknowledges that lecturers' role is not limited to teaching practices in the classroom, but it covers more than that. It was also revealed in the interview that most of the participants were motivated to carry out their professional learning for various personal reasons. Among these reasons are to give the best teaching practice to students, to be ready when facing problems in teaching, to be updated with the development of knowledge and technology, to be professional, and so forth. This situation is distinctive because the EFL lecturers in the SLC are eagerly participating and attending various professional learning despite the lack of rewards from the institution such as mentioned earlier. This phenomenon is probably caused by their maturity status such as explained by Malcolm Knowles' Andragogy theory (1984), which stated that mature people such as these EFL lecturers in the SLC conduct learning because they want to and because they need to. Thus, with or without rewards, they will continue their learning activity along with their teaching career in the institution. Related to this context, Aria concludes the topic by giving relevant statements:

"I think you [the researcher] come to the right place because you can see [the lecturers'] motivation [to have professional learning] is stronger in this SLC than in the study programs.

In the study program, the lecturers have clear path [of career]. They will have good reward when doing research, and they will have good remuneration and financial reward when pursuing higher study, and when they ignore about such things, they will have their consequences. However, as this SLC functions only as a supporting unit, the lecturers have no career path. It means that these lecturers conducted [professional] learning because they want it and they want to survive [as lecturers].

Thus, it is clear that professional learning conducted by the EFL lecturers is mostly caused by their internal motivation. Similar case is also found in Gregson and Sturko (2007) in which teacher professional development took place because the teachers took their own initiatives in learning.

CONCLUSION

The establishment of Teacher and Lecturer Law no 14/2005 has mandated that all teachers and lecturers in Indonesia have proper teaching qualification and teaching competencies such as pedagogy, professional, personal, and professional. Having completed such requirements, it is expected that the quality of teaching and learning process in Indonesia is improving, and therefore Indonesian human resources are competent and ready to face a fierce and tough competition in the job market in the world.

The Teacher and Lecturer Law No.14/2005 is thus regarded as a means for teachers and lecturers in Indonesia to maintain their professionalism by conducting continuous professional learning, and the EFL lecturers as the main agent of transferring EFL knowledge to students in the SLC are no exception. Despite the lack of remuneration, interestingly, these EFL lecturers are willing to keep updating their knowledge and teaching skills by conducting various professional learning, either informally and formally. Even though unique, this phenomenon is reasonable if viewed from the perspectives of adult learning theory of Malcolm Knowles, Andragogy.

The findings from the study have implications that professional learning should be rooted from the teachers' initiatives. In other words, professional learning among EFL teachers should employ a bottom up approach rather than a top down one so that the types of professional learning activity fit their needs, and therefore its sustainability can be maintained. However, the active involvement from the school leader also plays an important role in supporting teacher professional learning. Therefore, the teacher professional learning should consider both bottom up and top down approach so that the result can be optimum.

This study is limited to seven EFL teachers as the participants. Having more participants, the study will perhaps portray more phenomena on teachers' experiences in relation to their professional learning. However, this limited number of particants gave an advantage in which the interviewer was able to investigate more in-depth information from the participants. Thus, the data richness can be achieved.

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Investigating Language Teachers' Sojourn Experiences: Perspectives on Culture

ABSTRACT

The more-connectedness of the world has raised a need to have a successful communication across cultural background. As a consequence, intercultural communicative competence (ICC) plays a more pivotal role. One of the means to proliferate ICC is through living abroad, or can be called as doing a sojourn. This qualitative study aims to explore language teachers' sojourn experiences during their two-semester assisting language classes in U.S. universities. Specifically, this study focuses on how their sojourn experiences may affect their perspectives toward their own culture and culture other than their own. There are 19 English language teachers of 12 different nationalities who voluntarily participated in the present study. In analyzing the data, Byram's model of ICC (1997) was utilized to make sense of their experiences. The data was analyzed using NVivo11 application. The finding showed that three out of five aspects in Byram's model of ICC (1997), including intercultural attitudes (savoir être), knowledge (savoirs), and critical cultural awareness (savoirs' engager) emerged in the data. Two aspects, skills of interpreting and relating (savoir comprendre) and skills of discovery and interaction (savoir apprendre/faire) did not emerge in the data.

Keywords: sojourn, culture, intercultural communicative competence, language teachers

BACKGROUND

As the world has become more globalized and the affordability to visit other places and countries increases, the ability to interact successfully and effectively with people of various culture and speech communities has become more pivotal. In succeeding these intercultural interactions, intercultural communicative competence (ICC), which entails verbal communication, i.e. language skills (Timpe, 2014), needs to be fostered. Byram (2012) defined ICC as the ability to act between languages and cultures, and to mediate different

perspectives between different cultures. In line with this, Bouchard (2017) proposed that individuals mastering ICC are able to navigate among different languages and cultures, and thus, act as linguistic and cultural mediators. It can be concluded that ICC needs to be proliferated to promote successful intercultural encounters.

One of the channels to proliferate ICC is in language classes. Language classes provide opportunities for students to learn not only the target language, but also the socio cultural context in which it is spoken. Byram (2012) advocated the view that intercultural competence can be included as one of the purposes of language teaching as an educational endeavor to embrace deeper understanding of other cultures' value system. Observing the importance of language classes in promoting ICC, language teachers, thus, play a key role in succeeding this goal.

As a consequence, language teachers need to enhance their intercultural competence. One of the chances for language teachers to be more interculturally competent is by living abroad or doing a sojourn. Some studies confirmed this idea. Lee's (2009) empirical study on Hong Kong pre-service teachers' 6-week immersion program in New Zealand indicated that upon completion of their sojourn experience, participants' cultural awareness and understanding of the host country was elevated. Yielding a similar result, a narrative study of two Finnish pre-service teachers' language practice periods in Britain conducted by Larzén-Östermark's (2011) pointed that a heightened level of intercultural awareness predominated participants' stories of their intercultural encounters throughout their sojourn.

These potential benefits of language teachers' sojourn experiences draw my interest in conducting a study on English teachers' sojourn experiences. There have been many studies conducted on the topic of sojourn and ICC, including focusing on the aspect of sojourn experiences impact on ICC (Lee, 2009; Larzén-Östermark, 2011), and on assessing ICC among language learners and teachers (Fantini, 2009; Dervin, 2010). However, not many studies collected the data among English language

teacher-sojourners of various nationalities. Looking at perspectives on sojourn experiences of teachers with different nationalities may give insights on how people with various cultural backgrounds may share commonalities on how they perceive their sojourn experiences. As opposed to Sercu's (2006) study of multi-national foreign language teachers across Europe which focuses on their self-concept and teaching practices that can envisage a profile of intercultural foreign language teacher, this study aims to fill the gap by investigating the sojourn experiences of English language teachers with different nationalities. The participants of this study have experienced a teaching assistantship program for two semesters in language classes in the U.S universities. The investigation focused on how they saw their own culture and culture other than their own upon completion of their sojourn experiences. As an additional note, in this article the term 'sojourn experience' is specifically used to refer to language teachers' experience of living in the U.S. while doing their teaching assistantship program.

To answer the research question of how language teachers' may perceive their own culture and culture other than their own throughout their sojourn experiences, this paper is organized as follows. The literature on intercultural encounter while living abroad, intercultural competence and the relationship between language and culture is critically reviewed. Afterwards, the methodology of the study will be elaborated. Finally, the research findings and discussion will be presented.

LITERATURE REVIEW
Language and Culture

Language and culture have a close relationship, of which according to House (2007), Timpe (2014) and Bouchard (2017) one is related with the other. This close relationship is elaborated in Risager's (2007) remark, which stated that as a cultural practice, language embodies various types of meaning within it. In line with this, House (2007) stated that as a means of communication that transfers information as well as connect individuals, language is an important

part of culture. As a consequence for this close relationship between language and culture, Soler (2007) argued that language teaching is inseparable from knowledge of the target culture. Resonating a similar view, Celce-Murcia (2007) proposed that language teaching must include cultural and cross-cultural instruction.

Observing the interconnectedness of language teaching and cultural instruction; therefore, language teachers play a pivotal role as gatekeepers to target language and culture. According to Byram, Gribkova and Starkey (2002), to develop intercultural dimension in language classes, teachers should be aware of the aims which include proliferating both intercultural and linguistic competence; preparing learners for intercultural encounters that they may experience; and appreciating and considering other people of other cultures as having unique viewpoints, values and behaviours. Additionally, they mentioned that another aim is to support learners to be able to consider these intercultural encounters to be enriching. Achieving these aims could help language teachers develop intercultural dimension in their classes.

As a consequence, to enable them designing language teaching in which intercultural dimension is incorporated, teachers need to be familiar with the target language and culture. Sercu's (2005) findings from her survey of language teachers from various European countries revealed that teachers' degree of familiarity and contact with foreign culture correlate with their frequency on addressing cultural topics in their classes. To sum up, teachers need to familiarize themselves with the culture of the target language to enable them building up intercultural dimension in their language teaching.

Intercultural Encounters while Sojourning

Intercultural encounters happened to sojourners have many potential benefits. Much research has been conducted to investigate the transformational effects of sojourn on the sojourners (e.g. Jackson, 2008; Lee, 2009; Larzén-Östermark, 2011; Gleeson & Tait, 2012). Brown

(2009) remarked that exposure to a new culture, including what sojourners have experienced, has transformational potentials. One of these transformational potentials, as confirmed in Jackson's (2008) finding is a heightened intercultural sensitivity among sojourners. In addition, Brown's (2009) empirical study findings confirmed that intercultural encounters while sojourning could facilitate the development of intercultural competence as well as a shift in self-understanding. Another transformational potential is highlighted in Gleeson and Tait's (2012) findings, which include teacher-sojourners' new perspectives on their pedagogical system gained upon completing their sojourn program. These findings provide support to the notion that intercultural encounters contribute transformational potentials towards sojourners.

These potentials that intercultural encounters facilitate could consequently develop sojourners' intercultural communicative competence. According to Holmes and O'Neill (2012), intercultural encounters play an important role as a space where sojourners could interact with other cultures through communication with individuals of various backgrounds they meet. Further stated, this interaction could facilitate self-understanding towards sojourners' own and other cultures which as a consequence could trigger the sojourners to critically reflect on their intercultural competence. Observing the link between intercultural encounters while sojourning and ICC, therefore, it is especially important for to investigate language teachers', as the gatekeepers for the targeted language and culture, sojourning experiences.

Frameworks of Intercultural Communicative Competence (ICC)

ICC has been extensively studied by communication studies scholars (e.g. Ruben, 1976, 1989; Gudykunst, 1995, 1998; Ting-Toomey, 1993; Kim, 1995, 2012; Howard-Hamilton et al., 1998; Bennet, 2009) as well as language education scholars (e.g. Byram, 1997; Deardoff, 2006; Prechtl and Lund, 2007; Risager, 2007; Bouchard, 2017) (Arasaratnam & Doerfel, 2005; Timpe, 2014;

Bouchard, 2017). These scholars have also developed various models of ICC which vary in what they emphasize, depending on the various disciplines they stem from. Despite the different foci of the models, they have a similar elemental aspect, communication (Timpe, 2014). Consequently, research on ICC in English language class contexts should take communication aspect into account.

Review of frameworks on both communication studies and language education field may give wider perspectives on viewing ICC. However, in this article, only two frameworks from the field of language education, on which this current study is grounded, are reviewed. These two frameworks are Byram's (1997) and Bouchard's (2017) model of ICC. While the former is a seminal work on the field of ICC, the latter is the most current one.

According to Byram (1997), foreign language teaching aims at enabling learners to use the language they learn to interact with people for whom it is preferred as a 'natural' medium of experience, whether in 'native speakers' context or in lingua franca context. ICC can be a tool to reach this aim. Byram's model is a useful tool to analyze the communicative aspects when individuals encounter foreign culture (Bouchard, 2017). The aspects that contribute to ICC acquisition are summed up in Byram's (1997) model of ICC as follows.

Figure 1. Byram's Model of ICC (1997)
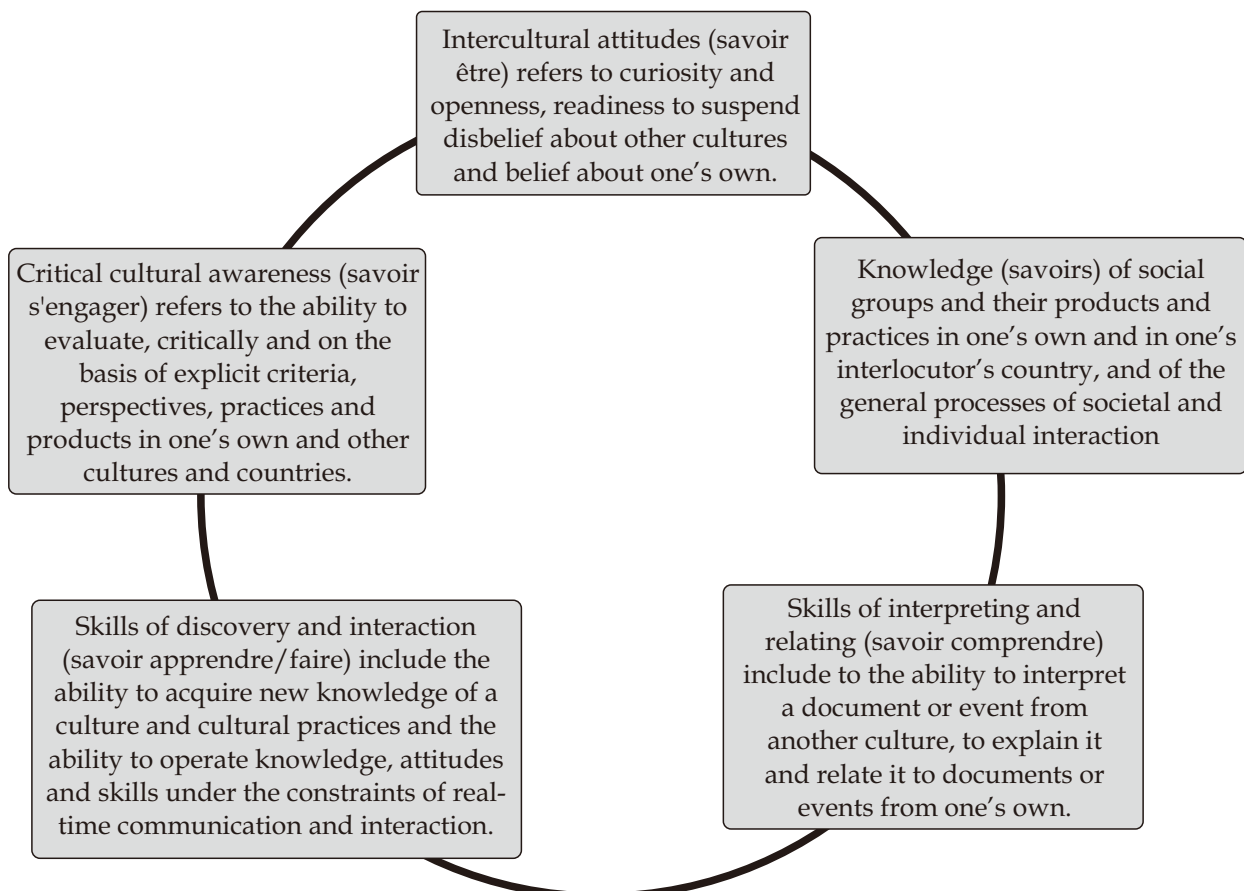
A more current model, Bouchard's (2017) model of ICC, is specifically designed to be integrated into EFL educational practices in Japanese junior high school level. The model is developed due to observing the need for a specific model which can be applied specifically in Japanese EFL school contexts. Whereas, the existing models have been mainly developed based on European and American contexts which may not suit the Japanese school context. The model is built on the fusion of ICC-oriented elements in Japan's Ministry of Education policies and pedagogical components based on Byram's (1997) model of ICC.

Bouchard's model of ICC includes three main components: critical thinking, language and culture, and culture components (Bouchard, 2017). The critical thinking components emphasizes on individuals' awareness on various aspects which can promote successful intercultural communication such as of multilingualism and multiculturalism, stereotypes, and the importance of cultivating multiple vision in intercultural citizenship. The second components, language and culture components cover individuals' awareness regarding to language and culture such as awareness of language varieties, cultural diversity, strategies to present one's native culture and inquire about other culture and uncertainty and the importance of risk-taking. The culture components include the awareness of culture as an observable concept in the real world, awareness of various values and awareness of similarities and differences between cultures.

Among various models of ICC, Byram's seminal model of ICC is used as a framework for this current study for several reasons. Firstly, Byram's model of ICC has been the foundation of and referred to by more current models of different contexts (Timpe, 2014). This implies that Byram's model may include basic components of ICC which could be flexible and sufficiently adaptable for various contexts. The current study includes participants with various cultural backgrounds, and thus an ICC model which consider various contexts, like Byram's, can be an appropriate tool for the data analysis. Some other

models like Bouchard's, for example, is specifically designed for Japanese contexts. As a result, though more updated, the model may not suit the current study. Second of all, in his model, all of the five aspects of ICC, i.e. intercultural attitudes, knowledge, skills of interpreting and relating, skills of discovery and interaction, and critical cultural awareness, are related with each other (Timpe, 2014; Bouchard, 2017)).

This interconnection means that a successful intercultural interaction requires skills that are inseparable of each other. Accordingly, Bouchard (2017) remarked that Byram's model of ICC considers that intercultural speakers should be able to use the target language effectively by being aware of the link between languages and cultural ramifications. This element of interconnectedness among aspects in Byram's model of ICC, is important to ensure that participants' sojourn experiences are considered as a unity that contribute towards how they interculturally interact. For these reasons, Byram's model of ICC is used as the framework for data analysis.

METHODOLOGY

The participants of this qualitative research were English teachers sojourners who joined a two-semester (9-10 months) teaching assistantship program in U.S. higher institutions. During the program, with the responsibility of up to 20-working hours, they performed a task as a teaching assistant or a main instructor of their native language classes. In addition to that, they were required to enroll in 2 classes of their interest per semester in the higher institution they were placed.

During April 2015, around 10 months after completing participants' teaching assistantship program, an online questionnaire was distributed via a social media group where potential participants voluntarily took part in the study. Participants were asked to give their opinion in English on two statements, including: 'My teaching assistantship experience affects the way I see my own culture' and 'My teaching assistantship experience affects the way I see

culture other than my own in general'. For the final item of the questionnaire, participants were asked to give additional opinion, if any, on other differences (e.g. career, identity, and perspectives) that their teaching assistantship experience may have made in their life. In developing this open-ended questionnaire, feedback from a senior researcher specializing on intercultural communicative communication was taken into account. There were 19 English teachers of 12 different nationalities (Afghan, Brazilian, Egyptian, French, Indian, Indonesian, Israeli, Libyan, Mexican, Russian, Tunisian, and Turkish) who volunteered to take part in this study.

Upon gaining the data, the data was then exported to NVivo11 to be qualitatively analyzed. In making sense of the data, Byram's model of ICC which was explained earlier in this article, including intercultural attitudes (savoir être), knowledge (savoirs), skills of interpreting and relating (savoir comprendre), skills of discovery and interaction (savoir apprendre/faire), and critical cultural awareness (savoir s'engager), was used as the framework of the analysis. The data was themed based on these five aspects of the ICC model, if relevant. When there are other emerging themes besides the ones listed in Byram's ICC model, a relevant new theme is assigned to the data. To hinder the data interpretation from my personal judgment, in discussing the findings, relevant extracts are presented.

FINDINGS AND DISCUSSION

In intercultural encounters, individuals' cultural backgrounds may interplay in their interaction. According to Byram et al. (2002), when people are talking to each other their social identities are unavoidably part of the social interaction between them. Differences in these social identities may potentially determine how these intercultural encounters may happen. In mediating these cultural differences, ICC can play as a intermediary. As stated by Bouchard (2017), ICC enables individuals to deal with differences by managing one's own value judgment when facing differences. Therefore, it is important to look at different aspects of ICC in order to gain

insights on how individuals' intercultural encounters through their sojourn may affect the way they see their culture and other cultures.

As observed from participants' responses, the data revealed that three out of five aspects of Byram's model of ICC emerged in the data. These three aspects included intercultural attitudes (savoir être), knowledge (savoirs), and critical cultural awareness (savoirs' engager). They emerged in participants' responses on how their sojourn experiences may affect the way they see their own culture and culture other than their own.

Intercultural Attitudes (*Savoir être*)

One of the themes that emerged from the data was intercultural attitudes. The transformation on intercultural attitudes emerged in participants' responses on how their sojourn experiences may affect the way they see both their own culture and culture other than their own. These intercultural attitudes were reflected on how they admitted to be more understanding, appreciative and open-minded, both towards their own culture and other culture they encountered.

There are 16 participants who reported that their encounters with people from different culture had made them more curious and open with differences of other cultures. A Tunisian participant (P.2) mentioned that he had never been exposed to so many cultural differences before, and the exposure that he had then made him become more appreciative of the difference. This exposure made them to be more open-minded and understanding of both their own culture and other culture. As an Egyptian participant put it,

I became more open minded and more understanding once I had to deal with other cultures. (P.1.b, Egypt)

These attitudes reflect that there was a degree of openness among the participants. This is in line with Morgan's (1998) research on cross-cultural encounter within his involvement in Durham-Paris team that showed the collaboration between team members consisting of various

nationalities could facilitate members' process of reassessing any judgments. This then led to potential fruitful intercultural communication gained within the process. In line with this, Muzaini in Brown (2009) stated that sojourners gained openness, flexibility and tolerance from their experiences.

Open-mindedness and understanding did emerge not only on how participants perceived other cultures, but also on how they perceived their own culture. Twelve out of 19 participants admitted that their understanding of their own culture widened due to their sojourn experiences. A Mexican participant (P.7) noted that being a Spanish teaching assistant had helped her understand and value her own culture more. This is in line with an Egyptian participant (P.17) who remarked that her sojourn experiences had made her become more appreciative about some aspects of her culture such as hospitality and kindness. The process of understanding their culture and American culture had led them to detach from both cultures. As a result, they were able to critically examine their experiences. The process led them to recognize the similarities as well as the differences among culture. This realization led them to perceive themselves as a part of larger world.

I feel that I have become a part of world citizen. I have met lots of people coming from different cultures and backgrounds. This has made a significant change[s] in the way I see things. (P.16.b)

Their views on seeing themselves as a part of larger community showed a development of stronger relationship with other cultures. World-mindedness was considered to be one of the benefits of being a sojourn according to Brislin in Morgan (1998). Some sojourners may appreciate and embrace both their local and global identities through honing their intercultural communicative competence, growing in self-confidence and being a more intercultural self (Jackson, 2012). Additionally, as stated by Byram et al. (2002), it was the hope that language learners who thus become 'intercultural speakers' will be successful not only in communicating information but also in

developing a human relationship with people of other languages and cultures. This resonated Brown's (2009) remarks on how the international sojourn has the power to affect a growth in intercultural competence, as well as a shift in self-understanding, with long-term implications for personal and professional life. The way sojourners saw themselves as a part of larger world therefore indicates a positive effect of their experiences.

Knowledge (*Savoirs*)

This aspect of Byram's ICC model involved the knowledge of their own culture as well as other cultures they interact with (Byram et al., 2002). Through the teaching assistantship experience, 15 out of 19 participants learned about value system, ideology as well as traditions and customs of both their own culture as well as other cultures they encounter. Reportedly, they also gained an increased understanding about their own culture. This could owe to their responsibility as language classes teaching assistants in which they were responsible to teach or assist their students to learn about their native language and culture. Additional duties such as organizing a culture table in international festivals had also increased the demand for them to better understand their own culture. Besides, many people, including their students and people they met, tended to ask questions about participants' culture. In order to be able to give a sound explanation, they learned more about their own culture. The excerpts below may illustrate participants' increased knowledge,

The whole experience living in the United States and being a staff member at an American University enabled me to understand many aspects of the American culture ranging from Holidays and History, to different conventions that take place within the classroom settings. (P.7.b.)

I did not really use to care of my culture before the program. But I had to prepare myself including to enlarge my knowledge about my culture before joining the program because it was my responsibility to introduce it especially to my students. At first I was kind of being forced to learn more about my culture,

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but then I realized how rich my country is to have so many cultures that I did not really know before. (P.10.a.)

It [the sojourn experience] has helped me to gain a better knowledge about the degree of openness of other cultures and how they can interact with mine. (P.18.b.)

Participants' responses showed that they had gained more understanding both of their own culture, and other cultures, especially American culture where they lived in. This finding confirmed Lee's (2009) study on immersion program of English pre-service teachers of Hongkong in New Zealand, which indicated that participants gained a deeper understanding of New Zealand's culture through various activities that the program offered. This confirmed Gao's in Gleeson and Tait (2012) findings that the participants of his study had become more aware of their cultural background upon the completion of their sojourn experiences. In line with this, Engle and Engle's in Jackson (2008) study revealed that the participants of their study, consisting of American students taking part in a study abroad program in France, admitted to have an increased level of cultural understanding and cross-cultural communication.

Critical Cultural Awareness (*Savoirs' Engager*)

Out of 19 participants, 8 participants reported that their sojourn experiences provided them with a chance to critically compare their own culture with other cultures. Interestingly, except one Brazilian participant (P.12) who talked about how her sojourn experiences made her realize some aspects of the United States were not as perfect as she had imagined, all other seven participants who showed their critical cultural awareness mainly talked about their own native culture. This might happen due to, as a Turkish participant (P.19) noted, that her role as a teaching assistant gave her a chance to compare her native culture and the host country culture in order that she could explain to her students the differences and similarities between the two culture clearly. She additionally mentioned that in so doing, she

developed a 'foreign' perspective to the issue and subsequently questioned many aspects of her native culture that she had taken for granted before her sojourn experiences. Nevertheless, this resonated Holmes and O'Neill (2012) finding that self-evaluation could contribute towards the development of critical cultural awareness.

The process of evaluating and comparing cultures could both positively and negatively affect how the participants view their own culture as well as cultures other than their own. The negative outlook may come from the differences found which leads to the dissatisfaction of one's own culture. The excerpt below illustrated participants' critical cultural awareness.

I can now clearly see how judgmental and narrow minded [our nation] can be! (P.8.a., Libya) Beside that, my experience also affected the way I see work ethics and professionalism. While my colleagues in the States were more casual and relaxed normally, they became really serious when it came to work. What made it very different with [my nation] culture of work is, with [my nation], I feel that they care for what's more artificial. For example, we paid a lot of attention to how we should dress properly - if possible, wear uniform, to always be present at the office although not doing any work. In contrast, my workplace in the States focused more on productivity and efficiency. (P.14.a., Indonesia)

On the other hand, the positive outlook may come from the similarities found which became the common ground to feel satisfied about their own culture, as could be seen in the excerpt below.

Seeing my culture from another cultural perspective made me realize how many good things we have here and even with the differences that somehow may make us different in a bad way (I don't know, like recycling for example) could make me clearly see my culture as something special and unique. (P.12.a, Brazil)

It was a beautiful experience, in the sense that now I perceive myself and my own culture in a different light, I'm more critical of my country's educational system now, it's not that it's bad but it's up for improvement. (P.2.a, Tunis)

As explained by Brown (2009), this outlook shift in understanding sojourners' own culture could

be the result of exposure to diversity and of the geographical and emotional distance from the home environment.

Participants reported that their sojourn experiences affected the way they saw both their own culture and other cultures in terms of critical cultural awareness. This finding was in line with Larzen-Ostermark's (2011) qualitative study on two Finnish students' study abroad program in Scotland and London, which showed that, upon the completion of the program, both participants gained an increased level of cross-cultural awareness by means of informal conversations with both local and other foreigners. Kaikkonen in Larzen-Ostermark (2011) resonated the same idea that intercultural sojourns could call forth critical cultural awareness. Holmes and O'Neill's (2012) finding pointed out that sojourners' interaction with foreign culture they came across in the host country challenged, and broke their stereotyping, and consequently made them reassess their assumptions about other cultures. In short, intercultural encounters that they experienced facilitated the growth of participants' critical cultural awareness.

CONCLUSION

To sum up, the participants reported to perceive that their sojourn experiences of teaching assistantship in the U.S. have helped them to learn more about their own culture as well as other cultures they encountered. Specifically, participants' sojourn experiences affected their intercultural attitudes (savoir être), knowledge (savoirs), and critical cultural awareness (savoirs' engager). Additionally, they also learn to be more understanding, more appreciative of their native culture and other cultures they encounter. Moreover, they also found the common ground and focused more on the similarities as opposed to differences they encountered. They also became more critical towards both their own cultures and cultures other than their own. However, interestingly, participants talked more about how they become more critical of their native culture as opposed to other cultures or the host country's

culture. Their sojourn experiences also helped them build a global identity as being part of bigger world. Observing these intercultural communicative competence affected by language teachers' sojourn experiences, it is hoped that, as Sercu (2006) put it, could help them explain similarities and differences between culture to their students.

Meanwhile, this study has several limitations. Firstly, the result of this study is not generalizable due to the small number of participants. Secondly, the questionnaire used is as a pilot project, and thus a providing vivid method to triangulate will be a good benefit for future studies. Thirdly, while providing the breadth of the insight represented by the different nationalities of the participants of this study, the questionnaire may have lack of in-depth information on the area of the study. Therefore, future research on the same topics may benefit in-depth data generated through interview. Additionally, further research with a more rigorous methodology and triangulation is needed to give broader and more in-depth understanding on the area of investigation.

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