

# Contents Analysis On TEFL Workshop Course Book For Pre Service Teachers

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**Abstract.** The article reports the result of contents analysis on the coursebook "TEFL Workshop". This is descriptive research whose data are the course materials in the "TEFL Workshop" course book. Data retrieval are documentation of course materials, questionnaires for students' perceptions of course materials in "TEFL Workshop" course book, and observations on the students' teaching performances. The data obtained are analyzed through contents analysis. It was found that 60% of students of The English Language Education Department had difficulties in understanding and applying the English teaching and learning strategy. This was caused by the impractical course materials. The result of the analysis is used to revise TEFL Workshop course book based on students' input and that of TEFL experts as well as on applicative current references to improve the students' skills in preparing English lesson plan as well as practicing it better, effectively and efficiently.

**Keywords:** contents analysis, TEFL workshop course book.

## 1 Background

Pre-service students need to equip themselves with comprehensive knowledge in both theoretical as well as practical one about English teaching and learning methodology. For this reason, they need a specific course book dealing with it. In the English Language Education Department, Faculty of Teacher Training and Education, University of Adi Buana Surabaya, the students are supplemented by a course book entitled 'TEFL Workshop' to assist them in comprehending English teaching and learning methodology in the course subject namely Tefl Workshop offered in the fifth semester to prepare them for microteaching program in the sixth semester and internship one in the seventh semester.

As a matter of fact the course book has been used since 2011, which of course needs a revisit due to the development of new curriculum (for Indonesian context: Curriculum 2013 as National Curriculum for secondary school students) following the 21st century skills, education for IR 4.0 and trends in English Language Teaching (ELT) which should keep up with Industrial Revolution (IR) 4.0 that contributes effects on the fields of education concerning with 21<sup>st</sup> century skills. Therefore, contents analysis or evaluation towards that coursebook should be conducted.

The textbook is one of the most important references and resources for students' learning in any educational system and it is used for the formal study of a subject [1]. Therefore, it is essential always to review it to update it with the current development of education by analyzing the textbook. A type of analysis, which is very beneficial and important to the curriculum planners, authors, and the curriculum decision makers, is 'content analyses.

Berelson defined Content Analysis as “a research technique for the objective, systematic, and quantitative description of the manifest content of communications” [1]. Content analysis is a research tool focused on the actual content and internal features of media. It is used to determine the presence of certain words, concepts, themes, phrases, characters, or sentences within texts or sets of texts and to quantify this presence objectively. The evaluation of textbook or course book can only be done by considering something connected to its purpose [2]. That is why, when a course book does not completely meet the needs of the users, it is crucial to revisit it.

Based on the fact that revisiting a course book regularly is crucial, a content analysis on Tefl Workshop course book used for pre-service teachers is conducted with the following rationale. First, the materials on the course book are still theoretical, so the pre-service teachers have problems in implementing them. Second, there are needs to update the materials, since it was written in 2011. Third, it is very urgent to prepare the pre-service teachers for advanced English teaching skills for sustainable professional development in line with education for IR 4.0. Thus, this analysis is used to investigate the comprehensiveness of “TEFL Workshop” course book concerning the balance between the theories and practical implementation about the course book.

## **2 Methodology**

This research is descriptive qualitative type focusing on content analysis. To conduct a content analysis on a course book, the course book is coded or broken down, into manageable categories on a variety of levels--word, word sense, phrase, sentence, or theme--and then examined using one of content analysis' basic methods: conceptual analysis or relational analysis. In this research theme, analysis is concentrated upon.

Data of this research consist of information about the results of research checklist, the pre-service teachers' responses to questionnaires, and lecturers' focus group discussion related to the characteristics of the materials in “TEFL Workshop” course book. The source of data consists of primary source and a secondary one. The primary source is “TEFL Workshop” course book ISBN: 978-979-8559-31-0 [3]. The secondary source comprises of the pre-service students, representatives of stakeholders (secondary school teachers union) and lecturers teaching Tefl Workshop course. Data are collected through a checklist of course book evaluation, questionnaires, Focus Group Discussion.

As for the primary data, some indicators are evaluated through checklist following Cunningsworth [2] comprising: (1) Aims and Approaches; (2) Designs and Organization; (3) Language Content; (4) Language Skills; (5) Materials Topics; (6) Teaching Methodology; (7) Teachers' Book; (8) Practical Considerations. [4] State “An evaluation checklist is an instrument that provides the evaluator with a list of features of successful learning-teaching materials. According to these criteria, evaluators like teachers, researchers as well as students can rate the quality of the material”. McGrath (2002) stated that textbook analysis or evaluation could be carried out through three primary methods: impressionistic, checklist, or in-depth methods [5]. Thus, in this research checklist is chosen as one of the techniques of data collection.

For the secondary data taken from the results of questionnaires filled out by pre-service teachers. It was found that 60% of students of The English Language Education Department had difficulties in understanding and applying the English teaching and learning strategy. The Focus Group Discussion among lecturers teaching TEFL Workshop course finds out that there should be practical materials showing examples of planning lessons with detailed steps employing

current approaches, models, methods, and techniques in order that the pre-service students will be able to apply the lesson plans better.

### **3 Result and Discussion**

The results of data analysis taken from evaluation checklist ( C), questionnaire (Q), and Focus Group Discussion (FGD) are interpreted based on the following aspects [2]:

#### **Aims and approaches (C)**

The course book corresponds closely enough to the aims of the teaching program (course description) and the needs of the pre-service teachers, but it is not comprehensive enough yet concerning real examples of the teaching-learning activities.

#### **Design and Organization( C)**

There are not enough components making up the total course package, but there is already a proper sequence of contents.

#### **Language Content (C)**

The language contents are appropriate enough, in the sense that they fulfill the student's needs.

#### **Language skills(Q)**

Explanations of the teaching of all language skills and components are dealt with, but not yet with real examples for implementation. It was found that 60% of students of The English Language Education Department had difficulties in understanding and applying the English teaching and learning strategy.

#### **Materials Topics(Q)**

The topics are complete enough in varieties with suitable interest to learners, which consist of an introduction to good language teaching, goals and method, planning lessons based on ICT, teaching language skills and components using games and media.

#### **Practical considerations(Q)**

It is worthy having the course book. However it still requires particular equipment, such as language laboratory, listening center, etc.

#### **Teaching Methodology (FGD)**

Theoretically, Approaches, Methods, and Techniques of ELT are described thoroughly enough, but practically they are not seen yet.

#### **Teachers books(FGD)**

There are not teacher's manual yet. It is entirely necessary for the lecturers to be guided by the teacher's manual in order that they can give more or less the same ways in teaching the pre-service students.

## 4 Conclusion and Suggestion

Theoretically, “TEFL Workshop” course book is comprehensive enough. However, it needs more real examples of the implementations of each teaching skill and language component. For that reason, the course book needs revising and updating with the advancement of CMALL (Computer and Mobile-Assisted Language Learning ) in line with the 2013 National Curriculum for secondary school students following the 21st-century skills, education for IR 4.0

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