

Pedagogical Competencies in The Prescribed and Enacted Curriculum for Graduate Students

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Abstract

This case study is aimed to find out far the curriculum in a tea education institute has integrated these pedagogical competencie both their prescribed and enacted curriculum using the Actor Netv Theory (ANT). ANT is applied in this research to see the netv formed in both the prescribed and enacted curriculum so as to find how students master the pedagogical competencies in the coursenet three investigated courses, namely *Principles of English Langi Teaching, Teaching Reading and Writing, and Teaching Listening Speaking*. Therefore, this research analyzes how the human nonhuman entities influence each other in both prescribed and ena curriculum in two perspectives: 1) to what extent are the pedagog competencies intended for graduate students in TEFL program? 2) what extent are the pedagogical competencies delivered to the grad students in TEFL program? The result of the study shows that 1) pedagogical competencies are delivered in the three investig courses. Lecturers and students are human entities in the network for in the courses while the nonhuman entities involved within the netv are noises, light, class settings, and class location. Lecturers then bec key actors that impact upon the actants–students– to act upon translation process to master the pedagogical competencies. As for non-human entities, they influence the learning atmosphere in w graduate students in TEFL are situated as they learn to master pedagogical competencies. The coursenet formed within the t investigated courses have shown that evaluation and improvement 1) to be done by the education institution to enhance the quality of teach education curriculum

Introduction

Students of the 21st century are expected to acquire and master skills, such as creativity, critical thinking, communication, and collaboration in order to be able to survive in a more complex life and working environment of the century. Teachers of the 21st century then are demanded to be able to help students develop and improve their skills and content master in order to succeed. This leads to the teacher's competencies, which education institution for teachers must provide and develop in order to shape competent teachers to teach the future generations. These competencies include pedagogical competencies, which are the teachers' ability in doing things that they know and do when teaching students, such as creating the environment suitable for learning, modifying approaches in teaching, and improving students' skills in learning (Cannon & Newble, 2000, p. 8-12).

The case study chooses the graduate student of TEFL as the case and participants of

the study. These students are exposed to some courses that include and teach pedagogical competencies, such as *Principles of English Language Teaching, Teaching Reading and Writing, Teaching Listening and Speaking*, and some other related courses (Buku Pedoman Akademik, 2013, p. 3). As these competencies are acquired by graduate TEFL students, they are meant to help these graduate students to be better teachers or school administrators. In addition, the expected outcomes are to be teachers who are skillful in teaching at all education levels, leaders of educational organizations, educational entrepreneurs, and educational consultants. This way they will be able to contribute to the transformation of their students, peers, society and meet the needs of the 21st century skills.

This study thus identifies the human and nonhuman entities to see how these entities influence the graduate students in TEFL in the prescribed and enacted curriculum delivered to them. The research questions are as follows:

1. To what extent are the pedagogical competencies intended for the graduate students in TEFL program?

a. Which pedagogical competencies in the prescribed curriculum match the required pedagogical competencies delivered to TEFL graduate students?

b. How does the prescribed curriculum enable students to master the pedagogical competencies?

2. To what extent are the pedagogical competencies delivered to the graduate

students i Pedagogical Competencies in The Prescribed and Enacted Curriculum for Graduate Students in TEFL program?

a. Which pedagogical competencies in the enacted curriculum match the required pedagogical competencies delivered to TEFL graduate students?

b. How does the enacted curriculum enable students to master the pedagogical competencies?

Review of Related Literature

The review of related literature covers four parts that are discussed in this study. Theoretical frameworks are in the first part, which discussed in this research. The second part includes the previous related studies correlated to the pedagogical competencies and actor-network theory.

Theoretical Framework

The study was based on the three types of professional knowledge that a teacher has to master by L.S. Shulman (1986, p.9). They are subject matter knowledge, pedagogical knowledge, and the pedagogical content knowledge. Teachers integrate both of their subject matter knowledge and pedagogical knowledge in the pedagogical content knowledge. Pedagogical content knowledge, therefore, helps teacher to create ways that serve as resolution for practical issues in learning, language learning in this case (Richards, 2011, p. 6). In other words, subject matter knowledge emphasizes more on the level of mastery that a teacher must have and reach in order to understand a concept within a subject which will be taught to students. The pedagogical competencies refer more to the teaching strategies that a teacher uses in the process of transferring the knowledge to the students in class and helps teachers determine which subject to be taught and how to teach it to the students. Thus, it serves as a bridge between the subject matter knowledge and pedagogical content knowledge. Pedagogical content knowledge emphasizes more on the way a teacher teaches a subject to the students than merely on transmitting the subject matter. Thus, pedagogical content knowledge helps teachers mostly on how to make difficult subject easy to comprehend Shulman's theory on pedagogical content knowledge is still relevant nowadays since his theory clearly mentioned how a teacher is required to understand whether a specific topic is easy or difficult, along with the conceptions or preconceptions that students have (Shulman,1986).

To see how the graduate students master the professional knowledge, this study used the

actor network theory as a tool to see the connection between the entities interacted in the network as the in-service teachers learned and internalized the knowledge. The theory emphasizes the interconnections of human and non-human entities in which human intention and action are no longer the center of its performances. This theory's objective is to understand how they form a "network" and how it is managed to keep the network together (Fenwick & Edwards, 2012, p. x). It focuses on how things work rather than explaining why they are operating the way they are (Fenwick & Edwards, 2012, p. xi).

Pedagogical competencies of English Teachers. A teacher is considered effective when he or she masters the **pedagogical competencies**. According to Apelgren and Giertz, pedagogical competence covers skills, knowledge, and attitude of teachers in promoting students' learning (Ryegard, 2010, p. 30). Murray (1996) stated that the main purpose of the mastery of this competence is merely to help students achieve the objectives of the course. Teachers' pedagogical competencies then include the ability to share the courses' objectives to their students, alternate instructional methods and teaching strategies, and select methods of teaching. Teachers then must be able to provide opportunities and accommodate students' diversity. This competence requires that teachers adapt their teaching strategies or methods to meet students' ability in order to assist students in mastering the skills taught. Due to this matter, maintaining pedagogical competencies has become the obligations for teachers to keep. Moreover, updating teachers' skills to the latest teaching strategies has become an inevitable part in teaching since it will help students learn the relevant knowledge and skills as well as providing equal opportunities for different groups of students (p. 5). Therefore, Murray (1996) stated that a failure in mastering pedagogical competencies would be a failure to give adequate opportunities for students to learn and practice the skills included in the courses' objectives which would result in a failure in the tests.

Various studies shows that these pedagogical competencies are categorized into some classifications (Richards, 2011; Suci and Măță, 2011, Shresta, 2008; Carriel.et.all, 2008). These categories then can be concluded

into three categories of pedagogical competencies a teacher has to acquire. They are teaching preparation competencies, classroom management competencies, and teaching presentation competencies.

Actor network theory (ANT). Quantitative and qualitative research in language education tend to focus on the influence and role of the human entities (teachers, students, etc). ANT shows that the nonhuman entities have influenced and role in helping students achieving the competencies (Fenwick & Edwards, 2013).

Actor-network theory (ANT) is a theory in the social sciences developed at the *Centre de Sociologie of the Ecolenationale superieure des mines de Paris* in the early 1980, which was initiated by Bruno Latour, John Law, and Michael Callon. ANT was considered as having contributed a series of analytic approaches and considerations that open the ways to understand the central assumptions about knowledge, subjectivity, the real and the social. This theory focuses on the socio-material and on how objects relate up to its minute relation among itself which drive an event to occur as it is. ANT maps out the trace on how entities both human and non-human met, influenced each other as they were associating and exercising forces toward one another, and continued to exist or disappears over time (Fenwick and Edwards, 2012, p. ix).

Here, Fenwick & Edwards underlines that the key assumption to this theory is that no different treatment is given to human and nonhuman entities. In other words, it puts both entities at the same level in which they can influence each other. Bruno Latour, one of ANT's initiator, called this assumption as 'symmetry'. He assumes that all things have the capability of giving out forces and being changed or changing each other as they join together.

Therefore, supporting Latour's assumption, ANT has the capability to expand networks that come across broad spaces, long distances, or time periods. Although some networks may be broken down, disappeared, or abandoned, ANT can still help researchers to describe how both entities are included or extracted from these networks, how some linkages work while others may not, how connections are established and maintained so as to reach its stability and durability as it links

to other networks or entities (Fenwick & Edwards, 2012, p. x).

Another key point of this theory is that ANT's focus on what objects do rather than on the meaning of texts and other objects. It then observes on how objects enact, then try to explain why things work the way they are. Therefore, as these objects interact, they connect and create links that result into an identifiable entity. This identifiable entity is the one that is referred to as 'actor' that has the ability to give out force (Fenwick and Edwards, 2012, p. xi). In addition, an 'actor' is the working entity and 'actant' is the worked-upon entity. According to Latour, when actants' behavior matches to what seems to be particular intentions, morals, and even consciousness and subjectivity, it has been a successful translation. This translation changes the actants' role into a particular role that performs knowledge in a particular way. It then changes its role as an actant and become an actor (Fenwick & Edwards, 2012, p. xii).

Some researchers believe that ANT may offer insights that will help explain the processes and objects of education in the educational research. Fenwick and Edwards (2012) describe ANT as a virtual "cloud" that is dynamic in its own way as it keeps on changing due to the network that continues to expand. It is, therefore, the reason why ANT is more sensible as it provides a way that draws researchers closer to a phenomenon. Moreover, related to the multidimensional issues of education, ANT's language may lead to open new questions as its approaches help researchers to sense phenomena in the educational field which is often filled with ambivalences, messes, multiplicities, and contradictions (Fenwick & Edwards, 2012, p. ix).

Therefore, as shown by the previous educational research in which ANT is applied, it is obvious that ANT is applicable for this research due to its unique power to analyze the network that may define the success or failure of the prescribed and enacted curriculum delivered to the graduate students of TEFL. This theory helps tracing out the actors and actants, which are involved in the network and how they finally intertwine and weave a sustainable and stable network that support the continuum of the curriculum.

Research Method

Research Design

This research is a case study research. It observes what pedagogical competencies are acquired by students in both the prescribed and enacted curriculum. Heigham and Croker (2009, p. 69) summed up a case study as the "bounded system", which is made up of

individual, institution, or entity and the site and context in which the social action happens. This way, case study creates the in-depth analysis on the event or events (McMillan, 2008, p. 288). By focusing on a particular competency or competencies, case study can help obtain a detailed description and

understanding of the case. By obtaining the detailed description, this approach then helps to describe how the elements in the “bounded system” create a network in the process of acquiring pedagogical competencies among the graduate students of TEFL. The design of the research is as follows:

The researcher, as the key instrument of this research, determined the pedagogical competencies that the graduate students of TEFL had to acquire in the three courses, namely *The Principles of ELT*, *Teaching Reading and Writing*, and *Teaching Listening and Speaking*. The list of the competencies was collected from various sources. The list then matched to the prescribed curriculum documents, which were found in the courses syllabi and covered the courses’ descriptions, objectives, activities, textbooks and other references, and evaluation systems. These were going to be used to answer the first research question. The reading lists, students’ assignments, and other requirements needed for graduate students in TEFL to accomplish in a semester were included in the syllabi. Another verbal data that were derived from these syllabi are the purpose and objective of the course. Based on the Actor-Network Theory used in this research, the list of human and nonhuman actors is included. Nonhuman actors that do not have enough impact on the students were eliminated.

The second research questions were answered by using the data, which described students’ response on what and how the

pedagogical competencies are delivered to them during their study at the Graduate School. The verbal data were derived from the class observation and interview. The word spoken by both students and teachers during class and answers to the interview questions were served as the verbal data.

These data then compiled based on coding. As emphasized by Heigham and Crocker, the function of coding is keeping the information in track since it helps researchers to form the basis of their inferences on the data collection process, categories, themes, a pattern. This basis then supported the claim made in the conclusion. In other words, coding helps researchers in presenting the evidence which support their inferences to the reader (2009, p. 78-79).

The researcher then analyzed the competencies written or implied in the syllabus as the prescribed curriculum and observe the class in which these competencies are taught to the graduate students in TEFL implicitly and explicitly. Next, interviewing students and asking them to fill in the questionnaires, which described how they acquired the pedagogical competencies implicitly and explicitly was the next step used to answer the second research question. In the end, drawing conclusion and describing the network established to answer the research questions were done in order to find about factors that strengthened the network for graduate students of TEFL as they acquired the pedagogical competencies.

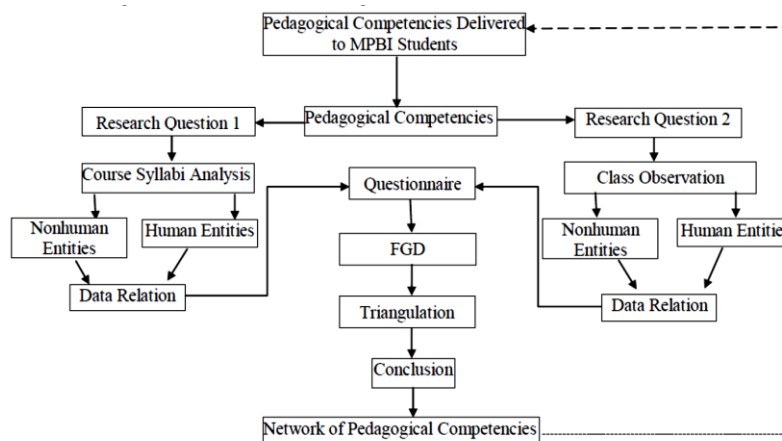


Figure 1. The Structure of Research Design

Findings and Discussion

Finding of the Study

The findings and discussion were the result of the study and based upon the research questions. Findings of the study were taken from the document analysis and matched with the results of interview and questionnaires, which were done by the graduate students in TEFL. The data credibility was confirmed through triangulation. The triangulation uses a variety of data collection method. The ANT-

analysis were used to identify both human and nonhuman actors. These actors were then mapped out in the data analysis after the triangulation to determine which actor(s) had the most influence upon the actants. This was used to find out how the pedagogical competencies in the prescribed curriculum were delivered to the graduate students of TEFL through the enacted curriculum.

Pedagogical Competencies as Prescribed in the Curriculum. There are three types of curricula involved in this research. They are the recommended curriculum, the written curriculum, and the taught curriculum. The prescribed curriculum in this research then referred to the synthesis of the recommended and written curriculum. This meant that the prescribed curriculum was being involved as the policy recommendation as well as a curriculum of control with more specific and comprehensive content (2006, p. 7-9). In accordance to the alignment of curriculum, as explained by Glatthorn that alignment in the written, the taught, and the tested curricula had to be closely related (p. 278), coding was applied. The coding was used to find the similar content between the learning outcome in the syllabus to the course books content, class activities, teaching schedules and assignments given to TEFL graduate students. This was done in order to find out which pedagogical competencies were delivered to TEFL graduate students. The result of the coding showed the pedagogical competencies in the prescribed curriculum intended for TEFL graduate students and was summarized in [Figure 2](#).

The courses were planned for TEFL graduate students to master the pedagogical competencies in three main scopes. They are the teaching preparation competencies,

classroom management competencies, and teaching presentation competencies. These pedagogical competencies were planned to have been delivered by the lecturers to TEFL graduate students during class sessions.

In *Principles of English Language Teaching (ELT)*, *Teaching Reading and Writing* and *Teaching Listening and Speaking*, TEFL graduate students learn mostly on preparing the lesson as well as managing the class. The learning goals in these courses are translated clearly in the books that are used for this class. The interaction between the teaching approaches, lecturers, and students' response during the class presentation and discussion formed the coursnet, which is similar to Edwards' hospitality coursnet. The coursnet form in these TEFL courses is similar to the coursnet shown in Edward's "Translating the Prescribed Curriculum into Enacted Curriculum in College and School". This coursnet was established from the lecturer's knowledge and his experiences in the hospitality industry, prior to his experience as a chef before teaching. This background had interacted with his teaching approaches which he gained during his working period. The way this lecturer uses the teaching approach to model the workplace apprenticeship in the hospitality – cookery teaching process has formed the hospitality coursnet (2012, p. 32). The coursnet formed during this process, thus, is shown in [Figure 2](#) below.

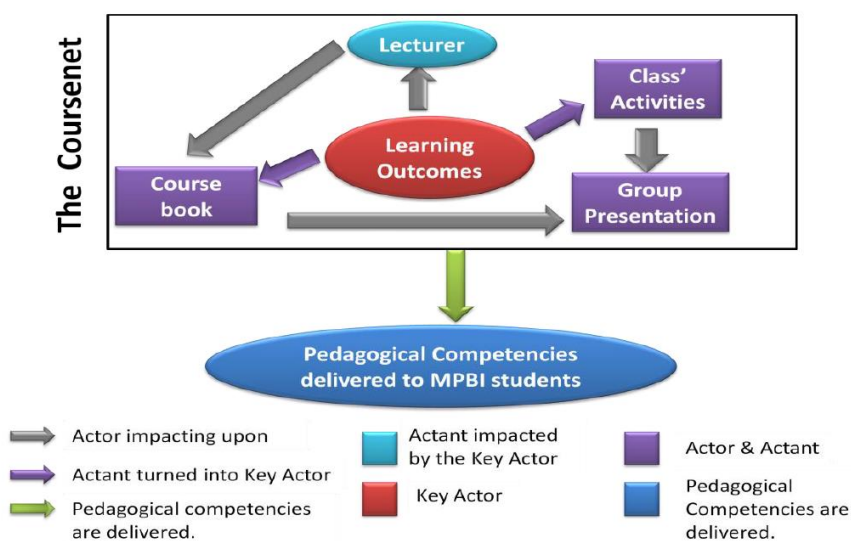


Figure 2. The Network of Teacher Preparation in the Prescribed Curriculum

Pedagogical Competencies in the Enacted Curriculum

Prescribed curriculum in the enacted curriculum. The enacted curriculum is the taught curriculum, which refers to the curriculum that is delivered in action. It is the curriculum that is applied by the teachers and thus can be seen obviously in the learning process. (Glatthorn, 2006, p. 14). As the teaching and learning processes were ongoing, the pedagogical competencies were delivered to the students through the enacted curriculum.

The teaching schedules as well as students' presentation schedules were used to confirm the time when these competencies were delivered to the TEFL graduate students as shown in [Figure 2](#).

The Principles of English Language Teaching course delivered most of the pedagogical competencies to the students. The course's objectives were aiming students to learn mostly on how to prepare the lesson and

manage the class. Group presentation then was chosen to achieve these objectives. Students were divided into groups to present the divided chapters from the book. As students were presenting these chapters, they also learned how to make an in-depth preparation for teaching. It was obvious then that the presentation in the class activities had helped TEFL graduate students to master the pedagogical competencies.

In its correlation to the pedagogical competencies, the content of the course book provides students with theories and strategies to teach listening and speaking. The book also gives samples that show how to create a syllabus for teaching listening as well as speaking. For example, this book has a subtopic in its second chapter that discusses planning a listening and speaking program for beginners. This part discusses some easy-to-follow guidance regarding to some techniques, such as listening and drawing or listening to pictures. These techniques are applicable in teaching listening for English learners at the beginners' level, both children and adults. The book also provides the same guidance for teaching speaking. The theories and techniques then provide knowledge for TEFL graduate students in planning for subject teaching, which is one of the teaching preparation competencies. In short, the course book has become the actant that helps TEFL graduate students to master the competencies.

To find out which pedagogical competencies were delivered to TEFL graduate students in both prescribed and enacted curriculums and how these curriculums enable students to master these

competencies, questionnaires were distributed. A forum group discussion (FGD) was also held to confirm the data, which were derived from the questionnaires. The FGD was conducted to serve also as the triangulation to these findings.

The participants were TEFL graduate students of Batch 19 and 20 for the questionnaires. As for the FGD, the participants were mainly from Batch 19. There were 13 participants out of 20 students who attended the FGD. These FGD participants were teachers who have been teaching for at least more than two years. They also teach English at various levels. Two teachers teach kindergarten level, another two teach elementary level, four others teach junior high level, the next two teachers teach high school level, and the last two teachers teach adult learners of English.

A discussion on the results of the questionnaire and FGD are based on the items asked in the questionnaire. The results of the questionnaires are displayed on the bar graphs. There were three graphs which described the result of the questionnaire. The first graph (Figure 3) describes the result in the teaching preparation competencies, the second one for the classroom management competencies (Figure 4), and the last graph depicts the result for the teaching presentation competencies (Figure 5). These graphs show how these graduate students in TEFL rated the availability of the pedagogical competencies delivered to them in both the prescribed and enacted curriculum and it was based on a five-point Likert scale (1=Not at all; 2=Minimally; 3=Some; 4=Quite a bit; 5=Intensively).

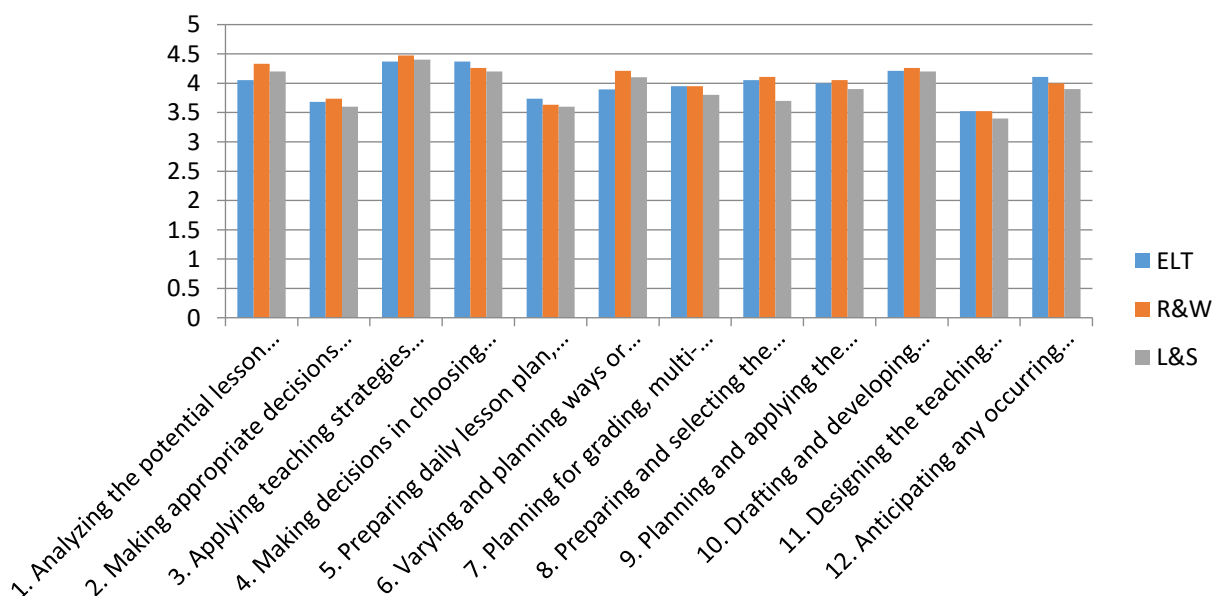


Figure 3. Teaching Preparation Competencies Delivered to Graduate TEFL Students

The next graph, Figure 4, described the classroom management competencies delivered to graduate students of TEFL in three

courses, *Principles of English Language Teaching (ELT)*, *Teaching Reading and Writing* and *Teaching Listening and Speaking*.

The graphs shows that these pedagogical competencies were mostly delivered in the *Principles of English Language Teaching (ELT)* course. Figure 5, then, shows the teaching preparation competencies learned by the EFL graduate student.

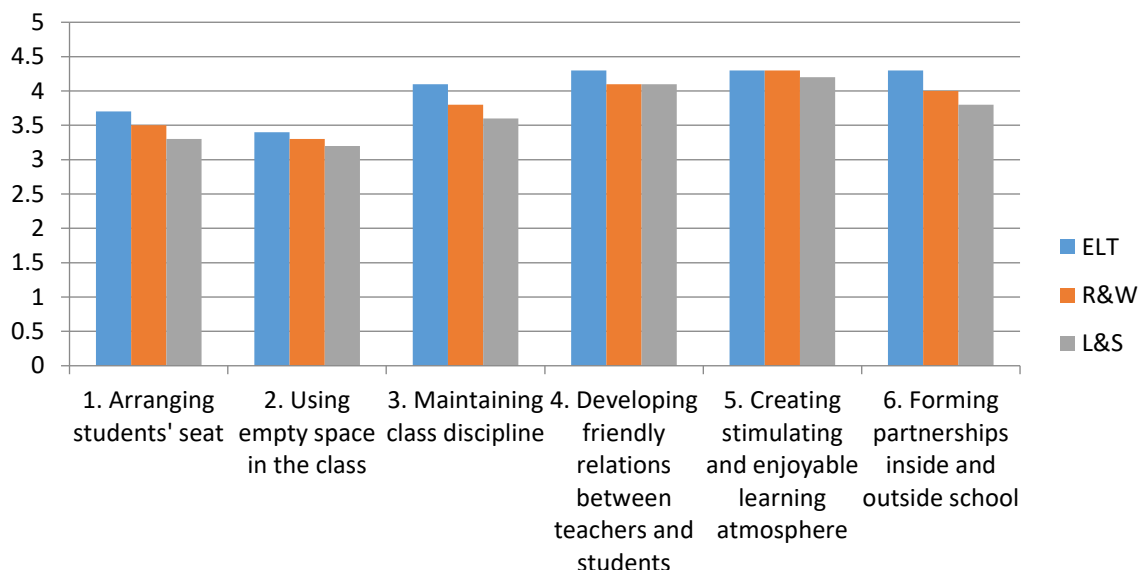


Figure 4. Classroom Management Competencies Delivered to Graduate TEFL Students

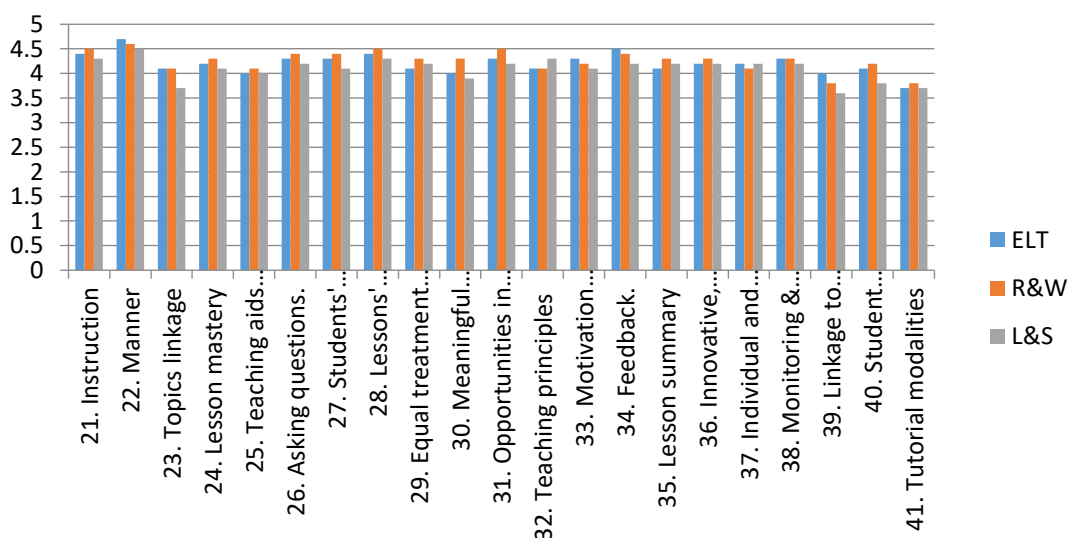


Figure 5. Teaching Presentation Competencies Delivered to Graduate TEFL Students

The teaching preparation competencies were the pedagogical competencies that were required for graduate students in TEFL to prepare their syllabus and lesson plan for teaching (Shresta in CERID, 2008, p.23-28).

The *Teaching Reading and Writing* course delivered most of the pedagogical competencies in teaching preparation competencies. This may due to the fact that this course provided lots of learning strategies and activities, which graduate students in TEFL could apply directly for their classroom.

In the classroom management competencies, these pedagogical competencies were mostly delivered in the *Principle of English Language Teaching* course. It can be seen that both human and nonhuman actors have influenced and formed a network that helps TEFL graduate students in mastering the

pedagogical competencies. The human factors were the lecturers who assigned these students to read the book. Since they were assigned to do the presentation, students must read the book and comprehend the concepts well to make a good presentation. As they presented the concept, students were expected to grasp the concept. The book was one of the non-human factors that mobilized students to take some actions, such as reading the translated version of the book or searching for an article in the internet and even reading the book over and over again.

The Teaching Presentation Competencies delivered to the graduate students in the three courses as resulted from the questionnaire shows that *Teaching Reading and Writing* class has delivered most of the teaching presentation competencies. When asked about

these findings during the FGD, participants mostly refer to the course book and the lecturer. The lecturer, the students, the class

presentation and the books had formed a network in which the pedagogical competency was delivered to and mastered by the students.

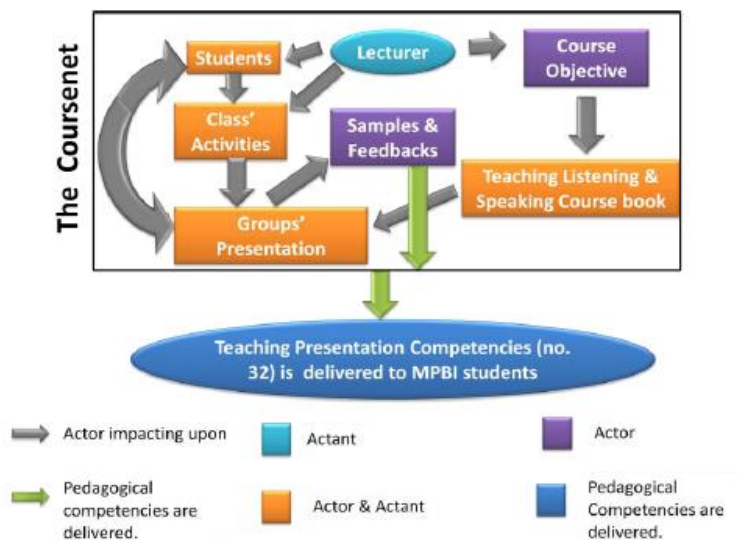


Figure 6. The Network of Teaching Presentation Competencies Delivered to MPBI Students in the Enacted Curriculum

The lecturer then was the actor in this network. He established the course objective, which was improving students’ knowledge in teaching listening and speaking English as a foreign language. He chose the appropriate course book that was aligned to the course objective. This was shown and translated directly from the objective as it was titled “*Teaching ESL/EFL Listening and Speaking*”. He decided that presentation must be included in one of the class activities which would help students learn from the book, his experiences, and their own experiences as teachers.

The course book, on the other hand, was one of the actants in the network. In its correlation to the course objective, the course book’s content matched to it and this had made the lecturer choose it among other books. The students were another actants, who made the lecturer choose presentation as the class competencies delivered to them as shown in Figure 7. These actors are noises, class location, class settings, and the lights in the classroom. The noises in the class had prevented students from learning the principles in teaching English and this noise was a translation from the classroom presentation that students found to be not less interesting since it discussed only the materials from the book. As for the lecturers’ appearance, movement, and gestures, the last two played more roles than the first. Some students even considered a lecturer to be considerate and thoughtful when they moved around the class and gave explanation when needed. These actions were also translated as giving an example of how these in-service student-teachers should be doing as teachers for their students one day. Class location and class

activities. In order to help students improving their knowledge in teaching listening and speaking to ESL/EFL students, these students were expected to read the book, which is one source of knowledge, and share the knowledge to other students. This way, students would get feedbacks they need in order to improve their teaching. The other actant was the class presentation in the class activities. The presentation in class urged students to read the course materials and share the knowledge they got from it to other students. The process of preparing the presentation required students to comprehend the material well enough so as to be able to present it well too.

Nonhuman entities in teaching and learning Processes. There are four nonhuman actors that influence students to master the pedagogical

settings were also the determining actors for TEFL graduate students to master the pedagogical competencies. The easy access to the class was translated by the class location and the class size was translated by the class setting. When the class was easily accessed and the seating arrangements were adjustable to the needs of the class, this made the first-floor class an actor that supports the mastery of pedagogical competencies to students. The lights furthermore played an important role too for students in mastering the pedagogical competencies delivered to them. The morning class was considered as a more agreeable class for students since the light was much brighter than the evening class. The brighter light in the classroom was considered to have lifted the class atmosphere better.

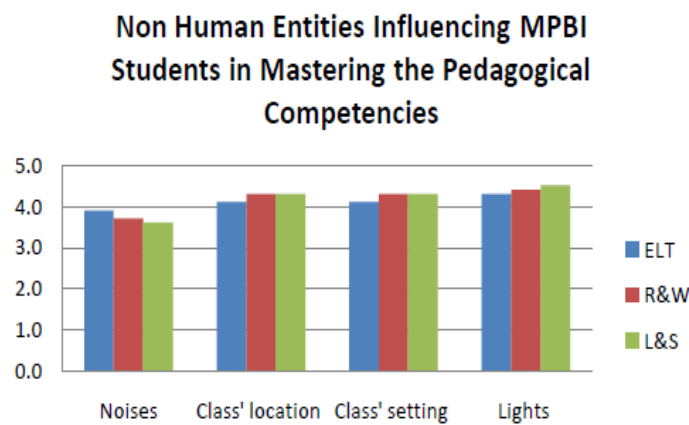


Figure 7. Non Human Entities Influencing Students in Mastering the Pedagogical Competencies

Human Entities in the Teaching and Learning Processes. Human entities that influence the TEFL graduate students are both the lecturers and the students. They were playing a role in helping TEFL graduate students to master the pedagogical competencies delivered to them. As for the syllabus and objective of the courses, these students tended to rely on the translation that the titles of the course had in order to understand the content of the courses. They inclined more on the experience that they would encounter as these students joined the class rather than predicting in details what the

class would be like. In addition, the lecturer in *Teaching Listening and Speaking* class had become the key actor as he impacted students' mindset through the insights and advices he gave during the class. As for the lecturers in *Teaching Reading and Writing*, their appearance, gesture, and movement have become the actants that triggers students to act in order to master the competencies. This had helped the in-service student teachers to know and adapt the values they gained from the course as the added values to their pedagogical competencies.

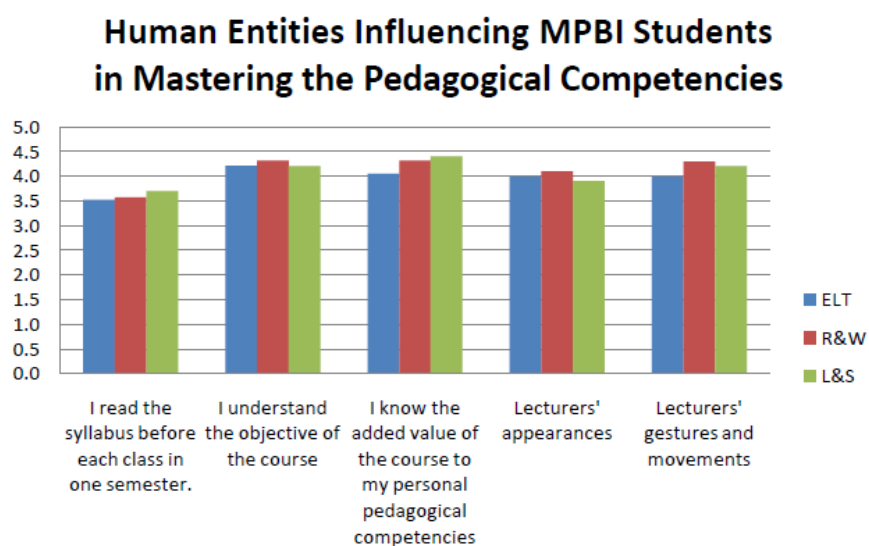


Figure 8. Human Entities Influencing MPBI Students in Mastering the Pedagogical Competencies

The Network. Actor Network Theory (ANT) maps out the trace on how entities both human and nonhuman met, influenced each other as they were associating and exercising forces toward one another, and continued to exist or disappear over time. Its key assumption gives no different treatment to human and nonhuman entities and puts both entities at the same level that enables each entity to influence each other. Latour, one of the ANT's initiator, calls this assumption as 'symmetry'. These symmetries then will form into networks and these networks keep expanding and extending, crossing broad spaces, long distances, or time periods (Fenwick and Richards, 2012, p. ix-x). A network in ANT, therefore, has resulted as the gathering materials which were driven together and linked by the translation process and thus

performed together a particular enactment (p. xiii). This enactment then creates the relational effect as explained by Fenwick and Richards by an example that took place in the Social Studies 6 class. In this class, the teacher has become the effect of the timetable since it puts her in the specific classroom with a particular group of students. The network creates the relational effect as the teacher interacts with the textbooks, class plans, bulletin boards, and stacks of graded papers (p. xv).

This relational effect was also obvious in the network in which the human and nonhuman entities were interacting in the courses where the pedagogical competencies were delivered to the students. The network in Figure 9 shows how these entities interacted and finally helped these students to master the pedagogical competencies.

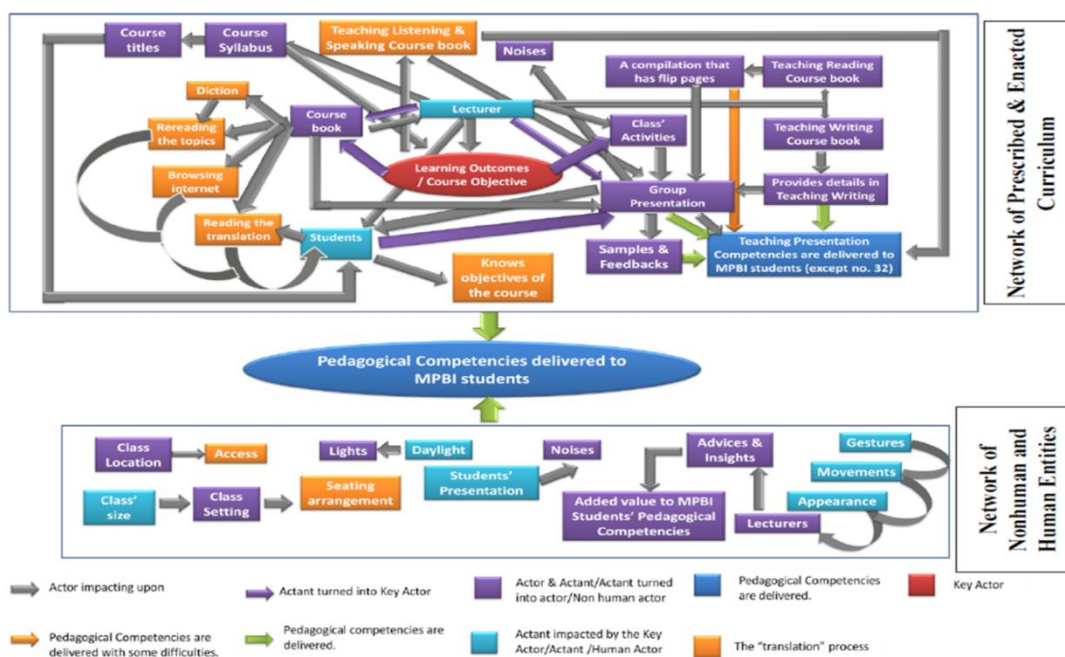


Figure 9. The Network of Pedagogical Competencies in Prescribed and Enacted Curriculum Delivered to Graduate Students in TEFL

Conclusion and Suggestion

Conclusion

The pedagogical competencies are divided in three groups. They are the *Teaching Preparation Competencies*, *Classroom Management Competencies*, and

Teaching Presentation Competencies. These pedagogical competencies were delivered in both the prescribed curriculum and enacted curriculum of TEFL graduate courses through its three courses, *The Principles of*

English Language Teaching, Teaching Reading and Writing, and Teaching Listening and Speaking.

Most of the pedagogical competencies in the three categories were delivered successfully in both prescribed and enacted curriculum. They were delivered in such an integrated way that one competency may be delivered more than once in the courses. Because of this, there are overlapping coverage for the delivery of these competencies to the students. However, it is also found that a skill in the teaching preparation competencies, which was organizing and promoting different tutorial modalities, was not delivered through the prescribed curriculum. In addition, the pedagogical competencies in the prescribed curriculum were delivered mostly in *Principles of English Language Teaching* as well as *Teaching Reading and Writing*. As for the enacted curriculum, the pedagogical competencies were mostly delivered although some of the competencies were not delivered, especially in *Teaching Listening and Speaking class*. Four skills in the Teaching Preparation skills were not delivered. They are competencies number 7, 10, 11, and 13. As for the Classroom Management Competencies, there were fourteen competencies that were not delivered; 2 competencies in *Principle of English Language Teaching*, 3 competencies in *Teaching Reading and Writing*, and 9 competencies in *Teaching Listening and Speaking courses*.

The mastery of pedagogical competencies by TEFL students could not be separated from the courseneet formed in these courses. Both human and nonhuman entities were working together, enabling students to master the competencies in those three groups of pedagogical competencies. The prescribed curriculum was mostly translated

by the learning outcomes in the syllabus of the courses. These learning outcomes then became the key actors in the courseneet with the course book, class activities, and students' presentation as the actants.

Similar course net was also shown in the result of the questionnaire that confirmed the pedagogical competencies delivered to TEFL graduate students through the enacted curriculum which happened in the teaching and learning process in the class. The interaction between the course book and group presentation with the students and lecturers had resulted into the translation process done by the students to master the competencies. These processes were found in the three courses.

In addition to this, other nonhuman entities such as noises, light, class settings, and class location were also involved in the mastery of the pedagogical competencies. As these non-human entities influenced the courseneet, TEFL graduate students confirmed that the learning atmospheres were affected by the existence of these entities. Last but not least, the human entities, which are the students and the lecturers and include lecturers' appearance, movement, and gestures, were also affecting the courseneet. The lecturers are often found to be the key actors impacting upon the actants, the students, to do some actions, also known as the translation process to master the competencies delivered to them.

In conclusion, the Actor Network Theory (ANT) has been used as a helpful tool in this research that helps the researcher to describe how the TEFL graduate students master the pedagogical competencies delivered to them during the teaching and learning process. The courseneet created based on the theory has provided the information for the education institution to evaluate and improve the strength or potentials entities in the network.

The network, furthermore, can be a useful input to improve the quality of teachers' education curriculum.

Suggestions

As this research is limited only to the teaching and learning process in the TEFL graduate curriculum, the following suggestions are given. First, an alignment in the objectives of the courses investigated by this research should be given more attention in both of the Teaching Reading and Writing and Teaching Listening and Speaking courses. This study finds that the learning objectives of Teaching Reading and Writing and Teaching Listening and Speaking courses are not aligned. Secondly, a continuous professional development of the lecturers should also be the consideration of the TEFL graduate programs since they are the human entity that influences the coursenet of the curriculum mastered by the TEFL graduate students. For the TEFL

graduate program, paying attention to the network in the coursenet is important due to the impact it has on the students, such as improvement for the nonhuman entities that influence the human entities. In addition, the application of Actor-Network Theory to map out the interaction of the human and non-human entities can be used to help maintain the network so as to maintain and improve the quality of the curriculum applied in TEFL graduate courses.

Moreover, further research on how the curriculum has impacted the life of its alumni may be conducted. Since the alumni of TEFL graduate are expected to contribute in the education field, it is important to know how far the curriculum has helped these alumni to make the contribution. It will also become a tool of evaluation and improvement to the curriculum of TEFL graduate as the changing world of education has continued to happen.

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