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Continuing Education for Indonesian Language Teachers in Victoria, Australia

by Lambert Kelabora,
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The last ten years have witnessed a significant growth in the teaching of Bahasa Indonesia in Australia.* The Auchmuty Report revealed in 1970 that in Victoria alone there were some 30 schools catering for a total of 1,964 Indonesian language students. (Auchmuty Report, 1970, p. 24-25.) With an average of one teacher per school, it was estimated in 1970 that there were some 30 Indonesian language teachers in Victoria. A survey undertaken in winter 1975 showed that in the following five years the number of teachers had reached 98 and the total student population 6,300, an increase of more than 200%. This rapid quantitative growth has continued to the extent that an estimate in winter 1978 revealed a total of 8,941 Indonesian language students in the Victorian secondary schools alone. (Welch, 1978, p.3.) The number of teachers stands at well above 100; indeed they now constitute a significant educational force in Victoria.

Of the 98 Indonesian language teachers in 1975, 62 (63%) responded to the present study. Amongst them were eight native speakers of Bahasa Indonesia who are all teaching at private schools. This paper explores the needs for and the provision of in-service training amongst these teachers. Some suggested solutions to the problems in this field will be implicit in the analysis.

Competence of an Indonesian Language Teacher

The nature of academic qualifications held by these teachers is relevant in any consideration for in-service training. It has been argued elsewhere that 31 out of the 62 teachers in the sample hold the standard combination of BA and Dip.Ed. (Kelabora, 1976, p.12.) They are *qualified* teachers in the traditional sense. Since TPTC, ACTT, TTTC and TSTC are acceptable equivalents to Dip.Ed. for the purposes of registration in Victoria, another seven teachers are fully qualified. This brings the total fully qualified Indonesian language teachers to 38, some 61% of all teachers in the sample. The other 39% are *underqualified* or *unqualified*. One group of these included those who hold either an academic degree or professional diploma, but not both. Another group consists of those without any qualifications at all. Needless to say, those underqualified or unqualified are unacceptable for registration as teachers in Victoria.

One who holds the standard combination of BA and Dip.Ed or equivalent can be registered and admitted to the teaching force in Victoria. But it may be

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the case that he is not a qualified Indonesian language teacher. It has been stressed that it is necessary "for teachers of Indonesian to have had three years training in the language at university level or its equivalent, to ensure good standards . . ." (Martel, 1969, p.32.) If three years of tertiary training in Bahasa Indonesia is acceptable as the *minimum* level of academic qualification before a teacher is allowed to teach this language in secondary schools, then some 37% of all teachers in the sample are underqualified or unqualified. The survey revealed that 15% of these teachers have had only two years tertiary training in Bahasa Indonesia: they are underqualified Indonesian language teachers according to the criterion being used. Also included in this category are 10% who have had only one year or less tertiary experience of Bahasa Indonesia. Finally, some 10% of these teachers are *unqualified* in that they did not study Bahasa Indonesia during their pre-service training*. The addition of another 2% no-response brings the number of teachers in this category to 12%. In short, there is a sizable 37% or 23 of the 62 teachers in the sample who are underqualified or unqualified in Bahasa Indonesia but they are teaching this subject to thousands of students in Victoria. If these figures can be generalized to all Indonesian teachers in Victoria, this represents just less than 40 teachers in all schools in this state.

Finally, specific training in the teaching methods of modern languages is essential for any Indonesian language teacher. For, as with Mathematics and Science, there are certain procedures to be followed at least during the first few years in school in the teaching of a modern language such as Bahasa Indonesia. Therefore, even with a standard combination of BA and Dip.Ed which ensured one's admission to the teaching force, it must be stressed that without appropriate training in the teaching methods of modern languages such a teacher is technically unqualified. It is probable that he is ignorant of both the current issues and ideas in modern language teaching, and the traditional methods of teaching a modern language. Finally, he is not even trained to operate and use the existing electronic equipment which is increasingly becoming a permanent feature of a modern language classroom.

In order to discover if this is the case, the teachers were asked to indicate whether or not they have had any training in the teaching methods of modern languages during their pre-service education. Some 69% of the 62 teachers in the sample said that they had and the remainder had not. This appears to be consistent with the total of 37% of Indonesian language teachers who are unqualified or underqualified from the viewpoint of their tertiary training in Bahasa Indonesia. Briefly, over one-third of all Indonesian language teachers in Victoria have had inadequate or no training in Bahasa Indonesia and no previous training in the teaching methods of modern languages. How can a teacher in this group "teach that which he or she does not know or is not able to do?" (Robinson, 1973, p.8.) Obviously this cannot be done, yet these teachers are in fact teaching Bahasa Indonesia in schools and they are probably doing a great deal of damage both to the children and the education system (see Ingram, 1977, p.183). The overall decline in the foreign language

* This appears to be consistent with the proportion of unqualified teachers across the nation. Cf. Connell, W.F. "Portrait of a Teacher," *Australian Journal of Education*, Vol.10, No. 2, June 1966, p.125.

enrolment in general and in Bahasa Indonesia in particular, which became apparent very recently, may be a function of this situation.

Existing In-Service Training Courses

It is reasonable to assume that one of the functions of in-service training is to rectify deficiencies in the teachers' competencies, that is, upgrade their knowledge and skills in order to cope with the demands of their jobs. Therefore, it can be asked: What in-service training courses are in fact available for an Indonesian language teacher to improve his qualifications? And what are the opportunities available for an Indonesian language teacher to attend such courses? The answer to these questions will exclude formal courses at the secondary and tertiary level, i.e. those leading to a degree or diploma in an educational institution, for a number of reasons. Even if formal courses have in-service training functions in that they can improve the professional performance of a classroom teacher, they are not usually endorsed as in-service training activities by educational authorities. Attending these courses, therefore, is viewed simply as personal initiative by the more capable and ambitious who would like to improve their positions and salary scales. The participation of these few teachers is neither funded by the in-service training organisations nor supported by the school principals. The other reason is related to recruitment requirements. Formal courses are not usually open to everyone. The recruitment conditions normally restrict the entry to the few and exclude many. In contrast the non-degree oriented in-service activities are available to all teachers. Only space and the funds available can theoretically restrict entry to this kind of in-service courses; but this has not happened in practice in Victoria.

Pre-service training for classroom practice in teaching Indonesian is inadequate to the task. Because it is short and limited in its content and duration, any pre-service education cannot fully equip one to be a teacher. It is imperative that in-service training should be designed and provided almost immediately to assist the young graduates to settle into the realities of the classroom. The demand for in-service training is in fact high amongst the young teachers who graduated only a few years ago.

Only two categories of in-service training courses can be observed since the early 1970's: the language oriented courses and non-language based activities. Of the former, it is clear that no significant Indonesian language course has been organised specifically for Indonesian language teachers. This is partly because the emergence of an Indonesian language teaching force is a post-1970 phenomenon. Consequently, in-service training activities have yet to be evolved for these teachers by educational institutions and individual educators. This is also caused by the fact that, unlike their French and German counterparts, the departments of Indonesian studies in the tertiary educational institutions in Victoria and elsewhere in Australia have less commitment and less involvement in the field of teacher in-service training. Certainly there is room for initiative and innovation here.

The Australian Indonesian Association of Victoria — AIA — is the only body which has organised language courses specifically for teachers. This

Association decided in the early 1970's to develop Indonesian language courses. The main aim was to provide assistance to those who may wish to sit for HSC examinations in Bahasa Indonesia but for one reason or other could not attend formal courses within educational institutions. The other was to develop courses more suited to the needs of the tourist and business community. The increasing volume of trade, commerce, and tourism between Australia and Indonesia since 1967 was imposing new demands on Indonesian language training. There were demands for more practical and oral-oriented courses to equip people to operate as travellers, businessmen and employees in Indonesia. Such courses must be conducted over a short period of time, say 10 weeks or less; thus formal courses which run for one year or more become untenable. Perhaps with the exception of the Australian National University which embarked on intensive summer language courses for the business community a few years ago, almost all educational institutions were too slow to respond to the situation. So, the AIA made a quite timely entrance into the field. (AIA Newsletter, 1973, p.14.) The initial response to AIA class was very good. Over a short period of four years, the number of students had increased to 139, divided into four consecutive years. The first three years were divided further into two parallel classes each, bringing the total number of classes to seven in 1974. Understandably, some teachers have participated in these courses. It was reported in 1974 that 12 Indonesian language teachers and five Dip.Ed. students were enrolled; it was also indicated that 11 teachers had studied in these courses at one level or another. (AIA Indonesian language classes, 1974.) As the number of participants increased and the nature of clientele diversified, the demand for more specific courses geared towards meeting more specific needs gained precedence. So, in 1975 a specific Indonesian language class for teachers was opened with the full support of the Victorian Indonesian Language Teachers Association — VILTA — which came into existence in the late 1960's but had previously been preoccupied with course development, examinations and the preparation of teaching materials. The teachers' class continued for a number of years and then declined gradually (AIA, 1975). The main reason, according to some sources, was the fact that the course was too traditional in its approach and aimed specifically at attaining linguistic proficiency. Little attempt was made to develop those skills required of an Indonesian language teacher in the classroom.

The most important language type in-service training for Indonesian language teachers to which Australians have access is based in Salatiga in Central Java, Indonesia. This is a special intensive and residential course on Indonesian language and culture. The Christian University of Satya Wacana jointly organised the course with the Indonesian and Malay Department of Sydney University. (AIA Newsletter, 1973, pp.4-9.) Later, the National Institute of Bahasa Indonesia in Jakarta was included in the venture. The course usually stretches over about a month from December to January giving the Australian teachers an excellent opportunity to attend. The content of the course is mainly language, interfaced with general lectures and tutorials on Indonesian culture and society as well as field visits to objects of historic and cultural importance. (Report on the Special Intensive Indonesian Course, 1976.)

The main problem with the Salatiga course is the cost — in excess of \$900 — and not many teachers can afford to attend the course. Also, a lack of formal support for the course by the educational authorities in Australia prevents many teachers from going to Salatiga. If the Salatiga course were to be endorsed as an in-service training activity and the participating teachers were fully supported, both professionally and financially, then many more Australian teachers would derive a great deal of benefit from it. At the moment, the Salatiga course is of necessity outside the stream of continuing educational activities for Indonesian language teachers in Australia.

The non-language in-service training activities vary in format and content. Organised primarily in conjunction with the Modern Language Teachers Association of Victoria — MLTAV, these activities usually range from two hour sessions to one day workshops. The first organised at the beginning of every academic year is known as the *Materials Workshop*. As the title suggests, the content of this two hour session is about the development of teaching materials and resources. Sessions led by the practitioners in the design of class tests, the use of teaching aids, demonstration lessons, and so on have been organised for teachers. Some of these sessions have been successful; others have failed. One of the main contributing factors here is that this particular workshop is usually held after merely two or three weeks into the beginning of the academic year when teachers are still trying to settle down to their work; when students are being organised into groups and classes; when the new teachers are still attempting to discover themselves in their new environments. In effect many teachers are unable to attend the workshops. Another more crucial factor here is publicity. In order to ensure a high rate of participation, VILTA, and MLTAV need to publicize this and other workshops to every teacher and every school, but the time available at the beginning of the year is too short for this. In other words, there is a good chance that many teachers did not know about this workshop until after it was held. The lack of attendance is also related to the timing of the course. It is an established tradition to hold the course on one Friday night, during term, at Melbourne University. The two hour session usually starts at 7.30 p.m., giving the country teachers almost no chance to attend. Falling attendance rate and a declining level of enthusiasm for the course have some educational grounds. Any in-service training activity which takes place during term, at the end of a working day is bound to be less effective. The participants are usually exhausted after a long day's work. Their receptiveness is low to the extent that even if they are willing to come, they could hardly be able to participate meaningfully in the program. (Batten, 1974, p.48.)

The kind of materials covered during the workshop is restricted by the time available. It is clear that no serious activity requiring full teachers' participation can be mounted. In order to be effective, such a workshop will require two hours in itself to enable teachers to explore and try out the different materials for Indonesian language teaching. Such a practical session will be meaningful only if it is presented after a theoretical discussion of the underlying rationale and implications. The lack of time has forced the organisers to concentrate more on the theoretical presentation by speakers. Teachers listen and internalise the material and hopefully relate it to classroom practice. This is the

main weakness of the course. It is extremely doubtful whether theory will ever be connected to practice in this way in order to influence the instructional patterns and behaviour.

The most important non-language in-service training activity of the year is the Annual Modern Languages Teachers' Conference, which is held at the beginning of second term. The program of the conference for a particular year is set around a theme; and this theme is usually spelled out by a main speaker who normally is a recognised authority in his field.* The main address together with other supplementary papers constitute the theoretical section of the program. This is organised and presented by MLTAV to the participants as whole. The latest theories in linguistics, curriculum innovations in the field of bilingual and multicultural areas, and the current issues in foreign language teaching all have been included in the theoretical section. The practical side of the program is left to the individual language teachers association. Thus, VILTA is responsible for the organisation of the Indonesian language component for its own members.

Although the Conference usually runs for two days, the program itself is limited to one full-day. It is then repeated for the second day to cater for those who could not come on the first. In this way, as many teachers as possible can experience the same program. Since the first half of the day program is allocated to the MLTAV's general activities, the specific Indonesian language program occupies not more than half of the day. This imposes a severe limitation on the kind of program which can be mounted for Indonesian language teachers. Such topics as essay preparation, demonstration lessons, simulated oral examinations, analysis of different teaching styles, a micro-teaching workshop, and so on have been attempted.

A benefit of the conference is to allow teachers from different parts of Victoria to meet one another, to exchange views on problems and issues of common interest, and in the process learn something as a group. Apart from that, the content of the conference as a whole has been criticised. It has been argued that a simple exchange of ideas amongst teachers on practical day-to-day problems amounts to an endless catalogue of personal problems. Without a cogent theoretical framework, no justifiable solutions can be evolved. (Ingram, 1977, p.188.) The most familiar criticism is that most of the items are not teacher-oriented; they are not classroom and problem centred. They are designed and presented by the experts, the academics, seminar leaders, and the non-practitioners. Teachers, as in many other in-service activities, are simply to listen and internalise the material. (Batten, 1974, p.24-25.)

A second benefit to be derived from conference, however, is the opportunity to update published materials in the field of modern language teaching. The participation of publishers, authors, teaching aid producers, electronic

* For instance, the theme of the 1978 conference was 'foreign languages in a multicultural society'. The keynote address was delivered by Professor R. Kaplan, Professor of applied Linguistics, University of southern California. It was entitled: "Can There be A Multicultural Society Without Languages?". For a short report on the conference, see Ketchell, R., "The Shouting and tumult Dies — The Captains and the Kings Depart: The Second National Conference of Modern Language Teachers, June 1-3, 1978," *ML-Newsletter*, June 1978, p.8.

equipment salesman, all add the other dimension to the conference. Teachers spend a great deal of their time browsing through the new teaching aids, textbooks, supplementary texts, handbooks on teaching techniques, and so on which recently came into the market. Still others have been able to develop connections with publishers, book dealers, and teaching aids producers who will assist them in expanding and enriching their libraries.

Other activities during the year are much more related to the external examinations. The first is the *Authors' Night* which is usually held some time during the first or second term. Unlike the suggestion implied by the title, this activity is designed specifically for the teachers of senior forms. They are called to come and discuss the texts which are set for the final year HSC examinations in Bahasa Indonesia. The discussion normally covers the literary aspects, the social and political backgrounds, and finally the different approaches in the teaching of the texts. Since these texts have been in use for a number of years and those who teach senior forms are comparatively stable, the attendance rate has not been impressive. Some teachers pointed out quite rightly that they know the texts well and they have listened to the same speakers many times. So, they do not need to attend again.

It has been argued that the final year students may benefit more from the sessions, as they listen to other speakers trying to analyse the texts from different angles. Hence, occasionally, students have been allowed to attend the sessions. Yet their very presence often changes the whole mood of the session from one in which an open dialogue was expected between speakers and teachers, to one where those attending are expected to listen and receive well prepared materials. Moreover, the presence of students often led to the lack of teachers' participation in the subsequent discussions. For this and other reasons, a specifically student oriented activity is planned towards the end of the year under the title *HSC Afternoon*. It is here that previous examination papers are discussed; the hunches for the forthcoming tests are intimated; the conduct of oral examinations is simulated; and the difficult grammatical points of the course in general are raised. Although the session is designed for students, teachers who attended tend to agree that they also gain some benefit from it. The sessions help to supplement many of the points which have been discussed in the classroom; the analysis of the aspects of the examination helps to build students' own confidence; and finally many teachers are able to assure themselves that they have been doing the right thing as far as preparing their students for examination is concerned.

Previous In-Service Training Experience

Against a background of unqualified and underqualified teachers and the existing pattern of in-service training, it is necessary to establish the number of teachers who have actually attended any in-service training. Of the 62 teachers in the sample, a majority of 79% said they have not attended any in-service training at all, so the majority of teachers who require in-service training actually escape involvement. The underlying reasons here are complex and require different treatment.

A breakdown of data into native and non-native speakers reveals that all eight native speakers in the sample have not attended any in-service training. The proportion of male teachers who have not taken any in-service training is slightly less than that of the female teachers; 79% and 84% respectively. In terms of the types of schools, the number of teachers with previous in-service training experience is divided almost equally between private and government schools. No part-time teachers have attended any in-service training as against 21% of their full-time counterparts. Finally, the division between Melbourne and non-Melbourne is not really significant as far as previous in-service training experience is concerned.

The breakdown of data only points to the possible reasons why certain categories of teachers have not attended any in-service training. A separate study, however, is required to unearth all the reasons. More important here is the question of whether teachers would like to attend in-service training if appropriate courses are organised. Of the 62 teachers in the sample, 84% said they would; 10% said they would not; and 7% gave no response. It would appear, therefore, that about 17% of all Indonesian language teachers in Victoria would not attend any in-service training course even if one is organised in the near future.

The majority of both native and non-native speakers would like to attend in-service training. Contrary to expectations, all the 11 senior teachers who responded to this item expressed their desire for in-service training. This compares very well with 85% of the assistant teachers in this category. Some 87% of the part-time teachers who replied to this item would like to attend in-service training. This is rather lower than 99% of their full-time counterparts — a significant figure indeed. The demand for in-service training amongst the rural-based teachers is much higher than the metropolitan teachers: 96% and 85% respectively.

The foregoing data presents a rather complex problem. Firstly, there is a very high demand for in-service training amongst the Indonesian language teachers. This can be taken as a reflection of the inadequacy of their pre-service training preparations since most of these teachers graduated very recently. This can also be a manifestation of their uneasiness with their day-to-day classroom performance and a genuine desire to sustain their professional growth. Yet, secondly, many of these teachers have not attended any in-service training course at all, in spite of the fact that there are established in-service training courses and that many of these teachers can afford to attend these courses. So, why is it that many of these teachers are not participating in in-service training?

Desired Content of In-Service Training

There are a number of ways of answering this question. One can evaluate the present in-service offerings and establish whether or not they are actually realising their stated objectives. The answer would probably reveal why teachers are not participating in these courses. Another way is to find out directly from the teachers why they are not participating. Finally, one can also ask the teachers to indicate the kind of courses they would like to attend. The

data obtained can then be used as bases for developing new courses as well as for improving the existing programs. The last two approaches were incorporated in the present study. That is, three main categories of courses were suggested to teachers. (1) *Language Practice* which would provide teachers with the opportunities to improve the Indonesian Language competence. (2) *Teaching Techniques* which would introduce teachers to the new approaches in the field of modern language teaching. (3) *Exchange of Ideas* where teachers would be allowed to share many of their experiences with their colleagues as well as with educationists, psychologists, and linguists.

Predictably, some 40% of all Indonesian language teachers in Victoria desire as the *first* priority a combined course of language practice and teaching techniques.* This proportion is consistent with the number of unqualified and qualified Indonesian language teachers in the state. The view which seems to prevail amongst these teachers is that the course will help to improve their language proficiency as well as to inform them on how best to transmit their language skills to their students. Another 11% desire language practice only and 15% teaching techniques only as their top priorities. In all, some 66% of all Indonesian language teachers in the sample would attend a course consisting of language practice *and* teaching methods if one is organised. The alternative course stressing the exchange of ideas would appeal to a fairly reasonable total of 21% of all teachers in the sample.

Of the six native speakers who responded to this item, four were interested in an in-service training course consisting of the exchange of ideas. This could be explained in terms of the primary concern amongst the native speakers for the general educational problems of trying to teach an Australian child in an Australian school within the framework of the Australian community. These problems do not seem to fit specifically into the categories of language practice *or* teaching techniques. The other two native speakers underlined their desire for teaching methods. Native speakers did not express any interest in the language practice *per se*, for obvious reasons. In contrast, 81% of the 48 non-native speakers who responded to this item strongly preferred language practice and teaching methods. The expressed desire of this great majority of teachers for language practice and teaching techniques during in-service training seems to reflect the inadequacy of their pre-service preparation for effective performance in the classroom. It may also be the case that the majority of those who have been teaching for two or three years strongly felt that they should have continuing language practice in order to sustain their professional competence. During the interviews, a number of non-native speakers expressed their concern over the rapid decline in their Indonesian language competence. Some have not had the opportunity since their graduation days to *speak* Bahasa Indonesia to anyone or to be placed in a real situation where they would be forced to *speak* the language. The fact that they are placed mostly in the junior levels to teach introductory lessons is really perpetuating the situation. In effect, their oral skills begin to decline and their facility in day-

* This is not entirely consistent with the findings by B.S. Cane that the majority of teachers desire in-service training on teaching methods only. Cane, B.S. "In-Service Training: A Study of Teachers' View and Preferences". Slough: National Foundation of Education in England and Wales, 1969, pp.63-64.

to-day Indonesian becomes rigid. This is often followed by a rapid decline in vocabulary and the structures which were gained during pre-service training. It would seem then the case for providing a continuing refresher course in Bahasa Indonesia for every Indonesian language teacher is a strong one, even if it may be rather expensive. Finally, the expressed desire of some 81% of these teachers for language practice and teaching techniques may also reflect the absence of suitable in-service training courses in Victoria. The non-native speakers who were interviewed all agreed that there was an absence of any suitable in-service training course to help them retain their knowledge and skills as Indonesian language teachers, in spite of the full range of so-called in-service training courses which are available. (This point will be pursued below.) Only nine of the 48 non-native speakers who responded to this item felt competent enough in their command of Bahasa Indonesia and the related techniques to express their preference for a course consisting of an exchange of ideas.

The inadequacy of pre-service preparation in relation to teaching performance appears also in the breakdown of data by sex. It has been argued that 75% of all female teachers in the sample have had the minimum required three years tertiary training in Bahasa Indonesia and 85% have had appropriate professional training in the teaching methods of modern languages. (Kelabora, 1976, p.23-25.) Still, 76% of the 33 female teachers who responded to this item expressed their desire for in-service training in language practice and teaching techniques.

Breakdown by rank shows a similar pattern. Some 80% of the 38 assistant teachers who responded to this item want in-service training in language practice and teaching techniques, although most of them were young (female) teachers who completed their studies after 1970. So too, eight of the 11 senior teachers who replied to this question indicated their need for the same kind of in-service training course, perhaps because they feel rather ineffective in their roles as Indonesian language teachers. It is true that they hold better overall academic qualifications. However, more than 50% of them are underqualified or unqualified Indonesian language teachers in the sense that they hold less than three years pre-service training in Bahasa Indonesia and no previous training in the appropriate teaching methods. (Kelabora, 1976, p.24.)

The same pattern appears again in the breakdown of data by the types of schools. Some 80% of the 35 teachers in the government schools who responded to this item desired in-service training in language practice and teaching techniques. Again, most of them are young female teachers who completed their studies after 1970. At a 67% level, the demand for in-service training in language practice and teaching methods amongst teachers at private schools is high. It is much lower, however, than that in the government schools, reflecting perhaps the sole concentration of native speakers in the private sector. Of the six native speakers who responded to this item, four desired as their first priority a course consisting of the exchange of ideas and two a course in the teaching methods. In contrast, all the 12 non-native speakers in the private schools who replied to this question expressed their strong desire for language practice and teaching techniques.

Finally, 87% of the 23 teachers in rural schools who responded to this item indicated their strong desire for in-service training and teaching techniques. This is much higher than the 68% demand amongst the 31 metropolitan teachers who replied to this question. The majority in these two categories of schools are young female teachers who completed their studies after 1970. Thus, their strong demand for in-service training in language practice and teaching techniques can be taken as a measure of the inadequacy they felt about their pre-service preparation, vis-a-vis the demands of their jobs in the classroom.

TABLE 1
Desired Formats of In-Service Training Courses

	DESIRABLE (%)	UNDECIDED (%)	UNDESIRABLE (%)	NO-RESPONSE (%)
One night a week over 10 weeks term	41	5	39	16
One night a week over three weeks	21	19	41	19
One fortnight residential conference during vacation	14	5	58	23
One week residential conference during vacation	23	8	50	19
Series of weekend non-residential workshops	13	21	50	16
One week residential conference during school term	29	7	48	16
Series of one day workshops during term	48	11	29	11
Others	0	2	0	98

Source: Primary Research Data, 1975.

Desired Form of In-Service Training

In order to be more specific, certain organisational formats of in-service training were suggested and the respondents were asked to express their preferences. The distribution of the results amongst the 62 teachers in the sample is outlined in *Table 1*.

It is clear from this Table that the majority of teachers would like to have their well-earned school holidays rather than attend in-service training of any form. The two suggested course formats during school vacation, namely a fortnight residential conference and a week residential conference, were undesirable to at least 50% of the respondents. This same attitude also appears with respect to 'A series of weekend residential workshops.' It would seem that 50% of the teachers in the sample would not spend their weekends away attending in-service training. Another important feature of this table is that any in-service program which requires teachers to be away from schools or their families for a longer period of time, say a week or fortnight, is undesirable to at least half of the teachers in the sample. In contrast, shorter one-day workshops or one night a week courses appeal to at least 40% of the teachers in the sample, in so far as such courses are not held during school vacation or weekends. On the whole, teachers are not really clear about the forms of in-service training they desire. Even when invited to make suggestions under 'Others' only one response was elicited. This is against a background of the high demand by 84% of all teachers in the sample for in-service training, especially in language practice and teaching techniques.

The data were broken down into native and non-native categories for further analysis. The results are shown in *Table 2*. The pattern shown in *Table 1* was confirmed again here, namely a strong undesirable attitude towards any in-service training courses during school vacation or weekends. The suggested 'One fortnight residential conference during vacation' is undesirable to 30 of the 41 non-native speakers and to six of the seven native speakers who responded to this item. Similarly, longer in-service training courses over one or two weeks duration were undesirable to a great majority of these teachers, both native and non-native. Finally, there is a general favourable attitude towards one-day courses during the school term or even during the year. But it is here that the differences in attitudes between native and non-native speakers becomes significant. While it is true that a sizable number of native speakers (43%) and a majority of non-native speakers (50%) would prefer 'a series of one-day workshops during school term, a very similar organisational pattern of 'one night a week course over 10 weeks term' elicited divergent responses. Some 56% of the non-native speakers would attend the latter whereas none of the native speakers would.

Another important feature of *Table 2* is this: there is a general unfavourable attitude amongst the native speakers towards any form of in-service training. 'Series of one day workshops during school term' is the only course format which elicited a high response rate of 43% amongst the native speakers who responded to this item. But this is rather lower than the 50% response rate amongst the non-native speakers towards some suggested course patterns. All other forms of in-service training do not appeal to the majority of native speakers.

TABLE 2
Cross Tabulation by Native Speakers of the Desired Format
of In-Service Training

	DESIRABLE		UNDECIDED		UNDESIRABLE		TOTAL	
	Native	Non-Native	Native	Non-Native	Native	Non-Native	Native	Non-Native
One night a week over 10 weeks term	0	25	3	0	4	20	7	45
One night a week over three weeks	1	12	2	10	4	21	7	43
One fortnight residential conference during vacation	1	8	0	3	6	30	7	41
One week residential conference during vacation	1	13	1	4	4	27	6	44
Series of weekend non-residential workshops	1	7	0	13	6	25	7	45
One week residential conference during school term	0	18	0	4	7	23	7	45
Series of one day workshops during term	3	27	2	5	2	16	7	48
Others	0	0	0	1	0	0	0	1

Source: Primary Research Data, 1975.

The differences of attitudes towards the suggested forms of in-service training were accentuated by a breakdown in terms of sex. This may be a consequence of the heavy feminization of the teaching force: only 37% of the teachers in the sample are male. It is clear again in *Table 3* that a significant number of teachers, especially female teachers, expressed their desire for one-day in-service training courses. A course to be held 'one day a week over 10 week term' is desirable to 60% of the 30 female teachers who responded to this item; 'one night a week over three weeks' to 36% of the 31 female teachers; and 'series of one day workshops during term' to 52% of the 31

female teachers. Similarly, a majority of teachers, especially female teachers, thought that longer in-service training courses held during a school vacation or weekends were unattractive. 'One fortnight residential conference during vacation' would not appeal to 77% of the 26 female teachers and to 67% of the 18 male teachers. 'One week residential conference during vacation was undesirable to 63% of the 27 female teachers and to 47% of the 17 male teachers. 'One week residential conference during school term' would not be attractive to 62% of the 29 female teachers and to 55% of the male teachers. The other interesting feature of *Table 3* is that while a great majority of teachers expressed unfavourable attitudes towards a 'series of non-residential

TABLE 3
Cross Tabulation by Sex of the Desired Format
of In-Service Training

	DESIRABLE		UNDECIDED		UNDESIRABLE		TOTAL	
	M	F	M	F	M	F	M	F
One night a week over 10 weeks term	5	18	1	1	11	11	17	30
One night a week over three weeks	3	10	5	5	9	13	17	28
One fortnight residential conference during vacation	4	5	2	1	12	20	18	26
One week residential conference during vacation	7	7	2	3	8	17	17	27
Series of weekend non-residential workshops	1	5	1	10	15	16	17	31
One week residential conference during school term	7	8	1	3	10	18	18	29
Series of one day workshops during term	9	16	4	3	5	12	18	31
Other	0	0	1	0	0	0	1	0

Source: Primary Research Data, 1975.

workshops,' 32% of the 31 female teachers who responded to this item were undecided. In other words, they could be persuaded to attend such a course if one was in fact organized. The addition of another 16% who wanted to attend the course brings the total of those who may be able to participate to 48% of the 31 female teachers who responded. In terms of some 60 female teachers within the teaching force, this fraction represents some 30 teachers.

Since 96% of all Indonesian language teachers in rural schools and 85% of those in metropolitan schools expressed their desire for in-service training, a breakdown by metropolitan and non-metropolitan areas is important. This is

TABLE 4
Cross Tabulation By Metropolitan Areas of the Desired Format
of In-Service Training

	DESIRABLE		UNDECIDED		UNDESIRABLE		TOTAL	
	Metro	Rural	Metro	Rural	Metro	Rural	Metro	Rural
One night a week over 10 weeks term	17	8	3	0	11	13	31	21
One night a week over three weeks	9	4	8	4	12	13	29	21
One fortnight residential conference during vacation	6	3	1	2	19	17	26	22
One week residential conference during vacation	7	7	4	1	18	13	29	21
Series of weekend non-residential workshops	4	4	6	7	19	12	29	23
One week residential conference during school term	7	11	3	1	20	10	30	22
Series of one day workshops during term	21	9	2	5	10	8	33	22
Others	0	0	1	0	0	0	1	0

Source: Primary Research Data, 1975.

shown in Table 4. It emerges that while a significant number of teachers were in favour of one day in-service training courses, the demand is much higher amongst teachers in metropolitan schools than those in rural areas. This is due, no doubt, to long distances which do not allow teachers in rural areas to commute once a week to Melbourne for in-service training purposes. It is also true that almost no in-service training of any kind is available in rural areas and that this concept has always been associated with Melbourne or going to Melbourne. For example, a course held on 'one night a week over 10 weeks term' is attractive to 55% of the 31 teachers in metropolitan schools and to a lower 38% of the 21 teachers in rural schools who replied to this item. The desire not to attend any in-service training over a longer period of time during the school vacation or weekends is expressed equally forcefully by the majority of all teachers in metropolitan and non-metropolitan schools towards 'one week residential conference during school term.' Some 50% of the 22 teachers in rural schools thought this course was desirable and only 23% of the 30 teachers in metropolitan areas agreed. In other words, if a course of this kind is organised, it will attract a significant number of teachers from areas outside Melbourne.

Some Suggestions for the Future

A number of major points emerged from the foregoing discussion. Firstly, a significant number of Indonesian language teachers in Victoria are unqualified or underqualified. This fact strongly supports one of the traditional assumptions in the field of in-service training that this particular group of teachers is defective in many ways with respect to their skills and knowledge. It is therefore argued that the function of in-service training here is to correct such defects. (See also Batten, 1974, p.21.) Any in-service activity must be aimed at upgrading the teachers' existing skills and knowledge and to improve their present professional competence for effective classroom performance. This argument is OK, but implementation is difficult. Any attempt to improve formal qualifications can only be undertaken within the established educational institutions and within the formal degree courses. The data show, however, that not many teachers were engaged in formal education to improve their academic standing. In addition, the way Australian education is structured is such that any non-formal course undertaken elsewhere cannot be credited to a degree or diploma. The non-formal in-service training activities are included here. It is also a fallacy to believe that formal courses are the only means of improving the teacher's performance in the classroom. It should be clear that not many academic courses are suitable for this purpose. Theoretical as they are, such courses are aimed at developing intellectual skills for research and organisation of a rather large amount of data. Even the so-called practical aspects of teacher education are far from the realities of classroom interaction; at best they are simply introductory. The conclusion here is that a significant number of underqualified and unqualified Indonesian language teachers will remain in the service for many years to come and other means must be sought to improve their classroom performance.

Relevant in this context is another major assumption that pre-service preparation and in-service training should form a continuing process. The

former is essential in introducing the student teachers into the basic skills and knowledge of Indonesian language and the associated teaching techniques. Once these students become teachers, the latter is crucial in developing the more specific and immediate know-how required for effective classroom performance. It is quite unrealistic to demand that pre-service preparation should equip everyone to be an effective teacher. To accept this point is to endorse in some ways the notion that in-service provisions should be made available for everyone, including those one or two years out. With an increasing availability of funds, organisational experience, and professional support, the full realisation of this notion is now within reach. The major thrust of the argument of this paper rests heavily on this assumption.

The second major point which can be teased out from the foregoing argument is related to the existing in-service training courses. Falling attendance rate, major criticisms of the programs over the years, and the loud demand for more *suitable* in-service training offerings all point to a great deal of discrepancies. Briefly, it is imperative to examine the present in-service training programs to make them more responsive to the needs of the classroom teachers. The first step is to enquire into the basic needs of teachers with respect to in-service training. This paper has gone some way to codify these needs. The next step is to involve teachers in the planning and the running of these programs. In reality this means getting teachers to sit in the in-service training committees, discuss their own problems, design suitable programs to solve these problems, and then mount such programs for their own peers. This kind of approach will undermine the present program orientation which is coming from the top — from the experts, from the professional course organisers. It will also undermine one of the usual approaches to in-service training, namely teachers sitting down listening to specialists expounding their theories. What is required is a workshop style approach where everyone gets involved in the process of formulating and solving the actual problems in the classroom.

The major issue here is structural one. There is a very high demand for in-service training amongst teachers, and present courses are obviously unsuitable. The most challenging task for educational planners is to connect teachers' needs to the courses. This is not an easy task by any means. It is one thing to codify the teachers' needs and get them committed to attend a specific in-service training activity. But it is quite another to actually get the teachers to participate in the program. There are so many intervening variables. Chief amongst them is the specific permission from the school principal to be away from the school for in-service training purposes. Staff shortages, rigidity of time-tables, specific demand for certain teachers (e.g. HSC teachers, Arts and Crafts teachers), and so on all work against the teacher leaving the school for a few days to attend an in-service activity. It does not matter whether the activity is fully funded, supported and formally endorsed by the In-Service Training Committee of the Education Department. The school principal has the right to decide whether a teacher should be released to attend in-service training. It is generally admitted that teachers are the crucial factor in the educative process; that quality of their performance can only be sustained by a continuing process of education; that in-service training is an essential part of this process. Yet in practice in-service training does

not feature in the overall educational organisation and administration. It is peripheral to the whole educational thinking in this country (Godwin, 1971, p.28.) In principle, only a few teachers will be able to attend in-service training of one form or another. The majority of teachers will miss out and the education system does not seem to care.

Much has been said recently about the content of in-service training. And a number of writers have even examined the connection between pre-service and in-service training in order to find ways of facilitating the flow of teachers from the former to the latter. But comparatively little has been done on the continuing flow of teachers from the classrooms to the in-service activities, and vice-versa. There is a need to develop specific organisational models for channelling teachers to in-service training and then feeding them back into the classroom, on a continuing basis. In an ideal situation, a teacher should be able to attend in-service training *whenever* he needs it; and the decision should have the full support of every section of the education system. After all, it is the education itself which will benefit from such an initiative.

For a variety of reasons, the argument that teachers should be granted regular six to twelve months leave after five or six years service in order to study, to improve their knowledge and skills, as well as to acquire new educational competencies has not been supported. Yet most people in the field of education, employment and certification of teachers, subscribe to the spirit of this proposition. For practical purposes it is imperative for schools to operate at much lower level goals and bring about some results. To release a teacher for up to 12 months after every five year service is a major operation. It requires the consent of the Ministry at the top; it will necessitate careful long term planning involving man-power, course offerings, funding, and time-tabling. Yet within the framework of the same kind of planning within schools, a number of teachers can be released annually for in-service training. In this way, all or most teachers will experience in-service training in one form or another, say, every two or three years, rather than every five or six years. At the present time, the situation is confused and professionally rather dangerous. The data at hand show that a great proportion of Indonesian language teachers have not had any in-service training at all, and this situation will certainly continue for many years to come.

The third major point of the foregoing argument is the course formats. After it is agreed that a specific kind of knowledge and skills should be imparted to some teachers and those teachers can in fact attend the course, one has still to ask 'how and when can the course be organised to suit everyone or most people?' Unlike their American counterparts, Australian teachers will not attend in-service training during school holidays and/or long term vacation. The Salatiga course has been successful in attracting some teachers because it is seen as an integral part of a summer holiday in tropical Indonesia: the course provides the intellectual dimensions of the trip. As emerged from the survey, most Australian teachers will not leave home to attend any in-service training over a week or even a weekend, and prefer to attend only one-day workshops during school. This is the kind of restriction which will work against the teachers themselves. What kind of language course can be organised for one day? What can one learn meaningfully from a one day

language course? The language components of the annual MLTAV conferences have largely been phased out because of this restriction. Teachers themselves complained quite rightly that one day or half a day language course is definitely unsuccessful. The conclusion here is that no viable language workshops can be mounted for the Indonesian language teachers because such a course will have to cover a minimum of 20 hours (four days full-time) to be effective; and it may not be possible to attract participants.

It would seem, then, that teachers themselves will have to realise the full impact of in-service training on their professional standing. To be professional is to be fully responsible for one's own professional growth. There are two sides to this professional responsibility. Firstly, a professional should continuously monitor his professional competence and fully recognise his weaknesses from time to time. It is his responsibility to rectify the situation in order to sustain the quality of his performance. The second part of this responsibility is intimately related to one's own professional growth. Ultimately it is the teacher himself who should try to keep up with the rapidly developing information system, electronic teaching and learning aids, and various educational ideas. The concept of continuing education assumes an incessant process of learning and acquisition of new skills long after the end of formal schooling. And learning is the foundation of professional growth. The situation of full employment of teachers in Australia until very recently had ensured employment even for those who are unqualified or underqualified, as shown in this study and elsewhere. But with an increasing unemployment of the white collar workforce across the nation the situation is changing very rapidly. Like other professionals, teachers will have to take the responsibility for their own continuing education, to improve their own knowledge and skills, in order to retain their employment and status. The larger share of this responsibility will be on teachers themselves. Others, such as school principals, education departments, teacher education institutions, and individual educators will only help to facilitate the process.

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