

## **Meeting the Standards of the ASEAN University Network Quality Assurance (AUN-QA): Curriculum Mapping OF ELT Study Program**

**Utami Widiati**

**Suharmanto**

**Maria Hidayati**

**Nur Hayati**

State University of Malang

nur.hayati.fs@um.ac.id

With the increasing globalization and the 2015 ASEAN Integration or ASEAN Economic Community (AEC), universities in ASEAN are required to provide their students with education that is, at least, of acceptable standards in the region. English Language Teaching (ELT) study programs that work on preparing English teachers and advancing the field of ELT play a crucial role as English and English language teaching has become more essential post-2015 AEC. Widiati and Hayati (2015) conclude based on the AEC formal documents that the effective use of English as a language of written and spoken communication among member states and citizens of ASEAN is a key factor for a successful implementation of actions and programs in all the three blueprints of the AEC which cover the political, economic, and socio-cultural sectors. This presentation reports a research on mapping the curriculum of the B. A. in English Language Teaching (ELT) study program of the State University of Malang (*Universitas Negeri Malang – UM*), Indonesia, as a part of the ongoing attempts to enhance the quality of the program, particularly, to meet the standards of the ASEAN University Network Quality Assurance (AUN-QA). The research started off with revisiting the study program's learning outcomes and improving the formulation based on the AUN-QA criteria. It then continued with examining and evaluating the existing curriculum in terms of the alignment between the expected learning outcomes and the courses offered in the study program. The data in the research were collected through studying relevant documents concerning ELT curriculum of higher education and AUN-QA standards, distributing questionnaires to experts in curriculum and the lecturers of the study program, and conducting focus group discussions with the experts and the lecturers. The main finding of the study is a curriculum map of the study program which indicates some gaps in the current curriculum of the program that need to be addressed in order to improve the curriculum.

### **Reference:**

Widiati, U., & Hayati, N. (2015). Teacher professional education in Indonesia and ASEAN 2015: Lessons learned from English language teacher education programs. In R. Stroupe & K. Kimura (Eds.), *ASEAN integration and the role of English language teaching* (pp. 121-148). Phnom Penh: IDP Education (Cambodia)