The Literature Course Mapping in the Undergraduate Curricula of EFL Education: A Case Study in Several Countries in Asia

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Abstract—**This study aims to map the literature course in the undergraduate curricula of English as a Foreign Language (EFL) education in Asia, particularly in Indonesia, Thailand, and Taiwan[1], and analyze the literature course mapping in the Indonesian, Thai, and Taiwanese undergraduate curricula of EFL education. The significance of the study lies in its contribution to the structure of the undergraduate curriculum of EFL education, addressing global higher education challenges in the twenty-first century. This research employed a case study approach in Asia involving quantitative mapping of curricula documents from several universities in Indonesia, Thailand, and Taiwan, followed by qualitative analysis of curricula documents. The results indicate that, on average, the twelve target universities allocate 6% of the total obligatory completed semester credits to the literature course for a Bachelor of Teaching degree. Most of these universities position the literature course at a moderately low level with their curricula. Ideally, the literature course allocation could be increased to 15% if the linguistics and general language skills course group is also set at 15%, while the elective course group should be at 6%. Since the data were validated using time triangulation, future research should explore additional data validation techniques, such as in-depth interviews or questionnaires.**

Index Terms—**curriculum design, EFL education curriculum, English language arts, ELT, literature course**

I. INTRODUCTION

Since the early nineteenth century, literature has been used to teach language (Prinsloo, 2018). Several studies have demonstrated the benefits of employing literature in language instruction, such as how it helps prepare students in the classroom for life outside of the classroom (Kang & Zhu, 2022). Reading scholarly literary works can help students develop their critical thinking (Naraian, 2010). Furthermore, reading literary texts can increase a student's knowledge of the world, advance ethics, and help students make better-informed judgments about the world around them and the environment (Schrijvers et al., 2019). Even though a review study finds that there is little proof that literary and narrative texts can successfully upgrade the critical thinking abilities of English language learners, most literature studies have shown many advantages of literary texts (Soufi & See, 2019).

Apart from this fact, it is clarified that in an American literature course, some typical schemes of applying the necessary reasoning were used (Bethea, 1995). It is also suggested that since a piece of fictional writing can be perceived as an expression of the authentic 'outside-the-classroom' experience in general, it may offer insights into how to better prepare students 'inside-the–classroom' extending beyond a mere understanding of the learning environment. Moreover, it has been discovered that transformative dialogic literature teaching (TDLT) has a decisive impact on students' happiness production, learning senses, and learners' use of literary devices. TDLT remarkably impacts students' understanding of society's essence (i.e., other people's general knowledge and relevant experiences, such as compassion as signs, symbolism, and tasteful mindfulness) (Schrijvers et al., 2019).

In addition, the literature is very useful as a technique, material, and approach in English language teaching (ELT) (Adelaja et al., 2023; Atai & Fatahi-Majd, 2014; Choudhary, 2016). The literature can be used to teach language skills and language components, such as listening, speaking, reading, writing, grammar, and vocabulary (Feng et al., 2023; Finn et al., 2023; Qiu & Xu, 2022; van der Elst-Koeiman et al., 2022; Youjun & Xiaomei, 2022; Zhang & Zhang, 2023).

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Besides as a technique, the literature can also be used as an authentic resource for English teaching and learning materials (Grecu, 2023). Thus, the literature is a teaching technique and material and a principle in teaching, which is well-known as an approach. Accordingly, it is important to consider the literature in the undergraduate curriculum English as a foreign language (EFL) education.

The growing interest concerning the literature on ELT exists globally; however, it has little influence in Indonesia. One of the focuses of ELT studies in Indonesia is still the study of the status and function of English in Indonesia (Tauchid et al., 2022). In contrast, the expansion of material for teaching in Indonesia in accord with the racially mixed situation through applying social factors of the linguistic system at the secondary level concludes that teachers should produce material improvement for teaching, with whatever involves independent multicultural awareness (Kusumaningputri & Widodo, 2018). Additionally, EFL research in Indonesia has been initiated through literary works for children in English (Arrafii, 2021). However, the EFL curriculum assessment in Indonesia still shows that an important part of the curriculum, which goes to English, does not mention the literature at all.

The researchers in Indonesia have paid little attention to using literature as teaching material for undergraduate students of EFL education. Teaching the literature as an approach and source of teaching materials faces the same issue. Seven issues and dilemmas exist in teaching the literature in the EFL context in Indonesia (Musthafa, 2015). Only a few scholars show interest in using the literature to teach the English language in Indonesia. How can Indonesian curriculum designers become interested in incorporating the literature into the curriculum with the ideal balance? If they introduce the literature course with fewer semester credits than the ideal proportion, how can Indonesian EFL education students compete with students from various countries worldwide? Therefore, retaining the literature in the Indonesian English education curriculum is essential (Puadi Ilyas, 2016).

Through online observation, this study has found that most educational universities allocate fewer semester credits to the literature course than to some other course groups in their curricula. Some universities even classify the literature course as an elective course. Given the suboptimal condition of the EFL education curriculum in Indonesia, it is essential to investigate why most curriculum designers particularly in public teaching universities in Indonesia assign fewer semester credits to the literature course. To bolster the data from Indonesia, this study also examines the undergraduate curricula of EFL education from Thailand and Taiwan. Therefore, the primary aim of this study is to assess the presence of the literature course in the undergraduate curricula of EFL education in Indonesia, Thailand, and Taiwan. Furthermore, it seeks to analyze the outcomes of mapping the literature course in the undergraduate curricula of EFL education in Indonesia, Thailand, and Taiwan under national and international EFL education policies.

II. LITERATURE REVIEW

Equivalencies among Indonesia, Thailand, Taiwan, and foreign qualifications should be specified to enhance their international competitiveness and facilitate global trade. Therefore, a curriculum structure for the undergraduate students of EFL education that aligns with the educational policies in Asian countries related to teacher education should be established (Susilo, 2015). This curriculum structure can serve as the benchmark for developing the literature course in the undergraduate curricula of EFL education across Asia. Additionally, it can be utilized to analyze the mapping of the literature course. A simplified diagram illustrating the theoretical framework used in this study is presented in Figure 1.
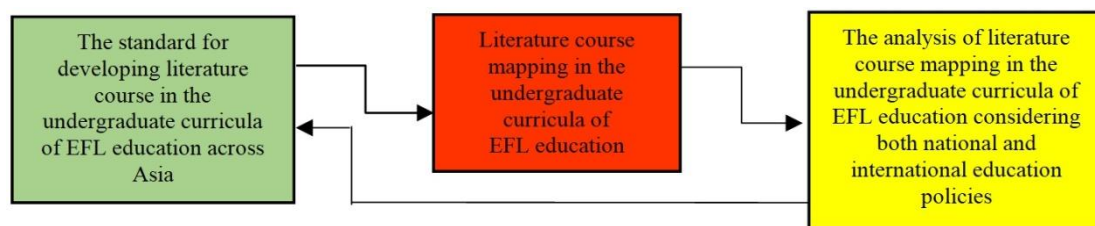

Figure 1. Theoretical Framework

A. The Undergraduate Curriculum of EFL Education

When designing a curriculum, it is imperative to consider both national and international language education policies (Belousova, 2019). Just as government policies come with their own set of challenges that need to be addressed, these related policies should be the primary concern of every curriculum designer. The development and implementation of language policies predominantly fall under the purview of the education sector. In the realm of language learning, various challenges can manifest, such as difficulties in acquiring a new language, which may lead to a negative attitude. Learning a language does not inherently increase tolerance. Mere knowledge of different races does not always evoke empathy, and moral arguments do not invariably alter prejudice (Griffiths & Oxford, 2014). There are myriad factors interwoven with language learning, including individual motivation, specific needs, ethnic backgrounds, cultural diversity, the importance of one's mother tongue or vernacular, minority languages, linguistic aspects of migration, the

role of lingua franca or multilingualism, and economic prerequisites. Therefore, the study of languages should progress comprehensively and holistically to foster tolerance and promote ethnic understanding.

UNESCO has declared peace, global comprehension, and advancement in education, culture, and science as solutions to language education issues. Numerous initiatives of the World Conference of Ministers of Education on eradicating illiteracy were of considerable interest (Limage, 1999). These initiatives include the intergovernmental conference on language policies in Africa and the regional conference of ministers of education in Asia and Oceania (McCormick, 2014; Spreen & Vally, 2006). Teaching in the mother tongue in primary schools in a multilingual environment, teaching foreign languages and the literature for peace and international understanding, and the international symposium on education for the twenty-first century are factors causing the eradication of illiteracy (Paul-Binyamin & Reingold, 2014; Varughese, 2017).

In Indonesia, all schools have been instructed by the Ministry of Education and Culture to use three languages, namely regional language, Indonesian (national language), and English (foreign language), since the 2015/2016 academic year. Students need regional languages to preserve culture in each area of Indonesia (Tauchid et al., 2022). Teachers should employ Indonesian and English in teaching all subjects in senior high school, as English is crucial for success in higher education (Maulana et al., 2015). Additionally, besides its significance at the university level, Indonesia needs a foreign language strategy due to the current European Common Market Agreement (ECMA), AFTA, APEC, and MEA, as the agreement within the ASEAN community (Tanhueco-Nepomuceno, 2019). Students require foreign languages to promote Indonesian culture in the tourist industry and creative economy, as well as to elevate Indonesian to the status of a global language (Tauchid et al., 2022). One option that policymakers and curriculum designers should consider is teaching the literature in senior high schools and universities using national and foreign languages while teaching it in elementary and junior high schools using vernaculars (local language) and national language.

Due to the political and legal implementation of the ASEAN Economic Society; Indonesia, Thailand, and Taiwan must be accessible to all the ASEAN countries in terms of international commerce and other matters, allowing their students to compete with students from other countries of the ASEAN. Providing international professional recognition is necessary for Indonesian, Thai, and Taiwanese students after their studies. Therefore, the Indonesian, Thai, and Taiwanese governments must address the issues faced by their students by implementing various language and language education policies.

First, the Indonesian government issued the Law No. 14 of 2005 concerning teachers and lectures (Charina et al., 2022; Suyadi et al., 2022). Presidential Decree No. 8/2012 established the Indonesian Qualification Framework, standardized by the Directorate of Higher Education (DIKTI) (Rachman, 2023). To promote the implementation of higher education curricula, the Indonesian government also released Ministerial Decree No. 49 in 2014, which pertains to the National Standard of Higher Education for the Ministry of Education and Culture of the Republic of Indonesia (Bruns et al., 2019). The Minister of Research, Technology, and Higher Education issued an official letter number 17/M/1/2015 to provide new authorization for teacher professional certification (Rachman, 2023).

Second, it is crucial to understand the roles of the literature in the English curriculum considering the ELT issues in Thailand, the Thai government's solutions, and academics' recommendations. The key stage indicators for classes 10-12, according to the Thailand Basic Education Core Curriculum, are 'choosing, explaining, participating, and analyzing/discussing native speakers' culture (Keawsomnuk, 2017). Literature has a close relationship with culture, and students will speak, analyze, and discuss native speakers' cultures by reading and listening to short stories, novels, and poems written by native speakers, including by watching native dramas and movies. Literature-based resources can assist in a student-centered strategy and inspire students to learn English. The number of courses and credits each semester for each subject should be the only aspect of the Thai curriculum that should be criticized.

Third, Taiwan set a goal to become a bilingual English-Mandarin Chinese country by 2030, opening doors for American educational technology firms. With an emphasis on K-12 students and its civil service, Taiwan enacted a policy to become a bilingual English–Mandarin Chinese nation by 2030. Although English is Taiwan's most widely taught foreign language (beginning in primary schools), oral proficiency needs more improvement than reading and writing. The moment is right for American educational technology companies to enter the Taiwanese market. Due to local regulations, only a few foreign instructors reside in Taiwan. Consequently, Taiwan wants to increase the number of bilingual instructors by utilizing online and educational technology solutions.

B. The Focus of Teaching Literature in Undergraduate EFL Education

In all the shaping, the crude material of the literature is language, either written or spoken. In this study, we embraced an adaptation of the literature definition by centering on fictional stories, poetries, and dramas—the three major sorts (or genres) of 'imaginative or inventive writing' that shape the heart of the literature because schools and universities have instructed it for a nation. Curriculum designers may choose numerous works to incorporate; as of now, ones 'of recognized imaginative value' and hence have a place in what researchers call the canon, a select, if much-debate and ever-evolving, list of the most highly and broadly regarded works (Su & Zhong, 2022). In addition, the literature in ELT should use canonical texts and consider the development of linguistics and communicative skills through critical literary readings and cultural interpretative attempts (Çıraklı & Kılıçkaya, 2011).

We can see the roles of literature in language learning from three viewpoints, i.e., from students, teachers, and scholars. Some scholars have researched the significance of the literature in students' language learning (Calafato & Paran, 2019; Kang & Zhu, 2022; Naraian, 2010; Prinsloo, 2018; Schrijvers et al., 2019). Students believe that short stories can help them acquire vocabulary, syntax, semantics, and language skills in reading, writing, and speaking (Prinsloo, 2018). We can heighten the students' interests and involvement in literary texts when the topics are relevant to them (Naishtat-Bornstein & Dvir, 2019). Several teachers detailed determining delight through reading the Russian and English literature accept most emphatically in the literature's capacity to advance social mindfulness throughout their learners, including moving forward sight words and reading capabilities of their learners (Calafato & Paran, 2019). Regarding the scholars' findings concerning the significance of the literature in English Language Teaching (ELT), there is a claim that a (quasi) experimental investigation is necessary to illuminate how the literature instruction could assist students in gaining a deeper understanding of human nature (Schrijvers et al., 2019). They have investigated transformative dialogic literature teaching (TDLT). They compared the use of TDLT and regular literature teaching (RLT). It appears that TDLT enhances students' understanding of human nature, provides eudaimonic reasons for reading, offers a detailed approach to dealing with challenges in literary texts, and inspires literature education, while RLT does not.

Due to the importance of literary texts in ELT, the appropriate proportion of the literature course must be considered in the undergraduate curriculum of EFL education. The curriculum involves the careful selection and organization of a course's objectives, content, grouping, and techniques—such as integrating technology during the COVID-19 pandemic—teaching approaches, learning outcomes, and evaluation (Pokhrel & Chhetri, 2021; Rao, 2020; Srinivasan, 2016). Besides curriculum definition, within the curriculum concept, we should know the curriculum framework, quality of the curriculum, curriculum development, curriculum evaluation, and curriculum analysis. Curriculum designers should conduct curriculum analysis before evaluating the implementation of a curriculum. They can develop the curriculum based on the curriculum evaluation.

Instead of tracking strategic literature framed on curriculum development of higher education, scholars have conducted research on curriculum development between 2000 and 2019 by tracking the views of teachers and stakeholders. Many studies examine need assessment, teaching methods, and teaching strategies more extensively than the selection of content, monitoring, planning, designing, curriculum evaluation, and curriculum implementation (Kirkgöz, 2008). Most of the studies favored qualitative over mixed-methods and quantitative research. Even some research does not take a particular stance when looking at curriculum development. Also, no curriculum development study was conducted in 2000–2005 and 2007. Between 2006 and 2019, the United States and the United Kingdom produced 14% of the articles on curriculum development, followed by Turkey at 12%, Iran at 8%, and other nations at 2% to 4%.

Few studies have looked at curricular analysis in developing nations. One research examined the curricula of developing and expanding nations. The report claims that the scholars examined 14 curricula from various nations. Brazil, Croatia, Ecuador, Egypt, Finland, Hong Kong, Hungary, Israel, Mexico, Norway, Poland, Singapore, Sweden, the Czech Republic, and 14 other nations made up the group, for a total of 28 nations. This is calculated as 14 (the stated nations) plus the 14 other nations. The findings demonstrate that the curriculum documents include the strategic language performance concepts underpinning the development of cultural competence (Lavrenteva & Orland-Barak, 2015). Therefore, it is clear from the study's findings that it only considers societal factors. Some researchers in Malaysia and Saudi Arabia have conducted EFL curriculum analysis, particularly the EFL reading curriculum.

The analyses in Malaysia focus on the theories, different teaching and learning methods, and the functions of L2 reading instructions as they are mirrored in the Malaysian EFL secondary reading curriculum (Hwang & Kim, 2019). The analysis in Saudi Arabia centers on determining the degree of cognitive demands that reading tasks should have for students in academic and foundational programs (Alshahrani et al., 2022). Additionally, most curriculum analyses in Indonesia, like those in Turkey, concentrate on secondary schools, especially the 2013 curriculum (Böhn & Deutscher, 2022; Yee et al., 2023).

Following the research gap in curriculum analysis, this study primarily aims to analyze the undergraduate EFL education curriculum at 10 public teaching universities in Indonesia, including one each in Thailand and Taiwan. The curriculum analysis focuses on mapping the literature course in the curricula of twelve target universities. Analyzing the results of the mapping is the secondary focus of this study. The outcomes of this study should serve as the benchmark for curriculum development in Asia because they are crucial for countries' economic growth in Asia. Given the limitations of earlier studies and the pressing need to know how the undergraduate EFL programs of the target universities position the literature course in their curriculum, we address the following study questions:

1. How are the literature course mapped in the undergraduate curricula of EFL education in Indonesia, Thailand, and Taiwan?
2. What are the analysis results of the literature course mapping in the undergraduate curricula of EFL education in Indonesia, Thailand, and Taiwan following the international and national policies of EFL education?

III. METHODOLOGY

This research employed a case study approach in Asia, utilizing both quantitative mapping of curricula documents from selected universities in Indonesia, Thailand, and Taiwan, as well as qualitative analysis of curricula documents. The study aimed to determine the presence of the literature course in the undergraduate EFL curricula across ten public teaching universities in Indonesia, with an additional one university each in Thailand and Taiwan. Subsequently, the study analyzed the literature course mapping in the undergraduate curricula of EFL education, aligning the curricula with both international and national language and education policies.

This study used a case study, as it exclusively concentrated on EFL programs within the ten best public teaching universities in Indonesia, with one additional institution each in Thailand and Taiwan. While there are other countries in the same geographical region, specifically within Asia, they would likely yield different results if included in the same case study. The research design employed in this study was a descriptive case study, as it aimed to provide a comprehensive description of the EFL curricula documents in Indonesia, Thailand, and Taiwan. To achieve this objective, document reviews were conducted to capture the experiences, perspectives, and worldviews of individuals within the specific contexts under investigation, making these methods essential in the context of a descriptive study (Britton, 2023).

A. Samples and Sources of the Samples

Data sources for this study included the undergraduate documents of EFL curricula downloaded from the websites of the top ten public teaching universities in Indonesia, as well as one university each in Thailand and Taiwan.

B. Instrument

This study employed document guidelines as instruments. We analyzed curricula documents using the document sheet, specifically the curriculum document analysis guidelines. These guidelines encompassed all types of courses, enabling us to determine the percentage of each type.

C. Data Analysis

We employed mixed methods to analyze the undergraduate curricula documents of EFL education. We downloaded these documents from the websites of the ten best public teaching universities in Indonesia, as well as from one university in Thailand and one in Taiwan. We used the possible curriculum structure for the Bachelor of Teaching proposed by Susilo (2015).

D. Procedure

The study involved four steps. These four steps included visiting the website of each undergraduate EFL program to access the online documents of its curriculum, validating the curriculum documents, analyzing the curriculum documents, and interpreting the curriculum documents. All these steps were completed for all target universities.

IV. RESULTS

A. The Literature Course Mapping

This study calculated the credit allocation of each component of the generic description to determine the presence of a literature course in the undergraduate curricula of EFL education in Indonesia, Thailand, and Taiwan. The objective is to ascertain the total number of semesters credits each university requires its students to complete to obtain a Bachelor of Teaching degree. The total number of semester credits is important for calculating the percentage allocation to each component of the generic description and comparing it with the literature course. There are ten public teaching universities in Indonesia (referred to as U1-U10), one university in Thailand (U11), and one in Taiwan (U12). The credit allocation for each component of the generic description incorporated into the curricula by these twelve universities can be found in Table 1.

TABLE 1
CREDIT ALLOCATION FOR EACH COMPONENT OF GENERIC DESCRIPTION

No	Component of Generic Description	Number of Credit Allocation												The Average of Credit Allocation Percentage
		U1	U2	U3	U4	U5	U6	U7	U8	U9	U10	U11	U12	
1	Values and Attitudes	30	15	26	18	20	23	23	18	17	21	30	24	22
2	Teaching skills	29	20	19	15	27	23	20	26	21	19	39	16	23
3	Linguistics & General Language Skills or GL Components	45	48	45	35	52	48	32	66	67	37	24	16	43
4	Research in Language Teaching	15	12	32	8	14	15	16	12	2	4	6	3	12
5	Literature	6	10	6	13	10	6	8	13	8	0	3	15	8

No	Component of Generic Description	Number of Credit Allocation												The Average of Credit Allocation Percentage
		U1	U2	U3	U4	U5	U6	U7	U8	U9	U10	U11	U12	
6	ESP	45	2	24	24	6	11	30	0	3	6	0	0	13
7	Managerial Skills	3	3	0	2	2	3	3	0	2	0	12	0	3
8	Twenty-first Work Competency	18	0	0	7	7	6	3	4	9	6	6	8	6
9	Elective Courses	12	36	9	16	8	22	6	6	10	0	21	52	17
	Number of Completed Semester Credits	203	146	161	138	146	157	141	145	139	93	141	134	145

Table 1 shows that among the twelve universities spanning three countries, the average credit allocation for the literature course is eight. It is worth noting that one university (U10) does not offer a literature course to its students. Conversely, another university (U12) mandates its students to complete 15 credits for the literature course, the highest credit requirement among the twelve universities.

The placement of the literature course in the undergraduate curricula of EFL education was evaluated based on the percentage of credit allocation for each component of generic description, as shown in Table 2.

TABLE 2
CREDIT ALLOCATION PERCENTAGE FOR EACH COMPONENT OF GENERIC DESCRIPTION

No	Component of Generic Description	Percentage of Credit Allocation												The Average of Credit Allocation Percentage
		U1	U2	U3	U4	U5	U6	U7	U8	U9	U10	U11	U12	
1	Values and Attitudes	15	10	16	13	14	15	16	12	12	23	21	18	15
2	Teaching Skills	14	14	12	11	18	15	14	18	15	20	28	12	16
3	Linguistics & General Language Skills or GL Components	22	33	28	25	36	31	23	46	48	40	17	12	30
4	Research in Language Teaching	7	8	20	6	10	10	11	8	1	4	4	2	8
5	Literature	3	7	4	9	7	4	6	9	6	0	2	11	6
6	ESP	22	1	15	17	4	7	21	0	2	6	0	0	8
7	Managerial Skills	1	2	0	1	1	2	2	0	1	0	9	0	2
8	Twenty-first Work Competency	9	0	0	5	5	4	2	3	6	6	4	6	4
9	Elective Courses	6	25	6	12	5	14	4	4	7	0	15	39	11
	Number of Percentages	100	100	100	100	100	100	100	100	100	100	100	100	100

Table 2 reveals that the average percentage allocated by the twelve universities for literature course is 6% of the total number of completed semesters credits. Particularly, U4 and U8 allocate 9% credit, while U12 allocates 11%. Conversely, U1, U3, U6, U10, and U11 designate 3%, 4%, 0%, and 2% respectively for the literature course in their curricula. Moderately, U2 and U5 assign 7%, and U7 and U9 allocate 6%. To gain a deeper understanding of the placement of the literature course in the undergraduate EFL curriculum, an analysis of the percentage allocation of credit for each generic description is needed.

The position of the literature course at the subject group level is evaluated by the percentage level of credit allocation shown in Table 3.

TABLE 3
LEVEL OF CREDIT ALLOCATION PERCENTAGE

No	Component of Generic Description	The Average of Credit Allocation Percentage	The Level of Credit Allocation Percentage
1	Values and Attitudes	15	3
2	Teaching skills	16	2
3	Linguistics & General Language Skills or GL Components	30	1
4	Research in Language Teaching	8	5
5	Literature	6	6
6	ESP	8	5
7	Managerial Skills	2	8
8	Twenty-first Work Competency	4	7
9	Elective Courses	11	4
	Number of Percentage	69	

Table 3 shows that the literature course is ranked 6th out of eight subject groups. The participants have given high rankings (levels 1, 2, and 3) to linguistics & general language skills or GL components, teaching skills, and values and attitudes course groups. The elective courses, such as ESP, research in language teaching, and the literature course

groups, hold moderate positions (levels 4, 5, and 6). Two groups, namely 'managerial skills' and 'twenty-first work competency', receive low rankings (7 and 8).

B. The Analysis of Literature Course Mapping

The proposed curriculum structure for a Bachelor of Teaching, as developed by Susilo, aligns with both international and national policies of EFL language education (Susilo, 2015). As part of this study, an examination was conducted to assess the presence of the literature course within the undergraduate curricula of EFL education, using Susilo's curriculum framework. Literature course is integrated into the field of knowledge, constituting 60% of the total credit requirements for a bachelor's degree. The courses within the field of knowledge are categorized into four distinct groups: linguistics and general language skills (GL components), research in language teaching, the literature, and ESP.

When analyzing the data to determine the ideal proportion of the literature course in the undergraduate curricula of EFL education, this study reveals that the average percentage of credit allocation for the literature course is 6%. Even though the literature course is at a moderate level, some universities prioritize two-course groups above the literature course in the moderate-level category. This implies that the literature course is at the lowest end of the moderate-level spectrum.

In addition, Table 2 shows that among twelve universities, five universities (U1, U3, U6, U10, and U11) place the literature course at a low level. Only one university (U12) positions it at a high level. The remaining five universities (U2, U4, U5, U7, U8, and U9) appreciate it at moderate level. In summary, data from Table 2, particularly the credit allocation percentages for the literature course determined by the universities, were coded as 'unexpected' for 1%-5% credit allocation, 'moderately expected' for 6%-10%, and 'highly expected' for 11%-15%. We present the results of coding in Table 4 and the percentage of categories in Table 5.

TABLE 4
CATEGORY OF CREDIT ALLOCATION PERCENTAGE FOR THE LITERATURE COURSE

No	University Code	Literature Course Percentage	Percentage Category
1	U1	3	Unexpected
2	U2	7	Moderately Expected
3	U3	4	Unexpected
4	U4	9	Moderately Expected
5	U5	7	Moderately Expected
6	U6	4	Unexpected
7	U7	6	Moderately Expected
8	U8	9	Moderately Expected
9	U9	6	Moderately Expected
10	U10	0	Unexpected
No	University Code	Literature Course Percentage	Percentage Category
11	U11	2	Unexpected
12	U12	11	Highly Expected
Percentage Average		6	Moderately Expected

TABLE 5
PERCENTAGE OF CATEGORY

No	Percentage Category	Number of University	University Percentage
1	Highly Expected	1	8
2	Moderately Expected	6	50
3	Unexpected	5	42
	Total	12	100

From Tables 4 and 5, five universities (42%) require their students to take the literature course, which accounts for only 5% or less than the total number of credits required for students to obtain a Bachelor of Teaching degree. Six universities (50% of the total target universities) require between 6% and 10% of compulsory credits to be dedicated to the literature course. Therefore, most of the target universities incorporate the literature course into their curricula with a moderately expected level according to Susilo's curriculum structure. However, one university (8%) includes the literature course in its curriculum with a 'highly expected' level, but the percentage of the literature course credits remains minimal as the 'highly expected' category represents only 11% to 15%. Moreover, one university (8%) has the lowest requirement among the others.

V. DISCUSSION

Following the average credit allocation percentage in Table 2, it is evident that the factors affecting the literature course group prevent it from the ideal proportions. The values and attitudes courses group accounts for 15%, the linguistics, general language skills, and GL components courses group makes up 30%; and the elective courses group constitutes 11% of the curricula. However, according to Susilo's curriculum structure states, the values and attitude

courses group should only be 5%. It is also worth noting that, if feasible, the curricula should include courses, like *Pancasila* (Indonesian basic values) and religion, in English, apart from *Bahasa Indonesia* (the official language of Indonesia) (Susilo, 2015). In Indonesia, in addition to national mandatory courses (*Pancasila*, *Bahasa Indonesia*, and community service, which typically involve student engagement with community empowerment in remote villages), there are university and faculty mandatory courses. National, university, and faculty mandatory courses are categorized under the values and attitudes courses group.

Consequently, to meet the literature course percentage requirement in Susilo's curriculum structure, the curriculum designers should reduce the values and attitudes course group by 10%. They should also decrease the linguistics, general language skills, and GL components course group by 15%. Furthermore, they should eliminate the elective courses group. To decrease the percentage of values and attitudes course groups, they should merge some university and faculty course groups that are related. Materials for the literature course can include some national courses, such as religion, *Pendidikan Kewarganegaraan* (civic education), and *Pendidikan Karakter* and *Anti Korupsi* (character education and anti-corruption). Additionally, the population of Indonesia comprises various ethnicities, cultures, and religions, and it is crucial for students must learn to understand each other's differences. The primary objective of the literature course is to enhance students' comprehension of the fundamentals of cross-cultural misunderstanding, which is essential for promoting tolerance among different ethnic groups and achieving communicative competence.

Literature course encompasses cross-cultural understanding course because it delves into the culture of English native speakers–Western culture–as well as the cultures of the students and speakers of other languages worldwide. This is because the writers of literary works are from native speakers and other speakers worldwide. This is because the writers of literary works hail from the Western part and various parts of the world. Even though Susilo places the cross-cultural understanding course within the twenty-first-century work competency group, it does not affect the literature course. The key point is that the cross-cultural understanding course should encompass both Western and Eastern cultures to ensure that students gain a comprehensive understanding of Western culture while also preserving and promoting their own.

Considering the curriculum designers may face difficulties in reducing the percentage of values and attitudes courses group, as it has been determined by the government, faculty, and university stakeholders to be at 15%. Additionally, apart from the values and attitude courses group, the university or faculty stakeholders have also determined the percentage for the elective course group. Although most elective courses are parts of field knowledge, we anticipate that curriculum designers will encounter challenges in decreasing the percentage of elective course groups from the maximum percentage standard, which is 6% in Indonesia. Given that the data indicate an average credit allocation percentage of 11%, it may be possible to reduce it by 5%.

Unlike values & attitude courses, linguistics, general language skills, and GL components courses are parts of field knowledge. Field knowledge comprises four components of generic descriptions (4-course groups): linguistics, general language skills, and GL components; research in language teaching; ESP; and the literature. Since Susilo's curriculum structure provides a 60% portion for field knowledge, every component should be 15%. If the linguistics, general language skills, and GL components courses group, which have 30% displayed by data, is changed to 15%, 9% can be given to the literature to be 15% (6% + 9% = 15%). The rest 6% can be added to the ESP percentage (6% + 8% = 14%). To make ESP 15%, 1% can be taken from the elective course (11% - 1% = 10%). Since the elective course group is possibly reduced to 6%, the 4% can be added to teaching skills to be 20% (16% + 4% = 20%). Thus, managerial skills should be at 2% and twenty-first work competency at 4%.

VI. CONCLUSION

The literature course can fulfill the portion required by the EFL curriculum structure for a Bachelor of teaching, i.e., 15% of the total number of credits to achieve a bachelor's degree; both values and attitudes courses have whether 5% or 15% and if we delete or reduce the elective course to be 6%. There are reasons why linguistics, general language skills, and GL components course groups should have a maximum 15% portion, i.e., linguistics contains language theories and language structure smaller than that of applied linguistics, such as the literature and ESP courses. We can teach linguistics through integrated strategy in the literature and ESP courses. If we teach the students more general language skills courses, they will have difficulties in oral and written communication in specific situations. Thus, the portion of linguistics, general language skills, and GL components courses group should be the same as the literature and ESP courses, i.e., 15%. The three-course groups should be balanced because we can expect the literature course group to prepare the students mostly to communicate outside the classroom, ESP inside and outside, and linguistics, general language skills, and GL components inside.

Furthermore, if the curriculum designers have difficulties deleting the percentage of the elective course group, its maximum percentage must be 6%. This is intended to increase the percentage of teaching skills courses to a minimum of 20%. In conclusion, it is possible to modify Susilo's curriculum structure by considering the condition of the data of this study, i.e., first, each of values and attitudes; linguistics, general language skills, and GL components; the literature; and ESP has 15%. Second, the teaching skills group has 20%. Third, research in language teaching has 8%. Fourth, the managerial skills group has 2%. Fifth, twenty-first work competency has 4% and elective course 6%.

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