Some general proposals for the provision of English language teaching at the Department of Library Science, Padjadjaran University, Indonesia

SOME GENERAL PROPOSALS FOR

THE PROVISION OF ENGLISH LANGUAGE TEACHING

AT THE DEPARTMENT OF LIBRARY SCIENCE

PADJADJARAN UNIVERSITY, INDONESIA

by

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for

My Mother and Father

SURATMI and WAHIDIN

My Wife

DWI UTAMININGSIH

and

My Son

ANDIKA WIYASA PUTRA UTAMA

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ABSTRACT

The vast literature on any field of knowledge, including that on information and library science is made possible because of the powerful medium, English, which has undeniably become the world language and the key to science and technology.

The English language has made possible the advancement of science and technology which mostly occurs in western countries and its dissemination all over the world. The countries where English is used as a native language or a second language can directly get a free and direct access to the literature written in English. These countries benefit a lot from the medium which they use. However, the countries which use English only as a foreign language have to solve the language problem first before they can finally share the advancement of science and technology in the west. On the one hand, there is an urgent need to master English, but on the other hand, the teaching of English does not seem to be properly and professionally prepared. This happens in many developing countries including Indonesia.

Without the mastery of English, it seems impossible for a developing country to get a free and direct access to the literature mentioned above. The urgency of the English language mastery is strongly felt by the Department of Library Science, Padjadjaran University, Indonesia. Therefore, attempts towards this end have to be made.

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LIST OF ABBREVIATIONS

ASEAN	Association of South East Asian Nations
DLS	Department of Library Science
EBE	English for Business and Economics
EFL	English as a Foreign Language
EGAP	English for General Academic Purposes
EGP	English for General Purposes
ELT	English Language Teaching
ENL	English as a Native Language
EOP	English for Occupational Purposes
ESAP	English for Specific Academic Purposes
ESL	English as a Second language
ESOL	English for Speakers of Other Languages
ESP	English for Special/Specific Purposes
ESS	English for Social Sciences
EST	English for Science and Technology
FANOGIS	Fakultas Non-Gelar Ilmu Sosial
IKIP	Institut Keguruan dan Ilmu Pendidikan
OHP	Overhead Projector
TEFL	Teaching English as a Foreign language
TESL	Teaching English as a Second Language
UI	Universitas Indonesia
UNHAS	Universitas Hasanudin
UNPAD	Universitas Padjadjaran

CHAPTER 1

INTRODUCTION

In their most popular book Megatrends 2000. Ten New
Directions for the 1990's, Naisbitt and Aburdene write:

> "The language of information age is English. Computers
> talk to each other in English.
>   More than eighty-five percent of international
> telephone conversations are conducted in English as are
> three fourths of the world's mail, telexes, and cables.
> Computer program instructions and the software itself
> are often supplied only in English.
>   German was once the language of science; today
> more than 80 percent of all scientific papers are
> published first in English. Over half the world's
> technical and scientific periodicals are in English,
> which is also the language of medicine, electronics, and
> space technology."[1]

Science and technology have been developing in such
a pace that unless we try to find the way to keep abreast with
such a development, we will surely be left far behind. The
rapid development also occurs in the field of information and
library science. More books on any field of information and
library science have been written; the results of the
researches have been published. This increases and enriches
the literature in the field, and with the explosion of
information the increase becomes even faster. "We are drowning
in information and starved for knowledge," wrote Naisbitt and
Aburdene.[2]

Such a development in science and technology which
mostly occurs in western countries cannot be separated from

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the medium in which it is written, that is, the language. English is an international language in which people from all over the world can communicate both in the spoken and written form. Having such a role, English becomes one of the most powerful tools for science and technology.

For the English-speaking countries, the development in science and technology can be easily accessed to as the medium of communication is the same, that is, English. For those countries where English is a second language, an easier access to the written literature in English is also widely open. However, for those countries, except Japan, where English is a foreign language, to get a direct access to the literature of science and technology in English is still a big problem. So, as the developed countries become more developed due to their having access to the literature, the developing countries where English is a foreign language are further left behind because they are still busy preparing the tool, which is English. Therefore, it is unlikely for developing countries to keep abreast with the developed ones.

Indonesia is one of the developing countries in South-East Asia where English is used as a foreign language. Therefore, Indonesia shares the problems of those countries in which English is used as a foreign language.

This dissertation will be focused on the teaching of

English at the Department of Library Science of the Faculty of Communication, Padjadjaran University, Bandung, Indonesia. The general objective of this dissertation is to give some general proposals for the provision of the teaching of English at the Department of Library Science above. The proposals are considered to be practical in nature, for example, by taking into account the materials taken from the literature of library and information science in English. With these general proposals, it is expected that the Department of Library Science students can have the necessary skills that enable them to have a direct and free access to the vast literature which is still predominantly witten in English. It is also expected that they will become the librarians and information experts who can play an important role both nationally and internationally. The detailed proposals are not made in this dissertation due to the following reasons: First, the time available is very limited, and secondly, the vast literature on the teaching of English as a Foreign Language and its relevant materials are not available in Loughborough University; therefore, the present writer has had to travel to different university libraries and book shops to have them. This is time consuming. It is expected that a more detailed study on the topic can be done by the future students interested in the topic.

This dissertation is mainly based on the survey of the literature on English language teaching which is abundantly

available.

The present writer will first attempt to discuss
the importance of English and of its mastery among the
Department of Library Science students in order to be able
to keep abreast with the development in science and technology,
in general, and in information and library science, in
particular. This will make up Chapter 2 of the dissertartion.
He will then discuss the practice of English teaching in
developing countries, especially in South-East Asia, and
the teaching of English in Indonesia together with its problems
This will be the content of Chapter 3.

The discussion of some theoretical background of English
teaching and its relevant points are deemed important to provide
the background for the proposals which are going to be made.
This will be elaborated in Chapter 4. With the background
information discussed in the previous chapters, especially
Chapters 3 and 4, some general proposals for the provision of
English language teaching at the Department of Library Science
can now be proposed and this will form Chapter 5. Finally, the
conclusion will form the last chapter of this dissertation.

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CHAPTER 2

THE ENGLISH LANGUAGE

In this chapter some of the important points which are related to the English language will be described. They include first of all the spread of English, then the English language continuum, the use of English, the importance of English in developing countries, the status and role of English in Indonesia, and the importance of English for students of Department Library Science in Indonesia.

2.1 The Spread of English

A very brief description of the spread of English needs mentioning in order to understand the present position of English in the international world.

About 400 years ago when Shakespeare was a young man, English was used in a very limited area in England and was known almost exclusively to native speakers.[1] At that time almost no one in non-English speaking area ever bothered to learn the language. The number of speakers of the language at that time was at least seven million people. During the time of finding new territories in the new world, these speakers of English went to every part of the globe. The development of British colonies took large numbers of English-speaking settlers to Canada, several African territories and Australasia, and English is introduced to its colonies. As a result, there

exist today numerous independent states where English continues to be used in daily activities. The total number of people who use English, including those who use it for different purposes, is one sixth of the world population.[2]

Nowadays, English still keeps spreading its wings everywhere into every corner of the world. About the spread of English, Broughton, et.al., stated that "Barriers of race, colour and creed are no hindrance to the continuing spread of the use of English.[3] Recently, with the collapse of communism in Eastern Europe, English has penetrated the countries where the use of English was once banned. There is now an unprecedented demand for English teachers. According to the report written by the European Commission, this is likely to increase further. Dr. Robert Clark, of East Anglia University, the secretary of the European Society for the Study of English, was reported to have said that,

> "In the emerging democracies of Eastern Europe
> there is a scramble to learn English. It has been
> estimated that there will be 30 million new speakers
> of English in Europe over the next decade. It is
> evident that English has become the lingua franca
> of the world. People in Eastern Europe believe it
> will give an economic advantage and access to the
> free world of careers, commerce and culture."[4]

English is more and more widely used now because "The English language works pretty well in its global context today: certainly the globe has at present no plausible substitute".[5] In another book it was stated that

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"During the last few decades English has come
closest to being the single international language,
having achieved a greater world spread than any
language in recorded history."[6]

With the present state of English in the world,
there is no reason for developing countries like Indonesia
not to be actively involved in emphasizing the importance
of English as the world language among the people.

2.2   The English Language Continuum

There are three categories of English in the global
context: English as a Native Language (ENL), English as a
Second Language (ESL), and English as a Foreign Language (EFL).
The countries where those categories are used are respectively
referred to as ENL, ESL, and EFL countries.

ENL is used in daily activities. The countries where
English is used as a native language are, among others, the
United Kingdom, the United States of America, Australia,
Canada, and South Africa. Some of these countries are
economically and politically influential in the international
scene and prominently advanced in their science and
technology. Since English is the native language of these
countries and the explosion of science and technology occurs
in these countries, it goes without saying that the vast
literature on any field of knowledge and the publication
of the vast quantities of information come from these

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countries. These countries have become the sources of information on science and technology which is now very much needed by any developing country.

Unlike ENL, ESL is not used in the same way as ENL. English in ESL countries is used for certain governmental, commercial, social, or educational activities within their own countries. The examples of these countries where English is used as a second language are, among others, India, Nigeria, the Philippines, Malaysia, Singapore, and Hong Kong. There are five types of function for which English serves as a medium when it is a second language. They are: (a) instrumental, for formal education; (b) regulative, for government administration and law courts; (c) communicative, for interpersonal communication between individuals speaking different native languages; (d) occupational, both intranationally and internationally for commerce and for science and technology; (e) creative, for nontechnical writings, such as fiction and political works.[6]

For ESL countries, to get a free and direct access to higher science and technology and the vast literature on the field in English is widely open. These countries benefit very much from the English language they use compared with those EFL countries.

English in the EFL countries is used by people for

the purpose of communication across frontiers or with other
people who are not from their country. It is widely taught
in schools but does not play an important role in national
or social life. The countries where English is used as a
foreign language are, among others, Brazil, Indonesia, Japan,
Spain, and Thailand. For these countries which have their
own national language, English is only an instrument or
a tool. In other words, English is used for instrumental
purposes. In order for these countries to get access to the
vast literature on science and technology, first of all
they have to struggle very hard to master the medium in
which it is written, that is English. Japan is an exception
because it is said that most of the major works in the
world have been and are translated into her own language,
Japanese.

2.3 The Use of English

It is generally admitted that in the global context
English is used in a wide range of fields. First of all, it
is the language of at least half of the world's scientific
literature.[8] It is also the language of wider communication
both in the spoken and written form. The example of this is
the English language which is used by the BBC World Service
of London, All India Radio of Delhi, the Straits Times of
Singapore, and Japan Times of Tokyo.[9] According to

Broughton, English is used in the following ways: (a) as a
major vehicle of debate at the United Nations; (b) as the
official language of international aviation; (c) unofficially
as the first language of international sport and the pop
scene; (d) in radio broadcast (60% of the world's radio
programmes); and (e) in 70% of the world's mail.[10]
Above all, English leads as the primary medium for twentieth-
century science and technology. English is indeed the world's
most widely used language.

2.4 The Importance of English in Developing Countries

Because of the fact that English has played a
significant role in many fields in today's world, the developing
countries share the opinion that they should keep on striving
hard to master the English language as a tool towards better
life. The Singaporean Prime Minister, Lee Kuan Yew, stated
at his lecture at the East-West Centre in 1970 that

> "The deliberate stifling of a language which gives
> access to superior technology can be damaging beyond
> repair... It is tantamount to blinding the next
> generations to the knowledge of advanced countries."[11]

In India English has been playing a significant role.
Long ago, Mr Nehru acknowledged in parliament that English
was "the major window for us to the outside world. We dare
not close that window, and if we do it will spell peril for
the future."[12]

2.5 The Status and Role of English in Indonesia

As is previously mentioned in 2.2, Indonesia belongs
to the EFL countries. Therefore, English in Indonesia is used
as a foreign language. "English is the only one taught as
a compulsory foreign language."[13] In Indonesia English
plays a very important role as a means of communication
with the rest of the world. It is also important as a tool
to gain a free and direct access to science and technology
Nababan writes: " English is the designated
language of wider communication and scientific contacts and
commerce.[14] Nowadays English has become more and more
important in Indonesia due to the fact that English is
"The passport to social and economic advancement."[15]
About the role of English, Alisjahbana, a major Indonesian
literary figure of modern world, comments that

> "... after World War II through the unification of
> the world by the fast development of air
> transportation, the tremendous expansion of electro-
> communication and by the spread of printed materials,
> the English language has spread tremendously
> as never before and become the first obligatory
> foreign language in high schools in many parts of
> the world."[16]

2.6 The Importance of English Mastery for Students of

Department of Library Science in Indonesia

Why is it deemed important for the students of the
Department of Library Science in Indonesia in general, and

in Padjadjaran University in particular to master the English
language? It should be borne in mind that they play two roles:
one is their role as students now and the other is their
role as would-be librarians or information specialists in
the future.

As students, they have to read not only about their
subject specialization in their own national language,
Bahasa Indonesia, but also the vast literature on information
and library science and its related knowledge written in the
English language. It is generally recognized that the
literature on information and library science written in or
translated into Indonesian from the English language is still
poor. It was reported that "Most of the world's knowledge
is unlikely to be written in or translated into
Indonesian..."[17] This may be attributed to the fact that
information and library science in Indonesia is still
developing. In addition, experts in this field are still
few and far between if compared to those in the West.
Meanwhile, the explosion of information in the West is
going on at a very rapid speed. D.S. Kothari, Chairman of the
University Grants Commission in India, who was quoted by
S.K. Das, once said that,

> "... more than 60% of the new knowledge in science
> and technology was in English and it was necessary
> to teach and learn English as a 'library
> language'"[18]

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Quirk said that the most important scientific journals are written in English.[19] Alisjahbana wrote that the reading material in the university library is predominantly in the English language.[20] Therefore, the mastery of the English language is a must if they want to get a free and direct access to the vast literature on any field in English, more specifically on information and library science. In "Standard for Library Schools, 1976", it was stated that

> "The study of foreign languages is also important within the general studies framework. The need for languages will vary from country to country, but it is clear that a reading knowledge of English is becoming almost indispensable for the pursuit of modern library studies."[21]

As would-be librarians in the future, the students have to be familiar with any kind of library collection in English. A good knowledge of English will be of much help in their professional jobs.

Ideally, every librarian should keep themselves well-informed with what is going on in the library fields, library researches in the other part of the world. With the mastery of English as a tool, this can be made possible and realized. Reporting research results on a certain issue in a foreign library journal, for example, is another activity that librarians would like to do. Here, the mastery of English will be playing a very important role. Apart from that, they may have to attend international seminars

or conferences on a certain subject. The mastery of English is certainly a valid passport to it.

Last but not least, with the mastery of English their future career is widely open. There is also great possibility that they will be able to get access to further study in those developed countries where information and library science is so much developed.

With the good understanding of their subject specialization coupled with the mastery of English, the students are very much likely to play important roles in the field of information and library science. In the end, it is expected that the gap between the developed and developing countries in this field can be made smaller.

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CHAPTER 3

THE TEACHING OF ENGLISH

3.1 Overview

In the previous chapter it is mentioned that there
are the so-called ENL, ESL, and EFL. Where English
is taught as a second language, it is called the
Teaching of English as a Second Language or TESL, and
where English is taught as a foreign language, it is
called the Teaching of English as a Foreign Language or TEFL.
TESL is given in ESL countries, and TEFL is given in EFL
countries. For Indonesia TEFL is the one that is taught. The
tradition of teaching English in some EFL countries, such as
the Netherlands and Yugoslavia, is said to be highly developed,
whereas in some other countries like Spain and Senegal, the
tradition of teaching English is said to be less developed.[1]
The tradition of teaching English in Indonesia can be said to
be less developed because, as Alisjahbana notes, " ... it is
in the English language that the Indonesian educational system,
coming from the chaos of the the Japanese occupation and the
Indonesian revolution, has the least experience and
expertise."[2]

As different people have different purposes in learning
English, the types of English which are taught are also
different. Because of this, new terms have now become
increasingly popular. There are now such terms as English for

General Purposes (EGP), English for General Academic Purposes
(EGAP), English for Specific Purposes (ESP), English for
Specific Academic Purposes (ESAP), English for Science and
Technology (EST), English for Social Sciences (ESS), English for
Occupational Purposes (EOP), English for Business and Economics
(EBE), and still many others. As the needs of the learners
become more specific, so does the type of English taught.

3.2   The Teaching of English in the Library Schools in
South East Asia

The present writer is of the opinion that not so much
is known about the teaching of English in the library schools
in South East Asia. In his dissertation <u>Curriculum development</u>:
<u>a comparison of curriculum development in library education in</u>
<u>ASEAN countries</u>, Atan does not mention the English language
subject in the library schools in ASEAN countries, except
in Malaysia. He writes

> "In the language part of the curriculum, English has
> been a compulsory as students had to possess a good
> command of written and oral expression in the language
> for their profession. Thus, in the first semester,
> students are expected to master the language. Out of the
> total twenty-five credits in their first semester,
> twelve credits are devoted to that language."[3]

What he has written shows that English is important for
the students -- the would-be librarians-- in their future
profession.

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3.3 The Teaching of English in Indonesia

3.3.1 Overview

As is mentioned in Section 2.2 and Section 2.5 of
Chapter 2, English in Indonesia is used as a foreign language
and the only one which is taught as a compulsory foreign
language. In spite of the fact that there are several other
foreign languages that are taught in Indonesia, such as Arabic,
Dutch, English, French, German, Japanese, and Mandarin, English
has been chosen as the only main foreign language. In the past
Dutch was the main foreign language for Indonesia, because
Indonesia was once colonized by the Netherlands. The role of
the Dutch language has decreased so dramatically that now it
is only taught for a very limited range of purposes, for
example, in order to get access to the literature on law written
in Dutch. It is quite understandable that the role of the
language has been replaced by English due to the increasingly
important role of the English language in the international
scene as has been discussed in the previous chapter.

Apart from the fact which is mentioned above, English
in Indonesia is not used as a medium of instruction except
when it is considered necessary as a medium for teaching certain
knowledge or skills. From elementary schools to universities,
the medium of instruction for education is in Indonesian, or
Bahasa Indonesia, as it is popularly called. Chapter XI of the

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Act of the Republic of Indonesia Number 2, 1989 on the National Education System states that the medium of instruction in the national education is Bahasa Indonesia and that a foreign language can be used as a medium of instruction as long as it is considered necessary for teaching certain knowledge or skills.[4]

English is taught in the educational institutions because, as the British Council notes, English is

a) recognized as being essential in higher education, where the vast majority of printed materials are in English,

b) the usual medium of communication between Indonesians and foreign experts involved in an ever-growing number of projects contributing to the national development in many fields,

c) an acquisition which can confer significant economic advantages for Indonesians employed at all levels by foreign firms or who are engaged in the rapidly developing tourist industry,

d) in common use as a lingua franca between firms and and certains sectors of local industry, particularly those oriented towards exports.[5]

3.3.2 The Teaching of English at Secondary Level Education

As the English language has gained increased importance in the world, especially in science and technology, English is started to be given in Lower Secondary Level for three years and another three years in the Upper Secondary Level. Totally the English language subject is given for 6 years. English is taught for some purposes, among other things, to provide the students with the reading skills. In the Secondary Level Education English is compulsory whereas the other foreign languages are optional.

The goal of English language teaching in Indonesia, as stated in the 12 December 1967 decree of the Indonesian Ministry of Education and Culture, is to give students 'a working knowledge of the English language', with the following detailed objectives, in order of importance:

- to give an effective reading ability,
- to give students the ability to understand spoken English,
- to give students a writing ability,
- to give students a speaking ability.

These four objectives are related to the following needs of Indonesian students:

- the need to understand textbooks written in English, which constitute about ninety percent of all reference and required books used at university

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level,

- the need to understand lectures given by foreign professors who come to Indonesia under affiliation and exchange projects; the needs for students to take notes in classes conducted by foreign professors and to introduce culture from other nations

- the needs for students to communicate orally with foreign teachers, foreign students and foreigners in general.

Of the four needs stated, the first (the ability to understand textbooks) is today the most realistic. All lectures in the universities are given in the national language, Bahasa Indonesia.[6]

Despite the fact that English is given for six years, the reading ability of the Indonesian students both at the secondary school as well as the university level is poor. Retmono states that the fact today is that incoming university students, who have six years of English at the Secondary School Level, still cannot comprehend passages in English, much less standard textbooks in various disciplines.[7]

Alisjahbana admits that after three years at the junior high school and three years at the senior high school of learning English, the reading and writing in English of most of the Indonesian students entering university is very

poor.[8]

3.3.3 The Teaching of English at Tertiary Level Education

In universities and academies, English is given from one to four semesters, depending on which faculties or departments it is taught. English given at the tertiary level education is compulsory and is taught once a week for a period of ninety minutes to one hundred minutes. The teaching of English at the tertiary level education is mainly aimed more at providing students with reading skills. Due to the very limited time allocated for the English language subject and the big number of class, the other skills such as writing, speaking, and listening skills cannot be coped with.

In some faculties, such as those of Economics, Law, Medicine, Agriculture, the English language subject which is given is English for Specific Purposes as the materials written on the subjects are quite a lot. In other faculties, the English language subject given is General English.

3.4 The Teaching of English at the Department of Library Science in Indonesia

In the DLS English is given as a compulsory subject and the weights given to this subject vary from university to university. Below are three universities which provide English in their DLS:

the University of Indonesia Jakarta, the University of Hasanudin Ujung Pandang, and Padjadjaran University Bandung.

3.4.1 The University of Indonesia (UI)

The Department of Library Science in the University of Indonesia belongs to the Faculty of Letters. In the curriculum of the Department of Library Science, the English language subject is compulsory and is given in six semesters with course titles respectively: English I, English II, English III, English IV, English V, and English VI. Each course is weighted 2 credits. So, totally there are 12 credits. To be able to attend English language subject in the next semester, the students have first to pass in the previous English language subject, and so forth. For example, English II can be taken after the students pass in English I. The subject is given once a week for a period of 90 to 100 minutes.

The general instructional goal of English I is to recognize the kinds of words in English and the specific instructional ones are to recognize the kinds of words and their formation; to understand the formation of phrases; to recognize the simple sentence pattern; to understand simple texts in English.

The general instructional goal of English II is to recognize simple sentences in English and the specific

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instructional goals are to understand sentence patterns and
their formation; to understand texts of intermediate level.

The general instructional goal of English III is to
recognize the compound and complex sentences in English and
the specific instructional goal are to recognize compound
sentences; to recognize complex sentences; to understand the
texts of advanced level in English.

The general instructional goal of English IV is the
same as that of English III and the specific instructional
goals are to understand compound sentences; to understand
complex sentences; to understand the texts of proficiency level;
to understand spoken discourse.

The general instructional goal of English V is to
understand the original discourse in English and the specific
instructional goals are to understand the content of difficult
texts in English; to be able to analyse the context of a text
in English; to understand the spoken discourse.

The general instructional goal of English VI is to be
able to understand and analyse all the different kinds of texts
in English and the specific instructional goals are to
understand the context of a text; to be able to analyse the
context of a text; to understand and be able to use the
vocabulary used in the texts; to understand the spoken
discourse.

The general goal of the whole English course is to develop the skill to read the English textbooks and to use English effectively.

From the description above it is clear that the syllabus places a stress on reading, speaking, and listening skills. It is not clear whether the materials used are taken from the field of library and information science and its related field. From the correspondence with one of the teaching staff of the University of Indonesia, it was stated that there is no English for librarianship yet. In other words, the English language subject is general English, not English for specific purposes.

It is not known either about the background of the teaching staff.

3.4.2 The University of Hasanudin (UNHAS)

According to Saleh[9], who is a member of the teaching staff of the Faculty of Non-Degree for Social Sciences (FANOGIS) of the University of Hasanudin, Ujung Pandang, the English language subject is given in three semesters to the students of the Library Department. The Non-Degree Faculty itself is a three-year programme lasting for 6 semesters. In the first semester, General English is given. In General English, basic grammar skills are given and this serves as a preparation for the subjects given in the next two semesters. Having passed in General English, the students

in the second and third semesters are taught English for
Specific Purposes (ESP) with the course titles: English for
Librarianship I and English for Librarianship II. The objectives
of these courses are:

  a) to uderstand library terms in English,
  b) to understand textbooks on basic library science in
     English,
  c) to be able to identify the physical characteristics
     of the books written in English,
  d) to be able to process printed and non-printed
     materials in the English language. In other words,
     to be able to catalogue and classify English
     materials.

As the materials for English for Librarianship are
not yet likely to have been written before, the members of the
teaching staff have taken their inisiatives to prepare the
teaching materials which are taken from different sources in the
field of library and information science and its related field.
This is quite understandable because some of the teaching staff
members were graduated from the English Department of the
Faculty of Letters, the University of Hasanudin and have had
a background in library and information science in Australia,
and School of Librarianship in the University of Wales.

This English for Specific Purposes or English for

Librarianship was tried out in 1986, but according to Saleh, the teaching has not been very seriously prepared and organized but the need for English for Librarianship has been felt very urgent. He said that a national seminar on the urgency of teaching English for Librarianship should be held in order to formulate the uniform syllabus for the Department of Library Science.

Although research has not yet been done on the usefulness of English for Librarianship, the students, according to him, have shown enthusiasm in learning the subject. In the future this kind of research should be conducted in order to decide whether or not to continue such a programme.

3.4.3 Padjadjaran University (UNPAD)

Padjadjaran University is one of the state universities in Indonesia. Established in Bandung, West Java Province in 1957, it has now become one of the important educational institutions in West Java. With its eleven faculties at the undergraduate level and one faculty at the post-graduate level, Padjadjaran University has played a more and more important role in the national development of Indonesia. The campuses are scattered all over the city of Bandung, but in the future they will be all centralized in the new campus at Jatinangor, Sumedang, West Java.

3.4.3.1 The Department of Library Science (DLS)

The Department of Library Science in Padjadjaran
University is included into the Faculty of Communication
Science. Apart from DLS, there are three other departments
under this Faculty, namely, Departments of Journalism,
Public Relations, and Information. Previously DLS was part of
the Teachers Training College (IKIP) Bandung, but it was
closed in 1983. In 1985 DLS was opened in the Faculty of
Communication Science, Padjadjaran University.

3.4.3.2 English in the DLS Curriculum

The English language subject is a compulsory subject at
the Faculty of Communication Science, and in the DLS. In DLS
it is given in three semesters with course titles English I,
English II, Written English and Spoken English. English I is
weighted 2 credits, English II 2 credits, Written English and
Spoken English 1 credit each. Totally, the English language
subject is weighted 6 credits. In the first two semesters
English is given to the first-year students from the four
departments in the Faculty of Communication Science, and it is
only in the third semester that it is given separately to DLS.
The subject is given once a week for the period of 90 to 100
minutes. General English rather English for Specific Purposes
is given in the DLS.

3.4.3.3 Goals and Objectives

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The general goal of the teaching of English language subject is not stated very clearly in the curriculum. There is no detailed syllabus that can be used as a guide in the teaching of English. It is admitted that the general goal is to give students the ability to read books in English.

The objectives of English I and II are to give students basic grammar skills of General English. No objectives are given for Written English and Spoken English; there is only some description of the subjects. The description of Written English is: exercises in using words orally, expressing one's opinion orally and understanding what another speaker is saying through a certain medium or face-to-face communication. The description of Spoken English is: exercises in using words in the written form, expressing opinion, writing a composition on a certain topic.

3.4.3.4 Materials

There are no specific teaching materials used. Often they are taken from different sources of General English which are easily available. An attempt to use the materials from English for Specific Purposes has not been made. The use of materials taken from the original texts from the field of information and library science and its related field has not yet been tried either. No list of suggested readings seems to be given to the students. Therefore, the students receive the

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lecture from the lecturer only. They cannot develop the skills outside the classroom.

3.4.3.5 Evaluation

There is only one kind of evaluation, that is, students' assessment. The course evaluation has never been done before. The assessment comprises three things, namely, the mid-semester test, structured assignments, and the final semester test. Apart from these, the students' attendance during the lecture is also counted.

3.4.3.6 Class Size

The class size is usually big. In the first two semesters, the number of students attending the English language subject is around 80 in one class. They are from the four departments in the Faculty of Communication Science. There are two classes of this size. It is only in the third semester that the DLS students have the English language subject separately. The number of students attending this subject is around 40.

3.4.3.7 Methodology

The English language subject is given only through lecturing. There are no tutorials, seminars, or group discussions.

3.4.3.8 Teaching Facilities

No teaching facilities are available which can be utilized in the teaching of English. There are no language laboratory, OHP, video sets, language library, cassette players, and there is no study centre where the students can have self-access to improve their skills in English.

3.4.3.9 Teaching Staff

For the whole Faculty of Communication Science, including DLS, there is only one lecturer of the English language subject. She is helped by another lecturer who has no English language background but who happens to be proficient in English and studied once in the United States.

The only one of the teaching staff is a graduate of the English Department of the Faculty of Letters, Padjadjaran University and has had qualifications in teaching management and methodology for University lecturers. She has no library background and education.

3.5 Constraints of the Teaching of English at the Department of Library Science

As is discussed in the sections above, it may now be clear that there are some constraints in the teaching of English at the DLS. They are, among other things, the time

allocated for the English language subject, which is too short; the lack of well-prepared syllabus, the unclear statement of goals and objectives; the absence of relevant materials; the absence of course evaluation; the class size; no fixed methodology; lack of teaching facilities; lack of teaching staff. These are important elements that influence the success of the teaching of English.

In the following chapter will be discussed the theoretical background of and latest development in the teaching of English. Using the theoretical background in the teaching of English, and understanding the current situation of the teaching of English at DLS, some general proposals for teaching of the English language subject which are suitable for the DLS can be prepared.

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CHAPTER 4

THEORETICAL BACKGROUND FOR
THE ENGLISH LANGUAGE TEACHING PROGRAMME

In this chapter some points which are closely relevant to the English language teaching will be discussed. Due to the time constraint, the discussion will not be given in a great detail but it is hoped that the discussion will provide sufficient theoretical background for the proposals for the English language teaching for the DLS which will be given in Chapter 5. Those relevant points to be discussed in this chapter are, amongst other things, General English vs ESP, English for Instrumental Purposes vs English for Integrative Purposes, the Four Language Skills, Needs Analysis, Goals and Objectives, Syllabus, Materials, Methodology, Evaluation, and Role of Teachers.

4.1 General English vs English for Specific Purposes

People learn English for different reasons. Some people learn English for unclear reasons and some others learn it for very well-defined reasons. Previously the reasons for learning English had not been well-defined. There was an assumption that learning English had something to do only with literature and the set of cultural values associated with native speakers of English. There is a long tradition that English is part of a general education and that English belongs in the humanities and is related

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above all to the study of English literature. Nowadays there is a shift from such a tradition to a new one which has not been well-known before. Strevens writes

> "Thus where in 1970 the great majority of EFL was provided as 'general English' in the form of 'English as a subject of a liberal arts aducation', in 1980 this generalized EFL Provision is declining in many countries at the same time as there is building up a more-than-proportionate increase in demand for and provision of 'functional Englishes' or ESP."[1]

In other words, there is a shift from General English to English for Special/Specific Purposes or ESP. General English is often cynically regarded as English for the exam, whereas "the nature of ESP rests on the ends to which the English is put and the needs of the learner who experiences those needs."[2]

What is ESP? First of all, Strevens gives the definition of ESP courses as follows:

> "Broadly defined, ESP courses are those in which the aims and the content are determined, primarily or wholly, not by criteria of general education (as when 'English' is a foreign language subject in school) but by functional and practical English language requirements of the learner."[3]

The examples of ESP courses are, amongst other things, English courses for medical doctors, for meteorologists, for secretaries, for businessmen, for diplomats, for welders, for air traffic controlllers, for nurses, for chemical engineers, for students of physics, for students of economics, for students of law, for teachers, etc. In short, there is a very wide range of ESP courses.

Apart from the above-mentioned broad definition, Strevens gives a working definition of ESP. He writes:

"ESP entails the provision of English language instruction:
(i)   devised to meet the learner's particular needs;
(ii)   related in themes and topics to designated occupations or areas of study;
(iii) selective (i.e. 'not general') as to language content;
(iv)   when indicated, restricted as to the language 'skills' included."[4]

From the definition above, it is clear that learner's particular needs are paid sufficient attention to. ·The fundamental principle is that ESP is based on a close analysis of the learner's needs. The consequence of this is that the necessary professional competence in syllabus design and materials production is required by those responsible for the teaching. In General English, the syllabuses are not so much different from each other and are usually unchanged over many years. Except in broadways such as age group and level of educational institution, these syllabuses do not vary according to the learner's needs.

Nowadays, ESP is growing at an ever-rapid pace. There is now the demand for immediate action: special syllabuses to be prepared, special materials to be written, staff to be recruited who will teach to these special goals.

According to Hutchinson and Waters[5], there are three

things which contribute to the rapid growth of ESP: a) the demands of a Brave New World, b) a revolution in linguistics, and c) focus on the learner. English is the key to international currencies of technology and commerce, and more and more people want to get access to this. Therefore, ESP is the right solution. There is now a new shift in linguistics: in the past the tradition was to describe the rules of English usage (grammar); now the tradition is to discover ways in which language is actually used. New developments occured in educational psychology. It is now obvious that the clear relevance of the English course to the learner's needs would improve the learner's motivation and thereby make learning better and faster.

With ESP, a lot of things can be achieved. Strevens writes:

"The claims made for ESP, overtly or tacitly, rests on the following central assumptions:

(i)   that time and effort will be expended only on that which the learner will need;

(ii)   conversely, that no time and effort will be wasted on irrelevant matters;

(iii)   that, in consequence, the learning of the target material will be more rapidly achieved;

(iv)   that morale, motivation, and willingness to learn will be higher than with 'general English';

(v)   that success will also be higher;

(vi)   that both learner-satisfaction and (not unimportantly) teacher-satisfaction will be higher;

(vii)   that in logistic terms a given expenditure on English language education, channelled through

ESP, will be more cost-effective than the same
effort channelled solely through 'general
English'"[6]

However, there are prerequisites if the ESP courses are to
be a success. Firstly, ESP requires superior teachers who are
capable not only of classroom presentation but of full
participation in syllabus design, materials production, test
construction, fruitful collaboration with subject specialists,
and methodological innovation. Secondly, ESP requires a lof of
preparation time. Different things have to be prepared: an
analysis of learners' precise needs; the design of a suitable
syllabus; the collaboration with a relevant subject specialist;
the writing of suitable materials and tests; the preparation of
teachers.

In order to know the position of ESP in the English
language teaching, Figure 1: The Tree of ELT[7] on page 43,
will be of help. It needs to be emphasized that ESP is not
at all the product or the end but the approach.

In order for the syllabus designer to design a syllabus of
ESP, he should first be sure what type of ESP is going to be
given: English for Occupational Purposes (EOP), English for
Educational Purposes (EAP), discipline-based or school subject,
etc. He should also be sure about the pedagogical dimensions which
comprise proficiency level and quantity of instruction. For this
purpose, Figure 2: A Taxonomy of ESP Courses[8] on page 44
will be of much help.

Figure 1 : The Tree of ELT

Figure 2: A Taxonomy of ESP Courses

(a) *Types of ESP*

(b) *Pedagogical Dimensions*

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To end this section on General English vs ESP, the following quotation from Hutchinson and Waters, needs to be given: "...purpose-free stroll through the landscape of the English language seemed no longer appropriate in the harsher realities of the market place."[9]

4.2 English for Instrumental Purposes vs English for Integrative Purposes

As the English language has now gained popularity as a world language, and significance as the language of science and technology, more and more people in different countries have wanted to learn it. Different people learn English for different purposes; they also have different kinds of motivation. In foreign language learning, two main kinds of motivation are known, that is, instrumental motivation and integrative motivation.

By instrumental motivation it is meant that in learning a foreign language people use the language as an instrument to achieve what they want. In other words, they need the language for operational purposes, such as to be able to communicate with other speakers of that language, to be able to get a better job, position or status, to be able to write a journal article, to be able to write an abstract, to be able to read books in the new language with understanding, etc. The tourist, the salesman, the science student, for example, are clearly motivated to learn English

instrumentally.

By integrative motivation, it is meant that in learning a
foreign language people are trying to identify much more closely
with a speech community using that language variety; they want to
feel at home in it; they try to understand the attitudes and the
world view of that community; they wish to integrate themselves
into that culture. A clear example of this is the immigrant in
America, Australia, or Britain and the second language speaker of
English: they are all learning English for integrative purposes.

4.3 The Four Language Skills

It is generally known that when people are learning a
foreign language, ideally they should master the four language
skills. These four language skills have been tried to be achieved
in the teaching of English in secondary and tertiary level of
education. The four language skills are listening skill, speaking
skill, reading skill, and writing skill. Different countries apply
different policy as to which of the four skills should be
prioritized. This prioritization depends on the purposes for which
the language is being taught. In ESL countries, for example, the
government may put the same priority on the four language skills.
In Indonesia, which is an EFL country, in general the first
priority for education is put on the third language skill, that is,
the reading skill. This reading skill is more emphasized due to the
fact that English is not the medium of instruction in education

Indonesia. In addition to that, the vast bulk of literature on any field of science and technology is predominantly written in English.

The listening skill and reading skill are also called the receptive skills, and the speaking skill and the writing skill are called the productive skills. In listening and reading, receiving messages is involved , and in speaking and writing, language production is involved.

As a summary, the four language skills can be presented as follows[10]:

Figure 3 : The Four Language Skills

MEDIUM SKILL	SPEECH	WRITTEN WORD
RECEPTIVE	Listening and understanding	Reading and understanding
PRODUCTIVE	Speaking	Writing

In addition to the four general language skills described above, a number of categories (or genres) should be identified. Each of the four skills can still be categorized further. For example, the skill of writing can be divided into: writing an informal letter, writing a poem, writing a travel brochure, writing an abstract, writing a journal article, writing scientific reports,

etc. Writing an informal letter is very different from writing scientific reports. The summary of the various categories above can be presented as follows[11]:

Figure 4 : Writing - genres

```
                           Writing
            /       /        |        \          \
           /       /         |          \          \
          /       /          |            \          \
   scientific   travel     informal    note-taking   poems, etc.
   reports      brochures   letters
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The choice of the writing genres is usually determined by education, training and occupation.[12]

Apart from the categories of the language skills, it is considered necessary to differentiate the skills and sub-skills. In receptive skills, for example, there are many other sub-skills. Listening for general understanding is different from listening in order to extract specific items of information. It is also the same in reading: reading in order to interpret is different from reading in order to transfer the information to another medium, for example, a chart. Harmer writes:

> "People who use language skills and the sub-skills that go with them are able to select those sub-skills that are most appropriate to their task. If they only want a certain piece of information from a radio programme they will

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select a way of listening which is different from the way they listen to a radio play; if they read a text for the purposes of literary criticism they will select different sub-skills from those they would select if they were 'reading' a dictionary to look for a word."[13]

The summary of the difference between skills (sometimes called macro skills) and sub-skills (sometimes called micro-skills) is presented below[14]:

Figure 5 : Skills and Sub-skills (Reading)

Reading

reading for
gist

reading to
extract
specific
information

reading for
detailed
understanding

reading for
information
transfer, etc.

4.4 Needs Analysis in an English Language Syllabus Design

The importance of English as the language of science and technology and commerece is undeniable and this leads to the ever-growing number of English language courses everywhere. In order for an English language course to be successful, enough attention should be paid to the syllabus. The good syllabus results from the good understanding of what the learners want to do with

the language or what the learners need the language for. Therefore, the first thing to do is to identify the needs of the learners. Hutchinson and Waters said that "...any course should be based on an analysis of learner need."[14]

Meanwhile, Nunan writes:

"In recent years, a major trend in language syllabus design has been the use of information from and about learners in curriculum decision making."[15]

The techniques and procedures for collecting information which are going to be used in syllabus design are referred to as needs analysis.[16] There is an assumption that learner's purpose in undertaking a language course and the syllabus designer's beliefs about the nature of the language may have a strong influence on the shape of the syllabus.

Nunan[17] divides the needs analysis into two different types which are used by language syllabus designers, namely, learner analysis and task analysis. Learner analysis is based on information about the learner, and the important question which is of interest to the syllabus designer is: For what purpose or purposes is the learner learning the language? Task analysis is used to specify and categorize the language skills which are required to carry out real-world communication tasks. This task analysis often follows the learner analysis which establishes the communicative purpose for which the learner wishes to learn the language.

In order to obtain information about the learners' needs, Hutchinson and Waters[18] use the following means:

- questionnaires

- interviews

- observation

- data collection, e.g. gathering texts

- informal consultation, with sponsors, learners and others.

The information which is obtained from needs analysis are useful for many purposes: to decide the objectives to be achieved, to guide the selection of contents, to decide teaching techniques, etc. The kind of information which is needed by the course designers is outlined in the following framework :

"Why is the language needed?
- for study;
- for work;
- for training;
- for a combination of these;
- for some other purpose, e.g. status, examination, promotion.

How will the language be used?
- medium : speaking, writing, reading, etc.
- channel : e.g.telephone, face to face;
- types of text or discourse : e.g. academic texts, lectures, informal conversations, technical manuals, catalogues.

What will the content areas be?
- subjects : e.g. medicine, biology, architecture, shipping, commerece, engineering;

- level : e.g. technician, craftsman,
  postgraduate, secondary school.

Who will the learner use the language with?

- native speakers or non-native;
- level of knowledge of receiver : e.g. expert,
  layman, student;
- relationship : colleague, teacher, customer,
  superior, subordinate.

Where will the language be used?

- physical setting: e.g. office, lecture theatre,
  hotel, workshop, library;
- human context : e.g. alone meetings,
  demonstrations, on the telephone;
- linguistic context : e.g. in own country,
  abroad.

When will the language be used?

- concurrently with the ESP course or
  subsequently;
- frequently, seldom, in small amounts, in large
  chunks."[19]

From the general discussion above on needs analysis, it may
now be clear that needs analysis is useful for the syllabus
designers in making the syllabus of the English language course.

4.5 Goals and Objectives

The needs analysis, which is discussed previously, should
now give some information about the purpose or purposes of the
language learners in learning the language and the language skills
which are needed in order to be able to achieve the purpose. This
information makes it possible for the goals and objectives to be
made. The statement of objectives is very important for any

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language course, because, as Dubin and Olshtain put it,

> "Objectives guide teachers; they also help learners
> understand where the course is going and why. ...
> Setting objectives in the course plans make it possible to
> carry out the necessary evaluation measures. It also
> makes it possible to specify the various levels of
> instruction within a program."[20]

According to Nunan[21], goals are the broad, general

purposes behind a course of study. Meanwhile, Cohen and Manion

use the term 'aims' for the goals. They write:

> "An aim we will define as a general expression of intent,
> and the degree of generality contained in the statement
> may vary from the very general in the case of long-term
> aims to the much less general in the case of short-term
> aims."[22]

The goals which are general, broad and often abstract in

their expression need to be specified in order to meet the

specific needs of the learners.

Objectives, according to Nunan[23], are the statements

which describe what learners will be able to do as a result of

instruction. Cohen and Manion[24] state that an objective is

characterised by greater precision and specificity. The objectives

should be not only relevant but realistic as well. Harmer writes:

> "Objectives are ... written in terms of what the students
> will do or achieve. They are written in general terms
> (e.g. 'The objective is to relax the students'), in terms
> of skills (e.g. 'to give students practice in extracting
> specific information from a text') and in terms of
> language (e.g. to give students practice in the use of
> the past tense using regular and irregular verbs,

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questions and answers'). The written objectives will
be more or less specific depending on how specific the
teacher's aims are."[25]

Mager gives the definition of an objective, which is quoted by

Curzon, as follows: An objective is defined as

"an intent communicated by a statement describing a
proposed change in a learner - a statement of what
the learner is to be like when he has successfully
completed a learning experience. It is a description
of a pattern of behaviour we want the learner to be
able to demonstrate."[26]

Curzon[27] mentions about a behavioural (or learning)

objective and defines it as a statement which describes what a

learner will be able to do on the completion of an instructional

process. Further he divides the behavioural objectives into

two types:

a) the general objective, which is usually stated in terms of

    that section of the general syllabus which forms of the

    general syllabus which forms the unit of instruction;

b) the specific objective, which states the observable behaviour

    of the student which is expected at the end of the period

    of instruction.

In order to make the explanation clear, the following

examples are given, which are taken from an article by Gro

Frydenberg[28]:

The general objective at the knowledge level:

- The student should know the kind of information contained in an index, an appendix, a table of contents, footnote a bibliograpy, etc.

The behavioural objective is

- The student should be able to match the correct description of the above terms with the terms themselves.

- The student should be able to write a description of the above terms including all the relevant information discussed in class

The general objectives of reading skills:

- The student should be able to analyse complex sentences with respect to anaphoric and cataphoric references.

- The student should be able to distinguish between facts and opinions in a text.

The behavioural objectives are:

- The student should be able to mark a text by circling pronouns and articles, and drawing lines to and underlining what they refer to.

- The student should be able to underline facts and opinions in a text in different colours.

If the goals and objectives are clearly and properly stated, they

can serve as guides for both teaching and evaluation. After the construction of the goals and objectives, the syllabus can now be constructed.

To end the discussion on goals and objectives, the statement by Mager (1955), which is quoted by Curzon[29], is worth noting:

> "If you don't know where you are going, it is difficult to select a suitable means for getting there. After all, machinists and surgeons don't select tools until they know what operation they are going to perform... Instructors simply function in a fog of their own making unless they know what they want their students to accomplish as a result of their instruction."

4.6 Syllabus

When the goals and objectives, which are translated from needs analysis, have been written, it is now the time to think about the ways and the organization in order that these goals and objectives can be achieved. For all this, a syllabus is needed.

Nunan[30] defines a syllabus as a specification what is to be taught in a language programme and the order in which it is to be taught. In his book, Syllabus Design, he discusses different kinds of syllabus and syllabus design in a great detail. Tomlinson gives a definition of a syllabus in another way. According to him, a syllabus is:

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"A document outlining the main teaching points to be
taught to a particular type of group of learners in
a particular institution or group of institutions.
Many syllabuses also order the teaching points, many
specify objectives and some suggest activities, materials
and methods."[31]

Dubin and Olshtain give more complete specifications contained in

a syllabus. A syllabus, according to them, is

"a document which ideally describes:

1. What learners are expected to know at the end of the
   course, or the course objectives in operational terms.

2. What is to be taught or learned during the course,
   in the form of an inventory items.

3. When it is to be taught, and at what rate of progress,
   relating the inventory of items to the different levels
   and stages as well as to the time constraints of the
   course.

4. How it is to be taught, suggesting precedures,
   techniques, and materials.

5. How it is to be evaluated, suggesting testing and
   evaluating mechanisms."[32]

Another explanation of what a syllabus is is given by

Jeremy Harmer[33]. Harmer explains the syllabus in terms of

structures and functions, vocabulary, situation, topic and task.

A syllabus should contain grammatical and structural items to

be taught, functions, vocabulary, situations, topics, and tasks

or activities. In other words, he explains about the structural

syllabus, the functional syllabus, the vocabulary-based syllabus,

the situational syllabus, the topic-based syllabus, and task-based

syllabus.

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To make the explanation clear, it is necessary here to describe briefly each of the syllabuses.

a) Grammatical/structural syllabus

This syllabus is based on a list of structures to be taught. For example: the Present Perfect Tense, Reported Speech, Question Tags, etc.

b) Functional syllabus

This is a syllabus which lists which functions and which of their exponents are to be taught. For example:
Disagreement:
I'm not sure I agree
I don't go a long with you there
That's not completely true

c) Vocabulary-based syllabus

In this syllabus, vocabulary is used as an organizing feature for the syllabus.

d) Situational syllabus

It is a syllabus which is based on lists of situations the learners are likely to have to use English in.
For example: the Restaurant, the Station, the Hotels, the Bank, the Hospital, etc.

e) Topic-based syllabus

Topic-based syllabus takes a subject or topic taken

from subject specialist fields as its organizing
principle. For example: Unit 1 - Health; Unit 2 -
Families, etc.

f) Task-based syllabus

Task-based syllabus takes activities or tasks as the
main organizing principle. The syllabus becomes a list
of tasks, rather than language or topics.

g) Notional syllabus

This is a language teaching syllabus which concentrates
on teaching points which are ways of expressing
different aspects of the main concepts communicated by
the language. For example:

Quantity

some   any   a few   a little   all   half   both

h) Skills syllabus

This syllabus focusses on the skills that learners need
in a short term. For example: In a short time, learners
should be able to write an essay on Collection
Management.

Hutchinson and Waters[34] have the same idea about a
syllabus as Harmer does. They state that there has to be a criteria
to organize a syllabus. Therefore, there are such syllabuses as
topic syllabus, structural/situational syllabus, functional/

notional syllabus, skills syllabus, situational syllabus, functional/task-based syllabus, discourse/skills syllabus, and skills and strategies syllabus. Examples of each of these syllabuses are given on pages 85-88 in their book English for Specific Purposes (1987).

As has been discussed above, there are various kinds of syllabus. A question may be asked: why should there be a syllabus? Hutchinson and Waters[35] list the reasons why. It is considered necessary to list some of them in this dissertation.

First of all, language is a complex entity, which has to be broken down into manageable units. Therefore, the syllabus can provide a practical basis for the division of assessment, textbooks and learning time.

Secondly, since the syllabus makes the language learning task appear manageable, it can give moral support to the teacher and the learner.

Thirdly, the syllabus is like a statement of projected routes. Therefore, both the teacher and the learner have an idea where they are going and how they might get there.

Fourthly, as a syllabus is an implicit statement of views on the nature of language and learning which is usually expressed in terms of what is taken to be the most important aspect of language learning, it tells the teacher and the learner both what

is to be learnt and, implicitly, why it is to be learnt.

Fifthly and finally, a syllabus can provide a set of criteria for materials selection and writing.

In short, it can be said that a syllabus is an important document in the teaching and learning process.

The syllabus, the types of syllabus, and the reasons for having a syllabus having been discussed, the next thing to be discussed is materials and methodology. This will be given in the following section.

4.7 Materials

After a syllabus has been specified, materials have now to be produced. Materials or teaching materials are very much needed in order to make the teaching and learning process run smoothly. They help guide both the teachers and learners in achieving their goals and objectives. With the materials, the learners will have sufficient, appropriate practice in the use of the new knowledge and skills they have acquired. Candlin and Breen (1979), quoted by Setia[36], point out that materials will help lecturers and learners in the way that they promote activities and tasks which activate this process. Meanwhile, Higgens, who is quoted by Tabiati[37], has the opinion that ESP materials should be authentic in terms of:

1) Learner's purpose

The materials designed should be the ones that reflect
what the learners actually perform in real life.

2) Activities and tasks

In some sense, these should stimulate communicative
activities which the learners will have to perform in
real life, or at least give practice in skills that will
help on the way to performing them.

3) Communicative purpose

Exercises and opportunities in language should be well
constructed so that they reflect what actually happens
in communication and why it takes place at all.

The General English language teacher will use a general
course book which is organized around general human interest
topics, situations and functions. The materials for General English
language teaching are easily available; therefore, the teachers do
not have to worry about them. On the other hand, the ESP teachers
are not expected to use those materials, but "they will expect at
least that the topics and situations that language is linked to
will relate to the students' subject specialism.[38] According to
Robinson[39], a great many specialisms are not yet catered for in
spite of the fact that there is a growing number of published ESP
textbooks. The textbooks which are considered appropriate in terms
of level and of subject matter may not be appropriate in terms of
level, of function and of skills. Therefore, the ESP teachers

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should also be materials writers as well. Hutchinson and Waters agree to this by stating that "... there is an established tradition of ESP teachers producing in-house materials[40].

The materials should contain the subject specialisms or the learners' content course relevant to the learners' needs. There is a good point if the materials (texts) which are used are taken from the learners' content course. Frydenberg writes:

> "The advantages of using text(s) from their content course(s) are, in particular, that a professor teaching the content course may be available and willing to help the ESL instructor in understanding the material, and it motivates the students by having immediate positive effects on their work in the content course."[41]

English for Specific Purposes is very much likely to be rewarding for the students, but at the same time it is challenging for the teachers because they have to spend a lot of time preparing the materials.

There are some principles that guide the teachers in preparing or writing materials. The following principles are mentioned by Hutchinson and Waters[42]:

1) Materials should encourage learners to learn, and good materials should contain:

   - interesting texts
   - enjoyable activities engaging the learner's thinking capacities

- opportunities for learners to use their existing knowledge and skills
- content which both learner and teacher can cope with

2) Good materials should provide a clear and coherent unit structure which will guide teacher and learner through various activities in such a way as to maximize the chances of learning

3) Materials should embody a view of the nature of the language and learning.

4) Materials should reflect the nature of the learning task.

5) Materials should have a very useful function in widening the basis for the teacher training, by introducing teachers to new techniques.

6) Materials should provide models of correct and appropriate language use.

4.8 Methodology

In a syllabus, a specification of what is going to be taught in a language programme as well as the order in which it is going to be taught is given, whereas in a methodology, the concern is with the 'how'.

Nunan writes:

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"In a recent dictionary of applied linguistics, methodology
is defined as 'the study of the principles and procedures
used in teaching, and the principles and beliefs that
underlie them'"[43]

Richards, Platt and Weber (1985), who are quoted by Nunan, say that

methodology includes

> "(a) study of the nature of language skills (e.g. reading,
>
>   writing, speaking, listening) and procedures for
>
>   teaching them
>
> (b) study of the preparation of lessons plans, materials,
>
>   and textbooks for language skills
>
> (c) the evaluation and comparison of language teaching
>
>   methods (e.g. audiolingual method)."[44]

The methodology which is used in teaching ESP and that of

General English are not different from each other. Therefore, ESP

teachers can learn a lot from General English language teaching

materials and methodological suggestions. The little difference

that there is between them is that in ESP there is close relationship

between methods and the students' subject specialisms. Authentic

texts which are taken from the students' field of knowledge are

used. The statement from the second Isfahan conference on ESP,

which is quoted by Robinson[45], suggested that

> "Methodology ... must at some stage involve stimulation,
> role rehearsal, approximation of real life language usage
> and with authentic information."

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4.9 Evaluation

In any language course or programme, the final activity that has to be done is evaluation. Evaluation is very important because it can serve a lot of purposes which are useful as an input to the language programme and those involved in the teaching and learning process. Curzon gives an explanation of evaluation as follows:

> "*Evaluation* (derived from *valoir* = to be worth) is based on assessment and appraisal. It is essentially professional, subjective judgment on the worth or quality of an individual's development at stages in the process of instruction. Unlike assessment, which relies generally on the objective measurement of data, evaluation takes into account congruence between objectives and performance viewed in the light of values."[46]

Richards and Rodgers write:

> "Evaluation refers to procedures for gathering data on the dynamics, effectiveness, acceptability for the purposes of decision making."[47]

Meanwhile, Alderson (1979), who is quoted by Robinson, writes:

> "Evaluation can be defined as 'the discovery of the value of something for some purpose'. This is necessarily vague, since the specification of 'something' and 'value' depends on the specification of the 'purpose."[48]

Janice Yalden[49] mentions three kinds of evaluation: of the students, of the programme and of the teaching. She also mentions about the recycling stage in which the fit between the goals and the final performance of the learners is determined. She writes:

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"If there are discrepancies, as there often are, materials and teaching approaches are revised, and in some cases the description of purpose is re-examined with a view to establishing whether or not it should be altered in the light of the results obtained at the end of the program."

Basically, evaluation is carried out to know whether the goals and objectives of a language programme are effective. In English for Specific Purposes, the purpose of evaluation is "to establish the effectiveness and efficiency of teaching programmes."[50]

Evaluation in an ESP programme is thoroughly discussed in the book written by Hutchinson and Waters: English for Specific Purposes. A learning-centred approach (1987), whereas a very detailed discussion and description on evaluation in language teaching is given by Pauline Rea-Dickins and Kevin Germaine in their book Evaluation (1992). These books are listed in the bibliography. Due to the time constraint, only the evaluation in an ESP programme will be discussed in the dissertation. The discussion is based on Chapter 12 of English for Specific Purposes. A learning-centred approach by Hutchinson and Waters.[51]

According to Hutchinson and Waters, the need for a more open and coherent approach to evaluation is very strong due to the fact that the ESP course has specified objectives. There are two types of evaluation: the learner assessment and the course evaluation. It is necessary to carry out the learner assessment in ESP at some points in the course because ESP deals with the ability

to perform particular skills. It is also important to evaluate the ESP course because with this evaluation, the assessment of whether the course objectives are met is made possible. Course evaluation in the General English context, however, is rarely tried in spite of the fact that there are sound reasons for doing that.

Both the learner assessment and course evaluation are important in that they can give feedback on the ESP course.

There are three types of assessment:

1) Placement tests

   The purpose of these tests is to know the level of the learners in the ESP course which is best suited to their needs.

2) Achievement tests

   These tests are used to test whether or not the learner is keeping up with the syllabus.

3) Proficiency tests

   These tests are given in order to find out whether or not the learner can meet the demand of a particular situation, for example, reading technical manuals.

All these tests play an important role in the teaching and learning process. Assessment tests should give positive feedback to the teachers and learners about what is not known and this should become an input to the content and methods of the future work.

Hutchinson and Waters state that tests results should be regarded not as an end but as the starting point for the interaction between the teacher and the learners and among the learners themselves.

Course evaluation in the ESP programme is urgent because it is helpful in showing whether or not the course is fulfilling the need. The information which is obtained from the evaluation serves as a starting point for any necessary improvement of the course and it can be used to guide the design of any another similar courses.

Alderson and Waters (1983), quoted by Hutchinson and Waters [52], say that there are four main aspects of ESP course evaluation to be considered:

a) What should be evaluated?

b) How can ESP courses be evaluated?

c) Who should be involved in the evaluation?

d) When (and how often) should evaluation take place?

In a) everything that is significant can be evaluated: the syllabus, the materials, the teaching and learning techniques, the testing procedures, logistical/administrative arrangements, and the course evaluation system.

The course evaluation can be conducted using the following technique:

- test results
- questionnaires

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- discussions

- interviews

- informal means (e.g. unsolicited comments, 'casual' chats, etc.)

The ESP teaching institution, the ESP teachers and the learners are the ones who can be involved in the evaluation. The evaluation should take place some time during the course. The evaluation which is conducted after the course is considered to be the most valuable because the learners will be in a position to judge how successfully the course prepared them for the target situation they are in now.

Apart from the four main aspects above, two other aspects are put forward by Robinson[53]. The two other aspects are:

- Why carry out an evaluation? and

- What next; what will happen to the results?

As a summary, it can be said that, as Hutchinson and Waters put it,

> "it is likely that a sound evaluation system will provide a deeper insight, from all sides, into the nature of the most effective learning experiences and processes that can be accomodated."[54]

4.10 Role of Teachers

In a language programme or language course, one of the factors that contribute to its success is the teachers. In this

section a discussion will be given on the role of the ESP teachers only, since it is a bit different from the role played by the General English teachers. The education of ESP teachers, the problems they face, what they should do, as well as how to solve the problems will be discussed.

Like many General English teachers, many of the ESP teachers have been trained for General English teaching or for the teaching of literature. Provided with some subject-specific reading matter, they then write ESP materials. Because their background is General English or literature, they often find it shocking to have to teach English for Specific Purposes. Strevens (1988), quoted by Robinson[55], writes:

> "Who is the ESP teacher? Almost always he or she is a teacher of General English who has unexpectedly found him/herself required to teach students with special needs. The experience is often a shock."

The majority of the participants at an ESP teacher in Manila in 1978 were 'university teachers who had found themselves thrust, willy-nilly, into ESP and service-English programmes in their institutions.'[56]

The ESP teachers have to teach with texts the content of which they know litlle or nothing about. They have to work hard to master the language and subject matter which they have not studied before. In short, it can be said that due to their General English or literature background, they find it difficult to teach ESP.

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In other words, they have problems.

The ESP teachers often feel unable to cope with the problem. The problem is not concerned with the knowledge of language grammar or structure but with specialist knowledge and language or the students' subject specialisms or content lectures. About this Hutchinson and Waters write:

> "The linguistic knowledge needed to comprehend the specialist text is little different from that required to comprehend the general text. The difference in comprehension lies in the subject knowledge, not the language knowledge."[57]

Therefore, it is a must for the ESP teachers to know something about the subject matter of the ESP materials. It is stated that

> "... if there is to be meaningful communication in the classroom, it is essential that there is a common fund of knowledge and interest between teacher and learner."[58]

One of the ways to solve the problems is that the ESP teachers can work together with the specialist or content lecturer. The subject specialist can help the ESP teacher in learning more about the learners' target situation and the ESP teacher can make the subject specialist aware of the language problems of the learners. Robinson agrees with this by saying that "... what the ESP teacher must do is collaboration in some way with content specialist."[59]

However, it should be borne in mind that in teaching ESP,

the ESP teacher should not become a teacher of the subject matter, instead he or she should become an interested student of the subject matter. About this Brennan and van Naerssen have more to say:

> "Therefore, as the ESP lecturer defines his or her role, care must be taken not to move into areas of expertise and responsibility that rightfully belong to the content lecturer. This would not be fair to any of the three people involved in the educational experience: the student, the content lecturer, or the ESP lecturer. At the same time, the more cooperation there is among these three parties, the better experience will be."[60]

Now that the points which are considered to be most relevant to and which serve as the theoretical background for the provision of English language teaching have been discussed, some practical general proposals for the provision of English language teaching at the Department of Library Science, Padjadjaran University, Indonesia can be made. This is the topic of the following chapter, Chapter 5.

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CHAPTER 5

SOME GENERAL PROPOSALS FOR THE ENGLISH LANGUAGE
TEACHING AT THE DEPARTMENT OF LIBRARY SCIENCE

In Chapter 2 there has been a discussion on the role played
by the English language. It is obvious from the discussion that
English is the world language and the key to science and technology
and to the literature of any field of knowledge. It is also
discussed that mastering the language for the DLS students is a
must. In Chapter 3 the practice of the teaching of English in the
institutions mentioned does not seem to as what is expected. It is
not yet clear whether ESP has been practised although there is an
indication that the need of teaching ESP is felt. Generally
speaking, General English is more dominantly practised. As for the
DLS at Padjadjaran University, there are a lot of things that can
be done to improve the quality of the provision of the taching of

English. With some theoretical background for the English language
teaching programme which has been discussed in Chapter 4, some
general proposals for the English language teaching for the DLS can
now be made.

The following items are proposed for the provision of the
English language teaching at the DLS, Faculty of Communication
Science, Padjadjaran University.

5.1 The Length of Time

At present English is only given in three semesters, the first two semesters being for General English and the third for written and spoken English. In one semester there are twelve to fourteen meetings, each of which lasts for 90 to 100 minutes, and one meeting for the mid-semester test and the other meeting for the end-of-semester test. English is only given once a week. From experience, three semesters are not enough and within the period, nothing significant can be achieved. The first two semesters are spent on General English and the third one on written and spoken English, both of which still belong to General English. This means that there is no time left for ESP, in which the topics taken from information and library science can be included. This all should be changed.

The present writer proposes that English should be given from the first semester to the sixth semester. The first two semesters are aimed at laying the very basic elements which are necessary for understanding the materials to be given in the following semesters. Broughton writes:

> "It may well be that the best way to learn to learn efficiently in English is to pay particular attention to this field only after the successful completion of a general course in all the skills. This is a very important premise... "[1]

It should be borne in mind that the new students usually come from different schools in big cities and small cities, and their level of English may be different. Therefore, the first two semesters,

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apart from laying the foundation, also serve as a chance for the teacher to get to know better their level of English. It is considered necessary to refresh their English. For the students, the first two semesters can be a time for adjustment with the new academic life.

As for the course titles, the present writer feels that it is not the right time yet to give such course titles as English for Librarianship, if in reality the content may not reflect the course title. Therefore, naming course titles such as English I, English II, English III, English IV, English V, and English VI is considered to be appropriate. Only when we have more and more experience in the new proposed syllabus, can the more appropriate course titles be given.

5.2 The Type of English Given

Now that the length of time for the English language subject has been decided upon, the next question is what types of English should be given within the six semesters. In Section 4.1 of Chapter 4, there has been a discussion on General English vs English for Specific Purposes. The merits of ESP have been thoroughly discussed and the demerits of General English have also been mentioned. As the name implies, General English aims at general purposes, and general purposes are very vast. For example, English for shopping, asking information, apologizing, telling the time, asking directions, etc. This is not what is to be given to

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the students studying at the DLS. On the other hand, ESP, as the name implies, aims at specified purposes. Therefore, the DLS students who need to have the skills of reading, need ESP, because their purpose in learning English is specific. Figure 1: The Tree of ELT on page 43 helps clarify where ESP and General English are. Understanding the position of ESP and General English will help the teacher, the syllabus designer, and the people involved to decide what steps to be taken. Appropriate steps are taken for appropriate purposes. Therefore, no time is wasted.

For the English language teaching at the DLS, the present writer proposes that ESP should be given. The branch of ESP, namely EGP or EGAP, should also be given somewhere within the six semesters. It is expected that the students will get the right skills for the right purposes, and the teachers teach the right skills for the same end. It should be stressed once again here that ESP is not the end but it is only the means or approach towards the end.

5.3 English for Instrumental Purposes or English for Integrative Purposes

Although English for Instrumental purposes and English for Integrative purposes have been mentioned in the previous chapters, the present writer thinks that English for Instrumental purposes should be given a strong emphasis both to the teacher and the students. They both should clearly understand the meaning. The same

perception of the meaning may direct the course of teaching and learning towards the same end. Therefore, all the offorts can be focussed only on learning English for instrumental purposes.

5.4   The Four Language Skills

The currect practice in teaching English at the DLS is that it is not clear whether the focus is on providing students with the reading skill, writing skill, listening skill or speaking skill. Of the four language skills which have been discussed in Section 4.3 of Chapter 4, a decision should be made as to which should be given first, second, third, and fourth priority. The choice should not be based on feelings but on good understanding of the reality and the principle of practicality.

It has been discussed in the previous chapters that more than half of the literature of science and technology is predominantly written in English. In Indonesia, this is also true. Most of the books on science and technology are still written in English. In "Standard for Library Schools, 1976", which was quoted on page 14 of this dissertation, there is a very clear statement that a reading knowledge of English is becoming almost indispensable for the pursuit of modern library studies. The 12 December 1967 decree of the Indonesian Ministry of Education and Culture states that the goal of English teaching in Indonesia is to give students 'a working knowledge of the English language' with the objective 'to give an effective reading ability.' (See page 23

of Chapter 3). Apart from all these, there is a fact that reading ability of university students in Indonesia is generally poor. From the present writer's experience, it can be said that many students still get the problem with reading and understanding textbooks. This is proved by the fact that a lot of students still go to the translators when they are given assignments to make a summary of a chapter of a book or an article in English.

Therefore, the present writer proposes that reading skill has to be given the first priority in the teaching of English at the DLS. Any attempt to improve the students' ability to read the books in English should always be made. Understanding the sub-skills of reading as discussed in Section 4.3 of Chapter 4 serve as a starting point for the teaching of reading skills to the students.

As the students are assumed to be involved in writing different kinds of assignments in English in their future profession, such as writing letters, abstracts, journal articles, working paper, research reports, etc. it is considered very important to give writing skills for the DLS students. Therefore, writing skill has to be given second priority in the teaching of English at the DLS. Understanding the genres of writing which is discussed in Chapter 4 Section 4.3 helps the teacher with what has to be given to the students.

The listening skill and speaking skill will not be given

too strong an emphasis. Only skills which are relevant to academic purposes will be given, such as taking notes, expressing one's opinion, conducting a discussion in English, etc.

The listening skill and speaking skill will not be given because of the following reasons:

a) The listening skill and speaking skill will be covered in every meeting. The instruction for the English language teaching is almost entirely given in English. Therefore, the students may have the chance to practise their listening skill during the lecture. Apart from that, the students are given as much opportunity as possible to ask questions in English during the lecture. In this way, they will have a good chance to practise what they have studied.

b) English is not spoken in daily life in Indonesia. Instead of English, people speak the national language, Bahasa Indonesia. Library users are mostly Indonesian and foreign library users are assumed to be rare.

c) The time allocated for the English language subject is only once a week, and the class size is usually big; it is, therefore, unlikely that listening and speaking skills can be coped with within the semesters.

d) In and around the city of Bandung, there are a lot of English language courses that offer General English, including the

speaking and listening ability. Different kinds of English
conversation clubs are easily available. The students can
therefore be encouraged by the teacher to join these clubs or
courses, and so the time allocated for the English language
subject at the DLS can be focussed on reading and writing
skills.

e) The Indonesian televisions, both state and private, now offer
    some programmes in English. Some of the radio programmes from
    the state and private stations are also broadcast in English.
    All these facilities which are available outside the university
    can be manipulated to improve the listening skill of the
    students. It is the duty of the teacher to motivate and give
    direction to the students.

5.5 Needs Analysis

Needs analysis is useful for deciding what goals and
objectives have to be achieved during the English language
programme. Since it is assumed that the first-year students do not
know which type of English and which language skills it is
necessary for them to have, the needs analysis cannot be conducted
through them. In this case, the purpose or purposes of learning
English is decided by the department, the teacher, the language
specialist, the former library students, etc. Dubin and Olshtain
write:

"Setting objectives in the course plan makes it possible to

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carry out the necessary evaluation measures. It also makes it possible to specify the various levels of instruction within a programme. Course designers ideally make use information from all interested sources when they write objectives: learners in the previous courses, teachers who are ESOL specialists, teachers in other subject areas --all those in the institutional setting who share an interest in the program."[2]

The importance of information from and about the learners is stressed by the authors above who say:

"Just as in the business world, market research has become an essential ingredient for commercial success, so in curriculum design, the fact-finding stage is an imperative prerequisite for effective decision-making regarding the participants."[3]

Since needs analysis is important, it is therefore necessary to propose that this should be done by the DLS.

5.6 Goals and Objectives

Goals and objectives which are made based on the purposes of learning a foreign language should guide both the teacher and the students. At present the goals and objectives of the teaching of English at the DLS are not stated very clearly. In the proposed syllabus, the English language is going to be given in six semesters. The present writer proposes that the general goal of the whole English language programme has to be stated clearly and the document statement must be clear both to the teacher and students. Apart from the very general goal that covers the six semesters, general objectives of each semester should be very well prepared.

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Then specific objectives in each meeting should also be clearly written. The goals and objectives should be open both to the teacher and the students so that both parties will perceive them in the same way. Therefore, all the activities that the teacher and the students do can be directed towards the same goal.

5.7 Syllabus

In Section 4.6 of Chapter 4, the discussion on what a syllabus is and the types of syllabus have been discussed. In the currect English language teaching at the DLS, it is not clear at all which type of syllabus is being used. The syllabus may refer to one of the types discussed in 4.6, without the teacher's realizing it.

In the English language programme which is proposed, the reading skill is given the first priority. This means that the students will be given the skills of how to understand the English texts with understanding. To understand the texts in English the students should first master the grammar or the structure of the English language used in those texts. Next, they should also be familiar with the vocabulary which is used in the texts. According to Hutchinson and Waters[4], there are four types of vocabulary:

- structural : e.g. are, this, only, however
- general : e.g. run, dog, road, weather, cause
- sub-technical : e.g. engine, spring, valve, acid, budget
- technical : e.g. auricle, schistosome, fissure, electro-

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phoresis, etc.

The vocabulary used in engineering is different from the vocabulary used in social sciences, for example. Apart from the structure and vocabualry, the students should also be familiar with their subject specialisms. A student of information and library studies, for example, will understand texts on his field much better that the texts on engineering which is not his subject.

The three important elements are very important for the students to have in order to understand certain texts in English.

As the focus of the English language teaching at the DLS is on reading skill, the present writer proposes that the syllabus should not be focussed only on grammar, structure, vocabulary or topics, but all the types of syllabus which are relevant can be utilized. Therefore, the syllabus used can be a grammatical/structural syllabus, a vocabulary-based syllabus, or a topic-based syllabus. Dubin and Olshtain write:

> "Course designers who carefully consider the various approaches to syllabus design may arrive at the conclusion that a number of different ones are needed and are best combined in an eclectic manner in order to bring about positive results.
> ....
> The most important feature of any modern language syllabus, therefore, is its inherent potential for adjustment based on careful decision-making at each level within the course."[5]

With the topic-based syllabus, for example, it is possible to utilize any topic taken from the field of information and library

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science.

5.8 Materials

As has been discussed in Section 3.4.3.4 of Chapter 3 on materials, no specific materials have been used in the teaching of English at the DLS. An attempt to use materials from ESP has not been tried either. Therefore, the present writer proposes the following things:

a) The materials on grammar or structure relevant to the discussion in the classroom should be obtained and collected from different sources. Grammar/structure books are abundantly available in the local shops. Not all grammatical points should be given to the students for time reason. The teacher can then direct the students to the sources or references which they can use for more thorough study.

b) The materials on general vocabulary should also be compiled from different sources available. The specific and technical vocabulary should also be introduced to the students. This can be done by using different texts taken from the field of information and library studies. For example, the vocabulary specifically used in the field of publishing and the book trade can be given when teaching a certain topic on an article or an introduction to publishing and the book trade. Vocabulary cannot be taught out of context. Vocabulary should then be taught together within the context. Therefore, vocabulary used

in computers can only best be given when teaching a topic on computers, etc. Harmer writes:

> "If were are really to teach students what words mean and how they are used in context, we need to show them being used, together with other words, in context."[6]

5.9 Methodology

So far the method used in teaching English at the DLS has been limited to lecturing only, in which there is a one-way communication. This may not encourage active participation from the students. Other methods, therefore, should be tried, such as group discussions. With group discussions, it is expected that students can be more actively involved in the learning process. Basically, any method can be used as long as they help improve the students' achievement.

5.10 Evaluation

In 4.9 of Chapter 4, it has been mentioned that according to Hutchinson and Waters, there are two kinds of evaluation: the learner assessment and the course evaluation. According to Yalden, there are three kinds of evaluation: of the student, of the programme, and of the teaching. The evaluation of the programme and of the teaching from Yalden is the same as the course evaluation from Hutchinson and Waters. The learner assessment has been very well conducted at the DLS. However, the course evaluation does not seem to have been attempted before. Although it may be

time-consuming because the teacher's time is limited, the course evaluation can be very rewarding. The information obtained from the evaluation will be a very good input to know whether or not the English language programme has run very well. The course evaluation serves as a feedback for the teacher, the teaching and the whole programme so that the future programme can be promoted and improved.

Therefore, the present writer proposes that this kind of evaluation be attempted after each semester. The course evaluation after the six semesters is also worth considering, remembering that the information obrtained will tell the teacher whether the whole course has achieved the goal which has been set in the beginning of the course. The information will be valuable for the future improvement and strategy.

5.11 Role of Teachers

In the proposal for the teaching of English at the DLS, ESP is proposed to be given to the students. Despite the merits of ESP which have been discussed previously, this brings about some consequences to the teacher who is currectly teaching at the DLS. The teacher whose educational background is English literature or linguistics will still have to learn more than the knowledge of the language. It is necessary for him or her to learn something from the subject specialism of the students. Without basic knowledge of subject specialism, it is likely that the teacher will tend to use

materials which he or she thinks will suit the purpose. It might be that the teacher will teach literature without realizing it.

Teaching ESP demands not noly the teacher's knowledge of the language but also his or her familiarity with the subject specialism of the students.

At the DLS, the only teacher of English has not only the background in English language and literature but also in information and library studies. Therefore, it is very likely that ESP can be conducted very well.

In the case of the teacher who has only the background in English language and literature, the present writer proposes that he or she should first learn the basic things on information and library studies. This can be done by, for example, attending a short general course on the field, or together with the content lecturer prepares what is going to be given.

The language teacher or lecturer should always consult the content lecturer when he or she has a problem related to the content of the teaching material. It should be borne in mind that the language teacher is there to teach the language and not the content. His or her role should be to help the students understand better the content or the materials written in English.

5.12 Others

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Such things as a language laboratory, a language library, a language study centre and other teaching facilities (video sets, OHPs, cassette players, etc.) are considered very important because apart from motivating the students in learning English, they will really make the teacher's job a lot easier. Therefore, the present writer proposes that the DLS should be provided with them.

Those are the twelve proposals which the present writer considers of very practical value and importance. If these twelve points are met, it can be expected that the result of the English language teaching programme at the DLS will be much better and therefore the English language is not there just to fill the curriculum but it has a real value to the students and to the development of the DLS and the field of information and library studies.

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3. Ibid., p. 5.

4. Tom Hutchinson and Alan Waters. <u>English for Specific Purposes</u>. <u>A learning-centred approach</u>. Cambridge: Cambridge University Press, 1987, p. 165.

5. Dubin and Olshtain, ref. 2, p. 38.

6. Jeremy Harmer. <u>The Practice of English Language Teaching</u>. London: Longman, 1991, p. 24.

CHAPTER 6

CONCLUSION

From the discussion in the previous chapters, conclusions can now be drawn. It is undeniable that English has become the world language, and the spread of English all over the world cannot be possibly cease, but it will continue in the future. As most of the English-speaking countries are developed ones, and the development of science and technology is going on in these countries, it is no wonder that English has become the key to science and technology. Having the role as the world language which can be understood all over the world, English becomes more widely used as the medium for writing the works on science and technology. The rapid development in the field of information and library science is no exception. It is written in English. Therefore, it can be easily understood that any field of knowledge has been written in English.

Realizing the important role that English has been playing, more and more people in developing countries, including Indonesia, are trying to learn English. However, in some countries, the awareness of the importance of the English language is not followed by the improved way of teaching the language. The tradition in teaching English remains poor. This brings about to the poor quality of the students' English.

The field of information and library science has been developing very rapidly in western countries and most of the

literature in the field is written in English. Meanwhile, the development of information and library science in Indonesia has just started. On the one hand, Indonesia needs books in this field which can be understood by the students, but on the other hand, the students' mastery of English is still poor. This situation is aggravated by the fact that books in the field of information and library science have not been much translated into Indonesian due to the lack of experts in this field. The students, therefore, have to depend very much on Indonesian books written by Indonesian experts.

In order for the Indonesian students in general, and the DLS students of Padjadjaran University in particular, to be able to get a free and direct access not only to the literature of science and technology but also to the field of information and library science, the mastery of English is considered a must. One of the ways to realize this is to improve the quality of the teaching of English. With the improvement in the quality of the teaching of English, it is expected that the students will have the necessary skills to understand the literature written in English. The students' mastery of English will in turn make them have the opportunity to play a more significant role in the field of information and library science.

The general proposals which are made in this dissertation are only one step towards the purpose. The proposals should not remain the proposals. They should be put into practice step by step.

Only from practice can the strengths and weaknesses of an English language programme be identified. Therefore, the proposals should be implemented and improved in the future.

Realizing that English is becoming more and more important, the present writer suggests that those who are interested in the field should make further efforts to improve the students' mastery of English. With a deep understanding of the subject specialism, i.e. information and library science coupled with the mastery of the English language as a tool, a more significant role can surely be played by the Indonesian librarians and information specialists.

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