

**School of Education**

**An Interpretive Study of the English Language Needs of Different Stakeholders  
at Universitas Muhammadiyah Malang Indonesia**

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**This thesis is presented for the Degree of  
Doctor of Philosophy  
Of  
Curtin University**

**December 2015**

## DECLARATION

To the best of my knowledge and belief this thesis contains no material previously published by any other person except where due acknowledgment has been made.

This thesis contains no material which has been accepted for the award of any other degree or diploma in any university.

Signature:

A handwritten signature in black ink, appearing to be 'J. S. P.', is written on a light-colored rectangular background.

Date: 4<sup>th</sup> January 2016

## **ABSTRACT**

The research objective of this study is to examine the extent to which the English Department Universitas Muhammadiyah Malang (ED UMM) curriculum matches its stakeholders' needs. These stakeholders include learners, teachers, and employers. It compares the results from classroom observations, faculty interviews, student interviews and survey, thereby exploring needs from various perspectives in order to gain an overall understanding.

The findings of the present study confirm previous research about the multiple roles of English use in Indonesia. The three cohorts of stakeholders at UMM see English as fulfilling several goals that need to be addressed in the curriculum, namely English for employment opportunities, international collaboration, reading English publication, understanding English culture, improving learning outcomes, and for post university life.

The findings of the present study suggest that at the level of the university, the faculty, and at the classroom level some problems exist and challenges continue to emerge. These current obstacles potentially inhibit the development of English programs at UMM and possibly make it difficult to achieve the English learning goals set within the university. This study provides information that may guide future policy development and by taking into account the voices of the stakeholders, and, providing valuable information for planning and redesigning the curriculum to ensure the relevance of its content and appropriateness of its pedagogy.

## DEDICATION

To my parents, husband and kids

For their unfailing love and undying inspiration that always  
Guides me as a beacon in my quest for knowledge, truth, beauty,  
and endless compassion.

## **ACKNOWLEDGEMENT**

Foremost, I would like to express my sincere gratitude to my advisor Professor Rhonda Oliver for the continuous support of my Ph.D study and research, for her patience, motivation, enthusiasm, and immense knowledge and her valuable time reading and providing me constructive comments. Her guidance helped me during the time of my research and in the writing of this thesis. I could not have imagined having a better supervisor and mentor for my Ph.D study.

Besides my supervisor, I would like to thank the rest of my thesis committee: Professor Graham Dellar and earlier Associate Professor Katie Dunworth for their encouragement, insightful comments, and for their valuable time spent on reading drafts of my proposal and then thesis.

My sincere thanks also go to Dr. Anna Alderson who has been editing my writing since before the candidacy submission up to my final draft of my dissertation. Dr. Alderson not only helps me with my writing, but by questioning my ideas, encouraging me to think and to read further.

I thank my fellow students at the School of Education, Tatiana Bogachenko, Hong Van Vu and Nurmala Elmin Simbolon who were willing to share their experiences and knowledge in very friendly atmosphere during my difficult Ph.D journey. I'm very grateful especially to Dr. Tony Rikard and Professor David Tregust, Professor Peter Charles Taylor and Dr. Elizabeth Taylor who invited me to regular discussions in the colloquium at the Centre of Science and Mathematics Education. I have learnt so much from them who have helped me develop as a scholar and educator.

Last but not the least, I would like to thank for continuous support of my husband, Fatchul Munir, my son Wildan Zariief, my daughter Desvira Anabelastova, and my mom Sulikhatin. They have supported me spiritually throughout my life both in good and bad times.

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## **List of Abbreviations**

UMM: Universitas Muhammadiyah Malang

ELT: English Language Teaching

ACICIS: The Australian Consortium for 'in Country' Indonesian Studies

AMINEF: The American Indonesian Exchange Foundation

AIESECHA: Association Internationale des Etudiants en Sciences Economiques et Commerciales (in English, the International Association of Students in Economic and Commercial Sciences)

ESTechA: Economically and Environmentally Sustainable Technologies

USAID: The United States Agency for International Development

USAID): The Australian Agency for International Development

LC UMM: The Language Centre Universitas Muhammadiyah Malang

ED UMM: English Department Universitas Muhammadiyah Malang

ESD: English for Specific Purposes

NA: Needs Analysis

SLA: Second Language Acquisition

EFL: English as a Foreign Language

GE: General English

TSA: Target Situation Analysis

CND: Communication Need Processor

PSA: Present Situation Analysis

PNA: Pedagogic Needs Analysis

GESP: General English for Specific Purposes

ESL: English as a Second Language

AE: Adult Education

EAD: English for Academic Purposes

TEFL: Teaching English as a Foreign Language

USA: United States of America

FGD: Focus Group Discussion

IALF: The Indonesian-Australian Language Foundation

TOEFL: Test of English as a Foreign Language

TOEIC: Test of English as International Communication

TSD: Translation Service Division

## Chapter 1

### **Introduction**

This chapter provides the background for this study. Within this chapter a discussion of the context and focus of the research within Indonesia in general and the Universitas Muhammadiyah Malang (UMM) in particular is undertaken. This will be followed by the objectives, the research questions and the significance of the study. The last section of this chapter gives an outline of the thesis.

#### **1.1 Background of the Study**

Although English is not widely used in Indonesia, it continues to gain status as a global language and for this reason it has a significant role to play, especially as a language of instruction. In Indonesia, English has become the principal foreign language specified in most education programs in high schools, vocational schools, polytechnics and universities. It was introduced as one of the subjects in the Indonesian school system in 1950 after the country gained independence in 1945 (Lauder, 2008). However, the current levels of English language proficiency in this country are not very high (Kirkpatrick, 2007).

It appears that there are multiple factors that contribute to the poor English achievement in Indonesia. A considerable amount of research has been undertaken examining different aspects of English Language Teaching (ELT) in Indonesia, but most have focused on teachers as the implementers of the curriculum at the classroom level. In using the students' English level of proficiency as the indicator of success, such studies suggest that teachers' lack of pedagogical competence is the cause (Madya, 2007; Marwan 2009; Passaung, 2003; Soepriyatna, 2012; Wati, 2011). Whilst these findings are not necessarily invalid, other aspects of English Language teaching also need to be taken into account. For example, many English programs use a top-down, mandated language syllabus that rarely accommodates a diversity of the student learning needs (Madya, 2007).

Throughout Indonesia the need for English learning has increased over time; however, the impetus for developing English language proficiency differs across various regions of the nation. For instance, in remote and rural areas, the need for English might be viewed as less immediate. On the other hand, it is likely to be stronger in the big cities

such as Jakarta, Denpasar, and several other provincial capitals where international networks are required and where, due to tourism and the employment of English-speaking expatriates, direct contacts with native-English speakers is more common.

Even with this variance in the pressure for the development of English language proficiency and because of the increasing globalized communication networks, universities have realized the need for equipping all their graduates with English competency. The issue that remains, however, is in determining what types of English competence students need to possess. A learner may not have a single need and the type of competence might vary from context to context and situation to situation. For example, the level of English language proficiency might differ for those seeking overseas scholarships, employment in a competitive commercial job market, or in a university teaching position.

## **1.2 Context of this Study**

Universitas Muhammadiyah Malang (UMM) is the biggest private, Muslim university in Java. It is located in Malang, the second largest city after Surabaya in the East Java Province. As a part of its commitment to improvement this university currently undertakes international collaboration with a range of organizations inside and outside of Indonesia. This includes collaboration with Erasmus Mundus, the Australian Consortium for 'in Country' Indonesian Studies (ACICIS), Peace Corps America, BGP Engineering Netherland, the American Indonesian Exchange Foundation (AMINEF), Association Internationale des Etudiants en Sciences Economiques et Commerciales (in English, the International Association of Students in Economic and Commercial Sciences - AIESEC), Economically and Environmentally Sustainable Technologies (ESTech), the United States Agency for International Development (USAID), and the Australian Agency for International Development (AusAID).

Another important UMM commitment is to prepare students for employment. Graduates are expected to be able to function in workplaces immediately upon graduation and to be ready to accept the challenges that exist within these. To be able to answer the challenges of the global world, English is deemed to be a crucial skill that should be mastered by UMM students and staff, both academic and

administrative. To achieve this UMM established the Language Centre (LC UMM) in 1993.

The LC UMM is responsible for teaching English for Specific Purposes (ESP) to all freshmen enrolled at UMM. The ESP subjects that are taught within the centre depend on students' disciplines. For example, students from the Mathematics Department will study English for mathematics. In addition to teaching ESP, the LC teaching staff also perform other tasks such as writing ESP text books and contributing to 'Reform', an English language magazine (note: further details about LC UMM and English Department (ED UMM) are provided in Chapter 4).

In a study conducted by the ED UMM, it was reported that on completion of their first degree the majority of graduates intended to seek a job rather than pursuing higher degrees. More than 80% indicated their intention to go into jobs as teachers of English in a range of settings (primary school to university level). A large number of these were, and continue to be, accepted into English language teaching positions at the Language Centre (LC UMM) (English Department Team). Less than 20% of graduates indicated that they would go into other professions.

The table 1 below show show the number of ED UMM graduates who apply for teaching positions at the LC UMM from 2009 to 2011.

**Table 1: ESP teaching applicants at UMM**

Intake	Number of Applicants	ED UMM	Non ED UMM	Accepted from Both ED UMM and Non ED UMM
Jan 2009	35	27	8	8
Aug 2009	57	30	17	10
Jan 2010	91	64	27	13
Aug 2010	88	39	36	10
Jan 2011	94	70	24	11
Aug 2011	55	39	16	10

Source: LC UMM 2015

However, senior management of the LC UMM have expressed dissatisfaction with the ED graduates' English Language proficiency and consequently their capacity to carry out their duties as teaching staff of the university (Bestari, 2010). This concern centres on their ability to perform the ESP teaching tasks.

To address this concern, several steps have been taken to improve ED UMM students' level of English competence including redesigning the English curriculum. However, there has been no systematic analysis of students' needs or efforts to tailor the curriculum or the classroom instruction to address the particular needs of UMM teaching graduates. This indicates that a systematic and rigorous evaluation, including a needs analysis, needs to be conducted in order to improve the English curriculum and the raise the level of graduate English language proficiency. The use of such an evaluation is supported in the literature. Long (2005) for instance, claims that

*In this era of globalization, there are growing demands for accountability in public life, including in education. In foreign and second language teaching, one of several consequences is the increasing importance attached to careful studies of learner needs as a prerequisite for effective course design (p.1).*

There is an urgent need for courses of all kinds to be relevant - and to be seen to be relevant - to the needs of specific groups of learners and of society at large. At UMM, this includes a range of stakeholders including teachers and employers from all faculties. As Long (2005) suggests, this can be achieved through an evaluation that includes a thorough needs analysis.

A needs analysis (NA) has a vital role in the process of designing, developing and implementing any course, whether it be English for Specific Purposes (ESP) or general English courses or others (Hamp-Lyons, 2001; Finney, 2002). Leki (2003) further suggests that English courses are more beneficial if the goals reach beyond class assessment towards the real and future needs of learners and other stakeholders. Moreover, it is the existing institutions' responsibility (e.g., ED UMM) to anticipate the future needs of all stakeholders (Oliver, Grote, Rochecouste & Exell, 2012). Collecting and analyzing data on needs allows teachers to analyse the gap between what has been done and what needs to be done. Knowing how to close the gap helps to define the purpose of the next generation of educational services

(McCawley, 2009). Accordingly a NA can support the development and implementation of language policies at both macro and micro levels, with far-reaching consequences.

At the time data was collected for the current study, almost no research had been undertaken in Indonesia that examined the English needs of all stakeholders, specifically those of the employers, teachers, and students. In so doing, this study has been able to identify the degree to which these needs have been fulfilled by the UMM ESP syllabus. Moreover, it has enabled a critical exploration of the shared culture of the stakeholders. This includes an examination of teaching behaviors, students' learning behaviors, and the behavior of employers managing the program which may, in turn, impact on the administration of ESP. This study is unique because, although a number of NA studies have focused on the needs related to various workplaces (e.g., Afzali and Fakharzadeh, 2009; Markes, 2006; Cameron, 1998), few have examined language needs for teaching.

### **1.3 The Research Objective**

The problem underpinning this study is the perceived mismatch of the ED UMM graduates' actual English competence and the English competence expected by employers and other stakeholders who are involved in their education. The research objective of this study is to critically evaluate the ED UMM curriculum and pedagogical practices to determine how better to meet the needs of all stakeholders.

### **1.4 The Research Questions**

Based on the background of the study and the research objective as stated above, the research questions developed for this study are:

- a. What are the English language needs of UMM graduates according to various stakeholders (employers, teachers and learners)?
- b. How well do ED UMM courses meet these needs?

In this study 'UMM graduates' specially refer to graduates of the English Department (ED UMM), who are mostly prepared for a teaching career. Based on the Tracer Study

conducted in 2012 by the ED UMM team, most of ED UMM graduates apply for teaching positions at LC UMM ( see Table 1, p. 3) and, in the main, they are assigned to teach ESP. Therefore, in this thesis the term 'ED UMM graduates' also refers to the 'ESP teaching staff'.

The 'stakeholders' of this NA includes employers, ESP teachers, and students. 'Employers' refers to the Director of LC and the Deans of all Faculties at UMM as they are the primary people involved in the recruitment ESP teachers. The Deans of the Faculties are also included as one of their responsibilities is to decide the types of subjects, skill courses, and syllabuses for their students. The employers' expectations of English needs not only refer to the goals of the English syllabus, but also to the expectations they have about the level of their teachers' English competence. As teachers have a central role in ESP program at UMM they are also included as key stakeholders. Finally, students are the remaining stakeholder group involved in this study, and their needs are derived from their perceptions about their English learning goals and needs and about the level of their ESP teachers' competence.

### **1.5 The Significance of the Study**

This study is significant in that it integrates several different approaches to NA research for English language programs, and it seeks to do this in a country where such approaches have rarely hitherto been attempted. It has been carried out at a time when increasing importance is being attached to professionally-conducted NA as educators respond to theory changes and research findings in Second Language Acquisition (SLA) and the emergence of analytic Second Language (L2) syllabus design.

One of the challenges for tertiary teaching staff is being able to respond effectively to the range of local and global situations in terms of the needs of the various university stakeholders. One powerful tool for both student and teacher stakeholders, in particular, is English. With the ability to communicate in this language both students and teachers can achieve a number of important goals, such as expressing new ideas to small or wider communities, show ways of resolving conflict, obtain help from

outside 'experts' (e.g., for teachers getting ideas about ways to improve classroom teaching), and, collaborating with people from different countries.

The findings of this study can be used to inform the Ministry of Education about the complexity and the difficulties associated with the implementation of the current centralized and top-down curriculum. In so doing the findings might be used by policy makers at universities to design more locally-sensitive syllabi and textbooks and to plan more relevant in-service and pre-service teacher training programs to support effective implementation. As such this study also provides a model for teachers and administrators on the use of NA by educators in a range of contexts to ensure the relevance of curriculum content and design.

Within UMM this study will inform people at all levels about the English language learning needs of its students. For UMM decision makers, it will provide information that may guide future policy development. It will support the teachers of English to better address the language learning needs of the various stakeholders. Further, the findings of the teachers' perspectives can be used to support their self-reflection on their current classroom practices, including considering appropriate delivery strategies for adult learners by moving towards more learner-centred approaches while retaining some important aspects of their current teacher-centred approaches.

The findings of this study may also be used by other teacher training institutions to develop programs that are more relevant to teachers' actual needs, both theoretical and practical. They can be used by schools as a reference for monitoring teachers' performance and in program planning which is necessary for the improvement of teachers' professional capacities.

Finally, the number of studies of Indonesian classroom culture informed by ethnographic approaches, particularly concerning EFL classroom culture, is still small. Therefore, this study will provide a significant source of information not only for educators, but for future researchers working in the field of ESP and of teaching more generally.

## **1.6 The Outline of the Thesis**

Chapter One provides a description of the background, the research objectives and the significance of this study

Chapter Two, presents the theoretical framework of this study and reviews the related literature. It also addresses specific issues, especially how this study is able to address an identified gap. .

Chapter Three presents the methodology used in the research. It begins by briefly discussing the relevance of an ethnographic approach for this study. It outlines the research method and procedures which include sources of data, techniques of data collection and methods of data analysis.

Chapter Four presents the orientation to the context of the present study. It provides a brief account of the status of ED at UMM that reflects the wider context of English in Indonesia and it also relates this to the position of Bahasa Indonesia in this country, the role of English within the Indonesian Education System; and English at UMM.

Chapter Five is specifically concerned with the findings derived from the employers. The findings elaborate the context and shared culture of the employers. They are then discussed in relation to the English competence that ED graduates have to possess. As indicated above, the ED graduates here specifically mean those who become the ESP teaching staff at the LC UMM.

Chapter Six presents the findings emerging from teachers as stakeholders. There is also a specific discussion of the English that teachers expect their students to learn. Further, the requisite teaching capacities are discussed in this chapter. These include teaching delivery skills, teaching materials, the language of instruction, and assessment. In turn, these are discussed in order to understand both the teacher and student English language needs.

Chapter Seven presents the findings of the students' perceptions. This chapter provides a specific description of student English learning needs and general behavior in the classroom.

Finally, Chapter Eight provides a synthesis of the findings drawn from each of the stakeholder groups. The synthesis forms the basis for the generation of recommendations for the future improvement of the teaching and learning of EFL in Indonesia in general, and ESP in particular, which are presented in this chapter.

## **Literature Review**

This chapter reviews the theoretical framework and relevant literature used to inform this study. The first section provides an overview of NA as a research method contributing analytical approaches to program design. The second section examines in more specific detail the relationship of NA to the design of the General English (GE) program and ESP programs. The third section examines the challenges, as identified in the literature, associated with ESP teaching (pedagogy, learner centred teaching, collaborative teaching skills, resources and ESP materials development). The fourth section examines the needs from different stakeholders' perspectives (learners, teachers and employers). The fifth and final section examines methodological issues in NA research.

### **2. 1 An Overview of Needs Analysis (NA)**

Needs analysis is not new in education or academic circles. Many scholars and educators in different parts of the world see this approach as a valuable tool for language program development as it is a mechanism that can be used to link the students' present academic needs with their future needs, including examining what is required for their prospective employment. As such it has particular currency for those seeking to equip learners with the specific English skills necessary to be able to function well in the workplace.

As an area of instruction, ESP has been steadily growing since its inception in 1960. Because of the influence of globalization ESP has become a key part of EFL teaching around the world. With its focus on learner needs, the link between ESP and NA is evident. In fact, NA is and always will be an important and fundamental part of ESP (Gatehouse, 2001, Graves, 2000). It is 'the corner stone of ESP and leads to a focused course' (Dudley-Evan & St. John, 1998, p.122).

Clearly NAs can make an important contribution to ESP. How this manifests is described next, beginning with an overview of the history and the roles of NA in ESP and other language programs. This is followed by an outline of several approaches to

NA. Finally, some examples of NA studies undertaken in similar tertiary contexts are also scrutinized.

### ***2.1.1 Defining Needs Analysis***

Before discussing the history and roles of NA in language program development, it is important to explore how NA is defined. Broadly speaking, NA is a procedure to collect information about learners' needs (Richards, 2001). Iwai, Kondo, Lim, Ray, Shimizu, and Brown (1999) expand on this and suggest that NA generally refers to the activities that are involved in collecting information that will serve as the basis for developing a curriculum that will meet the needs of a particular group of students.

Different scholars define 'needs' in different ways. Widdowson (1981) differentiates a goal-oriented from a process-oriented definition of needs. The former refers to what the learner needs to do with the language once he or she has learned it, while the latter refers to what the learner needs to do to actually acquire the language. This definition points to the importance of recognising the present condition of the learner as far as language learning is concerned, and the target situation where the learner will be required to use the language.

Hutchinson and Waters (1987) make a distinction between target needs and learning needs. The target needs refer to what the learner will do in the target situation whereas the learning needs refer to what the learner requires in order to learn. They further sub-categorise target needs into (1) necessities i.e., what the learner has to know in order to function effectively in the target situation, (2) lacks i.e., the discrepancy between necessity and what the learner already knows, and (3) wants i.e. what the learner actually wants to learn or what they feel they need.

Brindley (1989) identifies two types of needs. First, objective needs are derivable from factual information about the learner (e.g., use of language in daily communication, current language proficiency and language difficulties). Second, subjective needs refer to cognitive and affective needs in learning such as personality, confidence, attitude, wants and expectations.

Kharma (1988) connected societal needs and educational needs. Societal needs refer to the needs of the community as a whole, for instance, to acquire and use English for international communication, for trade, technology, cultural purposes. The educational

needs are the needs of an individual to use English in the community. In an EFL setting, these needs can be further differentiated into general and specific needs. The first is related to the cultural, intellectual and affective development of the individual learner. The second is related to specific skills that learners are expected to master such as listening, speaking, reading or writing, or to the skills which can be described in terms of language functions.

There is another aspect related to the needs of an ESP course that is debated widely, namely how broad or narrow the focus of a course should be (Dudley-Evans & St. John, 1998; Flowerdew, 1990). Questions related to this are: Should a course focus on subject area content exclusively and a set list of target situations or skills (narrow focus) or should it set out to cover a range of skills and target events (broad focus) perhaps even beyond the immediate perceived needs of the learners? With respect to the former, a specific example of this is the needs of air traffic controllers as cited by Gatehouse (2001).

The information collected as part of a NA is the crucial data upon which educators make decisions. For example, information about the needs of learners can be used to develop the curriculum and teaching materials to meet learners' expectations and that are, therefore, more motivating and useful (Crookes & Schmidt, 1991; Dooley, 2010). This may require obtaining information that goes beyond the classroom (Leki, 2003).

In practical terms educators can use the information derived from NA to shape the way they teach and to select relevant materials. In the planning stage, NA helps teachers understand the potential differences in learning expectations between themselves and their students (Kaewpet, 2009), create class activities in which the students can utilize learned skills and knowledge as tools to meet their real-life needs in meaningful ways, and design assessments to test students' ability to perform tasks in real-world situations (Iwai et al., 1999; Read, 2008).

By collecting information and analyzing the subsequent data about learner needs teachers are able to describe the gap between what has been done and what needs to be done. Filling this gap is the key purpose of education. In this way a NA can support the development and implementation of language policies at both macro and micro levels, with far-reaching consequences (McCawley, 2009).

For example, a NA can provide useful information to assist the future employment of learners, as Oliver, et al. (2012) suggests:

*A curriculum should be underpinned by reliable data so that learners are adequately prepared for dynamic communicative interactions that actually occur in the workplace setting (p.3).*

Thus it is clear that NA can play a valuable role to assist those involved in teaching to know what is needed to prepare learners so that they can function well in society. It is also apparent that the importance of NA is not restricted to the beginning stages of language program development, but instead that its contribution should be ongoing.

The emergence of NA cannot be separated from the history of language teaching itself. Therefore, the following sections provide a description of the developments in language pedagogy that have led to current day pedagogical strategies and NA in particular.

### **2.1.2 Target Situation Analysis (TSA)**

Beginning in the 1970s the importance of the target needs and target level of performance for learners began to emerge. The first NA was undertaken by Munby (1978). He introduced the Communicative Needs Processor (CNP). The aim of Munby's CNP is to determine, as thoroughly as possible, the linguistic forms a prospective ESP learner is likely to use in various situations in his target working environment. In Munby's CNP, the target needs and target level of performance are established by investigating the target situation through a Target Situation Analysis (TSA).

TSA, and Munby's (CNP) work in particular, attracted a lot of attention, initially because in that period it was 'the most comprehensive' approach to NA (Dickinson, 1987, p. 90). However, shortcomings were also identified (West, 1994, p. 9-10). Munby's attempt to be systematic and comprehensive inevitably made his CNP instrument inflexible, complex and time consuming (Coffey, 1984; McDonough, 1984). Therefore, large scale NAs undertaken using this model were likely to be a lengthy processes and ones that would be difficult to repeat .

Despite Munby's claim that his CNP is learner-centred and the starting point may be the learner, the TSA model collects data about the learner rather than from the learner. As a reaction, more recent NA procedures have been developed which deliberately adopt a very different starting point, one that involves the learners (e.g., Allwright, 1982). Munby also failed to provide a procedure for converting the learner profile into a language syllabus. More recent NAs take a more applied approach.

Despite the shortcomings of TSA, the idea of encapsulating the working environment as the target of a communicative language syllabus remains relevant for EFL and particularly ESP contexts today, especially where students seek jobs using the target language after graduation. As Hyland and Lyons (2002) described it, for countries that are trying to lift themselves into economic prominence, or to remain major players on the world economic stage, producing an annual crop of graduates who can function in employment through English is a major issue and there has been an ever increasing expectation that universities will equip graduates for this purpose. Therefore, this current study will include the working environment as a factor to investigate the needs of English language learning of ED UMM graduates.

### ***2.1.3 Present Situation Analysis (PSA)***

Addressing the shortcoming of TSA, Present Situation Analysis (PSA) was proposed by Richterich and Chancerel (1980). In this approach, the sources of information are the students themselves. In addition, information is sought from the teaching establishment through the teachers and from the user-institution, namely the future place of work (Jordan, 1997). Jones (1991) points out, each party may also impose constraints on what is to happen. It is also acknowledged that some information, for example, years of learning English or level of education, on its own can provide sufficient information about the learners' abilities and needs.

Another shortcoming is that many NA researchers focus on each group separately. For example, studies have been undertaken that focus only on learners, for example, Cooper & Bikowski (2007), and Ho (2014). Others have focused on teachers: Kusumoto (2008), Gorsev and Volkan (2010), Rajabi, Kiany, and Maftoo (2012), Ghafournia and Sabet (2014); yet others focused on employers (Holliday, 1995 and Brunton, 2009). Only a few studies have been conducted to examine three different groups' needs in concert and in one institution.

### ***2.1.4 Pedagogic Needs Analysis (PNA)***

To address the shortcomings of dealing with different stakeholder perceptions separately in 1998 West introduced Pedagogic Needs Analysis (PNA). The Key aspects to PNA are the learners' contexts, including their learning environment. These contexts include such things as whether English is used as the learners' first language, a second language, or as a foreign language; whether English is taught and learnt in a rural or urban setting; or whether the English learning takes place at the secondary or tertiary level. Clearly different learning contexts will result in different English needs. The increasing significance of this is the fact that English is changing from simply being another foreign language, to becoming a universal form of communication in all walks of life and PNA takes this into account.

PNA incorporates a deficiency analysis, a strategy or learning needs analysis, and a means analysis. A deficiency analysis provides data about the gap between the present and target linguistic knowledge, mastery of general English, language skills, and learning strategies (West, 1998). As such deficiency analysis highlights the route that needs to be covered from the present situation to the target situation.

#### *Deficiency Analysis*

This type of analysis combines a Target Situation Analysis and a Present-Situation Analysis of Allwright (1982) and was initially developed to take account of learners' present needs and/or wants as well as the requirements of the target situation. In this process learners are first asked to establish whether or not each potential need is an actual need, and then to establish their present level of difficulty in each activity on a scale ranging from none, to some, to a lot.

For example, in an early study by Allwright and Allwright (1977) 12 activities were listed that were judged to be potential needs for doctors visiting Britain. This included reading medical textbooks, writing medical papers, and giving papers/lectures at medical conferences. The authors acknowledged that what potential doctors would do in the British context was probably not the same as they would in other contexts. Further, when the doctors were still in training, their experience would be different from what is needed in the target situation.

### *Strategy Analysis or Learning Needs Analysis*

This type of analysis helps reveal the strategies that learners employ in order to learn another language. It helps to establish how the learners wish to learn rather than just what they need to learn (West, 1998). Allwright (1982) who was a pioneer in the field of Strategy Analysis suggests starting from the students' perceptions of their needs in their own terms. Further, he makes a distinction between needs, wants, and lacks (the difference between the student's present competence and the desired competence). Hutchinson and Waters' (1987) elaborate this and define wants (perceived or subjective needs of learners) as corresponding to learning needs.

### *Means Analysis*

According to Dudley-Evans and St. John (1998, p.125), Means Analysis provides us with "information about the environment in which the course will be run" and thus represents an attempt to adapt language courses, including ESP courses, to the cultural environment in which they will be conducted. One of the main issues Means Analysis addresses is an "acknowledgement that what works well in one situation may not work in another" (Dudley-Evans & St. John, 1998, p. 124), and that, as noted above, ESP syllabi should be sensitive to the particular cultural environment in which the course will be used. As Jordan (1997) indicates, a NA should provide us with a tool for designing an environmentally sensitive course. Swales (1989) lists five factors that relate to the learning environment and that should be considered by curriculum specialists if the course is to be successful. These considerations are: classroom culture, EAP staff, pilot target situation analysis, status of service operations, and study of change agents.

In short, The TSA is usually used in various situations in target working environment. Whereas in PSA (Present Situation Analysis) is the approach which connect between the institutions that provide the trainings and the user-institutions or the future place of work. Las but not least, Pedagogic Needs Analysis (PNA) which the key aspect is the learners' contexts incorporates a deficiency analysis, a strategy or learning needs analysis, and a means analysis.

To address what is currently needed by an institution several factors merit consideration: What cohorts are to be involved in the program? What are their needs? How will contexts inform these needs? What shortcomings should be anticipated? It is

clear that different types of NA start from different points of investigation and will collect different types of information in order to design the desired programs.

## **2.2 Needs Analysis and Program Design ESP and GE**

Needs Analysis has been used to inform a variety of education and language courses, including ESP and GE programs. At UMM there are two divisions take in charge of English teaching. The first is ED UMM which prepares its graduates to be an English teacher. Since they are prepared for primary or high school teachers, they mostly learn GE. And when many of ED graduates applied for teaching position at LC UMM, they are expected to handle the ESP classes. However, given the long debate amongst scholars about ESP and GE this distinction is discussed here.

It should be noted that Dudley-Evans and St. John do not describe as an absolute characteristic that 'ESP is in contrast with General English' (1998, p. 4). In fact, they assert that ESP is not necessarily related to a specific discipline (Gatehouse, 2001).

In contrast, others assert that ESP courses are distinct as they are 'needs driven' (Gatehouse, 2001; Wright, 1992). However, teachers and educators in many institutions now consider that GE should also consider needs of learners. For example, Anthony (1997) states that:

*Rather ironically, while many General English teachers can be described as using an ESP approach, basing their syllabi on a learner needs analysis and their own specialist knowledge of using English for real communication (p.2).*

Hence it seems that both ESP and GE teachers and courses should not simply be based on a certain textbook, but that learners' needs and/or wants should also be carefully considered. Further, in most situations the notion of ESP cannot be completely separated from GE. This is because many workplaces do not only use technical English; instead much communication is done using non-technical language. Even if technical English does predominate in those workforces, the role of GE in clarifying these technical terms cannot be ignored. Hutchinson and Waters (1987), similarly claim that the teaching of ESP is, in many ways, similar to the teaching of GE

although there are features that are typical in different specialized subjects. Similarly, McDonough (1984) states the ESP teaching should not be recognized as a separate development from language teaching in general. .

Wright (1992, p.1), however, does describe one difference: GE is concerned with everyday life and those

*Universal topics (of GE) are socializing, shopping, traveling, eating out, telephoning friends. So when one learns a language, one must be exposed to linguistic items relating to these universal topics.*

Therefore, an ESP course may contain material pertaining to a GE course but, according to Wright (1992, p.1) “when we reach the stage at which any topic constitutes an individual’s profession, it becomes crucial that he have mastery of the specialized language pertaining to it.” In this way ESP builds upon what has been learnt and studied in earlier GE classes. In other words, ESP and GE are not separate, but rather are two approaches that complement each other. However, as Brunton (2009) points out, the line where GE courses stop and ESP courses begin has become very vague. On this basis Brunton (2009) propose General English for Specific Purposes (GESP).

GESP emerged from the research undertaken by Brunton (2009) which examined the specific attitudes of students toward GE and ESP courses. A case study was conducted in the five star hotels in Taiwan with 10 employees. Even though the management of the hotel wanted to concentrate on ESP teaching due to the constraints of time and money, it was found that the majority of participants wanted to learn GE. Hence, Brunton’s research supports the claim that GE empowers students within the workplace domain.

At the same time, Brunton (2009) argues that GE teachers must acknowledge that every learner has specific purposes in mind when study English. These drivers may be as broad as being able to communicate for daily interaction on social networks like Facebook, to writing an email to friends or colleagues, to understanding what is being written in a particular manual guide, to being able to create videos or audio files that can be enjoyed by an international audience, or to being able to keep informed of current political, economic, social aspects locally and globally.

Thus, Yu and Xiao (2013) argue that designing an ESP course also requires a considerable amount of GE along with an integrated functional and technical language for the targeted situation. Moreover, the objective of the course must be authentic to meet the needs of students so that they are motivated and their achievement supported. This is supported by Dörnyei (2001) who argues that having a clear purpose behind materials selection will promote student motivation. This assertion is similar to what Xenodohidis (2002) suggests in an ESP curriculum for Greek students, namely that the goals of learning should be made practical or students will not be engaged in the learning process.

At UMM ESP was implemented by adopting some both absolute and flexible characteristics. For example, it is designed for tertiary level students. Secondly, to some degree, ESP was related to or designed for specific disciplines. As it is mentioned earlier students from Mathematic Department will study English for Mathematics. These students are ready to go for a professional work situation. However, ESP teachers did not use a different methodology from that of General English. This is a little dilemma when teachers did not adopt the GE as their Basic English since most of students at UMM were still in this level. In order to determine what GE and ESP elements to include and to understand the goals, motivation and learning route of the students, a NA remains as the prerequisite.

## **2.3 The Challenges of ESP Teaching**

ESP was introduced in the 1960s, but despite its long tradition of supporting educators to address the specific content needs of learners, a number of methodological issues remain. These issues centre on: difficulties associated with ESP pedagogy (Yu & Xiao, 2013; Gao, 2007; Eslami-Rasekh & Valizadeh's, 2004); a lack of learner-centred knowledge (Eslami, 2010); a lack of collaborative teaching knowledge (Ghafournia & Sabet, 2014; Northcott and Brown, 2006; Early, 1981); and, unsuitable ESP teaching materials (Bojovic, 2006; Xenodohidis, 2002).

### **2.3.1 Communication as a part of ESP Pedagogy**

It is very common picture that in many EFL and ESL contexts, teachers were found to continue teaching discrete aspects of the language (e.g., vocabulary and grammar).

This was shown by a study undertaken by Yu and Xiao (2013). They found ESP teachers in China did focus on these. This pedagogical approach, according to Gao (2007), ignores the learners' academic and personal interests. This results in low motivation for the students and potentially substandard performance in their communication in which communication skills are crucial for the workforce.

Kaur and Lee (2006) claim that oral communication in English is the most important skill for employment, job success and promotion. Further, in their study on the oral communication needs of Information Technology graduates who usually either majored in Engineering or Computer Science. They found that the communicative events involved were: participating in meetings, handling complaints, giving oral presentations, having informal discussions with supervisors, and interviewing others to get feedback or information.

Other investigations have analyzed in detail the English communication needs of employees in a large number of workplaces, for example, in semiconductor manufacturing companies (Spence & Liu, 2013), multinational chemistry companies (Kassim & Ali, 2010), industrial firms (Cowling, 2007), and, banks (Chew, 2005). Despite these studies, learner needs are not necessarily addressed in a satisfactory way by the ensuing ESP programs. For an ESP course to be successful there needs to be a match between skills and learner needs and a balance in the skills taught. This is illustrated in a study by Ping and Gu (2004) who found when evaluating a technical ESP communication course in China, the students' reading and writing skills increased, but their ability in speaking did not. Clearly, it showed that what students expected to learn and felt the excitement of particular skills during the university study did not match their future vocational needs.

Another difficulty with ESP methodology centres on the contextual constraints of the location in which it is taught. Holliday (1994) observes that many English teachers in the countries where English is a foreign language (i.e., in an EFL context) the communicative methodology is problematic as in these contexts English is taught as part of the wider (often national) curriculum and the teaching of English is constrained by educational and institutional factors such as time availability, budgeting, facilities, and teachers' qualifications.

Holliday (1994) further argues that students also have different expectations carried over from other subjects which are often teacher-centred. These learning experiences are in stark contrast to those commonly found in EFL communicative classrooms. However, Eslami-Rasekh and Valizadeh's (2004) study of students in Iran found that students there did show an interest in communicative activities, however, Iran has a fairly traditional, form-focused L2 education and, as such, grammar translation predominates and there is little opportunity to use English for communicative purposes. Further, the appetite for change amongst teachers in this country is minimal. This is not surprising as graduates who are products of form-focused teaching are likely to repeat similar teaching methods in their own practices - that is, teaching the way they were taught. This has also been found in other contexts.

Wati (2011) also describes many teachers in Asian countries face serious challenges with communicative English teaching approaches. These challenges become more prevalent in ESP classes. Mohan (1986, 15) claims that ESP courses focus on preparing learners '*for chosen communicative environments.*' Further, Lorenzo (2005, 1) reminds us that ESP '*concentrates more on language in context than on teaching grammar and language structures.*' He also points out that as ESP is usually delivered to adult students, frequently in a work related setting (EOP), that motivation to learn is higher than in usual ESL (English as a Second Language) contexts. Carter (1983) believed that self-direction is important in the sense that an ESP course is concerned with turning learners into users of the language.

### **2.3.2 Learning-Centred Teaching**

One of the essential characteristics of ESP that differs from GE is that most learners are adults. However, Ghafournia and Sabet (2014) note that ESP and Adult Education (AE) programs share the goal of promoting learner autonomy through self-directed learning. Adult learners usually set targets in their own minds, for instance, many of them aim to learn English in order to be able to function better in their workplace settings. With these self-determined targets it is assumed that it will be easier for teachers to manage student learning. In order to do this, however, teachers must have an adequate understanding of the principles of AE and knowledge of the learning and strategies encompassed within this (Ghafournia & Sabet, 2014). Further, teachers of adults should take the role of supporting learners with their learning choice and styles.

For example, quite some time ago Hutchinson and Waters (1987) indicated that all decisions regarding content should be based on the learners' rationale for learning.

Supporting learners is possible using ESP as it is a highly learner-centred approach. A learner-centred approach means there is a focus on learners and the strategies they employ in order to learn another language. It acknowledges that all learners are unique and learn in different ways (Dudley-Evans & St. John, 1998). A benefit of an ESP approach is that it focuses not only on what learners need to learn, but also how the learners wish to learn (West, 1998). This is possible because learners are central to the teaching and learning decisions. In practice this means that learners are taught skills that enable them to reach their target, whilst taking into account their preferred ways of learning and what motivates them to learn. In other words, as a learner-centred approach ESP recognises individual differences (Altman, 1980). According to Altman (1980, p. 9), such an approach allows "all learners access to learning that is appropriate to the types of needs they have. In this way, the content and mode of learning will be influenced by the options available."

At the same time, a learner-centred approach is not simply individualistic, rather each person contributes in valuable ways to the group, and the group would be lessened without that contribution. In this way the classroom is a microcosm of our world: It is culturally and economically inclusive and supports students in making meaning in multiple ways (Nunan, 1999).

In a learner-centred class the role of the teacher is to enable the achievement of learning outcomes. The teacher is the resource person who directs what students learn and how long they should spend on doing assignments and who helps them to formulate what targets are to be achieved.

Research does show that students support learner-centred learning, for example, Eslami (2010), undertaking research in Iran, found that students preferred learner-centred classes and demanded more involvement in class activities. However, teachers' perception of students' proficiency was found to impact their use of learner-centred activities, with a perception of lower ability resulting in lower use. This study also suggested that appropriate institutional support, such as providing professional development for teachers, providing release time, and funds for teachers (Parkhurst & Bodwell, 2005) was needed to help familiarize the teachers with methodologies that

lead to greater use of learner-centred approaches. At the same time teachers need to make an effort to keep up-to-date with teaching methods to be able to facilitate interactive classrooms for their students.

### **2.3.3 Collaborative Teaching Skills**

Another consideration of ESP pedagogy is collaborative teaching and learning. In collaborative teaching and learning are conducted with two teachers or more work together in designing and teaching a course that itself uses group learning techniques.

The notion of collaborative and team teaching activities in ESP programs have been proposed by many scholars, such as Croker (1981) and Johns and Swales (2002). Quite some time ago Crocker (1981) suggested that ESP teaching would be better implemented by two teachers who focus on different roles, but who also support each other. Although this may be complex it may be more efficient than being undertaken by either English or content teachers alone (Northcott and Brown, 2006; Ghafournia & Sabet 2014). Central to this proposition is closer cooperation between both teachers.

An example of how this could be achieved is provided in a study by Northcott and Brown (2006). They explored the interaction between language translators and law lecturers. They found that due to the complexity of translating and interpreting legal terminology, neither the legal nor language experts could accomplish the tasks appropriately on their own and only when done cooperatively could the most precise translation and learning be achieved. Thus it is clear that in the context of ESP English teachers cannot work independently and require a close cooperation with content specialists to remove any potential ambiguities.

It should be noted, however, that this could be expensive in terms of time and money and raise practical difficulties due to the inherent dissimilarities between English and subject disciplines. In this respect, Crocker (1981) argued that the final decision regarding learning objectives should be taken by the subject specialist and that learning objectives regarding methodology and resources necessary to achieve the objectives should be decided by the ESP teacher. This suggestion was to address the problem raised by many English teachers regarding the ESP teacher's responsibility for dealing with content. Crocker also says that, 'The role of ESP teacher is not that of an academic whose interest is in a body of information, but that of a professional

offering a practical ...service' (p. 9). This implies that an ESP teacher is someone who facilitates learning, not someone who provides information or content. When taking the role of facilitator, an ESP teacher has to have sufficient knowledge and skills of classroom management (i.e., the ability to work with the students) to enable them to achieve their desired goals of learning.

Early (1981) also suggested that ESP teachers cannot be expected to possess knowledge of subject matter in depth although his or her knowledge about the language of the specialist subject should be adequate. However, such collaboration requires a level of maturity and confidence as otherwise it may cause the teacher to feel insecure (Abbot, 1978) about his or her social status as a teacher.

#### ***2.3.4 ESP Materials Development***

In addition to collaborative teaching, another significant challenge for ESP is the selection and or development of materials. In fact, Dudley-Evans and St John (1998) claim that sourcing appropriate material is one of the crucial roles for ESP teachers. Such materials should help prepare students to function outside the classroom, such as in their future workplaces.

According to Dudley-Evans and St. John, (1998, p. 1), to achieve this end the materials should be selected so that they address learner needs and have an "emphasis on practical outcomes". On this basis Gatehouse, (2001) and Graves, (2000) have explicitly recommended that the material development should be based on NA since it is "the corner stone of ESP and leads to a focused course" (Dudley-Evans & St. John, 1998, p. 122).

In addition to such requirements, Bojovic (2006) believes that material should be authentic, up to date and relevant for the students' specializations. In addition, Xenodohidis (2002) states that "the goals (inherent in the materials) should be realistic; otherwise the students would be de-motivated". Chen (2006) stresses the importance of materials that represent a 'common core' of English language needs as well as a diverse range of discourse and genres to meet 'specific' needs. A question related to this is the nature of the language in the materials, Anthony (1997a), for example, suggests that "one of the main controversies in the field of ESP is how specific materials should be." This is particularly important in relation to pedagogical

practice because a lack of specificity in course books leaves the instructor with no choice but to design materials that are appropriate for the students.

In this regard, Dudley-Evans and St. John (1998), advocate a need for instructors to evaluate their course books more closely to see just how suitable a match they are for their students. Further, Anthony (1997) suggested that teachers were often 'slaves' to the book or worse taught from textbooks which were unsuitable for their students. Such sentiments are strongly supported by Toms (2004) and Skehan (1998) who argued that using course books goes against all notions of learning centredness with regards to the individual stating "the scope to adapt material to learner differences is severely constrained." (p. 260)

When designing a curriculum or syllabus learners' perceptions of target English situations or their needs (Dudley-Evans, 2001) are considered as identifiable elements. Thus once the elements have been identified the process of curriculum design and development can proceed more easily. This process is further supported when the materials that are selected are then "consistent and .have some recognizable pattern" related to these (Dudley-Evans & St John, 1998, p. 171) and which also are cognizant of the students' learning strategies (Oxford, 2000; Skehan, 1998).

Materials should also have a purpose-related orientation (Gatehouse, 2001). Once again, having a clear purpose behind materials promotes motivation (Dornyei, 2001). Gao (2007, p. 6) sums up the issues of ESP course design by saying "when designing an ESP course, the primary issue is the analysis of learners' specific needs". Other issues to be addressed include: determination of realistic goals and objectives, integration of grammatical functions and the abilities required for future workplace communication, and assessment and evaluation.

Such an approach is exemplified by Gatehouse (2001) who successfully integrated GE language content and acquisition skills when developing the curriculum for language preparation for employment in the health sciences. In this ESP course students were taught content and language that would enable them to immediately use what they learned to perform their jobs more effectively. Designing the course in this way had the added benefit of increasing the students' motivation and learning (Gardner, 2000; Walqui, 2000).

The role of learners in curriculum design and materials development has emerged as a key area of pedagogical focus. Of particular interest is the negotiated syllabus (Breen, 1987). If learners' can state their wants and needs, then surely they can also help design their own courses. As Kaur (2007, p. 9) says, "When ESP learners take some responsibility for their own learning and are invited to negotiate some aspects of the course design.....they feel motivated and become more involved in their learning..."

However, Skehan (1998)) discusses the process approach towards course design and warns against negotiated syllabi if the learners don't know how to be 'effective learners.' In some ways, however, Williams and Burden (1997) counter this by setting out a list of learning strategies and skills that teachers can develop in students to enable them to be more autonomous and independent learners.

From this discussion it appears that ESP has evolved in distinct ways. The intersection between ESP and NA has occurred because of an increasing focus not only on learners' immediate wants and needs, but those concerned with their future as well. Individual learning needs, learner centredness, and learner autonomy have emerged as key areas of ESP. At the same time there has been a move away from ESP course books towards a more eclectic approach to material development and selection. There continues to be an emphasis on the target situation and needs of the learners in ESP teaching and for this reason NA has risen to prominence.

In summary, since several aspects of ESP teaching is not quite similar to teaching GE, teachers who are willing to deal with these classes need to understand and possibly be given and trained intensively in relation to its pedagogy. Four aspects which found to be crucially discussed and possibly implemented in ESP classes are communication focus, learning centred, collaborative teaching and material construction.

## **2.4 Needs Analysis from Different Stakeholder Perspectives**

Language courses must not only be relevant, but seen to be relevant and to suitably address the needs of the learners. As previously indicated this can be achieved by

undertaking a NA. In order to do this comprehensively it is necessary to consider the perspectives of all stakeholders, learners, teachers and employers (Long, 2005).

#### ***2.4.1 English Needs from the Learners' Perspectives***

A fundamental part of a NA entails the inclusion of learners' perspectives. This is because learners invest their time, money, and energy in learning knowledge and skills with the expectation that their investment will be useful. To achieve this end NA research may employ different methodological approaches. In his study Hyland (1997) used a closed questionnaire to survey 1619 students from eight disciplines at five Hong Kong tertiary institutions. Hyland's study revealed that students generally saw the value of English for Academic Purposes (EAP) classes as they recognize that proficiency in English is an important determinant of academic success in an English-medium learning environment. However, the students' perspectives on the need for language instruction varied according to their proficiency level, discipline and year of study. The findings indicated that less proficient students attached more importance to English classes than their more linguistically competent counterparts. Another finding was that the students' problems were centred on their productive skills - writing and speaking, and also the acquisition of specialist vocabulary.

Evan and Green (2007) also conducted a large scale NA study in Hong Kong. They found a significant percentage of the students experienced difficulties when studying content subjects through the medium of English. The evidence suggests that students' problems centred on academic writing (particularly style, grammar and cohesion) and academic speaking (particularly grammar, fluency and pronunciation). The findings also indicated that students' receptive and productive vocabularies were generally inadequate. Academic listening appeared to present students with fewer difficulties than writing, speaking and reading. The article concludes by discussing the implications of the findings for EAP course and materials design in light of the changing tertiary education landscape in Hong Kong.

What emerged from this study was a picture in which inadequate basic language competence resulted in a lack of confidence as students struggled to accomplish macro-linguistic tasks of a complex nature. This almost certainly gives rise to an urgent need for improved language skills among the student body. Further, the findings from Evan and Green's study suggests that quantitative survey data can

provide useful insights in a NA study. On this basis, this strategy was used in this present research.

Another study by Chien and Hsu (2010) of ESP instruction undertaken at the university level involved a much smaller number of respondents, specifically two groups of first-year undergraduates, with 40 in each group, from the College of Science and the College of Engineering at Chung Yuan Christian University (CYCU). The Michigan English Placement Test (MEPT-1) was used in this study at the beginning of the first semester and the same proficiency test was administered at the end of the second semester (MEPT-2). The students' attitudes toward the ESP subjects were also investigated using questionnaires and telephone interviews. .

Other studies have also employed both qualitative and quantitative data collection tools. Ho (2014), for example, conducted a study to evaluate ESP courses and the types of English skills needed by the computer science students at a university in Hong Kong during Science Internships. Ho did this using questionnaire that included both open and closed answers. Analysis in this study involved descriptive statistics (mainly frequencies) for the quantitative part of the questionnaire, whereas the open-ended questions were analysed using content analysis, through which "fairly simple classifications or tabulations of specific information" were formulated (Borg & Gall, 1989, p. 520). The findings suggested that the course should cover reading and writing emails, and that report writing, oral presentation and meeting skills should be retained in the course. Further, the students indicated they needed help in many areas, but they acknowledged that it was difficult to cover all the skills and communicative situations in a relatively short ESP course. Therefore, it was recommended that the duration of the ESP course be extended or an additional course could be offered.

Other NAs undertaken from a student perspective have focused on specific skills such as speaking and listening skills (Ferris & Tagg, 1996; Ferris, 1998) and writing skills (e.g., Casanave & Hubbard, 1992; Jenkins, Jordan, Weiland, 1993; Afzali and Fakharzadeh, 2009; Huang, 2010). For instance, Huang (2010) reports on a research project designed to assess undergraduate and graduate students' language-learning needs in the context of a new academic language support centre at a Canadian university. A total of 432 students and 93 instructors of English as an Additional Language responded to questionnaires which asked them to rate the importance of

academic writing. The findings indicated that there was much overlap in the skill items identified as being 'very important' by the graduate and undergraduate students and the instructors. However, students' self-assessment of their own writing skills and instructors' assessment of their students' writing skills differed dramatically.

Therefore, it is clear that learners have particular perspectives regarding their needs and these should be documented as they may well vary from other stakeholder perspectives. Further, a variety of approaches can be used for this purpose.

#### **2.4.2 English Needs from the Teachers' Perspectives**

Although Applied Linguists began to employ NA procedures in language teaching as a part of curriculum development from the 1960s (Gorsev & Volkan, 2010), these analyses mostly focused the learners' needs and from these a language curriculum was developed (Richards, 2001; Long, 2005). Yet, as Ornstein and Hunkins (1998) point out, the teacher occupies a central position in curriculum decision making:

*The teacher is the only one who can decide on the aspects of the curriculum that is newly developed or ongoing and what to implement or stress in a particular class (p. 223).*

Thus, as teachers hold powerful roles in the implementation of the curriculum that is developed not only should learners' needs, but also teachers' needs, or at the very least their perspectives, be taken into consideration.

Other NA research has been undertaken mainly from the teachers' perspective including studies that have focused on investigating just one specific skill. For example, Cooper and Bikoswki (2007) investigated writing tasks in graduate courses at a large, American university. Since most graduate students in the US education system are required to submit their assignments in writing, they need to be prepared for such tasks. However, until this study the question of exactly which writing tasks are required for graduate students remained unanswered, and teachers relied largely on guesswork as to what to teach.

To undertake their NA, Cooper and Bikoswki (2007) reviewed different course syllabi. Specifically the researchers interrogated the syllabi of 200 courses from 20 academic departments covering a wide range of disciplines and then used descriptive statistics

to analyse the types of writing that were assigned by professors in each department. The findings indicated that library research papers and project reports were the most commonly assigned tasks across the curriculum. This study also found that professors in the social sciences, arts, and humanities assigned a wider variety of writing assignments and more writing assignments in general than professors in the sciences, math, and engineering departments. Finally, while a number of courses in science, math, and engineering required no writing assignments at all, each of these departments did have at least some courses requiring extended writing.

Interestingly of all the NAs that have been conducted, only a few have been undertaken about the English learning needs of learners in primary schools (e.g., Kusumoto, 2008). However, when this type of research has been done, it has focused primarily on language learning from the teachers' point of view. It is possible that the reason for this is that younger students are perceived not to have sufficient knowledge to be able to express their English learning needs.

Kusumoto (2008), for example, conducted a study looking at the needs of Japanese elementary school homeroom teachers, the purpose of which was to develop a teacher training program. A questionnaire was used as the basis of the NA. In total, 256 homeroom teachers from 31 public elementary schools in the city of Miyazaki participated in this study. Although a large sample size was used, triangulation in this study was somewhat limited: document analysis was employed and data were analysed quantitatively, but there were neither class observations nor interviews conducted with the teachers and teacher training instructors. Nevertheless, the research did highlight important questions which merit further research. In particular it highlighted the need to consider the often overlooked area of teacher training. This is an issue addressed in the current study.

One study that has examined in-service ESP teacher training programs is that by Rajabi, et.al. (2012). This research was conducted because the researchers felt that ESP teachers were not sufficiently trained in all four skill areas. A population of 423 Iranian ESP teachers responded to a questionnaire. This was followed by selecting 120 teachers and assigning them to four groups, two experimental and two control groups. The experimental groups participated in a ten week ESP in-service teacher training program. The outcomes of statistical analysis revealed the influential and

constructive role of the training program on the beliefs and classroom practices of ESP teachers. The study also found significant difference between the achievements of students who were taught by trained ESP instructors compared to those who were taught by untrained ESP instructors.

To ascertain student achievement the researchers employed different types of instruments such as (1) a questionnaire which was developed by the researchers; (2) the sample version of a proficiency test or PET (2009); and (3) a Cambridge University ESP test package consisting of four modules of listening, reading, writing, and speaking which were implemented as the final exam for the students. This study's findings provide support for the practice of giving ESP teachers appropriate training.

Another study that investigated and reported on English as Foreign Language (EFL) teachers' training needs with regard to the current curriculum was that by Gorsev and Volkan (2010). They explored the teaching of receptive and productive language skills at a private university preparatory school. Participants in this study included 18 non-native EFL teachers who had teaching experience ranging from 1 year to 23 years. Structured interviews were used in this study and these consisted of five separate parts. The first questions concerned the teachers' general opinions of the preparatory school program. The other four parts included questions aimed at gathering data about the skills and strategies that students need to learn and the best ways to teach them. A pattern-coding strategy (Miles & Huberman, 1994) was employed to analyse the data qualitatively. This study not only identified teacher needs, but also their concerns. Of particular concern for the participants was how to develop their students' teaching competencies and, in particular, how to prepare them so that they would be ready upon graduation to function in the workplace.

Other studies have been conducted to determine how the teaching training context affects the graduates teaching competence. This includes studies in EFL, ESL and ESP contexts. For example, Gorsev and Volkan (2010) found half of the participating ESP teacher trainers believed that the methods and activities provided in their programs were sufficient, but generally not particularly useful due to the number of students in their classes. Their other findings showed that the teaching strategies were mostly concerned with translating texts; with a heavy emphasis on grammar, accuracy and memorization.

### *Comparing Teacher and Student Perceptions*

More recently, a number of studies have incorporated both students' and teachers' perspectives in the development of the language curriculum (e.g., Tsao, 2011; Gorsev and Volkan, 2010; Watanabe, 2006). For example, Watanabe (2006) found that the teachers in his study seemed to rate expressing opinions and thoughts more strongly than the students did. He claimed that incorporating both students' and teachers' needs in a language curriculum are of central relevance within the Japanese context. Specifically it allows for a more democratic decision making process, rather than having a priori goals and objectives set by administrators who are distanced from the classroom. He further states that when curriculum is decided by the authorities, there may be discrepancies between what learners' goals are with respect to the target language and what the government and/or the teachers want them to attain. There may also be discrepancies between the students' and teachers' expectations regarding which skills are necessary for communication.

Tsao (2011) also reported a difference between students' and teachers' expectations as part of the findings from his research. For instance, he found that the majority of students agreed with the idea of substituting ESP for GE, but it was the opposite case with the faculty staff. Students also showed stronger support than the teachers for the idea of using English as the only medium of instruction. This highlights the importance of NA as it is a first and vital step in reconciling such disparate views, in this case between students and teachers.

Eslami (2010) also conducted a study comparing teachers' voices and students' voices, this time for an EAP course in Iran. EAP, as one of the branches in ESP is particularly important in Iran because English is mainly used there for academic purposes.

In her methodology both students and teachers were asked to complete questionnaires (these were modified from her previous study, Eslami-Rasekh & Valizadeh, 2004). These questionnaires sought information from the students whereby they ranked the importance of different language skills for their academic and professional goals; frequency of different instructional activities used in their classes; and their perceived importance about different areas in the EAP courses. A similar questionnaire for the faculty members/teachers was used for the sake of comparison.

Because of practical limitations, the researchers used nonprobability sample designs (Cohen & Manion, 1994) to select the student population for this study. More specifically, 'quota sampling', which is equivalent of stratified sampling (Nachmias & Nachmias, 1981) was used. Moreover, since specific academic disciplines are shown to affect the needs of the students, the student's field of study was used as an important criterion for sampling.

The instructors sample included the instructors who taught EAP courses at the universities. Of the sample, 51% of the instructors reported their area to be TEFL, English literature, or linguistics, and 49% reported to be subject-matter instructors.

The findings suggested that the students need to increase their general proficiency in English, but that a complex network of elements also contributes to the needs of these EAP students in Iran. Specifically they found the students had limited English vocabularies, slow reading speeds, and poor listening, speaking, writing and reading comprehension skills. The students indicated that classes were boring, that they had limited access to the Internet, and that this problem was exacerbated by instructors' emphasis on using the Internet. At the same time it was found that they preferred learner-centred classes and wanted more involvement in class activities. However, this was not reflected in the teachers' practices, possibly because of the teachers' perception of the students' low English language proficiency and low motivation. From the teachers' perspective they felt a need for more institutional support, such as providing professional development, release time to engage in such activities, and funds for them to become familiar with new methodologies.

Together these results reveal discrepancies between teachers and students. Clearly, looking at learners as the only potential language users and neglecting other stakeholders such as employers and teachers is likely to affect the overall success of curriculum or syllabus development and implementation (Brunton, 2009).

It is obvious revealed in several research above, the discrepancy of the two perspectives- teachers and students could potentially occur. There may be discrepancies regarding which English skills are necessary to teach and learn; which English programs fit with students' needs- ESP or GE; and which teaching methodology and pedagogy that students may prefer and possibly boost their engagement.

### **2.4.3 English Needs from the Employers' Perspectives**

An increasing number of NA studies have included employers' perspectives (Jaso-Angular, 1999; Goldstein, 1992; Svendsen and Kerbs, 1984). The rationale for doing this includes the argument provided by Long (2005), namely, that using the students and their lives and experiences as the only source of information for curriculum development can be misleading. Further, Long (2005) questions the reliability of using students to provide information about their own needs, especially if they are new to the job or activity. Similarly, Chambers (1980, p. 26) reminds us that "linguistically naive students should not be expected to make sound language decisions concerning their training". However, relying only on teacher perspectives is not sufficient either (Eslami, 2010; Brunton, 2009; Holliday, 1995).

A NA study involving employers' perspectives was conducted by Jaso-Aguilar (1999). This study was carried out at one of the many large hotels in Waikiki, USA. The great majority of maids in these hotels are Filipino, Chinese, Korean, and Vietnamese women. The findings showed that the language necessary for the tasks that the hotel maids needed to perform in their job was very limited, and a lack of English language skills did not affect their performance. Conversely, employers perceived a need for the housekeepers to develop better language skills to enable them to engage with guests - a strategy geared towards increasing business. Jaso-Aguilar suggests "That an institutional need clearly not perceived as such by the housekeepers can be the motivation behind establishing a task force, a curriculum, and a language course" (p. 150).

Another study conducted in a hotel was that by Brunton (2009). He examined employee motivations and attitudes and gave directions for how employers and training managers can design English courses in cooperation with instructors to better suit needs. He also compared two components of potential courses - ESP and GE. The ESP component was hotel English. The course content was jointly negotiated with the participants. The approach used in this study was primarily qualitative. This included the use of both case study and longitudinal approaches – specifically examining the students' change of attitudes over a period of time, from pre-course to end of course. Questionnaires and interviews were also used to inform these two aspects of the study. In addition, the instructor kept records, noting participants'

comments and behavior during the course of the study. At the end of the study a final questionnaire was administered.

Together the findings show that the participants' attitudes toward ESP and GE did not differ significantly. The management of the hotel preferred to concentrate on just ESP due to the constraints of time and money. Satisfaction with the ESP component was high for the employer, however; it was found that the majority of employees wanted to learn GE. This was because of the broader range of topics studied. This research supports the view that courses should be designed with not just the employers' narrow view of their employees' perceived needs. It also supports the inclusion of student interviews in NAs in order to ensure that course design successfully meets a broad range of wants and needs.

Another example of an employer focused NA is that conducted twenty years ago by Holliday (1995). He investigated the language needs required by an employer (i.e., company management) within an oil company. He used an ethnographical approach and found that as a method it provided a holistic impression of the language needs. This is because ethnography focuses on the cultural behavior of groups and also provides a deeper understanding of particular contextual factors. It was particularly useful for understanding needs within the culture of a particular company.

To address the identified needs Holliday proposed the introduction of a language training program which had as a key aim changing the nature of the language used in the institution, eventually resulting in social change. This objective was previously supported by Kelley (1980, p. 65), who highlighted the contribution of curriculum design with respect to social impact (Holliday 1994, p.191-192).

In short, employers' opinions of the English skill needs for their employees cannot be ignored. Sometimes the employees' wants may not be compatible with the employers' needs. However, as the managers or the leaders of the institutions they know better what goals these organizations should achieve, what tools would be utilized to achieve those goals. If English skills and competence are considered crucial to be possessed by its employees, the employers should be able to decide ones. Employers' capability will eventually save time and budget.

Clearly there is a need to consider current and future employers' needs as a key stakeholder when undertaking a comprehensive NA. The current study seeks to do this. It also builds upon the experience of previous researchers in terms of the methodologies and approaches used to undertake the NA.

## **2.5 Methodological Issues in Needs Analysis Studies**

As demonstrated from the range of studies outlined above, NA procedures involve gathering data from a variety of sources in order to develop an appropriate curriculum, for example, the type and content of lectures, the types of reading and writing assignments, and the study skills they need in order to be successful. NA procedures may also involve administering questionnaires and interviews with students, teachers and employers to determine their perceptions, observation of students in classes to observe how well they are able to carry out their assignments, examination of their lecture notes, essays, and so on, to determine their difficulties, as well as tests of different kinds to determine the students' level of proficiency in reading, writing, and note taking (Mackay and Palmer, 1981).

NA may be large-scale, quantitative studies providing descriptive information of the stakeholder needs or small-scale, qualitative studies with more interpretive information, or a combination of both. An example of the former is the NA undertaken by Evan and Green (2007). This was a large-scale, multifaceted investigation into the language problems experienced by Cantonese-speaking students at Hong Kong's largest English-medium university. Baseline data for the study were derived from a questionnaire survey of almost 5000 undergraduates from all 26 departments in the university. The findings from the student survey were illuminated by data from interviews with students and discussions with and surveys of departmental program leaders. The benefits of using a multi-method approach inform the current study.

In contrast to this large scale and largely quantitative study, Jaso-Aguilar (1999) utilised small scale qualitative research methods providing interpretive results when undertaking her needs analysis. Jaso-Aguilar (1999) highlights that the use of qualitative research methods take into account the social context of people's lives by allowing them to express their own voice and needs, as opposed to the researcher's

or the institution's. The use of several qualitative research methods, multiple sources, and triangulation in her study allowed for the inclusion of learners' voices. These voices clearly disagreed with institutional needs and interpretations. Jaso-Anguliar's study suggests that it is useful to identify the language needs of the learners outside the workplace and to create a curriculum that will truly engage them in language learning. In this way they can be supported to become active and functional members of an English-speaking society. The values of using multiple sources and methods under an overarching qualitative approach have also been used to inform the current study.

In addition, the approach used in the current study is based on the work of Holliday (1995) who employed ethnography in his study. Unlike surveys, ethnography has the potential to yield rich data and it also allows for deep exploration of the context. Contextual factors are keys because similar solutions might work in one context but might not be applicable in another.

Finally, Dudley-Evans and St John (1998) describe the benefits of including a variety of approaches in a critical NA so that it can be both descriptive and transformative. Being descriptive enables a clear determination of learners' needs from the point of view of different stakeholders. It is also transformative because it considers different stakeholders' voices for changes in the content, materials, and teaching methods (Benesch, 1996; Dehnad, Bagherzadeh, Shoaleh, Hatami & Hosseini, 2010). Thus, this was done in the current study and is described in detail in the following chapter.

## **2.6 Summary**

The present study links NA with a specific teaching institution and the context in which it is located, namely the English Department of the Universitas Muhammadiyah Malang (ED UMM). As indicated above, the value and importance of a NA to language programs has been widely discussed in the literature, especially for the purpose of curriculum development in foreign language programs, English as a Second Language (ESL) and (EFL) contexts (Chaudron, C., Doughty, C., Kim, Y., Kong, D., Lee, J., Lee, Y., Long, M., Rivers, R., & Urano, K., 2005; Iwai et.al., 1999). However, NA studies on teacher training have rarely been reported in the literature, despite the

clear importance of identifying the needs of future teachers in order to provide them with the skills relevant to teaching at all levels of schooling.

It is vital that future English teachers develop the competencies needed for the task of teaching, so that they can adapt to the kinds of challenges that will occur in their careers. This is particularly important as there are frequent complaints when they confront the realities of the classroom (Wati, 2011). At UMM ESP classrooms themselves, there was variety of English materials from Basic GE to more focusing on terminology of specific disciplines; from grammar focused teaching to more communication focus. In addition, ESP teachers faced challenges of a great variety of students' expectations from the needs of being able to communicate in English for daily purposes to securing or surviving either in job competition stage or in the workplaces themselves. Clearly, it is important to explore the challenges of ESP teaching using empirical data to inform a comprehensive NA. It is the goal of the current study to do this. On this basis the current study seeks to answer the English language needs of UMM graduates according to various stakeholders (employers, teachers and learners) at UMM and whether ED UMM courses meet these needs.

## Chapter 3

### **Methodology**

This chapter presents the methodology used in this study. The chapter is divided into nine parts. The first part gives an overview of qualitative research as the research paradigm of the study. The second presents the rationale behind the selection of ethnography as the method for this study. The selection of the research site is outlined in the third section, whilst information on the research participants is discussed in the fourth. A detailed description of the data collection methods and the procedures that were employed are outlined in the fifth part. The sixth part provides a description of the approach used for data analysis and the seventh part addresses instrument design and validation. The eighth part of the chapter discusses ethical issues that were important to the study and finally, the ninth part brings the chapter to an end with a summary.

#### **3.1 The Research Paradigm**

The present study was designed to examine the extent to which the Universitas Muhammadiyah Malang (UMM) English curriculum matches stakeholder needs. It does so using a qualitative approach. Unlike quantitative approaches which are characterized as positivist evaluations and derived from their uses in science and follow scientific methods, qualitative research belongs to a different paradigm or world view, with a basic set of beliefs or assumptions that guide the inquiries.

Denzin and Lincoln (1994) provide the following definition of qualitative research:

*Qualitative research is multi-method in focus, involving an interpretive, naturalistic approach to its subject matter. This means that qualitative researchers study things in their natural setting, attempting to make sense of or interpret phenomena in terms of meanings people bring to them (p. 2).*

Therefore, instead of focusing on samples and sampling techniques, qualitative researchers are concerned with selecting the settings or the contexts of their studies (Wolcott, 1997). This is because qualitative researchers believe that the phenomena

of interest will best be revealed in context (Wiersma, 2000). Thus, in this study, to understand the English learning needs from the perspective of different stakeholders, the researcher was immersed in the context for a significant period of time.

The philosophical assumption underpinning this qualitative approach is constructivism. “Constructivism or naturalistic inquiry studies real world situations as they unfold naturally, in unobtrusive, non-controlling ways, and with openness to whatever emerges” (Tuckman & Harper, 2012, p. 403). The individual involved in qualitative research constructs his/her own understanding of the situation, which thus exists in the “form of multiple mental constructions” (Fraenkel, Wallen, & Hyun, 2012, p. 429).

To achieve this, there is a reliance on the voices of the informants through extensive use of quotes, and the interpretation based on themes that reflect the words used by informants (Wallen & Fraenkel, 2001). As suggested by Van Maanen (1988) the representation of the participants’ views through these closely edited quotations is checked in such a way that they have the final word on the interpretation. Hence, there is a need for collection of intensive descriptive data to allow for interpretation (Wolcott, 1997; Wiersma, 2000).

In this study, perceptions were collected by interviewing the various stakeholders (see 3.4 Research Participants) to construct multiple realities which were explored from the perspectives of the different research participants. This yielded different conceptualizations and perspectives of the English learning needs. Following Van Maanen (1988) the quotes taken to represent the voices of the participants were checked to ensure their veracity. In this way it was possible in this study to examine the goals, reasons, motives, feelings, perspectives, and assumptions of the stakeholders in their own setting.

Further, since participants’ perspectives were viewed through the lens of their cultural contexts, and the focus of this study was to describe and interpret the shared pattern of culture, an ethnographic approach was used in this study. The detailed information on ethnographic methodology is described below.

### **3.2 Ethnographic Approach**

Ethnography is primarily concerned with writing about people (Burns, 1997). In a broad sense ethnography encompasses any study of a group of people for the purpose of describing their socio-cultural activities and patterns. Based on this definition, several important features of ethnography were adopted in the present study. First and most importantly by following an ethnographical approach the socio-cultural context remained integral to the study.

This is important, because as Wolcott (1997) reflects “The culture of any society [which] is made up of the concepts, beliefs, and principles of action and organization of the society in the context” (p. 238). That is, it refers to the cultural system as “a cultural context”; “a cultural entity”; or “a social group” (Burns, 1997). Therefore, it not only refers to nations such as Indonesia or Australia, but also to ethnic groups such as Javanese and Balinese, and also to smaller contexts such as schools or universities with their own specific ways of life, habits, norms, and values reflecting specific cultural patterns. This allows for a holistic cultural portrait of the context.

In this study the socio-cultural context was UMM and the focus was how it operates as an organization and how the members function and relate to one another. Therefore, as an ethnographic study relevant phenomena were observed and described within the context of UMM. This also involved interviewing the various stakeholders, employers, teachers and students, to explore their ways of thinking, their habits and beliefs about the target phenomena, namely the English learning needs of students as they pertain to the English curriculum. This study also explored the disparities in perceptions between the different stakeholder groups in terms of their needs, objectives, and learning goals. Given that the focus included organizational cultural groups - students, administrators, and lecturers - it was critical to capture their understandings, beliefs and practices with regard to English language proficiency.

As indicated, this type of research relies on the voices and interpretations of the informants. These are often studied from a group perspective (Wiersma 2000; Fraenkel, et al. (2012); Cresswell, (2012). Therefore, in this study the ideas and actions of the various stakeholder groups (i.e., the employer and specifically the Language Centre (LC) director and Deans, UMM teaching staff, and the students) who faced a common situation were examined from their cultural perspective. The different

perspectives of each group were viewed holistically and the complex phenomenon of learners' need was not reduced to just a few variables (Wiersma, 2000). By following this ethnographic approach, theory was constructed from the data rather than preceding the data (Erlandson, Harris, Skipper, & Allen, 1993).

Another important aspect of ethnographic research is the contextualization of the data. Thus, the data for the current study was interpreted only in the context of the UMM where it was collected. As an ethnographic study, the concern is not about the generalizability, but rather the accuracy and adequacy of the descriptions or situation being studied. Therefore, observations were made of what happens in classrooms at UMM as instruction naturally occurred; there was no manipulation of variables, simulation, or externally imposed structure on the situation (Tuckman & Harper, 2012).

One other key component of an ethnographic study is that the “researcher interacts and builds extensive relationships with those being researched to minimize the ‘distance’ or ‘objective separateness” (Guba & Lincoln, 1998, p. 94). Being an insider is one of the strategies for minimizing the distance between researcher and those being researched. As the researcher was an ED UMM and LC staff member, she was an insider and was able to bypass the normal ‘introduction stage’.

In summary then, an ethnographic approach was employed in the present study in order to explore in depth for the unique features of the social-cultural context.

### **3.3 The Research Site**

Indonesians refer to their homeland as *Tanah Air Kita*, which means “Our Land and Water.” The largest islands are Kalimantan, Sumatra, Papua, Sulawesi and Java. The country has 33 provinces including East Java. Malang, the city in which the study was conducted, is the second largest after Surabaya in this province.

Malang has a strong reputation throughout Indonesia as being a centre for higher education and learning. As a consequence many non-residents live temporarily in Malang for educational reasons. They come from other islands especially from the east of Indonesia including Bali, Madura, Nusa Tenggara, East Timor, Papua, Maluku,

Sulawesi, and Kalimantan. As a result many languages from outside Java are spoken in Malang.

The research site for this study is UMM, the biggest Islamic private university in East Java. It was founded in 1964. UMM has three different campus locations with eleven faculties and one postgraduate program, three Diploma study programs, 34 undergraduate programs (S1), seven masters programs (S2), two doctoral programs (S3), and two professional programs (see Chapter 4, Context of EFL Teaching).

There is an uneven distribution of the number of students in the different schools, departments, and faculties. For example, some of the schools and departments are in very high demand and run up to seven concurrent classes whilst other departments have only one class. In fact, in some of the small demand areas class sizes do not actually meet the required number of the university (namely 20 students).

Students at UMM are very diverse in terms of their ethnicity, socio-economic background, the level of knowledge of the Islamic religion, and there is also a small number of non-Muslim students (despite it being a Muslim university). In coming years, it is predicted that the proportion of new students from Malang will be equal to the number of students coming from other regions in East Java.

Due to the many international connections that have been established and a general educational trend world-wide, English plays a significant role in the curriculum at UMM. As a consequence, English is a crucial skill and mastery needs to be demonstrated by UMM students, teachers, other academic staff, and administrative staff alike. Because of this requirement, UMM established the LC division in order to realise one of the UMM missions of providing an excellent quality of English education.

English education at LC UMM is provided by way of the English for Specific Purpose (ESP) program. This prestigious program was launched in 1993. In the year of its establishment, the ESP program at UMM was the first and used as a model of English programs in other universities. Several universities not only in East Java Province but also from other provinces conducted comparative study at UMM to learn and understand how the ESP systems work.

ESP program at UMM is undertaken by all students enrolled at UMM during their first year (two semesters) of study. It also plays a significant role in developing the human resources for UMM (see Chapter 4 Context of EFL Teaching).

### 3.4 Research Participants

Central to this study are the perceptions of those stakeholders involved with the Language Centre (LC) UMM. Respondents from each of these three groups (employers, teachers, and learners) were selected using purposeful sampling. This sampling method based on previous knowledge of a population and the specific purpose of the research (Fraenkel, et al., 2010). In this case, the researcher use use personal judgement to select sample and the researcher's judgement may not be correct in estimating the representativeness of sample. Therefore, as previously indicated, generalization to the larger population is not possible, nor was it the goal of the study. Each of the groups is described in detail below:

#### 3.4.1 The Employers at UMM

The employer group at UMM consisted of 12 people including the Director of LC UMM, and are those who make decisions about employing staff at UMM. Of the possible 12 people, six were willing to take part in an individual interview. This group consisted of the key policy makers from the various faculties. The group varied in their teaching experience, academic qualifications, their English backgrounds, and overseas experience. However, most had been a faculty member for more than twenty years. The profile of those participating as representatives of the employer group is outlined in Table 1 below:

**Table 2: The Employers' Profiles**

<i>Unit/ Division/ Faculty</i>	<i>Qualification</i>	<i>Overseas Experiences</i>	<i>Years of Service</i>
Language Centre	Doctorate	Yes	23
Fac. Medical Science	Specialist Doctor	Yes	6
Fac. Social Politics	Doctorate	Yes	23

Fac. Agriculture and Husbandry	Doctorate	Yes	23
Fac. Psychology	Master	No	27
Fac. Engineering	Master	Yes	27

### **3.4.2 ESP Teachers at the LC UMM**

At the time of this study, there were 74 teachers involved in ESP teaching at LC UMM. 22 were full-time teachers and 52 were part-time teachers. Each teacher at LC UMM is usually assigned to teach more than one subject (e.g., reading, speaking, listening, and writing) and to teach in more than one faculty. Many of the teachers are UMM graduates who, at the time of the study, worked as ESP teachers, that is, they were staff members at the LC UMM.

For this study 15 were willing to be observed teaching (twice) and then to be individually interviewed post observation. Eight of these were part-time and seven were full-time teachers. Nine had three and more years teaching experience. Six had master's qualifications either from Indonesia or from overseas and eleven had a bachelor's qualification. A description of the profile of the teacher participants is provided in Table 2 below:

**Table 3: The ESP Teachers' Profiles**

<b>Initials</b>	<b>Gender</b>	<b>Status</b>	<b>Qualification</b>	<b>Years of Service</b>
TA	Female	Part-time	Master of Education Policy	5
IBW	Male	Part-time	Master of Education Edu Policy	5
THS	Male	Part-time	Master of English Edu.	5
PE	Female	Part-time	Bachelor of English Edu.	4
KNW	Female	Full-time	Bachelor of	4

			English Edu.	
ZE	Male	Part-time	Master of Edu. Policy.	3.5
HA	Female	Part-time	Bachelor of English Edu.	3
FM	Female	Part-time	Master of English Edu.	2.5
OR	Female	Full-time	Bachelor of English Edu.	2
SI	Female	Full-time	Bachelor of English Edu.	1.5
HDK	Female	Full-time	Bachelor of English Edu.	1.5
LR	Female	Full-time	Bachelor of English Edu.	1
RR	Female	Full-time	Bachelor of English Edu.	1
FBS	Male	Full-time	Master of English Edu	4 months
HA	Female	Part-time	Bachelor English Edu.	4 months

### **3.4.3 Students at UMM**

The third group of participants were students, specifically those drawn from that group enrolled in the ESP program in academic year 2012/2013 including those in different majors. They participated in focus group discussions. The potential group from which this sample was drawn consisted of more than five thousand students enrolled in Bachelor Degrees programs. The sample was taken from all faculties. At the time of the study the majority were of the age range 18-22 years.

Three focus group discussions (FGD) were conducted and the profiles of the participants in each of these are outlined in Tables 4a, 4b, and 4c below:

**Table 4a: Students' Profile FGD 1**

<i>Students' Initials</i>	<i>Faculty</i>	<i>Department</i>
WJ	Social Politics	International Relations
AM	Social Politics	International Relations
OC	Social Politics	International Relations
AZ	Economics	Management
TW	Education	English
RM	Education	English

**Table 4b: Students' Profile FGD 2**

<i>Students' Initials</i>	<i>Faculty</i>	<i>Department</i>
TP	Economics	Accounting
AM	Economics	Accounting
TK	Economics	Accounting
FL	Education	Math and Computing
GG	Education	Math and Computing
RN	Education	English
ES	Health Science	Pharmacy

**Table 4c: Students' Profile FGD 3**

<i>Students' Initials</i>	<i>Faculty</i>	<i>Department</i>
DA	Education	Math and Computing
RN	Education	Math and Computing
ER	Education	Math and Computing
NV	Health Science	Pharmacy
AR	Engineering	Electro
YD	Engineering	Electro
HR	Engineering	Electro

In addition to these focus group interviews, surveys were also circulated to 1000 students of academic year 2013. Of these 284 students from 12 departments returned the questionnaires (i.e., 28.4% return rate).

In terms of the background of the survey participants, they came from 18 provinces across Indonesia (see Table 4 below). The majority - 64.7% or 186 of the respondents - were from East Java. Students who gave no information about the provinces they were from were the second biggest group (18 or 6.3%). There were less than five percent from all the other provinces, who returned the survey.

**Table 5: Background Information: Place of Origin**

<i>Provinces</i>	<i>Number of Respondents</i>
East Java	186 (64.7 %)
NTB	14 (4.9%)
East Kalimantan	13 (4.5%)
Central Java	9 (3.1%)

NTT	6 (2.1%)
West Java	5 (1.7%)
Jakarta	5 (1.7%)
South Kalimantan	5 (1.7%)
South Sulawesi	5 (1.7%)
Bali	4 (1.4%)
Kalimantan	3 (1.1%)
Banten	2 (0.7%)
Riau	2 (0.7%)
Central Kalimantan	2 (0.7%)
Maluku	2 (0.7%)
North Sulawesi	1 (0.3%)
Maluku	1 (0.3%)
Thailand	1 (0.3%)
No information	18 (6.3%)
Total	284

In terms of gender, 165 or 58.09% were females, 90 or 31.69% were males, and 29 or 10.21% provided no information in this respect (see Table 5).

**Table 6: Background Information: Gender**

<b>Gender</b>	<b>Number of Respondents</b>
Female	165 (58.09%)
Male	90 (31.69%)
No information	29 (10.21)
Total	284

The participants who returned the survey studied in 18 different departments. The majority of the respondents were from Management 12.32% or 35 respondents. The least participation was from Agriculture with 5 students or less than 2% (see Table 6 below). This reflects the general student enrolment body at UMM.

**Table 7: Background Information: Departments**

<b>Department</b>	<b>Number of Respondents</b>
Management	35 (12.32%)
Biology	23 (8.09%)
Communication Science	20 (7.04%)
Industrial	19 (6.69%)
International Relations	19 (6.69%)
English	15 (5.28%)
Accounting	14(4.92%)
Mathematics	12 (4.22%)
Animal Breeding	12 (4.22%)
Civil Engineering	12 (4.22%)
Pharmacy	10 (3.52%)
Criminal Law	10 (3.52%)
Mechanical Engineering	9 (3.16%)
Nursing	9 (3.16%)
Industrial Psychology	9 (3.16%)
Sociology.	7 (2.46%)
Indonesian	6 (2.11%)
Agriculture	5 (1.76%)
Total	284

The majority of the participants (210 or 73.94%), who returned the survey, did not have previous English course experience. Fifty three of the research participants or 18.66% had experience of attending English courses. Another 21 participants or 7.39% did not give any information.

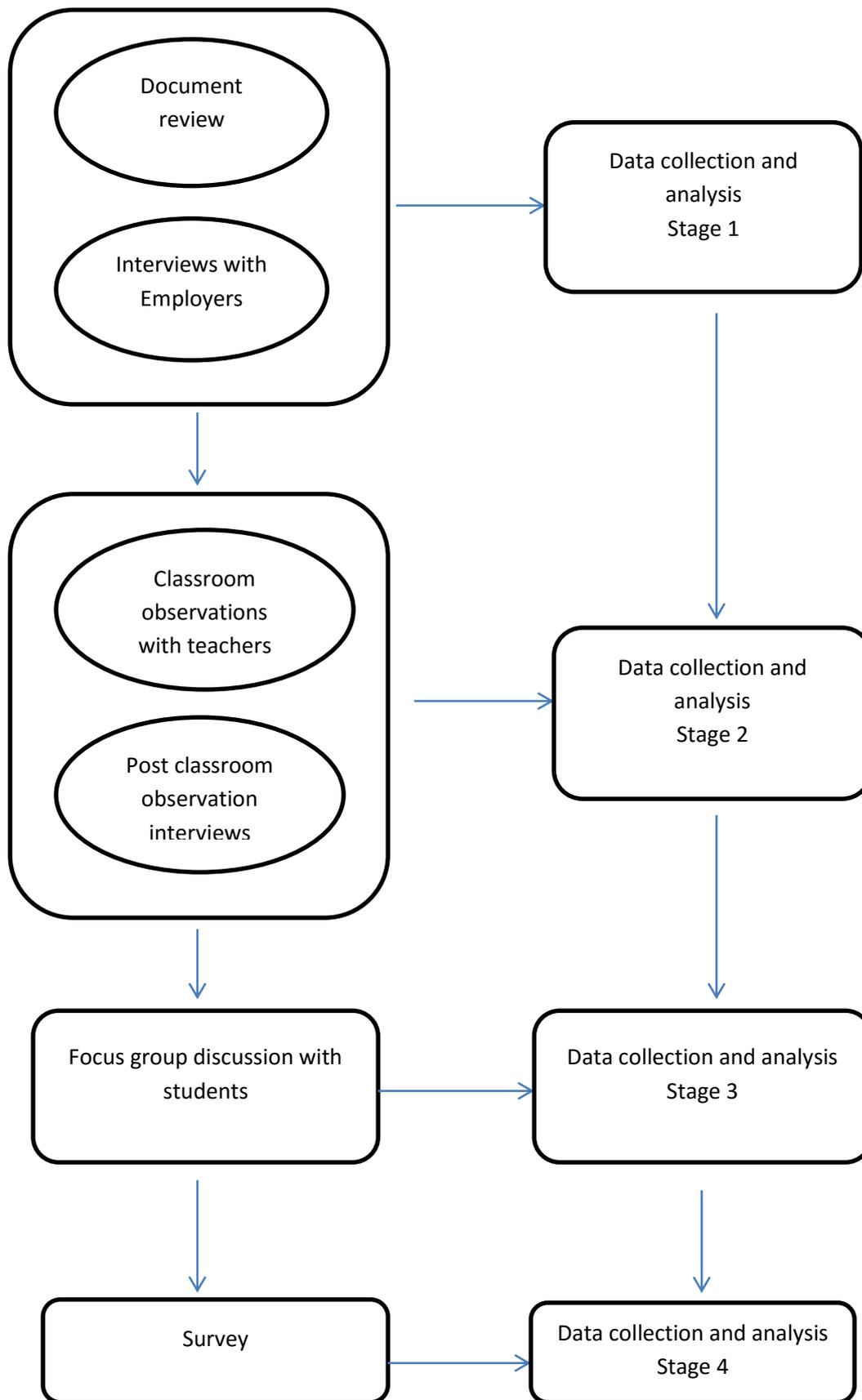
**Table 8: Previous English course participation**

<b>Attended English Courses</b>	<b>Number of Respondents</b>
Yes	53 (18.66%)
No	210 (73.94)
No information	21 (7.39%)
Total	284

In summary, six employers were interviewed individually, 17 teachers were observed teaching twice in their classroom teaching and were then interviewed after they were observed in their classrooms. Twenty two students of UMM participated in focus-group discussions, and a further 284 students completed the survey.

### **3.5 Procedures and Data Collection Methods**

To gain an overall understanding of stakeholders' needs the data was collected in four stages from September 2013 to January 2014. This was an iterative approach; therefore, the data analysis from each stage was done before and then used to inform the data collection of the next stage. Figure 1 (below) outlines the procedures and the data collection methods employed in the present study.



**Figure 1: The iterative procedures and the data collection methods**

### 3.5.1 Stage One

Stage One consisted of two activities: document review and interviews with the employers. First, to obtain rich and detailed information about the English language needs, documents and other records related to the curriculum were obtained and collated. These included:

- a) Teaching schedules of the LC staff Semester One 2013
- b) ESP textbooks written by the LC teaching staff and English Department lecturers published in 2012 and other supplementary materials
- c) One edition of *Reform* English magazine
- d) The undated syllabuses of Speaking, Writing, and Reading.

In the document review, the researcher firstly focused on looking at the English language used in the documents especially ESP books and *Reform* Magazine. Both of these were written and produced by ESP teaching staff. The teaching schedules showed the workload of ESP teaching in one semester. Teaching schedules together with other academic activity as publishing *Reform* and ESP books informed the English language needs of ED graduates who go into teaching profession at the LC UMM. Moreover, it also informs if teaching workloads obstacle them to carry out their duties and impact their performance in the workplace.

ESP syllabus is other document worth taking into consideration. Reviewing this document enables the researcher to understand the types of English courses taught by the ESP teachers.

The second activity of Stage One was the interviews with the employers. The first was undertaken with the Director of LC UMM - a key informant for this study. As Wolcott (1997, p. 195), said, a *key informant* is "an individual in whom one invests disproportionate amount of time because that individual appears to be particularly well informed, articulate, approachable, or available". The Director was considered as the key informant because he is responsible for all academic activities in this unit including staff recruitment, staff training provision, ESP teaching distribution and coordination with the faculties at UMM, and monitoring the implementation of the ESP program.

The Deans or the Vice Deans of Academic Affairs are also categorised as employers in this study since they also set and direct the teaching and learning policy both

internally and externally. The interviews were done individually and at their time of convenience so as to suit the individual time preference of each Dean of the various Faculties and because each faculty has its own future directions and goals for English learning for their students. The interviews were conducted in Indonesian to minimize the obstacles of delivering thought, ideas, perceptions, and feelings when they have to express them in English. However, some of them were willing to use English.

Semi-structured interviews were employed with this group. The questions were constructed based on the objectives of the study and were also informed by the information gained from the document reviews. Such an approach aligns with that advocated by Creswell (2012, p. 205) who suggests “in qualitative research, we will not use someone else’s instrument as in quantitative research and gather closed-ended information; we will instead collect data with a few open-ended question that we design”.

Wallen and Fraenkel (2001) suggest five types of questions that can be asked in interviews: demographic questions; knowledge questions; experience or behaviour questions; opinion or value questions; and feeling questions. For the purposes of the present study not all of these were asked separately and at times; some overlapped with one another.

In the interviews with the employers the first questions concerned demographic information in order to reveal the characteristics of the informants. The second part involved questions that sought to elicit employer opinions about their knowledge, experiences, values, and feelings concerning the needs of the students. To do this an interview protocol was developed as a means for structuring the interview (see Appendix 1). The interviews lasted approximately 30 minutes for each participant.

### **3.5.2 Stage Two**

Stage Two entailed: classroom observations and post classroom observation interviews with the LC teaching staff. The terms ‘LC teaching staff’, ‘ESP teachers’, and ‘teachers’ are used interchangeably to refer to those teachers who were assigned to teach ESP.

Sixteen teachers (who volunteered) were observed and then interviewed. The observations focused in particular on the language needed for teaching and also the rules, regulations, and related behaviours that seemed to be followed in the classes.

To undertake the observations, permission was sought and gained from the appropriate authorities in the university. As it has been discussed earlier, the researcher is an ED UMM and LC staff member. This proved to be an advantage for gaining access. In fact approval from institutional review board was achieved in just two weeks. The review board which its member includes the Director of LC reviewed and made a decision whether particular issues in this division are worth researching and investigating. Since the goal of this study has potential to develop and modify better ESP program in the future, the approval to conduct the study at the LC UMM was guaranteed.

Each ESP teacher was observed twice starting from week three of the academic year since these were considered as the effective teaching times when the ESP materials usually were delivered. Two sessions were selected so that the data obtained represented as a wide period as practicable so that participants in observed classes became used to being observed, and as a consequence acted more naturally than they would with a single observation.

Each observation was ninety minutes in duration – the normal period of time for each lesson. An observation inventory was not used for this stage. The emphasis was on capturing the perspectives of individuals and listening carefully, not only to the lesson and approaches used, but also to subtle cues and nuances of the teacher.

To do this, non-participant observation was undertaken. Participant observation was not used as it would divert energy away from the research effort and also would limit the researcher's mobility between the ESP classes.

As a non-participant observer, the researcher recorded the observations in two ways. Field notes were used together with video-recordings. The content of the field notes was general in nature and reflected the moment-to-moment teaching. They were not written up as a narrative because the video-recordings were available as back up. Wiersma (2000) notes Videotaping has definite advantages that the situation can be reviewed repeatedly for the purpose of obtaining more information.

The second step of Stage Two was the interview with the LC teaching staff which took place as soon as practical after the classroom observations. The interviews provided an opportunity for the teachers to explain their reasons, and express their feelings and/or opinions regarding classroom behaviours and their use of language for teaching. For this purpose, an interview schedule was developed (see Appendix 4 for copies of the transcriptions from the teachers' interviews). All fifteen teachers were willing to be interviewed after their classroom observations. This was an individual interview and each took approximately 30-45 minutes. The questions for the interview were based on the observation field notes and, where possible, viewing of the video recordings (again see Appendix 1).

### ***3.5.3 Stage Three***

In this stage, learners' perceptions of need were ascertained using focus group interviews (again see Appendix 1 for the interview protocol). Focus groups can be used to collect shared understandings from several individuals and are also useful when time to collect information is limited (Fraenkel, et.al, 2012)

Students from all faculties were invited to attend. Each focus group was limited to eight students, as this is considered to be the optimum number of participants for focus group research (Fraenkel, et. al, 2012). Three focus group discussions were conducted with each of the three different groups and at this point saturation was deemed to have been achieved. To avoid the difficulties of identifying each participant's voices at a later point, transcriptions were done immediately after each focus group interview by the researcher.

### ***3.5.4 Stage Four***

A survey with questions derived from the previous three stages, was developed and then used in Stage Four of this study. This large scale questionnaire was used to complement the information or the data derived from the previous stages. As an ethnographic study, the questionnaire was used to give all students the opportunity to provide feedback on the program.

The survey (see Appendix 9) was distributed to all students in 2012/2013 academic year through different ways. The researcher, with the help of a number of ESP teachers, used various occasions and strategies to achieve a high level of

participation. For instance, some questionnaires were distributed to students who came and visited the LC office. Some were given to students after they completed their exams. A total of 284 students responded to the survey and it took about 10 minutes time to complete.

There were two types of questions used in this questionnaire. The first were designed to reveal students' demographic information especially their departments, provinces and gender. The second type of questions aimed at ascertaining students' expectations of the ESP program (e. g., what skills they believed they needed or needed to improve).

Before distributing the questionnaire to students, the survey was trialled with Indonesian doctoral students. As no significant misunderstandings were found the instrument was then used with the students at UMM. Bahasa Indonesian was the language used in the questionnaire.

### **3.6 Data Analysis**

As has been noted earlier, an iterative approach was employed in analysing the qualitative data in this study. In doing so, the researcher cycled back and forth between data collection and analysis. This was done in order for the researcher to collect stories from participants and return for more information to fill in the gaps as the analysis proceeded using a constant comparison method.

Since the aim of this study was to investigate the English learning needs from different stakeholders' perspectives, the data were organized based on the participants of the study. All interviews, both individual and focus group interviews, and observational notes were transcribed to convert the data into text.

The first step of analysis involved reading the text data over and over to gain an initial, but thorough impression of the data. Next the themes that emerged were colour coded by hand in order to get a closer look at the data and to gain a strong feel for it. In doing so the researcher was required to read in depth and to use a 'think-aloud' strategy (Fraenkel, et.al, 2012) before and during coding of the transcripts (see Appendix 2,3, and 4).

The development of themes or categories was done through the process of data redundancy. Data redundancy is a method that enables the sorting out of unimportant information so that only information which directly answers the research questions is retained (Fraenkel, et.al, 2012) (see Appendix 5, 6, and 7 for Qualitative Data Analysis).

Each of the emergent themes was categorized and named. To do this, the researcher did not directly use those terms frequently mentioned by the participants, but rather identified overarching terms. For example, one teacher responded to the question:

*D: What do you think about other skills that lecturers still need to master in the classroom instead of English and teaching strategies?*

in the following way:

*In fact if we have a good input. I think I have homework to find more accurate materials. What I mean by accurate here is the good materials for the students. So when I applied this material for other non- English Department students, they will possibly find it difficult. But, English Department students will see the material easy. .. And I actually still have homework in designing more materials. (taken from post classroom observation interview with KNW).*

Although the term '*materials*' was used frequently by the teacher, she actually appeared to be focusing on the difficulty of finding or developing appropriate materials, particularly those that meet the proficiency levels of students. Therefore, the category for such data was labelled '*Materials Development*'.

In addition, emergent themes were classified based on those devised by Creswell (2012, p. 248-249). They were:

*Ordinary themes: themes that the researcher expected to find; unexpected themes; themes that the researcher did not expect to surface during the study; Hard to classify themes: themes that contained ideas that did not fit into one or overlapped with several themes.*

Once, the emergent theme were identified, labelled, and classified, a definition for each was developed. This process was followed in each stage of the data analysis. To do this the data for each stage was initially examined in the following ways:

**Stage 1:** The interviews were recorded, transcribed and coded (Miles and Huberman, 1994) according to the themes that emerged (See Appendix 2 and 5).

**Stage 2:** The data obtained in this stage, the classroom observations, and the interview was analysed in a process of data reduction. The data were colour coded. The initial coding was very detailed and so a code was assigned to every line of text to provide initial impressions of the data (Charmaz, 2006). The data that had similar themes were put into provisional categories. The emerging themes were used to inform the development of the data collection instruments in the third stage of the study (see Appendix 3 and 6);

**Stage 3:** The transcript data were colour coded for different categories using the method of constant-comparison (see Appendix 4 and 7). Then, the responses from different groups were compared to find out similarities and differences (Lincoln & Guba, 1985, p. 335) among the cohorts of participants; and (see appendix 8)

**Stage 4:** The structured questionnaires or survey (see Appendix 9) were analysed using simple descriptive statistics (see Appendix 10). The data was compared with that emerging in Stage Three (students' FGD). Thus, the four stages combined had produced for an identification of needs.

Once the analysis for each stage was complete, an external audit or peer review was employed. This was done by inviting other PhD students outside the study to review the emergent themes and evaluate whether the researcher's classification of the themes appeared consistent with their judgement. When inconsistencies were found, an interview was conducted to understand the reasons for this. From the peer debriefing, it was found that about 60% of the peer's categories and the researcher's categories were similar and about 40% different. This led to further probing of the way the peer had decided on particular categories. The data were then re-examined starting at the word level, then the higher sentence level, and finally the whole meaning in order to be able to re-classify the data. The researcher then moved

backward, read and re-read, cycled back and forth, reflected and re-categorised and redefined each emergent category.

After the re-classification of the emergent themes, the researcher constructed a “cultural portrait” for each stakeholder group which reflecting their beliefs, ideas, and attitudes toward English learning (Note: These are represented in the findings chapters to follow).

### **3.7 Quality Assurance**

This research was guided by the constructivism quality standard to ensure trustworthiness (Guba and Lincoln, 1989; Bryman, 2012). To do this several quality control mechanisms were employed.

#### **3.7.1 Credibility**

Credibility refers to whether the data were accurately identified and described. After transcribing the data, credibility was obtained through member checking to avoid misinterpretation (Bryman, 2012). Specifically, all data obtained from interviews were transcribed and returned to the participants in order for them to check that the transcriptions made by the researcher accurately represented what they had said.

#### **3.7.2 Transferability**

Transferability refers to using a variety of instruments to collect data from a range of sources. As has been explained above (see 3.6) in this study, the data were collected from policy documents, classroom observations, and from staff and students using different instruments such as interview schedules and student questionnaires. As Fraenkel, et.al, (2012) argues “When a conclusion is supported by data collected from a number of different instruments, its transferability is thereby enhanced” (p. 458).

#### **3.7.3 Conformability**

According to Guba and Lincoln (1989) conformability is data (constructs, assertions, and facts) that is tracked to their sources, and logic used to assemble the interpretations into a structurally, coherent and corroborating whole that is both explicit and implicit in the narrative of a case study. Since recording devices, video and tape,

were used in classroom observations and interviews, those devices provided data tracking for confirmation whenever the clarification was needed.

### **3.8 Ethics**

As has been noted earlier in this chapter (see 3.4), the participants of this study were students, LC teaching staff, the Heads of Departments at UMM, and the Director at LC UMM. Participants were given an information letter and consent form to complete before participating in the research. The participants were informed that their participation was important, but voluntary, and that they were able to withdraw from this research at any time. An information letter was also provided to participants who undertook the questionnaire and those who returned the questionnaire were considered as consenting to participate in this study. Approval was sought and gained from the Head of English Department UMM and the Director of the LC UMM to obtain access to the documents necessary for this study as well as to conduct the interviews. Confidentiality was established and guaranteed and all data were de-identified. No identifying information was released in publicly available documents.

### **3.9 Summary**

In summary, ethnography was used in this present study to describe the stakeholders' perceived English needs for the learners at UMM. These stakeholders included employers, teachers, and students. As suggested by ethnographic methodology, different types of data collection were included - interviews, classroom observations, document reviews, and focus group discussions. Data collection was undertaken in four stages and an iterative approach was used for this and the data analysis. The data were transcribed and colour coded for emerging themes which were determined using a constant comparison method. This was done to enable perceptions to be determined, which in turn were used to describe the shared culture of the stakeholders. Overall, this research is guided by constructivism and quality standards to ensure trustworthiness. The next chapter discusses the context of the research in more detail.

## Chapter 4

### **The Context**

As previously described, in ethnographic research the cultural context is significant. Therefore, this chapter focuses on the context of this study. The status of English in this institution reflects the wider context of this language in Indonesia and it also relates to the position of Bahasa Indonesia in this country. Therefore, this chapter will describe (4.1) the status of Bahasa Indonesia; (4.2) the status of English in Indonesia; (4.3) the role of English within the Indonesian Education System; and, as this study focuses on the English learning needs at Universitas Muhammadiyah Malang (UMM), a description of this university is provided (4.4). This chapter closes with a summary (4.5).

#### **4.1 The Status of Bahasa Indonesia**

Daily communication among Indonesian people of the same ethnic and linguistic background is conducted in their mother tongue. However, social interaction between people of different ethnic and linguistic backgrounds mainly occurs in Bahasa Indonesia. Bahasa Indonesia was selected as the national language in 1928 and with independence in 1945 it was formally adopted in Article 36 of the Constitution of Republic Indonesia. Bahasa Indonesia is the only official and national language of Indonesia (Passaung, 2003). Therefore, it is the language of the state and as a consequence it has gained a politically powerful position as a unifying force for people of the nation (Abas, 1987; Dardjowidjojo, 1998). It is the language spoken in formal contexts and is the means of communication when dealing with official institutions.

The emergence of this language as the most powerful across the country cannot be separated from the systematic planning and policy development by governmental agencies used to ensure that this occurred (Dardjowidjojo, 1998). This includes educational policy that also indicates that it is the only language to be used as the means of instruction. For this reason in Indonesia textbooks and written communication all use Bahasa Indonesia. To further implement this language policy, in 1948 the Indonesian government established a Lembaga Bahasa Nasional, the Institute of National Language. Later, in 1972, its name was changed to Centre for

Language Development. The primary function of this organisation is to preserve and develop the Indonesian language, but also to support the vernaculars (Abas, 1987, p. 31).

In brief, Bahasa Indonesia has gained importance as a unifying force in the multicultural society of Indonesia. To support this, the government has taken serious steps to preserve and develop the language.

#### **4.2 The Status of English in Indonesia**

Initially after independence the Government did not pay much attention to deciding if and what foreign languages should be included as part of Indonesian education curriculum. However, by 1950 when Indonesia's political situation was relatively more stable, the government did consider whether Dutch or English should be taught in schools (Lauder, 2008).

Despite the historical importance of Dutch, the potential of English and its utility within the international domain, particularly for the economic development of Indonesia, meant that it became the language of choice (Lowernberg, 1991; Dardjowidjojo, 2000). There are two reasons for Indonesian policy makers selecting English. First, it is as an important means of international communication in practically all fields. Second, it is a medium through which scientific knowledge and new technologies can be accessed, which in turn can lead to greater success in the global marketplace (Dardjowidjojo, 2003; Renandya, 2000)

It is generally acknowledged that English has become the language of power and prestige. In many societies English is the language of business executives, academic life and of politics. This language is often linked to important jobs and positions, especially in the private sector (Passaung, 2003) and in the international sector. Within Indonesian many people associate English with those countries that are deemed as successful, including Australia, United States, and some European countries. As a consequence, many people perceive that someone with a high level of English competences is also successful. Further, many people within Indonesia, including those involved in governing the nation, also believe that for Indonesia to become a successful and developed country, the education system should equip learners with

English competency. These beliefs are reflected in the actions of Indonesians. For instance, members of wealthy families are very likely to be able to speak English since they have enough money to pay to attend English courses. They deem this to be important as it not only prepares children of the family to win scholarships, but also provides them with access to other privileges, such as obtaining jobs overseas or within Indonesia, and gaining employment with joint venture companies.

Despite its prestigious position, there are some contradictions in the adoption of English. For instance, is not commonly used for communication in everyday life and so mastering it is not necessary for participation in Indonesian society. In the field of education, English competency generally does not act as a gatekeeper (Passasung, 2003). It is true that in secondary national admission or university admission, government employee recruitment, English competence is tested. However, the English score was not as significant point to determine the acceptance.

Further, English is not a primary requirement for obtaining most government jobs. In fact, for most people it is only a language studied in formal education and for many used on very few occasions.

Lauder (2008, p. 13) describes the position of English in Indonesia as “evident ambivalence”. On the one hand although many see the benefit from communicating in English, particularly with respect to national development, others fear that English has too much influence on Indonesian life. As Lauder (2008) states a number of people in Indonesia have long worried that the widespread use of English may have a negative impact on Indonesian culture and behaviours. Phillipson more emphatically (1992) states that the threat of English can be framed in the discourse of post-colonial imperialism. The consequence of this is of concern to educators.

### **4.3 The Role of English in Indonesia Education System**

In spite of the concerns about English, it was decided in 1989 that English should become a compulsory subject in high school. However, then as now, most teachers focused on teaching grammar, rather than on communication with the driving goal being gaining a pass in examinations. This goal remained unchanged even though the curriculum has undergone several changes. Even within universities, students are

limited in their access to opportunities to develop their understanding of English or to communicate in English. Furthermore, learning English as a way to understand the culture and literature of another society has not been part of the Indonesian government's agenda (Renandya, 2000).

Despite being a compulsory subject in Indonesia, students are not necessarily strongly motivated to learn English. Although it appears to be a tool for economic growth and national development, for the individual these are not motivating factors. Few have a need to use it for international or business purposes. It is mostly only needed by those residing and working in large cities or places where there is frequent contact with overseas visitors (e.g., Jakarta, Yogyakarta, Surabaya, Denpasar and Medan). In contrast, for those living in rural and remote areas, it may be difficult to find people who speak English. As a consequence, they do not see any relevance for learning English.

Other factors that affect English language development in Indonesia include geographical conditions, teacher capacity, and learner cultural differences (Madya, 2007). Indonesians inhabit about 930 islands out of the more than 17,000 islands in the archipelago which spread across the seas for 5,110 kilometres east to west and 1,888 kilometres north to south. Many of the islands contain rugged mountains and dense jungles and over the centuries these have served to separate tribal ethnic groups. Geographical conditions such as these pose great problems for communication and transportation. In addition, in these areas people are deprived of access to information and education, and due to delivery problems, they cannot be easily equipped with textbooks, curriculum guidelines and other educational resources (Madya, 2007).

Therefore, school students who live and study in remote and disadvantaged areas, may have limited access to even basic facilities necessary for the development of their English proficiency, especially when compared to their counterparts who live in more developed and advantaged areas. This is a key point because accessibility to English books, as dictated by the affordability of books and the number of books in school libraries, internet access, the availability of teaching media, and other resources can make a difference to the outcomes of students' English development (Madya, 2007).

Working in concert with geographical differences are classroom conditions and teachers' capacity to teach English effectively. In some schools in remote or disadvantaged areas classes often have as many as 50 students - a condition far from ideal for English teaching. With such a big class size it is difficult, if not impossible, to use interactive teaching methods and learner-centred activities, pedagogical approaches that are currently recommended in the English teaching literature. As Madya (2007) asserts, this situation is exacerbated because of the reluctance of young teachers, who are often more familiar with current approaches, to take up teaching appointments in these areas. Further, teachers who do work in such locations are distant geographically and so are rarely involved in professional development. This proves to be an ongoing challenge for English teaching in Indonesia.

The pluralistic nature of Indonesian society in terms of ways of thinking can also contribute to the challenges for English teaching and learning in Indonesia. What is regarded as important by one group may be regarded as trivial by other groups. For example, a group of students of a particular ethnic background in Indonesia may consider that to be able to recite the Koran well is more important than learning foreign languages such as English. This is because for a number of Indonesians there is real importance placed on such religious learning. Children usually learn to read the Koran at the age of 5 either in a mosque or in someone's house. Learners learn how to read and recite the Koran under the guidance of a Koran reading teacher. Learning normally occurs in small groups and the setting is informal (Passaung, 2003). In fact, parents who support this type of learning send their children to 'Pesantren' to learn Arabic, even up until high school, in order that their children can understand and recite the Koran. Learning the Koran is valued whereas learning to speak English is not the priority, and for many it is considered as the language of colonization.

The way the learning of the Koran occurs also impacts upon language learning generally. Coleman (1996) points out that the main method of learning is by rote and the main objective of the learning is to be able to read and recite the Koran and that the learners are not expected to understand the meaning of what they read, because it is often the case that their teachers are not able to translate the Koran. This was observed in his study of a traditional religious school in Java in late 1950s. Although Geertz' study was conducted almost five decades ago, it is still relevant to today's

Koranic teaching and learning practices (Passasung, 2003). Teachers and students feel comfortable with this sort of approach.

On the other hand, as Djiwandono (2005) found, many parents who live in big cities are more concerned about their children learning English. This was based on a small-scale exploratory survey using questionnaires and conducted among 46 parents whose children attended a private English school. He found that the majority of the parents were generally aware of the practical value of providing English instruction for their children and did not perceive any disadvantages with such early English learning. They also expected the English instruction their children received should enable them to perform all four language skills, especially speaking.

Clearly within the unique context of Indonesia, students have a diverse range of EFL learning needs. This has to be considered and addressed by policy makers, including those responsible for curriculum policy if the goal of English learning in Indonesia is to be successfully achieved.

#### **4.4 The Position of English at UMM**

UMM was founded in 1964 in Malang, East Java. It is located about 98 kilometres south of Surabaya. Malang is hilly city surrounded by four mountains: Pandoman, Arjuno, Kawi, and Semeru. Malang is not only well known as a city of flowers, but also as a city of education. Owing to the favourable weather conditions, many students from other parts of Indonesia and overseas prefer to study in Malang.

As a leading private university, UMM has won several awards both from within and outside Indonesia. Some of in-country awards are accredited A from BAN-PT (2013), Accredited from MTD (Registered Public Accountants), Winning AKU Kartika Kopertis VII East Java as the leading campus in East Java since 2008, KNAPP accredited, and Two stars from QS star. International awards include the ASEAN Energy Award, a web-metrics award, and US government awards of Peace Corps Host from 2010 until the present day.

UMM has three different campus locations with ten faculties and one postgraduate program. The total study program for the university consists of three Diploma

programs, 34 undergraduate programs, seven master programs, two doctoral programs, and two professional programs.

There are 11 faculties at UMM. These are:

- 1) The Faculty of Teacher Training and Education which consists of five departments: Biology, Mathematics, English, Indonesian, and Civic Education;
- 2) The Faculty of Economics which has four Departments: Banking, Accounting, Management, and Developmental Study;
- 3) The Faculty of Law with two schools: Civil Law and Criminal Law;
- 4) The Faculty of Psychology with three schools: Industrial Psychology, Education Psychology, and Clinical Psychology;
- 5) The Faculty of Social Politics with three departments: Social Welfare, International Relationships, and Governmental Science;
- 6) The Faculty of Agriculture with two departments: Forestry and Agribusiness;
- 7) The Faculty of Engineering with five departments: Industrial, Civil, Mechanical, Electrical, and Information Technology;
- 8) The Faculty of Husbandry with two departments: Fishery and Animal Breeding;
- 9) The Faculty of Medical Science;
- 10) The Faculty of Health Sciences with two departments: Pharmacy and Nursing; and,
- 11) The Faculty of religion with two departments: Islamic Law and Islamic Study.

Students within each department study English in relation to their subject area. For example, Industrial Engineering students study English for Industrial Engineering purposes, students of Electrical Engineering will study English for Electrical Engineering, and students of Civil Engineering Department will study English for Civil Engineering and so forth.

The quality of the teaching staff is one of the factors among a number that plays an important role in teaching and learning in higher education. Realizing how important this role is, especially for improving the quality of graduates, the university continuously encourages institutional professional development. It also encourages

improvements in personnel administration and delivery, whilst providing support for scientific activities, particularly in those areas of interest to individual staff.

On the basis of this rationale the university and faculties provide opportunities for all lecturers to improve their mastery of foreign language skills, especially English. From 2001 to 2008 the university cooperated with the Indonesian-Australian Language Foundation (IALF). English courses were conducted in Denpasar Bali for 3 months of each year, and every term or the period of three months the university sent around 20 lecturers to undertake this training. Such was the commitment of the university to this project they provided all the financial support for those who participated.

The purpose of these courses was to equip and improve UMM staff with a sufficient level of English proficiency and, later, to develop their competency to such a degree that they could teach into the ESP classes. Discipline area teachers were targeted because although they possessed the content area knowledge, they needed to upgrade their English so that they could deliver their classes in the target language. Once they completed this program they were encouraged to apply for an overseas scholarship to undertake study at a Masters degree, PhD or post-doctoral level study. However, it should be noted ED UMM lecturers and LC teaching staff were not included in this 3 months English program at IALF Bali.

Initially neither part-time teachers nor administrative staff members were involved in this program. However, as recruitment of permanent full time teaching staff became increasingly difficult because they were not willing to attend or because of the positions they held (e.g., the Dean of the Faculty, the Director of Postgraduate Study), in the latter stages of the program, administrative staff who held strategic positions (e.g., the Head of Central Library, the Head of Administration for UMM, the Head Finance, and those in International Relations) were invited to attend the program.

Further, staff at UMM have been encouraged to undertake international collaboration with a number of organizations as a part of their commitment to improvement. This includes with Erasmus Mundus, Australia Consortium in Country of Indonesian Study (ACICIS), Peace Corps America, BGP Engineering Netherland, The American Indonesian Exchange Foundation (AMINEF), Association Internationale des Etudiants en Sciences Economiques et Commerciales or in EnglisHA: International Association of Students in Economic and Commercial Sciences ( AIESEC), Economically and

Environmentally Sustainable Technologies (ESTech), United States Agency for International Development ( USAID), and Australian Agency for International Development (AUSAID).

The initiatives to develop staff at UMM stem from the UMM 2005 statute. The academic development plan is based on the mission and the vision of the university which includes *Tri Dharma Perguruan Tinggi* (i.e., education-teaching, research, and community service) all of which have to be relevant to the needs of stakeholders. Of key relevance to the current study is the integral role of addressing stakeholders' needs.

Another key part is the importance placed on the establishment of international relations. Because of this, English plays a significant role in the curriculum at UMM. It is deemed a crucial skill that should be mastered by UMM students and staff, both academic and administrative, from all faculties. To achieve this UMM established English Department (ED) in 1987 and Language Centre (LC) in 1993. The descriptions of these two entities make up the final sections of this chapter.

#### **4.4.1 The English Department UMM**

The unit responsible for English language teaching at UMM is the Department of English Language Education, also known as the English Department (ED UMM). Graduates of ED UMM usually go into teaching careers at primary to high school levels. The vision and the mission of ED UMM include the development of:

- 1) Teaching skills and knowledge;
- 2) Research skills;
- 3) Community service skills; (ED UMM Statute).

Many of the ED UMM lecturers have graduated from overseas universities either with a Masters or doctoral degree (i.e., PhD or EdD). It should be noted that a Masters degree is the minimum level of qualification for staff at this university.

**Table 9: The Profile of ED UMM Staff**

<b>Characteristics</b>		
Gender	Male = 11	Female = 11
Age	<50 years = 16	>50 years = 6
Qualifications	Masters = 16	PhD = 6
Teaching experience	< 20 years = 12	>20 years = 10

The English curriculum at UMM consist of three elements:

- a. Compulsory content (MPK) including Bahasa Indonesia, Al-Islam and Kemuhammadiyahahan (AIK), and Civic Education (PPKN).
- b. Major subjects and Professional subjects (MKK) including the subjects that equip ED students with English competencies such as speaking, listening, reading, writing, grammar, and vocabulary. Professional competencies including TEFL, Language Testing, Teaching and Learning Strategies, and Practice Teaching. Both English and teaching competencies are taught in order that students are prepared for their careers in education
- c. Electives (MPB) are also available for the students to choose, based on their interests. These elective subjects are designed to provide students with alternative skills such as English for Young Learners, American Study, Business English and Translation.

#### **4.4.2 The Language Centre UMM**

The Language Centre at UMM (LC) was first established in 1993. How this was initiated, the way it was founded at the beginning, and the way the program was promoted to the students at first is not documented. However, it appears that the English program that was offered at that time was similar to that of many others. The main purpose was to provide English to students who needed it for a range of different

reasons. Further, there was no obligation for students to join the course. As a consequence, at that time there were only a small number of students who enrolled and the majority of these were Education students who needed to improve their English oral communication skills. There was only one class and it was taught by the founding father of the course, Pak Nuryasik.

A year later in 1994, although still dominated by ED UMM students, the number of participants at the LC was growing. To speed the development and status of English on campus, a 'revolutionary' rather than 'evolutionary' step was taken (Crystal, 2003). This was done through the formal recognition of the centre. In turn, this enabled the university to create and project an international profile.

To achieve these goals, the following mission statement was developed for the LC.

- a. Conducting quality English for Specific Purposes (ESP) program for students of UMM;
- b. Providing quality English training for LC staff and UMM staff to be able to compete at both a national and international level;
- c. Providing quality English teaching training for LC staff to produce professional, creative and skilful ESP instructors; and,
- d. Building continuous cooperation in and outside the university to develop English education and training (Language Centre Team, 2002).

Translating these goals into practice led to the establishment of two different English programs to satisfy the needs of two main groups at UMM. The first is the English program that targets the students of this university and is conducted under the auspices of English for Specific Purposes (ESP). Staff members at LC also perform roles such as writing teaching resource materials, being test administrators and providing translation services. The second program targeted staff at UMM and is run in cooperation with the IALF.

1) English for Specific Purpose (ESP) is the LC program for all the freshmen enrolled at UMM. During the first year (two semesters) of their study, students in both the English and non-English Departments take different ESP courses depending on their majors. For example, students from the Mathematics Department study English for

mathematics purposes. Thus, the ESP program provides English skill development so that students can read and comprehend English text books, journals, and articles in their disciplines. In addition, by undertaking this course, students build their spoken and written English communication skills.

2) Resource development is another role fulfilled by the LC. All LC staff members are required to write ESP text-books and other supplementary material, and contribute to the Reform English Magazine. Every semester three ESP books, for example, English for Mathematics, English for Nursing, and English for Agribusiness are produced. The selection of the books to be produced is based on several criteria such as the availability of the textbooks, the number of students enrolled in the department and the year of the previous publication.

The writing of the text books is undertaken in teams. The composition of the writing teams is four contract LC teaching staff and three ED Lecturers (who also act as editors). The purpose of producing ESP books is to give the new contracted ESP staff training experience. It is expected when they finish their two-year contract at the LC UMM, they will have developed their writing skills. It also provides them with the opportunity to learn some specific terms related to different discipline areas.

The other significant responsibility that the LC teaching staff members have is contributing to the publication of an English language magazine called 'Reform'. This magazine is intended as a media of communication among the whole UMM community and is distributed to all freshmen and senior high school students. For business purposes, LC teaching staff members are also trained to approach companies and business outlets to encourage them to promote their business services and products in this magazine. Staff involved in the production of this magazine call for papers in different genres (e.g., argumentative and expository writing about topical issues; narratives such as short stories, and jokes and descriptive accounts about topics such as travel and culture), from all teaching staff, students, and administrative staff. In reality, however, about 85% of the magazine is made up of contributions from the LC teaching staff.

3) LC proficiency test administration is another role performed by staff. The test has been developed to measure UMM students' English proficiency. These tests are administered twice a year. The first time it is conducted with freshmen at the beginning

of their academic year and the second after the students have finished their ESP course. This testing has had a long tradition and before the LC proficiency test was developed, the institution used TOEFL or similar tests to measure students' learning outcomes.

4) LC translation services are also provided by staff. They translate documents from Indonesian to English, or vice versa. LC staff assist students, teachers, and administrative staff with their translation requirements such as helping staff who want to have their writing published in international journals, translating certificates and transcripts, and translating UMM website information.

The ESP program provides English skills development so that students can read and comprehend English text books, journals, and articles in their disciplines. In addition, by undertaking this course, students build their spoken and written English communication skills. By the end of their ESP program, students are expected to:

- a. possess basic reading skills to comprehend English references within the scope of their major.
- b. possess basic speaking skills for those topics in their area.
- c. possess basic listening skills for those topics in their disciplines area.
- d. possess basic writing skills for purposes used within the scope of their discipline area (Language Centre UMM Team, 2002).

To achieve these goals, the delivery of ESP program is divided across two semesters in the following way:

Semester I, Reading I, four credits or equal to 180 minutes a week

Speaking I, two credits or equal to 90 minutes a week

Listening, two credits or equal to 90 minutes a week

Semester II, Reading II, four credits or equal to 180 minutes a week

Speaking II, two credits or equal to 90 minutes a week

Writing, two credits or equal to 90 minutes a week.

(Language Center UMM Team, 2002)

#### **4.5 Summary**

Bahasa Indonesia is one of a number of languages used in Indonesia, but it is the only national language. Education policy also indicates that it is the only language to be used as the means of instruction. It is also the language spoken in formal contexts. However, English has a significant role to play in Indonesia and its status impacts upon its importance at UMM. In the curriculum, it is deemed a crucial skill that should be mastered by all UMM students and staff, both academic and administrative from all faculties. Such a condition necessitates suitable English learning occurs at this institution. Several steps have been taken to ensure this occurs within an environment where addressing stakeholders' needs are deemed important.

## Chapter 5

### **Findings: The Employers as Stakeholders**

As has been described in Chapter 4, there are two groups of people categorised as employers at UMM: the Director of LC UMM and the Deans of the Faculties (although they could equally be called management, as they employ the teachers who teach English at UMM, for the purposes of this study they are described as employers). The data from the employers were collected by way of individual interviews. Based on an analysis of the data emerging from these, three categories of findings are apparent. Each category is discussed separately below. First, however, the organizational context of the employers is presented (5.1). Next, the findings with regard to identified needs are presented (5.2). These are then discussed in relation to contract system at LC UMM and then the shared cultures of the employers (5.3). This chapter closes with summary (5.4)

#### **5.1 The Employers' Organizational Context**

Both hierarchical and consultative lines characterise the UMM organizational structure as described below (See Figure 2 for further description):

The UMM organizational structure consists of:

1. The University Board. This board is the central authority of the Muhammadiyah organization and consists of leaders who take charge of the university and delegate all general Higher Education matters to their line manager.
2. The Executive Operational Board, or Badan Pelaksana Harian-UMM hereafter abbreviated BPH-UMM, is a body established to assist in resolving any University issues that may arise. It plays an active role in advising about and supervising the implementation of the University's policies and directing the human resource activities.
3. The Rector is responsible for implementing the mission of the University and its vision in relation to education, research, and community service. He also fosters a collaborative relationship with other universities, communities, and institutions both within and outside the country. In addition, he sets the

University's Strategic Plan. This includes the goals and objectives of the University which are set for a period of ten years. Finally, the Rector draws up the annual work plan and budget for the University and periodically reports to the Executive Operational Board about the progress of the University.

4. The Deans of the Faculties, assisted by the Vice-Deans, implement, coordinate and manage academic and professional programs for the Bachelor and the Graduate Programs (i.e., Masters and Doctoral degrees). Working under the leadership of the Dean of each Faculty, are the Heads of Departments; Heads of Laboratories; and other faculty units such as the Heads of the Teaching Clinic in the Faculty of Education and Teacher Training; the Head of Mini Bank in the Faculty of Economics; the Head of the Health Clinic in the Faculty of Medical Science; and, the Head of Counselling in the Faculty of Psychology.
5. The Director of the Language Centre is in charge of the unit that teaches the ESP program. This unit was established to execute the English programs for all university staff and students, especially for freshmen.

Although, the Deans of the Faculties and the Director of LC implement university policies and report them to the Rector, there is a level of consultation that occurs between them. The following diagram shows the positions and the relationship between the different units, divisions, and faculties and with the Rector.

## **5.2 Identified Needs**

The findings in this chapter are described in three sections. These include English learning needs (5.2.1); the needs for improvements in teacher capacity (5.2.2); and the needs for ESP program improvement (5.2.3). All interviews with the employers were conducted in Bahasa Indonesia and transcribed verbatim. The quotes are presented in English and are a direct translation of what occurred in the interviews. These were all checked by the Translation Service Division (TSD) staff at LC UMM. It should be noted that pseudonyms are used for the names of the employers quoted throughout this chapter.

### **5.2.1 English Learning Needs**

Based on the interviews with the UMM employers, four main English language needs for students were identified. These included: to be able to read English journals or books; to participate in overseas programs; to be competitive in the employment market; and, to be able to understand English culture.

#### *Reading English Publications*

Like most Universities in Indonesia, UMM requires their students who are pursuing undergraduate studies to undertake a final task before they are granted their Bachelor degree. This task takes the form of a research project which is submitted as a thesis for examination. This also occurs at UMM. One of the sections in their thesis requires them to present theories related to their topic. Because of this requirement and because in many disciplines theories and findings are presented in English, the employers considered that being able to read English journals and books is important for students. These sentiments are evident in the following quotes:

*Basically we find it necessary to help students improve their academic quality especially by accessing references/books written in English. However, this does not mean that references/books written in Bahasa Indonesia are low quality. As we offer overseas programs and English is an international language, students' English proficiency is of our concern (AN, DFSP).*

*All language skills are really important. However, the most urgently required are reading skills (for the purpose of reading references). For expressing ideas to other people, our students have to be trained in their speaking skills. Sometimes our students are also required to write a letter or communicate in a written form. In other words, the four English skills should not be partially trained but well-integrated. In the Faculty of psychology, the focus of teaching English should be on reading references and journals for the purpose of conducting theoretical analysis. Not only are our alumni required to be proficient in reading and comprehending journals, they are also need exposure to various texts (YS, VDFPsi).*

Further, assisting students with their English reading ability is also believed to help them understand particular English terminology related to their discipline areas. For example, several occupations need a high level of English reading ability so that staff can translate customers' expectations into reality. In fact, for a wide array of jobs, being able to read English is essential. One UMM employer described this in the following way:

*There is a lot of engineering terminology that has no or only partial equivalence in Bahasa Indonesia. One of the examples is “tinggi jatuh air” which in English is “head”. However, it is impossible to translate “head” into “kepala” (literally means a head as a body organ). This translation issue could be really problematic. There are a lot more English engineering terminology that cannot be directly translated into Bahasa Indonesia. The other examples are the terms “vapour” and “steam”. Steam in Bahasa Indonesia means “uap” and it implies, among Indonesians, a high temperature. However, vapour is not necessarily high in temperature; even the lowest temperature could be included as vapour (DM, DFeng).*

Therefore, in terms of ESP teaching, reading English references is a skill that employers expect students to master when enrolled in this program. At the same time, there is also a need to provide support within the different faculties. The Deans of each faculty need to work with the department teachers so that suitable English reading materials are included in their courses.

### *International Collaboration*

As has been stated earlier (see the Chapter 4) as a part of the commitment to improvement, UMM undertakes international collaboration with a number of organizations. UMM encourages all faculties to be involved and it gives each faculty freedom to establish cooperation with various international institutions of their choice. Depending on the type of cooperation, not only academic staff but also students can also participate in those overseas programs. On this basis, in the interviews, the Deans of various Faculties described how they expect that the English program to equip students so that they can participate in these programs.

*We are now in collaboration with Malaysia, and in the near future we are signing an MoU with U.K.; however, we need to prepare to do our best in terms of English proficiency before running the collaboration. We are also in collaboration with some universities in Australia (one of which is Flinders University). As we offer overseas programs and English is an international language, students’ English proficiency is of our concern (AN, DFSP).*

Other Faculty have designed and implemented ‘sandwich’ programs which give students a chance to study half their degree in Indonesia and another half outside the country.

*I am happy that our students are offered ESP courses so as to facilitate students’ learning English based on their study discipline. ESP for Medical Science best fits and supports our students. I say that ESP courses help a lot because most journals on medical science are written in English. Upon conducting research and writing a thesis (required for students), students browse the internet for*

*information which is mostly presented in English. In addition, we are now designing an elective program that allows our students to take some classes abroad; and English is the key to success in communication. What I am also happy about is that our students have improved a lot (because of this). Therefore, ESP courses are relevant for Faculty of Medical Science (MS, VDFK).*

Another Dean described how their students have won places in internship programs overseas and how vital developing English proficiency is for this:

*Someday our students will work in an Agricultural and Livestock office, they are required to make contact with foreign organizations and institutions. In this case, English proficiency is necessary. Let me give you one example. One of our alumni from Animal Husbandry Department, who is really brilliant and proficient in English, won a scholarship to study in New Zealand (LZ, VDFAH).*

*It was not a scholarship for pursuing a Master degree, but rather for conducting an internship to sharpen his practical skills. He spent three months in New Zealand. Without being proficient in English, I am pretty sure he would not win such precious opportunity, would he? It has proven that English is a tool to communicate and interact with the world (LZ, VDFAH).*

Having overseas programs as a part of the UMM's staff and student development program has many benefits. For example, such programs provide motivation for students, giving them opportunities to practice English in ways that are relevant for their study and future careers. However, they do need to be carefully supported by the Deans of the different Faculties so that participants are well prepared.

### *Employment Opportunities*

The UMM employers who were interviewed indicated that one of the goals of university learning is to prepare students for the competitive job market. Within industry English is frequently cited as one of the requirements that should be possessed by applicants. Further, job applicants require a high level of English competency, not only for their future employment, but also as a crucial part of the recruitment process.

*In the companies or schools where our students might work someday they will be required to communicate in English. Quite a number of our alumni currently work in foreign companies. English is the tool to communicate in the workplace. Yes, ninety-nine percent of job opportunities require this. The prospective employees are required to be proficient in English, either passive or active. Most notably companies and institutions require applicants to have high level of English proficiency (YS, VDFPsi).*

Clearly in the era of globalization learning English becomes more complex since it is not just a matter of passing the required courses in order to gain an appropriate grade

for their certificate. The interconnectedness between companies in different countries often requires good communication and this is mostly undertaken in English.

*I have one story to share. I visited one of our alumni. He made some closed hubs (Closed hubs is a specific word used in the Faculty of Husbandry means a cage for the animal breeding).; three closed hubs worth two billion rupiahs. The closed hub is in Germany. He succeeded in ordering the exact shape and size he wished to because he is proficient in English (LZ, VDFAH).*

For the reason of securing jobs in a competitive market, another employer wanted to see English learning and teaching at tertiary level undertaken closer to students' internship period. According to this employer, if the ESP program is designed to equip students to gain employment, the right time for students to study ESP in that particular faculty is when they are in their final semester. According to this person, in the first two semesters, students should only be exposed to basic courses where the use of English is not imperative. However, in their final semester, there should be more opportunities of using it in real world contexts.

*In the last semester, our students have sufficient knowledge in medical science. I mean they are ready to get the medical history of their patients. It is necessary that students are capable of diagnosing and asking the patients using specific language. When, for instance, a patient reports being short of breath, students are to be able to dig out as much information as necessary from the patient using English. This is what I mean by applicative skills. Offering this typical material is impossible in earlier semesters as students are not yet exposed to the relevant content in medical science. I recommend that ESP courses be offered in semester 7 (MS VDFK).*

Preparing students to survive working in the world outside of university is an expectation of the Deans. They know that students invest a lot of money to come to university and, as such, they feel the need to equip them with the necessary skills.

### *Understanding English Culture*

Developing an understanding of other people's culture is another aspect that employers expect from their students. Therefore, the teaching of cultural values is seen to be an important part of the ESP program. Learning culture is not only limited to the superficial (e.g., religion, dance, food, clothing), but it also extends to developing a deeper understanding of other characteristics such as work ethic (passion and determination) and other factors that lead to success.

*Learning a language means learning a culture as well. It is really enlightening when students read texts from other countries written in English and study their work performances, and working principles (LZ, VDFAH).*

In summary, the employers offered four main reasons for the ESP program – reading English, participation in overseas programs, being competitive in the job market and understanding English culture. From the perspective of the employers there is a need to shape future curriculum development for the ED UMM in ways that reflects these attributes.

### **5.2.2 Improving Teaching Capacity**

To achieve these four goals, some employers indicated there is a clear need to improve the teaching capacity within the LC. Teaching capacity refers to essential teaching skills required to create productive learning environments, including attitudes, organisation, communication, focus, feedback, questioning, review and closure. To be an effective teacher, demonstration of these essential teaching skills is needed to maximise student learning.

Further, for teaching capacity to improve three key qualities of ED graduates (especially those who are employed at LC upon graduation) also need to be improved and/or taken into consideration. These were identified by the employers as: teacher quality; knowledge of ESP teaching; and, improving learning outcomes for students. Some possible solutions are offered and described below:

#### *Developing Teaching Quality*

The findings of the current research support evidence in the literature highlighting the need to focus on teacher quality. Richards and Schmidt (2002, p. 94) suggest that teacher quality involves “essential skills, knowledge and behaviours required for the effective performance”. This was also reflected in the current data:

*Besides a proper educational background in English teaching, those LC teaching staff who are recruited upon graduation should be the ones who are patient, devoted, and cheerful in teaching. Intelligence and expertise are also necessary requirements for teaching. Not being patient and devoted results in teaching failures (DM, DFEng).*

He further claims:

*Nice teachers will leave the best impression on students. It is always sweet when students miss the teachers who do not attend the class (DM, DFEng).*

In addition, Ur (1998) emphasises the need for teachers to reflect upon their classroom practice and to do this they need to be highly motivated, have a strong desire to learn and consider their teaching roles as crucial to the learning success of their students. To achieve these things, one of the employers claimed that teachers' personalities are an important factor in determining success in teaching, but he also noted that it is not yet one of the criteria in recruiting the LC candidates.

Despite a general consensus about the key attributes of what a 'good teacher' should be, some employers had different expectations. For instance, some described good proficiency in English should be accompanied by enthusiasm for learning since there are a lot of things that the Department cannot equip students with all the necessary skills and knowledge in only four years of study.

*I am sure that English Department prepares its students to be prospective teachers. Teachers should be ready to face any situation. Those graduates recruited to teach ESP by LC are the ones who are not only highly-proficient in English, but are willing to self-develop themselves. When they are assigned to teach ESP in a particular major, they are eager to explore and learn a lot to broaden their knowledge about the specific study discipline (YS, VDFPsi).*

In short, the employers expect quality teachers, as demonstrated by their skills, knowledge and behaviours, but how this manifests differed slightly in the opinion of the various employers. Some felt it had to do with teachers' personalities and commitment to the jobs, others according to their English proficiency and willingness to continue learning.

### *Knowledge on ESP Teaching*

English for Specific Purposes (ESP) or English for Special Purposes arose as a term in the 1960's and carries different interpretations in language teaching implementation. For example, Coffey (1985) updated Streven's work and described ESP as a major part of communicative language teaching. Other scholars describe ESP as another type of English course aimed to serve the needs of specific disciplines (see Chapter 2). Under the umbrella term of ESP there are a myriad of sub-divisions. For example

English for Academic Purposes (EAP), English for Business Purposes (EBP), English for Occupational Purposes (EOP), and English for Medical Purposes (EMP), with new ones being constantly added. At the same time, the distinction between ESP and General English is increasingly becoming blurred (again see Chapter 2).

This diversity of ESP was also found within the UMM employers' perceptions. One of the employers said that ESP is similar to a General English course:

*In my opinion, ESP constitutes something general for everyone. It means that those who expect something more should expose more, by attending private courses for instance. Those who are more proficient are those who study more (AN, DFSP).*

Others thought that ESP should be related to students' majors. The employers indicated that because different occupations use specific terminology, providing English based on the students' majors allowed them to develop the appropriate English for that purpose. That is, students who study in particular discipline areas will benefit from ESP learning because the learning materials that are used directly supports their preparation for different professions.

*Actually, when we are talking about preparing students for global exposure, ESP courses should not only offered in the beginning semesters but during the last semesters when students are about to do an internship in hospitals as well. In the last semester, our students have sufficient knowledge in medical science...There are a lot of specific medical terminology that is used (MS, VDFK).*

One employer also indicated that ESP teaching is not an easy task for ED graduates, especially when they are still new and inexperienced contract teachers. However, units and divisions within UMM, such as LC and the various Faculties do have responsibility to all UMM graduates. Therefore, LC teaching staff members need to have the skills to be able to teach in all faculties and have the knowledge and teaching skills to do so. The difficulty, however, is preparing graduates for LC is such a way that they have all the necessary skills:

*AN: ESP books/modules designed by LC are good; however, referring to the teaching, we say "Best from the Worst".*

*D: "Best from the Worst"?*

*AN: In managing a university, we should not just consider and view it from one perspective but rather in an integrated way. On one hand, we do need to recruit the best and qualified ESP teachers; on the other hand, we also need to equip English Department graduates with training. Let me say this is not*

*that crucial as English is not only learnt in ESP classes, but students in my Faculty could also attend professional English courses (AN, DFSP).*

The challenge when teaching ESP is that LC teachers have to deal with a great range of content and its related terminology and in areas that they may not have studied.

*All the teaching staff here are from the English Department so as far as the content of teaching is concerned, the material I mean, of course the materials are beyond their discipline. They did not receive the materials during their study at the English Department. The only things they received at ED are of course about English teaching... something connected to English and also some methods of teaching related to how to teach English as a foreign language. So the teaching staff probably get into some difficulties in trying to understand ESP itself. For example teaching English connected to agriculture. All the content is about agriculture. As a matter of fact, the teachers are from the English department so sometimes the problems are about a lack of understanding of the content. But in term of teaching methodology I think there is no problem. If some of them complain about the content difficulties I agree with them and I realize there is a problem about that (M, DLC).*

### *Learning Outcomes*

Learning outcomes refers to what students are expected to know, understand and to be able to do in order to be successful in a unit. The employers did not define specifically the learning outcomes they expected from their students, however, it was apparent that the learning experiences should be directed to helping students to be able to use their English and with a high degree of proficiency in the different skill areas:

*Not only is English used for that purpose, but there are three points to highlight, English reading skills, English conversation skills, and English writing skills. We do expect that the ESP classes specifically focus on these three areas. I personally do not give any specific suggestion as I have not conducted any detailed investigation, research, and polling related to English classes. However, I recommend that it is wise to focus more on output or the results of students' learning in English classes (AN, DFSP).*

Other participants alluded to a possible mismatch between what is learnt and what is taught during English instruction. For example, during the data collection process, the LC used the Test of English as Foreign Language (TOEFL) to obtain information about students' learning outcomes (see Chapter 4 about the administration of TOEFL). The TOEFL test was administered twice per year. First, it was conducted at the beginning of the students' academic year and second, it was administered when students finished their ESP courses. This situation forced teachers to alter their teaching focus.

Yet, concurrent with this was the fact that most of the Deans were not even sure if the TOEFL was the most appropriate assessment for measuring ESP success.

*D: Talking about the output or the result of students' learning in English classes, is administering TOEFL after completing ESP courses appropriate?*

*AN: I do not know the answer. For me, there remains a dilemma. On one hand, we 'force' our students to master English; on the other hand, non-English department students are busy with their own subject/content courses and not all students are motivated to improve their English proficiency level. It would be better to create discussion groups concerned with improving their English proficiency (AN, DFSP).*

Despite this, when their students failed to achieve a minimum TOEFL score of 450, the Deans were dissatisfied and claimed that the failure was due to ESP teaching process at the LC.

Only one employer was aware of the mismatch between ESP teaching and the assessment used and suggested an alternative test, that is Test of English as International Communication (TOEIC).

*I think TOEFL is more appropriate for higher education, and TOEIC is usually required in the job recruitment process. In my opinion, it would be a great idea if UMM collaborates with an institution officially administering TOEIC. (This is because) Students' English mastery is not only reflected by their knowledge on English literature and structures, but by their fluency in using English as a medium of spoken communication as well. Students are also capable of writing an application letter or any simple writing like a manual guide, for instance (LZ, VDFAH).*

Regardless of the mismatch described above, this employer considered that LC teaching staff did an excellent teaching job as he had heard no complaints from students about their ESP classes.

*I think that is a quite challenging question to answer. I admit that I have never asked my students about their opinions on ESP classes. As long as there is no complaint from my students, I assume that ESP classes are appropriately conducted. My students seek me out and report every time they feel dissatisfied on something. We, for instance, have to replace monotonous, old, and boring lecturers by considering students' opinions. I am always available to immediately respond to my students' complaint. However, there is no complaint about ESP teaching staff and ESP classes (LZ, VDFAH).*

It is clear that UMM employers have a diversity of perspectives about students' learning outcomes. Some employers wanted to see an improvement in students' English skills of reading, listening, and speaking, while others found that it was difficult

to see the benefits of ESP program when there was a mismatch between the teaching process and the assessment that is used.

### *Integrative Teaching*

From the interviews, it was apparent that the employers claim that the ESP teaching had not achieved its desired results. Several solutions were suggested. These included the use of integrative English teaching, collaborative teaching, ESP teaching workshops, and additional hours of teaching practice for ED UMM students.

In the first instance, the employers at UMM described integrative teaching as a way forward as it is a method of teaching English that encourages students to see the interconnectedness and interrelationships among all four of the macro skills – speaking, listening, reading and writing rather than focusing on teaching in an isolated way.

*To sum up, speaking, writing, and reading are inseparable language skills. There is no priority among those skills but they should be integrated (LZ, VDFAH).*

*All language skills are really important.... For expressing ideas to other people, our students have to be trained with their speaking skills. Sometimes our students are also required to write a letter or communicate in a written form. In other words, the four English skills should not be partially trained but well-integrated (YS, VDFPsi).*

Integrative teaching is the opposite of segregated teaching (teaching only one skill at a time), an approach that currently predominates pedagogy at the LC. In a segregated approach, the mastery of a discrete language skill, such as reading or speaking is seen as the key factor for successful language learning. From the interviews it appears that the employers believe that teaching one skill at a time is both ineffective and time consuming. However, some also highlighted the fact that not many LC teachers have the skills to undertake integrative teaching. Clearly there is a need for ESP teaching professional development to overcome this deficit.

Collaborative teaching was another solution suggested by the employers at UMM as a way to overcome some of the current problems with the LC. Collaborative teaching involves two teachers: a language teacher and a content teacher working together in the classroom at the same time. The Deans of the Faculties agreed that a collaborative teaching approach would help address the problem of the language

teachers lacking content knowledge and the content teachers lacking the linguistic background to assist the teachers sufficiently well.

*Some technical terminology could be introduced by engineering lecturers. LC teaching staff might find it confusing to introduce this. Those technical terms should be introduced by lecturers in particular majors (DM, DFEng).*

*I am aware that it is the most crucial challenge in teaching ESP, especially when the ESP teachers have no background in Psychology. They might fail to recognize some technical terminology in Psychology. The ideal condition is when ESP teachers are those with a background in Psychology and are highly-proficient in English. Students could get the most out of them actually. We have tried to assign our Psychology lecturers to teach ESP. However, this was ineffective as the number of Psychology lecturers never sufficed to cover all ESP classes. However, there is apparently no more requests from LC. I hope LC will offer more opportunity for our Psychology lecturers to teach ESP (YS, VDFPsi).*

Further, the employers also suggested another type of collaborative teaching: namely teacher-student collaborative teaching.

*This is my proposed model. In teaching ESP, the teachers could collaborate with a number of students. Teachers and students could discuss certain topics related to Psychology. In this case, teachers are actually learning some technical terminology from our students. An ideal process is when teachers learn from students and students learn from the teachers. ESP teachers could assist our students in terms of using correct English grammar and sentence construction. Also, ESP teachers could train our students to express their ideas and opinions in English. This two-way-directional teaching and learning strategy is worth implementing for better ESP classes (YS, VDFPsi).*

The Director of LC proposed yet another model of collaborative teaching, one in which the department teachers and the English teachers teach the ESP classes together. This model is considered feasible since some department teachers obtained either their master or doctoral degrees overseas in English speaking countries.

*What I mean is this, some of the ESP teachers are not from LC but are from the departments. You know some of them finished studying from overseas. So their English competency is good, that is not questionable so they deserve to share the body of knowledge together with their students. I think later the final outcome or the final effort should be like this. The ESP is not given by ED graduates, but by the lecturers from the departments (M, DLC).*

In addition to a collaborative teaching approach, another employer suggested ESP teaching workshops:

*I think the workshops are still affordable and the results are very fruitful for better teaching and learning for our staff. So the workshops here could be about the magazine writing, and also about book writing and also be ESP teaching, the methodology for example, I think we will need to spend a lot but the results would be very-very beneficial for strengthening the body of knowledge for the lecturers and the teaching methodology for the LC staff (M, DLC).*

ED UMM can take a role in improving students' teaching skills and capacities. To achieve this, ED UMM syllabus should be carefully reconsidered. For instance, there appears to be a real need to improve training about actual teaching (e.g., through micro teaching).

At present, however, a number of constraints exist to prevent this from occurring. Specifically, only 100 minutes of micro teaching is available in the undergraduate teaching course, and with an average of 25 students per class this equates to each student having only about four minutes of actual practice time.

*We can advise the ED at least to do so. It is about equipping students in the course which is related to the teaching and learning, and also to have an intensive practice of micro teaching. Micro teaching is very important. Up to now the micro teaching has only two credits and only two hours per week for practice teaching. Only 100 minutes in a week. Two hours for 25 students in one class so this is my first suggestion. We have to make the micro teaching here more effective not just give the students one or two teaching practices, but before they are teaching in the school for example, they have to practice in the classroom with their friend - that is trying to intensify the ways of teaching. Because of my observations in classroom, we often find the graduates of ED still weak in demonstrating different methods of teaching. I think this is because of the lack of practice. Number two, this is about the students themselves. Of course, what we are teaching is English so English competencies is very-very important and then, the way how to improve the English competencies is not only in the department. In other words, the students should not rely on the department; they also have to make their English competencies better outside the campus (M, DLC).*

Although practical solutions are yet to be derived, it is clear that a key aspect of improving teaching capacity is equipping graduates with knowledge of and skills in ESP teaching.

### **5.2.3 Improving ESP Program**

All the employers said that LC needs to improve its implementation of ESP. Two particular issues were identified as key for this, namely how ESP teachers are recruited and employed; and, the time management systems that are used at the LC. According to the employers the greatest problem is that the policy requirements are

imposed in a top-down manner and not necessarily done in the best way to promote good teaching.

### *The Conditions of Recruitment and Employment*

The University policy on ESP teacher recruitment for the LC is of two types. The first type is concerned with full-time contract teachers and, the second is part-time teachers. Full time teachers are expected to sign a contract for one year and the contract can be renewed for a further two years if the teacher is deemed to have shown a strong commitment to academic activities. The maximum period of a contract is three years. After that they are still allowed to teach at the LC, but only in a part-time capacity (i.e., the second type of recruitment). Alternatively, they can apply for teaching positions in other institutions, such as in universities or high schools.

Some of the employers expressed their disagreement with this system and also highlighted their inability to do anything about it because of the top-down policy system in practice at UMM.

*This is the problem; let me tell you in a little detail. You know the recruitment system at LC is following the contract term, every two years we have to renew the contract. According to the policy made by the president of this university, we have to recruit the fresh graduates (M, DLC).*

### *Workloads for Newly Enrolled Students*

Another top-down policy implemented by the University that employers considered problematic centres around ESP time management. In particular, some employers were very concerned with the unreasonable workload imposed on freshmen at UMM. There are several academic activities that all freshmen enrolled at UMM must follow and finish in their first and second semester. In one semester, students have to undertake 22-24 credits which are equal to 10-12 subjects each semester. As part of that, students must enrol in 8 credits of ESP each semester.

They must also attend two weeks of in house training in Al- Islam and, Kemuhammadiyah, leadership training, and two weeks of computer and internet training. In addition, every Saturday, all new students are required to attend “*Student Day*” with miscellaneous activities such as community fundraising, fun runs and open concerts.

*For me there remains a dilemma. On one hand, we 'force' our students to master English; on the other hand, non-English department students are busy with their own subject/content courses. Not all students are motivated to improve their English proficiency level. They may be too tired to follow a lot of things in this semester. It would be better to create discussion groups with the concern on improving English proficiency level or the university is more considerate about distributing the activities so that they can concentrate more on attending the program (AN, DFSP).*

Overall, from the employers' perspective it does not seem that the top-down policy implementation used at UMM is always successful or done in ways that best serve the interests and needs of staff and students.

### **5.3 The Employers' Shared Culture**

Due to the crucial role of English in this institution, there is a need to improve this group's shared culture which may potentially be inhibiting the development of the ESP program. In particular it was identified that there was a lack of coordination among employers at the faculty level and a simplification of problems.

#### **5.3.1 Need for Improved Coordination**

Coordination is the act of having different groups of people within institutions work together for the desired goals of an organization. From the analysis of the interviews with the employers, it appears that there is a need for improved coordination within the institution in the way that the ESP program is delivered. The Director of LC has the main responsibility for the ESP program at UMM, yet this is done without the continuous support and regular coordination with other employers and people within the organization. As the Director indicates:

*So that the teaching and learning of ESP becomes the main job for LC and It is becoming the main responsibility for me as the director of LC to equip the students with the English competencies (M, DLC).*

Despite the enormity of the task, the Director often acted independently of the LC staff and of the ED UMM more generally. For example, in the recruitment of LC teaching staff no meeting was conducted with the Dean of the Faculty before the recruitment process began. Yet such a meeting would enable the Director to receive feedback about what is currently needed from the ESP teachers, criteria that applicants should

be expected to meet, and ways that may be employed to meet current needs. This situation is exacerbated in that the only communication about recruitment is conducted through the 'Surat Tugas' letter which instructs committee members about their responsibilities during each stage of the recruitment process. At the same time, however, the recruitment committee members were usually ESP teachers and ED UMM lecturers and none of the members were the Dean or Faculty staff.

For this and other reasons the recruitment process came under criticism from the employers. They highlighted the inconsistency inherent in it. For instance, they described how some of the committee members nominate potential candidates and some just give scores for the candidates to the Director. Once this stage is complete, the decision is made in the main by the Director of LC. The Deans of the Faculties are not notified which candidates are accepted and only the Head of General Administration is informed so that a contract letter can be issued.

This lack of coordination is exacerbated by poor communication. For example, the employers identified a lack of communication about the contract status of ESP teachers. Some of the employers thought that the ESP teachers and the 'come and go' system that underpins the appointment process may affect the students' learning outcomes. They were particularly concerned as they felt that the limited extent of the contracts impacted on the teachers' professional development and, therefore, in turn on the students' progress. They further indicated a need for discussion with the policy makers about this situation. For example one employer described it in the following way:

*As far as I'm concerned, the professionalism in teaching will actually be shaped after teaching for several years. One-year contracts do not suffice to train fresh graduates to teach English. The teachers in LC by design should not come and go. It might be possible for the Institution to recruit a number of staff at a time, and then along the way select the most qualified teaching staff for at least a three-year contract or more (LZ, VDFAH).*

The need for better coordination was also highlighted in relation to department staff returning from overseas study who are then expected to assist with ESP teaching. This occurs across the university.

*OK, I agree. The Language Centre is the unit that is formally responsible for the English teaching. But English teaching is not only done and is not only controlled by the Language Centre but also from the*

*faculties and there should be cooperation, a program from the university that later the LC teaching staff are not only stationed in the centre but they are distributed across departments in this university. So this guides us, the policy guides us I mean that in the future it is not only the Language Centre as such but it is also the responsibility of the department so in this context the main role of the Language Centre is to stimulate teaching and learning English so that it runs very well. This is an attempt to stimulate the departments and also the stakeholders there (M, DLC).*

However, not all teachers are given a chance to teach ESP in their department. Only those who were willing to teach and who asked to teach English classes by the LC are allocated ESP schedules. Even then the LC often fails to allocate such staff ESP classes often because of a lack of systematic coordination between different entities in the university.

To summarize, there appears to be poor coordination between people in management positions at UMM. Due to this lack of coordination several obstacles for the ESP development were found. Thus there is a need for improved coordination between the different elements of the university.

### **5.3.2 Simplification of the Problems**

As described earlier in this Chapter, the employers were concerned about the students' English learning outcomes. The students' poor English achievement may be due, at least in part, to the mismatch between the classroom instruction and the assessment that is conducted. During instruction, students are taught either ESP or General English. At the end of the semester of their ESP classes, they are given a series of tests in speaking, reading, listening and writing. Next, and before they are granted their English Diploma Certificate, they undertake a TOEFL. Their TOEFL results are reported to the Faculties. Currently the Deans of the Faculties view the TOEFL scores as the only indicator of students' English proficiencies. The majority of students' TOEFL results after the ESP completion is often still below 450. No consideration is given to their class tests.

However, the employers did not appear to systematically or comprehensively investigate the data to back up their opinions. Despite the low level of student English achievement, employers did not regard this as a major problem and instead, they perceived the lack of protests or group complaints as an indicator that there were no problems with English teaching.

*There is no complaint from our students about the performance of ESP teachers from LC. I assume that our students do enjoy ESP classes. I admit that we have never supervised ESP classroom activities. We just observe students' scores and never conduct any written feedback. But I think it is a good idea to do so (MS, VDFK).*

In addition, the number of students participating in international forum is also seen as an indicator the success of the ESP teaching program. However, the employers did not seem to consider the ratio of student overseas participation to non-participation at all.

Whilst the employers held these views, the data showed that students' success was actually influenced by a range of factors. For example, several highly motivated students improved their English competencies by attending private English courses, or from being active in English clubs and programs offered by the university such as the debating forum. Those who chose to take risk in the process of learning English appeared to achieve well. These students were also more ready to participate in overseas competitions and programs.

The employers also tended to draw on the experiences of just a few highly proficient students, such as those described above, without understanding the complexity of the situation. Because of this, employers did not consider factors such as student lack of motivation, poor learning approaches, or uninteresting teaching methods.

*The second indicator that ESP is appropriately conducted is the increasing number of students participating in international forums. One of students in Animal Husbandry Department is chosen as a representative of Indonesian university, along with the other three students from Gadjah Mada University, Bogor Agricultural University, and Padjajaran University, They participated in an international conference. They presented their papers in English. Without English proficiency, I doubt that the students would be granted the opportunity. In addition, some of my students won Erasmus-Mundus student exchange scholarships. One of the contributing factors to such achievement is the well-designed ESP courses. ESP in UMM is offered in various skill classes which is different to other universities where English courses are only offered in one semester. Writing as one of the ESP courses best prepares our students to be skilful in English. (LZ, VDFAH).*

## **5.4 Summary**

To summarise, employers at UMM perceived that ESP is the appropriate English program for students. There are four key factors in the employers' expectations. First,

the employers wanted students to be able to read English books and journals, to be competitive in job markets, to participate in overseas programs, and to understand other cultures. Secondly, they wanted teachers to improve their teaching capacities and delivery skills so that students' learning outcomes can be maximised. Thirdly, employers suggested a number of ways in which the ESP programs could be improved: changes to the contract system for ESP staff, reducing the workload for new enrolled students, improving student learning outcomes, and employing integrated and collaborative teaching approach. The fourth suggestion is that, there should be a coordinated systematic approach to improving students' ESP learning outcomes. By doing this, good teaching strategies can be implemented and the development of ESP might be enhanced.

## Chapter 6

### **Findings: The Teachers as Stakeholders**

As outlined in Chapter 3 the data from the teachers was collected by way of classroom observations and post observation interviews. Based on an analysis of the data, four categories of findings emerged and these are presented in this chapter. Each category is discussed separately below. First, however, the teachers' context is described (6.1). Next, the findings in relation to the teachers' needs in order to implement the ESP program better are presented (6.2). The chapter finishes with a discussion of the shared culture of the teachers (6.3). This chapter closes with a summary (6.4).

#### **6.1 The Teachers' Context**

Teachers at the LC are either full-time contract teachers or part-time teachers. Full-time teachers are recruited from the pool of ED graduates every semester and given a maximum three year contract. When they have finished their contract, they may continue their teaching career at the LC as a part-time worker or they may apply for positions outside of the LC UMM. For example, some of them become teachers at high schools, or they work as English teaching academics or in other capacities at other universities. In fact, it is common that after three years teaching experience at the LC that they are recruited for strategic positions in other institutions. Many of them hold positions which require them to impose crucial decision or policy of English programs in the institutions they are seconded. For example, some were the directors of English centres; some were the presidents of universities or the deans of faculties; still others the principals at primary and high schools.

Full-time teachers have different responsibilities and privileges from the part-time teachers. Specifically, the full-time teachers are not allowed to teach in other institutions during their contract period. They are required to teach 24 credits, on average, which is equal to a teaching load of 12 subjects of ESP each semester. With 12 subjects in a semester it requires them to teach six to eight hours each day. They are often given teaching responsibilities in other skill subjects and in different faculties. In addition to their teaching tasks, full-time teachers are also obliged to be an author

either of an ESP book for the course or by contributing articles to the 'Reform' English Magazine articles (see also Chapter 4).

In contrast, part-time teachers are given a maximum 10 credits or less each semester. Part-time teachers are allowed to have teaching positions in other institutions and they have no responsibilities other than teaching. However, since they were previously full-time contract teachers at the LC, they mostly have similar background experiences as the full-time teachers.

## **6.2 Identified Needs**

Based on the key findings emerging from the data of the teachers, four key themes emerged: students' English learning needs (6.2.1); students' and teachers' readiness for ESP (6.2.2); need for improving teacher capacity (6.2.3); and, need to improve classroom management (6.2.4).

### **6.2.1 Students' English Learning Needs**

Based on the classroom observations and post observation interviews with the LC teaching staff, six main themes about the English language needs of the students have been identified. Specifically students need: to be able to read English publication; to be able to participate in International collaboration; to be competitive in the employment opportunities; to be able to communicate well; to successfully improve the learning outcomes on examination. Data from the teacher interviews are presented below, including direct quotes from the teachers. For convenience in reading, direct translation of what was said in the interview is presented in English. Each of these quotes was checked by the Translation Service Division (TSD) staff at LC UMM. In addition, it should be noted that pseudonyms are used for the names of the teachers throughout this chapter.

#### *Reading English Publication*

Similar to the employers, as a part of higher education admission teachers expected students to be able to read journals and books in English. This is important because the most up-to-date information, for example, research findings that are distributed internationally in journals, is written in English. It is beneficial for students and

academics to use these sources to upgrade their knowledge. On this basis, some teachers expressed the belief that it should be the primary goal of ESP classes to prepare students for this.

At the same time, however, a number of the teachers described how it is important to support students to achieve this goal step-by-step. They recognised that being able to read English journals is not an easy task – journal articles belong to a sophisticated academic genre and not all people are capable of understanding them easily. For example one teacher described how she first helped students to be able to read all types of material.

*Well of course they are going to read journals because they need references to write their thesis but then I talk about the steps so that I teach them to read the difficult ones. I'm afraid they are not going to be brave even to try the steps that I'm talking about here. I'm afraid they don't like to read at all. In general I expect them to be able to read all kinds of materials (THS).*

### *International Collaboration*

There are many overseas training and scholarship opportunities offered by UMM to their students. Because of this, a number of the teachers described how they felt it was necessary to equip students with the type of English necessary for them to be able to participate in overseas programs. Further, according to some teachers, although the majority of students do not have adequate English competence to do so, their high level of motivation for this experience can be used as a trigger to encourage their increased participation in English classes.

*The goal in the future here is getting jobs. And not only jobs, I think for some of the students even though they are lower in their English skills they are highly motivated to get into the Erasmus mundus program. Even though their TOEFL score is only under 300 they say 'Miss, I want to learn English even though I cannot speak English, I cannot read'. But they have a very high level of motivation to get into the Erasmus Mundus especially those who come from Papua and Sulawesi. So that's why I just support their spirit like 'OK, you have to learn', 'Mam, I cannot memorise these ones, I can't understand what you say but I want to learn English'. That's why I give the general ones (OR).*

### *Employment Opportunities*

Other teachers considered that preparing students for the highly competitive job market should be a primary goal of English teaching. Because of this at least one teacher provided materials for her students related to developing strategies useful for

winning jobs including undertaking activities that familiarise them with terms needed for job applications and interviews.

*Yeah, of course, ESP is designed to prepare them to face their future, when they want to go for further degrees of course they need English because there are some requirements to master English, so then, for seeking a job of course, they really need English so that it's like what I did yesterday, I prepare them to face a job interview so they will be familiar with the conditions first introducing them to terms like 'hard worker, experience' and those kinds of terms (RR).*

However, undertaking such a proactive approach was not common amongst the teachers. According to some, the majority of students' level of English was so low that these teachers had different priorities regarding their English learning. One teacher described how it is important to strengthen his students Basic English at the beginning of the English course. With only two semesters of the English program available to students, she felt it was impossible to develop their English competence to a level ready for competing in the job market, and to also prepare them sufficiently for reading English journals.

*...because they are still in the first and second semester I teach, so it means that I want to strengthen the basic English first, that's why I just inform them that this is the basic grammar of it, and then, later on I use a hand out or their text book as they are in English. So that's what I want to strengthen - the basics first in the first and second semester. After that it will be the next lecturers' jobs to strengthen another layer of their English (HA).*

Similarly another teacher said that preparing students to achieve good English competence and have them ready for job competition in two semesters was not possible. Her assertion was based on her own experience. In fact, she said more than two years was needed to develop English to a sufficient level and have the courage to use it. Therefore, she would rather focus on more achievable goals. She suggested that having students become accustomed to using English and maximising their communication skills was most important. This expectation is discussed further in following section.

### *Oral Communication*

The majority of teachers who were interviewed mentioned that to be able to communicate is their first priority in teaching English. Based on what they said they seemed to believe that the key factor for successful language learning is language

use. However, they did acknowledge that quite some period of time is required to master English. In addition, effective communication skills do not stand alone. The teachers indicated that there is a need for students to integrate oral English use with other skills, such as reading and writing.

*I have mentioned the reasons earlier. Language is used to communicate. By mastering productive skills, such as speaking skills, students could speak up and express their ideas. The measure of English mastery is speaking ability, as it is directly detected by performance. How do students acquire their speaking ability? Through exposure - by listening and reading. Fluency in speaking is the result of learning over a certain period of time (IBW).*

Others shared similar sentiments, describing speaking as the hardest skill since students need to have confidence in order to produce the target language. Again, the teachers also suggested that students needed to be able to read and to listen a lot because this gives them the type of models of English they need in order to speak well.

*When I say: 'You have to speak' they force themselves to build their confidence and develop strategies of ways to speak. In the same way if they do not have skills in reading, for example, they cannot read and so they cannot produce in speaking as well. When they cannot listen to something, they cannot speak. And when they cannot write something, they cannot guess so they also cannot speak (RR).*

### *Measuring Learning Outcomes*

There two types of learning outcomes mentioned by the teachers. The first is the students' learning outcomes related to TOEFL. As indicated in Chapter 4.4.1, the LC proficiency test is administered to measure UMM students' English proficiency. It is a TOEFL like test that is given to two different cohorts of students at two different times during the year. The first time it is administered to freshmen at the beginning of the academic year. Then it is given to those students who have finished their ESP course. As the students are expected to achieve a good score by the end of their ESP course completion, the teachers described how they aim to equip their students with the necessary TOEFL type skills.

*The main purpose of teaching English is to improve their proficiency level in a way that equips them for taking TOEFL. English also supports students' academic life as it helps them read English references based on their study discipline (FM).*

Further, in an attempt to put English into practice and to encourage students to take ESP learning seriously, one Department at UMM, namely Mechanical Engineering, rewards students who orally present their thesis in English in front of examiners (i.e., they receive additional points for doing so and this is added to their thesis score). It is not surprising, therefore, that the English teachers working in this area described how they directed their teaching at equipping their students to be able to do this.

In summary, the teachers described a number of goals for their English teaching that included enhancing their students' ability to read English references, win jobs, apply for overseas programs, communicate well, be successful in their TOEFL-type tests, and, orally defend their theses.

### **6.2.2 Students' and Teachers' Readiness for ESP**

#### *Students' Readiness for ESP*

Another finding to emerge from the teacher data was the students' lack of readiness for ESP. This appears to be due to two factors: The freshmen have low levels of English proficiency when they enter UMM, and the teachers lack the capacity to engage fully with ESP teaching. This lack of the capacity in teachers impacted significantly on their classroom management. This is discussed in detail below.

Firstly, based on several classroom observations and the interviews with the teachers, it was clear that many of the students at UMM are not actually ready for the level of instruction incumbent in the ESP program. ESP, as the name suggests, is the teaching of English related to students' majors. It means that students are supposed to already understand and be able to use Basic English. ESP contains specific materials and subject related terminology, however, the teachers were often unable to cover this in the first semester because many students had still not mastered Basic English.

However, even when teachers returned to using General English materials, some as low as those targeted at the high school level, many students still experienced difficulties with the English learning.

*My expectation is the teaching of English should be higher than the students of senior high school. However, I still found many errors on WH questions when I was teaching yesterday, so I guess for the*

*next 6 class meetings I will still review that. What I used is actually for senior high school, but they still made mistakes on that. They did not realize they were making those kinds of mistakes (TA).*

The low quality of the UMM student intake may be a factor contributing to the proficiency level of the students. Unlike state universities which are mostly funded by the government, as a private university UMM is self-financed. Due to this, and despite UMM being one of the best private universities, UMM accepts a large number of students (five to six thousand per year) who may not be accepted by the State Universities. Thus such an economic imperative has an impact on the selection process, especially in the less favoured departments and this, in turn, impacts on the quality of the students. Specifically, it appears that many students are not really at an acceptable university entry level. As teachers cannot do anything to change this top-down recruitment policy, they adjust their expectations of students' learning outcomes.

A further consequence of the recruitment policy is that teachers have to deal with a great range in the students' levels of English competence. Although there appear to be a number who find English difficult, other students do have a sufficient level of English and are more than capable of achieving well in their English course. Therefore, students' mixed ability appeared to impact the ESP administration in the classroom level.

For instance, in one class following a power point presentation, many students did participate by sharing their ideas, but they struggled with the specific terms they used in their presentation. Therefore, the students conveyed their message through mime or by switching to Bahasa Indonesia, and by making reference to the power point. In the interview with the teacher afterwards she confirmed that many students were not yet at the level of ESP.

*Well, in my mind when we heard about the word ESP, it's like English in the vocational schools. The detail one, Oh... I mean the specific one that I have to teach our students, but in fact, it's hard to teach them the real specific English because some of them are still confused even at the level of general English. That's why we cannot teach the specifics, we just..eh..the important way is trying to trigger their passion in English. This is our main job (OR).*

One teacher was concerned that introducing ESP at the beginning of the students' first semester might shock them so much that they would stay away from the ESP classes altogether. She wanted to introduce ESP when she was sure that the students were

ready for it. She viewed students' engagement in learning to be far more important and more difficult to grow and so this became her priority.

*Basically in senior high school the teachers have introduced the language. But here I try not to shock them by focusing on their major. I try to take their heart first, and try to attract them by teaching the general English in different ways. So I try to attract them first, after I have attracted them, it will be so much easier to put some elements of mechanical engineering into the listening class (HA).*

### *Teachers' Readiness for ESP*

As a consequence of the low English proficiency of the majority of freshmen at UMM, most ESP teachers actually focused on General English (GE). However, teaching ESP is not only problematic because of the students' ability, LC teaching staff also admitted their concern about being able to teach ESP effectively. Two teachers admitted that ED prepared its graduates for teaching General English at high school level not ESP at a tertiary level. So there was an obvious mismatch between the curriculum and the prevalence of teachers who had an adequate level of skills and knowledge to teach ESP. Hence, many of the teaching staff expressed the desire for ED UMM to support its teaching graduates more fully.

*I once proposed an idea to the Head of English Department UMM that English Department students should be trained in the LC in order to be skilful in teaching and handling ESP students. However, this typical skill is different from what English Department students get during their teaching practice in junior and senior high school classes as part of the internship program, which merely requires them to teach general English. They have less background for handling university students. In the English Department, there is actually an ESP course. However, it only covers some theories, philosophy, design, and ESP teaching strategies, without training in practical skills. In my opinion, it remains "homework" for English Department to equip its students with practical skills in teaching ESP (IBW).*

Three ESP teachers commented that when they were studying they did not learn enough about pedagogy. They maintained that once they engaged in professional teaching they still needed to develop themselves and, in fact, they will always need to keep on learning. Despite this they did indicate that they believed that the ED UMM does provide its graduates with sufficient teaching skills, and when they are teaching they can make use of those strategies and techniques to deal with ESP subjects and the specific terminology of the course.

On the other hand, another teacher described the consequence of insufficient ESP related knowledge,

*Yes, that's right, because in every meeting I have to really prepare things for the students. I am afraid there will be questions that I cannot answer since every department has its own particular terms (TA).*

When dealing with ESP teaching knowledge, one teacher suggested the problem lies in the syllabus design which is too general. In addition, she indicated that the syllabus was rarely provided to the teachers at the beginning of the semester, therefore, she had to rely only on the general guidelines that were available, rather than writing specific lesson plans and because of this, it was difficult to implement ESP in classes. She suggested there was a need to develop a different, but specific syllabus for each faculty.

Another teacher also suggested having a specific syllabus with alternative teaching materials so that teachers may choose. She called it 'a teaching library'. She added that it would be better if the materials and handouts had already been tested. She suggested that students would be happier and potentially more active in their learning. Such an approach would also assist teachers with preparation.

Another suggestion was that LC could have an orientation or make some kind of classroom observation available for new contract teachers. This teacher considered this way could possibly reduce teachers' feelings of anxiety and confusion.

*I got into difficulties and was confused at that time as I didn't understand what was conducive for teaching. I should have known this before I teach real classes. At the least I should be able to observe some teachers who have been teaching here for a while. When I came to this institution, I got confused what to do. So I read and asked some colleagues how to deal with the students; how to make a nice lesson plan (RR).*

### **6.2.3 The Need to Improve Teaching Capacity**

The lack of preparedness of both teachers and students has consequences for the LC at UMM and clearly there is a need for improvement. Specifically there is a need to improve teaching capacity, which in this context refers to the teachers' skills of delivery. This includes developing appropriate teaching strategies and approaches to deliver the subject, developing the ability to make appropriate choices of teaching materials and methods of language instruction, and also ways teachers can assess and give feedback.

To determine what strategy is most appropriate for teachers to use there is a need to first understand what both the teachers and the students currently do in the classrooms.

The following describes those teaching strategies used in the teaching skill areas of most concern to the teachers, namely reading, speaking, and listening. The skill area of writing is not offered in the first semester of ESP study (when the data was collected) and perhaps for this reason it did not emerge as an area of concern.

### *Reading Classes*

Different teachers reported and were observed employing different strategies and approaches in their teaching of reading. Despite the teachers' scepticism of their students' level of English, they appeared to continue to use strategies which required students to have a high level of English proficiency, such as participating in class discussions about high level texts and doing reading presentation activities. In the interviews, when asked about this, the teachers said that they had to give their students difficult English materials and push their students.

*I have taught them the main ideas, how to find the main ideas, how to find supporting sentences, how to find implicit information through scanning and skimming. So I think inference is hard for them (FBS).*

In another interview one teacher said that she gave higher level materials to her students to challenge them.

*I was also aware that my students found the activity difficult and confusing. I actually wanted to present the text according to the definition and I did not cut it up at the word level. However, as my students could utilize some keywords from the book and they had a dictionary with them, I challenged them with a more sophisticated task that encouraged them to learn and try (AKD).*

Yet another teacher considered that she needed to equip students with the ability to complete TOEFL reading tests. She did this as it was used as part of the students' assessment and, on this basis she described teaching for this test as her focus.

Alternatively, other teachers employed basic teaching strategies such as translating texts, reading aloud, or teaching grammar. One teacher indicated that she taught grammar even though the main goal of the Reading syllabus was to improve students' understanding of texts. She did this because she wanted to make sure that students in

her class produced grammatically correct sentences when answering questions. However, when observing the class a number of her students looked disinterested.

In addition, and based on the observations made, when undertaking a reading lesson most teachers moved to the main content of the lesson after a brief introduction. During this part of the lesson, most teachers explained key content, concepts and theories before students were given a range of exercises to complete, often based on a text that the class was examining together. From the interviews, it appeared that the teachers considered it necessary to provide the students with this initial information to avoid confusion once the students undertook the assigned tasks.

Often after providing an explanation of the main ideas and supporting sentences, the teachers divided the class into groups for the task discussion. Sometimes the tasks had been decided by the teachers; sometimes students were given the freedom to select their own reading texts. As the students worked in groups, the teacher moved around to check the students' work. When there was about 15 minutes of class time left, teachers would stop the group work and generally discuss the task with the class as a whole. One teacher did not realise that she had used almost 80 out of 90 minutes of the lesson for students discussing the task. When she was observed, she took a seat and during this time she did other activities such as reading, looking at notes, writing notes, checking the attendance list and occasionally reminding students that the discussion time was almost over.

Other teaching strategies used during the teaching of reading were translation, text presentation, and jigsaw tasks. In the translation activities the teachers, together with their students, translated a reading text line by line. As each new line was encountered, the teacher would point to a student to read aloud. During these occasions, the teacher sometimes corrected their pronunciation. In contrast to this teacher-centred approach, during text presentation activities, teachers usually assigned this as a group work task for the students. Each group gave their interpretation of the text using their own words in English or in Indonesian in front of the class, and other students asked questions of the presenters.

One teacher appeared to implement a slightly different way of teaching reading. He had them select their own texts. When interviewed about this, he described how he believed strongly that the way he approached teaching reading would increase his

students' motivation because students chose their own texts. However, after he had them read their selected text, he then asked students to swap their articles. As a consequence there was a possibility that students may not get a text that was of interest. Further, this teacher did not check students' comprehension of the texts.

*I believe that all of the articles they submitted to me I believe that all of them are general English. It is not ESP texts because I asked them to find the text based on their interest and if they like reading politics for example, they will choose politics article to be submitted and if they like areas such as natural disasters so they will bring something like that. So this is a kind of extensive reading and I don't give them a barrier or guidelines on what kind of articles or texts that should be submitted. It depends fully on the students (ZE).*

Not all teachers found the task of teaching reading easy. In fact, one teacher indicated that teaching reading was his hardest job. The teachers described how they found it difficult to find the right teaching approaches, particularly those that kept their students motivated. They also had a limited range of teaching strategies, especially those they considered to be communicative. The only reading strategies she knew were reading aloud and translation. She felt that this might lead to teachers' and students' being bored. In addition, she noted how students disliked being forced to sit down for hours to do something they did not like and did not understand.

*For me, since I have a weakness in teaching the skill of reading, I think that ED should give more emphasis on different types of reading and not limit its teaching to just having students answering questions (not merely reading aloud and translation), there should be more suitable teaching practices about reading skills. The reading skill is the most boring subject for the students and they don't like it. To be honest my biggest problem is when I have to teach reading skills, since they play an important role in ESP. I find it difficult to develop materials, to explore. It is actually more about the strategies and techniques... that is the point I can say that reading is hard to teach. Games and technique variations for teaching writing, speaking, and listening are more available. But for reading, I always get stuck in how to design games while at the same time many students think that reading is boring so I keep myself busy thinking how I should make it (more interesting) (TA).*

This difficulty for the teachers was further complicated by the selection of suitable teaching materials and by the language of instruction they used. It appears that they did not have access to the type of information that would support their choices – options that could have revealed through a thorough NA. On this basis it is not surprising that NA is considered crucial for ESP teachers. For instance, Richards (2001) says,

*“The emergence of ESP with its emphasis on NA as a starting point in language program design was an important factor in the development of current approaches to language curriculum development” (p. 5)*

Although some ESP teachers engaged in undertaking some NA activities, they did not seem to have adequate skills to do so. For example, two had done a simple survey of students needs by asking them if they had already been taught particular English items. If the majority of them said “yes”, one provided a brief review and sometimes provided further explanation in a little more detail. During the observation, for instance, she discussed the main idea of the paragraph and the characteristics of a good paragraph. In contrast, the other one asked students’ about their difficulties with learning English (see the discussion about this in Chapter 2). For example, at the first class meeting of a listening class she asked her students about the possible difficulties they thought they might face in her lessons so she could anticipate and prepare suitable materials for next time. Therefore, she rarely gave students a course outline on her first meeting with a class; instead she commenced the class with interviews asking students to write their common problems in listening. (It is interesting to note most of them answered “vocabulary”).

Another teacher also questioned his students during their first meeting. When they indicated that they wanted him to teach Basic English he agreed to do that. This was the reason for him not providing students with ESP materials. Yet another also asked his students about the medium of instruction they would like used during the class. Based on this, he combined English and Bahasa Indonesia in his teaching.

*Sometimes students did not understand the instruction in full English, so I had to use Indonesian to avoid students’ misunderstanding of the instructions (FBS).*

In fact, during most of the reading classes many teachers were observed using a mix of languages, and sometimes very little English was used, however, this was not always done with the agreement of the students. Rather it seemed that the teachers made their linguistic choices based on their own beliefs, namely that using only English in their instruction was ineffective since students had difficulties in understanding it. Specifically some of the teachers expressed the belief that since many students’ English proficiency is low, translating into Bahasa Indonesia was necessary to enhance students’ comprehension. Other teachers used a mixed

language medium of instruction because of an informal agreement they had with their students – that is not to use only English to avoid misunderstandings. Another teacher described how she used both Bahasa Indonesia and English, and even at times Javanese (many of the students' mother tongue) to develop rapport with her students and to prevent them from feeling too hesitant to ask questions.

Only one teacher was observed using only English in her classroom interactions. She indicated that she pushed the students to speak English since she believed the way to learn a language is by practicing it.

*At least when I speak English, they will listen, that's my purpose. When they said they want to speak in Indonesian, I say: try to speak in English. Mixing languages is OK. My purpose is that I want to familiarise them to English by listening to me speaking, hopefully they get a model from that (RR).*

Overall, the mixed use of languages appeared to be based most often on the teachers' beliefs about effective instruction.

Similarly in terms of feedback, different teachers' approaches reflected their beliefs about teaching and learning. In this area there was a range of strategies used. Some teachers discussed completed reading tasks, usually for about 15 minutes before class ended. However, instead of assessing students' comprehension of the reading task, a number of teachers had a tendency to check grammatical accuracy, even for minor errors.

*Grammatical correction is not the main priority, in fact. However, I still want to remind them to let them know what is wrong. (TA).*

Another teacher did not provide her students with any solutions because she claimed that, even though not providing feedback to the students' could possibly confuse them, she felt time was too limited to do so.

In contrast, other teachers asked students to submit completed tasks which they then checked at home and handed back at the next meeting. There were other teachers who asked students to complete an assignment, but they neither discussed nor checked it.

In short, the choices of teaching materials were often not based on the level of students' English proficiency. Further, ESP teachers appeared to use different strategies of assessing their students' progress of learning and providing feedback to

them. This resulted in there being no systematic record of students' progression as well contributing to the difficulty they experienced making a sound judgement about the needs of their students.

### *Speaking Classes*

Based on the observations of the Speaking classes and interviews with the teachers it was clear that the situation in these was very different from that in the reading classes. The differences included the class size, the teaching approaches, and the teachers' roles.

The speaking classes were relatively small compared to the reading classes with about 25 to 30 students on average (compared to 40 to 50 in the reading classes). The speaking classes were considered by the teachers to be more interesting than other skill subjects since the students were given an opportunity to practice English with their friends. .

Only a few teachers appeared to use teaching materials slowly or step-by-step and they did not seem to have high expectations in relation to their students' learning outcomes. The teachers who were interviewed expressed the belief that the most important step in teaching speaking was to motivate their students and gain their respect. On this basis, these particular teachers did not predetermine a standard for their students to achieve.

*In our first meeting, I noticed that they were not motivated to study English. They looked really bored in class. When I asked them some questions in English, they responded negatively. Then I tried to formulate appropriate strategies for my class. I started my speaking class with games. It worked. After two-three meetings my students showed positive responses towards learning English. It was then my time to deliver the materials when my students were in the mood for learning (IBW).*

However, for many of the teachers decisions about their practices were often made in haste. For example, during one classroom observation, a teacher introduced the topic 'Job Interviews'. For the first 20 minutes this teacher drilled the students with several frequently asked questions in a job interview. However, later in the lesson she appeared to speed up her explanation. Consequently, many students appeared confused.

Another teacher expressed her disappointment with regard to the students' speaking presentations. In the interview, the teacher appeared let down because the students did not prepare sufficiently well orally for their storytelling presentation even though they had been given time to do so.

*I did not have the heart to take the text from them. However, to let them read was also not a good idea since the students focussed on reading rather than on speaking (SI).*

However, other teachers reported and were observed employing different strategies and approaches to encourage learners to speak. For example, some teachers allowed students to speak in English regardless of their level. Others avoided direct correction of errors during students' speaking presentations. In the interview, these teachers expressed the belief that the errors that students made indicated that they had put effort into their learning and the teachers did not want to discourage this.

*For the speaking class, I design my lessons to train my students to be able to speak up in English, no matter what level they are, advanced or intermediate. At least, I require them to produce English sounds and to be brave and speak up. At this beginning stage, I do not focus on grammatical construction and acceptable pronunciation; I highlight students' motivation and confidence to produce English utterances. The focus is now on fluency, not on accuracy. Later, I can help reduce the errors made by students. (IBW).*

However, at the same time this teacher also expected students to undertake more complicated tasks for their speaking activities and considered these as challenging and interesting and by doing this, students will learn more.

The speaking classes also differed from the reading classes in the way in which the teachers provided more room for learners to be autonomous. They shifted their roles to being facilitators. However, this was a dilemma for some especially when they tried to do this in a class in which the students had a low level of English.

*In regards to the issue of being a facilitator, I assume that they have a high level of English proficiency as compared to other non-English department students. I give special treatment for the non-English department students because it is hard to apply the same teaching technique as I do to the English department students (KNW).*

Similar to the reading classes, many teachers who were teaching speaking were observed using a mix of languages during their interactions. Of the two different classroom observations undertaken with six different teachers (i.e., 12 observations in

total), only one teacher was observed using just English in her classroom interactions. She appeared to push the students to speak English since she believed the way to learn language is by practicing. In contrast four teachers used both Indonesian and English, and one teacher used Indonesian only.

For example, one teacher who taught in the Medical Faculty used a mix of languages despite having highly motivated and proficient students. She anticipated that the students would not be able to understand only English particularly as her students had a range of English abilities. Her choice, therefore, was based on trying to prevent misunderstanding.

Therefore, despite there being a smaller number of students in speaking classes compared to the reading and listening classes, teachers continued to face several difficulties in their delivery.

### *Listening Classes*

In the listening classes, as the name suggests, the main activity for the students was to listen to how people expressed messages or ideas in English, and then to hold conversations for the purpose of comprehension. The ways in which listening classes were conducted for the ED students and non-ED students were different. ED students used the English laboratory while non-ED Listening classes were held in conventional classrooms. Since some of the conventional classrooms were not equipped with audio equipment, teachers usually brought their laptop and connected these to small LCD speakers so that they could play recordings for their students. However, each teacher's speakers had a different quality of sound. Further, the situation in conventional classrooms was worsened with the large class sizes, with each having 50 students on average.

In one teacher's class in the introductory lesson the teacher asked the students about their expectations and possible difficulties they might face so she could provide them with more ESP materials. She said she did this because she believes that teaching listening is challenging. She expressed concerns in the interview session that ESP materials were rarely found on the internet or other resources and due to this, she taught content from a General English rather than ESP course. She also could not conduct purely listening activities as the students tended to be passive in class.

Therefore, at the end of the listening class, the teacher gave the students a speaking practice drill. Sometimes the drill activity was to review the vocabulary discussed in the meeting thus reflecting the interconnection between the various classroom activities.

*For me, listening and speaking are interconnected. The more the students listen, the more their speaking improves. I usually assign my students a dual task to complete or to perform a conversation. The topic of conversation is based on the topic of the listening recording in every meeting. However, they are only assigned to perform short conversations, as longer conversations will end up taking most of listening class time (HA).*

In another listening class a different situation was observed. The teacher in this class played very long recordings without stopping. Further, the students were not given a handout, so it was difficult for them to do the exercises. However, the teacher justified this based on previous students' behaviour.

*Yes, I don't give them the handout. Yes, because I want them to focus. What happened when I gave my handout? They copied it from other classes; they not only copied the questions but also the answers so I try not to do that anymore. I changed it from a handout into a slide. Because they were cheating I don't give them a handout anymore (HA).*

The situation was further complicated by the large number of students and the noise they made.

*Totally yes because the students are big. I mean the number of students is large; also the classroom is big so it's a kind of hard to divide my attention. That's why in the middle of teaching I sometimes circle around them and go inside them in the alleys between the desks so as to make them hear my voice a lot clearer and they can have my attention fully. Their eyes are watching me and I pay attention to each and every one of them (HA).*

As noted, no comment was made about the writing classes since data collection was conducted in Semester One of the academic year 2013. In Semester One only three skill courses were scheduled for students (see Chapter 4).

In summary, the ESP skill subject classes - reading, speaking, and listening - appeared to be constructed differently and the teachers were observed using a variety of techniques and strategies in their classes (see Table 9 below).

**Table 10: The Characteristics of Different Skill Subjects**

	<b><i>Reading</i></b>	<b><i>Speaking</i></b>	<b><i>Listening</i></b>
<i>Number of Students in a Classroom</i>	Big classes consisting of 45-60 students	Smaller classes consisting of 25-30 students	Big classes consisting of 45-60 students
<i>Teaching Techniques</i>	Use of techniques designed for advanced or high proficiency level students	Variety of different teaching techniques used to stimulate students to communicate	Listening to recordings and doing the tasks provided on the handouts
<i>Types of Content in Materials</i>	Materials mostly about theories and concepts e.g. main ideas	Practical (General English)	Practical (General English)
<i>Types of Feedback</i>	Usually non-direct feedback	Direct feedback	Direct feedback
<i>Level of Expected Outcomes</i>	High expectation outcomes	High expectation	High expectation
<i>Teaching Attitude</i>	Fast-paced teaching	Fast-paced teaching	Fast-paced teaching

ESP teaching targets English for academic or occupational use. Based on the evidence in the current study there appears to be a need for more clarity surrounding the teaching goals and approaches to be used at the LC. In addition, teaching staff need training in ESP methodology to support them to achieve appropriate goals and to use appropriate teaching strategies. They also appear to need better support to help them deliver the subject content, to choose suitable teaching materials and methods, and to design targeted assessments.

In short, it appears that both teachers and students may not be prepared for ESP classes. The teachers were particularly concerned with students' low level of English proficiency, but at the same time they claimed that they are not sufficiently prepared to handle these classes. Further, the syllabus developed by the LC does not appear to provide sufficient detail or the range of resources and ideas that both the teachers and students need

#### **6.2.4 The Needs to Improve Classroom Management**

In this study, another factor appearing to contribute to the capacity (or lack therefore) of the teaching staff relates to classroom management. Classroom management refers to the skills of coordinating and organizing students in a classroom and establishing and using rules for them to follow in order to minimise disruption during instruction. Teachers need to be able to manage the class reasonably well so that productive teaching-learning occurs. However, unruly students (those talking, making a noise, socialising inappropriately, coming late, refusing to participate, or using their mobile phones) may challenge their ability to achieve this.

When undertaking a reading lesson, for example, FM had to speak very loudly and her voice competed with the students' noise. Although she reminded her students to be silent when she was talking, it was not long before they were talking to their friends again. Only a few students appeared to listen to the teacher. The noise continued until the end of the meeting. A similar situation was found in other classes.

*Most of male students are talkative, discuss irrelevant topics during the class, and walk around the class. The first meeting was even worse than today's. There was one student sitting in the front row, who is a troublemaker (May I mention the name?) He did not bring his textbook. He wanted to share the textbook with his friend, but I asked him to stay in his place...and he....did whatever he wanted (FM).*

In some other classes a number of students came late and came in one after another, greeting their teacher with the traditional Muslim salutation (when someone says 'Assalamu'alaikum' those who hear it are supposed to answer) and this resulted in the teacher stopping teaching several times in order to answer the greeting. This reduced the available teaching time.

*There have been students coming late like that for these three meetings. Not all of them, but almost a half. I keep doing my lecture, but when they greet me (with 'Assalamu'alaikum') I responded. (TA).*

Some teachers said they were reluctant to discipline students. For example, one of the teachers expressed concern about taking any further action with these students because it would make them feel bad.

*Yes mam, I have the same very same perceptions as yours. I think they are naughty. They are very naughty ... I'm a strict teacher and I have tried before but yes, using harsh class management may not be good for them mentally (FBS).*

One teacher indicated that she maintains a more permissive attitude to her students to ensure that they stay motivated to learn.

*Teachers think that their presence in class should encourage a comfortable situation for the students. A comfortable situation will improve students' enthusiasm for English learning. If the teacher reprimanded students who arrived late or reminds them not to socialise in class, or to play with gadgets, fewer students would come to the class meeting. In other words, students will leave such classes and not be motivated to follow the ESP classes (TA).*

Other teachers said that students' noisy behaviour implied that students had high levels of participation in class discussions. For instance, some teachers believed that the classes were noisy because the students were talking about the answers to the questions and because they did not know how to say it in English, they became noisier as they discussed how to say it in English.

*And I think they actually get interested in my class but they don't know how to say it in English. So because they don't know how to show it so they make noise like that. So I think they are interested in their own way. Not in our own way but in their own way (HA).*

However, the video recording showed that many were busy talking about something else, not about the topics discussed in the class meeting. Some teachers thought that disruptive behaviour is commonplace everywhere because students are young and dynamic; as a consequence teachers tolerated such behaviour in the classroom because it was regarded as normal.

Other teachers suggested that students in certain faculties, such as the Faculty of Teacher Training and Education, respected their teachers more because they are to be teachers in future.

*Teaching them is not as challenging as teaching students from other departments. In the initial meeting I informed them that our class is enjoyable and not too serious (or strict)...to set their minds at ease. When I explain the materials, direct some questions at them, and assign students to complete tasks, they stay focused and serious (AKD).*

In contrast, teachers working with students in the Faculty of Engineering, in which a great number of the students are male, suggested they showed a lack of respect.

*Well, I try to understand their nature because they are Mechanical Engineering students though it's not an excuse actually. Maybe it's because they are influenced by their friends (HA).*

Different teachers used different ways of reducing the noise level. Some teachers assigned their students to do directed class tasks. Some rewarded appropriate behaviour with points as a strategy to increase students' level of participation.

*Due to cultural reasons, the students are reluctant to be active in class. Giving points recognising the students' understanding of the subject and participation were like two-sides of a coin. By giving points for recognition for those who were active will build good habit of subject preparation and in the long run will also improve their understanding of the text (THS).*

Other teachers focused on providing interesting materials. Yet others engaged the more disruptive students by giving them a role of responsibility such as a captain of classroom activities or leader in group work.

In brief, teachers' beliefs, teachers' attitudes (these are discussed further in 6.3.2 Teachers' Shared Culture) and teachers' teaching competences contribute to or help to overcome unruly classroom situations. It does seem that a number of the ESP teachers needed to develop better skills of classroom management. Training in this area is needed to create a classroom atmosphere more conducive to learning.

### **6.3 The Teachers' Shared Culture**

Also emerging from the data was information about the teachers shared cultural and pedagogical understandings, incorporating their attitudes and beliefs particularly in teachers' attitudes and beliefs (6.3.1); the activities of the teachers (6.3.2); and other teaching behaviours (6.3.3).

### **6.3.1 Teachers' Attitudes and Beliefs**

It was clear from the classroom (and outside the classroom) observations and teacher interviews that the teachers' attitudes and beliefs strongly impacted on the way they taught and interacted with their students. It was also clear that their cultural values influenced the decisions they made and the actions they took. In this way the teachers' beliefs were reflected in their classroom pedagogical practices.

The shared culture of the LC appeared to evolve through the way that the beliefs are being inculcated from the old teachers to the new and inexperienced ones. This is because the new teachers teach and perform roles in the ways they were taught.

For example, some teachers described how they believed that new students are young and naive and, therefore, they need to be told what to learn and that teaching them requires starting at the beginning level. Due to this, what was particularly noticeable in many of the observed lessons was that the teachers took a central role. This is a situation similar to that described by Richard and Bolkhe (2011): the teacher was the one who dominated the talking during the lesson; the teacher was the one who did most of the presentation and the explanation of the tasks; and, the teacher was the one who was preoccupied with control, order, and class management.

In many ways these actions are a reflection of the type of education they themselves had experienced (Coleman, 1996). In Indonesia generally, and at UMM especially, it is a common expectation that teachers are those who provide knowledge to students. Furthermore, students are seen more as knowledge receivers rather than active participants in knowledge creation.

It is clear from the evidence of the interviews and observations that these perceptions influenced how the teachers and students behaved in the current context. For example, at UMM, teachers explained teaching materials and the students were expected to listen to their teachers. Furthermore, during their explanation teachers took a position in the front of the classroom reflecting the central position that teachers seemed to believe they hold. Even though the teachers employed a variety of teaching techniques, in general this did not change the centrality of the teachers' roles.

This is because teacher-centred class instruction is deeply embedded in Indonesian school settings; this type of instruction has become a part in the Indonesian school culture (Bjork, 2005).

Other aspect of learner centred was rarely found in many ESP classrooms at UMM. Carter (1983) and also Hutchinson and Waters (1987) claim that learning centred is an integral part of ESP teaching. For example, in several of the classrooms observed, the teachers were not seen to provide materials with different levels of difficulty. That is, they continued to give the same materials to students regardless of their levels of English competence. In two different interviews the teachers justified the use of GE materials for all of the students in this way:

*GE is the basic competence that students should possess before ESP (AKD, PTR).*

*The GE materials were given because students were still in their first semester. I want to push the materials gently and not to shock them with direct introduction of ESP. As I said before, attracting them not frightening them with difficult materials was a very important step (HA).*

Treating all students in the same way may result in the more proficient learners becoming bored or the lower level learners not understanding the materials. In both situations, the results can be demotivating for the students (see 6.2.4 Classroom Management).

### **6.3.2 Activities of the Teachers**

The observations made during this ethnographic study were not always conducted in classrooms. The incorporation of observations made outside of the classrooms provided a more comprehensive picture of teachers' attitudes to and understandings about the ESP program and about teaching more generally. Observations were undertaken in the LC office where teachers usually met informally before and after teaching. The LC office was divided into three large areas. The first area was about 13 by 8 metres. This area was the main or front office where the Director of LC and the consultants spent their office hours.

The middle area was the smallest area which was about 4 metres in length and 8 metres in width. This office was equipped with computers where staff could do both their administrative and academic tasks. The back area was as big as the main office.

In this area LC staff, both full-time and part-time teachers got together while waiting for their teaching schedules and when they have finished their teaching.

After lessons some teachers chatted casually whilst some others appeared to check their students' work. Some accessed the internet either for social networking or as a way to search for teaching materials. Sometimes the teachers also shared and reviewed their understandings about classroom pedagogy as a small informal group. Discussion in larger groups (workshops, meetings, and conferences) was also observed, but less often. These occasions were facilitated by ED senior lecturers or by the Director of the LC. For example, they were observed to discuss the progress of the teachers' chapters they were writing for the ESP book and for the Reform English Magazine.

Other administrative tasks that staff were regularly observed to be involved in included TOEFL test administration, designing workshops and organising the ESP graduation. This range of teacher activities was partly due to the expectation of the Director of the LC, but also because in this institution, every activity other than teaching brings further financial rewards. Therefore, doing such tasks enabled teachers to supplement their income which has been reported elsewhere to be low (i.e., teachers are underpaid in Indonesia, Yuwono & Harbon, 2010).

One of the consequences of such a degree of activities is that many staff noted that due to the amount of time they spent on administrative and academic tasks, they had little time for reflecting on their teaching.

*I have to do a lot of jobs at the one time which overwhelms me. It makes me feel that I didn't do my best so I need to...yuck, this job is overwhelming (FBS).*

The number of administrative tasks teachers had to undertake was further exacerbated by the reporting mechanisms at UMM. Whilst teaching is monitored externally by the Badan Kendali Mutu Akademik (BKMA) or the Quality Assurance Bureau, the teachers' performance of administrative tasks was usually monitored by and reported to the Director of the LC.

Thus it appears that the challenges of ESP teaching are not solely due to teachers and students knowledge and skills. The many other tasks teachers must perform also impact on their teaching.

### **6.3.3 Other Teaching Behaviours**

As noted above, it was found that few ESP teachers provided teaching materials for students of different levels. Only a couple of teachers reported asking their students what sort of materials they needed or wanted to learn about, or, in fact, asked any questions that might help to inform their teaching. Instead intuition based teaching was observed to occur in many of the classes. This is teaching whereby students are provided with teaching materials based on an instinctive feeling of the teacher rather than on an evaluation of students' proficiencies and needs.

The teaching that occurred in the classes was also observed to be fast-paced and reactive to curriculum and assessment requirements, rather than responsive to learner needs. It demonstrated a general lack of reflection about pedagogy. For instance, classroom observations showed the teachers moving quickly from one topic to another, without sufficiently checking what students had grasped or that everyone in the class had the knowledge or skills required for the next topic. One such example of this took place in a speaking class. The teacher asked students to practice a role play between a manager and a job applicant. She then gave ten examples of the English expressions and questions that interviewers commonly asked in a job interview. However, the teacher discussed the topic only quickly and briefly. It seemed that students' lack of understanding was not her concern.

The following transcription was from the observation of this session and shows the rapidity and density of the information that the teacher gave to the class.

**Teacher:** *Question no one: Hello, how can I help you?*

*Question number two: What kind of job are you applying for?*

*Do you understand question number two: What kinds of job are you applying for?*

*Number three: Describe about yourself*

*Describe about yourself, well my name is Nisa, I'm from Kalimantan,*

*I love to work hard bla..blah..blah..*

*What experiences have you got? Means work experience. For example, I'm familiar to*

*Operate the computer; I'm skilful to manage the people.*

*What are your good points and what are your bad points?*

*Good points, you can say your strengths, positive points...*

*And then your bad points (RR).*

From the observations and information provided in the interviews by the teachers, it does seem that professional development is needed by staff to understand the process and time required for English language development. There also appears to be a need for the goals of ESP teaching program to be redefined into more operational and achievable outcomes, taking into account student expectations and desires for the future (see Chapter 7 on Students' Perspectives). Teachers will then require appropriate training for these goals to be achieved.

#### **6.4 Summary**

Three major findings emerged from the 'teachers as the stakeholders' data. Firstly, teachers identified a number of students' needs, some related to their study and others to their future careers (i.e., to be able to read English books and journals, to participate in overseas programs, to be competitive in job markets, to be competent in English communication, to have sufficient ability to complete TOEFL, and to have thesis presentation skills in English). Secondly, to address these English learning needs two interconnected teacher and student factors need to be taken into account. The teachers were particularly concerned with students' low English proficiency. At the same time teachers were not sufficiently prepared to handle ESP classes. Thirdly, the teachers seemed ill prepared for the task because of insufficient ESP teaching knowledge and skills resulting in poor teaching capabilities in, for example, class management skills.

Further, the ESP teachers expressed the desire for some changes to be made at the LC UMM such as smaller class sizes, classes based on students' level of English proficiencies, more specific scope in syllabuses, and more teaching than administrative orientation for the new recruited teachers.

## Chapter 7

### **Findings: The Students as Stakeholders**

As outlined in Chapter 3 the data from the students was collected by way of focus group discussions (FGD) and using a simple, large scale survey. As indicated the FGDs (see Chapter 3) were undertaken with three different groups consisting of eight students in each (i.e., a total of 24 students). The students were drawn from different departments. Based on an analysis of the data, different categories of findings emerged. The representativeness of these qualitative findings was then examined quantitatively by surveying 284 students using a questionnaire (see Appendix 4). Each category of findings is discussed separately below. However, first, the students' learning context is described (7.1). Next, the findings in relation to their learning needs are described (7.2) and then their observed behaviour is described, particularly with regard to how this impacts on their needs (7.3). A conclusion is then provided at the end of the chapter (7.4).

#### **7.1 The Students' Context**

Every year about 6000 students are enrolled at UMM. These students undertake their study at one of three different campus locations, in one of ten faculties. Within these there are three diploma programs, 34 undergraduate programs (S1), seven Masters' programs (S2), two doctoral programs (S3), and two professional programs. The students enrolled in Masters or doctoral programs were not involved in this study due to differences in the way they are accepted for enrolment and because of the nature of the way they study.

Current enrolment shows an uneven distribution of students across the different schools, departments and faculties, and it is predicted that these different enrolment figures will continue to occur for the next few years.

**Table 11: Enrolment at UMM by Faculty and Department**

	Department	Number of Enrolment		
		2013	2014	2015
<b>Faculty of Social Politics</b>				
1	Social Welfare	17	17	19
2	Governmental Science	15	12	13
3	International Relation	203	202	219
4	Communication Science	216	200	199
5	Sociology	13	16	16
<b>Faculty of Education</b>				
6	English	234	205	230
7	Biology	104	101	99
8.	Civic Education	5	2	9
9	Education Technology & Curriculum	0	0	0
10	Early Education	177	171	180
<b>Faculty of Economics</b>				
11	Developmental Study	15	18	24
12	Banking	157	165	169
13	Management	300	357	400
14	Accounting	356	342	298
<b>Faculty of Law</b>				
15	Civil Law	97	97	105
16	Criminal Law	102	187	123
<b>Faculty of Psychology</b>				
17	Industry	111	134	132
18	Education	164	145	154
19	Clinical	120	112	105
<b>Faculty of Religion</b>				
20	Islamic Law (Syariah)	24	26	51
21	Islamic Study (Tarbiyah)	56	43	65
<b>Faculty of Agriculture</b>				
22	Forestry	20	23	20
23	Agribusiness	19	12	24
<b>Faculty of Husbandry</b>				

24	Fishery	16	16	24
25	Animal Breeding	17	16	19
<b>Faculty of Engineering</b>				
26	Industrial	157	167	196
27	Mechanical	136	157	136
28	Civil	143	147	147
29	Electrical	100	101	99
30	Information Technology	250	257	250
<b>Faculty of Health Science</b>				
31	Pharmacy	100	132	100
32	Nursing	199	187	167
<b>Faculty of Medical Science</b>				
33	Medical Science	80	80	80

As can be seen from Figure 3 above some of the schools and departments are in very high demand and have up to seven concurrent classes whereas other departments have only one class and, further, the number of students in that one class may be lower than current university requirements (i.e., they are below 20 students).

The students at UMM are very diverse in terms of their backgrounds – home location, ethnicity, socio-economic backgrounds, and the level of their knowledge of the Islamic religion (UMM is a private Muslim university). In addition, there are also a small percentage of non-Muslim students enrolled at the university. In the coming years it is predicted that the proportion of new students from Malang will be equal to the number of students coming from other regions in East Java. Students coming from East Indonesia are predicted to increase significantly.

## 7.2 Identified Needs

Based on an analysis of the transcripts of the student discussions, using a constant comparison method, it was possible to categorise their needs as being of three types. The following discussion outlines these as follows: English language learning needs (7.2.1); teaching capability (7.2.2); and, improving the ESP programs (7.2.3).

### 7.2.1 English Language Learning Needs

Within the main category of English language needs several sub themes of needs were identified. These needs are: to be able to communicate, to be competitive in the employment opportunities, to be able to participate in international collaboration, to be able to improve the learning outcomes (e.g. undertake the TOEFL), and Improving Life Opportunities. A direct translation of what was said in the FGD is presented in English as provided by the Translation Service Division (TSD) staff at LC UMM. Throughout this chapter when direct quotes are provided it should be noted that pseudonyms are used for the names of the students to maintain confidentiality.

#### *The Need for ESP*

Almost all the student participants indicated their belief that English has an important role as an international language. Most of the students who participated in the FGDs claimed that they did not feel pressure with the ESP being a mandatory subject in their curriculum.

*No, I don't feel pressured. I'm happy with the ESP program. Before I come to UMM, my English is not that good, but after learning it for one semester my English is better than before (NV).*

This assertion was supported by the results in the survey for larger group of students. Many of them or 252 (88.78%) claimed that they were eager to learn English especially in the ESP program at UMM.

**Table 12: Needs for ESP**

<b><i>Needs of ESP</i></b>	<b><i>Number of Respondents and percentage agreement</i></b>
Yes	252 (88.73%)
No	17 (5.98%)
Not Sure	15 (5.28%)

#### *Oral Communication*

Most of the students who participated in the FGDs suggested that developing communication is their primary goal for learning English. There were several reasons for this. The first and most-cited reason is because of increasing globalization (i.e., internationally English is the most accepted medium of communication) and

specifically because of the approaching Asia Free Trade Area (AFTA) agreement. Some students described how they wanted to be able to develop relationships with people from countries outside Indonesia and they understood that being able to communicate well in English was a key way of achieving this. In particular they saw it as a vital step for success in their future careers. This is supported by the survey data where it was shown that 109 out of 284 (38.38%) students said that being able to do business with people from overseas was their purpose for learning English (Note: The overall quantitative results are shown in Appendix 6, and outcomes from different subsections of the survey are included at relevant points in the discussion that follows).

Although it was clear from the range of responses that being able to communicate in English is a key student need, what appeared less clear from the participants' responses is how this might be achieved. One of the participants expressed the belief that people should start to learn a language by speaking it, not simply by developing an understanding of grammatical knowledge.

*When I was learning English in junior high school, we just learnt about grammar, and we couldn't speak. It's so difficult to speak if we only learn grammar in the first place. I can speak English, I learnt this first by feeling confident to speak in English, and now I try to listen to what people outside of Indonesia say, like: how to pronounce 'environment' and something like that and so it's really important the first time that we should practice listening and speaking. That's it (AZ).*

Other students highlighted the difficulty they had encountered when learning English, particularly during their school years. For example, they indicated that although it is a compulsory subject in Indonesian high schools, the way it is currently being taught means that their ability to communicate is not well developed. They attributed this to the focus given to grammar. They described how students are required to memorise many grammatical patterns rather than being encouraged to learn how and when to use them. That is to say, a great deal of language teaching focus in high schools is paid to teaching about the form of the language, rather than developing the students' fluency in speaking it. For example, one student described it this way:

*I think we have been studying English since we were in elementary school, but we still need to master English. It's an international language.... English is a must do subject. I will feel happy if I am able to speak it, but now I feel frustrated that I can't express particular ideas that I want to say. I really want to be able to speak as fluently as English speaking people (RN).*

A number of other students also expressed a belief that by being able to communicate in English fluently, other people will attribute positive characteristics to them. Further it is a skill that will advantage them career-wise. For instance, one student described it this way:

*Yeah.. I think it's better to increase our English and to get our confidence for trading in other countries not only in Indonesia, right? Because English is really beneficial, really valuable. (AZ).*

Some students also expressed a wish to be able to communicate in English not only for day-to-day communication or for communication in the workplace, but also to have sufficient English competence for public speaking.

*Well when I heard that UMM offers an ESP course that made me happy. Actually I really like to study English because when I look at debaters and those that do public speaking, I think that's really cool. It's interesting if you can give your advice and something like your opinion in front of the people - that's the challenge for me. So I am studying ESP and I am also attending the English club in the International Language Foundation (ILF) (RN).*

These findings were again supported by the survey data where 203 out of 284 (71.47%) students indicated that mastering speaking or communication (in English) was their highest priority.

In addition to general communication skills, in the FGDs a number of students indicated that they wanted to master different types of English skills for a variety of reasons. For example, one said that listening was the most important skill to master first. She suggested that this is because being able to listen well provides them with a model to speak appropriately.

*For me number one is listening. With listening, we know how to speak (WJ).*

Again this sentiment was supported by the survey data which showed that over one-third of the respondents (106 out of 284 students, 37.32%) agreed that listening skills are important for them to master.

Even so, others suggested alternative priorities. One for example, wanted to increase his English vocabulary explaining that he thought of this as the beginning step to learning English.

*For me the most important thing to develop is vocabulary. Having a lot of words will help me with my speaking and in the long run it will also improve my listening and reading (ES).*

There was, once more, support for this in the survey data, with 85 out of 284 students (approximately 30%) indicating that increasing their English vocabulary was their priority for learning English, .

Students in the FGDs suggested that grammar was their lowest priority in English learning. As described above, the students' often discussed their learning experiences during their high school where there was a grammar focus, and lamented their inability to communicate well in English. However, there were some students who did feel that grammar is important for their learning.

*Grammar is the skeleton of language. If we don't understand the grammar we won't want to speak (TW).*

Somewhat surprisingly the survey showed a different result. Of the 284 participants, 134 (47.18%) indicated that they thought grammar is indeed an important aspect to learn.

Finally, a number of the FGD participants described how they thought reading was the skill that students expected to learn in an ESP program. One reason for this is, as described in the following extract, that reading is a strategy that can be employed to develop vocabulary.

*I like reading best since reading will enrich my new vocabulary. I understand what the paragraph is about so that I can answer the comprehension questions quite easily (RN).*

The following table summarises the number of students who indicated their preference for mastering different English skills. Note, the way the survey was constructed allowed them to select more than one skill in their responses.

**Table 13: English Skills**

<b><i>English Skill Courses</i></b>	<b><i>Number of Respondents and the Percentage agreement</i></b>
Speaking	203 (71.47%)
Grammar	134 (47.18%)
Writing	106 (37.32%)
Listening	106 (37.32%)
Vocabulary	85 (29.92%)
Reading	82 (28.87%)

### *Employment Opportunities*

As indicated above, many of the participants said that when they commenced tertiary study they had hoped that the ESP course would focus more on effective communication rather than developing knowledge about the language. Two specific advantages for doing so were identified by the participants. The first was that they felt it was important to enable them to be competitive in the job market.

For example, one hoped to be able to speak English well enough to be eligible for international military service.

*I want to work for United States Peace keeping scheme. My brother told me that in the next five years the military needs personnel who both possess English and computer skills (YD).*

Students pursuing other prospective careers indicated that they also required English competence, especially for business communication. Clearly the important role of English in their future careers was well understood by the students. Further, in the survey data 94 out of 284 students (33.09%) indicated that they wanted to learn English to help them gain a prestigious job.

### *International Collaboration*

A number of FGD participants described how they felt English is particularly important for them to enable them to take up positions in the fields of International Relations or teaching English. This was also shown in the survey results with 126 out of 284 students (44%) indicating that one benefit of English learning at UMM was that it helped them to gain work and/or scholarship placements in an overseas program. Other FGD participants described how international companies, businesses, and organizations require applicants to have a high level of English competence, especially in the oral language area. Others described how developing English communicative competence may help them to gain a place in one of the educational overseas programs. As outlined in Chapter Four, participating in those overseas programs offered by UMM is one of the attractions for studying at this institution. One such program, Erasmus Mundus is very popular for students at UMM. Freshmen enrolled at UMM see older students returning from overseas study, especially from European countries, and express a desire to have similar experiences. On this basis,

a number described how they hoped their ESP teachers could direct their teaching towards this goal and equip them to be able to achieve this.

*Of course, I have goals for ESP here. I want to develop myself and increase my skills in speaking. I want speak like a native speaker. And with that skill I can go around the world. I want to get a scholarship to the Julliard School in New York. I am really obsessed with the Julliard School in New York. It's like a school of Music. So that's my goals (AM).*

### *Measuring Learning Outcomes*

To be able to undertake the TOEFL test and achieve satisfactory results was one of the students' primary expectations of English learning. For example, one student (TP) expected teachers to show him strategies for successful TOEFL test taking. This expectation from students is not unexpected because in Indonesia many institutions required high TOEFL scores from applicants.

*Especially for ESP, all lecturers ask us to get the best score but they don't show us how to be able to use English for the future. I want ESP to teach us the trick (strategy) of listening, speaking, and writing because for me English is important for my future, like the TOEFL test, to make questions and to answer the questions because I want to know the trick for doing that (TP).*

Even though a positive response rate was not as high as for this as for other questions, 92 out of 284 (32.39%) students did express the hope that the English they learnt at UMM would help them to improve their TOEFL and IELTS scores.

### *Improving Life Opportunities*

The category of improving life opportunities includes being able to do such things as using the type of technology that requires the use of an English manual of instruction. It also includes building networks with overseas people and using English websites and other resources from the internet. However, developing English to use for travel purposes was mentioned most frequently by a number of the participants.

*Of course I have goals for ESP here. I want develop myself and increase my skills in speaking. I want to speak like a native speaker. And with that skill I can go around the world (AM).*

The results from the FGD were supported by the survey data with 122 out of 284 students (42.96%) indicating that they believed learning English provided them with improved life opportunities. Also emerging from the survey, specifically in response to

the open ended questions, was the suggestion that learning English enables students to read English journals and books. This was explicitly mentioned by 61 students.

To learn English in order to understand English speaking people and their culture was not discussed by the student participants in the FGDs, but it was supported by 68 students in the survey. This goal was also reported in the employers' findings (see Chapter 5).

The table below summarises the English learning goals as indicated by the students in the survey.

**Table 14: English Learning Goals**

<b>English Learning Goals</b>	<b>Number of Respondents and Percentage agreement</b>
To participate in overseas training and scholarship program	126 (44.36%)
To have better chance and life expectancy such as traveling, using more sophisticated technology. and books	122 (42.96%)
To establish business with overseas people.	109 (38.38%)
To be able to work in prestigious international companies/institutions	94 (33.09%)
To improve TOEFL and IELTS scores.	92 (32.39%)
To be able to understand English speaking people and cultures	68 (23.94%)
To be able to read and understand English journals and books.	61(21.47%)

In summary, the students had a number of different reasons for English learning and their needs were mostly pragmatic. These included their need to develop communicative competence in English so as to be able to do business with people from overseas and be more competitive in the job market. Other students valued English learning as it enables them to gain a place in an overseas program as part of their undergraduate study. Other goals were to be able to successfully complete TOEFL, and to improve their life opportunities. Hence, their needs were related to developing a level of English competence to achieve these things.

### **7.2.2 Improving Teaching Capacity**

Whilst the participants in this study had very clear goals in relation to their English learning, a number of participants also suggested that the UMM teachers were unable to teach in a way that enabled them as students to achieve these things. From the students' responses it is evident that they felt there was a need to improve the teaching capacity of staff at UMM, particularly in relation to the teachers' delivery skills. This also includes the teachers' ability to make appropriate choices related to teaching approaches and materials; developing appropriate teaching strategies within the different subject areas; using appropriate methods of language instruction; and, developing better ways for assessment. In addition to these findings, whilst the FGD focused on what is happening at UMM, a number of the participants reflected on their previous learning experiences and expressed concern that the English teaching in their high schools was not sufficient and that they had not even obtained even a basic level of communicative English proficiency.

#### *Teaching Approaches and Materials*

Based on the students' responses it is clear that there is a difference between the teachers and participants' understanding of how the English language program should be implemented. At the same time, however, there was also a range of different opinions amongst the student participants. Some said that the English program they currently attend was too general, seeming to be conducted as a GE course, whilst others claimed that the program they studied was quite specifically focused on ESP with their teachers concentrating on particular discipline areas. The latter is a positive outcome as many students indicated that they wanted to be engaged in learning the language necessary for their discipline area.

Some participants made suggestions about how the issue of general versus specific English skills should be addressed. For example, a number of students indicated that teachers should provide a general English program for a period of one year, before they continued into an ESP course in future years.

*OK, then my suggestion is for ESP into the future. I think because students have different knowledge about English, it means that ESP needs to be basic at first because it comes down to the major they have, like medical school and they have to study English to start with at medical school so without any basics first, it will be difficult for them to understand and to continue to follow the class. That's what I*

*think. So it must start with basics first, then it needs to be about the major they have. It can begin with one year of basic (English) and then another year can focus on the major they have (RM).*

However, other participants said that the students' lack of readiness for the ESP program is mainly due to teachers' poor teaching ability and particularly their inappropriate choice of materials. For example, some students indicated that they found that the ESP teachers used teaching materials almost identical to those used by the English Department for teaching general English.

*In my opinion, students think that in the ESP program the material is almost the same as those used in the English Department. Some of them seem to think. "What is different between ESP and general in our class?" (TW).*

From the FGD, some students indicated that they did not find classroom materials practical or meaningful, especially for what they considered to be the demands for their future life. The materials they were given were repetitions of what English Department students used in their General English classes. It is not surprising to find in the survey data 126 out of 284 students (44.36%) indicated their support for the need for relevant materials to be provided in their ESP classes.

The FGD students also expressed their frustration that they had no choice and did not know how to escape this boring situation. They described how they had to attend even though they did not find the teaching useful because they needed 75 % attendance in order to pass the unit.

### *Teaching Strategies*

The student FGD participants also expressed their disappointment about the teaching strategies employed in three different areas of language learning, namely listening, speaking, and reading. The students' also gave opinions about their expectations of themselves as well as their expectations for the teachers' pedagogical behaviours. For example, some students described how they hoped that teachers realised that learning, especially language learning, is a continuous process. For instance, in some FGD groups there was a discussion about the need in their future careers for ongoing learning because it is impossible for a teaching institution to equip them for everything that will occur in their future.

*OK, for the ED I think because ED is a teaching institution. If someday I apply to the LC to be a teacher, I think I need to learn by myself, so the ED should provide everything like 'English for management', 'English for Pharmacy', 'English for Engineering', that's too big for just English. I think it's too big for just ED. That's it (RM).*

In addition, the students identified the need for teachers to keep up to date with their teaching knowledge and to implement good practices. When they did not do this, the students indicated that they felt the impact of this. For example, one student described how in the listening classes, they had difficulties following the recorded messages. The teacher had not sufficiently prepared them for the speed of the conversation and the accents in the recordings also confused the students.

*Yes, we are not used to the accent, so I don't completely understand even when it is repeated many times. .... If we don't know, it's useless (TK).*

Other students described how hard it was for them to understand the audio recordings, firstly because of their poor quality, but also because of a lack of context provided by the teacher in the introduction steps of the lesson. That is, the teachers did not provide students with the necessary contextual background for listening to the text, nor did they highlight the key points to which they needed to listen.

*From the way she teaches me the listening subject, she just distributed the hand outs, played the cassette, that's it!! And the teacher didn't tell us that we should be prepared before listening to the recording to activate our brains (TK).*

*I have a problem with listening since in the class we are just given a paper, listen to the recording, and the teacher corrected it, that's all. No particular technique and strategy was introduced so that we could listen effectively. We just do the same exercise everyday (NV).*

Similar criticisms were directed at the teaching practices used in the speaking classes. For instance, one student described how in her class the teacher asked her students to do a presentation based on an ESP book chapter. However, because this book was too difficult for the students, most simply read a prepared text out loud instead of presenting their material orally. In the participant's view, the teacher did not show them effective ways for giving speaking presentations, nor did he seem to have any concerns about the students' level of speaking ability.

*Yeah..yeah, in the speaking class presentation I guess the presenters should know what to say and how to present so we need to do some preparation. For example, preparing at home so during the class presentation we just present the main points. Others just read from the ESP book, they don't speak and*

*they don't understand what they are talking about either. It looked like they were speaking but really they were just reading and not understanding at all. And when there is a question and answer session and I asked questions, the presenters couldn't answer at all. The teacher was also silent, and didn't help to clarify, so the class is just dumb (AM).*

One student felt that the order the teacher delivered the speaking materials led to student confusion. In the initial class meeting the teacher started with a high level speaking task, but at the next meeting the task was simpler. Even so, in both cases the students in the class still found accomplishing the tasks to be difficult.

*The film is about me and ESP. What is ESP in my perspective and how does it influence my life? And then in the speaking class I was asked to construct some sentences. And I don't know how to arrange words into sentences (GG).*

Similar problems also appeared in the reading classes. A number of students in the FGDs described how the teaching strategies were not used consistently. For example, text translation was one strategy used by some teachers, but this was not done consistently and, as a consequence, the students failed to understand the text.

*For me myself, I like reading but the reading teacher only gave us the tasks from the ESP books or textbook based tasks. Some sentences are translated and some are just read but not translated. So some of us got puzzled since we missed the link between paragraph one (translated) and paragraph two (not translated) (RN).*

A number of participants also mentioned that some teachers needed to develop approaches that increased student enjoyment and motivation, specifically by improving their creativity. Some teachers were described as delivering their materials in a monotonous way. For example:

*In my class the teachers seem to lack creativity even though I know that they have made a very great effort. Perhaps teachers need to improve their creative capacity (ES).*

The teachers were also criticised for not developing their students' ability for independent learning. In fact, almost all the student participants in this study expressed the thought that this was a very important skill for teachers to teach because they felt independent learning would also assist them in improving their English performance. At the same time, many student participants indicated that it was necessary for the teachers to do this in a way that takes account of learners' different and individual learning styles. For example, some students might be good at

memorization whilst others are good at listening, yet others may prefer to read by themselves to obtain information.

*I want ESP to teach us the strategy of listening; speaking, and writing because for me English is important for (my) future ... I want to know the trick for doing that (TP).*

As well as teaching students appropriate learning strategies, a number of participants felt there was a need for teachers to deliver learning materials in ways that enabled their students to perform well and in the long term to achieve good results. When this did not happen, the students said they felt discouraged and sometimes even embarrassed and uncomfortable about participating in class.

Such sentiments were supported by the survey results where it was found that 147 out of 284 (51.76%) students agreed that they wanted teachers to use interesting teaching techniques and strategies.

#### *The Language of Instruction*

Another issue to emerge from the FGDs related to the use of different languages (and particularly Bahasa Indonesian) in the English classes. Many of the participants expressed a desire that their teachers used mainly English in class, yet it was noted during the classroom observations that many teachers use a mix of languages. A number of participants also indicated their belief that teachers should reinforce their students' attempts to speak English by using it themselves.

*For me I think the staff of LC are good but sometimes they mix Indonesian and English in the class. For me if they are teaching us they should speak English so this can support us to speak English well. Do not mix Indonesian and English. Sometimes Indonesian gets the big portion compared to English. So they use Bahasa Indonesia, and do not teach in English (OC).*

Other students also described their expectation that teachers should make it a priority to equip them with the necessary communication skills, instead of simply teaching grammar. The reasons they provided for this in the discussions included the belief that language is learnt for the purpose of communication and that it is not learnt by heart. In a similar vein, another participant described how people express ideas through communication not grammar. Yet another participant described her belief that just learning English through the teaching of grammar presented obstacles when trying to

speak. Finally, one other participant indicated his belief that having a more communicative approach would make English classes easier and more fun.

### *Assessment and Feedback*

Finally, the student participants expressed dissatisfaction with the way the teachers undertook assessment and provided feedback. Some felt that the seriousness with which they undertook tasks was not reciprocated by the way the teachers responded to their efforts. For example, one participant described how in a speaking class whilst the students had diligently participated in pairs and group work practice, the teacher had neither moved around to check their interactions nor provided them with any feedback. In a similar way another student described her perception about the need for teachers to actively engage in giving feedback:

*My suggestion is, please do check our exercises and give us feedback as we are eager to know what are our weaknesses and how may we improve. There are so many students who really want the real English, don't just give us exercises and then... goodbye (RN).*

These sentiments were supported by the results of survey where it was revealed 105 out of 284 students (36.97%) agreed that providing appropriate feedback would help them to understand and improve their English language learning.

A number of the participants in the FGD described how their teachers failed to utilise the type of strategies they felt would boost their motivation for learning English. Some students described how they had been interested in English learning since they were in high school, but they then lost their interest for several reasons. The first reason was that their low English achievement during their school years affected their motivation to learn. For example, one expressed his frustration in English learning describing how he had tried hard, but was unable to obtain satisfactory results. It is interesting to note that this student, like others, considered that good English learners were those who speak English like native speakers.

*I feel glad if I am able to speak it, but I feel frustrated again if I can't express particular ideas that I want to say. I really want to be able to speak as fluently as English speaking people (RN).*

Moreover, the participants described how they believed the National Examination (NE) system in Indonesia contributes to the difficulties that many face with learning English. Firstly, the exams take up a lot of the students' time – time away from studying

communicative English. As one participant described it, students who wanted to be successful in the NE had to sacrifice their English speaking activities that they had committed to, for example, attending English clubs and courses. As one of the subjects in the NE, the focus of English classes is to assess students' ability in grammar and vocabulary and this may cause students to lose their interest in learning communicative English.

According to some of the participants, in addition to school, parents also play important roles for either developing or inhibiting students' interest in language learning.

*When I was in elementary school my mom taught me English. She is an English teacher in one of the lower secondary schools. My dad is also a teacher of Mathematics and he also taught me mathematics. I practiced mathematics more than my English since I was really poor at maths at that time. Since I practiced maths more, I started to like it. I forgot my English grammar, English vocabulary, etc. But now at university, especially at UMM, I feel that it's badly needed. What I know now is how helpful it can be because some teachers use it as their medium of instruction when teaching mathematics. I want to start learning English again (GG).*

Other participants in the FGD suggested alternative ways of improving their English language learning. These included such ideas as attending English courses outside the university, improving the school environment, and, related to the issues described above, having committed teachers. For example, one described how the efforts of one teacher during his school years really changed his attitude to English.

*My experience is a bit different from others. When I was young I did not like English. My dad was good at English and he taught me English, but I still wasn't good at it. But when I was in the third grade of lower secondary school I had a very strict and determined teacher and I had to do the English tasks and I started to work hard on it and finally I made it (FL).*

In the survey the students were not only given open ended questions to which they could respond, but they were provided with several options about how English teaching could be improved that they could select (reflecting the ideas provided in the FGD) and again they could choose more than one option. The table below summarises the number of students who indicated agreement with these pedagogical strategies.

**Table 15: Pedagogical Improvement**

<b>No</b>	<b>Improvement of Pedagogical Strategies</b>	<b>Number of respondents and Percentage agreement</b>
1	Using interesting teaching methods	147 (51.76%)
2	Using interesting materials	126 (44.36%)
3	Providing continuous feedback	105 (36.97%)
4	Providing follow-up English programs	63 (22.18%)
5	Organising proficiency based classes	57 (20.07%)
6	Having smaller classes	36 (12.67%)
7	Other	3 (0.7%)

### **7.2.3 Improving ESP Programs**

It was clear from their contributions that the student FGD participants appeared very aware that the ESP program may have a significant impact on their studies and future careers. They were able to offer a number of suggestions on ways to improve the ESP programs offered through UMM LC. In their perception five key aspects needed improvement, namely: the duration and type of English programs; a closer link needed to be made between the curriculum and job requirements; the size of ESP classes needed reducing; native speakers need to be used for speaking classes; and the ESP classes should be streamed based on proficiency.

#### *The Duration and Type of English Programs*

Many of the student participants expressed a desire to have more time learning English and specifically that the opportunity to learn English should be extended beyond the current allowance of just two semesters. Specifically, a number of participants suggested that the University should provide two semesters of General English and then two more semesters of ESP.

*I think I need three years for English learning. And the content that of we are learning should be content about our major - like how to be an entrepreneur, but in English I think. It will be a good strategy for increasing our English proficiency (AZ).*

However, this suggestion received less support in the survey, with only 63 participants (22.1%) agreeing with the idea that the LC should think about the extending the length of ESP program.

Others indicated that learning a language is not only about the time spent learning, instead they expressed a concern about how to sustain their learning after the program is finished. They felt that no matter how good the program is, there should be strategies put in place so that their English language learning does not stop after the completion of the ESP program.

*Teaching subject (major) at the department, teachers or the lecturers should use English so it doesn't stop only at the ESP but Department of Management teachers or lecturers can continue using English (AZ).*

That is, regardless of career aspirations, the participants expressed a need to be supported to continue developing their English independently. A number of participants specifically described the need to be prepared with strategies or tactics to enable them to learn English outside the class.

*Actually when we want to study English, we need to practice a lot. But what I find is we learn English at school but at home we watch Korean movies so we don't get much from what we learnt, so our teachers need to build an atmosphere of English learning independently. ... When you want to be able to speak or to practice your speaking outside of the class, you need some tactics and strategies of how to deal with that (RN).*

In short, the student participants expressed a desire for UMM to consider both a longer duration for English programs, but also to implement ways so that students can maintain and continue to develop English skills for themselves.

### *Smaller ESP Class Sizes*

Most ESP classes consist of around 40 to 50 students. Only Speaking classes were divided into two with each consisting of around 20 to 25 students whilst other classes such as Listening and Reading classes were even larger. For example, the Medical Faculty had about 80 students in one Speaking class (due to lack of rooms), although it must be acknowledged that two ESP teachers were working with this large group at any one time.

This highlights another problem related to large class sizes, namely the lack of available classrooms at UMM. As indicated, for this reason, some classes were conducted outside, for example, under the gazebo. Whilst some students seemed to enjoy the outdoor classrooms and being in the fresh air, some indicated the environment was less than ideal as the students could be easily distracted.

*(The problem) is the very big classes. And the second problem is related to the first problem about the ESP class mostly being held as outside classes. I mean at the Gazebo! I think it's not effective for the ESP class because sometimes when we have outdoor classes, some students are looking at something else (RM).*

Somewhat surprisingly, despite the number of big size classes, the survey results showed only 36 students of the 284 participants (12%) indicated support for smaller class sizes for the ESP.

Even so a further problem with large classes was highlighted by the FGD students, namely the mixed ability of the students in each class.

*They (high proficient students) want to grow and to develop themselves in the ESP class - they don't just want to be with their friends, they want to grow themselves [laughter] Actually it's not about selfishness, but I see that such students have high motivation and want to focus (AM).*

This could be resolved through streaming, which is discussed next.

### *Streaming ESP Classes Based on Proficiency*

A number of the student participants also expressed a belief that, for the effectiveness of ESP teaching, students needed to be streamed according to their level of English proficiency. The student participants described many of the ESP teachers appeared to deliver English materials effectively and in interesting ways. However, because the classes consisted of students with different levels of English, this affected the teachers' capacity to teach.

In fact, many highly proficient students described their dissatisfaction that their classes consisted of mixed ability. They said that they came to ESP classes because they wanted to develop their English, but when teachers paired them with students with lower ability, they often had to explain the task and/or the language to their partner. They believed that they did not learn anything from the lower proficiency students and they saw this as an obstacle to their English development.

*If we get paired with students who are not good at speaking English, I think it's difficult. These students only think about themselves. It's not about the selfishness, but I want to be with those students who have high levels of motivation and focus because English is not our native tongue and not our mother language so I think it is better to be with someone who already has good English (AM).*

Another participant observed that in mixed ability classes, less competent students just kept silent and said nothing whilst the teachers tended to only interact in English with the more capable students. When interactions did occur, the more proficient students appeared to dominate the conversation.

*Yeah..yeah.. for example, if I'm a low proficiency student and I'm in the same class with highly proficient friends those friends just talk to each other in English and they also talk with teachers in English and I don't understand what they are talking about, I'll be left far behind them (RN).*

Although this was the general consensus in the FGDs, there were some students who did not want to have separate classes. Instead they suggested that good students may help the weaker ones so that all of them will learn and develop together.

*One group can consist of high and low proficiency students. Good students can help the poor ones, so not just the good ones get the advantages of learning English. If the poor ones are put in one class, they will be left behind since none of them will pull them up (NV).*

This disparity is reflected in the results of the survey where it was found only 20% or 57 out of 284 students wanted ESP classes to be streamed based on proficiency level.

### *Native Speakers for Speaking Classes*

As described earlier UMM is building international relationships with a range of overseas organisations (e.g., Erasmus Mundus, ACICIS, USAID, and AUSAID - see Chapter 4). Due to of the demands for such a high degree of cooperation many international guests visit UMM for a range of reasons (e.g., organising teaching programs and student exchanges). When these guests do visit, and particularly when they are native speakers of English, department teachers and other faculty members usually invite them to give guest lectures or to participate in other informal discussions depending on their expertise and ability. Somewhat surprisingly, however, the ESP teachers almost never take advantage of these opportunities. Hence, the students in the FGDs described how they thought interacting with English speakers would be beneficial, especially as part of the speaking classes.

*I love speaking and listening, but it would be really nice if LC gave us native speakers so we can talk with them so that we can get used to speaking English and reach our goals (AM).*

### **7.3 Students' Shared Culture**

From the findings above it is clear that the students have multiple and significant reasons for learning English. Further many expressed a high level of motivation and interest in learning English. They were also able to articulate their needs and made suggestions of how the ESP program could be enhanced. Despite these positive outcomes, observations made in the ESP classrooms suggested a contradiction between the students' expressed desires and beliefs and their behaviour.

Initially the classroom observations were made to obtain data to support the teachers' perceptions about needs. However, in the process of doing so observations were made about the way students' responded to teachers' questions and tasks, their interactions both with their classroom teachers and their classmates, and other actions that highlighted behaviours that provide important background information about the students as stakeholders.

From the observations conducted in the classes, socialising was found to be a significant part of almost all the ESP classes. The students were seen talking to friends, either those who sat next to them or even farther away. They were heard talking about matters which were often not related to the topics discussed in the class. Peers were also observed talking in Bahasa Indonesia whilst waiting for the teacher to call their names and check their attendance. They also talked in the middle of the lesson such as when a teacher assigned one of the students to read a paragraph projected onto the white board from her laptop. In fact, all the informal talking that was observed was in Bahasa Indonesia.

From the interviews with the teachers about the class situation, the reason the teachers did not seem to take any steps to prevent this behaviour was because some teachers were new and inexperienced and while others considered that reprimanding the students' unruly behaviours would result in lower attendance rates in their classes.

At the same time it was apparent from the class observations that many students had insufficient Basic English and they appeared to struggle with what was taught and how the English teaching was conducted. This was exacerbated by teachers' lack of capacity to teach well and by their poor classroom management skills (see Chapter 6).

It was observed that students frequently came late to class. The degree of lateness varied from 5 minutes to almost an hour. When they did arrive, some students went directly to find seats and others greeted their teachers. If students were more than 15 minutes late, as indicated previously (p. 116) they would use the Muslim greeting '*Assalamualaikum*'. The custom is those who hear the greeting have to respond in the same way and if many students came late, there were continual stops. In addition to this disruption, late-coming students who did not know the topics being discussed in class often asked questions to their peers who sat next to them and this resulted in additional classroom noise.

Despite some of the problems that were observed to occur, the students were noted to participate actively in their classes. This was demonstrated in the way the students asked questions of the teachers or of their friends, in the way they engaged during group discussion tasks, in group presentations, and also how they responded to teachers' questions. Overall, they appeared enthusiastic to engage in class discussions. They also appeared willing to participate in instructed tasks. In addition, it was also apparent that a number of students prepared for the lesson tasks before class. However, when teachers pointed it to a particular student to answer a specific question, others who did not get a turn appeared to hide themselves from the teacher's sight by hiding themselves in the back of their friends or covering their faces with the books pretending to be busy reading or focusing on something else. Thus it appears that group work might be one way to further encourage participation, if only that it enable a classroom atmosphere to be less threatening.

#### **7.4 Summary**

In conclusion, students at UMM have pragmatic reasons for learning. They want to be able to communicate and master all the English language skills that will help them in their prospective careers, to gain overseas work and/or placement in international

programs, to successfully undertake TOEFL and IELTSs, to improve their life opportunities, and to understand English speaking countries' cultures. They provided a number of suggestions of ways English teaching at UMM could be improved. Two of the main findings in this regard are improving the teaching capacity of staff at the institution and redefining several LC policies related to pedagogy (e.g., smaller class size and streaming ESP classes based on proficiency). It is clear that to further enhance the students' success in English learning, some of the behaviours observed in the classrooms need to change. Recommendations in regard to changes in pedagogy are made in the following chapter along with a discussion of the findings, and a conclusion to the thesis.

## Chapter 8

### **Discussion, Conclusions and Recommendations**

This chapter discusses the findings emerging from the analysis of data collected from three groups of stakeholders at UMM and therefore considers the employers' perspectives, the teachers' perspectives and the students' perspectives, details of which have been presented in the previous chapters. Reflecting the aim of this research, this discussion focuses on the English learning needs at ED UMM and more broadly in Indonesia. (8.1). Next, the limitations of this study are outlined (8.2). A conclusion is then provided (8.3). This chapter closes with a set of the recommendations (8.4).

#### **8.1 Discussion**

The following discussion seeks to address the two research questions and therefore focusses on the English learning needs as identified by the three groups of stakeholders and then the degree of fit between ED UMM curriculum and the English learning needs.

##### ***8.1.1 English Learning Needs***

From the findings derived from the three cohorts of stakeholders, similarities and differences in their perspectives emerge. The similarities included the expectation that students need a command of English in order to open wider chances for employment opportunities, for international collaboration, and admission to higher education. Further, the three groups of stakeholders put communication as the priority skill to be mastered. The three cohorts of stakeholders saw it as having both instrumental and integrative goals. This is similar to the findings of several other studies viz. Genghesh (2013), and Chaudron, et al. (2005). Students' expectations of having communication competence, especially oral communication, are similar to previous research findings including those of Yu and Xiao (2013), Brunton (2009), Kaur and Lee (2006), Holliday (1995), Chew (2005) and Edwards (2000).

In addition to similarities, some differences also emerged. First, employers acknowledged the importance of understanding the culture of English speaking countries' when learning the language. Like the teachers, they also identified reading as an important skill to develop. In contrast, teachers expected and prepared students

for measuring learning outcomes such as undertaking English language tests like TOEFL and their thesis examinations. Students had a greater variety of goals for English learning. These included being able to do business with people from overseas, improving their life opportunities (e.g., travel), using technology with English instructions, and, similar to the ESP teachers, improving their TOEFL and IELTS scores. For these to be achieved, learners must possess sufficient communication skills. Further, these goals do not exist in isolation. They are connected to wider contexts, both national and international.

As described above, both the employers and the ESP teachers at UMM identified the development of English reading skill as key. In particular, they emphasized the need to be able to read English journals and books once admitted into higher education. Further, they described how it is actually a continuation of skill development begun during their high school years.

However, such a goal places a significant burden on the teachers and students. UMM teachers maintained that it is somewhat difficult to equip students with the skills of reading English journals in only two semesters. There was also some question about teachers' own proficiency in reading English books and journals. If they do not have the necessary skill themselves, then it is an unrealistic expectation for them to help students.

In addition, to gain employment and to survive in a highly competitive job market was the most cited reason for English learning by the three groups: employers, teachers, and students. However, the English requirements of different institutions in Indonesia vary considerably in terms of the level of competencies required and how they are assessed. Some institutions require only a specific TOEFL score while others interview the candidates in English to assess their communication competence. Other institutions only require a passive understanding of English from their applicants, yet others expect highly developed oral and written English skills. Much depends on the type of organizations or institutions seeking employees. For example, multinational or joint venture companies demand that almost all of their employees have highly developed English competencies. In comparison, some national and local companies do not require such a high level of English language skills from their applicants.

Other factor that probably makes ESP program is difficult to implement is the inconsistency behaviour of the students themselves. As it described in Chapter 7, almost all the student participants indicated their belief that English has an important role as an international language and many students who participated in the FGDs claimed that they did not feel pressure with the ESP being a mandatory subject in their curriculum. This assertion was supported by the results in the survey for a larger group of students. Many of them or 252 (88.78%) claim that they were eager to learn English especially in the ESP program at UMM.

However, as it was seen during the classroom observations with ESP teachers, it indicated unsupportive students' learning behaviours as being unpunctual, playing gadgets during the classroom interaction, and extreme socialization (see Chapter 6: Classroom Management and Chapter 7: Students' Shared Cultures). This might be due to some other factors discussed below.

### ***8.1.2 The Degree of Match between ED UMM and the Students' Needs***

This study clearly identified mismatches between the ED UMM curriculum and the graduates' learning needs. The findings from the stakeholders revealed problems and challenges at the program administration level of the university, the faculty, and the classroom. As such, they corroborate the findings of previous studies by Kitkauskiene (2006) and Netiksiene (2006).

Not only does it seem that teachers struggle in terms of their level of English proficiency and the requirements of the ESP curriculum (as described above), it also appears that many students are not yet ready for ESP since their GE or Basic English is not yet at a level to support the ESP learning. In the broader context of Indonesia, English is not used in daily communication and most people have limited exposure to the language even though they may have studied it at school and at the tertiary level. As discussed in Chapter 4 (Context), UMM accepts a large number of high school graduates despite their low English levels. Therefore, the introduction of ESP in their first and second semester of study comes as a shock to many of them. Consequently, a number of teachers reported reverting to teaching GE due to students' low English ability. This is similar to Marwan's study (2009) in which he found there was a mismatch between the reality of students' English proficiency and curriculum expectations. He considered this an urgent problem that needed fixing. Students

should be taught in a way that addresses their language needs and the lessons provided to them should be within their competency range.

### *The Insufficiency of ESP Teaching Knowledge*

Data from the observations of and interviews with the ESP teachers clearly showed that English Department, Faculty of Teacher Training and Education Curriculum did not equip graduates with all the necessary ESP teaching skills. As described in the ED UMM syllabuses, ED graduates were expected to be able to teach English in junior and senior high schools with additional elective courses offered for those who wanted to expand to other careers. The elective courses include teaching English for Young Learners (EYL), Translation, Business English, and American Studies.

In reality, many ED graduates were motivated to apply for teaching positions at the LC. Many applicants thought that teaching English at tertiary level was not greatly different to teaching English at high school level. As Brunton (2009) said they also did not consider that ESP different from General English and that these different concepts would have consequences for their teaching.

The English programs at UMM were considered very unique ones. ED UMM vision is preparing and equipping graduates to be English teachers for primary or high schools levels. However, about 15% of its curriculum contents did not correlate with the primary schools or high schools English subjects. The curriculum contents which may not be used for the primary or high school teaching were such prose, poetry, novel analysis, drama, and linguistics, and Indonesian. Even the elective subjects offered did not directly support for the teaching careers as American Study and Business English. Those subjects are not useful and practical when these graduates apply for teaching position at LC UMM which their main duty is ESP teaching and writing ESP books.

This problem is worsened with the fact that useful skills for teaching is not offered even at the level of basic so that teaching staff sometimes were not able to identify the real causes of the obstacles. For example, to identify what English competence students want to learn actually, how they want to learn it, and why they want to learn and many other basic question that should be introduced. This unfocused curriculum contents and unclear goals of English learning will impact on the learning outcomes.

Bernstein (2000) divides intellectual fields into three forms of knowledge: knowledge of everyday skills; specialised knowledge of general propositions; and specialised knowledge of specific disciplinary subjects. Further he explains that knowledge of everyday skills tends to be ritualistic and easy to apply, something that does not necessarily require much explicit instruction, such as singing a pop song in English. Specialised knowledge of general propositions evolves out of very general propositions and theories, such as learning general English speaking competencies to read, for example, a local English newspaper or to travel as a tourist in an English speaking country. Specialised knowledge of specific disciplinary subjects is considered to be part of a collection of knowledge characterised by esoteric discourse. Examples of this are the English language competencies needed to engage in international trade agreements or political discussions. It seems the latter is not being addressed by the teachers at LC UMM.

Moreover, at the classroom level many teachers in this study were still emphasising teaching grammar rather than focusing on preparing learners for chosen communicative environments. Even in Communication or Speaking classes, many were still trying to focus more on accuracy than fluency. This contradicts Mohan (1986, p. 15) who suggests that ESP courses focus on preparing learners for chosen communicative environments whilst Lorenzo (2005, p. 1) reminds us that ESP “concentrates more on language in context than on teaching grammar and language structures”. Therefore, when teachers focus more on teaching grammar and emphasize accuracy, this has some serious impacts on the ESP teaching itself. The first is that the capacity of the learner to communicate is neglected. This could be seen in several classroom observations in which opportunities to communicate were very minimal. Further, in most ESP materials, the learners were presented with uninspiring content and language exercises which lacked any clear communication focus. As a result, ESP at UMM is often taught in a very un-communicative way.

#### *The Insufficiency of Delivery Skills*

In addition, communication competence of employers and teachers are crucial for the development of ESP programs. The expectation for graduates to have communicative competence to be competitive in the job market needs to be supported by both teachers’ and employers. Fortunately, the data shows that the ESP teachers at UMM

are usually new graduates from the English Department and, as such, should have good to excellent English communicative competence. However, this does not always appear to be the case and there appears to be a mismatch between the level of English required to teach the ED UMM curriculum and the level of competence possessed by the graduates' when employed as ESP teachers. There is a clear need for teachers to take into account and to address their own competency levels.

Further, teachers in the ESP program, especially the full-time teachers, are given the additional responsibility of writing the ESP textbooks. The reading texts for these books are mostly sourced from the internet and encyclopaedias. However, few teachers reported using these books. In the interviews with teachers and in the FGDs with students, many claimed that the level of difficulty of the ESP book was simply too great. This finding reflects the point made by Hyland (2005) where he argues those specialists' samples, though useful, may discourage learners if the content is too difficult. Thus, there is a clear need when designing the ESP materials at UMM that teachers use examples that exemplify the types of reading students will encounter, and which are also professionally appropriate and interesting, but target students' language proficiency levels. As Tsou (2009) describes "along with authentic materials, the design of authentic tasks that help learners transfer strategies and skills is also a critical element of curriculum design. Authenticity also involves developing language and study skills that learners can transfer to their academic task to professional work" (p. 83).

Flowerdew and Miller (1995) in their discussion of lectures they observed in different subjects describe how each, because of its unique disciplinary culture, has its own discourse. As such certain tasks would be more suited to particular disciplines than others. Law and computer science students, for instance, would benefit from performing problem-solving tasks that illustrate a certain legal concept. Students of public and social administration, on the other hand, would benefit from comparing and contrasting different models or systems. A detailed description of such information could help curriculum designers to determine what type of tasks would be considered authentic. This is in contrast to what was found in ESP classrooms at UMM, where most ESP teachers used almost identical strategies in delivering the materials, that is, translating reading texts, finding out the main ideas and detailed supporting

sentences, and, making students do presentations both in reading and speaking classes.

Like other NA studies, it was also clear that there is a need for improved teaching capacities more generally at UMM. In particular, and again as with other studies (e.g., Ali and Salih, 2013; Gao, 2007; Genghesh, 2013; Yu and Xiao, 2011, 2013) there is a need for the teachers to develop relevant classroom instruction particularly pertaining to the students' future careers. In many of the classrooms that were observed, Grammar Translation approaches characterised the teaching. The picture of ESP instruction in most classrooms consisted of little more than teaching specialized lexicon and sentence structures. This pedagogical approach ignored the learners' needs to communicate in English in their particular field and overlooked the students' desire, as indicated in the FGD, that they hoped to develop their communication skills during the program. Thus, there was a clear mismatch between ESP teachers' beliefs as to the best ways of teaching ESP and the students' beliefs as to what was best for their ESP learning.

In addition, a number of methodological issues clearly remain since they were not addressed in ED curriculum and PD conducted by LC UMM. These issues centre on: difficulties associated with ESP pedagogy (Gao, 2007; Eslami-Rasekh & Valizadeh's, 2004; Yu & Xiao, 2013); a lack of learner-centred knowledge (Eslami, 2010); a lack of collaborative teaching knowledge (Early, 198; Ghafournia & Sabet, 2014; Northcott and Brown, 2006); and, unsuitable ESP teaching materials (Bojovic, 2006; Xenodohidis, 2002)

However, there is a need for continuous NA approaches to be undertaken so that the ever-changing gaps between what has been taught and what are the current pedagogical practices in regards to English teaching and learning can be accurately identified.

Teachers are more likely to implement new practices well if they receive support while trying them in the classroom. That is why the intensity and duration of the program are important factors to consider when designing a professional development program (Allen, 2007; Healey, 2008; Wati, 2011) and these can be planned and achieved when the data about their needs are comprehensive. Further, the findings of Kusumoto's study (2011) provide a cautionary note: Professional development needs should be

approached from two perspectives: (a) the target language needs i.e., to improve and maintain teacher English proficiency and (b) the pedagogical needs i.e., to gain knowledge and skills for language teaching.

## **8.2 Limitations**

Due to time limitations, confirmability was not well established in this study. It is unclear how well the findings of the current study compare to similar cohorts elsewhere. To address this further research could be undertaken. For example by distributing a questionnaire to the Deans, teachers, and students at other universities in Malang comparisons could be made. By doing so it would be possible to find out whether the findings of present study conducted at UMM have similarities with the English learning needs that exist in other institutions. If similarities are shown to exist, then higher confirmability with the present study could be established.

The data in this study was analysed using the manual coding, as recommended by Miles and Huberman (1994). Nowadays, one of the powerful data analysis software available is Nvivo. Employing Nvivo would not only have sped up the data analysis, but potentially also increased the level of trustworthiness since it would have allowed for cross –checking from the various data sources at a magnitude not possible when the coding is done by the researcher.

In addition to acknowledging these limitations, it is clear that there is much more work that needs to be done researching not only the needs of stakeholders, but about how these needs can be addressed, not only in the context of UMM, but within Indonesia more broadly (this is discussed further in 8.4.5).

## **8.3 Conclusions**

The findings of the present study confirm previous research about the multiple roles of English in Indonesia and the three cohorts of stakeholders at UMM acknowledged the importance of English as a global and international language. English is seen as fulfilling the goal orientations of being competitive in the job market, being able to participate in overseas programs and being able to read English books and journals.

These goal orientations reflect the needs to be addressed by the English learning curriculum in this institution.

The present study also confirms that due to the absence of NA studies at the level of the university as a whole, the faculty, and at the level of classroom, some problems and challenges exist. The current obstacles potentially inhibit the development of effective English programs at UMM and possibly make it difficult to achieve the English learning goals of the three cohorts of stakeholders.

## **8.4 Recommendations**

In order to attain the significant learning goals identified in this NA, some changes need to be made. The first need is to improve the pedagogy of ESP classrooms. Secondly, policy makers at UMM need to redesign the current ESP program taking into consideration the administration of the contract system, the flexibility of the ESP program delivery, the need for smaller class sizes and streaming of classes based on the students' proficiencies, and more focused and renewed ESP syllabuses. Further, there is also a need to modify some student and teacher behaviours, which are potentially inhibiting the development of English and the English program in this institution. These are discussed below.

### ***8.4.1 Recommendations for the University and the Employers***

The employers can play a crucial role in improving the ESP program at UMM. The change from a top-down approach to a more team-work cooperative approach in the construction of the ESP syllabuses would be likely to bring about a positive improvement. It is recommended that such a cooperative approach would involve the Deans of the Faculties or those who represent them, the ED UMM lecturers, ESP teachers, alumni and student representatives. A redesign of this program should offer flexibility for the thousands of freshmen enrolled at this university. A one-size-fits-all approach has long been discredited by research findings (Long, 2005), but is still practiced in many tertiary institutions including UMM. Language learners have a variety of reasons and learning goals which are shaped by a lot of factors including their previous and present learning experiences. Therefore, the employers should consider providing some alternatives to meet the different learning needs and take into

account the different past experiences of the students. To create flexibility and to maximise students' learning a variety of goals need to be addressed in the program:

English for Admission to Higher Education

English for International Collaboration

English for Employment Opportunities

English for Post University Life

English for Understanding English Culture

The following is the example of how English for International Collaboration may be developed:

*Reading skills for overseas program application*

- a. Reading and comprehending overseas program flyers
- b. Reading maps of building and office locations.
- c. Reading interview schedules, eligibility and requirements
- d. Reading university or company profiles
- e. Reading cultural information, customs, 'does' and 'don'ts',

*Speaking and Listening skills for overseas program. .*

- a. Listening telephone conversation about types of programs, conditions, eligibility and requirements in interview session
- b. Exchange information of own cultures

*Writing skills for overseas program applications*

- a. Writing and motivation statements
- b. Filling in application forms
- d .Contacting supervisors or liaison officers by email

ED UMM students are from different geographical regions which results in them having different levels of English proficiency when coming to study at ED UMM. Some students have very Basic English, some have fairly good English and still others are very competent users of English. However, ED UMM does not seem responsive to these differences. ED UMM needs to provide different pathways for students depending on their English level. For example, those who arrive with a basic level of English may enrol in two years of intensive English and another two years of teaching pedagogy. Others who possess higher levels of English proficiency may simply enrol in two years of teaching pedagogy.

ED UMM should not restrict its students only to the courses offered in the ED curriculum and syllabuses. Providing different sorts of teacher training using experienced people from a wide range of backgrounds such as English teachers, curriculum designers, English material developers, translators and interpreters, travel agents, early childhood teachers, foreign language course teachers, motivators, psychologists, school counsellors, home schooling teachers, university professors and classroom researchers would give students and ED UMM teachers with information about the current needs, issues, and trends of English learning. This approach will possibly connect classrooms with real life employment and reduce the current mismatch.

Another strategy that can be employed to reduce the mismatch with real life employment is classroom observation. The classroom observations could become a part of the ED syllabus before graduates are employed and assigned to teach in real classrooms. This could be done in ESP classes to familiarise new recruits with the methods of delivery. It would also provide them with opportunities to learn about university level classroom teaching and all the aspects involved in that.

### *Employment Conditions*

Another important aspect to address at UMM is the recruitment process. There needs to be continuous evaluation of teaching performance and outstanding teachers should be maintained in the positions longer and trusted to take charge of ESP classes by being given permanent, or at least, longer term contract positions. They need to be given responsibility to coordinate the development of teaching materials as well as providing training to newly recruited and inexperienced staff members in each faculty.

The permanent teaching positions will give teachers a chance to bridge the communication gap between the LC employers and the faculties. It is also a way of minimising the lack of coordination amongst the employers at UMM.

A further suggestion would be to place one teacher in each faculty and give them responsibility to develop the ESP program for that area. This would give them a chance to learn and explore the specific needs of students pertaining to the relevant disciplines and develop appropriate English learning content and strategies.

Such a move would address the shortcomings of the current ESP teaching system where one teacher is allocated to several different departments and faculties having to teach more than one skill course. This appears to lead to unfocused teaching and unmanageable workloads. In turn, there is no time for teachers to reflect on their teaching activity which impacts on the teaching and learning outcomes at UMM.

The current contract system also requires teachers to do a great many jobs in addition to teaching. It would seem from the current evidence that this inhibits the development of their teaching skills. As mentioned earlier (Chapter 6), most teachers are expected to focus on administrative tasks and other academic tasks such as writing ESP textbooks, contributing articles for the Reform English magazine, and translating. Hence, it does seem that there is a need for the Director of LC to more fairly distribute these administrative and academic tasks so that they may become learning opportunities rather than pressured experiences.

### *Teachers' Professional Development*

The NA procedure used in this study could help UMM to develop and run appropriate Professional Development (PD) and other professional training useful for developing the teaching capacity of its staff. The findings of the present study suggest that teachers have a need for professional development in dealing with a large class sizes, managing mixed ability groups, designing learner-centred classes, and working with collaborative and integrative teaching approaches and most importantly in finding out the information about types of professional development needed by the teachers.

The ESP teachers need to be provided with wider professional development opportunities and to be encouraged to participate in teaching workshops. Such training should be scheduled and conducted in a continuous manner. This should be

possible with the support from the employers. For example, at the faculty level the training could focus on obtaining and exploring conversation examples from industries. Other more generic strategies, such as handling large classes and mixed ability classes, collaborative and integrative teaching also need to be a priority for such professional development. From the findings of this study, despite their length of service in this institution, it is clear that many teachers are not at the level of teaching competence expected by both the employers and students. Their teaching delivery (including teaching techniques, materials development, and language of instruction) were the main cause of classroom concerns. In particular, their poor teaching was held to be responsible for other problems such as poor classroom management and poor learning outcomes (again see Chapter 6).

The research findings revealed that teachers and students wished for smaller class sizes and streaming classes based on students' proficiency, and despite the potential of these, they are dependent on resource availability. Smaller class sizes need more teachers and this comes at a cost. As a consequence, not many institutions are able to implement such a policy. Further, even if smaller class sizes could be implemented, there is no guarantee that this would lead to an improvement in the teachers' capacity to teach well. Clearly there is a need more and better training.

In many of the observed ESP classes, teacher-centred approaches were prevalent. For this reason, many students' individual needs were not being addressed. Conducting a NA is a first important step, but it does not automatically solve every classroom concern. Other aspects also need to be considered. Again, mostly importantly, it is apparent that further training for teachers is needed. In particular training in learner-centred pedagogy and autonomous classroom teaching would be helpful. For example, professional development could be conducted to demonstrate how strategies can be put in place so that students can develop autonomous learning skills.

The findings indicated that it is relatively difficult for ED UMM to prepare its graduates with a sufficient level of English related to content areas of ESP. At the same time, content or department teachers have difficulty delivering subjects at an appropriate level of English. Professional opportunities to meet and discuss these issues are needed regularly and frequently in order to assist all teachers. It is possible that such

training could be conducted in an informal manner so that, for example, teachers could come together to share classroom ideas and experiences, and talk about challenges and difficulties and ways to resolve these.

#### ***8.4.2 Recommendations for Teachers***

A key recommendation is for UMM to instigate formal teaching evaluations. Questionnaires could be constructed to obtain students' perspectives about teaching and other aspects of the learning experience, such as classroom activities and teaching delivery. Such information obtained in this way could be used to inform teachers about their own teaching practices. If constructed carefully, such questionnaires could also inform an ongoing NA process, specifically focusing on the expectations of the teachers and students. The results could be summarised and used to formulate recommendations for the LC UMM as the unit responsible for the ESP. However, this would need to be handled carefully and strategically as it is not currently a familiar practice at UMM.

Ideally, surveys about teaching should be conducted at the beginning, middle, and end of each course. This way it is possible to know what students' really are expecting by comparing and contrasting information from three different stages.

##### *Explicit Expectations for Students*

It is clear from the findings that one teaching practice that needs to be changed at UMM surrounds the expectations of students. Thus, it is recommended in their very first class that teachers make their expectations explicit to their students. It seems that at present tutors focus on explaining about the prescribed books or references used in their course, but forget to tell students what they expect them to do or how they expect them to behave and even presume that students who are enrolled in their course already know the tutors' expectations. Making explicit expectations will help the students to organise their learning and in the long term students may be able to take responsibility for their own learning since they have clear goals and know how to anticipate what they need to do based on what the teachers have indicated.

One further recommendation is that all teaching staff make available a particular time when their students can consult them directly to clarify issues in order to overcome any concerns they may have.

### **8.4.3 Recommendation for Students**

Where English is a foreign language, as in Indonesia, it can be very difficult for language learners to find out opportunity to use it for communication because the society does not use it for daily interactions. Yet wider exposure to English would give students greater opportunities for using and, therefore, learning the target language. However, teachers can select particular groups or individuals who are committed English users and provide opportunities for students to meet with them. For example, this can be done by teachers inviting native speakers or expatriates who were living in locally to address their classes. Some exchange students from the ACICIS (Australian Consortium in Countries of Indonesian Study) program, Peace Corps, and exchange students from different parts of the world at UMM could also be invited to share their experiences and description of their cultures in English. Such activities could be conducted either regularly or as an incidental program. This would be particularly effective for speaking and listening classes as models of different English varieties could be provided by such classroom guests. In addition, teachers could invite some English school teachers, English courses instructors, parents who are able to speak English etc. to functions held for students at UMM. The more opportunities the teachers can create for students to hear English spoken and use their own English skills, the more confident students will become.

#### *English Clubs and Activities*

As revealed from both the FGDs and the survey results, the majority students want English as a central part of the curriculum. However, many also demonstrated behaviour that suggested they were avoiding using it. This may occur as many students reported having negative English learning experiences during their high school years due to the focus on grammar teaching. Fortunately there are many opportunities to engage with English at UMM. For example, the International Language Foundation is one of the English speaking clubs for UMM students in which students have opportunities to use English for public speaking and debating. In addition, several units at UMM have their own English programs that students from any departments would be welcome to attend. For example, American Corner has a Movie Show program, conducted every month and often have guest lectures from the key persons from the USA discussing a variety of topics. However, these various

opportunities need to be supported and promoted by the teachers and by UMM more generally.

#### **8.4.4 Recommendation for further Research**

##### *A Needs Analysis Study in High Schools*

As indicated, many students reported having negative English learning experiences at high school. As such there is a clear need to investigate the perception of the different stakeholder involved in high school teaching in both big cities and remote areas. The results of this type of investigation could be used to inform the Ministry of Education about ways to improve the English curriculum and its delivery in different areas. This type of study would also be useful for teaching institutions like ED UMM as they would be better placed to understand the student cohort as they transition from high school to university.

##### *Society Participation*

This present study was conducted only with the employers at UMM. It would be useful for further research to investigate the perceptions of employers outside the university (e.g, for the teaching of English - the principals of high schools, the directors of English courses, the chairpersons in other educational institutions, and the managers of language centres).

##### *Changing Pedagogy and Practice*

As indicated, in order to address the needs of the stakeholders not only are NAs required to determine where potential problems may lie, but there is also a clear need for current pedagogy and teaching practices to change to address the identified gaps. How this might be done successfully is another area for future research.

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## **Appendix 1**

### **Interview Protocol**

The interview instrument for LC teaching staff, the interview instrument for the employers at UMM, and group interview questions for UMM students was developed after the initial classroom observation.

#### **The interview questions for the employers at UMM**

- a. In what way English is necessary/not necessary to learn? Why/Why not?
- b. What do you think the goals of learning it?
- c. Which skills do you think the most important to teach and which skills the least important in the department you are in charge? Why?
- d. What is your opinion about the overall performance of English teaching in your department?
- e. Do you think ED UMM has provided you with the English courses the staff need for teaching?
- f. What can you advise the ED UMM and/or LC UMM to be able to provide students who are willing to go into teaching jobs?
- g. What else do you think the ED UMM and/or LC UMM could do to assist you with English language learning?

#### **The interview questions for teaching staff at UMM**

- a. What do you think the goals of learning English?
- b. Which skills do you think the most important to teach and which skills the least important? Why?
- c. Do you have any difficulties dealing with English teaching? What difficulties if any? Why/Why not?
- d. Do you think ED UMM has provided you with the English courses you need for teaching?
- e. What can you advise the ED UMM and/or LC UMM to be able to provide its students who are willing to go into teaching jobs?
- f. What else do you think the ED UMM and/or LC UMM could do to assist you with your English language learning?

#### **The focus group interview questions for students at UMM**

- a. What do you think your goal of learning English?
- b. Which skills do you think the most important to teach and which skills the least important? Why?
- c. Do you think LC UMM has provided you with the English courses you need? Why/Why not?
- d. What can you advise the LC UMM to be able to provide its students with the English learning they need?

## Appendix 2

### Employers' Interview Transcriptions

#### **An Interview with the Vice Dean for Academic Affairs in Faculty of Social and Political Sciences (AN)**

##### **Interview on October 1, 2013**

D: Good afternoon, Assalamualiakum wr. Wb., let me introduce myself; my name is Dwi Poedjiastuti and I am currently conducting a research in University of Muhammadiyah Malang. Now I am in an interview with the Vice Dean for Academic Affairs, Faculty of Social and Political Sciences about the need analysis on English classes in this Faculty.

D: Is the need for English in Faculty of Social and Political Sciences still relevant?

AN: It is. Students are to be assisted in terms of their comprehension, knowledge, as well as language skills for the purpose of creating better academic culture in the University.

D: Could you please elaborate a little bit on what it means by academic culture?

AN: Academic culture is an atmosphere that encourages students to strive their best in effort to improve their capacity.

D: Does this include writing a thesis or journals in English?

AN: Not only is English used for that purpose, but there are three points to highlight, English reading skills, English conversation skills, and English writing skills. We do expect that the ESP classes specifically focus on these three areas. I personally do not give any specific suggestion as I have not conducted any detailed investigation, research, and polling related to English classes. However, I recommend that it is wise to focus more on output or the results of students' learning in English classes

D: In your opinion, what is actually the purpose of designing ESP classes? You may discover another purpose, for instance to help students get a job immediately after graduation as stakeholders or employers put English proficiency into their priority upon recruiting?

AN: That is the long-term outcome. Basically we find it necessary to help students improve their academic quality especially by accessing references/books written in English. However, this does not mean that references/books written in Bahasa Indonesia are low quality. As we offer overseas programs and English is an international language, students' English proficiency is of our concern

D: Do you mean overseas programs for students?

AN: We are now in collaboration with Malaysia, and in the near future we are signing an MoU with U.K.; however, we need to prepare to do our best in terms of English proficiency before running the collaboration. We are also in collaboration with some universities in Australia (one of which is Flinders University). As we offer overseas programs and English is an international language, students' English proficiency is of our concern.

D: With regards to the collaboration with Malaysia, do all departments in this Faculty offer this sort of exchange program to Malaysia, or only International Relation Department?

AN: We do not want to discriminate any major. All students are offered equal opportunities to pursue this exchange program. Therefore, English classes are offered to all students of any major to help improve their English proficiency.

D: What is the most important language skill to acquire? Let's say for instance communication skills are of priority; speaking and writing skills are to be put in top priority in this Faculty.

AN: In general, all language skills are to be well developed. However, in a short-term (for the purpose of overseas exchange), speaking skill is of the top importance. We are worried about students' not being able to communicate well. The second top importance goes to Reading skill as it is a way to upgrade their knowledge. After acquiring those two skills, students are to improve their writing skill.

D: ESP teaching staffs recruited by LC are mostly English Department graduates of UMM. In your opinion, has English Department best equipped its graduates with the skills of teaching English especially in Faculty of Social and Political sciences?

AN: ESP books/modules designed by LC are good; however, referring to the teaching, we say "Best from the Worst".

D: "Best from the Worst"?

AN: In managing a university, we could not just consider and view from one perspective but integrated ones. On one hand, we do need to recruit the best and qualified ESP teachers; on the other hand, we also need to equip English Department graduates with trainings. Let me say this is not that crucial as English is not only learnt in ESP classes but students in my Faculty could also attend professional English courses.

D: In your opinion, is offering ESP appropriate or are your students still in the level of General English? I mean, is it appropriate to offer freshmen ESP classes? Or is it more appropriate to offer them General English courses?

AN: In my opinion, ESP constitutes something general for everyone. It means that those who expect something more should expose more, by attending private courses for instance. Those who are more proficient are those who study more.

D: Do you have any suggestion to English Department or LC in effort to improve the quality of teaching English from the view point of stakeholders?

AN: I personally do not give any specific suggestion as I have not conducted any detailed investigation, research, and polling related to English classes. However, I recommend that it is wise to focus more on output or the result of students' learning in English classes.

D: Talking about the output or the result of students' learning in English classes, is TOEFL administered after completing ESP courses considered appropriate?

AN: I do not know the answer. For me, there remains a dilemma. On one hand, we 'force' our students to master English; on the other hand, non-English department students are busy with their own subject/content courses and not all students are motivated to improve their English proficiency level. It would be better to create discussion groups concerned with improving their English proficiency. They may be too tired to follow a lot of things in this semester. It would be better to create discussion groups with the concern on improving English proficiency level or the university is more considerate about distributing the activities so that they can concentrate more on attending the program.

D: Conversation groups are created to retain students' English skills trained in ESP classes; and students are to continually develop and improve their skills after the completion of ESP classes. (My own inference on Asep Nurjaman's statement that I would like to clarify)

AN: Indeed.

D: This is the end of my interview with Asep Nurjaman as the Vice Dean for Academic Affairs, Faculty of Social and Political Sciences. Thank you Mr. AN for your information.

## **An Interview with the Dean of Faculty of Engineering Interview on October 2, 2013 at 12.30**

D: Assalamualiakum wr. Wb., let me introduce myself; my name is Dwi Poedjiastuti; and I am currently studying in Curtin University and conducting a research in University of Muhammadiyah Malang. Now I am in an interview with the Dean of Faculty of Engineering, Mr. DMS. I conduct an interview to tap information about the need analysis on English classes in this Faculty from the view point of employers. Employers include Deans or Vice Deans for Academic Affairs in University of Muhammadiyah Malang. Now, October 2, 2013 at 12.30, I am having an interview with Mr Darman. You might start with a brief introduction about yourself.

DM: My name is DM. I am 53 years old. I am, the Dean of Faculty of Engineering for the periods of 2013-2017, willing to be interviewed for the purpose of a research on the need analysis on English classes in this Faculty of Engineering, University of Muhammadiyah Malang.

D: I have some questions to direct. Do you have any overseas experiences? If so, could you please describe a little bit? For instance under what purpose were the visits?

DM: My first overseas exploration was in Singapore, visiting a Tool Machine Factory YAMASAKI-MAZAK. After that I visited the user of the machine, Polytechnic of Singapore in Bukit Batok. Everyone spoke in English there. I also visited some non-English speaking countries like Italy, Austria, Germany, and France for the purpose of educational collaboration. One of universities I visited was University of Trento, Italy.

D: Could you please tell me your education background?

DM: I earned my Master Degree from University of Indonesia in 2000.

D: Is the need for English in Faculty of Engineering still relevant?

DM: There is a lot of engineering terminology that has no or only partial equivalence in Bahasa Indonesia. One of the examples is "tinggi jatuh air" which in English is "head". However, it is impossible to translate "head" into "kepala" (literally means a head as a body organ). This translation issue could be really problematic. There are a lot more English engineering terminology that cannot be directly translated into Bahasa Indonesia. The other examples are the terms "vapour" and "steam". Steam in Bahasa Indonesia means "uap" and it implies, among Indonesians, a high temperature. However, vapour is not necessarily high in temperature; even the lowest temperature could be included as vapour.

D: In your opinion, is English taught in class only for the purpose of introducing specific terminologies in engineering which are mostly failed to be directly translated or have false meaning when translated into Bahasa Indonesia? Or is there any other purpose of conducting English classes in Faculty of Engineering? For instance, English classes are offered to equip students with better language proficiency level to meet the requirement of job market, or do you have another purpose that I do not know yet?

DM: In this global era, English proficiency is highly required in job market. However, English for Engineering has some standards to achieve, which is based on international standard set by American Society of Material Engineering, SAE (Society of Automotive Engine), or other associations outside America and including Australia. English proficiency is undoubtedly necessary especially for world oil business that is always conducted in international atmosphere. English proficiency, covering communication skill and mastery on standardized terminologies, is a key aspect in international communication especially in the sphere of

engineering because engineering products are interchangeable. One product from a particular country is supposed to also be used in other countries. This is the important notion about the mastery of English as a necessary medium of international communication.

D: You mean that engineering products are universal, don't you? Whatever we do here in Indonesia for instance is to meet the standard of application in any other countries. The products are to be successfully utilized anywhere. Therefore, the language is set to meet the international standard.

DM: Indeed. If an Indonesian designer sends his design/picture abroad, South Africa or Argentina for instance, the design/picture should be implemented as precisely as what the designer wishes to, without directing questions due to confusion. As long as the language of instruction meets the standard, the work is a lot easier because the instruction is given in English and the engineering language is represented by the design/picture; the design/picture is codified in English.

D: What is the most important language skill to be acquired by students in Faculty of Engineering? Is there any specific expectation from you, such as training oral communication instead of writing skill, or sharpening reading skill instead of the others? Is there any specific expectation from Faculty of Engineering? What language skill is set at the top priority in your Faculty?

DM: In my opinion, oral communication skill is of priority. However, reading and writing skills are also to be developed because this is a way to upgrade students' knowledge. The ability to read and write in English represents students' engineering mastery.

D: Do you set the priority for your students; for instance they are required to be fluent in speaking, but not in reading? Or do you set equal priority for the four language skills?

DM: I think all language skills are equally needed. They could be integrated, for example in joining a discussion forum (discussing the design and result of research).

D: ESP teaching staffs recruited by LC are mostly English Department graduates of UMM. In your opinion, has English Department best equipped its graduates with the skills of teaching English especially in Faculty of Engineering? Could you comments on the teaching performance of LC teaching staff? Is there anything to improve for teaching students in Faculty of Engineering?

DM: Yes, it is. There are some indicators of success; one of which is the improvement on students' proficiency. The teaching materials are appropriate. English is basically applicable everywhere. Some technical terminologies are to be introduced by engineering lecturers.

D: I would like to clarify, "are some technical terminologies supposed to be introduced by engineering lecturers, but not LC teaching staff?"

DM: Some technical terminology could be introduced by engineering lecturers. LC teaching staff might find it confusing to introduce this. Those technical terms should be introduced by lecturers in particular majors.

D: Do you have any suggestion to English Department or LC in effort to improve the quality of teaching English based on the need of Faculty of Engineering?

DM: Besides a proper educational background in English teaching, those LC teaching staff who are recruited upon graduation should be the ones who are patient, devoted, and cheerful

in teaching. Intelligence and expertise are also necessary requirements for teaching. Not being patient and devoted results in teaching failures

Besides proper educational background in English teaching, the admitted LC teaching staff should be the ones who are patient, devoted, and cheerful in teaching. Intelligence and expertise are necessary requirements for teaching. However, not being patient and devoted ends up with failures in teaching.

D: Intellectuality is not the only aspect to consider upon successful teaching but personality, is that what you mean?

DM: Nice teachers will leave the best impression on students. It is always sweet when students miss the teachers who do not attend the class.

D: This is the end of my interview with the Dean of Faculty of Engineering. I do appreciate your information. It could be of any help to the writing of my dissertation. Wassalamualaikum Wr. Wb.

## **An Interview with the Vice Dean for Academic Affairs of Faculty of Psychology Interview on October 3, 2013 at 15.15**

D: Assalamualiakum wr. Wb., let me introduce myself; my name is Dwi Poedjiastuti; and I am currently pursuing a Ph.D degree in Curtin University and conducting a research in University of Muhammadiyah Malang. Now I am in an interview with Mr. YS, the Vice Dean for Academic Affairs of Faculty of Psychology on October 3, 2013 at 15.15. I conduct an interview to tap information about the need analysis on English classes in this Faculty. You might start with a brief introduction about yourself.

YS: Some universities observe and study their academic activities.

D: Could you please tell me your education background?

YS: I earned my Master Degree in Psychology from Gajah Mada University in 2005.

D: When did you start your position as the Vice Dean for Academic Affairs in Faculty of Psychology?

YS: I am replacing the former Vice Dean for Academic Affairs because he is promoted to be the Dean in our Faculty. It has been around two years.

D: In your opinion, is the teaching of English in Faculty of Psychology still relevant?

YS: In my opinion, the teaching of English in Faculty of Psychology is still relevant because most references read by our students are written in English. In Faculty of Psychology, we keep on persuading and encouraging our students to enroll in one English-taught class, specifically designed for those who are willing to self-improve themselves and who are highly-proficient in English.

D: If I may clarify your previous statement, is the teaching of English in Faculty of Psychology aimed at preparing students to read references written in English?

YS: Yes, it is, considering a large number of references written in English. The second purpose of teaching English is to best equip students for jobs in the field of Psychology that mostly require English proficiency. In the companies or schools where our students might work someday they will be required to communicate in English. Quite a number of our alumni currently work in foreign companies. English is the tool to communicate in the workplace.

D: In brief, English is not only necessary for reading references but for competing in job market as well. Do most of job opportunities for Psychology Department graduates require English proficiency?

YS: Yes, ninety-nine percent of job opportunities require this. The prospective employees are required to be proficient in English, either passive or active. Most notably companies and institutions require applicants to have high level of English proficiency.

D: Among the four English skills: reading, listening, speaking, and writing, which one is considered the most important language skill to be acquired by students in Faculty of Psychology? Is there any specific expectation from you as the Vice Dean for Academic Affairs in Faculty of Psychology? Which language skill is set at the top priority in your Faculty?

YS: Reading skill is of the top priority. The second language skill to master is speaking. Students are expected to comprehend English texts and express their ideas in English. Someday when our alumni work in foreign companies and when they are to work with long-term contracts especially related to writing contracts with foreigners, they are already well-prepared for handling this typical job

D: I see your point that reading skill is of the top priority. One thing to clarify, is writing considered as the last skill to be acquired by students in Psychology Department?

YS: All language skills are really important. However, the most urgently required are reading skills (for the purpose of reading references). For expressing ideas to other people, our students have to be trained in their speaking skills. Sometimes our students are also required to write a letter or communicate in a written form. In other words, the four English skills should not be partially trained but well-integrated.

D: What kind of reading skill is need in the area of Psychology? Is it only for reading references or the other texts types such as maps, instructions, journals, or the others?

YS: In the Faculty of psychology, the focus of teaching English should be on reading references and journals for the purpose of conducting theoretical analysis. Not only are our alumni required to be proficient in reading and comprehending journals, they are also need exposure to various texts.

D: My next question is related to ESP teaching. ESP teaching staffs recruited by LC are mostly English Department graduates of UMM. In your opinion, has English Department best equipped its graduates with the skills of teaching ESP especially in Faculty of Psychology based on the requirement set by the employer? Employers include Deans or Vice Deans for Academic Affairs in Faculty of Psychology.

YS: I am sure that English Department prepares its students to be prospective teachers. Teachers should be ready to face any situation. Those graduates recruited to teach ESP by LC are the ones who are not only highly-proficient in English, but are willing to self-develop themselves. When they are assigned to teach ESP in a particular major, they are eager to explore and learn a lot to broaden their knowledge about the specific study discipline

D: If there are some specific terminologies in the area of Psychology, in your opinion, will ESP teaching staff from LC be able to cope with those technical terminologies? Will it be better if ESP teachers are helped by Psychology lecturers who are the expert of technical terminologies in Psychology? ESP teaching staff from LC might fail to provide equivalent translation for the terminologies as a general dictionary does not provide proper definitions.

YS: I am aware that it is the most crucial challenge in teaching ESP, especially when the ESP teachers have no background in Psychology. They might fail to recognize some technical terminology in Psychology. The ideal condition is when ESP teachers are those with a background in Psychology and are highly-proficient in English. Students could get the most out of them actually. We have tried to assign our Psychology lecturers to teach ESP. However, this was ineffective as the number of Psychology lecturers never sufficed to cover all ESP classes. However, there is apparently no more requests from LC. I hope LC will offer more opportunity for our Psychology lecturers to teach ESP.

D: Are some Psychology lecturers willing to teach ESP?

YS: Yes, they were. However, there is apparently no more request from LC. I hope LC will offer more opportunity for our Psychology lecturers to teach ESP.

D: Do you have any information why the opportunity for Psychology lecturers to teach ESP is no longer offered by LC?

YS: Well, actually we feel lucky for not being offered the opportunity to teach ESP. We have been really busy teaching content courses in Psychology.

D: In your opinion, is it necessary that English Department not only equips its students with language and teaching skills but offers ESP course as well? For instance, some English

Department students who are interested in studying Psychology could visit Psychology Department, or those who are interested in studying Engineering could visit Engineering Faculty. Therefore, upon completing their study, English Department graduates are well-prepared to be recruited by LC to teach ESP. Do you have another design to propose?

YS: This is my proposed model. In teaching ESP, the teachers could collaborate with a number of students. Teachers and students could discuss certain topics related to Psychology. In this case, teachers are actually learning some technical terminology from our students. An ideal process is when teachers learn from students and students learn from the teachers. ESP teachers could assist our students in terms of using correct English grammar and sentence construction. Also, ESP teachers could train our students to express their ideas and opinions in English. This two-way-directional teaching and learning strategy is worth implementing for better ESP classes.

D: ESP teachers learn from students and do not dominate the materials all the time, aren't they?

YS: Yes, indeed. An ideal process is when teachers learn from students and students learn from the teachers. ESP teachers could assist our students in terms of using correct English grammars and sentence construction. Also, ESP teachers train our students to express their ideas and opinions in English. This two-way-direction teaching and learning strategy is worth implementing for better ESP classes.

D: I think so. I agree that this is a rarely-implemented teaching technique as rarely are lecturers willing to learn from their students.

YS: Students could be encouraged to write papers in the field of Psychology and are invited to present their papers. The theme may vary, for instance "Motivation". Students are to explore and compare between the concept of motivation based on some theories in psychology and reality. Students are required to use English as a language of communication. ESP teachers focus more on helping students with correct English sentence productions. ESP teachers could also highlight some errors affecting meanings made by students and provide them with corrections.

D: So the focus of ESP teachers is on whether students produce grammatically error utterances that affect the whole meaning, isn't it?

YS: Right

D: This is my last question. Do you have any suggestion to English Department or LC in effort to improve the quality of teaching English based on the need of Faculty of Psychology?

YS: Ideally, LC should not hire contracted ESP teaching staff but permanent ones. This is problematic when the contract of some trained ESP teachers ends. LC should then recruit a number of novice teachers, which is a waste of energy to train those new ESP teachers. The new ESP teachers are to adapt with working environment in this University. I am aware that during the recruitment procedure, the candidates are committed to be ready to teach any department and to learn the particular study discipline. However, the availability of trained and experienced ESP teachers in LC is not lasting. Teachers in LC by design come and go. This is tightly connected to the policy of our Institution actually. It is quite impossible for the Institution to recruit a number of staffs at a time during the booming number of students.

D: It is possible that the number of students enrolling in Psychology Department in the coming academic year is not as many as this academic year.

YS: We need to consider that the contract of ESP teaching staff is not necessarily only for one year, at least long-term contract in which they have become experienced to teach ESP.

## **An Interview with the Vice Dean for Academic Affairs of Faculty of Animal Husbandry and Agriculture Interview on October 4, 2013 at 13.20**

D: Assalamualiakum wr. Wb., let me introduce myself; my name is Dwi Poedjiastuti; and I am currently pursuing a Ph.D degree in Curtin University and conducting a research in University of Muhammadiyah Malang. Now I am in an interview with Ms. Dr. LZ, the Vice Dean for Academic Affairs of Faculty of Animal Husbandry and Agriculture on October 4, 2013 at 13.20. I conduct an interview to tap information about the need analysis on English classes in this Faculty.

D: You have visited some countries in South East Asia and Australia, haven't you? Could you please tell me the purpose of your visit? Was it for collaboration or Post Doc program?

LZ: My visit to Australia was aimed at bridging the collaboration with Australian universities. Also, I once went to the Philippines as I was invited by USAID to improve the management quality of the University. Mr. Damat and I were delegated and representing UMM in the Philippines for conducting site visit to some universities there. The focus of the visit was on quality assurance program.

In addition to my visits to Australia and the Philippines, I was delegated to visit one journal management team in Singapore, of which journals are published by Cambridge. It was really impressive as I could learn how to manage journals for international publication.

D: When did you start your position as the Vice Dean for Academic Affairs?

LZ: I have become the Vice Dean for Academic Affairs from 2009 – 2013. I am about to complete my duties as the Vice Dean, as we are currently waiting for the next election process. The new Dean of our Faculty has been elected.

D: It has been four years then. Could you please tell me your education background?

LZ: I earned my Doctorate Degree in Science and Veterinary from Bogor Agricultural University in 2006. I am a veterinarian.

D: In your opinion as the Vice Dean for Academic Affairs in Faculty of Animal Husbandry and Agriculture, is the teaching of English in this Faculty still relevant?

LZ: Yes, it is. Most alumni of Faculty of Animal Husbandry and Agriculture currently work in foreign companies. The opportunities are always open for our students to go abroad and explore their knowledge and experiences. Someday our students will work in an Agricultural and Livestock office; they are required to make contact with foreign organizations and institutions. In this case, English proficiency is necessary. Let me give you one example. One of our alumni from Animal Husbandry Department, who is really brilliant and proficient in English, won a scholarship to study in New Zealand.

It was not a scholarship for pursuing a Master degree, but rather for conducting an internship to sharpen his practical skills. He spent three months in New Zealand. Without being proficient in English, I am pretty sure he would not win such precious opportunity, would he? It has proven that English is a tool to communicate and interact with the world.

D: If I may summarize a little bit, the teaching of English in Faculty of Animal Husbandry and Agriculture aims at preparing students to compete in job market as well as be admitted in particular jobs upon graduation. Besides, the students are expected to explore the world and work in foreign companies. Do you have another purpose to share?

LZ: Learning a language means learning a culture as well. It is really enlightening when students read texts from other countries written in English and study their work performances, and working principles.

D: About the concepts of agriculture and animal husbandry, are they applicable in Indonesia?

LZ: Most foreign countries usually have more advanced technology in agriculture and animal husbandry, even 20 years ahead. With our English mastery, we can access their journals and reports in effort to broaden our knowledge. (Dwi: It is great when we could apply the technology in Indonesia, and thus we do not have to import foreign products anymore.)

D: Among the four English skills: reading, listening, speaking, and writing, which one is considered the most important language skill to be acquired by students in Faculty of Animal Husbandry and Agriculture? Which one is the most needed and the least needed language skills? Or what should ESP teaching staff from LC emphasize in the class?

LZ: All four language skills are for me holistic and equally needed (Dwi: supports one another). If students are fluent in speaking but fail to write their ideas, misunderstanding is possible to occur. Independent farmers might want to order some products like medicine, fertilizer, tools, etc from foreign countries. With their English skills, they will for sure succeed to do so. I have one story to share. I visited one of our alumni. He made some closed hubs (Closed hubs is a specific word used in the Faculty of Husbandry means a cage for the animal breeding); three closed hubs worth two billion rupiahs. The closed hub is in Germany. He succeeded in ordering the exact shape and size he wished to because he is proficient in English. There is no priority among those skills but they are to be integrated. To sum up, speaking, writing, and reading are inseparable language skills. There is no priority among those skills but they should be integrated. To sum up, speaking, writing, and reading are inseparable language skills.

D: There is no particular language skill to be put in the top or the least priority; but the four language skills are to be well integrated, right? (LZ: Yes, you are right. Students should master all language skills). Well, now English Department ...; let me put it this way. ESP teaching staffs recruited by LC are mostly English Department graduates of UMM. In your opinion, has English Department best equipped its graduates with the skills of teaching ESP especially in Faculty of Animal Husbandry and Agriculture based on the requirement set by this Faculty?

LZ: I think that is a quite challenging question to answer. I think that is a quite challenging question to answer. I admit that I have never asked my students about their opinions on ESP classes. As long as there is no complaint from my students, I assume that ESP classes are appropriately conducted. My students seek me out and report every time they feel dissatisfied on something. We, for instance, have to replace monotonous, old, and boring lecturers by considering students' opinions. I am always available to immediately respond to my students' complaint. However, there is no complaint about ESP teaching staff and ESP classes.

The second indicator that ESP is appropriately conducted is the increasing number of students participating in international forums. One of students in Animal Husbandry Department is chosen as a representative of Indonesian university, along with the other three students from Gadjah Mada University, Bogor Agricultural University, and Padjajaran University, They participated in an international conference. They presented their papers in English. Without English proficiency, I doubt that the students would be granted the opportunity. In addition, some of my students won Erasmus-Mundus student exchange scholarships. One of the contributing factors to such achievement is the well-designed ESP courses. ESP in UMM is offered in various skill classes which is different to other universities where English courses are only offered in one semester. Writing as one of the ESP courses best prepares our students to be skilful in English. One thing I would like to clarify. Has LC conducted a study on the correlation between TOEFL scores of students (taken from the

TOEFL administered during freshmen and upon graduation)? Is there any significant improvement on students' English proficiency?

D: That is also the point I would like to ask you. Does TOEFL as the test instrument match the ESP teaching? As far as I concern, ESP does not lead to TOEFL, and TOEFL is not ESP. (LZ: perhaps TOEIC). I have to apologize for not being able to provide you with an answer about significant improvement on students' English proficiency level. Could you please answer my previously directed question, does TOEFL as the test instrument match the ESP teaching?

LZ: I think TOEFL is more appropriate for higher education, and TOEIC is usually required in the job recruitment process. In my opinion, it would be a great idea if UMM collaborates with an institution officially administering TOEIC. (This is because) Students' English mastery is not only reflected by their knowledge on English literature and structures, but by their fluency in using English as a medium of spoken communication as well. Students are also capable of writing an application letter or any simple writing like a manual guide, for instance.

Someday I will invite some ESP teaching staff from LC to have a meeting with every head of department in this Faculty. They could share a lot and agree about ESP materials to be taught to students. Generally our students are supposed to be directed into entrepreneurship. (Puji: Are there very few alumni who pursue Master degree?). Our alumni mostly establish their own business or work in private companies. Very few are committed to be civil servants and researchers. (Dwi: We have to note some jobs mostly alumni perform). Indeed. The emphasis should be on the ability to communicate fluently in job field. In designing specific materials to teach, our departments in this Faculty should have a discussion with LC teaching staff. (Dwi: The ESP materials are to be designed to meet the need of students in Faculty of Animal Husbandry and Agriculture. The materials might differ from the other faculties).

I had a thoughtful experience with Bahasa Indonesia course conducted in my Faculty. I once administered the test of Bahasa Indonesia in class. It was unfortunate that the test items are made like the test for students in Bahasa Indonesia Department; the items tested students the detailed language aspects. (D: Were the items more on testing grammar/sentence structure?). Actually, Bahasa Indonesia course is offered to train students to write thesis with proper language, to select references, and other practical skills that support their study. This is crucial as most of my students fail to write a coherent paragraph with one topic of discussion. The focus of Bahasa Indonesia course is on sharpening applicable skills but not thoroughly discussing language theories. (D: The theories do not meet practice). I expect that ESP teaching will have similar focus.

D: The materials are designed to be practical for undergraduate students. The focus of language teaching is not only on producing grammatically appropriate sentences but more on comprehensible communication. For instance, students want to borrow some money for building hubs; they are required to state their intention in comprehensible utterances to meet the purpose of getting some loan, not on grammatical matters like the use of appropriate inflectional morpheme "-s/-es" on sentences.

This is my last question. Do you have any suggestion to English Department or LC in effort to improve the quality of teaching English based on the need of Faculty of Animal Husbandry and Agriculture?

LZ: What should I suggest? This is problematic when the contract of some trained ESP teachers ends. LC should then recruit a number of novice teachers.) That is right. I have just known that information. (Dwi: LC recruits contacted ESP teachers). How long does the contact last? (Dwi: One year. ESP teachers who perform their best during the first-year contract both intellectually and loyalty will be contracted for the second year. After two-year contract, which is the maximum length of contract, they should leave LC). As far as I'm concerned, the professionalism in teaching will actually be shaped after teaching for several years. One-year

contracts do not suffice to train fresh graduates to teach English. The teachers in LC by design should not come and go. It might be possible for the Institution to recruit a number of staff at a time, and then along the way select the most qualified teaching staff for at least a three-year contract or more.

If only I knew earlier, I would report this issue to the Vice Rector for Academic Affairs. I thought that ESP teaching staffs are recruited at least two or three years. I will report this to the Vice Rector for Academic Affairs in a forum. Do English Department lecturers help to teach ESP as well? Or are all ESP classes handled only by LC teaching staffs?

D: ESP classes are handled by ESP teaching staffs. Some English courses are also offered to lecturers in every faculty and department.

LZ: I teach ESP Reading course). Considering the ratio between lecturer and students, it is impossible that English Department lecturers help to teach ESP. If I am not mistaken the ratio is 1:30 or...? English Department also hires part-time lecturers to handle some classes. It is impossible to offer the opportunity to English Department lecturers to teach ESP. I see. English Department lecturers only teach within the department. I heard that there will also be a Master program of English, right?

D: This is the end of my interview with Ms. LZ. The interview is really informative, informal, and full of laughter. One thing I would let you know; your name will be kept confidential in my dissertation. I will replace your name with a code; therefore, in a published journal, no one has an access to the name of my informants. Thank you.

Wassalaamualaikum Wr. Wb.

## **An Interview with the Vice Dean for Academic Affairs of Faculty of Medical Science on October 10, 2013 at 14.00**

D: Assalamualiakum wr. Wb., let me introduce myself; my name is Dwi Poedjiastuti; and I am currently pursuing a Ph.D degree in Curtin University and conducting a research in University of Muhammadiyah Malang. Now I am in an interview with dr. MS, the Vice Dean for Academic Affairs of Faculty of Medical Science. You might start with a brief introduction about yourself; how long you have been teaching in UMM; and how long you have been in the position of Vice Dean for Academic Affairs in Faculty of Medical Science. Do you have any overseas experiences?

MS: My name is MS; I am an internist. I have been the Vice Dean for Academic Affairs in Faculty of Medical Science UMM since 2009 until present. I once conducted a site visit to Cyber Jaya University Malaysia. Faculty of Medical Science UMM concerns on best equipping its graduates (prospective doctors) with high intelligence/competence as well as with Islamic values, industrial perspectives, and family. We strive to integrate Islamic values into our curriculum.

D: In your opinion as the Vice Dean for Academic Affairs in Faculty of Medical Science, is the teaching of English in this Faculty still relevant?

MS: Yes, it absolutely is. I am happy that our students are offered ESP courses so as to facilitate students' learning English based on their study discipline. ESP for Medical Science best fits and supports our students. I say that ESP courses help a lot because most journals on medical science are written in English. Upon conducting research and writing a thesis (required for students), students browse the internet for information which is mostly presented in English. In addition, we are now designing an elective program that allows our students to take some classes abroad; and English is the key to success in communication. What I am also happy about is that our students have improved a lot (because of this). Therefore, ESP courses are relevant for Faculty of Medical Science.

D: Among the four English skills: reading, speaking, writing, and listening, which one is considered the most important language skill to be acquired by students in Faculty of Medical Science? Which language skill is set at the top priority in Faculty of Medical Science?

MS: Listening is of the top priority; and the second one is writing. It is because we have foreign guest lecturers and this requires our students to interact and communicate in English well. One of our lecturers from Spain is teaching Microbiology. Pavrina is also teaching in our Faculty. Although the tests to measure students' competence are written in Bahasa Indonesia, the medium of instruction in the class is English. Students are more encouraged to attend classes taught by foreign lecturers.

D: Why could it jump freely from listening to writing skills?

MS: Some of the courses our students take are delivered in English; therefore, English listening skill is undeniably necessary. As for writing, some modules are written in English and require some answers to be written in English as well; for instance the module of sensory system is written in English. In addition, upon writing a thesis, students are required to write an English abstract, which of course should be grammatically correct.

D: ESP teaching staffs recruited by LC are mostly English Department graduates of UMM. In your opinion, has English Department best equipped its graduates with the skills of teaching ESP especially in Faculty of Medical Science? Aren't the ESP teachers from LC "keponthelan" (a Javanese term for "perplexed") when teaching students in Faculty of Medical Science who are mostly brainy? ESP teachers might find it confusing when they are to introduce and explain medical terminologies.

MS: There is no complaint from our students about the performance of ESP teachers from LC. I assume that our students do enjoy ESP classes. I admit that we have never supervised ESP classroom activities. We just observe students' scores and never conduct any written feedback. I think it is a good idea to do so. Ideally, ESP courses are to be taught by lecturers from Faculty of Medical Science. Our lecturers teach the content and LC teaching staff handle the language. There must be collaboration as the number of specific medical terminologies that we sometimes fail to translate is abundant.

D: If I may repeat your point, the model proposed by Faculty of Medical Science is team teaching, in which some doctors who are the expert of medical terminologies and concepts are to collaborate with LC teaching staff who put their focus on teaching English as a medium of communication.

MS: Actually, when we are talking about preparing students for global exposure, ESP courses should not only be offered in the beginning semesters but during the last semesters when students are about to do an internship in hospitals as well.

In the last semester, our students have sufficient knowledge in medical science. I mean they are ready to get the medical history of their patients. It is necessary that students are capable of diagnosing and asking the patients using specific language. When, for instance, a patient reports being short of breath, students are to be able to dig out as much information as necessary from the patient using English. This is what I mean by applicative skills. Offering this typical material is impossible in earlier semesters as students are not yet exposed to the relevant content in medical science. I recommend that ESP courses be offered in semester 7. Let me say it is applied English for Medical Science. I am worried that some of our students fail to diagnose, interview, and respond to foreign patients when someday they work in international hospitals or abroad. There are a lot number of specific medical terminologies to use.

D: Do you have any suggestion to English Department or LC in effort to meet the need of stakeholders especially employers which in this case is Faculty of Medical Science?

MS: I think they have performed well. I recommend that collaborative/team teaching be conducted in which there are at least two lecturers in a class; one of whom is from Faculty of Medical Science for teaching special medical terminologies, and the other one is from LC for teaching English. (Puji: Would that be applicable considering the tight schedule of most doctors?). I hope so because we have hired new doctors in our Faculty. For a pilot project, it does not necessarily cover all classes. I have one more suggestion that English is also offered at last semester, especially for teaching applied English.

D: This is the end of my interview with dr. Meddy as the Vice Dean for Academic Affairs in Faculty of Medical Science. I do appreciate your information. It could be of any help to the writing of my dissertation.

## Hasil Wawancara dengan Director LC Dr. M Interview on 7/11/13

D: I'm Dwi Poedjiastutie currently with Dr. M as the Director of LC 2011 up to the present, I'm in interview with him regarding to the English language learning needs at UMM Malang.

Could you please introduce yourself again Pak?

M: My name is M, I'm the director of LC UMM. I'm working as the director of LC since 2011 up to this present time.

D: Do you have the overseas experience, Pak?

M: I have, went to some countries in Europe to start the cooperation between UMM and some universities in Europe such as in Italy and Trento. I went also to South Korea to have cooperation with the issue of GO GREEN the saving the planet.

D: OK so in some Asian countries and European countries. How long have you been at UMM and working for this institution Pak?

M: Almost 23 years. Starting from 1990 up to now so almost 23 years.

D: As the director of LC what do you think in what way English is necessary or maybe if you think English is not necessary in what way It is not necessary for this university?

M: First, English is very important and very needed for both lecturers and students especially for students. I think in this context English is important for them because later students are designed in order to work in the next four or five years. In the next four or five years when they graduated they finished study at UMM, of course they have to win job competition in the global market. I think Indonesia whether we like or not we have to come to APEC that here foreign workers are allowed to work in Indonesia so that Indonesian graduates should have the added values in order to win the competition. Otherwise they are defeated and not able to get a job. This is the short term goals to win the competition in the job market there. The second reason why English is important is for the academic purposes. As the academic purposes here we know in practice the students have to learn a lot about the knowledge, theoretical aspect according to their discipline, the books and the sources are mostly written in English so that in order to join the course better, I think the mastery of English is very urgent for this students. In short I can draw a conclusion of two important reasons that is for their own future to win the competition and the second is for daily teaching and learning.

D: You mean for the academic purposes like reading journal so that they are able to access to English journal which are mostly written in English. OK, two goals of learning English. And do you think that to achieve these goals, is it the responsibility of the language centre to be able to prepare and equip students to master English?

M: Of course yes, the language centre has particular mission and purpose that is trying to help the institution or UMM to equip the students with English competencies for the graduates so the language centre is the unit in charge of handling teaching and learning English for specific purposes across departments in the university. I think it's no other unit that will be responsible for this one except the language centre itself. So that the teaching and learning of ESP becomes the main job for LC and It is becoming the main responsibility for me as the director of LC to equip the students with the English competencies.

D: Isn't hard Pak for the LC if you think that this is the only job of the LC to make the students master the English. Don't you think that this also the faculties to make the students be able to learn English so they can establish some program after from LC for two semesters learning English then they will continue to make the students maintaining the skills they already got from the language centre?

M: OK, I agree. The Language Centre is the unit that is formally responsible for the English teaching. But English teaching is not only done and is not only controlled by the Language Centre only but also from the faculties and there should be cooperation, a program from the university that later the LC teaching staff are not only stationed in the centre but they are distributed across departments in this university. So this guides us, the policy guides us I mean that in the future it is not only the Language Centre as such but it is also the responsibility of the department so in this context the main role of the Language Centre is to stimulate teaching and learning English so that it is run very well. This is an attempt to stimulate the departments and also the stakeholders there.

D: What do you think pak among the four skills: listening, reading, and then speaking and writing, among the four, which one is the most priority to be mastered by students and which one is the least priority. What I mean the least here that students do not need the skill at all but later they gain it by themselves after mastering the first, the second, and the third priority of the English skills.

M: Well, ideally the four English skills should be possessed by the students. They all have to master the four language skills. However, of course we put the skill of priority and then for the ESP here reading is becoming the priority if we compare with some other language skills. Why reading, you know that the purpose of ESP here is to equip or to help the students the teaching and learning the course in particular disciplines so when the teachers or the lecturers are using the source or the literature in English of course they have to read the books so that here the ESP teaching as mainly guided students in order to master the reading skill first. Of course it is not only reading but also writing and listening, and speaking but if you ask me which one turn up to be the most and the least here, the most is the reading and after reading, writing is very important, and then, speaking and listening.

D So listening is the least priority. Is there any reason why listening is the least priority?

M: As I told you before that the main purpose of ESP is to understand the books. To understand the references offered by the lecturers so the reading is becoming the most. And then, listening here is the least, why because in daily practice at campus, the teaching and learning is still conducted in Bahasa Indonesia (D: Mix between English and Bahasa Indonesia) Yes.. mix , but if we are talking in the percentage there, I think Bahasa Indonesia is still used dominantly. That's why they are not listening more for the conversation conducted in English but they have to understand more the English references and about the books they are reading.

D: As the director of LC you have a lot of staff both part-timer and full timer, what is the overall performance of the English teaching staff in your unit?

M: This is the problem; let me tell you in a little detail. You know the recruitment system at LC is following the contract term, every two years we have to renew the contract. According to the policy made by the president of this university, we have to recruit the fresh graduates. The bachelor and master qualification from local universities also from overseas are recruited to teach at the LC UMM. Because they are still fresh, they might not have enough teaching experiences. Of course the performances of teaching are some kind of unsatisfactorily yet. This is I the common phenomena. Here in Indonesia not only the fresh graduates but also perhaps the professor sometimes received some critics from the students. So if the professor received criticism in term of teaching performance, I think the fresh graduates will get more possibility of receiving the criticism. This is because the system of recruitment. We are not allowed to prolong what I mean ... (D: to keep them in LC) for long time. We are not permitted to do so

D: For how long is the maximum pak?

M: After two years contract, it can be continued maybe a year after the first contract. So altogether they have to work here for three years. After they finished we have to recruit the new contract teachers. This is of course bring about some effects of the teaching services giving by some lecturers.

But the good practice of teaching and learning here is not all the fresh graduates failed in teaching..no.. We still find that the fresh graduates are very good in daily teaching because they are very creative especially in searching the media they are using. In this case they are more skilful than the seniors. This is the fact so sometimes we find some promising practices. Let me tell you another the young generation is the ones who are well-informed about the new technologies. The fresh graduates who becomes the lecturers master the electronic devices more than the old ones. This is good and beneficial for teaching and learning so that in term of media I think the young lecturers plays better than the old ones (D: Sometimes and very frequently that the old ones are reluctant to take advantages of technologies) But also reluctant to modify the techniques of teaching, the methods of teaching. They just take for granted that what they have done is running well and no modification.

D: We are talking about the workshop and the LC teaching staff performance and with such performance I think it will lead to very expensive cost for upgrading their teaching skills and competencies. What do you think about this Pak masduki?

M: I'm very happy to tell about this and I'm very happy to be the director of LC. You know the cost of the workshop is not very big problem at University of Muhammadiyah Malang. This is very promising policy from the president of this university. If the cost is more than what we propose for example, it doesn't really matter as long as the use of the cost is very rational so that when the workshop is conducted and the result is very fruitful for example for the teaching and learning to improve the lecturers' skills in teaching of course the university will contribute a lot and never cancelled our proposal. So here the cost is not quite a problem. It means when the cost is very expensive for example, but we never think that this is a kind of barrier or obstacles in order to run the workshop. So if we compare some other workshop conducted by some other units in this university, I think the workshops are still affordable and the results are very fruitful for better teaching and learning for our staff. So the workshops here could be about the magazine writing, and also about book writing and also be ESP teaching, the methodology for example, I think we will need to spend a lot but the results would be very-very beneficial for strengthening the body of knowledge for the lecturers and the teaching methodology for the LC staff.

D: You know that the majority of the ED UMM graduates are recruited at the language centre. Do you think that the ED UMM has equipped the graduates with the necessary skills to be able to teach ESP at the LC because the closeness between LC and the English Department. If there is a gap why there is a gap because we really close. If there is no gap, can u tell us about the graduates of ED UMM?

M: First, we have to keep in mind that the graduates of ED UMM are recruited to be the teaching staff in LC. However, it is not a must for us to recruit them as long as they are professional and the result of the test whether it is Academic test, English proficiency test, micro teaching, and Al-Islam Kemuhammadiyahahan test; if they are successful in the test of course they deserve to be the teaching staff of the LC. So although the graduates come from the ED, there is no guarantee that they are accepted to be the members of teaching staff at the LC

D: So it's not about the 70% of the applicants should be from ED UMM and the other 30% of the applicants from other universities non UMM?

M: Well, there is no printed document telling about this so for me as the director here I like considering the professionalism rather than the universities where the graduates come from.

So for example in a certain cases if we think that the score or the result of the test is equal compare with the graduates from other universities of course there is discretion. Discretion what I mean here is our own right to select the ones from UMM in the case of the same scores. I think this is also part of our mission in order that our graduates to have a kind of teaching experience in Language centre. Basically it is not about where the graduates come from but about the professionalism. (D: Is more about their teaching competencies?)

An then the second question whether or not ED UMM prepare the graduates to have the teaching skills, I think the ED UMM, really prepare the graduates here with the teaching skills. This can be seen from the course offered by the department such as the teaching and learning strategies, teaching methodology, language testing etc. These kinds of skills are to equip the graduates especially the one who take the teaching career. I think the department really endorses or supports if students really want to be a teacher.

Dwi: What about the ESP teaching skill itself because I heard some of them get difficulties in teaching ESP especially regarding to the difficulties to understand the terms because the terms sometimes cannot just be translated into Indonesian word by word but sometimes the term can be a concept.

M: All the teaching staff here are from the English Department so as far as the content of teaching is concerned, the material I mean, of course the materials are beyond their discipline. They did not receive the materials during their study at the English Department. The only things they received at ED are of course about English teaching... something connected to English and also some methods of teaching related to how to teach English as a foreign language. So the teaching staff probably gets into some difficulties in trying to understand ESP itself. For example teaching English connected to agriculture. All the content is about agriculture. As a matter of fact, the teachers are from the English department so sometimes the problems are about a lack of understanding of the content. But in term of teaching methodology I think there is no problem. If some of them complain about the content difficulties I agree with them and I realize there is a problem about that

D: And do you have any steps, procedures, or measurements how to tackle with this type of problem?

M: We have some steps what I mean some techniques how to overcome the problems. The first is about the workshop so all teaching staff whether they are whether they are contract teachers or part-timers, they are asked in order to join the workshop one week before the commencement of every semester. This is step number one.

D: And are they about ESP?

M: ESP. This is about ESP. What I mean is writing the book. Workshop of books for example, and workshop how to teach ESP and so on, workshops how to make the ESP assessment, these are all designed in order to equip them with the ability to overcome the problems. And then step no 2 is about the involvement of the lecturers from the department itself. What I mean is this, some of the ESP teachers are not from LC but are from the departments. You know some of them finished studying from overseas. So their English competency is good, that is not questionable so they deserve to share the body of knowledge together with their students. I think later the final outcome or the final effort should be like this. The ESP is not given by ED graduates, but by the lecturers from the departments.

The next model is like that. So that in the beginning I told you that LC now is playing the roles to equip the students up to the first ten years. According to the policy from the university, the one who is teaching ESP later is not only from LC but also from the department lecturers especially who have finished studying overseas because they have better mastery of the

content than the graduates from the ED graduates. This is the solution how to overcome the problems as you asked me.

D: And this is my last question. What can you advise for the ED to provide students who are willing to go to the teaching jobs so that they can be better equipped to teach ESP at UMM?

M: We can advise the ED at least to do so. It is about equipping students in the course which is related to the teaching and learning, and also to have an intensive practice of micro teaching. Micro teaching is very important. Up to now the micro teaching has only two credits and only two hours per week for practice teaching. Only 100 minutes in a week. Two hours for 25 students in one class so this is my first suggestion. We have to make the micro teaching here more effective not just give the students one or two teaching practices, but before they are teaching in the school for example, they have to practice in the classroom with their friend - that is trying to intensify the ways of teaching. Because of my observations in classroom, we often find the graduates of ED still weak in demonstrating different methods of teaching. I think this is because of the lack of practice. Number two, this is about the students themselves. Of course, what we are teaching is English so English competencies is very-very important and then, the way how to improve the English competencies is not only in the department. In other words, the students should not rely on the department; they also have to make their English competencies better outside the campus. I think (D: How pak?) joining the English courses. In my opinion, teaching is skill because it is skill, the more practice we do the better the result. It's like dancing. When we are practice how to dance, the more practice we are dancing for example, the better our dance. Up to now the students only practice two or three times (in micro teaching) before the real practice teaching. For advice number three, I think this is just advice; the program is not really done yet. Let me name it as the sit in class, for example, my friend is a good at teaching methodology. Of course I have to learn from him, I have to sit inside Pak Hartono's class try to observe how he is teaching and also if we are aware of our weaknesses and some other persons have very positive aspects in a particular case, of course, we have to go to them try to observe how they are teaching.

D: Have you done that?

M: Up to now not, but in formal teaching or when we give training I try to do that. For example, Pak Arief Budi, He is good at giving training and I tried to observe from the distance, I sit behind and I look at him how he is teaching, how he is presenting the power point, how to make a joke. It's very meaningful experience for the teachers. If the teachers set aside the feeling of reluctant, they can sit in the classroom and observe the teachers' ways of teaching, of course, the result will be better. So there will be a kind of interaction between one teacher and another. Take and give. And I try to advise also to the LC teaching staff in order to observe their friends who turn out to be a good teacher. I think we have done the observation try to see who will be a good teacher in term of teaching methods and who should receive more guidance, for example. I think the one who receive the guidance should be open in trying to take from others. These are the three advices in order to improve the teaching and learning.

Dwi: Thank you so much for your contribution. I hope those contribution will be useful for my dissertation writing, Once more thank you so much for you the director of LC Dr. Masduki. Wass Wr.Wb.

## Appedix 3

### Teachers' Interview Tanscriptions

#### The First Interview with AKD

##### Interview on 22/10/13

D: I am Dwi Poedjiastutie, and now I am with Ms. Asri KD, a reading teacher in Biology Department. I observed her class today at the 7th-8th periods. Could you please tell me how long you have been teaching in LC and your status in LC? Are you a full-timer or part-timer?

AKD: My name is AKD. I have been teaching in LC for 3 years. My contract as a full-timer ended on last August 2013. I am currently a part-timer and teaching 20 credits. One of my classes, observed by Ms. Dwi Poedjiastutie, is reading class.

D: Ms. AKD, in your reading class today, you discussed topic and main idea. Did you start discussing topic and main idea last week, or this week?

AKD: I started to discuss topic and main idea this week. Last week, the topic of our discussion was reading strategies.

D: I see. I observed that today you explained the theories, such as main idea is ... Besides explaining the theory to suit today's topic, what might be your other reasons for teaching the theory or concept?

AKD: To avoid confusion, I find it necessary to introduce some theories or concepts before assigning my students to do some exercises. Next meetings, the focus will be more on ESP materials and implementing the concepts of main idea.

D: Observing your class, I come to the conclusion that your students' motivation is in fair category (neither high nor low). Do you have the same perception as me, Ms. Asri?

AKD: I think so. My students' motivation is in fair category (neither high nor low). They are willing to study English.

D: I noticed that your students paid attention to your explanation and your instruction, did exercises as instructed, and answered your questions. This is not the case with the other classes that I have observed. That's why I come to the conclusion that your students are in a fair category of motivation. Did your students behave that way because I was there in your class to observe or was that their usual way to behave in your class?

AKD: That's the way they are. They have fair English proficiency level. As a result, I usually mix between English and Bahasa Indonesia upon teaching them.

D: You mix between English and Bahasa Indonesia upon teaching them considering their fair English proficiency level and motivation, don't you?

AKD: After explaining, I usually translate some sentences to enhance their comprehension.

D: Do you have something to clarify, particularly when I conclude that you let some students make some errors without directly correcting their statements as to let them think?

AKD: That's indeed true. I let my students think. At least they are encouraged to speak up and express ideas. I usually let them make errors, think, find out, and correct their own errors.

D: If I may infer, besides teaching, you also encourage students to sharpen other skills like speaking, communication, discussion, etc. Could you please share some of your tips to keep

your students under control, as I noticed that your students did not make any noise like the other classes I observed? Do you have special ways to make them discipline? Or is that their character trait?

AKD: They are the students of Biology Department. Teaching them is not as challenging as teaching students from other departments. In the initial meeting, I informed that our class is enjoyable and not too serious (or strict); students are to set their minds at ease. However, when I explain the materials, direct some questions, and assign students to complete the task, they are to stay focused and be serious.

D: What do you mean by “enjoyable”?

AKD: I mean that I will tell some jokes to ease the tension in class. There will be some intermezzos in class as well.

D: What are the contributing factors to students’ comfort in class, for instance the seating arrangement which allows them to sit on the floor? Does it make the students relaxed and facilitate them to think well? Is there any other impact?

AKD: I agree that seating arrangement matters. Students are more relaxed when they could sit on the floor, not inflexibly sitting on the chairs. Teaching learning activity will be more enjoyable.

D: It also affects their motivation. They are not tired when they sit in that formation. About reading aloud, when doing exercises, students read aloud. There were some mispronounced words, but you did not correct the errors. Could you clarify?

AKD: I did not correct students’ errors due to time limitation. After students’ presentation, I wrote some mispronounced words on the white board to discuss. I added some notes about the wrong and correct pronunciation. Then, I asked them to practise the correct pronunciation.

D: Were you distracted by the attan (prayer call)?

AKD: It was the first time I felt disturbed by the prayer call. I was a bit shocked how there could be the prayer call during my class today. That’s one of the drawbacks of conducting a class in the mosque complex. We could not teach 100 minutes, as there must be a short break during the prayer call.

D: Today’s teaching was more directed towards general English, but not ESP, wasn’t it? Do you think that teaching ESP is still relevant or should be replaced with teaching general English?

AKD: For me, General English is the basic competence students should possess before discussing ESP materials.

D: Weren’t they supposed to get the basic competence during their high schools?

AKD: I design my teaching materials based on students’ need. I have checked by asking them at the initial meeting what reading skills they have acquired. This is to avoid overlapping materials. At least, my students have prior knowledge on, for instance, “we have learnt “main idea” but not into the details.”

D: What is actually the goal of their learning English in formal classes?

AKD: For non-English department students, the goal of learning English is for communication. As ESP is designed by LC into some specific skill courses, students are to acquire those skills. They are required to be able to read well and fast.

D: Among the four English skills: reading, writing, speaking, and listening, which one is of the top priority language skill to be mastered by students? For instance, students are to acquire speaking skill prior to the other skills, or do you have another opinion?

AKD: Yes, speaking skill is. When students are eager to speak up in English, they must at least understand what the teacher instructs. The other language skills could be acquired after speaking skill is well shaped. If students fail to communicate well in English, the teacher has to work harder to train students' English speaking skill.

D: You may say that speaking skill is of top priority. Then, what is the second skill to acquire? What language skill is of the least priority? Could you please mention in order?

AKD: As for the order, I think all language skills are interconnected and important (D: integrated. Teaching reading means inserting speaking, listening, and writing as well). If I claim that speaking is of top priority, I am afraid that students fail to master the three other language skills. In other words, it should be integrated.

D: ESP teaching staffs recruited by LC are mostly English Department graduates of UMM and are required to teach ESP. In your opinion, has English Department best equipped its graduates with the skills of teaching ESP?

AKD: The main consideration of recruiting English Department graduates is because of their English background of education. The graduates are equipped with English proficiency and teaching skills. However, if you ask me whether English Department has best equipped its graduates with necessary skills for teaching ESP, I have to say that the Department still needs to add and teach a lot more materials relevant to ESP. Science keeps developing, and it requires us to keep upgrading our knowledge and vary our teaching techniques.

D: Do you have any suggestion to English Department or LC in effort to improve the quality of teaching ESP? For instance to prepare English Department graduates who are skilful in teaching ESP. the suggestion could be directed to LC or English Department UMM?

AKD: For LC, I suggest that all teaching staffs support and complete one another as we are all learning new things here. For English Department, I suggest that an elective course on teaching ESP is offered to the students; therefore, not only do the students master general English (including linguistics and poems), but teaching specific study discipline or ESP as well. The graduates of English Department will be better prepared to teach ESP, besides general English. Another suggestion for LC, I do hope that all staffs in LC grow together; I mean helping each other to improve our language skills and teaching capacity.

D: This is the end of an interview with Ms. AKD. Thank you for your comprehensive information. I do hope that the information from you could be of any help to my dissertation writing process. I do appreciate your willingness to be observed as well as your spending time for this post- observation interview.

Wassalamualaikum Wr. Wb.

## **The Second Interview with AKD**

### **Interview on 28/10/2013**

D: Assalamualaikum Wr.Wb. Based on my observation in the class of Ms. AKD on 28/10/2013, I have some points to clarify. Good afternoon, Ms. Asri.

AKD: Good afternoon, Ms. Puji.

D : I observed that you started to teach ESP for Biology. You introduced some vocabularies and asked your students to define those vocabularies. Was that the part of teaching ESP for Biology?

AKD: Yes, it was the first time I discussed ESP for Biology, unit one of the book (D: For unit one?)

D: I observed that you assigned your students to match some vocabularies with their definitions. I noticed that your students found it difficult to cope with the specific vocabularies. Do you have the same perception as me?

AKD: I was also aware that my students found the activity difficult and confusing. I actually wanted to present the text according to the definition and I did not cut it up at the word level. However, as my students could utilize some keywords from the book and they had a dictionary with them, I challenged them with a more sophisticated task that encouraged them to learn and try.

D: In your opinion, was the difficulty faced by the students due to the complexity of the items (cutting sentences into phrases or words) or due to their low English proficiency?

AKD: I think it was because of their low English proficiency that they found the task difficult. At that time, I guided every group and gave some clues. My students could take the most out of my clues and they discovered the ways to complete the task.

D: Yesterday, I noticed that the students confused the term "biologist", which is supposed to be translated as a person or science. However, some students referred the term as science; while some others referred the term as a person. Was that true?

AKD: Some students did not understand the meaning, or I say that they did not find the term familiar. However, after being given some clues, my students were much helped to complete the task.

D: Do you think that it is more appropriate to teach your students general English? Or is it more suitable to teach them ESP?

AKD: I think it is appropriate to teach them ESP because ESP is specifically designed to equip students with English for their study discipline. General English is supposed to be taught as the basis for studying ESP.

D: Do you agree with me when I say that students in UMM are not yet ready to be taught ESP. Although ESP is regulated by the policy of the University, our students are not ready considering their low English proficiency. They still find it difficult to master general English, let alone ESP.

AKD: That's exactly the problem. Most of our students are coming from non-English departments with very minor basic and prior knowledge on English. As a consequence, LC teaching staffs might find it hard to review and repeat some materials from their junior and senior high schools. ESP is considered something new among students. ESP books offer too complex materials for beginners. I am in the same stance as you.

D: I observed that most of the meeting hour of your class, around 90 to 80 minutes, was spent for doing exercises.

AKD: There was only one exercise to complete within the meeting. I was a bit confused to know that my students could not finish the exercise within the allocated time. Therefore, I asked an extra time to them. I could finally have a chance to check their works, match word by word, help the students understand, and finish the discussion. My students eventually realized their making mistakes and misinterpretation on the exercise items.

D: This is the end of my interview to clarify the results of my second classroom observation. Thank you for your information. I do hope that the information from you could be of any help to my dissertation writing process. Thank you and wassalamualaikum wr.wb.

## **The First Interview with FM**

### **Interview on 21 October 2013**

D: I am Dwi Poedjiastutie, and now I am with Ms. FM, a reading teacher in Developmental Studies Department, odd semester academic year 20/10/2013. I observed her class today at the 10th-11th periods. Could you please tell me your status in LC? Are you a full-timer or part-timer?

FM: I am a part-timer.

D: How long have you been teaching ESP?

FM: This is my fifth semester, or I have been teaching ESP for 2.5 years.

D: Do you only teach reading course or any other course?

FM: This semester, I am teaching reading and speaking. Last semester, I taught writing and listening.

D: Do you have something to clarify about your teaching? Was that the way you taught today's class? You handed some texts to the students to read aloud, checked whether they pronounced well or not, and translated some sentences into Bahasa Indonesia to understand the meaning of the text, didn't you? Was that the usual way of conducting the class or only for today?

FM: In teaching reading, I combine several strategies, such as reading aloud, answering questions, and peer-discussion. Last week, I trained my students' speed reading. They worked in groups of 6 or 7. I put some texts on the whiteboard and classroom wall; the students were to run into the text, read for couple seconds, and answer the questions. I once also implemented jigsaw reading to improve students' comprehension on texts, grouping the students into home groups and expert groups. As they found it difficult to comprehend texts by themselves, pair or group work might be the solution.

D: You mentioned "home" and "expert" groups. What are your criteria for grouping them into home groups and expert groups?

FM: As I divide the groups randomly, any student could belong to either home group or expert group. They are to form home groups, with heterogeneous English proficiency levels; then leave the home groups to the other expert groups to complete the task at hand. After the discussion in the expert groups, they are to return to the home groups to share what they get.

FM: Why they are called expert because they really understand what they are talking; and thus an expert group. One group is an expert in paragraph one, the other one is an expert in paragraph two; when they return to their home groups, they can explain so clearly to their friends that all home group members get complete understanding on the whole text.

D: It looks like you do the jigsaw.

FM: Yes, that's jigsaw.

D: Oh..It's a jigsaw but you give different terms maybe; with the same strategy and technique but you give different term. That's what I want to clarify because I've never heard home group and expert group.

All right, Ms. FM. I noticed during my observation, which might only be my perspective, your students are naughty, troublesome, noisy, or?

FM: Most of male students are talkative, discuss irrelevant topics during the class, and walk around the class. The first meeting was even worse than today's. There was one student sitting in the front row, who is a troublemaker (May I mention the name?) He did not bring his textbook. He wanted to share the textbook with his friend, but I asked him to stay in his place...and he....did whatever he wanted.

D: In your opinion, aren't they interested in or motivated to study English?

FM: One of the reasons is because they do not understand. They are actually motivated, but limited in terms of vocabulary bank. Therefore, I usually insert vocabulary building, such as teaching minimal pairs: were and where. Also, I find reading aloud activity necessary to check students' pronunciation. I am worried that there will be fossilization. Therefore, it is important to drill my students with reading aloud.

D: Do you think that it is still your task? While I'm thinking that this is not yours but this is the task of senior high school teachers.

FM: Exactly this is the task of senior high school teacher. However, I think it's not enough.....when they were in senior high school. That's why here especially non-English department students need to have such kind of drilling. We can measure that only half not even half total of students understand English.

D: Do you think that all of them are actually interested in English?

FM: Maybe not 100%. When I look at their eyes, their seriousness, and their willingness to come in front of the class to answer the questions, I'm sure they wanted to learn although they don't 100% understand.

D: What do they really need actually? Do they really need reading or do they really need vocabulary? Are they interested in speaking? They look really serious in speaking. It's not like in reading and writing. What do you think about that? I mean during your time teaching at Language Centre and during you face different students, different disciplines, and you teach at different departments, and teach different skills. Which one do you think you really feel comfortable and convenient when you are teaching reading or listening, or speaking?

FM: In my opinion speaking is the most important skill; whenever they read some books or listen to audio material or music, after that they have to presentation orally.

D: I don't ask the degree of importance. I ask in which class they usually feel like so excited they want to follow and they don't want to make a noise; do they pay attention to you when they are in speaking class, in reading class, when they are in listening, or when they are in writing class?

FM: In my opinion, speaking is the most interesting course I have ever had because every time I go to the class although it is held in Gazebo they are always coming. And then, they are waiting what is next. So that here I always prepare although it's just a simple media or picture and we have intermezzo before we start the topic and they are so excited.

D: And compared to the other skills, speaking is more interesting for students, isn't it? In your opinion, which one is of top priority, speaking or any other skill?

FM: The priority should be directed to reading as it focuses more on their study discipline. Speaking could be a combination between ESP and general English (although it is more one general English).

D: If you ask them to make a conversation with a lot of specific terms, do they get difficulties in applying that?

FM: Maybe we can use more simple way like what I've done; I ask them to make a dialogue between the seller and buyer so they can exchange the ideas.

D: OK. Thank you, Ms. FM. Should I have any further question, I do hope that you are available for another interview or clarification. I do appreciate your time for this interview.

## **The Second Interview with FM**

### **Interview on 30 October 2013**

D: I am Dwi Poedjiastutie, and now I am with Ms. FM, a reading teacher in Developmental Studies Department. I have just observed her class today. Good evening, Ms. FM, what is actually the purpose of teaching English for the students?

FM: The main purpose of teaching English is to improve their proficiency level in a way that equips them for taking TOEFL. English also supports students' academic life as it helps them read English references based on their study discipline.

D: Among the four English skills: reading, listening, writing, and speaking, which one is considered the most important language skill to be acquired by students? Which one is of the top priority language skill to be mastered by students? The least priority does not mean the skill is less important; it simply means that the skill is possible to be acquired after the other skills are mastered.

FM: Within the context of ESP, for me, speaking is of priority. With their speaking skill, students could freely practise and demonstrate their ability during presentation and conversation with their peers. Mistakes on the use of language are possible to occur; but speaking skill represents students' English mastery. The second priority goes to reading. Reading skill helps students comprehend English references based on their study discipline. The next priority is on writing; and the least priority is on listening. For ESP, the exposure to English listening materials is considered less. Students simply train their listening skill by listening to Western songs. (D: The purpose is not as urgent as being skilful in reading and speaking, I think).

D Do you face any difficulty upon teaching ESP? Perhaps the materials? Some of my interviewees admit that they do not find it problematic with the teaching materials, but encouraging students to be discipline. What about you, Ms. Fika?

FM: I agree with your point, "discipline". As I am a graduate of English Department, I personally do not find shaping discipline for my English Department students difficult. However, when it comes to teaching non-English department students, I need to set extra patience. Only 50-75% students are punctual. The second issue is students' reluctance to bring dictionary, especially for reading classes. They are reluctant to consult their dictionary (even online, installed dictionary software in their cell-phone, or machine dictionary like alfa link) every time they find difficult vocabularies. They tend to rely on the teacher. Teaching large classes is also another issue to be treated with patience.

D: If I may infer your point, your challenge is more on handling students who are low motivated compared to English Department students than on compiling materials or implementing teaching techniques. Is that so?

ESP teaching staffs recruited by LC are mostly English Department graduates of UMM. In your opinion, has English Department best equipped its graduates with the skills of teaching ESP?

FM: During my formal studies in English Department, I was only trained to teach English Department students; teaching ESP was not thoroughly discussed. (D: Could you please elaborate a little bit about what you mean by teaching English Department students?) During my internship, the lesson plans were intended to teach English to students in particular grade; there was no focus on teaching ESP. (D: So it is categorized as teaching general English, isn't it?) Yes, it is. I have to develop myself in terms of ESP and best practices in teaching ESP.

D: Do you have any suggestion for English Department or LC in effort to improve the quality of teaching ESP?

FM: I have to admit that LC has done its best for teaching ESP. It is a routine that workshop on teaching covering all language skills be conducted every semester. I suggest that the level of ESP materials should meet students' proficiency level (as I consider the materials are too difficult). (D: Do you mean materials in ESP books?) Yes, that's the case. I notice that some texts are taken from academic journals. That's great for some cases. But many students do not understand comprehensively the content of the texts.

D: This is my last question. I observed that your teaching emphasized more on the knowledge of the language, such as the use of proper modal, auxiliaries, subject, predicate, etc. What are your underlying reasons?

FM: First, my topic was "how to make a question". The knowledge of the language equips the students for having classroom presentation. After mid-term exam, students are to conduct presentation and required to direct questions in English. The second consideration is on the students' minimum background on subject, auxiliary verb, etc; therefore, I need to review their knowledge in one or two meetings. I ask my students to bring some texts to discuss. Later, I will ask them to have "reading conference" as a way to check their comprehension on the texts they bring to class.

D: I see, and do you think that they still need to learn the theoretical stuff such as modal, auxiliary, subject? Didn't they get those materials in their high schools?

FM: Of course, they did. However, noticing the way students respond on these materials, I generalize that .....

D: Most of them do not understand English.

F: You are right.

## **The First Interview with HA**

### **Interview on 1/11/2013**

D: Ms HA, could you please explain a little bit about your teaching? Is there always a drilling activity? This is just my example. Is there any drilling or assignment in every meeting? I mean a typical activity that is conducted in your listening class.

HA: Teaching listening is challenging. If I conduct purely listening activity, my students tend to be passive in class, without any practice. As a result, at the end of listening class, I always conduct a drilling activity that is directed towards speaking. Sometimes the drilling activity is to review the vocabularies discussed in the meeting. Written test is a routine in my class. For me, listening and speaking are interconnected. The more the students listen, the more their speaking improves. I usually assign my students a dual task to complete or to perform a conversation. The topic of conversation is based on the topic of the listening recording in every meeting. However, they are only assigned to perform short conversations, as longer conversations will end up taking most of listening class time.

D: Is there always a written test administered in every meeting?

HA: No, there is not always. I usually assign my students to submit written exercises. Written test or assignment for scoring is not administered in every week. Exercises which are completed and discussed in class weekly are not necessarily scored.

D: I see. What is your biggest challenge/difficulty in teaching listening?

HA: The biggest challenge is an unpredictable question, for instance vocabulary. When I prepare vocabularies for teaching, I often assume that my students understand those vocabularies. However, it turns out that their facial expressions show confusion. When I do not prepare the vocabularies well prior to class as I assume my students understand those simple vocabularies, it turns out that they ask those vocabularies during the class. (D: unexpected). The question on vocabulary is sometimes out of the topic of discussion and is difficult. I do not expect that my students, with their low proficiency level, could ask that complicated vocabulary.

D: ESP book is designed to cover reading, speaking, and writing tasks. Listening materials are not included on the ESP book. How could you get the listening materials for 16 meetings in total within one semester?

HA: For basic listening, I utilize "Listen Carefully" book (D: Is it recommended by LC)? No, it is not. However, most LC teaching staffs use that book to teach listening. The challenge is that my students are not accustomed to listening to British English accent presented in Listen Carefully. As a result, I have to retrieve and compile materials from the internet. For instance, today I taught the material "At Home". "At Home" was taken from Listen Carefully book. I added some more materials in relation to "At Home" task taken from the internet (from youtube or any relevant web source).

I never play a full-movie in my listening class as it is usually lengthy in duration. However, I play a cut-movie. I usually cut one scene out of a movie with two-minute duration, play the scene, and direct some questions to my students. This is applicable in my listening class.

D: During your teaching, have you got any complaint from your students, for instance stating that they do not improve well on their listening skill?

HA: At the first meeting of my listening class, I ask my students' expectations and possible difficulties that they are going to face in the listening class in order that I could prepare the suitable materials for the next meeting. Therefore in the first meeting, very rarely do I give

them course outline. I begin the class with interviewing and asking students to write the common problems in listening. Most of them answer “vocabulary”. That is also the case when I ask my students in reading class.

D: But the vocabularies are the general ones in listening I guess? not yet touching specific vocabularies related to their major?

HA: What I want is actually introducing specific terminology in Mathematics. However, there is only one topic that suits this Department well, “numbers”, which I taught last meeting. I conducted drilling activity. I dictated some calculations, for instance “one plus one equals to ...”; and my students are to write the result of the calculation. I used English in the calculation process to check students’ comprehension. I then come to the conclusion that my students find it easier when I dictate because. (D: The dictation is utilized the local teachers’ voices). Only one or two students who failed to do the tasks. But I have to admit that it is challenging to design listening materials for Mathematics Department students.

D: You mentioned earlier that it’s difficult to compile listening materials for 16 meetings in Mathematics Department. Which one is more difficult: compiling listening materials for math or improving the students’ level of listening comprehension?

HA: Both are difficult. I have tried to seek listening materials for Mathematics. However, I could only find “numbers” and the history of Mathematics (with recorded texts and questions). I could not find a lot more sources.

D: Do you think the listening materials should be directed to ESP? The first half of semester could cover general English; while the second half of semester should cover English for Mathematics.

HA: Yup, since some smart students sometimes ask teachers whether they will get the materials related to their field of study or not.

D: Oh.. Some smart students might request, “Ma’am, I would be happier if our English class is directed towards Mathematics.” What about TOEFL listening materials?

HA: TOEFL still covers general English; and some students complained that TOEFL is too difficult for them.

D: But TOEFL is not general either I think. Some of the conversations sometimes are for example related to animal in which mathematics students are not quite familiar with; and the animal breeding students might not be familiar with mathematics stuff. In TOEFL, different areas and different study disciplines are covered.

HA: When I asked my students about reading texts in TOEFL, my students replied, “Uh.. The texts are too difficult for us, Ma’am.” Not only is the difficulty in terms of text material, but the limited allocated time as well. When I teach reading and assign my students to scan, they still find it difficult. (D: It is due to their limited vocabulary bank, isn’t it?) Yes, indeed. When I ask my students what the text is all about, they just respond in laughter. As a result, for reading class, I also conduct vocabulary drilling activity.

D: This is the end of my clarification on classroom observation I conducted in Ms. HA class earlier today.

## **The First Interview with IBW**

### **Interview on 8/11/2013**

D: Ass.Wr.Wb. I am Dwi Poedjastutie, and now I am with Mr. IIBW, a speaking teacher in Information Technology Department. I observed his class today at the 3rd - 4th periods. His topic of discussion today was describing symbols, covering symbols in personal computer, internet, and so on. Could you please tell me your status in LC? Are you a full-timer or part-timer? How long have you been teaching in LC?

IBW: Ass.wr.wb. My name is IBW, a part-timer in LC. I have been teaching in UMM for about 5 years; this is my ninth semester here. I had been a contracted teacher (full-timer) for 3 years before I became a part-timer. In other words, I have been a part-timer for about 2 years. Besides teaching in UMM, I am also teaching in State Islamic University of Malang (1 year).

D: Do you have something to clarify about your teaching?

IBW: For speaking class, I usually begin with games to motivate my students. I am aware that English is a foreign language, and teaching English requires interesting teaching strategies as to make students interested in learning. My focus is on arousing my students' interest in learning English.

D: There are 20 students in your speaking class. In my perspective, your students' motivation is in fair category (neither high nor low). Do you have the same perception as me, Mr. Ibnu?

IBW: In our first meeting, I noticed that they were not motivated to study English. They looked really bored in class. When I asked them some questions in English, they responded negatively. Then I tried to formulate appropriate strategies for my class. I started my speaking class with games. It worked. After two-three meetings my students showed positive responses towards learning English. It was then my time to deliver the materials when my students were in the mood for learning.

D: I observed that you combined between Bahasa Indonesia and English as a medium of instruction. Do you have any specific reason for that?

IBW: It was based on an agreement with my students in the first meeting. I asked them a question, "Should I use English for the whole class?" "No, fifty-fifty", replied them. (Students: If possible, may we use Bahasa Indonesia all the time? Me: No, this is an English speaking class, and you have to speak in English; perhaps 75% : 25% or even 100% sometimes). Therefore, I had to combine between English and Bahasa Indonesia in my teaching. Sometimes students did not understand the instruction well in full English; so I had to avoid students' misunderstanding on the instruction.

D: What is actually the purpose of teaching English in formal classes, Mr. Ibnu? To what competency are the students directed?

IBW: For the speaking class, I design my lessons to train my students to be able to speak up in English, no matter what level they are, advanced or intermediate. At least, I require them to produce English sounds and to be brave and speak up. At this beginning stage, I do not focus on grammatical construction and acceptable pronunciation; I highlight students' motivation and confidence to produce English utterances. The focus is now on fluency, not on accuracy. Later, I can help reduce the errors made by students. (IBW)

D: Apart from speaking course, in general, what is actually the goal of teaching your students English? Do you think that teaching English is still relevant?

IBW: Yes, it is. English mastery is a preparatory for living in globalization era, which offers international exposures. Moreover, this University has a robust vision to equip students with English mastery as a way to master science and technology. Most references are written in English; those who are proficient in English are those who upgrade themselves. In the future, English is somewhat “forcing” people to master, and is one of the requirements to succeed in international competition. LC has facilitated our students to master English by offering English courses within 2 semesters. Student exchange program to Europe is one of the indicators of students’ competency to face global challenges in their future.

D: Among the four English skills: reading, speaking, writing, and listening, which one is of priority language skill to be acquired by students? Which one is to be acquired the last? The least priority does not mean the skill is less important; it simply means that the skill is possible to be acquired after the other skills are mastered.

IBW: In my opinion, the focus should be on the function of language; language is communication. Therefore, productive skills should be acquired earlier than receptive skills. In studying English, first students are required to be fluent in oral communication, then skilful in writing, and other receptive skills will follow.

D: So which one is of the least priority skill to acquire? (I: listening) Do you have specific reasons for your claim?

IBW: I have mentioned the reasons earlier. Language is used to communicate. By mastering productive skills, such as speaking skills, students could speak up and express their ideas. The measure of English mastery is speaking ability, as it is directly detected by performance. How do students acquire their speaking ability? Through exposure - by listening and reading. Fluency in speaking is the result of learning over a certain period of time.

D: I observed today that your students were assigned to describe symbols. I noticed that you assumed that all students understood everything, and you did not ask them to describe simple symbols like Microsoft words. In my own perspective, your students might still find it problematic to describe even the simple symbols. Do you have your own consideration for not letting them describe common symbols in their daily lives? Which one was your focus, describing the symbols or students’ speaking ability?

IBW: It is based on their major. As I taught IT students today, I expected that they knew those symbols more than others. I have to admit that speaking ability is of priority, no matter what to describe, either common or uncommon symbol. However, I expect that my students could share and describe uncommon symbols, as this typical activity is a lot more challenging and interesting.

D: If you are faced to a dilemma between focusing on study major and speaking ability, which one is of your priority?

IBW: I will keep an eye on speaking ability. As they are IT department students, I assigned them to describe uncommon symbols. It was more challenging to describe the symbol in Corel that was used to customize colour gradient than to describe symbol “B” in Microsoft words that simply for bold-typing particular words. Besides sharpening their speaking skill, students also learnt meaningful materials.

D: I observed that you taught ESP, such as assigning students to describe symbols (winamp and song files), how to save the files, how to download, how to erase and the like. In teaching ESP materials, did you encounter some problems?

IBW: Yes, I did. I found it challenging to handle students with various background, noisy classroom, different motivation, and setting up different treatments. However, along the time, I tried to manage my classroom well. I incorporate noisy and troublesome students into classroom activities as to make them feel belong to the class. (D: Your major problem is on motivating and handling students, isn't it?) My major challenge is on handling students. Motivating students is not the top most challenge I face. Students, during their freshmen or pre-TOEFL have been motivated to understand the importance of studying English, the challenge, and the outcomes. The teachers are just to remind them occasionally. However, handling students is a crucial issue. It requires extra efforts especially coping with troublemakers in class and how to keep them "under controlled". Failure to handle troublemakers means failure to handle the class. I usually incorporate the troublemakers into some classroom activities and give them important roles in the class (for instance promoting the troublemakers to be captains of the groups).

In the case of ESP, I admit that I still need to learn and explore more as I do not have necessary background on teaching ESP. For instance, for teaching Pharmacy and Medical Science Departments, totally I have to learn more. It requires me to ask and browse a number of specific terminologies in the study disciplines, as I am completely lost.

D: It is not merely about the specific terminologies, but more on the specific concepts). Indeed. Only those who have worked with Pharmacy and Medical Science for years comprehend exactly what the content materials are all about. However, for IT, I am quite familiar with some specific terminologies as I am used to using those terminologies as well.

D: I observed that some students conducted their presentation today. During the presentation, they made a number of errors in pronunciation, grammatical constructions, idea organizations, and English expression. Some students were quite proficient, while some others are not. However, when they were making mistakes, you did not provide direct correction and were very flexible for some occurring mistakes. Could you clarify your underlying reasons?

IBW: I wanted to encourage my students to express their ideas, disregarding their accuracy. I emphasized more on their bravery to speak up in English. Most of them did some pauses for several seconds before producing English sentences. Direct corrections when they were making mistake might discourage them to speak up. Making mistakes is normal in studying. Later, I will help them out correct some frequently occurring mistakes. I always encourage my students by saying, "Do not be afraid of making mistakes." The coming meetings, I will start to introduce the correct English forms and pronunciation and start focusing more on accuracy.

D: ESP teaching staffs recruited by LC are mostly English Department graduates of UMM. Most graduates apply and expect to be employed in LC as ESP teaching staffs. In your opinion, has English Department best equipped its graduates with the skills of teaching ESP in LC?

IBW: I once proposed an idea to the Head of English Department UMM that English Department students should be trained in the LC in order to be skilful in teaching and handling ESP students. However, this typical skill is different from what English Department students get during their teaching practice in junior and senior high school classes as part of the internship program, which merely requires them to teach general English. They have less background for handling university students. In the English Department, there is actually an ESP course. However, it only covers some theories, philosophy, design, and ESP teaching strategies, without training in practical skills. In my opinion, it remains "homework" for English Department to equip its students with practical skills in teaching ESP (IBW).

In the questionnaire I had to fill out before my graduation, I stated that the alumni needed to be equipped with practical skills to teach university students. Some of the alumni might be

interested in teaching university students, and unfortunately they are not well prepared for that. In addition, they lack practical skills to teach ESP.

I conducted a research on ESP for my final project. I observed one of ESP classes for about two month (Mr. Yoga's class). I did learn how to handle university students and teach ESP. In my opinion, it remains a "homework" for English Department to equip its students with practical skills in teaching ESP.

D: This is my last question. Do you have any suggestion for English Department or LC in effort to improve the quality of teaching ESP?

IBW: English Department is accredited A, and that's good. (D: Perhaps for LC?). LC should improve the quality of human resources. It is better if LC recruits and employs master graduates, as well as motivates its teaching staffs to keep upgrading their knowledge. I do hope that UMM is run by highly competent personnel. Besides attending trainings and workshop, it is necessary that LC teaching staffs improve their capacity and professionalism, both academically and non-academically.

D: This is the end of my interview with Mr. Ibnu Wahyurianto. I will treat all my respondents confidentially and mention them in codes in my dissertation. Thank you for your information.

**Interview with KNW**  
**Interview on 11/11/2013**

D: My name is Dwi Poedjiastutie. Right at the moment I am with Ms. KNW, the lecturer of speaking in English Department class which I observed this morning at 3-4 period. Could you please introduce your status as a part-time or full-time lecturer this year?

D: So it has been four years and it means that you have been experienced well. Maybe do you need to review something from the class this morning? In terms of teaching system or anything that you want to clarify before I ask you few questions?

KNW: Last week's activity was about giving direction and the presentation was conducted in pairs. This morning was individual presentation with the topic of my future plan including short- and long-term plan. They have made media and pictures with some notes on their short- and long-term plans. Last week I also mentioned that their presentation should take around 1 up to 1.5 minutes for each student.

D: The class consists of?

KNW: Yeah it consists of 26 students. For speaking class, the duration of 1 until 1.5 minutes is expected to cover the whole presentations at the same day.

D: Has it occasionally been that way or did you leave some students with no chances to speak at that time?

KNW: I have tried hard not to leave some students unable to get their chances to speak although I have to add 5 more minutes for the class.

D: And that doesn't disturb the students' other activities?

KNW: After the 3-4 period, they do not have any class.

D: Oh, luckily they are free? As I observed, you performed yourself as a full facilitator by paying attention to the students' presentations, giving them feedback and correction for their committing error. Do you think the role that you perform in the class is because of your own awareness or it is because the students are from the English department? Maybe their English is better than other students of non English department?

KNW: I didn't give theories this morning because I have given them to the students last week. So I only gave instructions and let them know the next meeting would be discussing a particular topic. I told them what to prepare and the points to explain. In regards to the issue of being a facilitator, I assume that they have a high level of English proficiency as compared to other non-English department students. I give special treatment for the non-English department students because it is hard to apply the same teaching technique as I do to the English department students.

D: (a 100%-informant, corrector, evaluator, but you only provided them with feedback on their committing small errors). What do you think about other skills that lecturers still need to master in the classroom instead of English and teaching strategies? I could see they do not have problem with English mastery, they carry out a role as a facilitator for the students. Is there anything else needed to make the students improve their English mastery?

KNW: In fact we have a good input. I think I have homework to find more accurate materials. What I mean by accurate here is the good materials for the students. So when I applied this material for other non English department students, they will possibly find it difficult. But, on the other hand, English department students will see the material easy. The materials for the students of English department is about tourism, maybe later I will explore more about English

for tourism. Next week we will cover materials on being a tour guide. They will have a role play to perform. I will group them up into three students of each group, two of them will be the tourists and the other one will be a tour guide. They will make a conversation for next week's activity. And actually I still have homework in designing more materials.

D: I got the point. So you think that the lecturer is still required to have another skill in selecting suitable materials for the students.

KNW: Exactly. The materials written on the book are not sufficient, to the extent that there are too easy materials for them. That is why I select higher level materials that are suitable to be applied in their ESP class.

D: As far as I could observe, in my opinion the materials on short- and long-term plan that you taught this morning are still considered as general English, they don't tap the ESP yet.

KNW: This is the third meeting. First meeting was an introduction, second meeting they had P2KK (campus orientation program). I taught them general English for the first two meeting, last time was about giving direction. For instance how they get to the library.

D: I reckon that it is still related to English for Tourism, isn't it? Because in tourism field, there will be many questions like "Where can I find the restaurant?" "Where can I find the discotheque?"

KNW: That was the topic last time. And this week the materials are somehow general English because they have to perform individually and then I was thinking what I am going to teach them? What about future plan? This activity is like a monologue, meaning that they will have no partner to engage in a conversation with. So that's why it is about general English. Next week I plan to have more specific materials and activities. Being a tour guide.

D: The materials covered in ESP book of English for Tourism are actually more general or specific?

KNW: Based on what I have examined, there are some materials that are about general English and some others are specific to ESP.

D: Do you know which one is given a bigger portion?

KNW: I didn't really calculate the percentage but I just notice that there are materials on general English. The materials on ESP also exist, for example about reservation.

## **Interview with SI and HDK**

### **Interview on 25/10/2013**

D: Assalamualaikum wr.wb. At the moment I am Ms. Shinta and Herdina Dwi Kustantia again, the lecturer of speaking in Medical Faculty after my second observation in October, 25, 2013.

Ma'am, do you have any ideas to avoid spending much time on checking the students' attendance in the early session of the class? This is what I have been thinking about.

HDK: I actually see that as a problem, there are too many students in the class. Even when I ask them 'who is absent today', they cannot answer me since they do not remember each of their friends. They haven't known their friends well yet since they are still new students.

SI: Or maybe we can distribute the attendance list so they only need to sign it (D: but they can cheat)

D: That is a dilemma experienced by teachers when they have to handle a very big class.

Ma'am, in previous two meetings i observed that both of you performed your role as a facilitator and gave the students more chances to speak. You didn't dominate the class by giving too many comments, but you give them chances to present the materials based on the instruction that you gave them at the previous meeting. Do you always play your role as a facilitator in every meeting or only when I do my observation to you?

HDK: It's always been that way, especially for speaking skill. We avoid being a teacher-centred since we provide them the chances for that

SI: We gave them chances to express their own ideas.

D: So you perform your role as a facilitator. Out of the context we discussed previously. When we teach reading, do you also take your role as more or less the same as what you did in teaching speaking? For example teaching reading in other departments other than medical students will influence the way you perform your role?

SI: More or less the same. Usually we provide them the materials that they can comprehend well.

D: Do you mean the same in the way that when you teach reading, you also ask them to conduct presentations and focus more on their speaking skill?

HDK: Oh..No. in my reading class, 25% activity will be my role in giving them explanation on a theory. And then I divide them into groups and discuss the text based on their departments.

D: And then after that, they are going to have presentations or what?

HDK: So for example they are going to find the main idea online, right at that place, and after that discuss the main idea with their group and the assignment is submitted right in that day.

SI: And then we discuss that together.

D: OK. So you like to perform as a facilitator. I observed that you once looked upset when you invite them to speak but they read a lot. Do you have any reason why that feeling of upset occurred? Or maybe that was just because you couldn't handle the class? Sometimes we didn't have a heart to take the text back from them, but when we didn't take that back, we are afraid that the focus will be on reading.

SI/HDK: The students could not stay away from the text, when we had the activity yesterday. Even when I have given them a week for preparation, they still brought the text to read (while the other time it never happened that way). No, it was not like that. They were very well-prepared in doing the presentation when we gave them a-week preparation, but at the end it turned out that they were still bringing their text. (HA: that's why last time we said in the class that when it was a spontaneous activity they could perform all out, but when they were given a time to prepare, they read a lot. And as we could see this Friday, every one of them read the text in the presentation)

D: What is the factor influencing this problem? This is only my assumption, when you gave them sudden assignment; the material is considered easy for them. But when it comes to giving them a home work, you will not let the students prepare an easy presentation. You will think to increase the level of difficulty. Is that so?

H/S: I don't think so (S: the previous activities were quite different from this). I also experience this problem when I teach other departments. When I gave them time to prepare a story telling, they have written down the stories at the back of the pictures. So they would only need to read them.

D: So it is not about giving them a difficult assignment as a home work?

SI: Maybe they assume that the home work assignment has to be presented well, so they really need to write the text or else?

HDK: I learn that the students like to memorize the text so much. They like writing down the text, memorize it, and finally they only need to read. They expect to perform perfectly. When they forget the text, everything will be messed up, so they decide to read (S: so when we interrupted them by giving questions, they ruin everything)

D: I can take this problem based on my experience. When i am also given an assignment on speaking, i will tend to take notes on the knowledge that i don't master well to cover every single thing that i want to say. Do you think it is wrong? When you ask the students to speak, they will write down what they are going to say. When you ask them to present, they will read much. You think it is wrong so you think like 'cut-cut-cut, I don't like you reading, I want you speaking so you come up with ideas directly without reading anything?'

SI: Because they didn't write the outline, Ma'am. They wrote every word so it was obvious to us when we noticed their mistakes when they were reading it (HA: I also felt the same, Ma'am, when I am afraid I will skip some ideas, I will take a look at my note, and then I will face the audience again when I get the point. But the problem with the students was they didn't have eye-contact with the audience.

D: Maybe presentation is not always evaluated in the basis of speaking fluency but also the eye-contact with the audience, so knowing that there are people paying attention is also an important point to consider.

And then maybe you have more problems in constructing speaking materials for the students? Do you think 'what am I going to teach them next week? What topic will be suitable for the big classes?'

SI/HDK: Every week, of course. sometimes we thought like, last semester we didn't teach a big class, we loved to make cards containing some cases to solve, for example: what will you do when you meet Queen Elizabeth. But for a big class, listening to 80 students telling the story will be a bit like? So we find an idea to group them up and ask them to speak with equal chances, and we can also see their making mistakes from the group activities.

## **The First interview with TA**

### **Interview on 10/10/2013**

D: My name is Dwi Poedjiastutie and I am with Ms. TA an ESP lecturer for reading skill of electrical engineering whose class I have observed in. The class is at 8-9 period, in Wednesday, 10/10/13.

Is there anything that you can clarify from the teaching of reading that I observed? Do you always apply the same techniques of teaching reading in the classroom?

TA: I apply different techniques. Because it was still the early meeting and it is still a basic learning, so I only reviewed how to make and answer questions.

D: The materials you taught to students yesterday was included in ESP or still general English?

TA: It was actually general English, but I selected a topic related to ESP. since I am teaching at Electrical engineering Department, I provided the students a brochure of electricity. I was teaching them general English of "WH questions" in relation to electricity.

D: So the topic is scanning information to make WH questions, but the content is on ESP? (Yes, right).

Ma'am, tell me your expectation for the college students. Do you think the teaching of English for them should be like what you did or higher or how?

TA: My expectation is the teaching of English should be higher than the students of senior high school. However, I still found many errors on WH questions when I was teaching yesterday, so I guess for the next 6 class meetings I will still review that. What I used is actually for senior high school, but they still made mistakes on that. They did not realize they were making those kinds of mistakes.

D: You said that your expectation of teaching English for college students should be higher than senior high school. But at the time you taught WH questions, don't you think that the material is actually supposed to be taught for senior high school students?

TA: It is actually for senior high school, but they still made mistakes on that. They did not realize making those mistakes.

D: Hmm. as a lecturer, based on your perspective, as a graduate of English Department of UMM, do you think that you have been equipped with well-built teaching skill to success your career in teaching college students? Or maybe do you have opinion about the way the English curriculum should work?

TA: Based on the experience teaching ESP, I learn that from year to year the teaching of ESP is basically the same. The same problem is that the students do not have the same level of English competence and interest. So I need to do adjustment to make the students able to master English, as I said about my expectation. However, at the end of the semester the students can only perform 85% of English mastery.

D: During your period of teaching in LC, have you ever considered that 'oh, I haven't got enough knowledge and skill in my study so I have to explore them myself', or how?

TA: That's true. When I was still studying English I only got the knowledge and skill of teaching general English. And when I teach ESP here, I have to learn some jargons and terms based on the department I am teaching at. So I really learn again.

D: If I may conclude, the point is that English Department only equips the students to master Basic English, but when the graduates involve in professional teaching, more specifically teaching ESP in LC, they are required to learn more.

TA: Yes, that's right, because in every meeting I have to really prepare things for the students. I am afraid there will be questions that I cannot answer since every department owns particular terms.

D: In your opinion, what is the aim of learning English for the students at the tertiary level?

TA: I reckon the aim is that they will need English when they are still studying and until graduated from the university later. The point is indeed for seeking a job. In addition, during their studying in university, they are equipped with TOEFL test. It will help them to find a better job when they have a high score of TOEFL.

I once taught English for the students of Mechanical Engineering and they use English in their thesis defense presentation. They found English is their plus point. In short, English is in my opinion important during and after the study in university.

D: What do you think about your skill priority in teaching? Do you think it is reading, speaking, listening, or writing that has to be mastered first by the students?

TA: Every skill is indeed important, but in my priority speaking and writing are the first two to teach. But writing can be combined with listening. Speaking, Listening, Writing. Reading is the least priority since we can only introduce some basic reading skills

D: Do you think that writing skill has something to do with LC staff's activities in writing books, articles for Reform? (Iya) As far as I can observe, there are documents like books, Reform magazine, and translations that all of which are related to writing. There is one more thing. Yesterday I saw there were many students late for class for almost 30'-40'. Do you find that they disturbed the process of your lecture?

TA: There have been students coming late like that for these three meetings. Not all of them, but almost a half. I keep doing my lecture, but when they greet me (with 'Assalamu'alaikum') I respond.

D: Do you mean that you still kept on recognizing them when they gave you questions even though they were late?

TA: When the late comers asked me questions, I would still answer them.

D: Do you have a certain reason of not giving them the maximum tolerated late coming, like 15' for instance?

TA: This is my personal comment on that. When they come for my class, I appreciate that. I have warned them not to come late for more than 15'. But when it appears that they are going to be late for more than 15', I request them to text me saying that they are going to be late. 'Ma'am, I'm still on the way coping with traffic, etc'. Teachers think that their presence in class should encourage a comfortable situation for the students. A comfortable situation will improve students' enthusiasm for English learning. If the teacher reprimanded students who arrived late or reminds them not to socialise in class, or to play with gadgets, fewer students would come to the class meeting. In other words, students will leave such classes and not be motivated to follow the ESP classes..

D: Do you think that they have low interest in studying English?

TA: Some of them, Ma'am (D: some means the most?). Well I can say fifty-fifty. At the early meeting I asked them about their problem of English and they answered that each of them had a problem with their English teacher when they were in senior high school and other reasons. I assume that the students' level of interest in English will be determined by the performance of the lecturer too. So I try to attract their interest. I can control the interest by seeing the number of the students attending the class that day and how they intensely ask me questions. Yesterday there was a student who was shy to ask questions to his friends, but he came to me asking the question (D: so they ask you personally?). So I move around the class and see if they really need my help. Even if it is a simple question, I will answer.

## The Second interview with TA

### Interview on 25/10/2013

D: My name is Dwi Poedjiastutie, on 25/10/13 I am with Ms. TA for the second time to have an interview. Yesterday, in 24, there were things I need to clarify now. Good afternoon, Ms. TA. In the second observation, you did a sort of grammatical correction, didn't you, Ma'am? If I am not mistaken that time was discussing the flight schedule. In my observation, you said "don't forget if you have two flights, you have to put 's' to mark the plural". Maybe you have a thought why did you prioritize grammar to be corrected in every meeting. It didn't happen only in yesterday's class but also some previous meetings when you corrected the error grammatical structures.

TA: Well actually it is simple, but how can I explain it? When there is an object more than one, the students sometimes forgot to write 's' to mark the plural. That is the point that I want to emphasize to my students, I have to always remind them. I am afraid they will make mistake if they don't write the 's'.

D: Ma'am, I only take the grammatical correction of two flights as an example, there were still more grammatical errors that you have corrected. Another example is, the third person singular has to attach 's' to the verb, she gives. My question is why is the grammatical error correction the emphasis of your teaching, while others think that grammatical correction is not the main concern? There is a possibility that when the students are corrected again and again, they are going to be afraid of starting to speak again in other chances. Maybe you have a particular reason for that? Maybe other lecturers did not do the way you did in correcting the grammar, and I guess yours is good and right to do. So I need to know more about that.

TA: There is no specific reason for that. The point is the main concern of teaching English is that. When there are unsuitable answers for questions, we need to correct them. Grammatical correction is not the main priority, in fact. However, I still want to remind them to let them know what is wrong. Grammatical correction is not the main priority, in fact. However, I still want to remind them to let them know what is wrong about that (D: so it is not the main priority, right Ma'am? It will be better to answer the questions correct grammatically)

D: Could you tell me what is your biggest problem during your teaching in LC?

TA: To be honest my biggest problem is when I have to teach reading skills, since they play an important role in ESP. I find it difficult to develop materials, to explore. It is actually more about the strategies and techniques... that is the point I can say that reading is hard to teach. Games and technique variations for teaching writing, speaking, and listening are more available. But for reading, I always get stuck in how to design games while at the same time many students think that reading is boring so I keep myself busy thinking how I should make it (more interesting) ).

D: In your teaching, sometimes you mixed your Javanese and English. Do you have a reason of using Javanese? I am afraid that the students do not all come from Java, they can be from Kalimantan, Sulawesi?

TA: It is a coincidence when the first time I entered that class, there were only the two of them who do not speak Javanese. I want to show friendliness and I avoid them from feeling hesitate to ask me. That's all I have in my mind.

D: I observed that the students also love jokes. You love to use Javanese, so you looked matched with them.

TA: What I get from being friendly to them is they actively ask me questions without disrespect me as a lecturer.

D: And then when they did the exercise together, they discussed in Bahasa Indonesia. Did you let them do that? Maybe you didn't notice because you were too focused on the front-row students. And I caught there were discussion in Bahasa Indonesia. Did you allow them?

TA: I didn't really limit their discussion in English, as long as they understand, they can use Bahasa Indonesia. But when they need to ask me questions, I always encourage them to try saying in English. But it turned out that they found it difficult.

D: Do you have suggestions for English Department or LC UMM or both for their future improvement? Yesterday there was someone said that ED should provide ESP lesson with not only theories but also practices. It is important to prepare the students for a real professional world in teaching ESP. there is a problem of being lack of creating techniques to design ESP materials, so the lecturers have to find the solution themselves. Don't you think that should be a concern since there are many graduates will teach ESP in LC? It is only an example, you can have your own.

TA: For me, since I have a weakness in teaching the skill of reading, I think that ED should give more emphasis on different types of reading and not limit its teaching to just having students answering questions (not merely reading aloud and translation), there should be more suitable teaching practices about reading skills. The reading skill is the most boring subject for the students and they don't like it.

D: Because all the activities done are only reading aloud. And the teacher seems to translate the content in paragraph one, paragraph two, and then, OK answer the comprehensive questions on WH questions and whatever ...

TA: So that is actually the reason why I did not teach the students with some paragraphs of reading. I thought they would be bored. So I actually followed your idea of giving them TOEIC and authentic materials. The materials provide students with challenge. Ooh, the text is not that hard as I imagined. That is only an example of the technique, Ma'am. And I need to develop more techniques (D: so that the students think..oh, its new material again, oh its new again, oh I feel happy with this lecturer since she always brings s something new). I hope they will think like that.

D: Yeah, so that is the suggestion for ED. What about for LC?

TA: In every semester, LC always conducts workshop on teaching-learning process. I guess there have been many strategies for listening, speaking, and writing. So I think the lecturers need to share strategy of teaching reading (D: must be more workshops in reading)

## **The First Interview with THS**

### **Interview on 16/10/2013**

D: Ok, today Wednesday, 16 of October 2013, a reading teacher of IESP Department and now I'm with him at 12.30 at the LC. Could you please introduce yourself a brief, Pak

THS: My name is THS, I'm a lecturer of LC, I'm teaching IESP Department and I'm teaching reading. That's my brief introduction

D: When I observed your class of reading, I can see you are using mixed medium of instruction between Bahasa Indonesia and English. Is there any reason for you to do that? I mean the combination between Bahasa Indonesia and English as a medium of instruction Pak?

THS: Yes of course there is a reason. The reason is about comprehension. So because I'm teaching mind map and I'm giving the theory and they are not from English Department and they are still freshmen and so I'm mixing English and Indonesia for the sake of their comprehension.

D: I try to summarize your point you mean Bahasa Indonesia is used to clarify some instruction which some of students might not understand English?

THS: Yes. It's like ehmm...when I'm teaching them I am seeing their faces when they look confused then I used Indonesian.

D: What do you think the goal of learning English for students of IESP?

THS: Because I'm teaching reading, they are expected to be able to read the English materials but then of course because they are the first semester students, I'm going to trigger them to motivate them to read English and then hopefully they can read well and understand the texts

D: When you are teaching Reading, what's the final goal of learning English? Did you expect them whether they are able to read a journals or reading English references which most of them are written in English or is there any other purposes or any other goals for you teaching reading?

THS: In general I expect them to be able to read any kind of materials but then again I specify myself into three parts such as topic, main ideas, and mind map and if you ask about the specific materials regarding my teaching methods probably reading English references but the simple ones not journal yet. Journals can be very difficult for them I guess. .

D: Do you think that the goal of students learning reading at tertiary level is only to get the information not up to reading the journals?

THS: Well of course they are going to read journals because they need references to write their thesis but then I talk about the steps so that I teach them to read the difficult ones. I'm afraid they are not going to be brave even to try the steps that I'm talking about here. I'm afraid they don't like to read at all. In general I expect them to be able to read all kinds of materials.

D: In general among the four skills reading, speaking, writing, listening, which one do you think the most priority skills that students need to master and which one is the least priority skill that students need to master?

THS: Well very hard questions, they should have those kinds of skills actually and because they are not ED students, firstly they need to be able to speak in English for the

communication. If you can communicate you will be able to listen, you can read and the least is writing because writing is very hard for non-English department students.

D: So the most difficult skill is writing. Do you think that students are demanded to be able to speak English for what? Or do you think in any type of situation including jobs that communication is the most required skill by the employers or whatever your opinions are?

THS: Yes I think speaking is important for non- English department students. If you are good at reading skill but you are not good expressing yourself in speaking, people will say oh..you are not really good in English. Firstly they have to be able to express themselves in speaking, of course, related to their department too, and probably people will say that they are already good in English in a certain level.

D: You mean many people used the indicator or the ability of speaking as the indicator of English competencies. All right, any reason why writing is the least important skill?

THS: The least important because this is the most difficult skills, let me clarify that? (D: OK, you have already said that before but I need more information, only because of the level of the difficulty so you think that writing is not important?). It's not about the importance, but it's about how to motivate them. Like if you teach them writing at first, and then, they will be terrified with the grammar stuff, they don't even want to write and that's going to be a problem. So I'll say let's go to the speaking first, reading, and I don't really focus on Grammar which might be terrifying them. So let's go to the easiest one and then to the most difficult ones.

D: Do you have any difficulty in teaching English? If any what sort of difficulties that you experience when you are teaching the ESP students?

THS: Mostly about motivation and how to motivate them. Mostly they think that they don't have to learn English because probably they can work without learn English, they can work in this country not in English country so motivation is the core hard one. So if they are motivated so it is easy to teach them.

D: Do you agree with the students' opinion that they can even work without English? Why don't you say that with English you can even increase your skills, you can even increase your position is not just at the ordinary level position but you can do more in your career?

THS: That's what I'm telling them, yeah..you can work of course, without English you still can work. But then, but when talking about let's say payment, and the position is going to be better with English, of course you have so many graduates and many countries also have many graduates of economics, but then if you equip yourself with English, it's going to be a plus point.

D: And as far as I know the LC staff is the graduates of ED State University of Malang and ED UMM. Do you think that ED both at State University of Malang and UMM has already equip you with the teaching skills useful for teaching ESP when you are recruited at LC here?

THS: Again hard questions (D: Especially when we look at the curriculum, what kind of skill that curriculum has provided you? And then, when you go to the teaching career especially at LC, what kind of skills that you are going to use whether it is Match, slightly match or a hundred percent match or doesn't match at all?)

THS: Well, when we talk about the teaching skills, the English Department at least has provided me to have that kind of skill. But if we talking about ESP teaching skills, I need to learn more and the situation may be different and the culture of department is also different probably so I need to learn more if we talk about ESP teaching skill probably slightly match, but if we talk about teaching skill in general ED has already provided with that but dealing with ESP teaching, I need to learn more.

D: Do you mean that ED UMM has provided you with teaching skills for general English and teaching general English is different from teaching ESP?

THS: For me in some ways is little different. We cannot push them to write in good grammar unless you want to terrify them more and many things.

D: What is the most differences that you find, is it only the terms that you are going to use to teach ESP is completely different from you are going to use in general English? Or any other aspects besides the terms or what kinds of language elements do you think?

THS: If we talk about foreign language learners especially Indonesian students like I have said before is about motivation and about the terms too. So we teach English we have to motivate them first, that's based on my experiences. Sometimes they don't really see the importance of learning English.

D: Oh..they don't see any importance of English yet unless they really use it in jobs. What can you advise for the ED UMM or LC UMM to be able to provide its students who are willing to go into the teaching jobs?

THS: I believe that ED has provided with the ESP and why don't we add with the internship?

D: Can you explain more what is the internship meant?

THS: Like I have the internship you know like going to MTs, junior high schools, Senior High schools

D: Oh..I got your point. You mean that we not just go to Senior high school teaching them with general English but it will be better to have teaching practice with the ESP stuff. Do you think is there any possibility of doing that because in senior high schools as far as I know the English they provide is about the general English?

THS: That's why we have ESP course and we can have it in that course. There are 16 meetings altogether. (D: Sixteen meeting in SMU or here). When I was in bachelor degree I got ESP course (D: What about?) and it's about theoretical things about the terms and I don't have any experience or practice real things of teaching ESP. So I'm talking about what if 16 meetings of my ESP course divided into 8:8 meetings (D: You mean 8 meetings for theoretical things and the other 8 meetings for the real practice so I'm really suggesting that.

## **The Second Interview with THS**

### **Interview on 23/10/1013**

D: I have given you some comprehensive questions yesterday, now I need you to answer some additions. Yesterday I observed, there were 2 presentations of IESP students, the first group used full Bahasa Indonesia in their presentation. Do you have anything to say why they use Bahasa Indonesia and you seem you allow them use it in ESP class?

THS: I was once trying to implement this in reading 2 class where they used English completely and they seemed to cope with two things, there are reading comprehension and speaking skill. The thing I got is they focused a lot on the speaking rather than the reading one. So they only reread the sentences and that was boring. Honestly, that's not perfect way but because I teach reading comprehension and the text is English and they are trying to get the main ideas, topic and even they are trying to comprehend the texts, somehow in my opinion it is still too hard for their level. So that is the reason how I aim at the reading comprehension. In fact, the presentation should be in English too. But based on my previous experience, they only focused on reading aloud.

D: Reading what is written in the text and not presenting the main idea. Lost the significance of reading comprehension and focus more on speaking. Is there any reason, Sir, before they ask questions you ask them to mention names and NIMs?

THS: Due to cultural reasons, the students are reluctant to be active in class. Giving points recognising the students' understanding of the subject and participation were like two-sides of a coin. By giving points for recognition for those who were active will build good habit of subject preparation and in the long run will also improve their understanding of the text .

D: Don't you think there is a possibility that they will come to the class only for collecting points and not being able to master their English? Because they will get point when they ask. Any question that I raise is only to collect the points and not to really find out the answers what I need to find.

THS: It's like two sided coins. I actually think it may result that way, maybe. Some of them will feel that way. But what I observed from meeting one to six about giving materials on topic, main ideas, mind map, I've created a safe atmosphere. Even I didn't need to point at someone and ask their names, they come forward to the class and do the ask themselves. If you do it at the very beginning probably they will think. When the class is situated under control, the class is safe and you can get your opinion and the score is just the additional value. The most important thing is you understand, moreover when the text I prepare is supposed to focus only on main idea, topic, and mind map, but there is additional info about visa and master card that can be meaningful for them. It means the text is not only for reading comprehension but also for their knowledge.

## **The Interview with FBS**

### **Interview on 22/11/2013**

D: As wr.Wb. I'm Dwi Poedjiastutie, as usual after classroom observation, I have the interview with the teacher and at the moment I'm with Fastha Sirotha, a teacher of reading at Management Department (F: No, it's communication Department). Oh..I'm sorry at Communication Department on 22/11/13, last time I've already observed his classroom and his activities in classroom. Alright, could you please introduce yourself in brief, your name, your position at LC as full-time teacher or as a part-time teacher, how long have you been joining at the LC?

FBS Thank you, my name is FBS, I'm a full-time teacher, and I have been in LC for six, oh..no four months. (D: Four months, oh... very fresh from the oven). Yes mam, very fresh from the oven.

D: Are you graduated from English Department?

FBS: Yes, of course mam, I graduated 2011. Now I'm taking my graduate course.

D; Oh.. OK, 2011 and now you pursuing your Master Degree, where about?

FBS: State University of Malang

D: Good. A teaching of ESP at UMM. What do you think the goal of learning English at UMM?

FBS: I think the goal of learning English and teaching English is that you have to master the English well, how to conquer the world through English, how to master the English well.

D: If you really want to say a lot about the goal of learning English, you may express it in Bahasa Indonesia if you like.

FBS: No thank you, that's all I think

D: So the goal of learning English is to conquer the world, I can summarize from your opinion. What do mean by conquering the world. I think many people have different interpretation how to conquer the world. Could you please be more specific with your opinion about that?

FBS: Yes mam, I'll elaborate it. I think today the communication between one country and another becoming more and more rapidly. I think through language we can communicate without boundaries. If you can communicate without boundaries, so what makes you stop? When there is no boundary, there is big stone to hold you back.

D: You mean that when you teaching ESP to the students, do you prepare or equip them to be able to communicate with people around the world without any boundaries at all? What for if they have to interact with people for example from Africa, from USA, from Australia. Is it for job purposes or for academic purposes or what kind of purposes so they can communicate with people around the world without any boundaries?

FBS: Oh..well, thank you mam. I think with the language you can communicate, that's why I teach them communicatively so that they can communicate and interact each other with no language boundaries. I think the first step to do this I have to teach them the skill first and in my reading class I teach them the very basic skill of reading that is making inferences.

D: So you mean that making inferences is very basic skill in reading?

FBS: Yes.... I think this is included in 12 micro skill of reading if I'm not mistaken. I teach them in very basic and I want them to have autonomous in learning. Yes, they can pursue their

interest in reading after I teach them the very basic skill first. (The question that I didn't ask is how teaching students with basic skills of reading can boost the students' interest?)

D: Among the four skill: reading, speaking, listening, and writing, which one do you think the most important skill and the most priority that students need to learn and which one is the least priority that students need to learn? The least priority doesn't mean that students do not need that skill at all, but later they will gain and they will obtain by themselves after mastering the three most priority skills.

FBS: I think three most important is speaking, listening, and reading. I mean Listening and Reading you have to conquer first because it is comprehension skills, and speaking, you cannot speak without reading and listening, that's it. You have to read and listen first and you can speak. And the least (D: The least important) yes.. the least important or the least important priority is writing. Yes, writing is very difficult so it needs more time and more preparation I guess. You listen first, you read first, and then you can speak, and you can write.

D: That one is for students (FBS: Yes..) What about for yourself? When you are pursuing your career as a teacher at the LC, you need the language skills as well. Which one is the most priority skills that you need to learn again and again even though you have already been joining at the LC?

FBS: Writing mam. (D: Writing, Why). As I told you writing is very difficult, very important skills. And in writing you have to write, and write, and more writing. Without that you just stop. So you need to write again and again, and again.

D: You mean that when you joining at the LC, are there a lot of jobs conducted that need your writing skills for example, "Reform" magazine, and then, writing ESP book, and then, translation and anything like that. Do they need your writing skill to be able to conduct those kind of jobs?

FBS: Yes mam, absolutely, in this LC, we need to write a book about several departments, we need to write "Reform" magazine, we need to write several translations and yes, I'm very happy about it because they give me a lot of chances to write.

D: Yes, a lot of chances to write so that skill becoming more important for you to learn even though you have already been a teacher of the LC.

FBS: Yes mam absolutely.

D: What about the least skill for you need to learn because maybe that kind of skills have already been mastered and you don't need any struggle to get it?

FBS: I think for me there is no the least skill to master, I still need to develop myself. I need to read in English, I need to listen in English, and I need to speak in English and this opportunity is equipped and available in LC

D: So those three are the same priority and there is no least, as a teacher you need to master those skills in order to be able to pursue those jobs at the LC.

FBS: Yes mam,

D: During your career as a teacher at the LC, do you find any difficulties? In teaching ESP or in conducting other jobs like writing magazine or ESP book, or doing translation, becoming a part of the committee of particular event at the LC? Do you find any difficulties during your career at the LC?

FBS: I don't think so mam. However, I have to do a lot of jobs at the one time which overwhelms me. It makes me feel that I didn't do my best so I need to...yuck..this job is overwhelming.

D: Even though you have a lot of jobs but your priority is teaching ESP and that one become your priority and the most priority besides writing books and writing reform magazine, and in teaching ESP, do you find any difficulties? Still my question is the same.

FBS: In teaching ESP, I don't think so mam. As far as I've been through no difficulties in teaching.

D: You mean you don't have any difficulties handling with class management? You don't have any difficulties handling with students' behaviour or something like that?

FBS: Yes for particular class I have that problem, however, I'll maintain my attitude and I teach students for somehow respect for the teacher.

D: Basically there is no difficulty for you to handle some of the students. It's not the kind of problem.

FBS: Yes

D: Do you think that ED that you told me just now that you are graduated from ED UMM. Do you think that this institution has already equipped you with the necessary skills for you important to pursue your teaching career at The LC?

FBS: For some reasons yes.. for some reasons no.. Yes they equipped me with a lot of knowledge, with a lot of practice, and with a lot of good behaviour, but somehow they need to develop one particular reason, why.. I need to study SLA for...for me to teach the students, but the ED did not provide me that.

D: You mean ED did not give you a subject named SLA? What is it for actually for U to understand SLA?

FBS: SLA is a kind of theory learns about the human brain of people to study the second language. This theory is important because when I teach second language to the students, it is connected with SLA.

D: So you mean when you study at Bachelor degree as a student of ED UMM and if you got those kind of theoretical understanding of SLA it will be easier for you to perform your teaching jobs?

FBS: Yes I think so

D: Alright, Ok, make sense... Do you have any advise for the ED UMM or the LC UMM or for both if possible in order to improve the programs?

FBS: I don't think so mam, It's all been well.

D: You mean at the ED UMM there is no problem with curriculum and syllabus development to equip students with necessary teaching and at the LC everything is running well, you mean like that?

FBS: Yes it's not all well. Yes, it's all been well but they need to develop some kind of curriculum and syllabus.. and.. yes, that's all.

D: Yes.. come back to my classroom observation, It's very general question actually. Last time when I observed your classroom, you more focus on the general English not English for

specific purposes yet. Is there any reason why you are still touching the general English not touching the ESP yet?

FBS: I've done informal need analysis first in the first meeting and they ask me to teach the basic English so I teach them the very basic English. Not touch the ESP.

D: Do you plan to have the materials of ESP later in this semester as well. Or you wait until they go for they study for the second semester? Or are you going to give them some materials in ESP this semester?

FBS: I plan to give them ESP materials after I teach them the very basic English first and then I expose them into ESP communication book which is provided by LC and I asked them to read them all. I mean this is an extensive reading so they have to read, read, and read.

D: An then, at that time I also notice that you use a translation method in your reading activity. For example, "What is he doing?" "Apa yang dikerjakan atau maksudnya apa?" Why you still utilise the translation method in your classroom? Is there any reason why you use translation method?

FBS: Also it's connected with my informal needs analysis. They ask me to I mean translated. When I use English and I use Indonesian that's they want it mam.

D: So mix between Indonesian and English in your medium of instruction because I wrote here as well from the classroom observation you mix between Indonesian and English so all those thing are about the result of your need analysis. Can you explain bit about what you give them before you start your classroom teaching. What kind of need analysis you ask from them so that you understand and you can summarise that you need general English, they need mix medium of instruction between Indonesian and English?

FBS: Yes at the first meeting, I asked them what material you want me to teach you. They answered "very basic first sir" They told me how to find the main idea, how to find topic sentences, how to scan, and how to skim and I asked them "What language that I have to use it in this classroom?". They answered "Indonesia sir". And I said "No". I want to use 75% English and 25% Indonesia. And they disagree and I change it 50:50.

D: So you mean you ask them directly to the students about what you are going to do in classroom with the agreement of the students.

FBS: Yes mam the agreement of the students and me and based on that agreement I teach them the very basic skill first and 50:50 between Indonesian and English.

D: I thought you were interviewing them regarding to the needs analysis or distributing some questionnaires to them regarding to their needs analysis?

FBS: Unfortunately "No" mam, It's informal and I say in front of the class and they say "yes" anonymously and "No" anonymously.

D: And inference, come back to at that time you teach inference skills to the students. I guess because they are the first semester students, this kind of skill a bit difficult for them to comprehend. Even with the literal meaning the students still got difficulties to understand the text. But you have already touching the inference for reading one. Can you clarify this situation?

FBS: Yes mam thank-you.eh..before the mid-term I have teach them the main ideas, how to find the main ideas, how to find supporting sentences, how to find an implicit information and scanning, and skimming. So I think inference is hard for them> I will make toward four or three meetings.

D: For only inference skills you are going to discuss in three or four meetings?

FBS: No..no.. (Oh..sorry.. two until three meetings). I think maximum two meetings

D: two meetings. Alright, the students in your class seem to me, this is my own perspective. I don't know if you also conform with my perspectives are very naughty and look very uninterested "nakal sekali dan tidak tertarik untuk" learning English. Do you have the same perspective with me?

FBS: Yes mam, I have the same very same perceptions with yours. I think they are naughty and they are very naughty in the back stage (D: in the back row, I can see because I'm sitting in the very back row and I try to observe and I ask Ramli to video shoot that students which are very naughty). The two rows in front of you are very naughty I guess. I think hair dryer treatment is not good, I'm gonna approach them and asked them what do they want? I think hair dryer treatment is not good so

D: What do you mean by hard dryer treatment?

FBS: hard dryer, angry to them and said I'm strict teacher and

D: Have you tried before?

FBS: I have tried before and yes, the class management is good and that's not good for their mentally.

D: How do you know they are not good mentally if you don't educate. You just give the material without educating them.

FBS: I think in my opinion educating doesn't mean that angry or yelling so educating means how to become their friends or how to become their partners I think. It's me who they can ask about anything. That's I think it's better for me.

D: Yes.. but I'll see in the next classroom observation next week because I don't think with your treatment that you put on them, it gives you very good result to the students because they are going to disturb those students who are willing to learn English seriously. The back rows students I think they are going to disturb some other people if you are not taking any action at all with their behaviour.

FBS: Yes mam I would like to invite you to see the result

D: I'll see you next meeting it will be on Friday 7-8 and have a look what is going on in your classroom.

FBS: May be I'll try your treatment and your suggestion and we will see then .

D: Yup...You have to understand as a teacher, you have to read a lot of books putting a good treatment is not always yelling but try to put some consequences so that they are going to pay attention to your lesson not always about yelling, angry or anything like that. I know you only have been joining at the Lc for 4 months, you haven't yet understood the situation to tackle the class so you for me very permissive teacher so you permit everything that students do in the classroom even though they disturb other students who are very serious.

BSF: Yes mam thank-you for your suggestion and I'll try it. Thank you.

D; Thank-you, this is all my interview with Fastha Sirota and see for the next classroom observation and have a look students got the impact for it. Thank you very much and wassalamualaikum Wr.Wb.

### **Interview with OR on 14/11/2013**

D: Ass Wr. Wb. Saya Dwi Poedjiastutie sudah bersama dengan Ibu OR pengajar Speaking di Jurusan Teknik Sipil yang kelasnya hari ini tanggal 14/11/13 sudah saya observasi. Ibu Oni, do you feel convenient of using English or Bahasa Indonesia for the interview?

OR: Mix maybe?

D: Mix? Could you please introduce yourself in brief? Your name and in what year are you joining the language centre teaching ESP and are you now as full timer or par timer?

OR: Well, my name is Oni Rahmawati and I'm 24 years old now, actually I was graduated from this university. After I finished my study, I work here as a contacted lecturer I mean as a full-timer and this is my second year.

D: So you started from two thousand (O: twelve). Ibu Oni what do you think of the goal of learning English in this university especially of learning ESP in this university? Do you have any opinion about that?

OR: Well, in my mind when we heard about the word ESP, it's like English in the vocational schools. The detail one, Oh.. I mean the specific one that I have to teach our students, but in fact, It's hard to teach them the real specific English because some of them are still confused even in the level of general ones. Maybe the students who come from Malang and cities in East Java, they can speak English well but I don't think students from out of Java island especially Papua, Sulawesi, and Borneo, that's really difficult. That's why we cannot teach the specific one, we just..eh..the important one is trying to trigger their passion in English. This is our main job.

D: It means that you have very heterogeneous classes dealing with students with different level of ability, different level of motivation, and different English competencies so it's hard for you start teaching ESP, so you start by teaching the general one. For this semester do you still have a plan to teach ESP after some meetings with the general English one or you continue to teach the general English because you understand that the students English competencies is so basic so you cannot introduce directly ESP or what?

OR: In some departments maybe I will give the specific ones but in some other departments I give the general ones. In this department in Civil engineering most of students are above the average so they are able to speak. In the other class because I teach two classes of CE, the class that you have observed or class A, they are really good students that's really different from class B. They have lower motivation in English. It's really difficult to generate them.

D: Ibu comes back again to my first question, so if you are not teaching the ESP yet, or in some classes you are able to teach ESP and in some other classes might not be able to teach ESP because of their level of competencies in English so what is the goal of learning English.

OR: The goal of learning English is they love English. This is the first one. As a teacher I want them to love English especially after finish this program of ESP one and ESP two they love English even though they did not attend the lesson again but they want to learn more about English. And hopefully one day the English will be helpful for their future.

D: What do you mean English helps them for their future? Do you mean to get a job? To interact with international community or more on academic purposes like to be able for them to read the journals, articles which are mostly written in English or is there any other purposes for the goals in the future here?

OR: The goal in the future here is exactly for getting jobs. And not only the job I think because some of the students even though they are lower in their English skills but they have big motivation to get the Erasmus mundus program. Even though their TOEFL score is only under 300 they say “Miss, I want to learn English even though I cannot speak English, I cannot read” But they have very high motivation to get the Erasmus Mundus especially those who come from Papua and Sulawesi. So that’s why I just give them spirit like “OK, you have to learn”, “Mam, I cannot memorise these ones, I can’t understand what you say but I want to learn English” That’s why I give the general ones.

D: As you know that in English we have four skills, speaking, reading, writing, and listening. And among the four skills here which one is the most priority to be mastered by the students and which one is the least priority. It doesn’t mean that they do not need it but later they gain by themselves after mastering the priority skills?

OR: Yes, The first one maybe listening because I love listening. When the students asked, “How can you speak very fluently?” The first thing that you have to do is “listen, Listen, and listen”. If people say just listen after that you can speak and repeat what they say.

D: So the most priority for the students to master and to understand is to listen to English speaking countries’ people pronunciation, the English expression, the idioms they use and later they can recall, repeat and say them again for their own purposes. And the second one?

OR: Speaking, of course. People will say when we are able in certain language when we communicate in that language

D: So you mean the indicator that someone mastering a particular language is by saying it. And then, the third will be...

OR: And the third will be reading and then writing

D: Writing is the least priority. Is there any reason writing to be put as the least priority?

OR: because writing is the skill that we need a mastery..ehm..(D: you mean the language element like vocabularies, grammar). Yes, this is hard for the students so maybe this is the last.

D: Ibu, during your ESP teaching, do you have any difficulties, if any then what kind of difficulties that you face during your ESP teaching? (in all department or just in civil engineering dept?) In general, I mean is not specifically for teaching civil engineering student but during your teaching career at LC especially when you are teaching the ESP one or maybe also when you are teaching general English. Do you find any difficulties?

OR: The difficulties maybe I found. I never find the biggest difficulties but maybe the students especially from certain department, they have very low motivation in learning English and not only one student but ehm.... (D: a big group of students who have very low motivation) Yes, that’s right, and they never attend the class that’s why I try to find them. Sometimes some

particular departments say these students come to my class but they said I was absent which I did not.

D: What happened actually? Is it a big group of students or only one particular student saying that?

OR: This happened in the first and second meeting in one of the departments and the students did not show up.

D: But They blame you not to come to the class. (O: They might not know me yet for the first meeting. But it's not only me, other lecturers also face this problem). Perhaps, it is a communication problem.

OR: I don't want to be prejudice but maybe this department had a bad conspiracy (I don't know) from year to year is always like that.

D: So you find difficulties dealing with this type of students. (When the big group of students the same low motivation in learning English and it's quite hard for you teach them and to be able to motivate).

OR: Yes, in the first and second meeting always happened since I teach at LC. (After the first and second meeting is everything running well? I mean they have very high level of motivation to learn English or still have the same level of motivation the first time you meet?). I push them by giving the punishment.

D: So they got the information from their seniors and they try to play with your class. In fact not all teachers have the same rules of the games of the class meeting? It's very funny.

As you graduated from ED UMM and do you think the ED UMM has provided you with the English courses you need for teaching. In other words, do you think that ED UMM has equipped you with the necessary teaching skills especially teaching ESP for later when you pursuing your teaching career, it's going to run very smoothly or what do you think about that?

OR: The department has already give the vocational teaching curriculum (D: The new one?) I got from Mr.NV. Pak NV gave me the course about this but I don't know other lecturers. I got it from Pak Novi. In the sixth semester I joined his course and (D: What subject he taught you at that time?) TVE (Teaching Vocational English)

D: This is the mane of the subject? Oh.. I've just heard that because usually people call it ESP (English for Specific Purposes). Is that English for Specific Purposes under different name TVE (Teaching Vocational English).

OR: We learn about need analysis for every department not really specific. He gave the soft file so that's why I have to read it on my own.

D: Still I want to know that with only Pak NV course giving you TVE for example, do you think that ED UMM has already equipped you with the necessary skills for teaching ESP?

OR: I don't think so because we learn about the general ones or maybe in Psycholinguistics we learn some words in like jargons and also slangs but I don't think this is specific with the

department at UMM, I mean this is the certain language used by community not used by the department, right?

D: Not English for Specific Purposes but more on sociolinguistics.

So what can you advise for the ED UMM or LC UMM to provide students who are willing to go for the teaching jobs? What can U advice for the improvement of the program?

OR: When students enrol at this university the first time they attend the TOEFL test. I don't think that there is a follow up from their TOEFL test time by time. I mean they get TOEFL three times: in the first semester, in the fifth semester, and when they graduated from this university but I don't know what to say..ehm..(D: You mean what the scores are for?) We never 'memantau" apa ya?.... (D: to monitor) Yes, yes,.. monitor, the first before they join ESP they get let's saya 400 and then, after they finished doing ESP they get 450, and do they still continuing the English learning or not? And this can be seen when they join another TOEFL before they graduates from university. We never do that.

D: So you mean we never know the language development before the process, during the process, and in the post instruction. Is there anything else that you can advise for the ED UMM?

OR: The same (D: the same?) because we do not any standardized for that. In another university, let's say Brawijaya and also UNESA, my friend told me that if we want to graduate and have (thesis) seminar, we have standard for the TOEFL score, minimally 450 in UNESA, I don't know in Brawijaya. But I've ever heard my friend told me that Brawijaya standardized for TOEFL before they join the seminar (D: Seminar for?) For thesis.

D: And do you think that is this a good model for LC to have standardized scores before students go or start to write thesis?

OR: This is when they want to have the seminar not for the LC but for the ED UMM

D: Oh..yes, I just asked you the suggestions for the ED UMM but I forgot it myself.

OR: I found that my friend graduated from ED and their TOEFL score was 339 if I'm not mistaken but he passes from the ED UMM. That's why sometimes when we want to open our mind about other institution maybe we can develop our ED better.

D: Ibu here also from the classroom observation, you use mix between Bahasa Indonesia and English as your medium of instructions and you told me that the students have very high level of motivation and English. Is there any reason why you still mix Bahasa Indonesia, and English as a medium of instruction?

OR: Some of them have higher motivation to learn English but half of them also do not know about the meanings. If I use full English, they will get lost the instructions

D: They will miss the instructions so that's why you mix them. And your topic is "Dreaming Building", You ask students to imagine to design the masterpiece which some students seem mocking, laughing, saying impossible, weird, even though others are thinking and very serious. What is your opinion to the students' reaction like that?

OR: I love it....I love it.... I love to make them very happy and very confused. It means that they are paying attention to my instruction.

D: So you mean the students' responses indicate that they pay attention and try to follow that you instruct them in speaking class.

An then, during the discussion I can see that when you ask them to compare two pictures, it seems to me that you don't give any example you just go straight to the students asking, "Group one what the difference you can find from the picture, group 2 without giving an example. "For example in picture one you find the two men are sitting in front of the café and one of them having sandwiches but in the other picture one man is having coffee". Is there any reason why you don't give example?

OR: If you look at the paper especially on the right top,( eerrrrr), This is for the elementary and (they....ehm) I ever found them playing the game about spot differences. That's why I do not give them the example because I already know about their favourite game that is spot differences and they love playing that kind of games in their laptop. If I'm not mistaken about five or six students playing that kind of game (Before?) Yes... (They have already got the experience of doing that) Yes.. (So you go straight asking them to do the task without giving the examples).

D: And then the other thing is during the discussion, the class is so quiet. Do you have any opinion why they are so quiet?

OR: I don't know why they are so quiet. Mostly they are noisy

D: I mean this is discussion time; it's time for them to speak. When they are given the time to discuss with friend means that's time for communication and time for speaking as well, but they are so quiet. Is it because of me?

OR: It never happens before but maybe the captain of the class last night sent me a message and told me "Mam, I'm so tired because this week we have many workload that we have to submit for tomorrow. But in some discussions, they are active but not noisy but some of them raise their hand

D: This is all that I'm clarifying in my class room observation and thank-you for helping me. I hope your opinion can contribute to my dissertation writing. Thank you very much Ibu Oni. Wass er. Wb.

### **Interview with RR on 26/11/2013**

D: Ass. Wr. Wb. As usual I'm Dwi Poedjiastutie now I'm with RR a teacher of speaking at Management Department, I've already observed her class yesterday at 4 pm or 10-11 period. Now I'm with her to interview her after her classroom observation. Before asking several question regarding to my classroom observation. Could you please Ibu introduce yourself in brief. What is your name? How long have you been with LC and are U part-timer or full-timer position in this LC?

RR: Well, my name is RR, I have been teaching here for two semesters so this is my second semester and I'm a full-timer teacher here.

D: Are you graduated from ED UMM or other university?

RR: I graduated from University of Muhammadiyah Malang in November 2012. (D: really fresh from the oven) Yes..

D: Before going to the result of my classroom observation, I just want to know what's the goal of learning English at University of Muhammadiyah Malang?

RR: The goal of learning here because we teach ESP so that we guide the students to master English deals with the department.

D: If they've mastered knowledge related to their majors or their disciplines, still what is the final goal for?

RR: It's preparing them when they graduated from this university so that they will be familiar with some terms and English terminology deals with their departments. So that they will confidently speak English.

D: What do you think mostly the graduates go? Go for jobs or go for higher level of study so you think they need ESP?

RR: Ya of, course, ESP is preparing them to face their future, when they want to go for further degree of course they need English because there are some requirement to master English, so then, for seeking a job of course, they really need English.

D: Oh.. so you mean the most priority objectives of learning English that you are going to equip your students with some skills necessary for their job competition?

RR: Yes, of course, so that it's like what I did yesterday, I prepare them to have a good preparation when they face a job interview so they will be familiar with the condition first and then, the terms like 'hard worker, experience' and those kinds of terms.

D: And you know when you teaching an ESP there are basic skills, listening, reading, speaking, and writing. And among the four skills, which one is the most priority skills that students need to learn, and which one is the least priority skills. The least doesn't mean they don't need it but later on they will obtain or gain it by themselves after learning the first, the second, and the third priority of the skills?

RR: It depends actually, when students, for instance, from management, when I asked what do you want to be in the future. Most of them want to be businessmen. I think being a

businessman of course, they need to have fluent speaking; they have to speak fluently because they will deal with persons negotiate the business, deal with their trade maybe a little bit on diplomatic speaking (D: They have to learn how to communicate properly so that people will not be offended or something like that) In that sector of course speaking is the first priority I think. So other than reading, listening, of course speaking is the most important than the other three skills. But when students want to further their study, of course, reading maybe I put reading as the first priority may students will read a lot of articles so then deals with the academic setting.

D: Depending on the students' purposes whether they want to pursue for career or to further their higher level of study. And which one do you think is the major percentage of students, going for a jobs competition or going for higher level of study?

RR: Oh.. I think after finished their undergraduate program, most of them will seek for career than continuing education.

D: You mean only small percentage will likely continue their higher level of study?

RR: Yes I think so

D: And then, after speaking what is the second priority?

RR: Second priority will be listening (Not listening first then speaking?) well, among the four skills of course listening, but for practical purpose is to have speaking first. If you asked me what is the second, to speak fluently one of the skills they need is listening because we'll not speak clearly and fluently without listening

D: And then the third? (RR: the third....) is it reading?

RR: Yes I guess. Of course it depends on the person. For instance like me personally I don't like listen to the music. The way I learn English is by reading, I can highlight new words for me, nice terms and phrase. I don't know what's wrong with myself?

D: No, I don't think something wrong with somebody else, the persons, or you. Each of us have our own preferences and priority so that's why I'm asking you if you are a teacher which one among the four skills is the priority for you that students need to master

RR: When I told them about what they do like in learning English whether they are visual or auditory learners, they told me that most of them like to listen to the music western music especially.

D: Most of them like to listen to Western music which for me there is no relation at all to be the businessman or businesswoman or anything like that so sometimes what the students want not what the teachers expect. So I want to know from your perspective because want and need is sometimes different. For example, you need rice but you also want a radio. So at the moment your basic need is rice, radio is what you want not what you need. So I just want to clarify the difference between need and want

D: What do you think the students' need to learn so they are going to...As you say that most of them or a big percentage of students are going for teaching career oh..not teaching career sorry, but career. What do you think they need to be able to survive in their career later as a businessman or as a businesswoman?

RR: They also told me that besides how to learn English, they told me that they love to listen to music or watching movie, but I also told them that you are only listening to music or watching movie. It's not academic purposes I think. You listen only for pleasure so I just asked them to go to the internet that there are a lot of podcast deals with their department either from BBC or Australian network. The first thing I asked them what do they usually do so that I guide them to do this. Maybe they don't do that because they don't know the way to learn English academically, they learn English only for pleasure.

D: I think it's normal I guess, since for the first stage they need to love it. If they just go straight with the academic stuff and they feel like it's hard for them to understand, they will hate it. So listen to the music is just a normal for them just love English. If they know some words that they love it, they use it and they are able to say it perhaps they will continue with the academic stuff later. And the least skill I guess writing? (Yes, heeh..) Any reason for that?

RR: Yes, of course because they are going to be a businessman, writing a letter..eh.. official letter I mean of course it's very important for them (D: why it becomes the least priority skill to learn by the students if they need to write a business letter, an application letter, or anything like that. Why you think it becomes the least priority to be mastered by the students.

D: They need to master the writing skill but it's not eehh... but writing skill is not frequently used

RR: the skill is not dominating the career later (D: Just in some occasions they need to write but is not frequently used in their career, is that what you mean?) Yes...

D: Do you have any difficulties during your career at the LC dealing with the ESP teaching? In general I mean, It's not specifically for management department. In general do you ever find the difficulties dealing with ESP.

RR: Yes, absolutely. (I'm excited to know that). I'm totally aware that ESP purpose for the students to have at least intermediate level especially the one who got general English in their high schools (D: in general level?) But in fact, a lot of students in my class, they are beginners. (D: the beginners English learners). Yes.. As you saw and as you observe in my class especially for management students, it's quite hard for me especially only one to three students want to speak up in English during my class. The one who can speak fluently is only one I think, Nisa. I asked her how did she learn English. She took a course in high school so then her parents support her to learn English but the others, they come from suburban of Kalimantan and Madura, and even Malang, they live in.. (D: Lack of the access of the English learning or anything like that so they rarely use it and when they come to the university, they are shock with the atmosphere of learning at the university?) yes, I think so too, that what happens and I have to manage my class. Actually I got difficulties when I have students like Nisa, she has high level while the other are low.

D: Ehm.. so you mean heterogeneous classes, the difficulties to manage and handle the class.

RR: If give the activities from the basic level, for instance, Nisa has already known it of course, and when that happens of course I have to pay attention to the students. Dominantly they are at the beginner level.

D: Yes, Dealing with the heterogeneous class, and then is there any difficulties that you are going to mention?

RR: When they don't master English that's OK for me, everyone can learn everything even English and the other courses. But the most difficult thing is about the motivation (D: Giving the motivation to students?). I mean their motivation to learn English. It is the big problem for me. It's OK if they don't speak English for me it's OK as long as they want to learn English, but that's not what happens in my class. I want in one meeting when I asked them to speak, they will not speak (D: completely silent..) Ya completely silent so I just sit down and ask them one by one what is your difficulty to learn English? Then they answerRR: For me to learn English is difficult, I don't even say a word said one of my students from Malang. (D: Malang?!) Yes..Malang, his name is hafid, the one who present the last.

D: Even from Malang they still got difficulties, even they don't understand a single word

RR: So then, he says: "I'm afraid of learning English and maybe they are not familiar with English so that they are afraid of learning English. Maybe they are not familiar with English so that they are afraid of learning English. The other difficulty is learning the vocabularies; I don't master a lot of vocabularies so that they are afraid of speaking it. In my class I have to encourage them. I cannot really strict in my management class so that..ya..

D: That's true. As you the English graduates of ED UMM, do you think that ED UMM has already equip you with the necessary skills you are going to use when you are now pursuing your career at LC teaching ESP. Do you think that ED UMM has already equipped you with some subjects or courses or syllabus dealing with teaching ESP?

RR: Well, to be honest we are equipped with teaching skills and general English such as: how to be a good teacher, how to manage the classroom, and how to prepare really attractive activities in the classroom but I think is not with the ESP, the portion is not complete. If general English maybe we can use to teach elementary school or senior schools, we got the skills but not with ESP.

D: Do you think it is the ED UMM's duties or responsibilities to equip the graduates with the ESP teaching?

RR: Yes, so that we will know how to teach students in purpose. So that what I do is to read several books about ESP how to deal with ESP (D: You learn it by yourself by reading some books, journals, articles, how to deal with ESP teaching). Yes..that's what I did the first time I came here, I learn actually how to deal with the students to learn in purpose, how to learn in academic purpose.

D: Do you have any advice either with ED UMM or LC or both how to improve the program especially the ESP program?

RR: I think for ED UMM other than the skills given to teach English for high schools level students, ESP is really needed about how to deal with ESP syllabuses, how to get the students to study in purposes I mean. The second for LC, I think because I'm the fresh graduates at the first when I came here actually there should be a little bit orientation the kind of classroom observation. (D: I have the classroom observation last time, it's not continued anymore?) Yes.. so that I got difficulties and confused at that time at least I didn't get the

atmosphere of teaching. At least I have to know before I teach to my real classes. At least I have to observe some teachers who have been teaching here. (D: You haven't got the experience of classroom observation?) When I came in this institution, I got confused what to do with myself. What I did is reading and asking some colleagues how to deal with the students; how to make a nice syllabuses. Ya.. that's all.

D: That's the advise for the LC. All right. In your classroom, I like very much your classroom but as I can observe that some students speak with great difficulties. Great difficulties I mean sometimes they don't know some vocabularies. Good point means what? Bad points mean what? And you explain many times that good points mean your strengths and bad points means your weaknesses but you don't utilise whiteboard to clarify the spelling of those new terms for them. Is there any reasons?

RR: Maybe that was my mistakes. Besides using the word strength and weaknesses, I have already told them about the positive. What is the positive from you and what is the negative from you? I don't know if..

D: Yes, that's the assumptions. Mostly teacher have the assumption when they say something, they assume that students should already have understood that. This is my opinion. So just assume that they don't know and write some new words for them to clarify. Oh..that's positive, it's sound like Indonesians. Maybe some who comes from suburban of Kalimantan who never heard and use the word positive, they will be aware that this is the new word for me. Things like that.

RR: Ya..ya, I assume again "good", I think it's quite clear. Good points and bad points so thank-you for the comments.

D: I mean many of them when I observe them if it's simple words like positive, negative, good, bad, happy and sad, teachers assume that everybody has already understood and knows that. So maybe next time do not assume. I know some of them are not very basic but even zero level of English. Zero level. You said those who come of suburban of Kalimantan and Papua, for example, they are very zero English sometimes even though there are also good students who understand that.

And then, the other things is you use mostly English and you try to avoid Indonesian when you teaching them. This is my understanding when you observe in your class this is what you are doing. Is it every time when you are teaching speaking?

RR: Yes,

D: So you use mostly English not mix between Indonesian and English?

RR: sometimes I mix it. Maybe if in your observation I use English most of the time, I did it on purpose. At least when I speak English, they will listen, that's is my purpose. When they want in Bahasa Indonesia, I said: try to speak in English. Mixing language is OK. My purpose is I want to familiarise by listening to my speaking, hopefully they will get sth from that.

D: Yes I understand that, because some of them salary? What is salary? Things like that. So very zero level of English. It's very nice talking with U Rafika Rabba Fara. Maybe that's all my interview if some days I need clarification with her classroom observation, I will continue to do

my interview with her. Thank you so much with your opinion which for me it contributes much for my dissertation writing.

Wassalam Wr. Wb.

### Hasil Wawancara dengan HA 18/11/13

D: Hallo (laughing) I'm Dwi Poedjiastutie, now with HA a teacher of listening at Machine department. I'm now in interview with her. But could you please introduce yourself bu before we talk about English learning needs at Machine Department UMM especially?

HA: I'm the ESP teacher at Mechanical Engineering especially I'm handling their listening class.

D: So you only teaching at the Mechanical Engineering Dept bu?

HA: Oh..no, I taught..I teach so many classes it's around 10 and so

D: In what year have you been joining at the LC?

HA: In LC I have been joining since 2010

D: And now you still as full-timer or part-timer teacher?

HA: Now I'm as a part-time teacher here.

D: OK, in general what do you think about the goal of learning English at UMM? To find out the job or to read the literature or whatever you want to say?

HA: Basically I want to share what I know to my students. If they know that's enough for me but if they can apply it is a bonus for me. I think I just to transfer it with full of heart and sincere and everything and I just want them to know first of all and if they can apply it, it's a bonus for me. Actually is bonus for them too.

D: So there is no specific goal that you are going to equip them to be able to compete in job market or to be able to pursue their academic life especially to write an abstract to be able to understand the English lecturer if we have for example cooperation with the other university overseas or anything like that?

HA: Yes of course actually. There is a basic for that but because they are still in the first and second semester I teach, so it means that I want to strengthen the basic first, that's why I just inform them that this is the basic grammar of it, and then, later on I'm sure that their hand out, their book that most of them are in English. So that's why I want to strengthen the basic first in the first and second semester. After that it will be the next lecturers' jobs to strengthen another layer of the basic.

D: It means that right now and I do not know until what meeting you are still dealing with the general English because you say the basic ones not yet touching the ESP?

HA: Oh..ya, because we are still in the first semester so I deal with the general English first to introduce them that this is English and I try to familiarize them with English and English is everywhere in their daily life. Later on in the second semester I'll try to insert some of the points or elements of mechanical engineering in my course.

D: Don't you think that the general English teaching is the job or the responsibility of senior high school teachers?

HA: basically in senior high school the teachers introduce them too. But here I try not to shock them by focusing on their major. I try to take their heart first, and try to attract them by teaching the general English in different ways. So I try to attract them first, after that if I can attract them, and the next, it will be so much easier to put some element of mechanical engineering inside the listening class.

D: I'm so curious when you say to teach them the general English in different way. In what way, yours is different from senior high school teachers?

HA: In my way especially in listening basically I don't focus on the listening only, I also try to insert some other skills speaking, reading, and the other is writing also. So they don't just listen but they also speak in the class, they also write in the class, they also read. Read means when they are reading the questions, reading the dialogue. And then when they were speaking, when they mention the questions, and then when they are trying to practice the dialogue. And then when they listen, of course, they listen the recording. And when they write, they are answering the questions in written form.

D: OK, come back to your classroom observation just now that I feel the students look uninterested in their English class. I mean they are so many students what do I say in English "Clometan", what do you think about that? Do you have the same perspective with what I'm observed just now? Do you feel the same thing what I feel just now?

HA: Well, I try to back to their nature because they are mechanical engineering students; it's not an excuse actually. Maybe because it's their friend effect because their friends are busy with themselves and try to disturb others so they are, they get influenced by their friends. Yes, they are very crowded but in that way, I try them to keep silent and they keep silent well.

D: Do you think but I'm not quite sure, maybe this is my own perspectives: When students are very crowded, they are not interested in learning English. Or maybe you have different opinion from me. When they are crowded means they are really interested in my class. What do you think about it. Do you have the same perspective with me or slightly different from what I'm thinking?

HA: I think when they were crowded, it was actually they are talking about the answer of the questions perhaps or maybe they are talking about the dialogue, but they don't know how to say it in English so that's why they were crowded. And I think they actually get interested in my class but they don't know how to say it in English. So because they don't know how to show it so they are being crowded make a seen like that. So I think they are interested in their own way. Not in our own way but in their own way. I'm interested in this class but how should I say this; how should I said that and in the class when I asked them to write the answers on the white board they did that; when I asked them to practice the dialogue they did that so I guess they interested in their own way. It seems that they have their own world there.

D: And also in the classroom, you play very long conversation without breaking down into segment and when I also check the students, they don't bring any handout and it's a bit difficult to do the exercise without handout or it's a matter of preparation. What do you think about that?

HA: Yes, I don't give them the handout..Yes.. because I want them to focus on the slide. What happened when I gave my handout? They copy it from other classes, they copy not only the questions but also the answers so I try not to do it anymore so I change it, the handout into the slide. So because they were cheating at that time, I don't give handout anymore.

D: Do you give them enough time to read on the slides because I guess it needs more time to read on the slides compare to reading on the hand-out?

HA: At the first time I gave them the preview. For example, today I talk sightseeing in town, some of the pictures of the places and then, I give them a kind of gist, so task one is a gist and building a kind of atmosphere sightseeing in town and then I show them there will be 5 questions in objectives and there will be 10 questions in completions. I always show them like that.

D: It means you give more time to look at the slides compare to when they bring the handouts themselves. And then sometimes, it's not clear for me why the students are laughing for? Sometimes they are laughing and I got confused what they are laughing at actually?

HA: Maybe because of the accent of the dialogue or maybe because they are comparing their answers with their friends. No..it's wrong...no..no..mine is correct yours is wrong.

D: I mean a big group of students laughing together, it's not between two persons laughing I don't think they are comparing things, a big group of students laughing together and sometimes I got confused what's the funny things. Am I missing something?

HA: Maybe they are trying to make a seen at that time or maybe they try to attract my attention. As you know that most of them are boys so maybe they are lack of attention.

D: It seems to me that you are really easy going to teach. Do you find any difficulties during your ESP teaching at UMM?

HA: In general, well the starting point is always the hardest I guess. I try to impress them that is the hardest thing to do. At first they have to like me first. They have to like my being there; they have to like my existence; after that they have to like the way I teach; they have to like the way I present everything; they have to like my handouts. That is the hardest things to do. After I got their attention and after I get their fond, it becomes so much easier

D: Do you have any strategy how to make them happy with your presence, existence or anything like that. What the first thing to do to get their attention?

HA: Usually in the materials or in the class I put some picture at first. And then I try to get along with them and I try to get in touch with them for example like trying to giving a kind of questions and answer about the pictures, about their daily life related to the picture or anything like that. Basically also I try to open in quotation mark, try to open myself to them. I try to explain my experience first with the hope that they will tell me about their experience as well. I make the first step and the, later on they will continue. It's hard to do but you know it's a baby step.

D: absolutely, it's very excellent ideas. Among four skills listening, reading, speaking, and writing. Which one do you think is the most priority for students to learn and which one is the least priority. It doesn't mean that they do not need it but later they will get the skills by themselves after the most priority here mastered.

HA: OK the most priority I guess it has to be the speaking and the least priority is I think it's writing

D: Do you have any reason why speaking is the most and writing is the least?

HA: Speaking is the most prior is because students need to have a big courage there. So first they have to have the intention of speaking after that they have to have the courage to speak so that's the hardest thing to do. But still speaking is hard yet it's very challenging and most prior I guess.

D: You mean the indicator that somebody knowing and able to learn other language it's by speaking it and by saying it not by reading it.

HA: It means if they speak they have the courage..Yes; they have the intention..yes; they have everything in speaking. If they speak, I'm not quite sure about the grammar things. Why I said writing is the least because I put courage and intention not the good grammar. They have to have the courage first and then I will break them down one by one, this is the grammar and this is the correct one and you will find it in writing. In speaking class you have to have the courage, you have to have the intention, and you have to have the braveness to tell us what do you think about this; what do you think about that

D: And after speaking?

HA: Second after speaking, I think listening, reading after that and writing

D: Did I miss something why writing is the least priority?

HA: Because I don't focus on the grammar. But actually the basic in learning English is listening first, and then speak it, and then, you read it and then you produce it by writing.

D: Because writing is more on grammatical and sometimes students get bored with that.

That's my interview with Hearli Agritia a teacher of mechanical engineering dept. Thank you for your contribution for my dissertation writing. Next time when I need some clarification with the classroom observation maybe I'll continue interview. Thank you so much.

### **Interview with ZE on 13/11/2013**

D: I'm Dwi, now with ZE a reading teacher. Could you please introduce yourself in brief, your name, and whether you are full-timer or part-timer here at the LC and when did you start teaching at the LC? You may use your bahasa Indonesia or English whenever you feel convenient?

ZE: I have teaching here at the LC for 3 years and I am teaching in different faculties such as engineering, Social Politics and I am ZE a part-time teacher.

P: Pak Zandi in your class you are teaching reading. What about the overall students' motivation. I can see in my own perspective that the students have a moderate level of motivation. I'm not quite sure whether my perspective is similar to you. Moderate means not too high and not too low. What do you think about that?

ZE: I think my students has good motivation because they are enrolled at International Relation Department in which later they are going to work mostly with international people and English is the only language that can possibly bridge their communication. However, I found it to day a bit different. Most of them disappear from my class due to the rain (weather). Usually I find really high motivated students.

D: I hope next week when I'm doing another classroom observation I will find different situation in your class.

Alright, you use the power point when you give clarification, clarity explanation to the students. Is there any reasons why you use the power point or is it always like that every meeting you always take advantage of technology or internet to find the resources or anything like that?

ZE: Perhaps, this is the only available device and it's quite easy to operate. Further, power point has capability of displaying what I want to explain. So students can see what I want to do when I display something on my LCD through the power point.

D: In your opinion what is the goal of learning English for the international relation department students. I know you have already explained that it is very important for international relation students because later they are dealing with the foreigners or embassy or anything like other country's purposes. Is there any other purposes besides what you have already mentioned before or you mentioned previously?

ZE: Since I'm teaching Reading Comprehension 1, I'm providing the very Basic information first such as context clues, topic of the paragraph, main ideas, text structure. I want to make them aware that someday when they deal with journal article which are mostly written in English.

D: So the second goal you also try to prepare the students to be able to read some information in English from different sources besides also for their international communication because they are going to work at the international sphere.

Do you find any difficulties during you career as a teacher and as the LC teaching staff dealing with the ESP teaching?

ZE: I think the most common difficulties I usually face is to motivate students. (Is it especially for international relation students? Is it also for the whole students when you teaching at different departments?). Other thing which makes the teaching quite hard is inadequate classrooms. When I'm teaching 60 students and the class was conducted outside, I felt that I was not able to deliver the materials easily. They are disrupted by a lot of thing outside of the. Sometimes I used games or fillers to boost their motivation like a jumble sentences, word chain that students can enlarge their knowledge of new vocabularies but sometimes I do not apply often.

D: You know Pak you also the graduate of ED UMM, and you apply for the teaching position at LC. Do you think that ED UMM has already equipped you with the things you need for teaching career at LC?

ZE: Honestly no. Actually I have a lot of experiences in language teaching when I joined TBI, over there me along with my four friends had a kind of practices and trainings how to be a good teachers. I had experiences how to develop a lesson plan how to use games and fillers. Basically I gain a lot of experiences when I graduated from university.

D: Do you have any advise either for ED UMM or LC UMM or for Both in order to improve the program so that later on when the English Dept graduates want to go to teaching career at the LC, they are better prepared to teach English for the specific purposes?

Z: I think mostly curriculum nowadays at ED UMM should have been improved a lot since my graduation. Setelah saya lulus disini saya merasakan atau melihat bahwa kurikulum di UMM ini sangat improved seperti how to use a media, kemudian many other things. Jadi ada beberapa memang sangat improved terutama tentang pembuatan lesson plan saya denger dari temen2 saya juga dan saya nggak tau persis tapi sudah sangat improved.

D: Come back to the classroom observation, is there any reason why at that time when you assigned students to do a group discussion on the task, they are free to choose on their own chapter or units. Is there any reason why do you give the freedom to choose any units they like?

ZE: I think reading based on the interest is the big issue in reading. I freed them to select any kind of reading materials that they really fond of reading. I did not want to set a lot of limitation. I hope this way will increase their motivation.

D: The teacher asked the students to bring the articles / reading texts and swop the articles that the students got from one group to another group and what is the purpose of doing that kind of task?

ZE: It's a kind of jigsaw. Jigsaw reading and the only purpose is to understand the different texts from what they have collected previously.

D: And some students brought the articles which have been related to the English for specific purpose and this is not the general English anymore. Did you check whether the students understand the ESP articles?

ZE: I believe that all of the articles they submitted to me I believe that all of them are general English. It is not ESP texts because I asked them to find the text based on their interest and if they like reading politics for example, they will choose politics article to be submitted and if

they like such as natural disasters article so they will collect it. So this is a kind of extensive reading and I don't give them a barrier or a guidelines what kind of articles or texts that should be submitted. It depends fully on the students.

D: Depend fully on the students. But if you swop the article from one student to the other student, it means that when you give another group a text of disaster which is not this group reading interest, then, how can you tackle this kind of problems? For example, this group is interested in natural disaster which international trade is completely different and far away from natural disaster and when you swop the article is not again this group interest of the text, so if they are not interested in reading this kind of the text there will be a problem, how can you tackle this kind of problem?

ZE: Ahh..ahhahh ehm..ehm. I believe they have motivation to read the text because most of the article submitted to me are quite light articles and easy and I believe some of them are easy and also the length of the articles they submitted to me is not quite long so that's why they will understand. Eehm..The main purpose of my lesson is to lose the pressure, that's why I mix reading and speaking. My question when I asked them is not simply cannot be found the answers on the article, like 'Asian Trade' for example." Do you think that our country is not fail? The..is good, the find will be exported to other country and then, the not so good commodities will remain in our country and consumed by our people. Do you think that our government fair enough?" This is one of the example

D: (Oh..yes..it's a kind of critical thinking, it's not merely found in the text as literal understanding or inferential understanding, but they need more critical dealing with particular phenomena or particular problem.

ZE: Yes, this is one of my goal/propose in this class, the skills..how to discuss such phenomena, I believe this is important for international relation student I believe.

D: Thank you very much for your time for giving me some information, I hope your opinion will contribute to my dissertation writing.

## Appendix 4

### Students' FGD Transcription

#### Focus Group Discussion 1

##### FGD 1 on 21/12/13

D: The interviewer or the researcher or the facilitator of FGD

D: Nama saya Dwi Poedjiastutie, sedang melakukan penelitian di Universitas Muhammadiyah Malang terkait dengan Kebutuhan Bahasa Inggris dari berbagai sudut pandang stakeholders terutama di Universitas Muhammadiyah Malang. The first stage I have interviewed some of the Deans from different Faculties at UMM, There are six deans responded to my interview. And the second stage of my research is doing classroom observations and the classroom observation is for the Language Centre teaching staff. There are about 16 teachers responded to my classroom observation. And now the third stage of my research is I'm going to do focus group discussion with students of UMM especially I'll try to involve all students 2013/2014 academic year. But today unfortunately..Oh..I mean while waiting for other students coming maybe they are still waiting for the rain stops maybe, I have three students and would like to introduce them later, attending the focus group discussion. It will take you about one and half an hour for FGD. Please give your opinion as freely as possible because I'm going to treat all the participants confidentially. Confidential means I'll not mention your names but only the faculty you from, you study and what department you from. So your name is treated strictly confidentially. I only try to put code on your name and there is no information related to other names that you are going to give me displayed on my dissertation writing. Now I would like to you first to introduce yourself.

AZ: OK, let me introduce myself, my name is AZ, I'm from Faculty of Economics and my major is Management and (D: Where are you from, sorry?) I'm from Gersik. (So East Java) Yes, East Java. (May I know how old are you?) Twenty years old.

D: Do you take an English course before coming to university of Muhammadiyah Malang?

AZ: Yes I ever take a little (a short) course when I was in senior high school in 2009, yeah, just little like debate competition, like public speaking and something like that.

TW: OK, I introduce myself, my name is TW, I'm from Teaching and Education faculty and I'm from English Department (D: Did you take English course before coming here) Yes... Before I enrolled myself in this university I join an English course in Pare Kediri in BEC. BEC stands for Basic English Course and I've been there for nine months and then I continue for TOEFL course for one month in Pare also, so that I try to get the job as a tutor, an English tutor, so I taught in Jember for one month (What level of English do you teach, I mean elementary?) Junior high school student in Islamic boarding school Jember, and then I went to Sragen for three weeks for teaching senior high school students (So you got a lot of experiences), Yes, Alhamdulillah. And then, the last I taught in senior high school 1 Pati for three weeks.

RM: OK, my name is RM, I'm from Lombok West Nusa Tenggara, I've studied English for four years. When I came to this university I had no experience about any course or anything outside of this university so I started my English here because I took ED as my major especially education. And ehmm, what else mam? (Did you mention in what year you came in here?)

D: As students at Muhammadiyah University, what do you think about the goal of learning English? You know that we have the ESP as well. ESP is for students not only from non-English Department but also for students from ED? And learning from the ESP class, what goals do you want to achieve?

AZ: For me Yes. The first time when I learn English my goal is I can to speak to another people except in Indonesia like foreigner from Australia, from America, from English and I want to have many friends not only from my country. That's the first goal when I came here. And now there is an International trade, right? And how could we can to trade international our product if we can't to speak English. So that the first of my goals

D: Hold on, so you mean you want to be able to communicate first. So your goal here to learn English you want to be able to communicate with people internationally and nationally. The other is also related to your future career like international trade?) Something like that. And I have the purpose to learn about English is I want to get the scholarship to outside of Indonesia maybe Australia or Europe or program like Erasmus Mundus, and something like that. And actually really it's my purpose to come or study in here to get the scholarship outside of Indonesia.

TW: My goal to learn English in UMM is the same with AZ. I want to get the scholarship especially Erasmus Mundus because I know Erasmus Mundus is just available in this university and the second, because I join at the ED UMM of course my second goal is I want to be an English teacher or lecturer.

RM: For the first time I came to this university, I don't have any goals about English. But since the only English that I like at that time so I chose English as my major in this university. But since time to time is growing up of course I have a motivation and I know more (much) about English, I like it more and more and more. Because English is very important for the communication of Indonesian now have a big chance to communicate with others, I mean we are in the part of the world that use much English so I need it. So the first goal with that I set English here is communication. I need it because I need to communicate with other people not only in Indonesia but also overseas. That the first one. And the second one because here English is for education, of course, the purpose is for teacher or lecturer so to be a teacher.

D: You want to be a teacher. So you have already establish because it's very interesting to me from RM opinion just now saying that that for the first time you came to this university, you don't set or establish any purpose and any goal in your mind, but when getting grow up then you realise that this is the right way to come to ED in order to pursue some of your goals and one of them is to be a teacher.

You know that from your opinions, I can categorise that your goal is quite high because some of you want the scholarship. Some of you want to be able to communicate with the international people or people overseas, but in ESP program, you only got English for two semesters. Do you think that two semesters is quite sufficient time or adequate time for you to make your dreams come true? I mean being able to get the scholarship with only two semesters of learning English at the ESP program?

AZ: I think in my department because my department is management, right? It's still less maybe I think because it's just only two semesters, right? One year for getting or learning about English, I think it's less. If we just learning English one year and not continue to learn English, It will be decrease (after two semesters learning English and then you stop) Ya. It will be decrease our ability about English. We need to practice our English, right? Without practice we couldn't to continue, we couldn't increasing our English, and we need to four or five semesters again to finish our university, yeah I think is still less. Yes.. it's not enough for us and for me as management department student.

D: ideally? If you can say in time; in two yeas time, in three year time? How many years you expected to study English?

AZ: I think I need three years for English learning. And the content of we are learning should be content about our major - like how to be an entrepreneur, but in English I think. It will be a good strategy for increasing our English proficiency.

D: You mean in teaching your subject (major) at the department, teachers or the lecturers should use English so it doesn't stop only at the ESP but management teachers or lecturers can continue using English, you mean like that?

AZ: Teaching subject (major) at the department, teachers or the lecturers should use English so it doesn't stop only at the ESP but management teachers or lecturers can continue using English.

D: so doesn't stop there, lecturers at management department should continue with other subject using English

Next, mbak what do you think of the two semesters ESP. I know you are ED students but as the ED student, when you try to pursue your career teaching ESP, sometimes ED doesn't provide you with the ESP subject, it's more on general English. If you want to pursue your career as a teacher of ESP or when you graduate you want to apply at the LC in which at the LC you are teaching ESP. you get in touch with students from management, you get in touch with students from accounting; you get in touch with students from pharmacy which is the ESP is not provided by ED UMM. ED UMM only provides you with the general English and only equips you with general English which might be not sufficient for you to stand up in front of students from management.

Do you get my point?

TW: No, I don't get you point.

D: OK, You are an ED student right now and in four years later you might be already graduated from ED UMM. And one of your goal is you want to pursue your career or your job at the LC. And in LC, you have to teach ESP for other students of non ED. For example you are a teacher of ESP at management department which that skill is not provided by the ED UMM, teaching ESP is not provided by ED UMM. ED only provides you general English so there is a gap between what you have already studied and your real career as an ESP teacher. Therefore, there is a gap what you have already studied and your real career as an ESP teacher, so there is a gap. You learn general English when you are studying at ED UMM, then later when you are teaching, you have to teach ESP. Some terms from management might quite far from the terms you have learnt in general English. Did you get my point? What do you think about that? Do you think it's enough for you? Do you think that ED quite sufficient to equip you with the general English not with the ESP?

TW: I think no...because as you have talked that ED just provides general. I mean general English knowledge, but for some purpose in ESP, the lecturer should have skill in some points. Maybe when they teach ESP for Pharmacion, they should have ability in that area.

D: OK, do you think that the ability should be provided by ED or you have to learn by yourself after you graduate you still learn, and learn, learn, and learn?

TW: I think ESP, ED should provide those skills. ( D: So it's not your duty as a professional in doing your job to learn again, learn and relearn?) No... About ourselves, besides, the general English, should provide another skill. Besides just English, they can provide another skill. For the students, I think becoming student is not learning in the university so they can learn also outside the university. They can learn by themselves so both of them balance (D: should be balance. You mean the ED should provide the skills necessary for the jobs and the students should learn, and re-learn, learn, and learn again).

RM: OK, for the ED I think because ED is a teaching institution. If someday I apply to the LC to be a teacher, I think I need to learn by myself, so the ED should provide everything like 'English for management', 'English for Pharmacy', 'English for Engineering', that's too big for just English. I think it's too big for just ED. That's it.

I have to know about how to teach, and how to provide a good education for my students. That's it. As a teacher I need to educate my students. But for ED, if they want to make it specific like English for Pharmacy, English for Engineering, I think it's too big for just ED.

D: So you need to learn and re-learn and things like that and not only enough, (RM: Yap..) it's not sufficient what you get from ED.

RM: Ya

AM: Hello guys, I'm AM, I'm taking International Relation major 2013 and I'm from Makasar, South Sulawesi and I have ever take English course for three months.

WJ: Halo guys, my name is WJ and I'm Kediri and my major in University of Muhammadiyah Malang is International Relation and my hobby is bicycling and that's it.

OC: halo guys, I'm OC, I'm from Ngawi and I take International relation as my department. Yes, of course. And then I ever took course in Kampung Inggris for about three months. Thanks.

D: It's very interesting everybody attended to my FGD have already had basic English so you also take a course, you have English as your basic so you have self-confident to attend the FGD. Would that be conducted in English, or you feel comfortable using Bahasa Indonesia or mix?

AM: I think better we use English..

D: Just now we talk about the goals of learning English according to each of you. What is the goal of learning English here at Muhammadiyah University of Malang?

AM: In my point of you the goal of learning English, the firstly is to increase our capability especially our quality in speaking because I think now 2013 the globalization era English is really important because we want to face international market, international people especially in major is very important.

WJ: Me too, I want to increase my vocabulary in English. So my way is three or five years from now Indonesia will be Asian communities so I will to start and I will study about the English.. (D: So you mean English is necessary and very urgent in this era?) Of course, Ya

OC: According to my point of view English is so important for me because as I know that English is international language in this world that every country needs English to communication, to business, and others. And for me myself, English is important because I take International Relation.

D: OK, the title of your major is International, so if you do not master the international language, how can you become an international person? So that's the problem. And if you study at ED and you don't speak English and you study at the International things and you don't master English is quite impossible for you to develop yourself in international atmosphere I think.

D: Next, you know in English, we have some skills need to master. The four skills and basically students have already known that reading, speaking, writing, and listening. Besides, we need to learn grammar and vocabularies. Among those skills which one is the most priority skill for you need to master or to learn and which one is the least priority skill for you to learn?

RM: For me it's important. I think speaking is the most and the least one is a grammatical. (D: Grammar, grammar is the least important. May be you can give us a bit about the reason?) Since English is language so we have to communicate, right? So the first, we have to master about speaking and the grammatical. I'm afraid if we know about the grammatical first because Indonesian people right now if we know about the rules sometimes we are afraid. (D: we tend to think about the rules before speaking whether this one is grammatically correct or not) Ya.. in our mind set that's real when we study about English. So if I know about the grammatical, like is it correct? Is it wrong, that's... so if we want to learn English first, I think the most important we just speak to make our skill in speaking good.

AZ: No... Ya.. One of mas RM says that speaking is really true that we have to practicing English by speaking first. Speaking and we have to combine with listening. I mean.. What is it? Grammar is the last. When I was learning English in junior high school, we just learnt about grammar, and we couldn't speak. It's so difficult to speak if we only learn grammar in the first place. I can speak English, I learnt this first by feeling confident to speak in English, and now I try to listen to what people outside of Indonesia say, like: how to pronounce 'environment' and something like that and so it's really important the first time that we should practice listening and speaking. That's it.

D: Listening and speaking is very closely related

AZ: And after that, after we can speak English, even though we can't to speak with vocabularie oh no, with grammar but the important one we can know and understand what they say the first time, right? Like my senior say when I was learning English, I ever go to Bali and the foreigner from French said that who you? Who you, they don't say who are you? And the other people can understand without grammar. It's the first time I get,.oh..ya the first time learning about English is to practice it

TW: thank-you, I agree with RM. The first is we have to be able to speak. The first one is speaking. And then, the second one is grammar because why? Grammar is skeleton of language. (D: Skeleton of the language, so you put grammar as the second position). If we don't understand the grammar we won't want to speak.

If we don't understand the grammar so probably we'll be doubt when we want to speak. And then the third one is listening. And the last is writing. I think writing is less important for me.

D: OK, I just need to listen to other first, your opinion is quite interesting because everybody seems to hate grammar and you love grammar. You said as the skeleton and you highlight it. It seems to me that you highlight that grammar is the skeleton. Without skeleton in your body you will be weak .

OC: OK, thank-you for me my self the most important for me is speaking the first. Why because I know speaking is for communication each other, so that's why speaking is important and no one. And then, the second is listening. So we can learn grammar by listening. We can listening to music and others and we can watch movie and film, we can learn from foreigners or native speakers the way they say it and the least important is grammatical. (D: Grammar), of course, because as I know that when I was junior high school up-to senior high school, I always got grammar but I cannot speak English well. So this is the problem because I never practice it and the ... support us also.

WJ: I disagree too because for me number one is listening. With listening, we know how to speak. After speaking we want to study writing, with writing we can how to our reading (In order of sequence: Listening, speaking, writing, and reading). After that is grammar. Number one is listening.

AM: For me, I make the most priority is speaking. Because in our life, we always face so many people. I think to express our ideas we need to speak. By speaking people can see we can

speak English or not. And then, the least priority is writing. Why because actually If we gonna talk about our writing is just simple for the indoors. So I mean for the students who just want to study in the class because sometimes grammar just give (given) for them who study in the class so most of them are not study in the class or I mean someone who do not get or uneducated persons but they can speak English even though they don't know grammar. So I think English is for everyone so grammar is not really important.

D: Oh, you mean indoor-outdoor you mean formal and informal education?

AM: Yes, because indoor for me, I try to make similar concept to you so I can follow your ideas. Indoor means inside of the class and outdoor means outside of the class, while formal education means you got it from schools and informal education means you got it outside of the school. So you mean grammar is not so important because it's only for formal students, for formal schooling not for informal schooling.

D: Alright, now I got it now (W: Great opinion)... maybe many participants try to put an indicator of being able to communicate as being able to master the language. If you can speak it means that you are able to use the language is not just by heart but speak it up.

D: Everyone here has the experience of learning English given or provided by the LC. Do you think teachers at the LC have provided you with the necessary skills you learn to reach your goals? Your goal just now is to be able to communicate in international trade and somebody else has different goals. Do you think when you study at the ESP with the LC teaching staff, do you think that they have already provided you with the skills necessary to reach your goal?

AZ: For me, the first time is when I was study in my class in this university is almost the same with study in my senior high school. The manner and the study is almost the same. The different is just about English speaking. My class when I was in senior high school is no speaking. Ya, just a bit not at all. Just a bit practicing about English. In speaking when I was study here is good enough for learning about English since we have to speak full in English. But I give suggestion to this department or LC or ESP, in my class or other class we have to use English fully. It's for increasing our English for the first time. And those who are using Indonesian during the classroom activity should get punishment like singing or something like that. Yeah, we have to speak full English in our class. When I was taking an English course in the past, I stayed in Islamic Boarding house (Pondok), in the dormitory (Pondok) special class we have to use English full.

TW: For me myself, I think teaching staff of LC they have provided us even we have studied English in our class (Major), there is the difference between my class and ESP. I think the ESP lecturers, one of them the listening lecturer of ESP, she tried to give knowledge for example, there is different thing in Indonesia and overseas. For example, she taught us how to call older people (I mean persons that are older than us) I mean in overseas they can choose whether they use Mister, or not or just call by their first name. So I mean she not only teach about listening, but also culture, and then, another.

D: You mean the different is on the teaching materials? Which one is touching the culture, the ESP teacher or the ED teacher?

TW: In listening I think ESP teacher.

OC: OK, thank-you. For me I think the staff of LC are good but sometimes they mix Indonesian and English in the class. For me if they are teaching us they should speak English so this can support us to speak English well. Do not mix Indonesian and English. Sometimes Indonesian gets the big portion compared to English. So they use Bahasa Indonesia, and do not teach in English. This happens but I enjoy this class because teachers give us some games for listening. This is. (D: the most interesting part of your class) Yeah.. And then, for

speaking for me myself sometimes the teacher gave what is that.like..we have to come forward to show our performance and this can improve our confident.

WJ: OK, thank you.. LC teacher is suitable because in here we as students of university of Muhammadiyah Malang. Not all students understand English. So the LC teaching staff can mix Bahasa, Like Octavia said that's good. (D: So you agree with mixing languages), Yes... But in here we as students must to develop of English speaking. So with increase in English (With the use of English more frequently or the bigger portion should be English) so we can get used to speaking English.

D: What do you think about students who don't understand English completely or they don't understand at all if teachers have to use English fully. Two of you have the opinion that teachers have to use English fully. What about your friends who do not understand English at all? Should they separate in other class?

AZ: The first time I couldn't speak English well, not at all but I get along with senior who get good ability in English. The first time I was so shy that I don't want learning English but they give me text about the opening speech to memorise it even though you couldn't understand the content of the opening speech but you have to memorise it (D: OK, so the first step is memorising). It doesn't really matter if you don't understand it but you have to memorise it. They said I gave you time for 5 days to memorise it and you have to present in front of the class. It gave us motivation to speak English well but step by step, and step by step. Day after day we could speak English well.

AM: I think for me it's better if we separate the class. Actually for me I see the LC staff or the ESP lecturers they have already done their responsibility to teach well. And I can see that most of my friends really pay attention and some of them have a good background of English not a good background of analysis because

if we want to pair some students and accompany some students who haven't able (are not good enough in English) to speak English, I think it's difficult because these students also think about themselves. They (high proficient students) want to grow and to develop themselves in the ESP class - they don't just want to be with their friends, they want to grow themselves [laughter] Actually it's not about selfishness, but I see that such students have high motivation and want to focus and If we get paired with students who are not good at speaking English, I think it's difficult. These students only think about themselves. It's not about the selfishness, but I want to be with those students who have high levels of motivation and focus because English is not our native tongue and not our mother language so I think it is better to be with someone who already has good English.

D: OK..OK, so it's better to be separated by looking at the TOEFL test. The TOEFL scores between this and this will be in the elementary level of the class, the TOEFL scores between this and this will be in the intermediate level of class, and the other will be in the advanced level. Do you mean like that?

AM: Yep!!.

RM: Firstly I don't have any problem with lecturers in ESP class. But something needs to revise (to improve) about the ESP program. (The problem) is the very big classes. And the second problem is related to the first problem about the ESP class mostly being held as outside classes. I mean at the Gazebo! I think it's not effective for the ESP class because sometimes when we have outdoor classes, some students are looking at something else.

D: So the problem is not on the ESP teaching staff but more on the environment like the class is not set up very carefully and organized

RM: Yes, I have the opinion about the students' low motivation and low English ability that those who have more. I think it's not important to separate them who's the low and who's the high because ESP as I know we have learnt about the Basic English. So although some students have high score in English and the others have low score in English. The main point of ESP, they learn English basic. What I mean when we study about the basic, everyone can join it.

D: Alright, the term ESP itself has of particular meaning English for Specific Purposes. If you study English for Management Purpose, there are a lot of terms in management which are not very basic and very high terms. If you learn about English of Engineering, the terms in engineering is not basic. It's very high terms. How do you come to the opinion that ESP is very basic?

RM: because when we learn ESP subjects, it's just about speaking, listening, writing, and grammatical..

D: What do you think? Anyone can have the opinion because this is also the last question? Do you think ESP is general? And you still got the general and I'm quite sure that you still got the general? That's why the teacher can also teach you interactively because they are still in the level of general but when they reach the level of specific purposes which is quite high terms. For example, Machine has a lot of high terms; there are also a lot of high terms in medical; Management, there are a lot of terms in management and accounting and anything like that. What do you think is the purpose of the ESP?

AZ: Actually when I was get (when I got) study in ESP in my class, I think it's not basic because we learn about business too. We learn about business English, but it also depends on the students I think. Even though students cannot speak English but if they spirit to learn English, they will get English. They will be able to speak English well. It depends on the students. Even though the students are smart about something or everything, they don't have spirit to learn English; it will be useless even though we are learning about English.

D: What about your experience with other students or other friends in class? Do they still at the level of general English or ESP level?

AZ: I think most of my friends in management still not have spirit to learn English. They don't even at general level of English. They don't have interest about English. They just come, learn, chat with someone else. Just attending and this is the real in my class. Even though ESP is good and supports us to get high level in English. But it depends on students

AM: I think in my class International Relation, most of the students I see they are really spirit in facing the ESP class. I don't know if they have motivation in their own heart. I don't know because this is my relation, I have strong relation with English itself. So they really need someone who inspired them that they don't have a good background of English. I have the conclusion that the class should be separated. Some of the students are really forcing their mind to pay attention to their lecturers like this (showing facial expression). They are not really enjoying the way they are sitting. It seems that these students really want to get good scores with high motivation but their brain is still difficult. I think this is reality so I think better if the class is separated so the students who still have low (D: low level in General English or ESP? There should be different, so the teaching is more effective that way) Yap.

AZ: the solution (D: Yap. the solution).

D: Alright... anyone else?

W: I just want to increase (add), actually students at Universitas of Muhammadiyah Malang are lazy about want to increase vocabularies. This is problem for students.

D: TW, do you want to add?

TW: For me, I see in my class that my classmates when they join ESP program, In my opinion, students think that in the ESP program the material is almost the same as those used in the English Department. Some of them seem to think. "What is different between ESP and general in our class? Sometimes they feel bored when they attend ESP. And some students only think about the certificate. What are the differences between general English and ESP? The materials, the way to teach, and others, I think the same.

RM: OK, then my suggestion is for ESP into the future. I think because students have different knowledge about English, it means that ESP needs to be basic at first because it comes down to the major they have, like medical school and they have to study English to start with at medical school so without any basics first, it will be difficult for them to understand and to continue to follow the class. That's what I think. So it must start with basics first, then it needs to be about the major they have. It can begin with one year of basic (English) and then another year can focus on the major they have.

D: Right, OK.. that's true.. that's true. That's really true but actually the general ones have already been provided in their senior high schools but maybe the teaching learning in senior high school is not quite effective and when they come here with the term ESP, the teachers still to pull up themselves to teach general English because they said "Oh... this is senior high school from Irian jaya and they might not get English at all even though in Irian Jaya schools also there is a subject of English but they don't get English at all and even the teachers might speak jayapuranese language.. (AZ: the problem in Indonesia). Ya.. the problem of demographic because some of them are very remote and English is not touching their life and some of them are very shopisticated living like in Jakarta, Surabaya, jogyakarta, English is touching and this becomes their needs. It's not like the people in Irian jaya. What for if I have to face Gunung2 and I have to be able to speak English... That's the last question.

Thank you so much for attending my group discussion even though some of you are late but your opinions really contribute to my dissertation writing.

## Transcription of Focus Group Discussion 2

### FGD on 28/12/13

D: My name is Dwi Poedjiastutie, today is my second focus group discussion 28/12/2013, later you are going to introduce yourself. I just want to know whether you feel comfortable if the focus group discussion conducted in English or in Bahasa Indonesia. (Combine) Combine OK, (Bilingual), so mix and combine between Bahasa Indonesian and English.

Now I would like to start from you, mention your name, the department you from, and have you ever attended the English course before and if you ever attended the English course, how many months? And where are you from... your hometown? Etc.. so just mention it as quick as possible and pass this recorder to your friends.

TK: Assalamualaikum Wr. Wb. My name is TK, I come from Mathematics Department and I come from Tulungagung. Before that I have ever taken a course in junior high school for more than 2 years and in senior high school I got an English course more than one year. I come from Tulungagung.

AM: Hi everybody here, my name is AM and I'm from Accounting Department. I have ever joined a course in English for about until four months in IDP and I'm the origin of Malang.

RN: Assalamualaikum WR. WB. My name is RN, I'm from mathematics and I'm from Probolinggo. (D: have you ever attended the English course before you came in University of Muhammadiyah Malang?). No.nothing.

(So you never attended the English course before ... so you are going to use Bahasa Indonesia?)

GG: Ok My friend my name is GG... I'm from Pasuruan and I'm from Mathematics. Never take the English course (D: never attended the English course before?) never..

TP: My name is TP and from mathematics and I'm from Madiun and I ever got the English course for 8 months (D: Where about?) in Pare, BEC.

FL: Hello my friend, my name is FL and from Mathematics Department and I have never attended the English course before.

I also try to translate my questions in Bahasa Indonesia. But if you willing to answer in English welcome and if you want to answer in Bahasa Indonesia you mostly welcome. I'm going to read may question twice: first in English and the second in Bahasa Indonesia so everybody can follow. OK....

You know that this semester and next semester, you are going to study English for Specific Purposes. Students from mathematics will study English for mathematics; students from management will study English for management; students from accounting will study English for accounting; something like that. So this is what we call as the English for Specific Purposes. What do you think the goal of learning English?

Is there any particular purposes or goals that you want to achieve when you studying English? Feel free to give your opinion?

TK: I have the goal to learn English here. I can't speak English fluency if I want to go around the world. If I want to go outside my country I know...ehm..ehm.. ehm how is English. So how to learn English so we can speak fluently...

D: Do you have any further purposes if you can speak English fluently?

TK: Yup certainly we can apply our knowledge about speak English in the other place outside Indonesia... the other country. Something like that.

You mean you want to interact with people internationally. Anybody else who might have different opinion? (Is this because ESP/ English is compulsory? Because this is the obligation so you like it or not, you cannot refuse it. Like it or not you have to attend it? Otherwise when you don't get the grades or the marks so you don't get the certificate so you cannot pass from this university if you don't pass from the ESP?

AM: Of course I have goals for ESP here. I want develop myself and increase my skills in speaking. I want to speak like a native speaker. And with that skill I can go around the world. I want to get a scholarship to the Julliard School in New York. I am really obsessed with the Julliard School in New York. It's like a school of Music. So that's my goals (AM) (D: So for your next level of education.. you mean for your Master Degree?) No, if I can go right away (sekarang-sekarang ini gitu dalam S1 in why not?)

RN: Indonesia Miss.

RN: I think we have been studying English since we were in elementary school, but we still need to master English. It's an international language.... English is a must do subject. I will feel happy if I am able to speak it, but now I feel frustrated that I can't express particular ideas that I want to say. I really want to be able to speak as fluently as English speaking people.

D: Do you speak English now?

RN: Perhaps?

D: Perhaps able or perhaps unable?

RN: So-so

D: What factors make your English average or so-so?)

RN: Vocabularies

D: OK, so you have limited vocabularies you mean.

RN: yes

D: OK, thank you, so actually you want to be able to communicate

RN: Yes

D: You want to know vocabularies or you want to be able to communicate?

RN: I want to know many English vocabularies

D: Not to communicate?

RN: Both...I think

ES: Sorry for using Indonesian as well

D: Yap, no problem

ES: I don't speak English fluently yet. Actually I like English when I was very young from Elementary to lower secondary school level. But when I was in upper secondary level, I was enrolled at the exact class where the lessons were mostly focused on math, physic, biology, and chemistry, then I forgot my English time by time. And by the year 12, I focused more on

those subjects to pass the national exam. Consequently I seldom reviewed my English and completely forgot my English. And now I regret it. I lost what I have acquired since I was elementary. And now when I'm at university, I find many of my friends are able to speak. Besides, it's an international language. If I just give up and do nothing with my English, what will I be in the future? I need to step out of my safety zone. I try to rebuild my dream of being able to speak English fluently)

D: You want to think out of the box or from your comfort zone, I like it. Alright, you mention just now in my surrounding many now can speak English. What do you mean by my surrounding? In your neighbourhood? Schools? Or where?

ES: I'm now in my campus life many of my classmates are able to speak English. They are from different parts of Indonesia as Kalimantan but they quite fluent English speakers. If I don't take my step and passive, well

I'm so scary... so scary...so scary..so scary, but I want speaking English becomes my habit)

GG: When I was in elementary school my mom taught me English. She is an English teacher in one of the lower secondary schools. My dad is also a teacher of Mathematics and he also taught me mathematics. I practiced mathematics more than my English since I was really poor at maths at that time. Since I practiced maths more, I started to like it. I forgot my English grammar, English vocabulary, etc. But now at university, especially at UMM, I feel that it's badly needed. What I know now is how helpful it can be because some teachers use it as their medium of instruction when teaching mathematics. I want to start learning English again.

D: If you may choose which one you like? to study English with your mom or to study math with your dad? Your own preference is English or math?

GG: Math, I guess, in fact when I enrol at Math Dept, you still to learn English)

TP: Actually about me in English especially in senior high school I don't really like English. English is difficult for me. In final test I got bad score in English.

In final test in senior high school. And this is the reason for me to learn English more. Last year I got free for one year I had free time for one year, He did not enrolled to study at university at that time) and I get thing to learn English in Pare for 8 months. After that I learn English more and I can speak English fluent now and I get new dream for to go abroad and I want to continue my study over there.

D: Everybody, it seems to me saying that I want to get scholarship; I want to go overseas; I want to go abroad; after you understand English your spirit and motivation go up more and more

TP: Yes..

FL: Assalamualaikum Wr.Wb. My experience is a bit different from others. When I was young I did not like English. My dad was good at English and he taught me English, but I still wasn't good at it. But when I was in the third grade of lower secondary school I had a very strict and determined teacher and I had to do the English tasks and I started to work hard on it and finally I made it.

D: Because of her/his determination, you made it?

FL: Yach.. (Yes.)

D: So you think that teacher's determination is also important?)

FL: Because of that teacher now I'm good at English and that ability helped me a lot when I was in upper secondary school. My strength isn't in speaking but in writing. Many of my senior high school friends ask me to translate. They might consider me having better English than them. And now at UMM there are many scholarship offers and that motivates me to study English more. Thanks

D: OK, OK, very nice, some of you don't have experience to attend the English course and some of you have somebody who really motivates you to learn English and some also have very determined teachers that motivates you to learn harder).

AM: Positive impact

D: Positive impact of killer thing. Killer ternyata tidak selalu (is not always correlated) correlated with negative things. OK I agree with you.

Right, there are four skills reading, speaking, writing, and listening. Besides the four skills you also have to learn grammar and vocabulary that you need to learn. There are six basics English

HA: speaking, listening, writing and reading plus grammar and vocabulary. Among six here which one the most important skill for you to learn and which one is the least important for you to learn?

TK: Ya maybe I chose speaking as the first, the most important to learn. And the last is listening because I don't like listening

Yes I don't like Miss because listening certainly makes me confused. The people who speak in speaker used British Language or American. They are so confusing I hear like that.

D: So when you study listening, it makes you getting worse because of various accent as this is Hindi English, this is Chinese English, this is British English? You mean like that?)

TK: There are a great variety of accents as far as I'm concern.

D: pronunciation, different accent, people from China have different accent from British people

TK: So differences about them so difficult to understand.

D: Alright... it's very interesting because she likes speaking but she doesn't like listening as far as I know Listening is closely connected with speaking. When you listen very carefully you know how to pronounce then you know how to speak, But It's contradict far from what I expected. Next....

AM: OK thanks, of course speaking for me and then writing, listening and reading and the reason for all of it or why speaking first. Ya,. I don't know it's really important for me to speak. And then writing, when we know how to write so we know what we listen. That's my way of thinking.

D: You don't like reading so it means reading is the least important to learn

AM: Yep...

D: what about grammar?

AM: Ya, I'm really worse in grammar so I just try to learn it. Grammar is in reading, right?

D: Grammar is in everything, in writing you need grammar and in reading you need grammar

AM: Yes. Grammar is important. If I take it grammar is the first.

D: so the most important is grammar

AM: Yes, the most important is grammar and then speaking. Of course grammar and vocabularies are like friends jadi grammar dan vocabulary above all and then speaking, writing, listening and reading.

D: So you are grammar people

RN: Sorry I use Indonesian

D: Can you follow if we speak English?

RN: Yes... I understand

D: You get used to

RN: I like reading best since reading will enrich my new vocabulary. I understand what the paragraph is about so that I can answer the comprehension questions quite easily. But I don't like Listening. As TK said that's quite difficult to understand the British and Hindi's accent (different accents from different people all over the world) Yes, things like that so I really like reading for I'll get some new vocabularies.

ES: For me the most important thing to develop is vocabulary. Having a lot of words will help me with my speaking and in the long run it will also improve my listening and reading. The least important for me is grammar. As long as I can communicate and understand other people's ideas, that's enough and I'll learn grammar afterward.

D: You cannot directly able to speak if you know vocabularies. What do you think? Let me give you another example. If you know ten vocabularies, for example, umbrella, box, and table and... You know the ten vocabularies you cannot just arrange and then you can speak and understandable.

ES: By knowing the meaning of English words, I'm sure I will be able to speak by arranging those words in logic ways.

GG: Reading is the most important skill for me. I like reading books. My mom have collection of story books)

Yes... But the least priority is listening. It's almost the same with my friends)

D: Ok.. so almost everybody here in the second round of my focus group discussion almost everyone don't like (Chorus: Listening). It's different from what I got from last meeting discussion with the grammar is the least priority. So you also don't like listening. For the same reasons or for different reasons?

GG: Last week we got the song from Canadian singers? Yes, that's why we did not understand.

D: Was the accent completely different from American and British? (Is the accent completely different from British and American? Hold on, I have another question, the difficulties in listening is because the people's accent on the recording or is it because the way the teacher teaches because they only play twice or three times which you need like six times or seven times to listen. This is because of the recording or because you need more time actually? As the beginners and as the first semester students you need more time. It's not two or three times but you need more cause my ears need some adjustment. Which one? Anyone can have the opinions. What's wrong with the listening subject?

AM: We might not get used to with their accent.

AM: I love listening, But only I don't get used to

TK: Yes, we are not used to the accent, so I don't completely understand even when it is repeated many times. .... If we don't know, it's useless (TK).

AM: I think both of it but the first is maybe because of the lecturer's strategy. It's true that you say the lecturer is just play the tape recorder and spread the paper and we did it and there is no warming up for us, so that's why we hate listening.

D: Everyone I think has different strategy to answer. Students who attended the English course before sometimes had learnt the way and the strategy to do the listening tasks. We who never joined the English course will depend on the teacher's strategies.

TP: The most important for me is speaking because with speaking I brave to speak English and I can speak English fluent and the last is reading. But many of English books are very thick. And then about listening the problem is about the media like radio, DVD, and others and then speakers.. Sometimes suaranya is not clear (Sometimes the voices are not very audible in the recorder)

TK: Yes I like listening to have directly made a conversation with teachers, native, so I can get the point from the speaking.

D: So you like speaking and then you also like listening which those two are closely related.

FL: I like writing best. This is because when I was senior high school student I really like to learn grammar and grammar helps me a lot with my writing skills. But I don't like listening since I don't really understand what is said. I don't like speaking either since I don't possess sufficient vocabularies.

D: You mean you don't like speaking due to the lack of vocabularies you have?

FL: Ya. (Certainly....)

D: OK, Next, everyone here learn ESP in the first and second semester. Do you think that an ESP teacher at the LC has provided you with necessary skills to achieve your goals?

TK: Firstly for ESP speaking, the lecturer has provided me to speak English fluently, lecturer of reading is the same with speaking lecturer but the lecturer of listening up to now haven't provided me to listen more with the other people speak. Speaking and reading teachers have showed me the ways and the strategy of learning those two subjects but not with listening teacher.

From the way she teaches me the listening subject, she just distributed the hand outs, played the cassette, that's it!! And the teacher didn't tell us that we should be prepared before listening to the recording to activate our brains.

AM: Yes, the teacher, I really hate him because he almost every time not attend the class and when he attended the class we just have presentation of every unit in the book, ESP book and then question and answer session

When I have speaking presentation class and at that time I was the presenter, I present my topic talk, talk, and talk but the other students were just passive and silent, no question, no opinion, they might not understand what I'm talking

The teacher asked us not to bring the book when we were having the presentation but almost every one used the book because they cannot speak English. I hate this class because everybody. I hate this class because they don't seem to have an effort to be able to do the presentation)

D: What do you mean everybody brings the book and you don't bring the book?)

AM: Yeah..yeah, in the speaking class presentation I guess the presenters should know what to say and how to present so we need to do some preparation. For example, preparing at home so during the class presentation we just present the main points. Others just read from the ESP book, they don't speak and they don't understand what they are talking about either. It looked like they were speaking but really they were just reading and not understanding at all. And when there is a question and answer session and I asked questions, the presenters couldn't answer at all. The teacher was also silent, and didn't help to clarify, so the class is just dumb.

D: So you mean in speaking the teacher has not yet provided you with sufficient speaking skill?

AM: For my self I don't get any difficulties to speak English. But many of my classmates were unable and the teacher did not provide and show the way to learn effectively and be able to speak English. He/she did not seem to care.

RN: Well, everything has been answered. For me myself, I like reading but the reading teacher only gave us the tasks from the ESP books or text-book based tasks. Some sentences are translated and some are just read but not translated. So some of us got puzzled since we missed the link between paragraph one (translated) and paragraph two (not translated).

D: What do you mean?

RN: Oh, Text-book teaching based. He used mostly English and seldom translation

Sometimes translated; sometimes not. Some of the sentences are translated and some are just read but not translated. Some of us got puzzled since we missed the link between paragraph one (Translated) and paragraph two (not translated). I want the teacher just explains the main ideas of the text in simpler English words or expressions so everyone can comprehend what is the text about.

D: Do you still understand if the reading text is not translated?

ES: In my class the teachers seem to lack creativity even though I know that they have made a very great effort. Perhaps teachers need to improve their creative capacity. And in one class I think some students are good in English and some are not. Some who are not pretty good including me can't just depend on the class meeting. We need to find other ways to show our big effort by attending the English course or having some discussion, for example.

D: You mean, in addition to ESP classes, they need to have independent learning?

ES: They should

D: Did you feel comfortable when the class consists of heterogenous ability: good and poor students?

ES: (I don't think that teachers need to separate them. The able students can help the poor so that way students can take and give each other. Besides, we are not always in the homogenous situation (good is always with good; bad is always with bad, rich is always with rich) so they need to learn to adjust with any situation).

GG: I think speaking teacher. She assigned us to make a film (high level of task) sometimes she just asks us to make some sentences (low level of task). Well, as far as I concern, ESP is still divided into several depending on the major you study: English for management, English for Mathematics, English for engineering, English for medical sciences, English for international relation and anything. And since you study at mathematics Dept, so the ESP you study is related to your major. That is English for mathematics?)

GG: The film is about me and ESP. What is ESP in my perspective and how does it influence my life? And then in the speaking class I was asked to construct some sentences. And I don't know how to arrange words into sentences. And I don't know how to arrange words into sentences. Before a film making project, for example, in the first meeting of speaking class, we were asked to write a composition about UMM. Second meeting we were given a task to construct a paragraph and the teacher did not give any explanation and example yet. I don't know how to do it.

D: So some of you might have similar experiences or any additional opinion?

TP: Especially for ESP, all lecturers ask us to get the best score but they don't show us how to be able to use English for the future. I want ESP to teach us the trick (strategy) of listening, speaking, and writing because for me English is important for my future, like the TOEFL test, to make questions and to answer the questions because I want to know the trick for doing that.

D: I can see what you need is the strategy of learning outside of the class. What sort of strategy that you need to employ when you want to learn outside of the class and how?

TP: Ya

D: Alright, good... It's not about the score but it's about the strategy to develop yourself after you finished your ESP. Do you still have and you want still add? Do you have any advice for the improvement of the LC? Anything related to this Centre such as ESP teaching? Anyone?

AM: I love speaking and listening, but it would be really nice if LC gave us native speakers so we can talk with them so that we can get used to speaking English and reach our goals..

D: We have several English speaking people at IRO UMM

AM: I know but not everybody can meet them right? Not all of my friends want to talk to them so not all of them go and drop by the IRO since not all of them have the braveness to talk to English speaking people. Some of them even think that only IRO staff and ISEC can get access to the English speaking people. For me, I don't have any problem)

D: Do you think, if LC provides you with English speaking people, all students will be willing to talk to them?)

AM: The LC teaching staff can invite them to ESP classes?

D: hmm.... I know you have very great ideas and I like it, but sometimes our ideas cannot be easily implemented. Especially when we hire native speakers and it's very expensive. If we have native speakers there and you mean native speakers is bule and whatever the bule is we can take initiative without us providing at LC but you can take advantage by taking the initiatives by saying: Hallo, hi, are you teaching here?, are you studying here? Are you working here? Or whatever, you meet and greet.

Othe improvement, suggestions, advise... yes, TP.

TP: In speaking class doesn't support us to speak English well. The lecturers teach us in English but at the same time they let us to speak in Bahasa. Yes because the name of the subject is English Speaking not speaking Bahasa.

D: And do you think your friend can follow?

TP: Yes, actually you understand what people talk in English, but since you are not accustomed to so you are afraid of making mistakes when expressing your ideas in English)

TK: Yes may be the same with Mas TP, certainly the teacher must use English in the class so the students can speak English too. For students who can't speak English, they can start by imitating so the class should be forced and full of English)

D: Alright, this is all of my focus group discussion with a very nice group today. Don't worry about your opinion because I treat your identity strictly confidentially and I put only code not you're your real names.

Thankyou and wassalamualaikum Wr. Wb.

## Transcription of Focus Group Discussion 3

### FGD on 4/01/14

D: Assalamualaikum Wr. Wb. Thanks everyone, this is the last of my focus group discussion. Last time 21 and 28 of Dec, I also have several students came and today I still appreciate your coming. Let me introduce myself. My name is Dwi. I conduct my FGD as a part of data collection. I'm doing my doctoral degree at Curtin University of Australia.

OK I would like to start the FGD by introducing the member of today, start from Ardy, are you from Electricity Department. OK introduce yourself Ardy, Your name, your Department and before coming to university of Muhammadiyah Malang, did you take any English course before coming here. And if you think you are not comfortable using English for our FGD, you mostly welcome to use Bahasa Indonesia.

I'll translate the questions and the things that we need to discuss in Bahasa Indonesia. But if you feel comfortable using English, you also mostly welcome

AR: My name is AR. Why I am in University of Muhammadiyah Malang? Because... I was late to enroll myself to study at uni?

Firstly I enrolled to an Army Academy. Then one of friends persuaded me that UMM is the best especially Engineering Faculty and I decided to enrol at the Electricity Department since I like physic subject when I was senior high student. Besides, the electricity skill will be beneficial and highly considered when enrolling to Military Academy.

D: You really want to go to a Military Academy?

EA: OK, my name is EA, you can call me is Erick. Why I choose to study at UMM. Before enrolling myself at UMM, I worked in Surabaya. I enrolled myself at UMM in the last period of enrolment and I was accepted. And Why I chose Electricity Dept because I worked at at the state electricity company or the government owned company.

DA: Oke my name is DA, and I'm from mathematics Department. Why I choose to study at UMM? I was graduated from Islamic boarding school and this type of school required its students to do teaching service (tutoring the juniors) before they can be granted a certificate. Why I choose mathematics? You know that not all people like math but I want to prove that math is interesting. At that time I was not yet graduated from Islamic boarding school and not allowed to stay out from the boarding school during my study)

YD: OK my name is YD. Why I choose UMM, actually I passed at UB (Brawijaya University). But there is very expensive for my parents. Yes.. so my parents ask me to looking for the university that cheap than UB so my brother suggested me to go to college in Malang, you can join UMM. I join the test and Alhamdulillah I passed the test and before I join UMM I haven't not join the English course. When I was in senior high school, I join in the debate group.

D: Here during your study at UMM, as new students, everyone should take the ESP (English for Specific Purposes) and in the ESP here, everyone might have different goals or different purposes of learning English.

YD: Before I enrol myself at UMM, I really wanted to learn English especially speaking. Why? because the Academy needs the personels who are capable in both computer and English. My brother who is now at the military service is very good at English. I really want to be lucky like him.

D: Does he speak good English?

YD: Yes, since in military service there are also some opportunities to go overseas. I want to work for United States Peace keeping scheme. My brother told me that in the next five years the military needs personnel who both possess English and computer skills).

EA: I choose UMM for I don't know English at all since primary to high school. My friend informed me that UMM has good English program.

D: Welcome mbak RN and NV. OK mbak can you introduce a bit about yourself. Mbak Neva..

NV: I'm Neva Melinda from The Dept of Pharmacy and I never attended English course before.

RN: Hello everybody, my name is RN, the same with Neva I come from Fakultas Ilmu Kesehatan my major is Pharmacy. I come from the The Faculty of Health Science and Pharmacy Dept.

D: Back to my question: when you study at UMM, you got ESP for two semesters. Is the ESP necessary for you? If yes, what's the goal of learning English? Or perhaps some of you might think that since ESP is compulsory, like it or not, you have to study it or otherwise you'll never graduate from UMM. Do feel pressured with ESP or you have already set the goals of learning ESP?

RN: Well when I heard that UMM offers an ESP course that made me happy. Actually I really like to study English because when I look at debaters and those that do public speaking, I think that's really cool. It's interesting if you can give your advice and something like your opinion in front of the people - that's the challenge for me. So I am studying ESP and I am also attending the English club in the International Language Foundation (ILF).

D: you mean extracurricular?

RN: Yes, in addition to ESP, I also want to develop my English since I know it's very important language to learn especially if we plan to study overseas. To attend the English course outside is a bit difficult especially when I'm now very busy with the campus schedules. So I decide to attend some English workshop or extracurricular).

D: What about you Neva? Do you feel pressured or you have set the goals?

NV: No, I don't feel pressured. I'm happy with the ESP program. Before I come to UMM, my English is not that good, but after learning it for one semester my English is better than before (NV) I also plan to apply for scholarship overseas. That's what I want when I was senior high.

D: Ya mbak DA,

DA: ESP at UMM is nice and I feel happy with that since with ESP I have chances to improve my English as it's international language, right? It's also needed when I want to apply for overseas scholarship.

D: OK, you have set the goals of learning English? Not pressured?

DA: No.. no

YD: Maybe I have no purpose of ESP but I think English is very important for us. Why because it's International language. I think if we can speak English well it's so awesome and cool. I think I want to go abroad and live there. If I can speak English I can live there. That's all.

D: I found none of you mentioned in order to be able to read a journal. Most of you want to be able to communicate. Is there any reason why communication becomes the first priority to most of you?

AR: Yup, I think communication is my priority since I often share my ideas and opinion with the people outside? And they don't pay attention much on the grammar, they prefer communication..

D: There are four English skills that we need to learn plus grammar and vocabulary. Which one is the most priority skill to learn?

YD: Speaking...

ER: Speaking

D: The least priority?

ER: Grammar

NV: For me the most priority is speaking, and then listening. Before we can talk to somebody else we need to understand what they are talking?

D: The least priority for you I mean?

NV: If we can speak and listen precisely, reading skills will follow.

D: You mean the reading skills will be automatically acquired after speaking and listening?

NV: I can learn it later.

RN: OK, for me the first of course speaking. And the last is grammar. Because when we communicate with native speakers it's not with the grammar

DA: For me speaking is the most priority since it's really useless if we just know English but they can't communicate it. Then, the last is grammar. A lot of things need to be memorised in grammar so it's confusing..)

YD: The first priority is speaking, second is listening, third reading, and maybe the last is grammar. Why I don't like grammar because there are a lot of formula..

D: a lot of patterns that you have to follow and memorise, right Ok

YD: I like speaking the same like AR said if we know grammar but we cannot to speak that's zero because for example, when people in abroad communicate with me and yeah..

D: They don't think about the grammar

YD: yeah they don't think about the grammar. We don't know what it means and what is it and whatever but if we can speak without grammatically correct, we still can understand what they said. Yeah.. maybe that's all.

D: As long as people understand what you said and your message is understandable, that's enough

YD: yes.

D: Alright, come to my next question.. When you study ESP you study with the LC teaching staff. Do you think that the LC teaching staff of LC UMM has provided you with the English necessary to achieve your goals? OK Ardy, back to speaking: when you want to be able to

speak or to practice your speaking outside of the class. Does he/she provide you with some tactics and strategy how to deal with that?

AR: Not yet..

D: You told us you happy with speaking class?

AR: I'm happy with the public speaking skill even though I felt nervous for the first time, but not the skills or strategy to be able to speak fluently.

D: So what the teacher gave you in speaking class?

AR: Monologue like telling about myself, family, holidays, things like that and dialogue, speak with other people.

D: So what sort of strategy you expect to learn?.

AR: Thing like to say or to talk straight away not go around the bush, key to successful communication. Things like to speak sequently and systematically, and things like that).

D: So when students are having presentation they have to know how to speak systematically not jumping around; what should be discussed first etc.

AR: yup

D: So you mean this kind of strategy is not yet introduced. D: Do you need that?

AR: Absolutely

ER: In my opinion, speaking materials and hands out are good, but I'm so forgetful person. I try to brush up on, but then I forget it.

D: Why is that?

ER: I don't know miss, I try to review and brush up on, but forget...

NV: I have a problem with listening since in the class we are just given a paper, listen to the recording, and the teacher corrected it, that's all. No particular technique and strategy was introduced so that we could listen effectively. We just do the same exercise everyday.

D: OK, is the recording with the native speaker's voices or gradual? Gradual means start from Indonesian voice talking in English slowly, faster and then, changed with English speaking country's people talking slowly, the, faster. So this is the technique perhaps)

NV: But Using English speaking people faster and I don't completely understand that)

RN: Frankly speaking everyone in one ESP class has different goals and purposes to study English. For me I need to be able to have successful speaking presentation; for listening, I want listening teacher bring us to real situations. I also want teacher show me what's wrong with my English as well the right ways with my English. I haven't got it in ESP classes.

So far the ESP teachers gave quizzes and test without feedback. Most students are average in motivation and English proficiencies. Frankly speaking not all students are interested to learn English or they are average so if the teacher only focus on the average students, I will get nothing attending the ESP. Therefore, I need to do something extra; I need to meet with different people so that they can teach me to do more with my English, e.g., presentation.

D: Can you please clarify again? The teacher should focus on the majority (the most) or the minority (the few)?

RN: As far as I know usually the fewer has higher expectation but.

D: You mean the fewer is the higher proficient students?

RN: Yes, but usually teacher gave materials by considering the most

D: So if the high proficient students should adjust the low proficient students, then what will happen?

RN: A lot of interpretations of that; low can be low English proficiency, low learning motivation; not very serious. So if we really serious learning English should follow and adjust those who are not very serious, I guess they will not achieve what they expect and need.

D: So, you mean the students should be put into different classes based on their proficiency?

RN: ya.. (Yes...)

D: So you mean the low proficient should be in different class from the high proficient class.

RN: Ya,,ya.. for example, if I'm a low proficient student and I'm in the same class with high proficient friends and those friends talk each other in English and they also talk with teachers in English and I don't understand what they are talking about and I'll be far left behind among them.

D: So you mean you don't have similar opportunities to express yourself since the high proficient students will dominate the class.

Any other opinion? Do you think that ESP class should be separated based on the student English proficiency...

NV: Yeah.. for me it's better not to be put in different class but teacher can group students to do the task or a groupwork task. One group can consist of high and low proficiency students. Good students can help the poor ones, so not just the good ones get the advantages of learning English. If the poor ones are put in one class, they will be left behind since none of them will pull them up.

YD: Maybe in ESP that not enough for me, when I want to speak English before I speak I always think the vocab so that makes me.

D: When you speak you think about the vocabularies and then sometimes you stop and then thinking of the vocabularies and then you talk, and then stop again talk again stop again, like that

YD: Yes

YD: No, I have look at You-Tube but it doesn't help me. I need the way how to speak English fluently.

D: What are you looking at on You-Tube?

YD: How to speak English well.

D: OK, mbak Dea..

DA: My speaking class is quite OK. I like it a lot. In every meeting the teacher teaches us to speak properly, force us to use English, have discussion, ask and answer session and sometimes we were assigned to make questions and ask us to explain the answers using our own words. I like it a lot.

Well, reading is fine... Oh but not listening. Yeah.. as I have told before that listening teacher only distributed the papers, then, play the recordings. Yeahh... and then submitted, correction

DA: Besides, I'd rather the speaking class divide into two.

D: How many in one class?

DA: Fourty four, it's too crowded for listening class.

D: Is there any reason why the class crowded? Are they talking each other?

DA: The recording too fast.. and they...It's difficult to catch what the speakers talking... It doesn't sound like English?

D: This is the last question from me. Is there any suggestions/advices for the Language Centre for the improvement of the program. Anything? Anyone?

AR: I think the ESP program is quite good. Perhaps listening class can be divided into two like in speaking...Very seldom using that ESP textbook, only once when we were asked to have power point presentation. Each group was asked to present power point on each chapter that had been decided by the teacher

D: OK, Medium of the instruction: Indonesian or English?

AR: mix

D: Fully English?

AR: Never

D: Which one is the biggest portion? Teaching ESP or general English?

ER: Doubt, But Listening and speaking are more on general ones).

NV: Especially for speaking class. The teacher often asked us to make speaking activities in a group and practice with the member of the group. But we tended to keep silent and feel shy to start the conversation. So what for if we only keep silent and waiting for someone to initiate? Speaking teacher should be check to know whether we practice it or not.

D: So you mean the teacher did not care what you have done?

NV: things like that

RN: I was at the same class with NV so I do agree with her that teachers mostly focus on general English. My suggestion is, please do check our exercises and give us feedback as we are eager to know what are our weaknesses and how may we improve. There are so many students who really want the real English, don't just give us exercises and then... goodbye.

RN: But some are very committed. First, she asked what was our hobby? Talent? And she got the conclusion that one of her students was good in writing and she encouraged her to send an article to her email so the student felt motivated to learn more.. more).

RN: Actually when we want to study English, we need to practice a lot. But what I find is we learn English at school but at home we watch Korean movies so we don't get much from what we learnt, so our teachers need to build an atmosphere of English learning independenty. ... When you want to be able to speak or to practice your speaking outside of the class, you need some tactics and strategies of how to deal with that.

Then when we learn English we want is something real and the teacher is never feeling tired to encourage or to give us good and real example. Some teachers used Bahasa Indonesia even ask us to use Indonesian if we can't express in English so again students will never learn English.

Teacher also should know if their students are really keen to get the scholarship, they can show us the resources and what to do to achieve that. So that's what I mean with something real in learning English.

D: You mean between the classroom teaching and the real use of English should match.

RN: That's what I mean...

D: That's good, excellent..., excellent...

DA: (I think ESP had been used and implemented in reading class but listening and speaking class is more on general ones. I think teacher should become the role model of English user. As far as I know the most dominant language used was Bahasa Indonesia.

D: Is there any idea how to check whether students used English? I think there will be no problem with the small class but not with the big class).

This is all my discussion with funny group and group lucu, thank you for attending the FGD. Thank you once more with your opinion, it will be very useful for my dissertation writing, thank you for your help, my dissertation finding will not very rich, deep and detail. Thank you very much and Wassalamualaikum.



## Appendix 5

### Analysis of the Employers Interviews

#### What are the goals of learning English if the English learning is considered necessary?

- a) To be able to help students to read English books which are mostly written in English.
- b) To be able to assist students to succeed the overseas program offered by means of cooperation with other universities outside countries (Exchange programs). For all students enrolled at Faculties of Social and political Sciences (Planning)
- c) To be able to secure in job competitions.
- d) English learning is needed to equip students with the knowledge of the English engineering terminologies which have no partial equivalence in Indonesian. The direct translations of Engineering terms into Indonesian can be problematic.
- e) To learn their culture as well, e.g., work ethics.

*“Most foreign countries usually have more advanced technology in agriculture and animal husbandry, even 20 years ahead. With our English mastery, we can access their journals and reports in effort to broaden our knowledge”*

#### What is the most important skill? The answer is in the order of importance

All skills are expected to be equally developed (All employers)

*“Ideally the four English skills should be possessed by the students. But if you ask me which one turn up to be the most and the least here, the most is the reading and after reading, writing is very important, and then, speaking and listening”*

#### Did ED UMM equip the graduates with the English courses needed for teaching?

- a) Some aspects are good (e.g., ESP book writing designed by the LC) but teaching skills is not yet as it is expected. LC should focus more on the results or the outcomes of students' English learning (This is one of the indicator whether or not the LC teaching staff possess the teaching skills necessary and whether or not these have been sufficiently provided by the ED UMM.
- b) “On one hand, we do need to recruit the best and qualified ESP teachers, on the other hand, we also need to equip ED graduates with some trainings” and the LC remains appropriate teaching training centre for the ED fresh graduates and this is called “The best from the worst”

c) No complaint

*“There is no complaint from our students about the performance of ESP teachers from LC. I assume that our students do enjoy ESP classes. I admit that we have never supervised ESP classroom activities. We just observe students’ scores and never conduct any written feedback. I think it is a good idea to do so. Ideally, ESP courses are to be taught by lecturers from Faculty of Medical Science. Our lecturers teach the content and LC teaching staff handle the language. There must be collaboration as the number of specific medical terminologies that we sometimes fail to translate is abundant”*

d). Some parts yes, some part no...

*I think the ED UMM, really prepare the graduates here with the teaching skills. This can be seen from the course offered by the department such as the teaching and learning strategies, teaching methodology, language testing etc. These kinds of skills are to equip the graduates especially the one who take the teaching career. I think the department really endorses or supports if students really want to be a teacher*

*OK, right I get the point. This is a problem. All the teaching staff here are from the English Departments so as far as the content of teaching is concern, the material I mean, of course the materials are beyond their discipline. They did not receive the materials during their study at the English Departments. The only things they receive at ED are of course the English teaching something connected to English and also some methods of teaching related to how to teach English as a foreign language. So the teaching staff probably get some difficulties in trying to understand ESP itself. For example teaching English connected to agriculture. All the contents are about the agriculture. As a matter of fact, the teachers are from English department so sometimes the problems happen to the lack of understanding of the content. But in term of teaching methodology I think there is no problem. If some of them complain about the content difficulties I agree with them and I realize there is a problem on that.*

### **The employer’s advices for the program improvement**

- a) For students to attend more professional Private English course to have more English exposures.
- b) No detail investigation or systematic study or survey to obtain the overall picture of the students’ English learning outcomes after the ESP program is completed.
- c) ESP is considered dilemma on one hand students are forced to master English, while at the same time students have to focus on their own major.
- d) Not all students are motivated to improve their English proficiency level.

- e) Group discussion/ study club/ conversation club/ English club is a good way to continually develop and improve English competence after the ESP completion
- f) The collaborative ESP teaching: ESP technical terminologies should be the jobs of the engineering lecturers not the LC staff because the meaning is more on the engineering concepts which cannot be directly translated into Indonesians.
- g) Upon recruiting the LC teaching staff, the team ought to consider not only teaching qualification but also teachers' positive personalities which affect the teaching process. (This is also difficult to be interpreted in the real classroom interaction due to infrequent workshop on this aspect).
- h) Student-teacher's knowledge exchange. Teachers and students could discuss certain topics related to psychology. In this case teachers will learn
- i) LC should not hire contracted ESP teaching staff but permanent ones. I am aware that during the recruitment procedure, the candidates are committed to be ready to teach any department and to learn the particular study discipline. However, the availability of trained and experienced ESP teachers in LC is not lasting. Teachers in LC by design come and go.
- j) Assessment should match with the program.
- k) Should recruit permanent staff or staff should have longer contract.
- l) Additional time for ESP
- m) Improving the micro teaching program at the Faculty of Education UMM
  
- n) Doing the classroom observation

## Interview Analysis of the Employers

(Continuation)

<b><i>The English Learning Goals</i></b>	<b><i>Teaching Capacity includes (teaching methods, teaching materials, Feedbacks and assessment, time management)</i></b>	<b><i>The ESP Program Suggestions</i></b>
<p>Basically we find it necessary to help students improve their academic quality especially by accessing references/books written in English. However, this does not mean that references/books written in Bahasa Indonesia are low quality. As we offer overseas programs and English is an international language, students' English proficiency is of our concern (AN)</p> <p>All language skills are really important. However, the most urgently required are reading skills (for the purpose of reading references). For expressing ideas to other people, our students have to be trained in their speaking skills. Sometimes our students are also required to write a letter or communicate in a written form. In other words, the four English skills should not be partially trained but well-integrated. In the Faculty of psychology, the focus of teaching English should be on reading references and journals for the purpose of conducting theoretical analysis. Not only are our alumni required to be proficient in reading and comprehending journals, they are also need exposure to various texts (YS)</p>	<p>E: ESP books/modules designed by LC are good; however, referring to the teaching, we say "Best from the Worst". In managing a university, we should not just consider and view it from one perspective but rather in an integrated way. On one hand, we do need to recruit the best and qualified ESP teachers; on the other hand, we also need to equip English Department graduates with training. Let me say this is not that crucial as English is not only learnt in ESP classes, but students in my Faculty could also attend professional English courses (AN)</p> <p>All the teaching staff here are from the English Department so as far as the content of teaching is concerned, the material I mean, of course the materials are beyond their discipline. They did not receive the materials during their study at the English Department. The only things they received at ED are of course about English teaching... something connected to English and also some methods of teaching related to how to teach English as a foreign language. So the teaching staff probably get into some difficulties in trying to understand ESP itself. For example teaching English connected to agriculture. All the content is about agriculture. As a matter of fact, the teachers are from the English department so sometimes the problems are about a lack of</p>	<p>I think the workshops are still affordable and the results are very fruitful for better teaching and learning for our staff. So the workshops here could be about the magazine writing, and also about book writing and also be ESP teaching, the methodology for example, I think we will need to spend a lot but the results would be very-very beneficial for strengthening the body of knowledge for the lecturers and the teaching methodology for the LC staff (M)</p> <p>.</p> <p>We can advise the ED at least to do so. It is about equipping students in the course which is related to the teaching and learning, and also to have an intensive practice of micro teaching. Micro teaching is very important. Up to now the micro teaching has only two credits and only two hours per week for practice teaching. Only 100 minutes in a week. Two hours for 25 students in one class so this is my first suggestion.</p>

<p>We are now in collaboration with Malaysia, and in the near future we are signing an MoU with U.K.; however, we need to prepare to do our best in terms of English proficiency before running the collaboration. We are also in collaboration with some universities in Australia (one of which is Flinders University). As we offer overseas programs and English is an international language, students' English proficiency is of our concern (AN)</p> <p>In the companies or schools where our students might work someday they will be required to communicate in English. Quite a number of our alumni currently work in foreign companies. English is the tool to communicate in the workplace. Yes, ninety-nine percent of job opportunities require this. The prospective employees are required to be proficient in English, either passive or active. Most notably companies and institutions require applicants to have high level of English proficiency (YS).</p> <p>Learning a language means learning a culture as well. It is really enlightening when students read texts from other countries written in English and study their work performances, and working principles (LZ).</p>	<p>understanding of the content. But in term of teaching methodology I think there is no problem. If some of them complain about the content difficulties I agree with them and I realize there is a problem about that (M)</p> <p>Not only is English used for that purpose, but there are three points to highlight, English reading skills, English conversation skills, and English writing skills. We do expect that the ESP classes specifically focus on these three areas. I personally do not give any specific suggestion as I have not conducted any detailed investigation, research, and polling related to English classes. However, I recommend that it is wise to focus more on output or the results of students' learning in English classes (AN)</p> <p>All language skills are really important.... For expressing ideas to other people, our students have to be trained with their speaking skills. Sometimes our students are also required to write a letter or communicate in a written form. In other words, the four English skills should not be partially trained but well-integrated (YS)</p> <p>I am aware that it is the most crucial challenge in teaching ESP, especially when the ESP teachers have no background in Psychology. They might fail to recognize some technical terminology in Psychology. The ideal condition is when ESP teachers are those with a background in Psychology and are highly-proficient in English. Students could get the most out of them actually. We have tried to assign our Psychology lecturers to teach ESP. However, this was ineffective as the number of Psychology lecturers never sufficed to cover all ESP classes. However,</p>	<p>We have to make the micro teaching here more effective not just give the students one or two teaching practices, but before they are teaching in the school for example, they have to practice in the classroom with their friend - that is trying to intensify the ways of teaching. Because of my observations in classroom, we often find the graduates of ED still weak in demonstrating different methods of teaching. I think this is because of the lack of practice. Number two, this is about the students themselves. Of course, what we are teaching is English so English competencies is very-very important and then, the way how to improve the English competencies is not only in the department. In other words, the students should not rely on the department; they also have to make their English competencies better outside the campus (M)</p> <p>This is the problem; let me tell you in a little detail. You know the recruitment system at LC is following the contract term, every two years we have to renew the contract. According to the policy made by the president of this university, we have to recruit the fresh graduates (M)</p> <p>/ think TOEFL is one of requirements to pursue higher education level, and</p>
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	<p>there is apparently no more requests from LC. I hope LC will offer more opportunity for our Psychology lecturers to teach ESP (YS)</p> <p>What I mean is this, some of the ESP teachers are not from LC but are from the departments. You know some of them finished studying from overseas. So their English competency is good, that is not questionable so they deserve to share the body of knowledge together with their students. I think later the final outcome or the final effort should be like this. The ESP is not given by ED graduates, but by the lecturers from the departments (M, DLC).</p>	<p>TOEIC is usually required in job recruitment process. In my opinion, it is a great idea if UMM collaborates with an institution officially administering TOEIC. (Puji: The process and evaluation should match). Students' English mastery is not only reflected by their knowledge on English literatures and structures, but their fluency in using English as a medium of spoken communication as well. Students are also to be capable of writing an application letter or any simple writing like LZ)</p>
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## Appendix 6

### Analysis of Teachers Observations and Interviews

The information about teachers and teaching behaviour were collected through: Classroom Observation and Post Classroom Observation Interviews.

*The classroom observations were conducted twice for each teacher. In total there were 32 classroom observations with 16 teachers. From the classroom field notes, initial categories were found as follow:*

#### **In Reading Classes:**

1. Teachers' responses to students' tasks (submitted to teachers for the correction at home Vs. discussed in the class).
2. Task instruction was not explained step by step lead to students' confusions.
3. Medium of instruction was mix between Bahasa Indonesia and English.
4. Some taught General English and some taught ESP
5. Teachers use variety of teaching methods: presentation and translation are frequently used. Many teachers taught reading subject by translating the texts.
6. Teachers assumed that all students understood what she/he explained even though only a few of motivated students are active to participate. When only few good students were able to answer teachers' questions, Teachers generalises that all students have understood the subjects.
7. Students' attendance is more important than students' understanding.
8. Mistakes is directly corrected, corrected later, or not corrected at all.
9. Big size of class ---- Time management: Good Vs. bad time management.
10. Teacher gave more theoretical stuff than practical ones.

11. Teachers did not seem solve the problems confidentially when students got variety of answer.
12. Teachers focused on Knowledge of the language (e.g., what is modal? What is auxiliaries? What is subject? What is predicate, and what is object? Etc.....
13. Teacher doesn't seem to know what to do in classroom teaching.

**In Speaking Classes:**

14. Teachers assumed that all students were able of describing computer/Microsoft symbols. Therefore simple symbols are not allowed. Students should select unusual symbols instead.
15. Only a few teachers are able to create conducive atmosphere.
16. Teacher seemed to tolerate the students' inappropriate behaviours.
17. Teacher doesn't seem to provide the answer to the students' question of the particular terms

**In Listening Classes:**

18. Teacher needed to learn to distribute their attention to all students especially in very big class.
19. Teacher plays very long conversation on the recording without breaking down into segment.
20. Teacher did not give students any handouts in the listening class.
21. Teacher stops the recording while students want more.
22. Some teachers mispronounced their English words or expressions.

**In All Classes (Reading, Speaking, and Listening)**

24. Only few teachers integrate more than one skill when teaching. Many seem only focusing on one skill.
25. Teacher doesn't take any strategy for the silent ones.
26. Motivating students is the hardest skill that teacher need to learn.
27. No sufficient pacing of explanation

28. A few teachers force students to participate in class.
29. Some teachers gave Inconsistency instructions.
30. Teacher rarely gave feedback to students' works and tasks.
31. Threatening situation with some nasty remarks used by students. Teacher doesn't seem to remind or to control the situation.
32. Teachers seemed powerless with students' misbehaviour; Teachers felt worry if students left their class because of their strict discipline
33. No systematic teaching presentation

From the classroom observations the initial categories were then compressed into a smaller numbers of categories as described below:

<b>Teaching Strategy</b>	<b>Time management</b>	<b>Assessment &amp; Feedback</b>	<b>Teaching material selection strategy</b>	<b>English competence</b>	<b>Classroom management</b>
<p>Teachers employ different teaching techniques from games, speaking presentation, translation, QA.</p> <p>Unsystematic teaching presentation.</p> <p>Many teachers teach reading by translating the texts.</p> <p>Teachers play very long conversation on the recording without breaking down into segment (Listening course).</p>	<p>Big size of speaking class. Only few students have chances to speaking presentation.</p> <p>Teachers do not seem to know what to do in classroom teaching with the given 90 minutes.</p> <p>Sufficient pacing strategy</p> <p>Teachers late attendance to class meetings</p>	<p>Teachers do not seem to solve the problem confidentially when students got variety of answers.</p> <p>Teachers generalised that all students have understood from looking at a few motivated students' answers.</p> <p>.Teachers rarely gave feedback to students' works and tasks.</p> <p>Teachers stop the recordings while students want more.</p> <p>Teachers respond to students' tasks (submitted to</p>	<p>Teaching general English Vs ESP.</p> <p>Teachers gave more theoretical stuff than practical ones.</p> <p>Focusing on the knowledge of language.</p>	<p>Some teachers mispronounced their English words and expressions.</p> <p>Some teachers gave inconsistency task instruction.</p> <p>Teacher did not seem to provide an answer to the students' question of particular terms</p> <p>Teachers used the mix between Indonesian and English.</p>	<p>Teachers seemed powerless with students' misbehaviour (yelling, etc).</p> <p>Teachers seemed to tolerate inappropriate behaviours.</p> <p>Teachers did not give equal attention to all students especially in big classes.</p> <p>Motivating students is the hardest skill that teachers need to learn.</p> <p>Threatening situation with some nasty remarks used by students. Teacher did not seem to remind or control the situation.</p>

<p>Teacher did not give any handouts in the listening class.</p> <p>Teachers stop the recordings while students want more.</p> <p>Only few teachers integrate English skills when teaching.</p> <p>Teacher doesn't take any strategy for the silent ones (All) A few teachers encourage students to participate in class.</p> <p>Teachers assumed that all students are capable of describing computer symbols. Therefore, common</p>		<p>teacher for correction Vs discussed in class meeting)</p> <p>Teachers used the mix medium of instruction and discussion between Bahasa Indonesia and English.</p> <p>Some teachers corrected, some corrected mistakes later, and some not corrected mistakes at all</p> <p>Teachers respond to students' tasks (submitted to teacher for correction Vs discussed in class meeting) Teachers rarely gave feedback to students' works and tasks</p>			
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symbol should be avoided (Speaking Course) Only few teachers are able to create conducive atmosphere					
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*In addition to teaching observations (the ways teachers delivered the ESP subjects), students' attitudes to the subject were also observed and written in the field notes. These were observed in three different ESP courses-Reading, Speaking, and Listening.*

1. Students' responses to teachers' question together (group's answer Vs. individual answer)
2. Class is so noisy, too much socialization, students pay no attention to teachers' presentation and explanations
3. Students' late to class
4. Students laugh at other students' mistakes
5. Many students did not seem to see any relevance of English learning and their future life; they didn't seem interested of learning it or perhaps teachers' ways of teaching is boring according to them.
6. Students had difficulties in discussion, answering the questions, and to give English presentations even at the level of general English
7. Students seem to have more difficulties speaking related to ESP than general English.
8. Students busy themselves and when they turn to speak they are not fluent, shy and little eye-contact.
9. Some students looked uninterested in the lesson
10. Students answer the teacher's questions by yelling
11. Many looked uninterested to the ESP subjects

12. During the discussion time the class is quiet

13. Students' presentation of the project: Brave, power point, ideas are not problem; Language is a problem with specific terms related to their study. However students are able to convey their message with the help of teacher, translation in Bahasa Indonesia, and the power point.

14. Some students don't seem to want to participate

15. Large class sizes particularly for listening course.

From observing student behaviours, the categories fall into two:

- a. Students' attitudes
- b. Students' ability in English

Students' attitudes toward English Lesson	Students' Ability in English
<p>Students paid no attention to the teachers' presentation and explanation</p> <p>Class is noisy because many like to talk to others and there is too much socialization</p> <p>Students' late attendance to the class</p> <p>Students laugh at other students' mistakes</p> <p>Some students answer the teacher's question by yelling</p> <p>During the discussion time some classes were so quite. In some classes some students discuss and some other socialised</p>	<p>Students got difficulties in discussions, when answering the questions, and in English presentations even in the level of general English.</p> <p>Students seemed to get more difficulties to have speaking presentation related to ESP than general English.</p> <p>Students busy themselves but when it is their turned to speak, they were not fluent and shy and less eye-contact.</p> <p>Some students did not want to participate even though teacher pointed to them. However, some students initiated and took active participation.</p> <p>In speaking class presentation, when using Power point they are brave, and ideas were not a problem; but language is a problem especially with specific terms related to their study. However, students are able to convey the message with the help of their teacher, translation in Bahasa Indonesia, and the Power point.</p>

Post Classroom Observations Interview questions were divided into two parts:

- a. Related to classroom observation in order to clarify what is going on in the classroom: Do they relate to the English learning needs of the LC teaching staff?
  - b. LC teaching staff opinions on their teaching goals and the program improvement.
- a. From Interview with 15 teachers were found that:  
(Note not all the teachers' transcription were included on the table due to the space limitation)

<b>ESP Delivery skills (teaching methods, teaching materials, Feedbacks and assessment, time management)</b>	<b>English competence</b>	<b>Classroom management</b>
<p>Teacher utilised different strategy of teaching reading e.g., reading aloud, vocabulary building, translating the text, jigsaw (FM) discussion and group assignment, (SI, HDK), Games were utilised to increase students' motivation and interest in in speaking.(IBW) Giving all students chances to have presentation even though she need to provide extra time.(KNW)</p> <p>Listening, drilling, and speaking practice were employed since teacher believed that those two skills (List and speaking) were interconnected. (HA)</p> <p>Teacher utilized her own voices and it's quite easier for students to understand compare to the recordings with English speaking people's voices. (HA)</p> <p>Direct correction was avoided since it might discourage students to speak and making mistakes.(IBW)</p> <p>Teacher had the tendency to do grammatical check even with insignificant mistakes. Grammatical correction is not the main priority, in fact. However, I still want to remind them to let them know what is wrong about that. (TA)</p>	<p>Teacher mix Indonesian-English. Many of students' English proficiencies are moderate or below so translating into Indonesian are necessary to enhance students' comprehension. (AKD)</p> <p>The teacher used mix medium of instruction since the students were non-ED students and were still freshmen so it was dealing with their level of English comprehension. (THS)</p> <p>Teacher used mixed medium of instruction due to several reasons: Student-teacher agreement. To avoid students' misunderstanding on the instruction.(IBW, SI)</p> <p>The use of Bahasa Indonesia in the class was because students kept asking for confirmation whether the messages and the instruction that teacher gave accord with them. (HDK)</p>	<p>Teacher had no problem dealing with ED students. However, teaching non ED students need extra patience (unpunctual and rely on teachers much), and the problem of handling a large class. (FM)</p> <p>Handling students is a crucial issue. It requires extra efforts especially coping with troublemakers in class and how to keep them "under controlled". Failure to handle troublemakers means failure to handle the class. (IBW)</p> <p>Not all students have similar motivation and interest to learn English. And have no basic English at all. (SI)</p> <p>Teacher faced difficulties dealing with low motivated students. (HDK)</p> <p>The difficulty was mostly about how</p>

<p>Teacher took a role as full facilitator in speaking class because she taught high proficient and motivated ED students.(KNW/SI, HDK)</p> <p>Before answering the reading comprehension question teacher asked the students to mention their names and students' number due to cultural reason. The students are reluctant to be active in class without any trigger/point recognition. That the point recognitions and students' understanding of the subject were like two-sided coins. By giving point recognition for those who were active will build good habit of subject (THS)</p> <p>Teaching listening by integrating it with other skills was considered different from SHS teacher's way of teaching English. (HA)</p> <p>Teacher did not give handouts to the students to avoid students from being cheating and dependent. But student were given extra time to read from the slides.(HA)</p> <p>Games and technique variations for teaching writing, speaking, and listening are more available. But for reading, I always get stuck to design games while at the same time many students think that reading is boring so I keep myself busy with think of how I should make it. (TA)</p> <p>Teachers wanted students to select more complicated task for their speaking activities and considered these as challenging and interesting and students will learn meaningful materials.(IBW)</p> <p>Teacher gave that one week preparation for speaking presentation was considered enough. Therefore, instead</p>	<p>Teacher even mixed Javanese, Indonesian and English in the class activities. The mother tongue was used to show the friendliness and avoid them from feeling hesitate to ask questions to teachers (Avoid them to keep a distance). (TA)</p> <p>Teacher didn't really limit their discussion in English, as long as they understand. They can use Bahasa Indonesia as well. But when they need to ask me questions, I always encourage them to try saying in English. But it turned out that they found it difficult. (TA)</p> <p>Presentation on ESP reading was in Bahasa Indonesia because if it should be conducted in English, students only re-read the sentences just like reading aloud, not on their comprehension. (THS)</p> <p>The use of translation techniques and strategy in teaching reading and the use of mix medium instruction (Indonesian was very dominant) were also based on the NA done by the teacher informally. No systematic ways of NA was employed. (FBS)</p> <p>Teacher mixed Indonesian and English because Some of them have higher motivation to learn English but half of them also do not know about the meanings. If I use full English, they will get lost the instructions. (OR)</p>	<p>to motivate them. Mostly they think that they don't have to learn English because probably they can work without learn English, they can work in this country not in English country so motivation is the core hard one. So if you can make their motivation or they are motivated so it is easy to teach them. (THS)</p> <p>The number of jobs with its strict schedule that should be completed almost had overlapped due dates overwhelmed teacher and It influenced their focus on teaching and affected them to do the best in teaching. (FBS)</p> <p>Teacher believed that Teachers had no difficulties handling the class and dealing with students' behaviour but... now he admitted that some students were very naughty and misbehaved in his class.(contradictive statement from FBS)</p> <p>The teacher had various difficulties because different classes had different types of students such as the level of motivation, different level of ability, etc. (LR)</p> <p>The biggest difficulty was dealing with the whole class' (not) only individual low motivations. They in a group usually try to find the possibilities or</p>
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<p>of making outline, students read a text they have prepared for speaking presentation made speaking teacher mad. (SI, HDK)</p> <p>The theory or the concept of main ideas was introduced in order to avoid confusion when students doing the given tasks.(AKD, HA,FBS)</p> <p>General English is the basic competence students should possess before ESP. (AKD, IBW, KNW, TA,FBS, HA, OR)</p> <p>ESP books offer too complex materials for beginners. (AKD)</p> <p>Teacher gave somewhat high reading skill such as critical reading, extensive reading, reading material presentation with the ESP text selected by other group of students, etc.(ZE)</p> <p>The teaching skills have been provided by the ED and considered helpful but finding out English teaching materials accordance with students' majors was troublesome</p> <p>In the case of ESP, I admit that I still need to learn and explore more as I do not have necessary background on teaching ESP. It requires teachers to ask and browse a number of specific terminologies. (IBW)</p>	<p>Teacher did speak English on purpose. At least when I speak English, they will listen, that's my purpose. When they want in Bahasa Indonesia, I said: try to speak in English. Mixing language is OK. My purpose is I want to familiarise by listening to my speaking, hopefully they will get a model from that.(RR)</p>	<p>the reasons not to come to the class meetings or perhaps this due to a bad coordination or communication problem between the students, teachers, and department.(OR)</p> <p>Teacher had difficulties dealing with very heterogeneous students' ability. (RR)</p> <p>The other difficulty was that students did not show their interest and motivation of learning English. They don't speak even a word. They are afraid of English and they did not have sufficient vocabularies. (RR)</p> <p>Teacher perceived that students' misbehaviour (talking, walking around) because they did not understand the lesson.(FM)</p> <p>Teacher thought that being noisy in the class showed that students were being attracted in the class activities e.g., making dialogue, practice conversations, and discussion.(HA)</p>
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b. LC staff opinions of Program improvement

<b><i>The Goals of Teaching English</i></b>	<b><i>The Role OF ED UMM</i></b>	<b><i>Program Suggestions</i></b>
<p>For non- English Dept. students communication is the first but ESP is specifically design to equip students to be able to read something related to their majors. (AKD, HDK, LR)</p> <p>Improve students' proficiency level for successful TOEFL test since this is related to students' academic life e.g., reading English references based on their study discipline.(FM) Higher TOEFL test will help them to get better jobs.(TA)</p> <p>The goal of speaking class is to encourage students to produce English utterances no matter what level they are to reach. English lessons are designed to prepare them living and compete in globalization era. In addition to English mastery is a way to master science and technology. (IBW)</p> <p>To equip students to read the English references of Medical sciences.(SI) different types of English materials including journal but to be able to read journal it</p>	<p>ED UMM has equipped students with teaching and English skills but not with the skills and materials related to ESP. (AKD, HDK)</p> <p>ED trained its students to teach either for junior or senior high school students not focus on teaching ESP. Teachers at LC need to develop in terms of ESP and best practices in teaching ESP.(FM, THS)</p> <p>English Department students are supposed to be trained in LC in order to be skilful in teaching and handling ESP students. This typical skill is different from what English Department students get during their teaching practice in junior and senior high schools (internship program), which merely requires them to teach general English. They have less background for handing university students. In English Department, there is actually an ESP course. However, it only covers some theories, philosophy, design, and ESP teaching strategies, without training practical skills. (IBW)</p> <p>ED has equipped the teaching skills that the graduates need for their professional life but not the ESP teaching. But it depends on us to develop our performance because when were studying we did not get enough. The point is that once we engage in</p>	<p>The Pre-TOEFL test should be used to group students based on their level of proficiencies so it will minimize the heterogeneous class.(IBW)</p> <p>Monthly evaluation should be conducted on teachers teaching. And more times to share thoughts and strategies. (SI)</p> <p>As far as I can tell, LC syllabus is still way too general so it is hard to apply it for each department equally. I suggest constructing lesson plans for, at least, each faculty. I have rechecked the syllabus and I am sure that it is still general. (HDK)</p> <p>LC needed to develop some kind of curriculum and syllabus(FBS)</p> <p>Suggestion for the program improvement: LC should have some kind of documented syllabus from topic to the optional materials and handouts, bank of activities for each department that teacher can consult and use, modify, or change depending on the classroom situations. (HA)</p>

<p>took a while and should be pushed gently. (THS)</p> <p>The aim of teaching ESP for the students is to equip them for job preparation. There have been many literatures written in English. So when they do not understand the Basic English, it will be impossible for them to be able to read the literatures.(HDK)</p> <p>Thesis defence presentation using English at a particular department in UMM is a plus value. (TA)</p> <p>The goal of learning English is to equip students with communication skills useful for students' walking life.(FBS)</p> <p>Teacher tried to put the first layer of English learning goal was students know and love English first and if they could apply it, it's a bonus for the teacher. And actually is bonus for them too. The second layer or after they love and learn the basic English, they need to explore more for the purpose of job market competition, scholarship etc. (HA)</p> <p>The goal of learning is to love English first and was expected to</p>	<p>professional teaching we have to develop ourselves and always keep on learning. (SI, HDK, TA)</p> <p>ED UMM has facilitated with theoretical and practical knowledge, trained students to have good behaviour but not the SLA stuff which was considered important for people who were going to teach the second language.(FBS)</p> <p>ED has equipped its graduates to be able to execute the jobs of teaching when they graduated. But not for the ESP teaching skill but There is always the first time in everything so it's quite hard at the first. And it's quite normal that the first time was adjustment time but when teacher wanted to learn more and modify what she/he got already, the skills were acquired. (HA)</p> <p>The ED UMM had provided its graduates with teaching skill. And when teaching ESP, graduates could take advantages of strategies and techniques to deal with ESP subject. And dealing with particular terminologies, teacher was not the only person who know everything so sharing things with the students is another way to improve the knowledge (LR)</p> <p>There was a new subject offered at ED dealing with ESP that is TVE (Teaching Vocational English) but ED students had to read and learn it by themselves since</p>	
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<p>have willingness to continue English learning when they have finished the two semester ESP program. (OR) English was badly needed when students to be able accepted in job world as well as for scholarship purposes. However at the meantime it's really challenging since even at the level of general English students were still juggling. (OR)</p> <p>Teacher expected students to be able to understand English related to their majors e.g., some terminologies and confidently speak English.(RR) Long term: To equip students with some skills necessary for job.(RR)</p> <p>English took very crucial roles for students' careers They are dealing with the foreigners or embassy. The other goal of learning English was to equip students with the skills necessary for reading English journals and articles. and all those stuff.(ZE)</p>	<p>teacher only gave the soft file materials and introduced them on the surface level. (OR)</p> <p>ED UMM had equipped graduates with necessary teaching skills and language skills for teaching but not with the ESP teaching skills. Teacher is a bit disoriented to deal with students who learn ESP. (RN: Therefore as I found in the classroom observations, teachers pulled back into teaching general English). (RR)</p> <p>Honestly no. Actually I have a lot of experiences in language teaching when I joined TBI, over there me along with my four friends had a kind of practices and trainings how to be a good teachers. I had experiences how to compose the lesson plan how to use games and fillers. Basically I gain a lot of experiences when I graduated from university.(ZE)</p>	
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## Appendix 7

### Analysis of Students Focus Group Discussion

<b><i>The English Learning Goals</i></b>	<b><i>Teaching Capacity includes (teaching methods, teaching materials, Feedbacks and assessment, time management)</i></b>	<b><i>The ESP Program Suggestions</i></b>
<p>No, I don't feel pressured. I'm happy with the ESP program. Before I come to UMM, my English is not that good, but after learning it for one semester my English is better than before (NV)</p> <p>I want to work for United States Peace keeping scheme. My brother told me that in the next five years the military needs personnel who both possess English and computer skills (YD).</p> <p>Of course, I have goals for ESP here. I want to develop myself and increase my skills in speaking. I want speak like a native speaker. And with that skill I can go around the world. I want to get a scholarship to the Julliard School in New York. I am really obsessed with the Julliard School in New York. It's like a school of Music. So that's my goals (AM)</p> <p>Especially for ESP, all lecturers ask us to get the best score but they don't show us how to be able to use English for the future. I want ESP to teach us the trick (strategy) of listening, speaking, and writing because for me English is important for my future, like the TOEFL test, to make questions and to answer the questions because I want to</p>	<p>In my opinion, students think that in the ESP program the material is almost the same as those used in the English Department. Some of them seem to think. "What is different between ESP and general in our class?" (TW)</p> <p>From the way she teaches me the listening subject, she just distributed the hand outs, played the cassette, that's it!! And the teacher didn't tell us that we should be prepared before listening to the recording to activate our brains (TK).</p> <p>I have a problem with listening since in the class we are just given a paper, listen to the recording, and the teacher corrected it, that's all. No particular technique and strategy was introduced so that we could listen effectively. We just do the same exercise everyday (NV).</p> <p>Yeah..yeah, in the speaking class presentation I guess the presenters should know what to say and how to present so we need to do some preparation. For example, preparing at home so during the class presentation we just present the main points. Others just read from the ESP book, they don't speak and they don't understand what they are talking about either. It looked like they were speaking but really they were just reading and not understanding at all. And when there is a question and answer session and I</p>	<p>I think I need three years for English learning. And the content of we are learning should be content about our major - like how to be an entrepreneur, but in English I think. It will be a good strategy for increasing our English proficiency (AZ).</p> <p>Teaching subject (major) at the department, teachers or the lecturers should use English so it doesn't stop only at the ESP but management teachers or lecturers can continue using English (AZ)</p> <p>Actually when we want to study English, we need to practice a lot. But what I find is we learn English at school but at home we watch Korean movies so we don't get much from what we learnt, so our teachers need to build an atmosphere of English learning independently. When you want to be able to speak or to practice your speaking outside of the class, you need some tactics and strategies of how to deal with that (RN)</p>

<p>know the trick for doing that (TP).</p> <p>Of course I have goals for ESP here. I want develop myself and increase my skills in speaking. I want to speak like a native speaker. And with that skill I can go around the world (AM).</p>	<p>asked questions, the presenters couldn't answer at all. The teacher was also silent, and didn't help to clarify, so the class is just dumb (AM).</p> <p>The film is about me and ESP. What is ESP in my perspective and how does it influence my life? And then in the speaking class I was asked to construct some sentences. And I don't know how to arrange words into sentences (GG).</p> <p>For me myself, I like reading but the reading teacher only gave us the tasks from the ESP books or text-book based tasks. Some sentences are translated and some are just read but not translated. So some of us got puzzled since we missed the link between paragraph one (translated) and paragraph two (not translated) (RN).</p> <p>In my class the teachers seem to lack creativity even though I know that they have made a very great effort. Perhaps teachers need to improve their creative capacity (ES).</p> <p>For me I think the staff of LC are good but sometimes they mix Indonesian and English in the class. For me if they are teaching us they should speak English so this can support us to speak English well. Do not mix Indonesian and English. Sometimes Indonesian gets the big portion compared to English. So they use Bahasa Indonesia, and do not teach in English (OC)</p> <p>My suggestion is, please do check our exercises and give us feedback as we are eager to know what are our weaknesses and how may we improve. There are so many students who really want the real English,</p>	<p>(The problem) is the very big classes. And the second problem is related to the first problem about the ESP class mostly being held as outside classes. I mean at the Gazebo! I think it's not effective for the ESP class because sometimes when we have outdoor classes, some students are looking at something else (RM)</p> <p>They (high proficient students) want to grow and to develop themselves in the ESP class - they don't just want to be with their friends, they want to grow themselves [laughter] Actually it's not about selfishness, but I see that such students have high motivation and want to focus (AM)</p> <p>If we get paired with students who are not good at speaking English, I think it's difficult. These students only think about themselves. It's not about the selfishness, but I want to be with those students who have high levels of motivation and focus because English is not our native tongue and not our mother language so I think it is better to be with someone who already has good English (AM)</p> <p>Another participant observed that in mixed ability classes, less competent students just kept silent and said nothing whilst the teachers tended to only interact in English with the more capable students. When interactions</p>
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	don't just give us exercises and then... goodbye (RN)	<p>did occur, the more proficient students appeared to dominate the conversation.</p> <p>Yeah..yeah.. for example, if I'm a low proficiency student and I'm in the same class with highly proficient friends those friends just talk to each other in English and they also talk with teachers in English and I don't understand what they are talking about, I'll be left far behind them (RN)</p> <p>I love speaking and listening, but it would be really nice if LC gave us native speakers so we can talk with them so that we can get used to speaking English and reach our goals (AM).</p>
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## Appendix 8

### Comparison and Contrast the Three Stakeholders

	<b>Employers' Perspectives (Interview)</b>
<b>a.</b>	<b>The English learning needs</b> <ol style="list-style-type: none"><li>1. Reading English Publication</li><li>2. International Collaboration</li><li>3. Employment Opportunities</li><li>4. Understanding English Cultures</li></ol>
<b>b.</b>	<b>Teachers' Capacity Improvements</b> <ol style="list-style-type: none"><li>1. Developing Teaching Quality</li><li>2. Knowledge of ESP Teaching</li><li>3. Learning Outcomes</li><li>4. Integrative and collaborative teaching</li><li>5. More time for micro teaching and classroom observation</li><li>6. Skills to create appropriate teaching materials.</li></ol>
<b>c.</b>	<b>Program Improvements</b> <ol style="list-style-type: none"><li>1. The Contract System at the LC</li><li>2. Assessment match with the instructions</li><li>3. Recruiting system leading to permanent staff not contract teachers</li><li>4. Time management for ESP considering students' workload</li><li>5. Program Continuation after ESP</li></ol>

No	<p style="text-align: center;"><b>Teachers' Perspectives</b> <b>(Classroom Observation and Post Classroom Observation Interview)</b></p>
<b>A.</b>	<p><b>The English Learning needs of students.</b></p> <ol style="list-style-type: none"> <li>1. English related to students' majors</li> <li>2. Improve learning outcomes e.g., TOEFL Test, Thesis Defence</li> <li>3. Employment opportunities</li> <li>4. Communication</li> <li>5. Admission to Higher Education e.g., reading English references and books</li> <li>6. International collaboration</li> </ol>
<b>B1</b>	<p><b>Need the improvements of Teachers' Capacities</b></p> <ol style="list-style-type: none"> <li>1. Ability and skills to handle a large class (e.g., distributing equal attention to all students, assessment for a big class)</li> <li>2. Ability and skills of classroom management (e.g., handle low motivated students, disruptive behaviours, disinterested students)</li> <li>3. Ability and skills to handle mixed ability students</li> <li>4. Ability to develop ESP teaching materials (especially practical) that suit students' majors/discipline areas and level of proficiencies</li> <li>5. Ability to managing time (teaching workload, academic workload, and administrative workload, etc)</li> <li>6. Ability to select interesting teaching methods</li> <li>7. Ability to assess and give feedback to the students</li> </ol>
<b>B2</b>	<p><b>Need the development of English Teacher language Proficiency</b></p> <ol style="list-style-type: none"> <li>8. Ability to explain English terminologies,</li> <li>9. Ability to articulate English instruction clearly</li> <li>10. Ability to communicate in English</li> </ol>
<b>C</b>	<p><b>Need to review the ESP policy</b> Need to review the ESP teaching. ESP should be met students and other stakeholders' expectations.</p> <p>Due to the students level of proficiency, they are not ready yet with the ESP even with the General English, students still face difficulties</p> <p>The Pre-TOEFL test should be used to group students based on their level of proficiencies so it will minimize the heterogeneous class.(IBW)</p> <p>Monthly evaluation should be conducted on teachers teaching. And more times to share thoughts and strategies. (SI)</p>

As far as I can tell, LC syllabus is still way too general so it is hard to apply it for each department equally. I suggest constructing lesson plans for, at least, each faculty. I have rechecked the syllabus and I am sure that it is still general. (HDK)

LC needed to develop some kind of curriculum and syllabus(FBS)

Suggestion for the program improvement: LC should have some kind of documented syllabus from topic to the optional materials and handouts, bank of activities for each department that teacher can consult and use, modify, or change depending on the classroom situations. (HA)

No	Students' Perspectives (Focus Group Discussion)
<b>A.</b>	<p><b>The English Learning needs</b></p> <ol style="list-style-type: none"> <li>1. To be able to communicate in English.</li> <li>2. To give wider employment opportunities</li> <li>3. To collaborate Internationally</li> <li>4. To develop oneself in post university life</li> <li>5. To improve learning outcomes (e.g., TOEFL and IELTS)</li> <li>6. To read English publications</li> </ol>
<b>B</b>	<p><b>Needs the improvement of teaching capacities</b></p> <ol style="list-style-type: none"> <li>1. Selecting interesting teaching methods for listening, reading, and speaking</li> <li>2. Showing students the strategy for self- Independent learning.</li> <li>3. Having commitment to improving students' learning outcome (e.g., assessment and feedback)</li> <li>4. Having skills to motivate students</li> <li>5. Using English in classroom interaction</li> </ol>
<b>C</b>	<p><b>Needs to review the ESP policy for the program improvement</b></p> <ol style="list-style-type: none"> <li>1. The Duration and types of the program.</li> <li>2. Streaming classes based on English proficiency</li> <li>3. Smaller class size for English learning</li> <li>4. Native speaking teachers for ESP programs</li> </ol>

### Comparison and Contrast three Stakeholders (Continuation)

No	English Needs	Employers	Teachers	Students	Note
1.	English for Higher Education Admission (e.g. Reading English journals or books)	✓	✓	✓	
2.	English for International Collaboration	✓	✓	✓	
3.	English for Employment Opportunities	✓	✓	✓	
4.	English for Understanding the English Speaking Countries' Cultures	✓			
5.	English for Communication	✓	✓	✓	
6.	English for Improving Learning outcomes (e.g., TOEFL)	✓	✓	✓	
7.	Developing oneself post university life			✓	
	<b>Teaching Capacity Improvement</b>				
8.	Skills to teach ESP	✓	✓	✓	
9.	Collaborative teaching (Department teachers and LC teaching staff)	✓			
10.	Intensive micro teaching and classroom observation	✓	✓		
11.	Skills to create appropriate teaching materials	✓	✓	✓	
12.	Skills to provide assessment and feedback	✓	✓	✓	
13.	Skills to handle a large class		✓	✓	
14.	Time management skills	✓		✓	Contradict in a way with the employers

15.	Skill to handle mixed ability		✓	✓	
16.	Skills to classroom management (e.g., handle low motivated, disinterested, disruptive students)		✓	✓	
17.	Skills to select interesting and appropriate teaching methods		✓	✓	
18.	Developing English proficiency of the teachers		✓	✓	
19.	Skills to show student for self/independent learning			✓	
	ESP Program Improvement				
20.	Need to review ESP program		✓	✓	
21.	Skills to create wider chances and atmospheres for the maximum use of English			✓	
22.	Employment Conditions and Recruitments	✓			
23.	Follow up programs after ESP completion	✓		✓	

## Appendix 9

### Survey of Students

The information you provide when participating in this questionnaire is important to assist us to improve the ESP program offered by the Language Centre at UMM. Please note your participation is voluntarily, however, we do strongly encourage you to participate as we feel the information is vital to helping us. It should only take you only about 15 to complete.

- a. Please read the instruction carefully
- b. The information you provide will be anonymous
- c. You may tick, circle, or cross the letter that corresponds to your answer
- d. Please note for items No. 2, 3, 5, you may select more than one option
- e. Now please supply the following information
- f.

Department:.....

The province you come from:.....

Gender: Female/Male\*

Attending English course(s) before: Yes/ No \*

1. Do you feel that you still need to learn ESP (English for Specific Purposes)?
  - a. Yes
  - b. Not sure
  - c. No

If you answer "Yes", go to question No. 2 and 3

If you answer "No", go to question No. 4

2. If you think that you still need ESP, which skills listed below do you feel you most want to master?
  - a. General communication
  - b. Reading
  - c. Writing
  - d. Listening
  - e. Grammar
  - f. Vocabulary
  - g. Other (please list).....

Are there any comments that you would like to make about this issue?

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3. What are your personal goals for English language learning?
- a. gaining a prestigious job or position
  - b. Gaining a scholarship or placement in an overseas program
  - c. Being able to read English Journals and books
  - d. Being able to understand English people and their culture
  - e. Being able to do business with people from overseas
  - f. Improving my life opportunities e.g., travelling, using technology that requires/uses English Any other comments

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4. Do you have other priorities than learning ESP?
- a. Yes, (if so, please list what these are

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- b. .
- c. Not sure
- d. No

5. Which of the following do you think may help you to achieve your goals?
- a. Using interesting teaching methods
  - b. Using interesting materials
  - c. Providing continuous feedback
  - d. Providing follow-up English programs
  - e. Having smaller classes
  - f. Organising proficiency based classes

Other, Please list

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Thank you

## Appendix 10

### Survey Result

Background information: Place of origin

Province	Number of Respondents
East Java	186 (64.7%)
NTB	14 (4.9%)
East Kalimantan	13 (4.5%)
Central Java	9 (3.1%)
NTT	6 (2.1%)
West Java	5 (1.7%)
Jakarta	5 (1.7%)
South Kalimantan	5 (1.7%)
South Sulawesi	5 (1.7%)
Bali	4 (1.4%)
Kalimantan	3 (1.1%)
Banten	2 (0.7%)
Riau	2 (0.7%)
Central Kalimantan	2 (0.7%)
Maluku	2 (0.7%)
North Sulawesi	1 (0.3%)
Maluku	1 (0.3%)
Thailand	1 (0.3%)
No information	18 (6.3%)
Total	284

Background Information: Department

Department	Number of Respondents
Management	35 (12.32%)
Biology	23 (8.09%)
Communication Science	20 (7.04%)
Industrial	19 (6.69%)
International Relation	19 (6.69%)
English	15 (5.28%)
Accounting	14 (4.92%)
Mathematics	12 (4.22%)
Animal Breeding	12 (4.22%)
Civil Engineering	12 (4.22%)
Pharmacy	10 (3.52%)
Criminal Law	10 (3.52%)
Mechanical Eng.	9 (3.16%)
Nursing	9 (3.16%)
Industrial Psychology	9 (3.16%)
Sociology.	7 (2.46%)
Indonesian	6 (2.11%)
Agriculture	5 (1.76%)
Total	284

**Background information: Gender**

<b>Gender</b>	<b>Number of Respondents</b>
Female	165 (58.09%)
Male	90 (31.69%)
No information	29 (10.21%)
Total	284

**Background information: Previous English course participation**

<b>Attending English Course</b>	<b>Number of Respondents</b>
Yes	53 (18.66%)
No	210 (73.94%)
No information	21 (7.39%)
Total	284

**Question number 1: Need for ESP**

<b>Needs of ESP</b>	<b>Number of Respondents and percentage agreement</b>
Yes	252 (88.73%)
No	17 (5.98%)
Not Sure	15 (5.28%)
Total	284

**Question number 2: Skills students wish to master through ESP**

*Note for questions 2, 3 and 5 the students had the option of selecting more than one answer.*

<b>English Skill Courses</b>	<b>Number of Respondents and percentage agreement</b>
Speaking	203 (71.47%)
Grammar	134 (47.18%)
Writing	106 (37.32 %)
Listening	106 (37.32%)
Vocabulary	85 (29.92%)
Reading	82 (28.87%)

### Question number 3: Personal goals

<b>English Learning Goals</b>	<b>Number of Respondents and percentage agreement</b>
To participate in overseas training and scholarship program	126 (44.36%)
To have better chance and life expectancy such as traveling, using more sophisticated technology. and books	122 (42.96%)
To establish business with overseas people.	109 (38.38%)
To be able to work in prestigious international companies/institutions	94 (33.09%)
To improve TOEFL and IELTS scores.	92 (32.39%)
To be able to understand English people and culture	68 (23.94%)
To be able to read and understand English journals and books.	61(21.47%)

### Question number 4: Students' Learning Priorities Other than English

<b>Students' Priority in addition to English Learning</b>	<b>Number of Respondents and percentage agreement</b>
Yes, I have other priorities	179 (63.02%)
Not sure	48 (16.90%)
No, I don't have other priorities	57(20.07%)
Total	284

### List of Priority

<b>Priorities other than English</b>	<b>Number of Respondents</b>
Participating in social organisations and clubs	53 (29.6%)
Completing my computer course	48 (26.81%)
Arts	33 (18.43%)
Sports	21(11.73%)
Work outside university	24 (13.40%)
Total	179

**Question number 5: Strategies that may help students to achieve their goals.**

<b>The improvement of aspects</b>	<b>Number of respondents and percentage agreement</b>
Using interesting teaching methods	147 (51.76%)
Using interesting materials	126 (44.36%)
Providing continuous feedback	105 (36.97%)
Providing follow-up English programs	63 (22.18%)
Having smaller classes	57 (20.07%)
Organising proficiency based classes	36 (12.67%)
Other	2 (0.7%)