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ICEL 2013

The First International Conference on Education and Language (ICEL)

28,29,30 January 2013
Bandar Lampung University（UBL）
Indonesia

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Faculty of Teacher Training and Education (FKIP)
English Education Study Program, Bandar Lampung University (UBL), Indonesia

PROCEEDINGS

The First International Conference on Education and Language

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PREFACE

The activities of the International Conference is in line and very appropriate with the vision and mission of Bandar Lampung University (UBL) to promote training and education as well as research in these areas.

On behalf of the First International Conference of Education and Language (ICEL 2013) organizing committee, we are very pleased with the very good responses especially from the keynote speakers and from the participants. It is noteworthy to point out that about 80 technical papers were received for this conference

The participants of the conference come from many well known universities, among others:
University of Wollongong, NSW Australia, International Islamic University Malaysia, Kyoto University (Temple University (Osaka), Japan - Jawaharlal Nehru University, New Delhi, India - West Visayas State University College of Agriculture and Forestry, Lambunao, Iloilo, Philipine - Bahcesehir University, Istanbul, Turkey - The Higher Institute of Modern Languages, Tunisia - University of Baku, Azerbaijan - Sarhad University, KPK, Pakistan - Medical Sciences English Language Teacher Foundation Program, Ministry of Health, Oman - Faculty School of Arts and Sciences, Banga, Aklan Philippines - Sultan Ageng Tirtayasa, Banten, - Pelita Harapan University, Jakarta - STIBA Saraswati Denpasar, Bali - University of Muhammadiyah Yogyakarta - Ahmad Dahlan University Yogyakarta - Sriwijaya University, Palembang - Islamic University of Malang - IAIN Raden Fatah Palembang - Universitas Diponegoro, Semarang, Indonesia - Universitas Haluoleo Kendari - State Islamic University of Sunan Gunung Djati, Bandung - Tadulako University, Central Sulawesi - Sanata Dharma University - Lampung University and Open University,

I would like to express my deepest gratitude to the International Advisory Board members, sponsors and also to all keynote speakers and all participants. I am also grateful to all organizing committee and all of the reviewers who contribute to the high standard of the conference. Also I would like to express my deepest gratitude to the Rector of Bandar Lampung University (UBL) who gives us endless support to these activities, so that the conference can be administrated on time.

Bandar Lampung, 30 January 2013

Mustofa Usman, Ph.D
lCEL 2013 Chairman

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(ICEL 2013)
BANDAR LAMPUNG UNIVERSITY
Bandar Lampung, Indonesia
January 28, 29, 30, 2013

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Table Of Content

ENGLISH COURSE DESIGN FOR STUDENTS OF NON-ENGLISH DEPARTMENTS

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Abstract

There have been increasing demands for English courses by non-English departments in Indonesia from year to year, either integrated in a curriculum as a compulsory subject, an optional course, or a special curriculum in a bilingual program. Whichever policy is taken, the objective is in order for the students to graduate with some English skills. One of the reasons for the demand is the increasing job vacancies that list a certain amount of English test score, mostly TOEFL, as a requirement. Both the reason and the objective, however, have so far been interpreted in curriculum as the need of English for English tests. In other words, an English course is needed in order to equip students should they are required to take an English test prior to job interview. This, I believe, is a case faced by most non-English departments in Indonesia.

With such background, it is no wonder that English is considered as a mere subject which is apparent from the allocation of class hours. Students of non-English departments, which I assume to have weaker English competence and performance than those of English department, are given more or less 100 hours. Logically, if a student of English department is given more than 100 hours to sharpen his English skills, a student of non-English department should be given twice the hour, not less than that. It is not to mention when students are encouraged to take English courses outside university in which, in my opinion, it shows the lack of seriousness from the departments to provide intensive English courses. It seems that policy makers in non-English departments must be reminded of that English is a skill which, unlike knowledge, requires learning by doing and a long time process for fluency. Even a student of English department will experience degradation in competence and performance if he does not use his skill routinely. Therefore, English cannot, and should not, be learned just to pass an English test.

Deriving from this point, policy makers and English teachers alike in non-English departments must design a curriculum and syllabus in which English should be studied for a longer and more frequent period of time (more than 3 semesters, 60-72 hours each semester) but with materials designed specifically for students of non-English departments and which is according to their field of study. The objective of this idea is for the students to achieve fluency in English naturally. With this much allocated time, students could begin studying basic skills of general English before they focus on English that is commonly used according to their field of study.

This paper, then, offers a syllabus design for students of, specifically, Economics department. It is a design in which other non-English departments could modify according to their needs. With this intensive design, I believe, students can enhance their English skills that, even if they are not required to take an English test, they will not struggle in doing tasks that need English skills.

Keywords: design, English, materials, skills, students.

1. INTRODUCTION

I have been teaching English in a tertiary institution majoring in Economics and Business for two years. The institution claimed to be the best Economics and Business school (STIE) in Indonesia in 2012, as said by the rector in a pre-semester lecturers meeting. The institution has two departments: Management and Accountancy (both accredited A by Dikti[1]), with the latest admission of about 800 students. In this institution, students are obligatorily required to take English classes in the first and second semester. The general objectives of the English classes are to: 1) prepare students to take a TOEFL test held by the school; and 2) equip students with English skills, specifically for the field of Economics and Business. To meet these objectives, respectively, English classes have been designed for TOEFL test in the first semester and business letters and conversation skills in the second semester. In a related matter, few of other non-English classes use books and materials written in English, although the language used in the classroom is Bahasa Indonesia.

As for the English for TOEFL test, students are given three basic skills: reading, structure, and listening. The reading skills contain eight passages with topics on basic and general economics: such as business ethics, history

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[1] Dikti is the government body on national education. 'A' is the highest grade of accreditation given to tertiary institutions that is regarded to have high quality of education.

of corporation, bankruptcy, history and types of money, and the pricing policy. The reading passages are completed with essay questions and grammar sections in each topic. The essay questions train the students' understanding on topic sentences, meaning of vocabularies and registers, text structure, true-false statements, and translations that are all taken from the passages. The grammar section contains error analysis and fill-in-the-blank which is related to the passage. The total number of essay questions and grammar sections reaches averagely 50-60 for each topic. On a different schedule, students are also required to attend lab sessions for the listening skills. In the lab, students are given practices in listening to short conversations and long conversations. The short conversations only consist of two lines which spend approximately 5 seconds, with one conversation for one question. The long conversations consist of five lines which spend about 25-30 seconds, with one conversation for four questions. The topics of the listening sessions, however, are not directed specifically for economics and business as the conversations are about everyday situations. In the last meeting of the semester, students are given a TOEFL simulation test.

In the second semester, students are given two basic skills: writing and speaking. For the writing skills, students are given business letters which, after teacher's explanation, they must reply. The topic of business letters is basic trading correspondences, ranging from promotion letters, enquiry, letter of order, letter of complaint, letters dealing with bad payment such as bad checks, outstanding bills, and late-payment warning. At this stage, students must use their writing skills and grammar understanding in order to reply the letters with minimum corrections from teacher. For the speaking skills, half of the class hour is allocated for students to practice writing and performing conversations. Students are given everyday circumstances in which they and their pair must write an approximately 10 lines of conversation, memorize it, and perform it in front of the class. Teacher's role in this stage is to correct their grammar and pronunciation. Additionally, on a different schedule, students are still required to attend lab sessions for the listening skills with more difficult short and long conversations.

Apart from this seemingly intensive learning of English, the performance and competence of most students are below par. Only few students who have passed English classes in the two semesters obtained a TOEFL score of more than 450, and only about 10% of the total students in each class obtained an A at the end of the semester. After consulting this problem to fellow English teachers who have much more experience in English teaching than me, we arrived in a general consensus to address three major problems:

1) Allocation of class hours;
2) Allocation of class size;
3) Student's lack of motivation.

The total of classroom meeting in one semester is 9 meetings, separated from two formal exams. Each meeting is 150 minutes, or 2 ½ hours, without break. The class starts in the afternoon at 3.30 pm and ends in dawn at 6 pm, which is the closing hour for all formal activities in the campus. However, since most of the students and staffs are Moslems, the class almost always ends 15 minutes earlier for Moslem prayers. The lab sessions are 7 meetings, separated from two formal lab exams, with 75 minutes for each meeting. Therefore, the total hour for English classes in one semester is: 29 hours. Since the English classes are designed for two semesters, the total hours that a student can get in the institution is 58 hours. What can a person with limited skills in English achieve in 58 hours?

The very limited meeting and hours also force teachers to have to design a syllabus not ideal for language learning. Teachers drill learners to be familiar with exam questions and provide shortcut strategies to answer them. So the objective of the teaching is made not to improve English skills, but to pass an English exam. The exam materials are also taken from weekly exercises that have been discussed in class. That is the only way for teachers to not make English an obstacle that could hinder the students' progress in their study. This may not be okay for weaker students when they are faced with different materials in other English tests outside the campus.

Another problem is the number of students in one class that reaches 60 people. Clearly, this is not an ideal number since a class is ideally 20-25 people (Ismail:1992). Limited available classroom is the source of this problem. With 60 people and a teacher in a classroom, it is difficult for the teacher to manage the class, have the instructions understood and done by every student, and conduct interpersonal communication. Any learning methods and teaching strategies will likely fail too. The brighter students usually fill the frontrow seats, ready to give response to teacher's explanation that the teacher must respond. They are candidates to get the passing grades (A, B, or at least C). The weaker students fill the backrow seats, feeling neglected and inferior, and are candidates to get the failed grades (D and E).

These two problems, however, are out of the teacher's hands. Teachers could not negotiate additional meetings because they will disrupt the already-structured schedule, division of available classrooms, and allocated fund to pay the teachers (Alip:2002). Teachers also could not request ideal class size which will make the students' schedule more hectic due to the limited number of classrooms. In other words, teachers have no choice but to follow the policy makers' decisions.

These two problems initiate the third problem that motivates students in studying English. Although most new students are highly motivated in the early weeks of their first semester, their motivation decreases slowly but surely after their first mid-semester exam. With a total meeting of less than four hours per week, English has become a minority subject than other subjects related to economics. The varied students' ability due to the big class size also forces the teachers to conduct the teaching in mixed English-Bahasa Indonesia medium. This policy is needed to help the weaker students in understanding the materials, but it demotivates brighter students who are eager and not shy to train their speaking skills and listen to the teacher's explanation in English. Plus, when the students see that the exam materials are those that have been discussed in the class, their motivation shifts from learning English to improve skills to learning English to get a maximum score. At this point, even the brighter students will expect that the next English exams will only cover materials that have been discussed in the class. The degradation of motivation is also apparent from their reluctance to answer in English when being asked by the teacher in English. Only the highly motivated and strong-willed students who will keep trying to speak in English to their teacher.

These three problems are very old in every teaching phenomenon found and discussed by teaching experts and researchers around the globe, especially in the expanding and outer circles of English speaking countries. However, these classic problems are still far from solving, especially in the case of English teaching in non-English departments in Indonesia. At first I thought that these problems are exceptions to other non-English departments in other tertiary institutions; that this is a special case in the institution where I have been teaching, but my fellow teachers and colleagues in other higher learning institution also find similar problem.

2. DISCUSSION

2.1. Major Constraints of English Course Development in Indonesia

The above introductory background should give a picture of how English is taught in non-English departments in Indonesia, be it in universities, specific-expertise institutions, or vocational schools even though that may not be the case in bilingual and international institutions. There are in general three major constraints which I assume to be the case in Indonesian context.

2.1.1 Institutional constraint

Funding is the very source of this constraint and it is the difference between successful and struggling institutions. An institution with strong financial support would find little or no difficulty in arranging a class based on ideal class size or on student's English proficiency level which could be seen from their English entrance test. This will enable teachers to design syllabus according to students' proficiency level. However, this is not the case for institutions with low reputation or newly-founded institutions. Such institutions are low in budget and thus tend to accept students from any background. The more number of students accepted, the better it is for the institutions because they will receive money from the new students. It is also possible that such institutions do not filter the admission, that the entrance test is merely a formality. In this kind of institution, class size tends to be large and the students' level of proficiency is varied. This becomes a dilemma for English teachers in designing English syllabus, which is also the case presented by Subramaniam (1992) in India. If the English syllabus is designed for the sake of the brighter students, the weaker students will find English their stumbling block in their academic progress although they may excel in other subjects. As found by Fisher in her research (1990, as cited in Royce:1993), students who struggle in English classes do not necessarily struggle in other classes. However, if the English syllabus is designed for the sake of the weaker students, the brighter students might feel that they have made the wrong choice in entering the school because the English lessons that they study do not cover situations that prepare them for professional career.

As mentioned in the description above, the budgetary constraint also entails policy in class hours, class size, curriculum content, number of employed teachers, and limited facilities such as classroom equipments and maintenance of language lab (Brown:2007). Many low-budget schools even do not have a language lab, or the lab is in a poor condition with a number of broken headsets, unrepaired ACs, or dirty booths full of student's handwriting. This is not to mention that many other schools, especially outside the Java island, have very poor infrastructures which are not appropriate for teaching-learning process.

Funding, however, is not the only factor in the institutional context because there are institutions with relatively strong financial support who limit the intensive course of English. This is mostly the case of non-English departments who make a policy that English course should be conducted only in 2 or 3 semesters with lesser total of class hours than other subjects. Hence English teachers have no choice but to design the course in EFL/ESL context, which may not suit a student's personal goal who wishes to enter professional work internationally, participate in international conferences, or write for international journals. This bureaucracy constraint shows that policy makers in institutions are not aware of the fundamental needs of English skills in

pedagogic learning, which is essential for students' future especially if they want to further their study. As O'Brien (1993) and Beasly (1993) pointed, students' excellent understanding in their field of study in their native language does not entail a good understanding in the same subject if its medium is English. These students, although they are able to conduct informal conversation with friends and teachers, struggle to articulate their ideas in formal English in the discourse of their subject expertise. Thus these students, often after they graduate, realize that the English subject they have taken was less useful, quite a waste of time and money.

2.1.2 Traditional Nationalist Paradigm and Wrong Expectation

In the case of low-budget schools that give admission to students irrespective of their intellectual competence and socio-economic background, voices that English is not a necessary subject in their study often arise and are expressed, either implicitly or explicitly. These voices usually come from students who are weak not only in English but also in other subjects. As pointed by Huda (1993, as cited in Bird, Harris, and Ingham:1993), they are often influenced by a paradigm that the study of English could endanger the use of Bahasa Indonesia, which is the national language, or the twisted self-pride that Bahasa Indonesia is now learned in many institutions in the West. This narrow-minded thinking and pride confine students from studying foreign languages (not only English) and have become one of the factors that demotivates language learning. Students' weak intellectual competence hinders them to think critically and those students tend to think in binary opposition, that being a nationalist and proud of Bahasa Indonesia should be shown by the frequent use of Bahasa Indonesia and not using foreign languages. It may be difficult for them to think that proficiency in foreign languages is beneficial addition to their self-intellectual improvement.

Ideally, professional teachers should not complain and put all the blame to such students; that students are responsible for their own academic progress and intellectual development. A teacher's job is not limited only to teaching. A teacher should also be an educator, or a tutor, and the students not just as students, but also disciples. However, even if a teacher applies this concept (that not all teachers are willing and able to do) and always encourage the students to study English, there is an expectation coming from people who, I believe, have little knowledge on EFL/ESL teaching. These people expect that, because the students have studied English in, say, three semesters, they are able to perform communication in formal situations and oral presentations in English (Thalal:2009). As Nunan (1999) suggested, students of EFL/ESL teaching are taught English in order to equip them with **adequate** English skills, not the mastery of them. Formal communication and oral presentations in English require: 1) oral fluency, 2) translation of ideas that is processed in the brain that take some time to be spoken out in the target language, and 3) spontaneous response to unexpected comments or questions that need more of intuition than of limitedly-trained performance. All these requirements can only be achieved by Krashen's theory of Natural Approach (Krashen and Terrel:1983, as cited in Richards and Rodgers:2001). That Natural Approach takes an intensive and long time process. Allocation of less than four hours per week will not produce fluent L2 speakers, regardless of how young they began the learning process (Lightbown and Spada:1999). Sadly, EFL/ESL students are not aware of this and may think that the English subject is far from enough.

2.1.3 Professional Demand

Other than the two constraints introduced above, many of English teachings in non-English departments in Indonesia is conducted based on needs analysis. In theory, needs analysis makes consideration of what is demanded from students in professional jobs. However, in practice it is heavily based on the students' perspective and interpreted by which it can refer to: 1) what the students need to actually acquire the language, 2) what the students would like to gain from the course, 3) what the students lack, do not know, and cannot do in English, or 4) what the institution regards as necessary for their students (Robinson:1991; Richards:2001). Proponents of needs analysis in Indonesia seem to have given little attention to professional demands, to the point that multinational companies have to employ English instructors to teach English to local and fresh-graduate employees. There have been calls from such companies to suggest tertiary institutions around the globe to conduct intensive and specialized English training in non-English speaking countries (Freudenstein, Beneke, Pönisch:1981). Those companies require employees who are not only excellent in their expertise but also proficient in English, to the point that they issue a requirement of English test, such as TOEFL, score in job advertisement. The English proficiency is not only for use in practical communicative context, but also in professional environment. This gives implication that needs analysis has to consider *demand analysis*.

If needs analysts in Indonesia do make a consideration of *demand analysis* in their research, the teaching of EFL/ESL will be infused by ESP context in order to meet the demand of professional jobs in international setting. This argument is based on the on-going belief that ESP is more ideal if it is given to students of vocational institutions, while actually English for Vocational Purposes (EVP) is a subsection of ESP (Dudley-Evans and John:1998). The problem is, at least in Indonesia, vocational institutions are the second choice after universities

for most of high school graduates and their parents. There are many cases in which high school graduates go to vocational institutions because they were rejected by universities. Exceptions are only for renowned vocational institutions who are minority in number.

More importantly, ESP also engages students with their discipline, creating academic and pedagogic purposes in English (Dudley-Evans and John:1998). That's why ESP is actually more appropriate for non-English departments in Indonesia. By ignoring the importance of ESP, and stick to traditional teaching methods, English teachers have not made major contribution in the development of students' potential. If there are university students expecting to make international contribution, either in pedagogical or professional setting, after the end of their English course, English teachers in Indonesia can only facilitate them with EFL/ESL methods of teaching. In other words, is it ethical for English teachers to wash their hands and suggest students to take additional English course if they want to excel in English? How many subject-specific experts in Indonesia who can only make national contribution, such as working in national companies or writing for national journals, due to their less-developed English skills during their academic study? Should needs analysts in Indonesia continue to victimize students with their one-sided application and interpretation of needs analysis theory?

In practice, needs analysts, therefore, should assume that students of non-English departments are to enter international environment after they graduate where English fluency is paramount. Needs analysis should no longer be based only on the students' backgrounds, but should also consider their future.

2.2 A Proposal of English Course Design: an attempt to offer a solution

To summarize the three constraints above, I would like to show that they are interrelated: one constraint could produce and affect other constraints. Due to limited funding and restricted policy, non-English departments can only facilitate students with short hours of English courses. Students, then, can only learn to use English but not use English to learn. With limited English skills, students are also expected to be orally fluent in formal situations which will never happen unless they take additional English course outside the institution. At the same time, multinational companies demand employee candidates with excellent English proficiency, which they hardly find. This demand, however, is neglected in needs analysis that the teaching-learning process of English has hardly touched students' field of expertise. Even if it is not neglected, the finding will likely be rejected due to, going back again, limited funding and restricted policy. This has made a dilemma for English teachers since they would want to give their best for their students, but in the end could do nothing. The students, too, feel that the English subject is less useful.

Realizing that the three factors introduced above are interrelated, English teachers can suggest a policy to non-English departments to conduct EFL/ESL classes as obligatory in the first three semesters and then ESP classes as optional in the next semesters. With this policy, students can decide by themselves if they want to go further with English or feel enough with the EFL/ESL classes. Students can reflect from their improvement of English during the first three semesters and look upon their future whether they think they will need English or not. With this policy, too, non-English department should not worry about the schedule and fund too much because the optional classes will likely have fewer number of students which may fit the ideal class size. Besides, the department can set higher fees for students wishing to take the optional classes, which I think is acceptable and logical. Using this policy, English teachers can also make a design of what skills and how long those skills be taught in EFL/ESL classes, and what content and how long the integrated content be taught in ESP classes. They can also state the requirement of taking ESP classes (such as the minimum English grade in EFL/ESL classes). Below is the example of the design for EFL/ESL classes and ESP classes that I compose.

2.2.1 Design of EFL/ESL classes

If we are to assume that students of non-English departments possess limited skills in English, then we have to start with the very basic skills: pronunciation, vocabulary, and listening. Additionally, considering that other subjects are more prioritized than English, this design only requires three class hours for each class per week. The length of the class hours may take as much as 90 minutes for 12 meetings or 120 minutes for 9 meetings (separated from meeting for formal exams). I personally prefer the shorter hour but more frequent meetings, though.

Table 1: Design of EFL/ESL Classes of Semester 1

Subject	Description & Objective	Minutes	Type	Requirement
Pronunciation	This is the basis of producing utterances in speaking English. Students can learn the IPA (International Phonetic Alphabet) symbols, techniques to pronounce English words, homophones, homographs, and get to know different dialects of English.	1080	Obligatory	-
Vocabulary	This is the basis of reading and understanding English texts. Students are given short texts and learn and memorize vocabularies. Students can also learn the basic knowledge of morphology, polysemy, frequently-used words, register, collocation, semantics and equivalent words in the mother tongue.	1080	Obligatory	-
Listening 1	In this subject students learn short conversations that commonly happen in everyday situations. In this stage, students can adapt their ability in listening that they often find *too fast*.	1080	Obligatory	-

Table 2: Design of EFL/ESL Classes of Semester 2

Subject	Description & Objective	Minutes	Type	Requirement
Speaking	Students are trained to speak in English, beginning from greetings, introducing themselves and someone else, to producing basic expressions such as asking, thanking and apologizing. Students can also be trained to create lines of conversation in given circumstances and perform it in front of the class. In this stage they re-learn their pronunciation skills.	1080	Obligatory	Passing grades (A/B/C) in Pronunciation
Reading	Students are given texts about their field of study, in this case economics. The topics of the texts should be basic and introductory to economics. Students can learn text structure and answer comprehensive essay questions. They can also re-learn their vocabulary skills and start to be familiar with terminologies.	1080	Obligatory	Passing grades (A/B/C) in Vocabulary
Listening 2	Students learn to listen to long conversations that commonly happen in everyday situations. In this stage they can also learn basic expressions in English communication.	1080	Obligatory	Passing grades (A/B/C) in Listening 1

Table 3: Design of EFL/ESL Classes of Semester 3

Subject	Description & Objective	Minutes	Type	Requirement
Structure	Students learn English grammar and structure in this subject. They must be introduced to English tenses, verbs, pronouns, adjectives, adverbs, connectors, gerund, clauses, conditional sentences, active and passive voices, and other important English structure. Students can also learn error analysis on this stage.	1080	Obligatory	Passing grades (A/B/C) in all English classes in Semester 2

Writing	Students are given long texts that they must summarize, paraphrase, and give their original opinion to. The texts could be either random topics or topics related to economics. The objective of this subject is for the students to brainstorm and write a passage that voice their opinion.	1080	Obligatory	Passing grades (A/B/C) in all English classes in Semester 2
Listening 3	Students can learn short conversations which are more difficult in vocabularies and verbal expressions than that of the first semester. The objective is to familiarize them in listening to real-life conversations.	1080	Obligatory	Passing grades (A/B/C) in Listening 2

There are, perhaps, questions as to why pronunciation and vocabulary should be taught in separate classes in the first semester. The reason is that understanding pronunciation and vocabulary is basically a different matter. Understanding pronunciation is essential in helping learners to speak and listen. The reason why it is essential is that many students mispronounce English words to the point that foreign English speakers could not perceive what they say, that they must ask them to repeat the spoken words more clearly. The reason why they mispronounce is because they do not know, and are never taught, that English has different sound inventory such as different spelling of vowels and words stress that do not occur in Bahasa Indonesia. Learning pronunciation is also essential for listening skills because it helps learners to perceive sounds. One of the reasons why students struggle in listening classes is because they do not know how a word should be pronounced, to the point that they often perceive words that have similar pronunciation (Kenworthy:1987). Hence learning pronunciation is important before learning the so-called basic or core skills in English.

Vocabulary is also essential for text comprehension and familiarity with registers in a later stage of learning. As Taylor (1990) stated, by learning vocabulary exclusively from other skills, students can benefit the knowledge of: 1) how frequent a word is used in spoken or written text; 2) how the word *office-boy* is perceived to be more polite than *servant*; 3) how *decision*, which is a noun, is derived from *decide*, which is a verb, and a suffix –ion; 4) synonyms, antonyms, connotation, denotation; 5) how *super*, *supper*, and *superb* are different; and 6) how the same object is said in target language and mother tongue. Nevertheless, for these benefits be obtained by students, the teaching of vocabulary must include exposure to words in meaningful contexts, rich or varied information about each word, and disuse a list of isolated words extracted from a passage (Nagy and Herman:1987). Sadly, pronunciation and vocabulary is that they have not been given much attention it deserves in foreign language classroom, that there are questions of how it should be best taught (Kenworthy:1987; Paribakht and Wesche:1997; Hurtado:1998).

Other than learning of the so-called core skills (reading, writing, speaking, listening), learning basic English structure is also essential because grammar is a vehicle for students to produce their own sentences to express their meanings with minimum grammatical errors. The teaching of grammar, however, can trap a teacher into applying the Grammar Translation Method (Celce-Murcia, 1991:6) in which it stresses the importance of "correct English". Such teaching method is remembered with distaste by thousands of learners and is actually unusable in a student's field of study (Brown:1994). Would an English speaker protest if a non-English speaking student says *I not finish the task* when it is clear that the message he wants to convey is that *he has not finished the task*? What an English grammar teacher should do is to train students to minimize grammatical errors that do not make sense such as *the eagle shot the hunter* when what is meant is that the hunter who shot the eagle. Therefore, the teaching of grammatical rules should make students able to produce sensible messages and logical response to whichever situation they find themselves in (Peck:1998).

With this design, in the end of semester 3 students can decide if they want to continue studying English in ESP optional classes. Provided they do not want to, they can concentrate on studying other subjects in Bahasa Indonesia, and later prepare for taking TOEFL or IELTS simulation exams in semester 6 which are obligatory subject. The reason why the simulation exams are obligatory, as designed below, is that students sometimes feel that they do not need to take English test, but later when they want to apply for a job, they realize that they should take one. Thus the objective of the subject is to give all students the experience of simulated exams, which can be conducted in every meeting, and get them familiar with them. In case that students have to take an English test, then, they will not be unprepared and inexperienced. With respect to incompetent students, the scores of the simulated exams, no matter how bad, should not affect their academic grade. Otherwise, English will only be a stumbling block in their academic progress.

Table 4: Design of EFL/ESL Classes of Semester 6

Subject	Description & Objective	Minutes	Type	Requirement
TOEFL – Reading	Students are drilled with TOEFL simulation test on reading comprehension. It is better if the test materials are taken from different sources of latest publication. Before the test simulation, however, teacher must explain shortcut strategies and tricks.	1080	Obligatory, but does not affect students academic grade.	Passing grades (A/B/C) in all English classes in Semester 3
TOEFL – Structure	Students are drilled with TOEFL simulation test on grammar comprehension. It is better if the test materials are taken from different sources of latest publication. Before the test simulation, however, teacher must explain shortcut strategies and tricks.	1080	Obligatory, but does not affect students academic grade.	Passing grades (A/B/C) in all English classes in Semester 3
TOEFL – Listening	Students are drilled with TOEFL simulation test on listening comprehension. It is better if the test materials are taken from different sources of latest publication. Before the test simulation, however, teacher must explain shortcut strategies and tricks.	1080	Obligatory, but does not affect students academic grade.	Passing grades (A/B/C) in Listening 3

If English teachers or non-English departments prefer IELTS to TOEFL, in which there are four comprehension tests in IELTS (Reading, Writing, Speaking, Listening), the design could still be modified by integrating reading skills with writing, or speaking skills with listening. Whichever the choice, TOEFL and IELTS are the English tests that are mostly taken in Indonesia recently.

2.2.2 Design of ESP classes

If in the designed EFL/ESL classes above students can be said to learn to use the language, the ESP optional classes below make students use the language to learn. As is the general purpose of ESP or other methods of content-based language learning, students are encouraged to make active use of language for genuine communicative purposes involving a variety of discourse types (Brewster:1999). Below is my interpretation of ESP in the field of business and economics, which can be modified for other subject-specific areas. The requirement, however, is stricter that only smart students can pass. After all, the classes are for the sake of those who are competent in English and feel that the EFL/ESL classes in the earlier semesters are not enough.

Table 5: Design of ESP Classes of Semester 4

Subject	Description & Objective	Minutes	Type	Requirement
Business Writing	This is the follow-up of the Writing subject. Students are trained to write and reply letters, starting from easy topics such as writing meeting notes, formal invitations, letters of condolence and sympathy, to business correspondence such as letter of promotion, inquiry, order, advice of payment and dispatch, and complaint and warning. At this stage, it is hoped that students' grammatical errors decrease.	1080	Optional	Passing grades (A/B) in Writing

| Public Speaking | This subject is the follow-up of the Speaking subject. Students learn presentation skills in English and are given circumstances in business life such as making acquaintances, promoting products, reporting annual profit and balance, organizing events, negotiating orders, liaising clients, decision making, and job interviews. | 1080 | Optional | Passing grades (A/B) in Speaking |
| Listening 4 | Students learn long conversations and, starting from this stage, get familiar with listening to conversations related to economics. Teachers must provide as many listening files as possible to meet this objective. | 1080 | Optional | Passing grades (A/B/C) in Listening 3 |

Table 6: Design of ESP Classes of Semester 5

Subject	Description & Objective	Minutes	Type	Requirement
Recent Issues on Economics	Students are given copies of recent issues on economics. The issues can be taken from CSR reports, economic reviews, internationally published journals, or newspapers headlines. The aim of this subject is to familiarize students with technical terms in economics and texts of academic and journalistic styles, and brainstorm their ideas in the given issues.	1080	Optional	Passing grades (A/B) in all English classes in Semester 4
Translation	Students are explained tricks of translations and problems of untranslatable expressions. Students are also given samples of business documents or economics articles from newspapers or journals to translate in order to make them familiar with terminologies in economics and common misunderstandings in international communication. Students can also be introduced to oral translation (interpreting).	1080	Optional	Passing grades (A/B) in all English classes in Semester 4
Listening 5	This is the final stage of the listening subject. Students are trained to take notes while listening to recorded lectures or presentations lasting for about or more than 5 minutes and, when finished, summarize the key points and give immediate oral response to what they have just listened to.	1080	Optional	Passing grades (A/B/C) in Listening 4

The reason why I allocate much more hours and more lenient requirement for the Listening classes is that listening comprehension is more difficult for many English students. They would even say that the speech they listened to was too fast even though for the teacher would think that it was slow enough for them. This happens because students must give response, usually immediately, while they have no opportunities to interact with the speaker. This is different from other core skills, such as reading or writing, where students can pause and reread parts of the text that they do not understand or edit their writing (Renandya and Farrell:2011). That is why it is often for students to ask the teacher to replay the speech. In other words, listening skill is the only core skill that takes more time for comprehension that the other core skills. In order to solve this problem, Listening is taught with more allocated hours.

The subjects *Public Speaking*, *Business Writing*, *Recent Issues on Economics*, and *Translation* will introduce students a set of pedagogical components such as reading, writing, speaking, and thinking critically. Students are trained to formulate their content knowledge and English skills in formal academic discourse by being critical of what is recently happening in the world outside. Even if the teachers find difficulties in obtaining authentic documents for these subjects, they can simulate a real-life business environment by giving students materials from content or ESP books. These subjects will benefit students in collecting reliable information, reviewing problems, criticizing decisions, and offering solutions. Students will also gain inspirations for writing academic papers, such as journals and articles, and participating oral communication, such as presentation and debates, in English. These subjects are my interpretation of the applications of EAP (English for Academic Purposes) and ESP (Jordan:1997).

2.3 Challenges for the Implementation of the Design

I must admit that the draft I design above is far from perfect; it needs reviews and critics, and is very premature to be implemented without much consideration. Things that need to be considered are as the following:

1) Materials: there have been debates among ESP practitioners as to whether ESP teachers should use authentic resources for practice and to be included in the course-book. Authentic resources are more *real*, but sometimes are not reusable in the long run because they will be outdated. Subject-specific materials that have been designed in ESP books may offer a solution as they can be a source of inspiration for teachers to compile materials.

2) Assessment: the next plan after reading the design above is how to assess a student's improvement in each class. There are many strategies of how a student's English skills should be assessed, either by formal or informal assessment. Exams, homeworks, quizzes are examples of formal assessments, while students' active participation in class and frequent use of English in informal situations are examples of informal assessment. The remaining question is how many percent of the maximum score (100) should be divided for each assessed activity.

3) Teacher's competence: specifically for ESP classes, teaching English with some portion of content knowledge is something that not every English teacher can do. Thus the teacher must be resourceful and willing to consult his difficulties in content to content-experts. Simple things such as registers that cannot be found in general English dictionary, or how microeconomics is different from macroeconomics, could confuse English teacher. Coordinating teacher may need to train the teacher to understand the content materials before assigning him to teach ESP classes.

4) Fund: New classes means new modules or course-book that need to be copied and, possibly, new employed teachers. These need money in order for the classes to run until the end of semester. For low-budget institutions, additional budget may be difficult, but it can be solved by giving more credits and inviting interested students to register for the class. The institutions can also set a policy that the ESP classes can only be run if the number of registered students reach at least, say, 15. This policy, however, is not advised for institutions with relatively strong budget. They must, by all means, facilitate students with more quality learning. An educational institution should not be just a business enterprise.

3. CONCLUSION

In Indonesia, the teaching of English as Foreign or Second Language is no longer relevant for tertiary institutions because they should prepare graduates that are able to compete in the global setting. Otherwise, these potential graduates could not make international contribution which could hinder the nation's development. In order for graduates to do so, they must understand English not just for communication but also for intellectual self-improvement. Thus, English for Specific Purpose is ideal for English teaching-learning process. However, students of non-English departments have little chance to improve their English skills due to policy issued by their department officials that the learning of English is limited. It is not to mention the misinterpretation of the need of English in professional jobs as the need of English for English tests.

Funding is the most major constraint among all others that account for such policy. It might be tolerable for low-budget institutions but it is not wise for reputable ones to not adapt the teaching of English with professional demand. With respect to low-budget institutions and students who really struggle in English, I make a draft of English course design where the ESP classes are optional so that they will not hinder a student's academic progress. I hope the design receives suggestive critics from English education experts so that it can be better developed and then proposed to non-English departments.

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