

A PORTRAIT OF THE ENGLISH COURSE AT A FACULTY OF EDUCATION IN SUMATERA

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Abstract: English is one of the compulsory courses taught in tertiary education in accordance with Paragraph 2 Article 37 of the National Education Law No. 20/2003 and Paragraph 2 Article 9 of the Government Regulation No. 19/2005 on national standards of education. Some people believe that college English may not be taught as English for General Purposes, but it should be designed on the basis of needs analysis. As the students have learnt the basic knowledge and skills of English at secondary schools, college English should aim at building study skills or developing professionalism and specification of the students' choice. This paper depicts the existing conditions of the English course at the Faculty of Teacher Training and Education of a University in Sumatera. The portrait of the course was described in terms of such aspects as institutional goals, class management, instructional materials, instructors, teaching methodology, and evaluation. This paper was based on a study involving 378 second-semester students of 7 study programs, 10 instructors, 7 heads of study programs, 2 heads of departments, 2 faculty's heads, and the head of the university's language institute. The research data were collected through (a) a questionnaire given to the students, (b) interviews with the instructors, the heads of departments/study programs, the faculty's heads, the language institute head, (c) observations in the classroom, and (d) a review of the documents. The methods of data analysis were both quantitative and qualitative. The quantitative method of analysis was first used for assessing the responses obtained; and secondly, the qualitative analysis provided the evaluation and interpretation of the figures and insights gained from the interviews, observations, and review of the documents. The results of the research showed that: (a) the English course at the faculty could be considered as General English, (b) there was no needs analysis conducted, (c) half of the instructors had master's degrees in accordance with the Law No. 14/2005 on teachers and lecturers, (d) the teaching and learning activities were mostly lectures and question-answer sessions in the theatre seating arrangement, (e) there was no course evaluation, and (f) there was no collaboration among the study programs, instructors, and language institute in designing the course. The findings of this research would be useful for the coordinator of the English course to redesign the syllabus for a better instruction.

Key words: English course, needs analysis, English for Specific Purposes

Abstrak: Bahasa Inggris merupakan salah satu mata kuliah yang diajarkan dalam pendidikan lanjut, sejalan dengan pasal 2 ayat 37 Undang-Undang Pendidikan Nasional Nomor 20/2003 dan pasal 2 ayat 9 dari Peraturan Pemerintah Nomor 19/2005 mengenai standar pendidikan nasional. Beberapa orang percaya bahwa perkuliahan Bahasa Inggris seharusnya tidak diajarkan sebagai Bahasa Inggris untuk Tujuan Umum, namun harus

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didesain berdasarkan analisis kebutuhan. Karena siswa telah mempelajari pengetahuan dasar dan keterampilan Bahasa Inggris di SMP dan SMA, perkuliahan Bahasa Inggris seharusnya bertujuan membentuk keterampilan pendidikan atau mengembangkan profesionalisme dan spesifikasi keahlian pilihan siswa. Penelitian ini menggambarkan kondisi perkuliahan Bahasa Inggris di Fakultas Keguruan dan Ilmu pendidikan (FKIP) di sebuah universitas di Sumatera. Gambaran perkuliahan dijelaskan dalam aspek seperti tujuan institusional, manajemen kelas, materi instruksional, pengajar, metodologi pengajaran, dan evaluasi. Makalah ini didasarkan pada sebuah penelitian yang melibatkan 378 siswa semester dua dari tujuh program studi, sepuluh pengajar, tujuh kepala program studi, dua ketua jurusan, dua dekan fakultas, dan seorang kepala lembaga bahasa universitas. Data penelitian dikumpulkan dengan cara (a) pemberian kuesioner kepada mahasiswa, (b) wawancara dengan pengajar, ketua jurusan atau program studi, dekan fakultas, dan kepala lembaga bahasa universitas, (c) observasi di kelas, dan (d) tinjauan dokumen. Metode data analisis adalah kuantitatif dan kualitatif. Metode analisis kuantitatif digunakan pertama untuk menilai respon yang didapatkan; dan kedua, analisis kualitatif memberikan evaluasi dan interpretasi dari gambaran dan pemahaman yang didapatkan dari wawancara, observasi, dan tinjauan dokumen. Hasil penelitian menunjukkan bahwa: (a) perkuliahan Bahasa Inggris di fakultas dapat dikategorikan sebagai Bahasa Inggris umum, (b) tidak ada analisis kebutuhan yang dilakukan, (c) setengah dari pengajar memiliki gelar magister atau master sesuai dengan Undang-Undang Nomor 14/2005 mengenai guru dan dosen, (d) aktivitas mengajar dan pembelajaran sebagian besar berbentuk ceramah dan sesi tanya-jawab dengan pengaturan tempat duduk bertingkat (seperti di bioskop), (e) tidak ada evaluasi perkuliahan, dan (f) tidak ada kerjasama antara program studi, pengajar, dan lembaga bahasa dalam perencanaan perkuliahan. Hasil penelitian ini akan berguna bagi koordinator perkuliahan Bahasa Inggris untuk merencanakan ulang silabus bagi pengajaran yang lebih baik.

Kata kunci: Perkuliahan Bahasa Inggris, analisis kebutuhan, Bahasa Inggris untuk tujuan khusus

English is one of the compulsory courses taught in tertiary education in accordance with Paragraph 2 Article 37 of the National Education Law No. 20/2003 and Paragraph 2 Article 9 of the Government Regulation No. 19/2005 on national standards of education. Paragraph 2 Article 37 of the National Education Law states that the curriculum of tertiary education should include religious education, civics education, and languages. Languages in this case include the Indonesian language, local languages, and foreign languages, especially English, as English is an international language used in global communication. Paragraph 2 Article 9 of the Government Regulation No. 19/2005 states that the curriculum in higher education for undergraduate students should include such subjects as religious education, civics education, Indonesian, and English. Therefore, English is a compulsory course for undergraduate students.

Given that English at secondary schools is designed to equip students with basic knowledge and skills, college English should aim at building academic or study skills which can help students to digest textbooks and references as an integral part of developing professionalism

and specialization of their choice. In other words, college English should be taught as English for Specific Purposes (ESP) or English for Academic Purposes (EAP), not English for General Purposes (EGP). Hutchinson & Waters (1987) state that what distinguishes General English from English for Specific Purposed (ESP) is “the awareness of a need” (p. 53). Learner needs in General English can’t be specified and as a result no attempt is usually made to discover learners’ true needs. Needs analysis has therefore a vital role in the process of designing and carrying out a language program.

English language teaching in tertiary education is not promising (Alwasilah, 2007, p. 58). From a survey, Alwasilah (2004 & 2007) found some weaknesses of the English course at the college level: (1) No needs analysis is conducted so that the course does not meet students’ expectations, (2) The class is relatively big and heterogeneous, (3) The course is taught by young inexperienced instructors, (4) There is a repetition of what has been taught at secondary schools, (5) There is no selection and classification based on competencies and students’ needs, (6) There is no coordination among intra- and inter-institutions. Kusni’s (2004) study also found the following: (1) some ESP courses in three universities in Indonesia were actually general English courses, (2) The instructors were mostly untrained subject-matter lecturers, and (3) There was no collaboration among the stakeholders in designing an ESP course.

The conditions of the English course at a University in Sumatra, were not far from those described by Alwasilah (2004 & 2007) and Kusni (2004). English is a compulsory course at the institution. At the Faculty of Teacher Training and Education, it is a compulsory 2-credit course for the freshmen in the first or second semester. The English course is coordinated by the University’s Language Institute which manages the classes, selects the instructors, develops the instructional materials and assesses the learning outcomes. This paper would depict the existing conditions of the English course at the faculty. The portrait of the course would be described in the following aspects: institutional goals, class management, instructional materials, instructors, teaching methodology, and evaluation.

English for General Purposes (EGP) has been named the Teaching of English for No Obvious Reason (TENOR) because there is no reason obvious to the learner. Abbot (1981), who devised this acronym, states that “most of the world’s learners of English are schoolchildren ... [who] are too young or too distant from any real communication in English to have any identifiable needs”. EGP refers to contexts such as the school where needs cannot readily be specified. It is considered as providing a broad foundation rather than a detailed and selective specification of goals. Strevens (1988) prefers the term English for Educational Purposes (EEP) to account for a school-based learning of a language as a subject element within the overall school curriculum.

Hutchinson & Waters (1987) state that the foundation of ESP is the simple question: Why does the learner need to learn a foreign language? The answer will relate to the learner, the language required and the learning context. Strevens (1988) defines ESP as of having four absolute characteristics and two variable characteristics. The absolute characteristics are that ESP consists of English language teaching which is: (a) designed to meet specified needs of the learner, (b) related in content (that is in its themes and topics) to particular disciplines, occupations and activities, (c) centred on language appropriate to those activities in syntax, lexis, discourse, semantics and so on, and analysis of the discourse, and (d) in contrast with

general English. The variable characteristics are that ESP: (a) may be restricted as to the learning skills to be learned (for example reading only), and (b) may not be taught according to any pre-ordained methodology. Dudley-Evans & St John (1998, pp. 4-5) argue that ESP has three absolute characteristics and four variable characteristics. The absolute characteristics include: (a) ESP is designed to meet specific needs of the learner, (b) ESP makes use of the underlying methodology and activities of the disciplines it serves, and (c) ESP is centred on the language (grammar, lexis, register), skills, discourse and genres appropriate to these activities. The variable characteristics include: (a) ESP may be related to or designed for specific disciplines, (b) ESP may use, in specific teaching situations, a different methodology from that of general English, (c) ESP is likely to be designed for adult learners, either at a tertiary level institution or in a professional work situation; it could, however, be used for learners at secondary school level, and (d) ESP is generally designed for intermediate or advanced students; most ESP courses assume basic knowledge of the language system, but it can be used with beginners.

The key stages in ESP are needs analysis, course (and syllabus) design, materials selection (and production), teaching and learning process, and evaluation. These are not separate, linearly-related activities, rather they represent phases which overlap and are interdependent (Dudley-Evans & St John, 1998). Needs analysis is a device to identify the learner needs in order to develop a course with a reasonable content for exploitation in the classroom. Needs analysis is therefore a process for identifying and defining a valid curriculum in order to facilitate learning in an environment that is closely related to the real-life situations of the student (Fatihi, 2003, p. 39). According to Iwai *et al.* (1999), the term 'needs analysis' generally refers to the activities 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. Johns (1991) states that needs analysis is the first step in course design and it provides validity and relevancy for all subsequent course design activities. Needs analysis can take various forms: (a) target situation analysis (TSA) which is concerned with the ultimate purpose to which the language will be put at the end of a course (Robinson, 1991, p. 8), i.e. learner necessities or objective needs, (b) present situation analysis (PSA) which considers existing learner knowledge, strengths and weaknesses (Robinson, 1991, p. 9), (c) strategy analysis which establishes the learners' preferences in terms of learning styles and strategies or teaching methods (West, 1997, p. 40), (d) deficiency analysis which estimates the learning gap between present needs and target needs, i.e. lacks, deficiencies or subjective needs (West, 1997, p. 40), (e) means analysis which examines the teaching environment in which the language course is to take place and establishes the constraints and opportunities of the course journey, and (f) language audits which include "any large-scale exercise forming the basis of strategic decisions on language needs and training requirements carried out by or for individual companies, professional sectors, countries or regions" (West, 1994, p. 12).

According to Jordan (1997), a syllabus is basically a specification of what is to be included in a language course. Designing a syllabus involves examining needs analyses and establishing goals. It then entails the selection, grading and sequencing of the language and other content, and the division of the content into units of manageable material. The methodology employed in implementing the syllabus will include materials selection and development, and will

involve a selection of the learning tasks, activities and exercise types, and how they are to be presented, in a particular environment, for teaching and learning; it will conclude with assessment and evaluation. In other words, in a simplified sense, the syllabus is concerned with 'what' and the methodology with 'how'. Together they cover the planning, implementation and evaluation of a language course. Munby (1978) suggests that needs analysis is the preliminary to the specification or design of a syllabus. Once a profile of a student's needs has been built up, these must be realized in actual language forms, by means of the specification of language skills needed and the language functions. Munby gives an exhaustive list of micro-skills from which the shorter list of particular skills needed by a student can be assembled. Similarly, Munby gives a detailed inventory of micro-functions, from which a selection can be made. Skills, functions and language forms together give syllabus content. According to Jureckov (1998), realism in the ESP syllabus should be expressed not only in the quality but also in the quantity of its contents. ESP learners require not only a desired and substantial 'meal' but also an appropriate time for its consumption, otherwise they cannot digest it. Foreign language learners generally need to be involved in their classes, because learner passivity and non involvement will in fact sabotage the desired outcomes. If the processes actively engage the learners, then a more positive outcome is assured (Wajnryb, 1992, p. 124). Unfortunately, traditional ESP syllabuses are not always meeting this demand. They are often overdesigned with 'content' and managed by the quantity of their input to force teachers to lag behind the time schedule. This results in limited practical involvement of the learners. Such syllabuses are not realistic but idealistic in their goals. What they offer is impossible not only to teach but also to learn and master. More often they 'chase' both teachers and learners and cause frustration on both sides.

One of the important components in language teaching is instructional materials. The materials serve as the basis for language input and practice for learners. The materials provide the basis for the content of lessons, the skills taught and the language practice activities learners take part in. For learners, the materials may be the main source of contact they have with the language apart from the teacher. Instructional materials may take the form of printed materials, such as books and worksheets, and non-printed materials, such as audio-visual materials. Materials for ESP and general ELT have one obvious difference. The ESP teacher will not expect to use a general coursebook organized around general human interest topics, situations, functions, etc., but will expect at least that the topics and situations that the language is linked to will relate to the students' subject specialism. Nababan (1994) states that the materials for ESP should be "appropriate to the specific body of learners" (p. 134). ESP materials are defined by two major factors, namely (a) the specific areas in which the language will be used, and (b) the types of learners who will be learning the language, which include their level and age, their linguistic background and educational culture. Since ESP caters for particular language needs of the students, the materials selected apply to the limited number and types of elements of the language and to the specific uses of the language. One core dilemma is that "ESP teachers find themselves in a situation where they are expected to produce a course that exactly matches the needs of a group of learners, but are expected to do so with no, or very limited, preparation time" (Jones, 1990, p. 91). According to Robinson (1980) and Carver (1983), materials for ESP should have one important characteristic, namely authenticity. However, other related characteristics, such as relevance, accessibility, practicability, and methodology, come along with authenticity.

One possible feature of ESP methodology derives from its association with communicative and functional approaches to language teaching. Therefore, Webb (1977) refers to new or different uses of games, projects and role play. It is probable that some of the exercise types associated with ESP are in fact entirely appropriate to general ELT but have arisen with ESP because of its greater attention to relevant language practice, to students' motivation and needs, and to efficiency of teaching and learning. Todd (2003) mentions six approaches on which teaching EAP generally places a greater emphasis than other types of English teaching: focusing on inductive learning, using process syllabuses involving task-based and project-based learning, promoting learner autonomy by employing self-access learning, using authentic materials and tasks, integrating technology in teaching, and using team-teaching. Robinson (1991) suggests task-based activities for ESP methodology because task-based work is enjoyable and actively engages the students both as specialists and as human beings, all of which are prerequisites for the acquisition of new language and the consolidation of old. Tasks may include role plays and simulations, case studies, projects, and oral presentations.

Evaluation is concerned with describing what is there, and placing some value judgment on what is found (Murphy, 1985, p. 15). Evaluation is a whole process which begins with determining what information to gather and ends with bringing about change in current activities or influencing future ones (Dudley-Evans & St John, 1998, p. 128). The purpose of evaluation is "to collect information systematically in order to indicate the worth or merit of a programme or project ... and to inform decision making" (Weir & Roberts, 1994), both from the point of view of development and the end product. In other words, evaluation applies to both students and to courses as a whole. Ewer (1974) states that ESP is task-oriented and thus a student on an ESP course is tested when he is asked to perform the task for which the ESP course has prepared him. An ESP test would theoretically consist of performance in a real-life situation; however, this is normally impracticable. The answer is therefore simulated real-life performance. "In this case the entire testing situation is contrived, although in such a way as to represent what are deemed to be the pertinent aspects of the real-life use context" (Wesche, 1987, p. 29). Morrison & Lee (1985) use a simulated academic tutorial as a testing device to find out the first-year Cantonese speaking students' proficiency in English, ability to communicate and academic potentials at the University of Hong Kong. Allison & Webber (1984) review performance-based tests for communicative skills courses for EAP. They support the use of performative tests "where the primary aim of the activity is to reinforce teaching and learning", but are 'less convinced of the advantages of performative testing for selection purposes, and specifically when recommending students for future courses of study" (p. 199).

METHODOLOGY

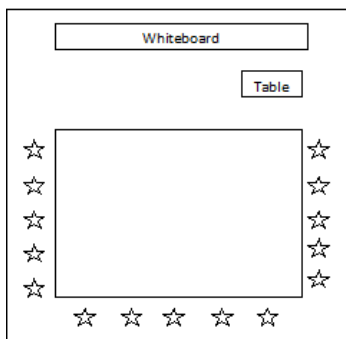
The participants were 378 second-semester students of 7 study programs at the Faculty of Teacher Training and Education, 10 instructors, 7 heads of study programs, 2 heads of departments, 2 faculty's heads, and the head of the university's language institute. The data were collected through (a) a questionnaire given to 378 students in 15 classes, (b) interviews with the instructors, the heads of departments/study programs, the faculty's heads, the language

institute head, (c) observations in the classroom, and (d) review of the documents. The data collection through questionnaire and interview was administered with a high degree of explicitness which involved the use of formal and structured types of questions formulated in advance (Seliger & Shohamy, 1989; Sommer & Sommer, 1991). There were 10 observations in the study as there were 10 instructors of the English course. The researcher observed the classroom activities one time for each instructor. The results of the observations were fieldnotes in narrative form of what happened in the classroom. The documents collected in the study included policy documents, syllabi and lesson plans, instructional materials, and tests and student test records. The methods of analysis employed in the study were both quantitative and qualitative. The quantitative method of analysis was first used for assessing the responses obtained; and secondly, the qualitative analysis provided the evaluation and interpretation of the figures and insights gained from the interviews, observations, and review of the documents.

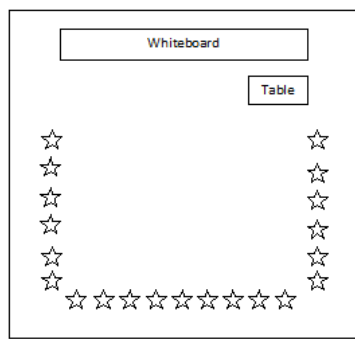
FINDINGS AND DISCUSSION

The research findings gave a portrait of the English course at the faculty. The portrait was described in terms of such aspects as institutional goals, class management, instructional materials, instructors, teaching methodology, and evaluation. One of missions of the faculty is to produce educational graduates and professional experts who are able to compete globally. To be able to compete globally, the graduates should master foreign languages like English. The English course is, therefore, necessary for the students. Realizing the importance of Emanagement of the university has determined the minimum TOEFL scores the students should get as a final comprehensive examination requirement. The Decree of the Rector of the university No. 042/H9/DT.Kep/2009 dated on June 10, 2009 states that the minimum TOEFL score for all the study programs at the Faculty of Teacher Training and Education is 400, except for the English Education Study Program (500). The university's language institute as the coordinator of the English course makes the syllabus and lesson plans of the English course. The learning objectives of the course were as follows: (1) general objectives: to review some structures and patterns used in standard English and to comprehend reading passages about natural/social sciences, and (2) specific objectives: to identify countable and uncountable nouns, to apply suitable tenses in sentences, to change active sentences into passive and vice versa, to use correct sentence patterns in expressing degrees of comparison, to use appropriate verb forms in expressing three types of conditional sentences, to distinguish verbs followed by gerunds from those followed by infinitives, to mention the terminology on educational system, to get main ideas of passages, to get specific information in passages, to find meanings of unfamiliar words through the context, and to answer implied detail questions. From the interview with the instructors and the faculty's management, all the respondents thought that this 2-credit course was sufficient to teach the students basic/general English. Additional credit-hours, 2 or 4 more credit-hours, were needed to teach English for Specific Purposes or English for Academic Purposes. Some respondents believed that given the low English proficiency levels of the students at the beginning of the course, it was considered necessary to teach General English. The results of the TOEFL-like test at the beginning of the first semester showed that 30.95 % of the students were in the beginner level (TOEFL score 300-350), 53.97% in the pre-elementary level (351-400), 8.73% in the elementary level (401-425), and 2.38% in the pre-intermediate level (426-450).

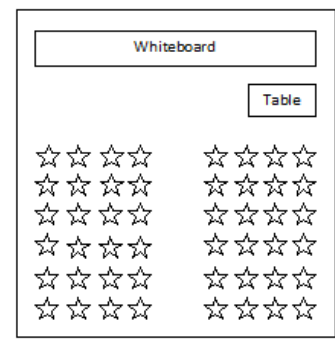
The classes were arranged in terms of study programs. There were 378 students of 7 study programs in 15 classes: 7 classes in Indralaya and 8 classes in Palembang. Indralaya classes were held at the Language Institute in Indralaya and the class schedule was determined by the coordinator of the English course. Palembang classes were held on Ogan and Bukit Besar campuses in Palembang and the class schedule was determined by the heads of study programs. The coordinator of the English course then found the instructors available on the proposed schedule. In terms of room arrangement, most instructors left the class setting as it was, the theatre seating for large audience. Depending on the size of the room and the number of students, some instructors arranged the room into u-shape. According to Reece & Walker (2003), the organization of the room should depend on the number of students (p. 160). Rectangular-table arrangement is for up to 20 students, u-shaped arrangement is for between 20 and 30 students, and theatre seating is for more than 30 students. Rectangular-table arrangement and u-shaped arrangement have the advantage that students have eye contact with each other. Consequently, with a relatively small class size, the teacher can easily use question and answer and whole group discussion and the students will be able to see and hear what others are saying. Theatre seating is for lectures when the passage of information is principally from the teacher to the students and there are limited possibilities for interaction.



Rectangular Table Arrangement



U-Shaped Arrangement



Theatre Seating Arrangement

The university's language institute provided two coursebooks: *English for General Purposes for the Students of Natural Sciences* and *English for General Purposes for the Students of Social Sciences*. The first coursebook was used by the students of Mathematics Education and Biology Education. The second coursebook was used by the students of the following study programs: History Education, Economics/Accounting Education, Civics Education, Guidance & Counseling Education, and Health & Physical Education. Both books consist of university terminology, reading texts and grammatical items. The university terminology includes Indonesian-English translation of the terms used at the rectorate, faculties, departments, and study programs of the university. The reading texts for the students of natural sciences include *Pollution*, *Why is the Sea Salty?*, *Carbon*, *Plants Behave like Humans*, *Reading Machine for Blind People*, *Glass*, *Oil Spilled on Water*, *The Stars*, and *Plants or Insects First*. The reading texts for the students of social sciences include *Investments*, *Education*, *Education in Indonesia*, *Partners*, *From Moats to Market Places*, *Economics for the Citizen*, *Retirement*, *Wild Life Conservation*, and *Why Study Psychology?*.

The grammatical items for both books include countable/uncountable nouns, tenses, the passive voice, comparisons, conditional sentences and gerunds and infinitives. These grammatical items could be considered as a review of what the students had learned in high-schools. The instructional materials seemed to aim at developing one language skill (reading) and one language aspect (grammar). However, some instructors used other instructional materials for listening and speaking. The students were asked to find materials related to their study program from the internet and to present them orally in front of the class. They seemed enthusiastic in this oral activity. In Rossner's (1988) view, materials should provide new information on how language works at a formal level, provide focused practice in manipulating language forms and in practicing sub-skills, provide comprehensible input, grammatical and communicative consciousness-raising on the part of learners, provide opportunities for simulating and rehearsing communicative situations to be encountered outside the language classroom, for testing and self-assessment, and for increasing motivation and interest in learning. From the interview with the instructors and faculty's management, most of the respondents said that the instructional materials should be ideally related to the students' field of study or their study program. However, the university's language institute as the coordinator of the English course could only provide two coursebooks on the basis of the students' common cores, natural and social sciences.

Paragraph 2 Article 46 of the Law No. 14/2005 on teachers and lecturers states that lecturers should have a minimum academic qualification: (a) magister/master's degree to teach diploma or *sarjana* programs, and (b) doctoral degree to teach postgraduate programs. Besides, the Government Regulation No. 37/2009 on lecturers regulates that in the period of 5 years after the regulation is effective, full-time lecturers who are not professors and who have not had a magister/master's academic qualification should fulfill the required academic qualification. There were ten instructors of the English course: 3 males and 7 females. Half of the instructors were underqualified in accordance with the Law No. 14/2005. However, they were *sarjanas* of English Education who knew English and knew how to teach it. The other five instructors had magister/master's degrees, four of whom were foreign graduates. From the interview with the faculty's management, all the twelve respondents agreed that the instructors should have magister/master's academic qualifications. Eight respondents (66.67%) thought that the instructors should be lecturers with English language/literature educational background, and three other respondents (25%) thought that it would be better if the instructors were lecturers in their field of study who knew English. One respondent thought that an English language lecturer was sufficient to teach General English, and it needed a subject-matter lecturer who knew English to teach an ESP course. Besides, all the respondents agreed on the idea of teaching team consisting of an English language lecturer and a subject-matter lecturer; however, they thought it was not feasible right now due to some constraints such as lecturer's work load, time management and honorarium. Team teaching refers to two or more teachers cooperating in the planning, presentation, assessment and evaluation of a course, but mainly in the presentation (Reece & Walker, 2003, p.118.). Team teaching is used where there are large groups of students and the teachers can take responsibility for parts of the course or where special expertise is needed. When the students were asked what kind of instructors they preferred, they answered: subject-matter specialist (85.18%), evaluator of student progress

(73.28%), consultant during learning process (70.80%), teaching master (70.10%), learning facilitator (66.67%), and evaluator of instructional materials (54.23%).

Teaching methodology refers to the selection and sequencing of learning tasks and activities; methodology is concerned with how (Nunan, 2000, p. 2). Methodology is the study of the practices and procedures used in teaching, and the principles and beliefs that underlie them (Richards, Platt & Weber, 1985, p. 177). In general, the teaching methodology of the instructors consisted of three groups of activities: pre-activities, whilst-activities, and post-activities. Pre-activities included greeting, checking the students' attendance, motivating the students or reviewing previous lessons. Whilst-activities included the students' reading a text followed by the instructor's explanation of some vocabulary or grammatical items (in reading) or the instructor's explanation of a grammatical item (in grammar), question-answer session on the topic discussed, and students' doing exercises orally or in writing. Post-activities included reinforcing what had been learned by reviewing the main points of the lesson, giving assignments, and closing the meeting. The teaching strategies used by the instructors were lecture, question and answer, discussion, and assignment. A teaching strategy is defined as "a purposeful combination of student activities supported by the use of appropriate resources to provide a particular learning experience (process) and/or to bring about the desired learning (product)" (Reece & Walker, 2003, p. 36). Lecture involves the instructor talking to the student about a topic which has an introduction, the details, and a summary. Lecture was used by the instructors to explain a concept or a grammatical item.

Question- and-answer poses a series of questions to the students in order to promote thinking and understanding. It is a way of ascertaining the existing level of learning or entry behavior in the introduction to a lesson and/or assessing the learning that has taken place at the end of a lesson or during it (Reece & Walker, 2003, p. 121). Question-and-answer was used by the instructors to explain a topic and/or to find out the students' mastery of the lesson. In a discussion, the students are actively involved in talking to each other about a topic. The instructor sets the discussion but subsequently plays only a minor role. Discussion was used by the instructors when the students were asked to do some reading or grammatical exercises. In assignment, the students are usually given an individual topic for an in-depth analysis; they often have to work independently, do research and report either in writing or verbally to a group. In the English course, some instructors asked the students to find an article or a reading passage of their interest from the internet or other resources and then present it orally in class.

There were two types of assessment in the course: formative and summative assessment. Formative assessment takes place during the course and is useful in telling the students how the learning is proceeding as well as telling the instructor about the success of the teaching. Summative assessment takes place at the end of a course or topic and is used for certification purposes; it is used to see if a student has learned the material and is capable of going on to further study (Reece & Walker, 2003, p. 315). The coordinator of the English course set the grading system as follows: the final grade of a student was determined on the basis of the results of tasks and quizzes (25%), mid-semester test (30%), and semester test (45%). The 60-minute mid-term test of even semester 2009/2010 consisted of 50 items: 2 short reading passages with 5 true-false items each, 10 vocabulary matching items, 25 structure multiple-

choice items with 3 options, and 5 structure conversion items into passive sentences. The 60-minute semester test consisted of 50 items: 2 short reading passages with 5 true-false items each, 10 vocabulary matching items, 25 structure multiple-choice items with 3 options, and 5 structure short-answer items of conditional sentences. There was no course evaluation conducted.

CONCLUSION

This study was conducted to depict the existing conditions of the English course at a faculty of the university. The study gave a portrait of the English course in terms of such aspects as institutional goals, class management, instructional materials, instructors, teaching methodology, and evaluation. The results of the study showed that: (a) the English course at the faculty could be considered as General English, (b) there was no needs analysis conducted, (c) half of the instructors had magister/master's degrees in accordance with the Law No. 14/2005 on teachers and lecturers, (d) the teaching and learning activities were mostly lectures and question-answer sessions in the theatre seating arrangement, (e) there was no course evaluation, and (f) there was no collaboration among the study programs, instructors, and language institute in designing the course. The findings of this study would hopefully be useful for the coordinator of the English course to redesign the syllabus for a better instruction.

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