Subtheme 1:Information and political Literacy

Communicating With Flair Effectively Using Teaching Philosophy Among Students Of Library And Information Science

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Abstract

Library and Information Science (LIS) students as Students of Non-English Department (SNED) need betterments in communication with confidence in terms of approach from their facilitators. The approach brings with it an atmosphere of enlightenment of which nature should be inspiring, triggering, and entertaining to some extent. Teaching philosophy plays a greater role in putting the atmosphere come into existence. As English Language Learners (ELLs) majoring in LIS, they would find it rather discouraging to learn English since they might not see the importance of studying other than their major, LIS. However, as university students, they are there to exercise their critical thinking. The aim of the present study is to generate flair of this kind of ELLs through FIESTA (Fun and interesting, Interactive, Explorative, Systematic, Technology savvy, Autonomous) mode of approach. An approach using a qualitative with descriptive method of research with interview and observation as instruments results in significantly positive impact. Interpretative phenomenological analysis was selected to guide the research: a method of data collection. A competency required of LIS graduates would bring with it a change in LIS in a digital age. It is indicated that any facilitator's efforts made towards betterments in terms of mainly speaking and, writing using acceptable English gives room for a possibility.

Keywords: approach, FIESTA, flair, facilitator, acceptable English.

A. INTRODUCTION

In-class English sessions generate rooms for betterments in terms of students' willingness to get communicated with firstly their peers and secondly their facilitators as well. The teaching of English as a foreign language (EFL) to students of non-English departments (SNED) as English language learners (ELLs) needs certain approach in encouraging them to communicate with confidence using English language in a more appropriate way. One of the SNED groups at Fakultas Ilmu Pendidikan (*FIP* – Faculty of Education) falling into this category is *Prodi Perpusinfo (Perpustakaan dan Sains Informasi -* Library and Information Science) group of students. To obtain a positive impact from the learning process through English 1 emphasised on writing skill, and English 2 - English for Librarian) lectures to the students of this category, for instance, a developed learning method through an approrpiate approach is imperative. As university students, they are there to exercise their critical thinking (Obias, 2015). Rosenthal (2016) insists that *although English is regarded as the common international language of business, not every business globally use English on a regular basis*. Not being "at home" in both cultures – English and Indonesian, this category of ELLs comunicate a bit less acceptably. They are beyond awareness of the target language (English) as a living phenomenon when communicating their ideas expressed in especially a spoken form. Teaching philosophy (Asten, 2016) as it is understood exists to lead university students as learners to a possibility of various betterments. The pace of FIP – UPI in developing its resources towards betterments has something to do with its image and educational philosophy it conveys. There are many different educational philosophies (teacher-centered and student-centered) in higher education institutions that

have developed over the years. However, they all have the same goal to provide students with the best education possible (Wahyudin, 2017). In facilitating their students, the lecturers face challenges (Salim, 2017) and find any promising way to bring with a solution to generate an impact student will benefit from. Barriers dealing with cultural and linguistics aspects should be removed accordingly.

ELLs communicate with less than acceptable sense on the other party's part. Part of the reason is that the ELLs have no room to express their ideas by involving themselves thoroughly. McIntire (2014) says "*Language barriers make it difficult to give direction, explain your expectations, or provide performance feedback to those with whom you cannot communicate effectively*". ELLs as communicants need to involve themselves well in differences of culture and language, which is difficult to perform: avoiding themselves from being awkward and unnatural in a way. Hill and Flynn (2006) were cited when saying *Language is the air we breathe and the water we swim. It comes as naturally to us as seeing the sky or digesting our food. It is as vital a part of our name and personality. But what if we suddenly had to breathe different air or swim in different waters?* Then, again, the culture in which the students in discussion live influences and shapes their feelings, attitudes, and responses to their experiences and interactions with the party they communicate their messages. Experts in linguistics see this notion by saying that language represents the culture since the words refer to the culture, as belief and practices of a society, but the representation is never complete or perfect. This penomenon leads to an understanding on the learners' part that what works in their first language (Indonesian language) may not work in English. They are somewhat impeded by this cultural

relativity in that their attempts to achive the other party's comprehension have proven to result in communicating their ideas being less acceptable: communication breakdowns being unavoidable. McIntire (2014) says that language barriers make it difficult to give direction, explain one's expectations, or provide performance feedback to those with whom one cannot communicate effectively. SNED as ELLs should be proficient enough in both their ideas and the other party so that the message they utter to that other party of comunication is understood accurately, clearly and naturally. Kaur (2006) insists that ELLs should be able to deliver their ideas expressed in speaking according to the rules, style, and grammatical points of the target language so that their message is avoided from being awkward and unnatural. In other words, ELLs should be literate enough culturally and linguistically. Nurtiar (2015) insists that literacy proves to be a method enabling students to explore more their own way. Other than that, ELLs' knowledge of target culture of the language plays a greater role as coined by Cakir (2006) *"Most frequently confronted that students to a great extent know the rules of language, but are not knowledeaqble enough about the target culture"* and, as a communication tool with two parallel streams which prompt to an awareness of a difference between the languages, it makes it possible for any sociocultural and sociolinguistic constraints to hamper the communication.

A factor of confidence plays a key role to enhance a good communication among ELLs: feeling secure, intimidation-free atmosphere, being relaxed, and flair-based innitiative are necessary, to name a few. A number of ways to help assisting the ELLs towards the end could be encouragement, push, appreciation in its various forms, rooms for creation on the ELLs' part and lots more. Mature students organized in small groups of discussion tend to have

a higher level of confidence (Campbell, 2007). Rusmono (2015) confirms that lecturer, teacher, instructor should find every way possible to "soften" the voice every time showing mistakes takes place. Accordingly, any student being exposed to his failure leading to making him the object of ridicule would surely withdraw from attempting to get understood and received by the whole class. A worth citing, a "true story" account by one SNED student as an ELL is inspiring: *Okey guys, this is Multimedia Room. There is place for browsing, searching, downloading, and typing. All facilities this room free for user. And this is postgraduate room. We can access in repository upi for see this collection. Now we will wend second floor. This library have relict deposits. Okay, this is magazine and France Corner. This room will be relaxing for user. And than user can copy essay, thesis, disertasi and other collection in foto copy room. Free from copy can using preservation of collection.* Every single letter of the words forming each sentence is copied exactly as it appears in the student's note, including, one word "untranslated" namely *"disertasi"* (Cf. English *"dissertation"*).

The role a facilitator plays in generating flair for the ELLs "colours" the atmosphere of the class sessions. Through a mode of approaching students namely FIESTA, for instance, an atmosphere of being monotonous and boring can be avoided. FIESTA stands for *Fun* and interesting, *Interactive*, *Explorative*, *Systematic*, *Technology* savvy, *Autonomous*). The "F" in the FIESTA is a point of departure in terms of generating the students' flair. Combined with another mode of approach called IBA (Interest-Based Approach), for instance, a pleasing atmosphere of a learning process in the classroom would more than likely take place. ELLs' feeling of secure is maintained in such a way that they are eager to use their English "without"

risks. As experts in the field echoe, students are basically given room to see a good chance to express their ideas in the target language (English) without even feeling worries since a feeling of secure gradually develops instead. One way of making sure that risk-free innitiative on the students' part takes place is by thinly disguising the "unforced" mistakes students have made. As for putting into action, the "F", some sort of interactive educational games would be a good start. Altinay (2017) had believed that game-based learning needs to be a basic strategy to prevent awkwardness from happening during classroom sessions. One of student-centered interactive games called SCSA (Student-Centered Speaking Activity) proves to be a possibility in encouraging students to communicate without risks. This way, confidence on the students' part plays a key role in making sure that they are "on the right track". There goes one student's remarks from an interview *" LM105 class sessions make me feel so happy and anxious at the same time because there are a ot of games"*. Other accounts by other students run like: *"FIESTA and PAIKEM make the class interactive"*; *I find it easier to understand the materials through this activity"*; *I think this method is good since it brings with it fun and prevent me from being bored all the way from beginning through the end"*. Another game-like activity is by giving students a chance to express their ideas with delight: a role playing. As many as forty-one students took part in an emic mode of interview and observation: perception of the students resulting in some significant contribution to a more promising teaching-learning process. Sources of making mistakes having to do with the absence of linguistic and cultural barriers may lead to frustration. Rusmono (2015) shares findings that the less comprehensible part of the student's ideas expressed when speaking might happen without their being aware. Efforts they make, then, need to be

appreciated to some extent in that the facilitator should always prevent the students from being exposed to an atmosphere that possibly reveals some embarassement especially a very personal one as discouragement could emerge. The whole part is that students should feel secure and, as a result, they are sure that they are freed from any kinds of intimidation. Saving one's face is what experts in language say. Generating flair on the ELLs' part is the whole point here. Flair leads to enhancing confidence when communicating: near-native manner at international conferences, cultural and linguistic-based expressions acceptable, and appropriate responses upon digesting especially advanced communication at meetings with academics at various levels.

B.   METHOD

This research employed a qualitative method with an interview and observation as tools to collect data from 41 LIS students. Through a naturalistic approach, the informants' emic construction was built to put interactions among realities in which the researcher directly intercated with the informants to gain selected set of data. Semistructured interviews followed by the research findings serve as the main body of this research. Assumptions are drawn from the informants' narratives to get an in-depth account of the phenomenon in question (Larkin, 2006).

a.   Research Design and Approach

Through naturalistic approach, the present study seeks to attain an understanding on a process (rather than a product) of speaking activity being observed in that a phenomenon resulting from the process is studied

(Alwasilah, 2003). In-depth information is gained through interviews by paraphrasing or following-up questions. Netralization is set to balance possible insufficient information during the interviews. Some practical issues analized are included to gain understanding on the part of both the informants and the key informant and, examples from literature adding to the finding of the present study prove to be useful.

b. Participants and Data Collection Process

Interviews with forty-one informants and observation in which field work and field study are carried out involve documentary analysis. The interviews are set on planned background while the observation is done naturalistically to provide participation of the informants: opinions, perceptions, judgements, intuitions, experiences, and academic behaviors.

C. RESULTS AND DISCUSSIONS

There is a greater inclination towards an atmosphere of being intimidation-free and accordingly brings with it an encouragement on the students' part. Approaching with its various ways of friendliness by the facilitator is the key to the successful creation of interesting, entertaining yet still academic in sense of learning which eventually removes any alienations. Confidence in expressing ideas proves to be an impact further study might be of an interest.

When a class is organized into groups, students start feeling secure since each of the members of the group has something unseen to be an object of discovery as a result of his/her weaknesses (missprounouncing words, missusing appropriate acceptable English expressions during exchanges, using L1-Language 1-native language - to express ideas in "the real" English.

To explain a concept, for example, students use their "Englishes" to their own classmates and, as long as their the classmates understand, no problems seem to arise. This way, no feeling of making mistakes is bothering while actually mistakes are in every part of "their English". No interruptions are done by the facilitator and no revisions are recommended during the interaction between students and their fellow classmates. Let alone intimidating students because of their unforced mistakes. Lecturers, teachers, instructors or any facilitators at various levels of education need to always keep the volume down everytime corrcting student mistakes should take place. "Softening" is exactly what a "notification" of exposing the mistakes is all about. Putting a student in a difficult posisition will be undesrtood as a penalty, which, at the end, will kill the students' emotional will to be accepted through his/her efforts to communicate in English with confidence. Willingness to speak during the sessions in various interactive activities in itself proves to be a blessing already. Every single utterance should be regrarded as "correct" in every possible way. Using pleasant and even funny body language, a facilitator might be looking more like a comedian in front of the calss: gestures used, language used, anger kept down, friendly eye contact. Letting students see a big chance to have an access to an enlightenment pleases their hearts and this would lead them to getting rid of hestitation in expressing their ideas when communicating. This way, self-confidence goes hand in hand with every single idea they express regardless of , unfortunately, almost unacceptable English to especially native speakers. The interviews with the informants indicate that differences among individuals exist from various causes like, for example, locality. This would lead to a social life of people living around a place forming certain

environment. Not to mention individual peculiarities difficult or almost impossible to be discussed.

Making efforts to make expressions during a dialog in an interesting topic always brings with it some positive impacts. ELLs feeling freed in challenging this risk-free opportunities are prevented from being the object of ridicule. As a facilitator, giving unvafourable remarks on the ELLs' speaking performance should be avoided. It is a must to give remarks on the students' performance that will have a positive impact meaning that students as ELLs should be freed from double burdens: linguistic and cultural shortcomings. Even more imperative is that students should be avoided from building a less promising mental achievement. It is suggested therefore that if uselessness is what follows after the remarks, even worse painfulness deep in their heart, giving remarks should be halted. Thus, preventing ELLs especially SNED in this case from comments unlikely bringing positive impacts is a brilliant idea. The SNED need to be encouraged to adapt what they are really interested in with the aims their instructors are attempting to achieve.

D.   CONCLUSION

Making effort to generate flair and to eventually elevate any earnest intentions of the SNED as ELLs to use English will never be futile. The instructors playing the role as facilitators approaching the students with enthusiasm results in positive responses from which flair with its energy builds confidence on the ELLs' part. Although rooms created for the ELLs to fill the gap between their own language cultures and foreign language cultures may still be far from being perfect, an innitiative has been taken and will hopefully lead to a bit better promising future. Giving an ounce of credits

to the ELLs for any drives of speaking in English proves to be conducive. With their critical thinking, it leads to an emerging self confidence on their part and, as they go along, will generate more comprehensible communication in spoken form. Varieties of cultural and linguistic backgrounds will not contribute that significant to hampering incomprehensibility and will therefore ameliorate constraints to effective learning since students more than likely benefit from their learning. Temporary "negligence" to linguistic and especially cultural standards has resulted in a conducive process of learning English as a foreignh language. It may even enrich the existing students' "Englishes" to some extent. Replacement of the negligance by the facilitator's artificial conduct of enlightenment drives students to perform with confidence and with the feeling of not being intimidated by any kinds of risks. Benefits are for the ELLs to gain since endless efforts of creating a pleasing atmosphere by the facilitator has taken place. The aim is obvious: an innitiative to communicate in English with confidence and risk-free attempts. The impact is potentially promising in terms of developing and implementing innovative instructional program for the SNED as ELLs. At least, a little first step towards betterments has been initiated.

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