Relationship between Learning Environment and Motivation of Librarianship Students in Learning English

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ABSTRACT

The research is aimed at investigating the current status of specialized English learning programme of Library and Information Management students. Underpinned by Learning Theory initiated by Illeris (2003) and Omrod (2014), the research was conducted by utilising a quantitative research method. Participants in this study were 108 students of Library and Information Management. Motivation and learning environment are two main constructs analysed in detail. Findings indicate that librarianship students' awareness of English for Library Science is high and that their learning motivation of English for Library Science is to seek good jobs. In addition, there is a relationship between learning English for Library Science and basic English as well as practicing environment. Lack of basic English and poor practicing environment are considered as two top difficulties that librarianship students encountered while learning specialized English. Some suggestions on effective and feasible solutions are also presented so that students are able to know how to improve their English pertinent to their future job and professional development. This study enhances librarianship students' awareness on the important role of ESP in their studies and professional development. It also helps teachers know how to support their students in learning ESP effectively.

Keywords: English for Specific Purposes (ESP), English for Library Science, English learning motivation, Information science, Library and Information Management

INTRODUCTION

In the library setting, English is widely thought as an indispensable tool to maximize the efficient use of information resources in order to best serve customers and keep pace with other libraries in the world. English is also a means to help information organisations achieve standards for library work as well as a means for information professionals to conduct research on users' needs and sustainable development of the library. Moreover, Library and Information Management is a field of study that requires English for Specific Purposes (ESP) skills. It is essential for students to be proficient in ESP to read and master professional documents for their studies and work. Currently, most textbooks and reference materials of Library and Information Management program are in English. Therefore, in order to enrich professional knowledge and to receive scholarships for overseas studies, students are required to be good at ESP. In obtaining these goals, students need to improve their ESP proficiency which allows them be capable of writing applications for scholarships, attending interviews for absorbing quality and rich sources of information, conducting research and writing research proposals or scientific papers presented at local and international conferences.

Motivation to learn English is widely held as an important factor determining the quality of student learning outcomes. In class, motivation helps students to maintain learning activities to master knowledge. With the teachers' strategies, students are motivated to learn. This influence can be understood as foreign language learning oriented. For them, learning English allows for easy communication and exposure to other aspects of life and experience. In addition, learning English helps students to improve their carrer prospects. In other words, individual students' proficiency in English is likely to attract employers while recruiting.

In addition to motivation to learn English, environment has exerted impact on individual academic success. The learning environment in English may well include conditions, facilities, class size, interaction between lecturers and students, and social contexts. If teachers and students lack comfortable feelings of classroom conditions, the quality of English teaching and learning cannot be reached and vice versa.

In a University in the Mekong Delta, the questions about how ESP meets the expectations of librarianship students, whether students have confidence in their English skills or whether they have to encounter any difficulties while learning ESP, still remain. Ultimately, motivation and environment are considered as guidelines and provision for learning activities. These two aspects play a decisive role in seeking quality and effectiveness of learning. Moreover, they have strong influence on the formation of learners' competence and personality in the learning process. The answers of how motivation and environment are crucial in promoting positive and self-discipline of students to improve the quality of English learning outcomes. Therefore, it is necessary to examine the relationship between learning environment and motivation of librarianship students while learning English.

Research Objectives

1. Analysing ESP learning motivations of librarianship students
2. Evaluating ESP learning environment for librarianship students
3. Identifying ESP learning difficulties to librarianship students
4. Proposing solutions to help librarianship students to improve ESP learning efficiency

Research Questions

To achieve these objectives, the study focuses on the following questions:
1. What motivates librarianship students to learn ESP?
2. How is ESP learning environment for librarianship students?
3. What difficulties do students face in ESP learning?
4. What are solutions to improve student learning efficiency?

THEORETICAL FRAMEWORK

Learning theory describes how information is absorbed, processed and retained in learning. This theory indicates that cognition, motivation, environment and learning experiences are four impacting factors as crucial in learning. According to Illeris (2003, 2018), learning consists of two basic processes and three dimensions. External and internal interaction processes are identified as the two distinct processes. While external process involves the interaction between the learner and his or her social, cultural or material environment, the internal psychological process focuses on the elaboration and acquisition of managing the learning content and the incentive of allocating the mental energy. The three learning dimensions are content, incentive (motivation) and interaction. Therefore, learning theory entails learning structures, types and barriers, and considerations in relation to age, gender and competition. Learning theory predominantly deals with the acquisition process. As for the acquisition process, most theoretical approaches focus on the content dimension. With regard to behaviourism, this theory is largely registered with visibly changed behaviour. As such, education plays a central role in competitiveness. However, it is learning which is decisive in this connection, and more education does not automatically result in better learning. The constructivist approach related to teaching and learning as expounded by von Glaserfeld (1989) is that the student or the learner is an active participant in the learning process and that the teacher has to extend greater efforts to facilitate student learning.

Learning theory has been developed mainly in the discipline of learning psychology, but with supplementary input from other psychological disciplines and the adjacent disciplines of sociology, pedagogy and biology. It stresses that understanding of how learning takes place and functions as interior individual processes and that external conditions are considered when they influence these processes. Learning theory, for the purposes of this study, is viewed as the theoretical framework. In particular, motivation and learning environment are described in more detail.

Motivation for Learning

An important theory about motivation is the theory initiated by Deci and Ryan (2000). They conceived that the motivations can be divided into two types, the internal motor (Intrinsic / Internal motivation) and the external motor (Extrinsic /External motivation). The inner motive is human desire to seek for new things, new challenges to discover oneself and find knowledge. This type of motivation is driven by the passion and excitement of the task itself, without being influenced by external influences such as pressure or reward or punishment. Students motivated by inner motivation will be willing to participate in the work and desire to improve their skills,

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thereby enhancing their own capacity. On the other hand, we have external motivations. This is the kind of motivation that occurs when people want to perform an activity, a certain task to achieve results. This kind of motivation comes from external influences. That influence can be a reward or a threat that requires the task to be completed (Deci & Ryan, 2000). Competition in learning is also seen as an external incentive because it encourages people to reach achievement, not simply to enjoy the learning process, or to sharpen skills. Thus, based on the above analysis, motivation in learning can be derived from internal or external motives and is an important determinant of learning, especially language learning.

Learning Environment

According to Sandberg's (1994) learning environment diagram, the learning environment consists of seven factors including; teachers, teaching assistants, classmates, materials, resources, learning tools and schools. Bates (2005) says that the learning environment consists of teaching content, standard skills, information resources, assessment framework, learner's quality, and learner's interaction. With a different approach, according to website edglossary.org (2013), the learning environment refers to factors such as the diversity of the physical environment (learning location, equipment, facilities) and non-physical factors (socio-cultural context, classroom interaction, learning duration). It is also possible to mention digital technologies (audio, images, electronic lectures). The syllabus and curriculum are also an important aspect in the learning environment and the learning environment has direct and indirect effects on student learning.

According to Hashim, Alam and Yusoff (2014), the learning environment can include three groups of factors. The first one is class conditions. This is the physical space of the classroom and the equipment and technology available for learning and teaching (Fraser, 1986). The second group of factors is school equipment. This group of factors consist of the facilities provided by educational institutions for students to have a healthy learning environment (Schneider & Krajcik, 2002). The final group is the student proficiency. This group refers to students' abilities in listening, speaking, reading, and writing skills (Cohen & Levinthal, 1990). Recently, it is impossible not to mention technical and scientific factors as an effective support component in a modern learning environment. According to Hong, Hartzell and Greene (2009), an "interactive classroom" with mobile interactive devices, wireless communication devices and technology networks are the must. They believe that the learning environment in the age of technology and interaction will bring about time, efficiency and significant information resources for learners. This is also a new, modern and interesting definition. Compared to the above definition of ESP and definition of ESP dynamics, the concepts of learning environment are quite rich. However, it can be seen that these definitions have something in common. It is a learning environment including physical elements (e.g., rooms, equipment etc.) and non-physical factors (e.g., cooperation, socio-cultural context etc.) along with some special elements such as advanced technology.

LITERATURE REVIEW

Learning Motivation in ESP

Learning motivation is an important factor leading to success of language study (Gardner & Ladone, 1985; Gardner & Lambert, 1972). This implies that job opportunity and English speaking community integration are crucial parts that drive students to study English and ESP (Deci & Ryan, 1985; Warden & Lin, 2000). In particular, Al-Khatib (2005) claims that tourism students have positive attitudes towards learning ESP because this field of study is served as an effective tool to help them communicate and look for jobs. In Indonesia, Bradford (2007) conducted a quantitative study demonstrating that the impact of external motivation is very high because students often pay attention to practical benefits such as work and money. Meanwhile, Sugita and Takeuchi (2010) claim that students are not interested in learning English because they do not have any specific motivation and they have no chance to practice. The study conducted by Köseoğlu (2013) in Turkey also supports this finding. He says that majority of students learned ESP is to prepare for future work even though their internal motives such as desire to improve skills for themselves are very low. Losing motivation and passion of learning will thereby lead to a depressed attitude and un-concentration on the academic achievement. So, meeting career requirements is an external factor that motivates most students to learn ESP.

On the other hand, Kim (2010) indicates that Korean students' competitive motivations of learning ESP (motivations related to achieving high positions) are stronger than their expectations-related motivations for increasing employment opportunities. Chung and Huang's research (2010) concludes that their students' motivation to study English is not from job search or family pressure. Their main motivation is from love of English and sympathy with English speakers. They want to gain more knowledge through this global standard language. Furthermore, Liu (2011) shares a different finding in a study on students' learning needs for ESP in Taiwan. He demonstrates that students learn ESP to satisfy their own desires of work requirements and prepare for future careers. Therefore, work chance is still the most important factor. Amjah (2014) thinks that ESP learning passion will have a positive impact on students' academic achievement.

In Vietnam, there are not many studies on English and ESP learning motivation of Library and Information Management. Research mostly discusses ESP of other majors rather than Library science. In particular, Tran and Baldauf (2007) states that students' English learning motivation is to study abroad. In addition, career requirement is one of the motivations for learning English and ESP. For example, Do (2011) indicates that one of the requirements of learning ESP is to provide enough professional English to work in the future. She argues that students must master English to read books and journals, translate documents of their majors, write the reports, correspondence or answer the phone and English communication with foreigners at work. Similarly, Phan (2010) affirms that students' motivation to study English is internal motivation and most of their study time is dominated by outside motives. More particularly, Ngo (2015) claims that learning motivations consist of three categories including fulfilling obligations (being forced), satisfying expectations, and preparing for future work. She also indicates that the third motivation (preparing for future work) has the most influence on ESP study. Thus, job requirements are external motivations of ESP learning. However, the internal factor such as passion for learning foreign languages strongly affects the motivation of ESP study.

Learning Environment in ESP

In addition to learning motivations, a suitable learning environment is influencing the students' study outcomes. Many authors believe that learning environment has certain impacts on teaching and studying foreign languages (Fraser, 1998; Freiberg, 1998; Hamilton & Hattie, 2004; Fraser & Walberg, 2005; Sağlam & Sali, 2013). In particular, Entwistle and Tait (1995) state that learning environments include lectures, assignments, tests, and information resources that are present during the learning process. Meanwhile, Miller, Ferguson, and Byrne (2000) claim that learning environment consists of behaviour and actions that take place in the classroom. Sağlam and Sali (2013) describe learning environment in which all interactions occur in the teaching and learning process consists of individual, emotion and classroom structures as well as the teacher's teaching style, faculty expectations and attitudes, and other matters related to discipline, age and gender. In general, learning environment is a diverse and complex concept and attracts different opinions. However, it can be understood that learning environment includes all the physical, cultural and social factors appearing and taking place in the classroom. Sağlam and Sali (2013) also indicate that curriculum and physical environment (facilities, equipment) are two common components in learning environment. Similarly, Hashim, Alam and Yusoff (2014) also states that classroom and equipment conditions necessitate in dealing with learning environment. Despite of some conflicting ideas, these authors consider class size to be one of the important factors of the learning environment. While Hoxby (2000) argues that class size has no relation to the quality of learning, Ferguson (1991) concludes there is a relationship between class size and student achievement. Furthermore, many research findings illustrate that teachers can perform their roles better in smaller classes (Ferguson, 1991; Molnar et al.,1999). In addition, class temperature and the equipment available helps teacher and students feel more comfortable, convenient and interact effectively (Mathews & Lowe, 2011). Thus, there are many factors affecting the learning environment and this issue keeps on being discussed in literature.

ESP curriculum is also a matter that attracts more attention from researchers as well as English instructors. Williams (1981) argues that ESP curriculum is very interesting scope because it is quite wide, different, even more and more opened. This author also demonstrates that ESP curriculum is mostly derived from the internal teaching facilities, in accordance with the purpose and needs of the students. Whenever demand becomes higher, these syllabuses are revised to fit the learning needs. ESP curriculum is also very complicated and difficult because ESP syllabuses are not interlinked (Swales, 1980). Similarly, Robinson (1980), Arthur (1983) and other contemporary researchers discuss this issue but they still fail to find a common structure for the ESP curriculum. So far, there is no unified set of standards for ESP curriculum. However, researchers are still actively researching this topic. Klimova (2015) comes up with a set of ESP syllabus including a clear, concise, reasonable and simple structured documents; content and practical exercise-based balance; up to date and easy to understand; appropriate multimedia-supported components; as well as relevant documents and appropriate websites link. Klimova (2015) also reiterates that ESP curriculum development and teaching materials are very necessary. Although ESP curriculum development is complex and accompanied by certain challenges for both teachers and learners, it helps to enhance students' interest in learning ESP as well as promoting student self-motivation (Klimova & Poulova, 2013).

Hashim, Alam and Yusoff (2014) state that infrastructure such as libraries, study areas, group discussion rooms, information resources play an important role in teaching and learning foreign languages. They contribute in improving practice effectiveness in addition to interaction with classmates and lecturers. These authors also conclude that class quality has no relationship with teacher's qualification and personality and the class size has a close relationship with the quality of teaching. Their research findings also illustrate that classroom conditions have a positive and significant impact on the English communication level of students. In fact, classroom conditions, facilities and equipment have a certain influence on the quality of teaching and learning. If the learners feel uncomfortable with their classroom conditions, the teaching and learning quality may be impaired and vice versa.

Difficulties in Learning ESP

There are many challenges of ESP learning for Vietnamese students (Do, 2011). The most striking is the curriculum. Do said, "There is no national unified program for ESP training. The regulations of the Ministry of Education and Training regarding the number of instructional periods as well as the number of credits needed to be accumulated are also inconsistent for each university at specific time. Particularly, ESP has not been distributed in a specific and consistent program for all universities across the country, so it is difficult to have a common voice in training" (p. 33). Moreover, Le (2010) indicates that in order to learn ESP well, students need to have a relatively solid basic English to deepen their specialized knowledge. However, the amount of time spent on basic English at universities is almost unfulfilled. Therefore, the appearance of knowledge gaps and the difference in qualifications between students is unavoidable. Another objective challenge is the way to evaluate the students (Tran, 2011). He indicates that ESP learning assessment is not based on real life test, but on examination. This means that their ESP training skills are not tested properly. Thus, this is a big challenge that needs to be solved in order to improve the quality of ESP learning.

Besides these challenges, factors from lecturers and students also affect ESP learning efficiency. Do (2011) states that students' ESP learning qualification is a big challenge. She explains that limited time, no language practice environment and low self-learning awareness affect the ability to acquire ESP of students (Dao, 2005; Do, 2011; Nguyen, 2005; Nguyen, 2007). The disparity of knowledge among students are also challenge. Some students learning ESP just to pass the school requirement. They lack clear motivation. Do (2011) also points out that students themselves do not have a good basic English from high school. Therefore, it is easy for them to be overwhelmed, leading to discouragement and loss of motivation to learn English at university. Meanwhile, ESP learning requires the background from basic English. Therefore, it is important for students to acquire strong ESP skills. In terms of the teachers, Do (2011) claims, "ESP teachers also face certain challenges. In particular, they have little opportunity to participate in short and long-term training courses at home and abroad to improve their knowledge and skills" (p.36). In addition, Tran and Baldauf (2007) are concerned about demotivation. It is because of their failure to learn about ESP in the past, bad impression of teachers and poor learning environment, thereby resulting in loss of their interest in ESP learning.

RESEARCH METHODOLOGY

Underpinned by the Learning Theory, this study was conducted using quantitative research approach. Questionnaires were administered to all 130 librarianship students who are studying ESP. According to Krejcie and Morgan (1970), with this research population, the minimum collected samples must be 97 to ensure the reliability and representativeness of the study. In actual study,108 librarianship students responded to the questionnaire, which exceeds the expected samples.

The questionnaire was developed based on two previous related research questionnaires conducted by Vo and Thai (2012) and Ngo (2015). Their questionnaires were selected and modified to best fit the research objectives. The questions are mainly in the form of options and five point-Likert-scale items. In addition, there is an open question in each section so that students can make their own contributions and suggestions about improving the quality of ESP learning. The students who participated in the survey only took about 10-15 minutes to complete the questionnaire. SPSS software was used to assess the reliability of the survey and statistical data analysis. Before issuing the official survey, a pilot one was conducted with 20 students via email and social network Facebook to check the effectiveness of the survey, scale reliability, relevance, response time, ability to respond to the necessary information of the question as well as to receive comments and correct errors.

The questionnaire consists of 2 parts. Part 1 is related to demographical information with 5 questions about gender, course, English qualifications, English study time and living area. Part 2 has 40 questions divided into 3 sections: Understanding motivations for learning about ESP, assessing the current learning environment, and learning difficulties as well as suggesting solutions to overcome difficulties. The official survey is distributed directly to all students in classes regardless gender and course. After collecting the required number of samples, the data were entered to the computer files and then processed using SPSS software. For open-ended questions, qualitative data were categorised into groups of emerging themes for analysis.

FINDINGS and DISCUSSION

ESP Learning Motivations of Librarianship Students

External Motivation to learn English

Research findings show that the demand for ESP learning of librarianship students is relatively high. Up to 60% (n = 65) of them desire to study ESP. Among various examined external motivations such as job opportunity,

course requirement, reference materials in English, library user support, higher study, fund raising proposal, international conference participation and leaders' belief making, only one motivation (job opportunity) has statistical significance. It means that demand for ESP learning has significantly relationship with job opportunity. According to Muijs (2011), Pearson correlation coefficient $r = 0.505$ and $p = 0.021 < 0.05$ indicate that two variables of 'Desire to study ESP' and 'Job opportunity' have a strong relationship. It can be understood that the more they want to be advantageous in getting a job, the more they are aware of the necessity of ESP learning. This finding coincides with previous studies which confirmed that finding a good job is an external motivation affecting English learners (Bradford, 2007; Deci & Ryan, 1985; Kim, 2010; Ngo, 2015).

Internal Motivation to Learn English

Chi-squared tests and Pearson correlation coefficients ($p = 0.055 > 0.05$; $r = 0.678$) indicate that two variables of 'Love of ESP learning' and 'Necessity of ESP' do not have a statistically significant relationship. In addition, the test results among the variable 'Love of ESP learning' with the other 3 variables of 'Active participation in class', 'ESP assignment scores', and 'ESP final scores' are not statistically significant. This means that there is not enough statistical evidence to conclude that love of ESP learning is a factor that helps students learn ESP effectively. This finding is in consistent with Chung's and Huang's (2010) findings that passion for learning English influences learning English efficiency and effectiveness.

Learning Environment to Learn English

According to Sağlam and Sali (2013), two outstanding factors directly affecting the students' ESP learning process are curriculum and equipment as well as facilities. In terms of facilities and equipment to support ESP learning, 58% (n = 63) of students said that current learning environment relatively meets their needs. Thirty-eight per cent of them (n = 41) are well-satisfied. This positive feedback indicates that students do not complain about equipment and facilities for ESP learning. The Pearson $r = 0.281$ and $p = 0.788 > 0.05$ of 'Equipment and facilities' and 'Scores of ESP assignments' indicate that these two variables do not have a statistically significant relationship. So, the equipment can meet the students' ESP learning desires but it cannot be interrelated with scores of ESP assignments. Similarly, two variables of 'Equipment and facilities' and "ESP learning final scores" ($r = 0.377$, $p = 0.210 > 0.05$) are not sufficient to prove two variables' relationship. Therefore, there are not enough evidence to conclude that the physical infrastructure has affected on librarianship students' ESP learning scores at present. This is contrary to Hashim's (2014) finding, which suggests that convenient facilities such as libraries, mobile facilities ... have an effect on improving English efficiency.

In relation to ESP curriculum, up to 84% of students (n = 91) assess its relevancy to their study abilities. However, they complained that ESP librarianship curriculum only focuses on reading comprehension skills. The other three basic skills such as listening, speaking and writing are evaluated at average level with 43% (n = 46), 43% (n = 46) and 46% (n = 50) respectively. This is more or less influenced on students' ESP learning performance. This finding corroborates with the research conducted by Klimova and Poulova (2015) that updating ESP curriculum is very necessary to increase the interest for learners. This is where the researchers argue that ESP curriculum is a complex issue because professional knowledge has kept on expanding and there is no specific standard in compiling ESP curriculum so far (Swales, 1980; Williams, 1981).

In terms of learning resources, two types of materials mostly used by students are printed materials such as textbooks, books, newspapers and scientific journals with 82% (n = 89) and documents on the Internet including websites and forums with 80% (n = 86). This indicates that these are the two most popular and easy-to-use document channels for librarianship students. The percentage of students using electronic documents such as e-books, digitized materials, and databases is also relatively high (69%; n = 75). Surprisingly, the rate of using audio-visual materials for ESP learning (27%; n = 29) is much lower than other types of documents. Very few students choose to use audio-visual materials although this is a very important and useful resource to study English. This also explains that the current curriculum focuses more on reading and writing as mentioned above, so this type of material is less interested in using by students.

Difficulties in Learning English

Research finding shows that 91% of librarianship students (n = 89) encounter difficulties in ESP learning. Up to 48% (n = 52) of students said they had difficulties of ESP learning because of a lack of basic English. Two variables of 'ESP final scores' and 'Lack of basic English' are inversely related ($p = 0.011 < 0.05$, $r = -0.469$). It can be understood that the lack of basic English leads to low ESP learning scores. Once again, this confirms that students must master basic English so as to learn ESP well. The second difficulty that librarianship students face is poor practicing environment. With $p = 0.05$ and Pearson $r = 0.481$, two variables of 'ESP final scores' and 'Poor practicing environment' have the average correlation. In other words, the difficulty of poor practicing

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environment has the average impact on ESP learning. This finding is similar to Do's (2010) research which indicates that the small amount of learning time and the poor learning environment lead to poor learning quality.

Suggestions to Improve English Learning

In this study, librarianship students also came up with some suggestions on activities to improve their ESP. In particular, they want to carry out three most popular activities (Table 1). These activities are watching videos related to global library activities (80%; n = 86), viewing information from foreign library websites (53%; n = 57) and reading ESP documents (48%; n = 52). Besides these relatively passive activities, they also want to participate into English speaking clubs to improve communication English (32%; n = 35) and participate in English contests to improve English speaking in public (9%; n = 10). This indicates that students have not been actively involved in these activities yet in practicing English. Meanwhile, they also believe that self-study and regular training are very important in professional learning environment. This is similar to Do's (2010) finding that students' self-study awareness is not high. With data from the open-ended question, librarianship students also suggest their own solutions. Three most mentioned ones are positive learning attitude, frequent practice of ESP and study basic English components seriously. Other solutions that students mention are subscribing Emerald database as a good ESP reference resource, increasing the duration of ESP learning, updating ESP curriculum to meet listening, speaking and writing skills, compiling unified textbooks, and increasing interaction between teachers and students. Finding of teacher and student interaction fits to Do's (2010) suggestion that teachers can guide learners to become masters, increase the proactive approach and knowledge through learning. Therefore, increasing interaction between teachers and students is an effective method to encourage students to learn ESP.

TABLE 1
Possible Solutions to Improve ESP

No	Possible Solutions	n/108	%
1	Watching video related to global library activities	86	80
2	Viewing information from foreign library websites	57	53
3	Reading ESP documents	52	48
4	Participating into English speaking clubs	35	32
5	Participating in English contests	10	9

Drawn from the research findings and librarianship students' solutions, some suggestions are also raised. For librarianship students, they should train themselves self-study abilities, regularly practice and foster basic English, read ESP documents, and interact with friends and teachers in class. In order to help students to improve their ESP proficiency, lecturers should add more activities to arouse students such as expressing ideas through pictures, visual videos, guiding students to practice writing curriculum vitae, simulating job interview, role-play to solve library problems, games to reinforce knowledge. It is possible to increase small group activities to stimulate a competitive, cooperative atmosphere in class and facilitate students to practice speaking and listening skills. In addition, teachers should guide students to create a clear purpose-based learning plan with short-term, medium-term, long-term goals, to integrate career orientation. They should regularly update ESP curriculum, compile a set of standard ESP textbooks. Further more, it is necessary for library department to establish an English speaking club and organise library tour in English in order to create ESP speaking environment for students. Exchanging ESP curriculum with other academic units and proposing the Learning Resource Center to subscribe Emerald database and audio-visual materials are also needed. Furthermore, the university should increase ESP learning duration and conduct student exchanges programs with other Asian countries to encourage students to learn ESP.

CONCLUSION

ESP for librarianship students plays an important role in professional career and development. Research findings indicate that librarianship students' awareness of ESP is high and their motivation of ESP learning is to seek good jobs. In addition, there is a relationship between ESP learning and basic English as well as practicing environment. Therefore, librarianship students should focus on more practicing and learning basic English at home to foster their ESP knowledge and skills. In ESP learning process, librarianship students may face many difficulties including curriculum and poor practicing environment. This study also raises some possible solutions to improve ESP learning efficiency. However, these solutions need to be involved by many partners and units such as students, teachers, library department, library and the university. Furthermore, it is necessary to have cooperation among library teaching departments across the country to develop a unified and optimal teaching program to help improve the overall quality and create a synchronization in ESP study.

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