THE PRINCIPLE OF ESP TEACHING: ITS CONCEPT, OBJECTIVES AND COURSE DESIGN

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Abstract

This article provides a brief description on teaching English for Specific Purposes (ESP) and responses to the issues happening on ESP instruction among foreigner particularly in Indonesia. ESP can be referred to English language teaching for specific career, studies or professionalism. Hence, there is specific reason for which English is learned. The materials and the skills learnt by students are different from General English. As the result, creating an appropriate course design of ESP is also different. Unfortunately, in its implementation, there are still many cases that is not supposed to be happened in ESP learning teaching practice. For instance, in some universities ESP is even practiced like General English. In another cases ESP instruction is even far from the concept of teaching in it. Based on this reason, the writer would like to propose three important items to practice ESP well. It is necessary to the institution, ESP lecturer, and all parties include it, to consider three most important aspects in practicing ESP. Those are ESP concept, ESP objective, and ESP course design. Hereinafter, after discussing this principle, there will be no longer available to discuss that the wrong perception in ESP practice still happen in university student.

Key words: concept, objectives, course design, ESP

Abstrak

Artikel ini memberikan gambaran singkat tentang pengajaran Bahasa Inggris untuk Tujuan Khusus (ESP) serta jawaban terhadap berbagai masalah yang terjadi pada praktik belajar mengajar ESP di berbagai negara khususnya di Indonesia. ESP merujuk pada pengajaran bahasa Inggris untuk kebutuhan khusus di bidan tertentu dalam berkarir, studi atau bidang profesionalisme tertentu. Oleh karena itu, ada alasan

khusus mengapa bahasa Inggris dipelajari. Materi dan keterampilan yang dipelajari siswa, tentunya berbeda dengan Bahasa Inggris Umum. Sehingga, membuat desain atau program ESP yang sesuai dengan kebutuha siswa menjadi hal penting. Sayangnya dalam pelaksanaannya masih banyak kasus yang tidak semestinya terjadi dalam pembelajaran ESP. Misalnya, di beberapa universitas ESP bahkan diperaktikan seperti Bahasa Inggris Umum. Dalam kasus lain pengajaran ESP bahkan jauh dari konsep yang seharusnya. Berdasarkan alasan tersebut, penulis mengajukan tiga item penting untuk mengajar ESP dengan baik. Institusi, dosen ESP, dan semua pihak perlu mempertimbangkan tiga aspek terpenting dalam mempraktikkan ESP. tiga aspek Itu adalah konsep ESP, tujuan ESP, dan desain kurikulum ESP. Selanjutnya setelah membahas prinsip tersebut, diharapkan, tidak ada lagi pembahasan bahwa masih terjadi kesalahan persepsi dalam praktek ESP pada mahasiswa.

Kata kunci: konsep, tujuan, desain mata kuliah, ESP

Introduction

As a country learning English as foreign language, Indonesia has to deal with Teaching English for foreigner. It refers to teaching people whose first language is not English, and also known as Teaching English to Speakers of Other Languages (TESOL). This practice is commonly prepared by almost non-native English speaking country. It is like Spanish in entire Carribian and South American, Portuguese and French in almost part of African, and majority countries in Asia. This design involves the process of teaching learning English to students whose first language or mother tongue is not English.

English language teaching (ELT) in Indonesia can be divided into general and specific purposes (Hutchinson and waters, 1987). Indonesia has been long acknowledge and practiced this measure. General English (GE) in Indonesia is studied by all students from primary up to senior high. Curriculum used in General English has been equated by the government and implemented for all nation students. It refers to national policy and educational system in the country. On the other hand, ESP is also learned by university students. Its purpose is specificly to achieve their goal related to their study (Day and Krzanowsky, 2011, p. 5). Curriculum used is also be appropriated with the field of

the study. It is designed by local institution and adapted to the needs of students to meet their motivation to learn English (Hutchinson and Waters, 1987).

Unfortunately, in its implementation, there are still many cases that are not supposed to happen in English instruction both General English as well as ESP. For instance, The curriculum used for GE is still debatable among the expert in term of content and materials. Further, the research development conducted by ministry of education in 2013 had proven that the fact appears the process of learning English in school only delivered a few number of graduates who can master English skill for real purposes. Even if, they have studied English for at least six years at school, high marks in tests, and examinations. It does not guarantee that students are able to use the language for communication skill in the true sense. Therefore, it is argued to say that there must be something wrong with learning teaching process so far, (English Standard Competencies National curriculum 2013, in attached, p. 539). In ESP subject is even worse, in its implementation is determined far from the expectation.

In the development of ESP, it has become such an important part of English language teaching. In Indonesia, ESP has been practiced by many universities both state and private. However, in reality, almost student fail in learning English on their study. they learn English just like learning GE that they have already learnt before in school. Then, English did not help learners to meet their goal to learn it with particular purposes within their field (Basturkmen, 2005). Other examples, in campus where I studied my bachelor, it was still found a gap between the needs of students with the curriculum provided by some departments. These information was reach from the previous writer research in UIN Bandung in 2014.

In reality, it can be argued that the issue is possible to happen to another universities in Indonesia. The above phenomenon is only slight case of many issues in curriculum design particularly in ESP practice. This situation is what attracted me to re-examine and write this paper. This study aims to analyse

various aspect shoud be understood in teaching ESP, and to find out more about its principle in its instruction.

Research Methods

This study applied qualitative descriptive method. It provides descriptive analysis and focuse on contemporary phenomenon within a real-life context supporting by the elligible resources. It means, the researcher has taken a lot of action and getting emmerge directly to the implement of ESP instruction supporting by a lot of resources. This process was conducted to understand and to explore the concept of teaching ESP based on several theories.

In the beginning of the research, the researcher collected all documents relating to the official English language teaching for specific purposes. In this case, document such as book and journal is the primary resource. On the other hand, English curriculum both for general and specific purposes were also analized for further comprehension. In conducting this method, the researcher had been fortunate in being given a lot of resources on ESP subject. The material that the researcher received had been essential resources for further information and data. While many documents which were available taken from elligible resources such as Puskur (indonesian curriculum centre of information), and any other resources from journal research and previous related study having conducted before was also essential to strengthen the result of the research

Results and Discussion

The Notion of English for Specific Purposes

To comprehend the concept of ESP, it will be great to start by understanding the concept from its story. Talking about ESP, meaning we talk about teaching English. So let us take a look at to the root of it. In his work, Zahid (2013, p. 144) explained that ESP starts from the consequences of the world recognizing USA as a superpower country in the early 20th century. It is resulted that the USA

became the center of science, technology, economics and communications. This situation, also forced the world to recognize English as an international language. Another factors was resulted by the oil crises in early 1970st which pus many countries to open their border and directly to have international relation. This situation had become one of the biggest change in the world of ELT. The demand of learning English for particular carrerr increased significantly and creating a new form or approach to learning English.

As a country learning English as a foreign language, Indonesian learns English both for general and specific purposes. General English (GE) is studied by students from primary to senior high. Curriculum used in General English has been equated by the government and implemented for all nation students. It refers to national policy and educational system in the country. While on the other hand, in the upper level, it can be figured out a group of adult learner learning ESP, it is normally university students, or them who prefer to go to vocational school. The curriculum is designed by each institution. This circumstances was resulted by science development in every aspect of life which continues to create many scientific objects followed by English as language needed (Harmer, 2009, p. 19). Currently, research and development in ESP has increased significantly.

If there is a question on the difference between GE and ESP. Hutchinson *et.al* said that in theory nothing, but in practice yes (Donesch, 2012, p. 2). Meaning, that actually there is nothing different between both when we come to discussion of what is the concept of teaching. Meanwhile in its practice, ESP can be referred to English language teaching for specific career, studies or professionalism (Zahid, 2013, p. 139). Thus there is particular reason for which English is learned. (The International Teacher Training Organization, 2005). This is what makes its practical instruction or teaching different from General English. Robinson and Coleman (1989, p. 398) had described ESP as part of ELT, and

defined it as: "Goal-oriented language. Meaning, student has a specific reason for why they want to learn English since they have alredly set their goal.

Since we have already known that there is a slight difference practice of teaching ESP, then it is also necessary for us to know the basic principle of teaching ESP. In its origin, ESP was developed and started from the phenomenon of some teachers teaching English for students studied science and technology in around the 1960s and 1970s, They knew a little about "What" and "How" the language of science and technology. So, they started to collect the data and got help from linguistics and register analyst. Latter, this concept would be called communicative syllabus design which was created by Mumby (1978). Then finally it was the pioneer of need analysis in ESP teaching.

Soon after if we read Hadley in his work (2006, p. 2), he gave more info about the development of ESP research especially on the field of need analysis. ESP centrality has been acknowledged by several scholars and authors from time to time such as Mumby (1978), Richterich and Chancerel (1987), Hutchinson and Waters (1987), Berwick (1989), Brindley (1989), Tarone and Yule (1989), Robinson (1991), Johns (1991), West (1994), Allison *et al*. (1994), Seedhouse (1995), Jordan (1997), Dudley-Evans and St. John (1998), Iwai *et al*. (1999), Hamp-Lyons (2001), and Finney (2002). This ESP research and development also can be seen in the work of Zahid (2013, p. 143).

From the story we can now that actually ESP started by the needs. This is what actually should all teachers and lecturers know. The concept of teaching ESP should be based on students need (Donesch, 2012, p. 1). The needs of students is the goal of the instruction. So the syllabus, materials and all media should support students need. That is why it becomes clear that medical students should only be learning particular English lesson related to its major. It is Day and Krzanowski (2011, p. 5) argued that ESP includes instructing and learning particular skills and language needed by particular learners for a specific reason. Mackay and Mountford (1978, p. 2) have alluded to it as the teaching

English for "plainly utilitarian purposes". These particular reasons is based on the professionalism or work place of students.

Hutchinson and Waters (1987, p. 19) who were known as the most prominent scholars in this field, defined ESP as an approach of teaching English. It means, ESP does not iclude particular kind teaching material, yet it provides the concept and steps on how to do the instruction. It covers an understanding theories of learning, types of learning style, methodology, and also step to design its curriculum.

In more specific Basturkment (2008, p. 6) argued that in typically, ESP must help students to meet their features of language and to develop their language skill competencies needed in their discipline professional or work place. Robinson (1991, p. 3) in more specific, proposed two criteria in regards the concept of ESP. First, 'goal-directed', and second, needs analysis. Hence, it is clear that prioritizing students need and match them using an appropriate course design through medium of English is necessary.

As the result, it is clear based on several information above, ESP can be seen as approach of teaching English which is oriented to the needs of the learners, target situation and main purpose of the learners. So, conducting need analysis to assess our students need is a must to be done at the beginning of curriculum development. Lecturers and teachers only need to focus on particular skills and language features needs by the students to be used in their discipline, work place, or professional career.

The concept of need analisys, in its origine, it is Mumby in the early 1970s together with the development of the communicative approach. He presented a set a document and form of procedures to find out target situation needs. He called these procedures with Communicative Need Procedure (CNP). The CNP provides a number of question about key communication variables such as topic, participants, skill, which can be used to identify the targets language needs by any group of learners. Proponents of this approach argued that the materials of

instruction, media, and approach should be reffered on a systematic analysis of the learners needs for the target language.

In the first topic, we have defined ESP is an approach of teaching based on the reason why do learners need to learn English? Thus, the term needs analysis generally will refer to activities in collecting information from the learners which will be formed as the basis information for ESP curriculum development. It is hoped this course design will meet the needs of particular group of students (Iwai *et al*, 1999). Needs analysis also known as needs assessment. It has a significant role in the process of designing English course. Need analysis is normally conducted at the beginning before designing a syllabus. It is the time when teacher, lecturer, or curriculum developer will prepare their syllabus based on evaluating their students wants, necessities and lack from data collection analysis.

In the process of analyzing the need of students, this measure needs to make sure not only collecting the data related to the materials and skill but also students attitudes to learning, because every students will have different effort interest and motivation in learning English (Hutchinson and Waters, 1987, p. 8). This taught is supported by Kayi (2008, p. 1). He explained that Needs analysis must cover all aspects of educational process. It is very essential that course design developer must get emerge to the students' involvement. Since the result of this action will figure out learners' objectives, language attitudes, and expectations from the course and learning habits. All those information will become the basic information to design an efficient curriculum.

In simplest terms, needs analysis is the process of data collection and information related to students' learning needs, wants, necessities, lack, wishes, desires, etc. this activity can be conducted formaly, extensive and time consuming, or it can also be conducted informal, focused and quick. Several instruments for conducting *needs analysis* may include surveys, questionnaires, observation, test scores, and interviews (Robinson, 1991)

Here in this article, the writer wants to give a brief overview on what particular information should be put in analyzing the need of students from Hutchingson and Water (1978).

The very first aspect we should underline, is the target needs. It is a general term which has several fields that will determine the need in ESP itself. We tend to find out more attention to every aspect of needs in terms of necessities, lack and wants.

Necessity is a need which determined by the demands of the target situation. It means what the learner has to know in the target situation. For example the need of someone who wants to be success in his/her business. Then it is logic that they need to understand about business letter, have communicate skill, and etc. So all materials and skills will support to this needs. In analysing the students necessities, couse design developer can use a free answer question where everyone freely will gives the materials and skill they need for their professional carerr or studies.

The aspect of *lack* relates to the weakness of the students. For example what student knows already and what is not. This measure will help teacher to design appropriate course in study process effectively. In collecting this information, we also need to measure their basic ability of English. So we can know in which part we need to develop their English. Then this lack will also be considered as students aspect to be addressed in the process of learning ESP.

The last one is *Wants.* Students need to know what they want to learn. From that situation, they will do some efforts to achieve their willing. They may clearly know about their necessities of the target situation, and they also can measure themselves to their lack. However it is quite possible that their needs will be in contrast with the perception of other interested parties such as course design, sponsors and teacher. So that is why, analyzing what students wants to learn can facilitate them.

The second aspect *is learning needs;* learning needs is aimed to anlyze a particular materials, method and media to use in the process of teaching ESP. It

is well known that all people will be more interested in learning that relate to their lives and their needs. So, their interests will be dominated by their own and their needs. We have to identify these needs for allowing us to adapt curriculum. This action can also help course design developer to plan ESP curriculum. By knowing about an individual learning needs, we can prepare specific materials to develop English skill of students. ESP does not only focus on what should be known or done, but also focus on what is to be learned in language learning (Hutchinson and waters, 1987, p. 61).

The Objective of Teaching ESP

The second term to be recognized by ESP Teacher is about the objective of teaching ESP. In order to understand the objective of teaching ESP, We can start by understanding the objective of teaching English for general purposes. In Indonesia for instance, the goal of teaching General English has been stated in the Decree of the Minister of Education and Culture No. 096/1967, it is to develop students' English which includes listening, reading, writing, and speaking skills. At the tertiary level, students are expected to have knowledge of English and then be able to apply this knowledge in communication in the real life situation. Thus, the objective of teaching English is to prepare students to be able to use English skill in their daily life.

Teaching ESP on the other hand, have a few distinctions. The goal should have begun to emphasize the development of communication skills in certain fields of study. It is assumed that ideally students are already have knowledge of English grammar and can already use it in the real situations. They should use their knowledge of English to learn the required English in certain fields. Knowledge of the language in general will be very helpful in understanding English texts in certain fields which are somewhat different from general texts. It is in line with Wales (1985) who said that the objectives of teaching ESP is to bring learners to understand linguistics knowledge and its features of subject

specific language. Therefore, the skill, features, discourse, and genres must be appropriate to the goal of learners (Hadley, 2006 cf. Dudley-Evans and St. John, 1998, p. 5). Thus ESP program should be aim-directed, learner-directed and situation-directed.

Although there has been limited discussion about the objectives of teaching ESP, Hutchinson and Waters, (1987) at least provide us a few theories related to the objective of teaching ESP. They stated that the notion of ESP should teach English to the students based on their discipline, in order to develop their underlying competences (HutcHinson and Waters, 1987). It informs us that teaching ESP should be oriented to the goal of the learner which is the language usage in their field of study or work. Further, they designed that the objective of ESP should:

- Create an understanding of the components driving ESP development and the strengths, both theoretical and applied that have made its ensuring advancement

- Help a specific group of learners to develop their needs assessments and genre analyses

- Provides rules for adapting and creating authentic ESP materials in the chosen professional or occupation field and critically evaluating currently available materials, including technology-based materials.

- Apply English knowledge in developing course and lesson evaluation plans in their professional or occupational area.

- Assist students to prepare a syllabus, lesson and assessment plan based upon their needs assessments and genre analyses.

The objective of teaching ESP, will be very significant to be highlited by all university practicing ESP. It will arrange for everything related to what should be prepared before practice, what should be done during and what should be evaluated after. According to Barsturkment (2008), he proposed that the goal of

ESP is always a professional purpose. It is full package of English skill which is needed by learners for their professional careers.

Another concept to be recognized in term of ESP objectives, take a look at Stern in Basturkmen (2005, p. 133), he had categorized education objectives in teaching ESP into four objectives; proficiency, knowledge, affective and transfer.

Proficiency objectives focus on mastery of skill such as reading, writing, listening and speaking. It is definitely the materials used, are all related to the field of the study or work.

Knowledge objectives concern with linguistic acquisition, language, and the aspect of language itself. Besides, this objective also concern in cultural knowledge, it is including sociocultural rules such as norms, value, and orientation. It is of course this objective brings students to be aware of the English usage in their field of study or work.

Affective objectives concern on the attitudes of learning. It is such as the positive feeling toward the subject of study, and the motivation behind their interest in learning English. Second aspect in affective objectives is also discuss about sociocultural and language learning. This objective should be dealt with students attitude toward English used in their field of study or work. In this concept, teacher and lecturer need to make sure that all students will have a good attitude toward learning English. The last one is *transfer objectives*. It concerns onteh capacity to generalize from what has been learnt in one circumstance to another circumstances. In this way, it is critical for ESP instructor to understand these four objectives of teaching ESP.

In addition, in his research, Basturkmern (2005, p. 133) introduced five objectives of teaching ESP. The first is subject specific language use. This objectives linked to the knowledge objectives in Stern categories. Teaching oriented to this objectives aims to show how language is used in target environment. For example what is particular relevant vocabulary which will be used in subject of medicine studies.

The second objective is to develop target performance competencies. This goal is oriented towards the use of language that is operationally often used, and what language skills are required. In other words, these steps are taken by ESP to improve students ability to carry out an activity of particular career according to the standard itself.

The third is to teach underlying knowledge. It means when teaching ESP it is not enough in comprehending linguistic features and skills of English only. However it encourages teacher to know and understand the knowledge related to the field of the study. Similarly as what Doglas (2000) said that mastering specific background of study and knowledge can result a specific language ability.

The fourth objective is to develop strategic competencies. It is intended that students who are studying ESP can get to know and work from the knowledge they already have. So that teaching ESP to students who have workplace and professional experience in studies in their subject discipline can be a way to actualize this experience in the target language.

The fifth objective is to foster critical awareness. This objective encourages student to realize about their target language, and the subject of study. Students have to understand that ESP can help them fit in to their target academic, professional or workplace environment. ESP also can assisst learners to improve the skill and knowledge they need to produce appropriate language in their environment. Hence, these objectives above can help teacher to design ESP courses. This may reflect the outlook of the teacher, course designer and institution involved (Basturkment, 2005, p. 144).

By the end, what both ESP learners and teachers need to understand is that the purpose of ESP is to bring students to learn English which will often be used in places where they study or work, both in terms of language, and complex matters related to usage. His own core language in his later life.

ESP Course Design

The last component being important to be talked in ESP concept is the course design of ESP. reffering to Nurpahmi (2016, p. 172) Course design is a document of learning activities made by the earlier inverstgation or analysis of the communication needs of the learners. While Hutchinson and Water (1987) define Course design as the process of translating the crude needs analysis data to produce "an integrated series of learning experiences to lead learners to a particular state of knowledge. So, it can be concluded that course design is a set of structured learning plans, which contain learning objectives, learning materials, time, media, methods, etc. In ESP particularly, all those terms must be tailored to the needs of learners.

In more comprehenship theories, Basturkment (2005), Hutchinson and Waters (1987), Robinson and Coleman (1989) stated that there are several factors related to ESP teaching which must be understood by course design developer. Those are language varieties, need analysis, and syllabus.

In line with the previous discussion on the objectives of teaching ESP, considering the language they will use in their field of study or work become priority. In this term, it is called language variety. It is the description of language which is used in specific academic, work place, or professional environment. It talks more about dialects, register or even jargon. It can be argued that there is a common core of English language which is used in all areas of life and work or we can say basic language and discourse. Therefore, the curriculum designer must consider this aspect. It is of course, we are going to find so many different usage of language when we come to different place of proffesionalism, whether it relates to dialect, or stylistic variation. It is normal that the language will be vary when we come to it usage.

The second is need analysis. Basturkment (2008, p. 17) stated that ESP is understood to be about preparing learners to use English within academic, professional, or workplace environments, and a key feature of ESP course design

is that the syllabus is based on an analysis of the needs of the learners. Thus, English is not learned for comprehending the language only, but also to smooth the path to entry or greater linguistic efficiency for their professional workplace. Similarly, Need analysis is the kind of investigation to identify the gap between what learners already know and what their need to know in order to study or work in their specific target. Thus, it is a must for all teachers teaching ESP to conduct need analysis befor creating the curriculum.

According to Hazily (2007, p. 2), needs analysis is also known as needs assessment. It has a significant role in the process of designing, developing, and carrying out any language course, whether it is English for Specific Purposes (ESP) or general English course (Hazily, 2007, p. 2). Besides that, in their book Hutchinson and Waters (1987; p. 8), argued that it is important to emphasize the central significant of the learners and their attitudes to learning. It is because learners were seen to have difference need and interest in learning (Rodgers, 1962). Further, need analysis has significant position in terms of students' involvement in every phase of educational process. It is necessary to know about learners' objectives, language attitudes, expectations from the course and learning habits in order to design an efficient curriculum. Therefore, it is clear enough that in creating the design for teaching ESP, conducting need analyzis must be taken into account.

The third is syllabus. In order to implement the curriculum, It is a doccument of those program need to put in the syllabus. It covers all activities including the materials, the competencies, the goal, and any kinds of activities including (Hutchinson and Waters, 1987, p. 80). In order to know what aspects should we provide in curriculum, Basturkment (2008, p. 20), gives an illustration about some items should be consist in ESP syllabus. Here are they

a. Consist of a comprehensive list of

- Content items (words, structures, topics)

- Process items (tasks and methods)

b. In order (easier, more essential items first)

c. Has explicit objectives (usually expressed in the introduction)

d. In a public document

e. May indicate a time schedule

f. May indicate preferred methodology or approach

g. May recommend materials

Those items show a fairly standard view of syllabus and those list can guide the syllabus designer to create the syllabus. It is definitely there are so many kinds of syllabus could be used in teaching ESP. However Hutchingson and Waters (1987, p. 94) said that in a view of many roles that is played, it is essentially that a great deal of taught is given to how the syllabus is used.

Therefore, three factors above which are language feature, need analysis and syllabus is important to be known by ESP teacher in understanding of designing English for Specific Purposes syllabus. Hence, the activities and outcomes of learning in accordance with what is expected by all parties.

Conclusion

Inconclussion, teaching ESP is not only talking about how to teach English to the student, but also more importantly how to make our students realize the language they will meet in their studies and professionalism. Therefore, to achieve this concept, it is necessary to the institution, ESP lecturer, and all parties include it, to consider those three most important factors related to the principle of teaching ESP. Those are ESP concept, ESP objective, and ESP course design. It is hoped that this understanding can develop ESP course for university student. Hereinafter, there will be no longer to discuss that the wrong perception in ESP practice still happen in university student.

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