
TEACHING ENGLISH FOR SPECIFIC PURPOSES (ESP): TEACHERS' ROLE AND THEIR CHALLENGES

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ABSTRACT

This study examines the role of the teacher and the challenges related to teaching English for Specific Purposes (ESP). This investigation was conducted in a library. The analysis indicates that teachers should have multiple responsibilities, such as managing/organizing learning, devising learning objectives, establishing a positive classroom environment, and evaluating student processes. The challenges that ESP teachers face in teaching ESP include the poor quality of teachers, the teachers' improper qualification and teaching methods, the absence of a theoretical framework for teaching ESP, a lack of knowledge about the field of study of their students, a lack of ESP training, the absence of a correct needs analysis, large classes, and learners with varying English proficiency levels. Students' motivation to learn English, demographic characteristics and demands of learning ESP, English proficiency, differences between languages, lack of vocabulary, reliance on the dictionary, and lack of skills in using the dictionary, especially for ESP terms. Among the environmental and other obstacles is the condition of the classroom, a lack of instructional materials, classes with an excessive number of students, and an excessive emphasis on the examination. In further research regarding curriculum and lesson plan comprehension.

Keywords: English for Specific Purposes (ESP), Teacher's Challenge, Teacher's Role, Teaching English for Specific Purposes (ESP)

INTRODUCTION

Students acquire knowledge through English and interact with people from all over the world. They use English to transmit knowledge, communicate their ideas, and seek meaning in numerous fields of study, not only in academics to improve their academic performance in school or university, but also in business to become more professional. Therefore, people should be able to use literal

English to increase their chances of achieving a high performance or position in their society. For this reason, students must be able to communicate effectively in English to support the skills and abilities they will use after concluding their schooling (Amelia, 2019).

The increasing importance of English in this era of globalization forces us to acknowledge that English has a significant impact on all aspects

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of life; therefore, learning English is essential. Previously, English study at Indonesian universities was restricted to General English and English for General Purposes, which are now general subjects (Juliana & Juliani, 2020). Due to the learner-centered nature of ESP, it is essential to pay close attention to the learners' multidimensional requirements. One of the distinctions between EGP and ESP is the learners' objectives in learning English (Cigan & Kordić, 2013). EGP is typically taught in the earliest stages of language learning to primary and secondary education students with a low proficiency level or pre-intermediate knowledge of English or the language system.

The term "specific" in English for Specific Purposes (ESP) refers to learning English with specific objectives in mind. Students approach the study of English through familiar and pertinent fields. This means that they can promptly apply what they learn in ESP classes to their academics and careers. The ESP approach increases the relevance of what students are learning and allows them to use what they already know of English to learn more English because their field-specific interest will motivate them to interact with the speaker and the text. ESP evaluates requirements and incorporates motivation, subject matter, and content

to teach applicable skills. English for Specific Purposes (ESP) incorporates instructional materials and English language instruction. Students can implement what they learn in their English classes into their primary field of study. This is a highly motivating combination. Students' understanding is reinforced and their motivation is increased when they can use the vocabulary and structures they are learning in a meaningful context. The proficiency of students in their subjects increases their ability to acquire English. Subject knowledge provides the context necessary to comprehend English in class. In ESP classes, students are shown how subject matter content is expressed in English. Teachers can make maximum use of students' knowledge of the subject matter, thereby helping them learn English faster.

However, over time, English teaching has evolved to focus on English for Specific Purposes. In the context of learning English in Indonesia, both at secondary and tertiary schools, especially for students outside of the English major, the ESP approach is a popular choice (Agustina, 2014). Many non-English departments study English for Specific Purposes (ESP) to improve students' abilities related to their field (Farahsani & Harmanto, 2022). English is by far the most used language in the world

when we consider not only native speakers but also those who use it as a second or foreign language (Anthony, 2018). ESP is an English language enrichment program that supports certain knowledge. Students usually take ESP in a certain semester. ESP materials are tailored to each study program so that students are accustomed to using English references.

According to Basturkmen (2015), the focus of ESP courses is narrower than that of general ELT courses because they are centered on the analysis of the needs of learners. The statements of Basturkmen (2015) demonstrate that ESP considers learners in terms of their work or academic duties and that ESP courses emphasize work- or academic-related requirements rather than personal or general interests. A variety of distinct labor and study positions. There is mention of the fact that ESP entails the analysis of texts and language use that students will encounter in work and study settings.

The teaching of English for Specific Purposes has been viewed as a distinct activity within English Language Teaching. (ELT) (Dudley-Evans et.al., 1998). If ESP has occasionally diverged from general ELT trends, it has always maintained a focus on practical outcomes. We will see that the primary concerns of ESP

have always been and continue to be requirements analysis, text analysis, and preparing learners to communicate effectively in the duties assigned to them in their study or work setting. ESP has inherently connected to "the specific needs of a particular learner group" Alternatively, there is no ESP if there is no need for analysis (Brown, 2016). ESP has always relied heavily on learners' needs, both in the choice of content and in the methodology to be applied in class (Oñate & Torres, 2008). The primary concentration of ESP courses is on the requirements of the students and other stakeholders, including employers and universities (Woodrow, 2017). An ESP course may have a restricted or comprehensive focus.

Currently, English for Specific Purposes (ESP) courses at the postsecondary level emphasize the advancement of English communication abilities in a specific field, such as medicine, nursing, economics, marketing, engineering, etc. (Stojković, 2019). Language and communication in a specific professional field need to be emphasized. This field-specific training in language communication enables participants to master pertinent communication and professional skills, allowing them to meet the requirements of the local and global business community (Stojković,

2019). Consequently, communication skills are regarded as one of the greatest career boosters and a crucial competency that recruiters seek in candidates.

In the past fifty years, English for Specific Purposes (ESP), which addresses the communicative requirements and practices of particular professional or occupational groups, has grown rapidly and is now a significant force in English language teaching and research (Sun et.al., 2020). Since the 1960s, the English for specific purposes (ESP) movement has played an essential role in addition to the instruction of general English. Recent research advancements have demonstrated that specialized disciplines have established themselves as a linguistic and pedagogical framework for English language instruction scenarios (Muñoz-Luna & Taillefer, 2017). When a foreign language is to be used in a specific context, its intended purpose determines its teaching and learning. Given the need for courses in language for specific purposes, ESP appears to be a useful umbrella term for a broad range of English language teaching curricula. Different context-specific requirements are addressed in ESP courses designed for varied audiences.

Significant research has been conducted in the field of ESP courses for various disciplines, and a wide

range of commercial materials are being published for such courses (Raeisi et.al., 2022). (Fadlia et.al., 2020) state that the issue that frequently arises in English instruction at vocational schools is how to provide English courses that meet the requirements of students. English for Specific Purposes (ESP) is becoming an increasingly significant method of teaching English. When English is employed for purposes or specific skills, the requirements for acquiring English become extremely specific. English for General Purposes is the study of English for everyday use. To prepare for ESP-based learning, a teacher must consider the following: a useful method for educating rules is the ESP curriculum, as well as the selection of instructional materials for the ESP program. All of these preparations must be completed before learning commences, so that tools and materials can be properly prepared and learning evaluations can be implemented. This is also done to prevent the repetition of instructional materials and student tedium. In order to design pertinent English language materials for SMK, it appears necessary to evaluate whether English materials are designed based on an English curriculum that prioritizes student requirements.

English for Specific Purposes (ESP) or English for Specific Purposes

is a method of teaching and using English for specific disciplines and studies in certain fields, based on the requirements of the students (Munaiseche et.al., 2019). The objective of ESP is for pupils to master English in their discipline of study. ESP can also contribute to the development of students' skills if learning programs and materials are devised and developed following their requirements. In certain instances, the language coverage in ESP is distinct from that of standard English (Dalle et.al., 2018). Because ESP programs and materials are goal-oriented, it must be recognized that English has a function and purpose as a tool for conveying thoughts and emotions to others. It is anticipated that well-designed and developed ESP programs and materials will help students enhance their English proficiency. Thus, it is anticipated that English language and literature graduates will be able to conquer their disciplines and English in other science fields in particular.

Language coverage in ESP in terms of some differences from English in general. ESP programs and materials are oriented toward the targeted goal to be in- achieved at each meeting (Dalle et.al., 2018). This goal is understood as a benefit of English in playing its role as a tool for communication to convey ideas related to a particular context. ESP programs

and materials should be designed and developed, so ESP plays a role in increasing competition between students in English tension or group of individuals who learn a language in England specifically. The material is necessary to load topics and themes for discussion in the learning process and can be more focused on the target to be achieved than a more extensive discussion without certain targets.

The most significant distinction resides in the English language learners' objectives. ESP students are typically adults who already speak English and are learning the language to communicate a professional skill set and execute job-related tasks. Therefore, the ESP program is based on an evaluation of objectives, requirements, and English-required tasks. ESP focuses more on teaching language in context than on teaching grammar and structure. It includes topics such as accounting, computer science, tourism, and business management. The focal point of ESP is that English is not taught as a separate subject from the actual (or desired) world of students; rather, it is integrated into essential subject matter areas.

There are several previous studies related to the need analysis of teaching ESP. Susandi & Krishnawati (2016) reveals that the majority of students consider their vocabulary,

speaking, listening, and writing skills to be inadequate. Therefore, they must develop their skills so that they can communicate effectively with foreign patients and avoid misunderstandings that may arise when interacting with them. Meiristiani & Rosdiana (2017) emphasized the need for analysis of speaking ability, even though students continue to struggle with writing and pronunciation. Therefore, the materials that will be designed based on the needs of the students must emphasize speaking performance activities. Alsamadani (2017) revealed that ESP classes primarily emphasize receptive skills (reading and listening). Additionally, it has been reported that writing, reading, and speaking skills are more important than others. In the context of engineering studies, the data analysis assisted in identifying the most crucial language duties. Finally, both ESP and SM teachers issued a demand to improve the quality of the ESP course taught to engineering students by providing pertinent suggestions.

Pranoto & Suprayogi (2020) explain that Physical Education students require ESP in a variety of subject areas. English for sports journalism and English for professional athletes/referees/coaches are in high demand. Furthermore, lecturers believe that students' speaking and writing skills must be

highly developed for them to compete internationally as professional athletes, coaches, journalists, etc. The analysis concludes that ESP is essential for Physical Education students. Nasution et.al., (2020) state that students were expected to be proficient in using English for daily communication, which will be beneficial for their prospective working community, as the majority of students believed they were not yet fluent and struggled with grammar mastery in particular. As a result, they anticipated that the instructional process would be geared towards learning English relevant to Informatics Engineering while neglecting daily communication topics. Ridwan et.al. (2021) reveals that the majority of students require reading and writing skills above all others. According to the students, the English classes they have taken thus far have not prepared them to master these two essential abilities. This study suggests that the existing ESP curriculum be revised to suit the requirements of students. Cahyadin et.al. (2022) state the significant findings regarding the needs of students. First, the design of the curriculum requires that students have the necessary language skills and vocabulary in general science. In order of importance, however, the skills to prioritize are reading, vocabulary, speaking, and writing. In addition to

these skills, students need specific common-core competencies, the majority of which pertain to reading and writing. Students desire to acquire these skills through the general science curriculum. The study recommends a combination of skills-based and content-based curricula for the design of the English for Science curriculum. Khoirunnisa et.al. (2018) emphasize in English for Tourism is on developing students' speaking skills. All participants expressed favorable opinions regarding the education of English for the Tourism Program. The students believed that public speaking was crucial to their future careers, so they viewed it as extremely important. During the learning process, students encountered several obstacles, including grammar, pronunciation, vocabulary, and content. In addition, there were obstacles such as a lack of confidence, a lack of motivation, and an absence of learning resources. However, the teacher and students worked together to overcome these obstacles. This study shed light on the significance of collaboration between teachers and students. It is suggested that they work together to improve the quality of the ESP program. Miqawati & Sa'diyah (2023) explain that speaking ability is regarded as the most essential language talent for agriculture students because it has a significant impact on their academic,

social, and professional development. In other words, the students in the agriculture department require a method of instruction that emphasizes practice over theory. For making classroom activities more engaging, they also desire a learning process that incorporates diversions. As a consequence, this study also provides implications for course designers who are tasked with creating English materials that reflect the students' comprehensive requirements. The previous studies above shows the teacher's difficulties in teaching ESP both in schools and universities. Based on the previous studies, the researcher is interested to know about describes the teacher's role and its challenges in teaching English for Specific Purposes (ESP).

METHOD

This research is library research. Library research is research that uses methods to obtain information data from existing data. In the study, the researcher uses documents (documentation). The secondary data is supporting books or articles from journal researchers to complete the content and interpretation of the book as well as books from primary data sources, in the form of writings that have tried to discuss English for Specific Purposes (ESP).

The stages that must be taken by researchers in library research are: First, collect materials research materials. The materials collected are in the form of empirical data information sourced from books, journals, results of official and scientific research reports, and other literature that supports the theme of this research. Second, read the material literature. In reading research materials, the reader must dig deep into any possible reading material will find new ideas related to the title study. Third, make research notes. Fourth, Process research notes. All materials have been read then processed or analyzed to get something conclusions compiled in the form of a research report.

FINDINGS AND DISCUSSION

The Teacher's Role in Teaching English for Specific Purposes (ESP)

English for Specific Purposes (ESP) has emerged as a significant subfield of ELT, imposing new requirements and criteria on teaching professionals and ESP practitioners (Nejković & Bošnjak, 2022). English for Specific Purposes offers the teacher a new perspective on this important field (Hutchinson & Waters, 1987).

A teacher can be said to be experienced in teaching English as a second language and can be used as a foundation in teaching the language.

As an ESP teacher, he/she has to play many roles. We may be asked to manage/organize learning, design learning objectives, set up a positive teaching environment in the classroom, and evaluate student processes. A teacher who already has experience in teaching English as a Second Language (ESL), can benefit from his background in language teaching. He must recognize how his teaching skills can be adapted for the teaching of English for Specific Purposes. In addition, he will need to find a content specialist to help design appropriate lessons in the subject area he teaches. As an ESP teachers, we have to play many roles. Teachers may be asked to administer courses, set learning goals, establish a positive learning environment in the classroom, and evaluate student progress.

First, managing/organizing learning. Teachers have to set learning goals and then turn them into time-bound programs. One of the main tasks will be selecting, designing, and organizing teaching materials, supporting students in their endeavors, and giving them feedback in their process. Teachers help students to learn. Form assistance can be in the form of providing motivation and guidance. Teachers are also expected able to provide media and tools that facilitate learning. Giving Motivation can be in the form of making students

aware of the existence of intrinsic motivation (from within self) and extrinsic (from outside oneself). Guidance can be in the form of explaining learning objectives, the nature of the assignment, and the strategy used to do the task. What is meant by providing facilities for learning is how the teacher or teacher facilitates learning.

Second, designing learning objectives. Teachers set various situations for learning in the classroom and set long-term and short-term goals for rewarding students. In devising a curriculum with real learning objectives based on serious student calculations, teachers' knowledge of the potential of their students becomes crucial or central. They have to set learning goals and then turn them into an instructional program with timed activities. One of our main tasks is to select, design, and organize course materials, support student efforts, and provide feedback on their progress. They can set the learning conditions in the classroom and set long-term goals and short-term goals for student achievement. Their knowledge of potential students is essential in designing syllabuses with realistic goals that take students' concerns into account in learning situations.

Third, creating a learning environment. Teachers/experts are to communicate and create mediation in

the classroom atmosphere. Students get language when they have the opportunity to use language in interacting with others. As their teacher, they may be the only individual who speaks English to them; however, we can still teach them effective communication skills in the classroom, even if they have limited time. Therefore, a teacher can create an atmosphere in a language class that is supported by students. Students should be confident in communicating, and we have a responsibility to help build student confidence. The classroom environment is shaped by the communication and mediation skills of teachers. Students acquire language when they have the opportunity to use language in interactions with other speakers. As their teacher, they may be the only English-speaking individual available to their students; however, even if their time with one of them is limited, they can still develop effective communication skills in class. To achieve this, we should strive to listen attentively to what students have to say and communicate our understanding or misunderstanding through our responses. Good language learners are also great risk-takers because they must make numerous errors to succeed; however, in ESP classes, they are hampered by their inability to use their native language

skills to present themselves as well-rounded adults. Therefore, the teacher must foster a supportive environment in the language classroom. Students must communicate with confidence, and it is our responsibility to help them achieve this.

Fourth, evaluating students. A teacher is a resource that assists students in identifying their language-learning difficulties, identifying the necessary skills, and focusing on them. Teachers are resources that assist students in identifying their language-learning problems and locating solutions, identifying the skills they need to concentrate on, and assuming responsibility for their learning decisions. Teachers will function as a source of information for students regarding their language acquisition progress.

Students come to ESP classes with a special interest in learning. They are responsible for the development of language skills as skills knowledge and language knowledge. Students must have an interest in the learning process. In ESP, English must not be presented as a subject to be taught apart from its actual application, nor as a mechanical skill or habit to be developed. Students need to learn knowledge in ESP classes, so they are generally aware of the goals needed to use English. Students determine learning strategies. An adult has to work harder than a child to learn

a new language, but skills in their learning to learn quickly and more efficiently. Their skills have been developed in using their mother tongue which will make them learn English easily.

According to Ahmed (2014), the responsibilities of teachers of ESP are more complex and demanding than those of English teachers. In addition to teaching, the ESP educator provides course materials, designs a syllabus, collaborates with subject specialists, conducts research, and evaluates both the course and the students. The instructor must comprehend the course objectives, have a solid grasp of the course material, and be accommodating to the students. A professional ESP instructor must be able to transition from one professional discipline to another within a few months. Simply, he or she applies the necessary tools, frameworks, and course design principles to new content. Remember that the ESP teacher is not an expert in the discipline, but rather in instructing English (Ahmed, 2014). ESP is a practical field with the primary goal of facilitating student learning. However, the teacher is not the expert on the material's carrier content. The students may know more about the subject matter than the teacher, particularly when the course is specifically tailored to the subject matter or the task the

students are performing. The teacher has the opportunity to utilize students' content knowledge to generate classroom discourse.

In theory, the role of the ESP teacher is that of teacher and collaborator (Sofyan, 2016). The first role is as a teacher, which has the same meaning as an ordinary English teacher. Role next is as a collaborator which means the teacher must collaborate with experts in the field to determine the appropriate material to be taught. Fitria (2019) states that Teachers of ESP are endowed with the knowledge and resources necessary to address the specializations of their students. Remember that ESP teachers are not subject matter experts; when teaching English, their subject is English for the profession, not the profession in English. They teach students, who know their subject matter better than their teachers, the skills required to comprehend, apply, and/or present authentic information in their profession. A professional ESP instructor must be able to transition from one professional discipline to another within a few months. The teacher merely applies the required tools, frameworks, and course design principles to new content.

In recent years, English for Specific Purposes has been extensively adopted in college-level English courses, posing a significant challenge

for all English teachers. To meet the requirements of learners, ESP requires interdisciplinary knowledge due to its unique characteristics. Consequently, the function of teachers alters dramatically from the traditional function of language lecturer to multiple roles, particularly as a collaborator with content teachers (Luo & Garner, 2017). The success of ESP depends on the preparation and qualifications of the teachers. (Luo & Garner, 2017). As it is increasingly expected of English language teachers to equip university graduates with ESP skills in a variety of educational contexts, more support is necessary to facilitate ESP teacher professional development and, as a result, identity formation (Tao & Gao, 2018).

The Difficulty of Teaching English for Specific Purposes (ESP)

In the implementation of teaching English for Specific Purposes (ESP), of course, there are several problems, difficulties, or challenges. Fitria (2020) states that there are teacher-related difficulties or problems in the implementation of ELT, such as the poor quality of lectures and manuals, the teachers' inadequate qualification and teaching methods, and the lack of a theoretical framework for teaching ESP. Difficulties associated with the students, including demographic characteristics and demands of

learning ESP, English proficiency, differences between languages, lack of vocabulary, reliance on the dictionary, and lack of skills in utilizing the dictionary, especially for ESP terms. Among the environmental and other challenges are a lack of instructional materials, classes with an excessive number of students, and an excessive emphasis on the examination. While, in further research, Fitria (2022) explains that the majority of students desire vocabulary material, particularly English-specific terms, in multiple references such as books, journal articles, textbooks, modules, and other sources based on their study program in Accounting, Taxation, Engineering and Information Systems, and Islamic Economics. Sofyan (2016) states that The challenges teachers face in teaching ESP to engineering majors stem from a lack of curriculum knowledge. Teachers are required to create a learning Implementation Plan and take several steps at each class meeting; however, the condition of the class is not always orderly, which results in the lesson plan not always following the learning steps; consequently, the lesson plan is not always implemented regularly. Difficulties arise in teaching and learning activities because some students' English is inadequate, while others prefer to jest with their peers and ignore the teaching and learning

process. In addition, it is challenging for teachers to invite students into a learning environment. Because the majority of students have minimal motivation to learn English, they must receive a quality education. Poedjiastutie (2017) states that many English Department graduates who aspire to become ESP teachers are approved. However, their pedagogical knowledge of ESP instruction is regarded as insufficient for these purposes. The findings revealed four crucial aspects that should be implemented in ESP classrooms but are largely absent. These are communication emphasis, learner-centered instruction, collaborative instruction, and authentic and practical materials. Along with the increasing prevalence of teaching English for Specific Purposes (ESP) in non-English departments of higher education, it is essential to investigate the challenges faced by ESP instructors. It can serve as the basis for developing policies to improve ESP practice (Iswati & Triastuti, 2021).

Rasyimah et.al (2018) reveal that English teachers at Malikusseh University's Engineering Faculty's first-year students are not receiving a comprehensive ESP education. The design of a comprehensive ESP course is appalling since teachers must simultaneously fulfill multiple roles to make the course a reality. Teachers

must not only teach or coordinate the class so that it runs smoothly, but also prepare syllabi, provide materials, collaborate with subject/content experts, conduct research, and evaluate students and the course. The findings of this study also indicate that obstacles are inevitable as teachers design an ESP course.

The findings disclose that the most evident challenges faced by ESP teachers were a lack of knowledge about the field of study of their students, a lack of ESP training, a lack of a correct needs analysis, large classes, and learners with diverse English proficiency levels. (Iswati & Triastuti, 2021). suggest that policymakers (stakeholders) should pay more attention to the practice of ESP teaching, particularly in non-English departments, by reforming policy to reduce the challenges encountered by ESP teachers and enhance the practice of ESP teaching. (Zuraidah, 2019) state that all skills and language components are essential for students, but listening and specific vocabulary are the most important skills and language components among the three faculties. In addition, there are several issues with the implementation of ESP stemming from students and the current curriculum. Consequently, the implementation of ESP has not fulfilled the requirements of the students. The findings indicate

the significance of ESP training for lecturers and consideration of the time allotted for ESP courses.

CONCLUSION

The experience of ESP teachers in teaching English as a second language can be utilized as a basis for teaching the language. They may be required to manage/organize learning, create learning objectives, establish a positive classroom environment, and assess student processes. He/she must understand how his/her teaching abilities can be adapted for the instruction of English for Specific Purposes. In addition, he/she must locate a subject matter expert to assist in the development of appropriate teachings in the subject area he teaches. Teachers may be required to administer courses, establish learning objectives, cultivate a positive learning environment, and evaluate student progress. The implementation of English for Specific Purposes (ESP) teaching presents several problems, difficulties, or obstacles. The difficulties or problems associated with the teacher in teaching ESP, such as the poor quality of lectures and manuals, the teachers' improper qualification and teaching methods, the absence of a theoretical framework for teaching ESP, a lack of knowledge about the field of study of their students, a lack of ESP training, the absence of a correct

needs analysis, large classes, and learners with diverse English proficiency levels. Difficulties associated with the students, such as students' motivation to learn English, demographic characteristics and demands of learning ESP, English proficiency, language differences, lack of vocabulary, reliance on the dictionary, and lack of skills in using the dictionary, particularly for ESP terms. Among the challenges associated with the environment and others is the condition of the classroom, a lack of instructional materials, classes with an excessive number of students, and an excessive emphasis on the examination. In further research regarding curriculum and lesson plan comprehension. The findings suggest that policymakers (stakeholders) should pay more attention to the practice of ESP teaching, particularly in non-English departments, by reforming policy to reduce the challenges faced by ESP teachers and improve the practice of ESP teaching.

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