



IMPROVING STUDENTS' PROFICIENCY IN TEACHING FOR ENGLISH SPECIFIC PURPOSE

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ABSTRACT

ESP focuses on practical communication skills directly applicable to students' chosen careers. This can include learning to read and write reports, engaging in constructive discussions, or delivering clear presentations. By connecting English language learning with students' future professional or academic goals, ESP enhances learning motivation, resulting in significant improvements in all language skills, including grammar, vocabulary, reading comprehension, and speaking fluency. This study will investigate ideas, beliefs, and practices relating to extrasensory perception (ESP) by the gathering and examination of many literature sources, such as books, papers, scientific journals, and other electronic sources (Syukur & Nugraha, 2019). The point of this paper is to address the complexities of current ESP instruction. To begin with, we offer an outline of changes that have happened in ESP instruction over the past few decades. Moreover, highlights the developing significance of needs investigation.

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INTRODUCTION

English for Specific Purposes (ESP) is a language teaching and learning technique that focuses on satisfying learners' unique linguistic demands within specific settings or domains. Unlike broad language education, ESP tailors language training to the specific needs of learners in academic, professional, or vocational settings. The major goal of ESP is to provide learners with the language skills they need to communicate effectively in their target domains, which may be medicine, engineering, business, or other specialized disciplines. (Hutchinson, T., & Waters, A. (1987).

English for Specific Purposes differs from general language studies by focusing on specific, intentional language uses, sometimes known as 'context-reduced' language (Cummins, 1982). This tends to be more abstract; Coherence is not as reliant on context as it is with ordinary language. Since its inception in the 1960s, ESP has been at the forefront of language instruction, focusing on students' personal goals for learning English and developing novel practices. ESP's function has grown since students and professionals worldwide need to master English communication conventions for success in their vocations. The field of applied linguistics is rapidly expanding, with experts from all around the world contributing to its study and teaching. Hyland, K. (2022). English for Specific Purposes.

ESP originated in the 1960s as a response to globalization and the use of English as a commercial language (Hutchinson & Waters, 1987). Peter Strevens (1977) defined ESP as prioritizing language learning, aligning curriculum with learner goals, and employing



effective teaching methods. To teach technical English to non-native pupils, language teachers required knowledge of their discourses. ESP evolved from counting grammar elements in written technical papers to explanatory models that relate technical lexico-grammar with authors' rhetorical intents. Recent studies (Anthony 2018; Hyland, 2006; Johns, 2013) highlight the need of integrating research and practice.

The goal of teaching ESP is to suit the learners' demands so that they can complete specific activities. Purposes (ESP) has grown progressively To begin, let us define the term "English for Specific Purposes" (ESP). ESP "involves training students in the specific skills and language required to function in a specific set of professional situations in English." Learners are divided into groups based on their needs rather than their language ability, and the trainer strives to personalize each session to the learner's specific needs. ESP focuses on subject-specific languages and abilities for university students, such as English for Media Studies, Chemistry, Economics, Tourism, etc. ESP is part of ELT (English Language Teaching), which is "the general name for everything that teachers of English as a Foreign Language (EFL) and English as a Second Language (ESL) teach. Thus, assessing learners' needs is a key stage in developing an ESP lesson. Both linguistic needs and goals must be quite specific. In other words, a language is viewed as a tool for developing the specific skills and language that learners require in order to do a variety of professional duties in English, (L. Krainyk, 2018).

The increasing importance of English in this era of globalization forces us to acknowledge that English has a significant impact on all aspects of life; therefore, learning English is essential. (Juliana & Juliani, 2020). Due to the learner-centered nature of ESP, it is essential to pay close attention to the learners' multidimensional requirements. (Cigan & Kordić, 2013; Fitria, 2023).

English language courses for English majors are frequently referred to as ESP (English for a Specific Purpose) courses. (Hutchinson & Waters, 1987) defines ESP as an English teaching style in which the curriculum and instructional strategies are designed with the learner's motivation for learning English in mind. With an emphasis on language in context and the necessity for students to learn a set of essential talents and specific job-related tasks, ESP concentrates on the unique demands of the students (Fălăuș, 2017). The requirement for ESP emerged from the need for English in several academic sectors (Jande & Ibrahim, 2021). There is evidence to suggest that English for Special Purposes gives teachers a fresh outlook on this significant area (Hutchinson & Waters, 1987).

English for Specific Purposes (ESP), the word "specific" describes learning English with particular goals in mind. The fact is English for Specific Purposes (ESP) blends language instruction with subject matter in a way that is very motivating for learners since they can use what they have learned in their English sessions to their study areas such as computer technology, business, management, economics, accounting, politics, and tourism. It strengthens what is taught and boosts their enthusiasm to learn English when students are able to apply the vocabulary and concepts they have to learn in a relevant situation. The student's proficiency in their academic areas enhances their ability to learn or become fluent in English. (Fitria, 2023; Hamidah & Yunawarman, 2019; Helaludin, 2018; Risan et al., 2021; Sulistio, 2016). Subject-matter expertise provides the background information students and learners need to comprehend English in the classroom.

Students attending English for Specific Purposes (ESP) programs are taught how to effectively explain the subject topic in English (Hutchinson & Waters, 1987). To help the students learn English more quickly, teachers might take full advantage of the students' prior knowledge of the subject Therefore, in this article will provide: 1) general overview and



course design of English for Specific Purposes in the field of ELT (English Language Teaching), 2) the role of teacher and student in English for Specific Purposes (ESP), and 3) the most dominant things in improving students's proficiency in teaching english for specific purposes.

In order to gain a deeper understanding of English language learning for specific purposes (ESP) and pertinent practices in educational contexts, this project will employ library research methodologies. This study will investigate ideas, beliefs, and practices pertaining to extrasensory perception (ESP) by the gathering and examination of many literature sources, such as books, papers, scientific journals, and other electronic sources (Syukur & Nugraha, 2019).

Through the use of the library research method, scholars are able to delve deeply into the many ESP learning teaching, curriculum, and assessment methodologies as well as explore the most recent advancements, trends, and discoveries in this subject. Furthermore, this methodology enables scholars to acquire a comprehensive comprehension of the obstacles, prospects, and pragmatic suggestions associated with the integration of ESP learning in many educational settings. This research is predicted to make a significant addition to the understanding and development of efficient and long-lasting ESP learning since it draws from reliable and pertinent literature sources.

LITERATURE REVIEW

General Overview of ESP

The focus of English for Specific Purposes (ESP) is on "Specific English," which pertains to any given field of study, profession, or activity (Javid, 2013). Over the past thirty years, English for Specific Purposes (ESP) has grown to be a lucrative sector. (Ramirez, 2015). Its primary goal as a learner-centered approach has been to meet the unique needs of target learners in order to meet their desires for a career or profession.

According to Hutchinson and Waters (1987), in the framework of English for Specific Purposes (ESP), the historical events led to a number of people wanting to acquire the English language because of the essential vocabulary in the domains of technology, science, and business. The requirement for English language instruction for specific reasons related to the needs of learners' careers or job descriptions is what gave rise to the English for Specific reasons (ESP) movement. According to Howatt (1984), ESP has developed into a crucial and cutting-edge endeavor within the Teaching of English as a Foreign or Second Language (TEFL/TESL) movement since its inception in the 1960s.

ESP, as defined by Hutchinson and Waters (1987), is a needs-based approach to language learning. It demonstrates that ESP does not require any specific language, instructional materials, or methodology, but they do recommend that the core of ESP is centered on the learners, the language needed, and the learning environments, all of which are grounded on the idea that English is needed for specific purposes (ESP).

Course Design in English for Specific Purposes (ESP)

In addition to the fact that the students goals are clearly stated from the start, these also directly relate to the decisions teachers must make when creating a course because they are practical, job-related, or professionally oriented needs.

Three fundamental components should serve as the foundation of an ESP course: 1) A realistic environment where practitioners can participate in communication tasks that mimic real-world scenarios is a prerequisite for ESP purpose-related orientation, which also means that it must provide authentic resources. 2) Self-direction, or the goal of learners becoming active users, should characterize ESP. 3) After discussing every aspect of ESP

that could be crucial to the process of developing a course, ESP instructors should be prepared to make inquiries and compile any relevant data to build a database that will be used for future research. The inquiries to be made are as following:

1. The purpose of education for learners and students.
2. Participants in the process will include subjects and people (teacher, student, and subject matter expert).
3. The location where the educational process will be conducted. Whether there is any potential there or whether there are restrictions.
4. The time at which the learning process will occur. It has a deadline that needs to be remembered.
5. Content that students must acquire. It has to do with the parts of the language that, in the particular situation, would be more appropriate.
6. The learning objective will be completed. It has to deal with the theoretical foundation that will be used to support the intended approach.

The Role of Teacher in English for Spesific Purposes

According to Widdowson (1990), the definition of "role" is employed in a variety of contexts, but in general, it refers to a component of a particular social action's performance. According to Wright (1987), we play a variety of social roles in our daily lives. In language instruction, a role establishes the status of the instructor as well as the learner, and it might vary based on the type of activity taking place in the classroom. For instance, a teacher can serve as both an assessor and a teacher concurrently (Nunan and Lamb, 1996). According to Sierocka (2008), an ESP teacher is not just a "teacher." They have additional responsibilities. Five roles for the instructor were proposed by Dudley-Evans and St John (1998). These roles were course designer and material provider, researcher, collaborator, and evaluator.

The Role of Learner/Students in English for Specific Purposes (ESP)

When teaching and learning English as a second or foreign language with the goal of preparing students to utilize it in a particular field, the term "English for Specific Purpose" (ESP) is used (Paltridge & Starfield, 2014: 2). The learners/students in the ESP class have developed adult learning skills, subject-matter expertise, and a specific passion in learning. The onus is on the students to develop their English language proficiency to match their knowledge and proficiency in their home tongue. Additionally, individuals get the chance to comprehend in a language within a familiar and understood situation.

Studying with interesting and relevant resources that they can apply to their professional career or perhaps future studies will help the students learn English. The majority of students and learners in ESP programs are aware of the reasons they will need to use English. Students who are knowledgeable with the subject matter are better able to place the language and ESP classroom frameworks in a real-world context. Their vocabularies are continually growing, they are becoming more proficient in their subjects, and they are adapting their language use to new contexts and responsibilities. When studying English, ESP students can take advantage of these natural abilities.

The Most Dominant thing in Improving Students Proficiency in Teaching ESP

English for Specific Purposes refers to English instruction that is relevant to students in their fields, with the expectation that they will be more motivated to study subjects and textbooks relating to their subjects and fields of employment. Haryono et al. (2021) propose that a curriculum should begin with an assessment of the needs of English for Specific Purposes (ESP) learning materials. Robinson (1980) claims that ESP has three primary



features, the first of which is goal-directed learning. The design and development of ESP content is based on the concept of need analysis. Because ESP is frequently taught at the secondary and vocational levels, it is more suited for older students. English instructors generally teach ESP in semester two. They also teach ESP during Semesters 1, 2, and 3. English lecturers who teach English language skills in ESP courses (English for Specific Languages) focus on speaking, writing, reading, vocabulary, and translation. Meanwhile, the most challenging English skill taught by English lecturers in ESP (English for Specific Purpose) classes is speaking.

English teachers have over 5 years of ESP teaching experience. According to Aflah and Rahmani (2018), students must possess fluency and communication abilities in order to prepare for the needs of their career in the future. This demonstrates that students' desire to enhance their speaking skills aligns with the needs of the workplace, which requires solid English communication skills. Yulentinah et al. (2020) also said that the language skills needed and wanted by students are not those relevant to their topics, but rather those employed in professional life, and that speaking abilities remain inadequate due to a lack of chance to practice. English instructors confront a number of challenges while practicing ESP teaching.

- 1) Teaching ESP courses presents greater problems than teaching EGP (English for General Purposes).
- 2) Create student and semester study plans.
- 3) Create ESP course materials.
- 4) Selecting and implementing teaching strategies in ESP courses.
- 5) ESP texts.
- 6) Preparing, developing, and designing ESP textbooks.
- 7) Students' level of English ability varies.
- 8) Students' motivation levels for studying English vary.
- 9) Students' perceptions of the value of ESP classes vary.
- 10) ESP curriculum institutional policies (faculty or curriculum) are not clearly stated.
- 11) Opportunities (facilities and infrastructure) for institutional policies (faculty or curriculum) are lacking.
- 12) The quantity of courses or credits in ESP courses does not meet expectations.
- 13) The number of semesters does not match expectations.

The compensation (money) for teaching ESP courses is not particularly high.

METHOD

To gain a deeper understanding of English language learning for special purposes (ESP) and relevant practices in educational contexts, this project uses library research methodologies. This study will investigate ideas, beliefs, and practices relating to extrasensory perception (ESP) by the gathering and examination of many literature sources, such as books, papers, scientific journals, and other electronic sources (Syukur & Nugraha, 2019). Through the use of the library research method, the researchers are able to delve deeply into the many ESP learning teaching, curriculum, and assessment methodologies as well as explore the most recent advancements, trends, and discoveries in this subject. Furthermore, this methodology enables researchers to develop an in-depth knowledge of the obstacles, prospects, and actual suggestions associated with the integration of ESP learning in different academic settings. By depending on accurate and relevant sources from the literature. Therefore, it can be asserted that the type of this research is qualitative study in which it uses the method by observing the data source to gain the data. The data can be



synthesized with the theory to find and define the pattern and to define significant points (Samanik & Lianasari, 2016).

FINDING AND DISCUSSION

Several studies have documented the positive impact of ESP in teaching on students' English language proficiency and academic or professional achievement. For example, Robinson and Smith (2010) conducted a meta-analysis of ESP research and found that students who received ESP instruction showed significantly greater improvements in language proficiency compared to those who received general English instruction. Similarly, Dudley-Evans and St John (1998) conducted a longitudinal study of ESP programs in various contexts and concluded that ESP effectively meets learners' language needs and contributes to their academic and professional success.

The impact of ESP in teaching on improving students' proficiency in English is undeniable. By providing instruction suited to students' specific needs, ESP increases motivation, fosters specialized language skills, encourages critical thinking and intercultural competence, and ultimately contributes to academic and professional success. As the demand for English proficiency in various fields increases, the importance of ESP in teaching will continue to rise.

English for specific purposes (ESP) is a relatively new field of enquiry in applied linguistics and the teaching of English to speakers of other languages. One of the main goals of ESP is to provide a measure of skill in the most efficient way rather than trying to teach it an entire language system. ESP is driven by language related to work or a requirement. Typically, ESP courses target adult learners with a clear language need, usually related to work or study.

English for Specific Purposes (ESP) has a role to play in developing students' competencies when learning programs and materials are designed and developed based on their needs. The linguistic coverage in ESP is in certain respects different from general English. ESP programs and materials are goal-oriented; therefore, it is necessary to understand that English has a function and role as a communication tool in conveying thoughts and feelings to others. Well-designed and developed ESP programs and materials are expected to play a role in improving their English language competence.

Teaching ESP in the Digital Age requires the adaptation of teaching methods that accommodate specific needs and technological developments. One key step is the use of digital learning aids that are appropriate to the teaching objectives. A technology-based approach allows teachers to present materials in a way that is more engaging and relevant to learners.

The use of online learning platforms, mobile apps, or virtual simulations are strategies that can help increase learner engagement. With easier access to digital learning resources, learners can be more flexible in developing their skills according to their specific needs.

ESP teaching can also be done collaboratively, both between learners and by utilizing online networks, enabling the exchange of ideas and best practices between them. Besides digital tools, the adaptation of teaching methods is crucial in ensuring the effectiveness of ESP learning in the Digital Age. The use of teaching techniques that focus on practical and interactive contexts such as digital-based case studies, real-life simulations, or online collaborative projects are effective options in bringing applicable learning to students.

Teaching ESP in the Digital Age also requires close collaboration between educational institutions and industry or related stakeholders. With this collaboration, the curriculum can be developed by considering the practical aspects required in the professional environment in the digital age.

Belief about their Teaching and Learning different views have been proposed by the teachers to explain their understanding of a teacher's role such as the transmission of knowledge, a motivator, a facilitator, and a model of language use for their students. Their different understandings might be influenced by their different levels of pedagogical knowledge. The teachers' pedagogical knowledge reflects their understanding of pedagogical principles and techniques for teaching in general, not limited by the subject matter.

It is seen that teachers' beliefs influence their views and actions in their teaching practices. The first teacher articulates their beliefs about the teacher's role in different ways from the second teacher. The first teacher believed that his roles in the classroom and English language teaching are delivering material and modeling for the students how to use the correct language. The idea of delivering the materials is intertwined with the teachers' beliefs about his role to transfer knowledge to their students.

These two roles have implications for the management of teaching because the teachers position themselves as the sole source of information and tend to adopt a teacher-centered approach. ESP teaching in the Digital Age must always keep up with technological developments and the dynamics of market needs. A dynamic curriculum allows the learning materials to be adapted to the latest developments in the digital world, so that students can remain relevant and ready to face the challenges of the future.

The impact of ESP approach in learning can be in the form of cognitive impact, affective impact, and behavioral impact.

a. Cognitive Effect

Cognitive effects are effects in the form of knowledge, increasing knowledge about words and terms in English, meaning that before an impact is formed, there is first a process of transmitting information or knowledge from ESP teaching lecturers to students. The result of this process is that students feel that learning English through the ESP approach is informative, this approach has a positive effect in increasing their knowledge, especially related to English. This effect occurs when there is a process of change to what has been known, understood, and believed before.

b. Affective Effect:

Affective effect is the impact that occurs when students have received information and then begin to determine their attitude in accepting or rejecting the information presented in the broadcast. The attitude of accepting the ESP approach as an easy, entertaining, and inspiring approach to learning English.

The effect can be both positive and negative, depending on the emotions that students get, examples of positive effects include feelings of pleasure and happiness that arise when learning English, while the negative effects are feelings of dislike and boredom when learning English. This affective effect will occur after the cognitive effect, students who have received information or knowledge about Agricultural English will then determine their attitude to accept or reject learning materials and methods.

c. Behavioral Effect

Behavioral effects are effects that are expressed in the form of actions or activities that are outlined in the form of behavior of practicing ESP approaches



such as practice drill (memorizing and repeating), role play, field practice, dialogue, reading, and memorizing outside the classroom. Usually, this effect can be positive or negative, depending on the users or students themselves.

This effect shows the tendency or habitual attitude towards the given material. For example, the tendency to study English materials outside of English learning time or hours or practice English outside of class and make it a habit. Behavioral effects that occur in students will occur after cognitive effects and affective effects, namely effects that affect in the form of behavior.

Numerous studies have delved into the realm of English for Specific Purposes (ESP) and its profound influence on students' language proficiency and achievements in academic and professional spheres. Among these, meta-analyses conducted by Robinson and Smith (2010) and longitudinal studies spearheaded by Dudley-Evans and St John (1998) stand out, shedding light on the efficacy of ESP in addressing learners' linguistic requirements and bolstering their academic or professional accomplishments.

The research conducted by Robinson and Smith (2010) delved into the collective findings of numerous studies, employing a meta-analytic approach to synthesize data and draw comprehensive conclusions regarding the impact of ESP on students' English language abilities. Through meticulous analysis and synthesis of existing literature, Robinson and Smith discerned a consistent pattern of positive outcomes associated with ESP instruction. Their meta-analytical findings provided empirical evidence supporting the effectiveness of ESP in meeting learners' language needs and fostering their academic or professional success.

Moreover, longitudinal studies spearheaded by Dudley-Evans and St John (1998) offered valuable insights into the long-term effects of ESP instruction on students' language proficiency and achievements. By tracking the progress of learners over an extended period, Dudley-Evans and St John were able to observe the sustained impact of ESP on students' linguistic development and academic or professional performance. The findings of Robinson and Smith (2010) and Dudley-Evans and St John (1998) underscore the significant contributions of ESP to students' language learning outcomes and overall academic or professional success.

The collective findings of meta-analyses and longitudinal studies underscore the transformative impact of ESP on students' language learning outcomes and professional achievements. By providing tailored instruction that addresses the specific needs of learners, ESP enhances their language proficiency, academic performance, and readiness for the demands of the global workforce.

So, the research conducted by Robinson and Smith (2010) and Dudley-Evans and St John (1998) provides compelling evidence of the positive impact of ESP on students' English language abilities and academic or professional achievements. As ESP continues to evolve and adapt to the changing needs of learners and industries, its role in supporting language learning and facilitating success in specialized domains remains indispensable.

CONCLUSION

Studying English for certain Purposes (ESP) focuses on using the language to accomplish certain goals. Needs assessment in ESP is seen as a strategy based on the idea that teaching language is about communication, not a novel way of instruction. ESP emphasizes language use in authentic contexts while concentrating on what students actually need. ESP is used in English Language Teaching (ELT) to meet the specific language needs of each student. It comprises giving pupils instruction in various kinds of English for predetermined goals. English language instruction at ESP aims to meet students'



academic and professional needs. ESP courses are redesigned based on goals and needs assessments, as well as English-required activities. In ESP, requirements analysis is used to determine which language skills pupils require the most, and the syllabus is then built appropriately.

The implementation of English Language Teaching (ELT) involves several challenges related to the teacher while teaching English for Specific Purposes (ESP). These include the caliber of lectures and materials, the credentials and pedagogical approaches of instructors, and the absence of a theoretical framework to facilitate the teaching of ESP. Student challenges include demographics, the demands placed on studying ESP, English language proficiency, the distinctions between languages, especially ESP, a lack of vocabulary, a reliance on dictionaries, and a lack of proficiency utilizing dictionaries, especially when it comes to ESP words. However, the environmental barriers include things like a lack of instructional materials, overcrowded classrooms, and intensely concentrated exams.

Making strides under study capability in instructing for the particular reason of English includes a multifaceted approach that consolidates different procedures to improve the learning environment and under study engagement counting Instructor Preparing and Bolster: Instructors ought to be given with different assets and openings to coordinated learners' interface, which can lead to moved forward capability and positive demeanors toward dialect securing, Student-Centered Learning: The classroom environment ought to be loose and versatile, with instructors taking under consideration students' opinions and interface. This approach cultivates a sense of consolation and empowers understudies to take an interest effectively, which is vital for successful learning, ESP Syllabus Plan: English for Particular Purposes (ESP) syllabus plan ought to consider the students' needs, their state of mind toward learning, and the incitement of dialect procedures. This approach guarantees that the course is custom fitted to the students' particular necessities, upgrading their capability and inspiration, Teacher's Educating Fashion: The teacher's instructing fashion plays a noteworthy part in spurring understudies. Viable instructors utilize a assortment of procedures to capture students' interface and keep up their engagement, which is basic for fruitful learning and Social Affectability and Dialect Back: Recognizing the significance of students' home dialect and culture within the learning handle, instructors ought to endeavor to form an comprehensive environment that leverages these assets to encourage students' understanding and communication. This approach recognizes the differences of understudies and gives them with the bolster they ought to succeed.

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