

The Application of English Specific Purpose (ESP) At Tertiary Level in Aceh

IdaryaniNuridin, Fidyati, Dewi Kumala Sari, Rasyimah

Abstracts: *Regarding required English for Specific Purposes (ESP) curriculum at tertiary level in Aceh, English teacher should pay serious attention on the background of general English of the students so that the students will be well prepared to learn ESP for purpose of future professional communication. In response to these needs, the study reports two following issues; first, the differences between learning ESP and general English, and second, the issues of ESP application at tertiary level in Aceh, Indonesia. The study is done by reviewing some articles or books on ESP. The primary issue is the analysis of learners' specific needs among the students' limitation of adequate background of general English knowledge in terms of learning English Specific Purpose. Other issue addressed is the integration of grammatical knowledge of the students in learning English Specific Purpose in relation with the required curriculum of teaching ESP at tertiary level in Aceh. The study shows that being of benefit to teachers who may encounter problems in teaching ESP along with students' limited general background of English knowledge.*

Index terms: Grammar, General English, Teaching ESP.

I. INTRODUCTION

The learners of English in Indonesia have been exposed to English since junior high school. Generally the learner in junior and senior high school learn about general English that consists of symbol and lexical of grammatical rules however many of the learners who come to university at in the first year of study do not master the grammatical elements or other teaching materials of general English that were taught and addressed in junior and senior high school. However, the students at tertiary institutions are required to learn English Specific Purpose (ESP) which is relevant and meets the student aspiration in future professional work.

Most of the students at tertiary level in Aceh learn English with aim either to pass the examinations as prerequisite subjects or to meet the requirement of specific TOEFL score assigned by universities at the end of their study when the students will be applying final thesis colloquium at the final year of their study. However, the biggest challenge for both students and English teachers in teaching-learning ESP is majority of the students at tertiary level do not have background of adequate knowledge of English grammar.

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IdaryaniNuridin, Faculty of Law, University of Malikussaleh, Lhokseumawe, Indonesia;

Fidyati, Faculty of Engineering, University of Malikussaleh, Lhokseumawe, Indonesia;

Dewi Kumala Sari, Faculty of Agriculture, University of Malikussaleh, Lhokseumawe, Indonesia;

Rasyimah, Faculty of Economics, University of Malikussaleh, Lhokseumawe, Indonesia;

This study aims to underline two following issues: first, the differences of learning English Specific Purpose (ESP) and English General Purpose (EGP), and English for Academic Purpose (EAP), second, the problematized issues on application ESP curriculum for University Students. The study will be done based on examination on some published article and books related.

II. LITERATURE REVIEW

The implementation of ESP in language teaching is still considered as new trend traced back since 1960s [3]. However, ESP teaching approach which emphasis on specific learners need can influence significantly students' motivation in learning the language. Hustchison (1987) states that ESP contributes significant impact on learners' motivation because it is designed based on the students' needs. This approach is considered to enable the students to have appropriate contact in using English on their study and with actual situation based their profession. Teaching English for specific purpose (ESP) aims to fulfil the need of mastering English of the students based on their professional need. These needs lead to urgent design on ESP-curriculum design at tertiary level. The ESP - curriculum intends to focus on the successful performance of students on their educational and professional roles. As mentioned by Albakrawi and Almutairi (2013), the main emphasis of ESP is to meet the successful performance of students on educational and professional position.

[1] Dudley-Evans and John (1998) define ESP in two characteristics; 'absolute' and 'variable' characteristics as followed:

1. Absolute Characteristics: a) ESP is defined to meet specific needs of the learners; b). ESP makes use of underlying methodology and activities of the discipline it serves c). ESP is centered on the language appropriate to these activities in terms of grammar, lexis, register, study skills, discourse and genre.
2. Variable Characteristics; a). ESP may be related to or designed for specific disciplines b). ESP may use, in specific teaching situations, a different methodology from that of General English c.). ESP is likely to be designed for adult learners, either at a tertiary level institution or in a professional work situation. It could, however, be for learners at secondary school level d). ESP is generally designed for intermediate or

advanced students e). Most ESP courses assume some basic knowledge of the language systems.

Furthermore,[4] Hans and Hans (2015) mention that ESP approach enable the student to use their English ability that is relevant to their interest in professional field work of what the students have learnt in classroom. For example, if the students of Law faculty learn how to speak by using legal terms in simulative trial in a court room, they will aware the using of English vocabularies that is relevant or correspond to their profession in actual field work. Thus it is assumed that implementing ESP curriculum will allocate the students need and student interest that relevant their professional field work. It will contribute more opportunity for the students to have contact with English. However, what the specific ESP or what demand of ESP in one part of the world, will be different from another part of the world.

It is difficult to make clear demarcation about the differences between ESP and ESL approach but so far in ESP approach there is possibility to adopt the teaching strategies applied in ESL classroom. Hans and Hans concerns three elements that are significant for students learning ESP; language, pedagogy, and students as participant based on their area of interest. The teaching strategies that are generally used in ESL classroom are; methodology strategies (TPR, natural approach, language experience, retelling story, activating prior knowledge), visual strategies, interactive strategies, modified class work strategies, directing strategies/thinking strategies, SQ3R (survey, question, read, recite, review), QAR (question-Answer relationship).

III. THE DIFFERENCES OF ESP, EAP AND EGP:

There are some differences among ESP, EAP, and EGP. EAP is directed for academic purpose based on study needs. The students who learn English EAP intend to meet particular requirements from particular tertiary institutions that they plan to attend to. EAP classroom is designed to teach four skills of English.[5] Orr (1998) postulates that EGP is taught for young learners in junior and senior high schools. In EGP classroom, teacher teaches the learners about the sound and symbol of English, lexical or grammatical elements that are used and applied in speaking and writing and at tertiary level, EGP is addressed to teach the students common features of academic discourse in sciences or humanities. However, Orr agrees that EAP and EGP (English general purpose) are one. On the other hand, ESP is aimed to help adult learners or working people to be able to apply English as subject-matter in specific purpose that relevant to their study or professional fieldwork.[7] Mackay and Mountford suggested that ESP curriculum should be determined based on students need. According to [6] in designing ESP teaching instruction, teacher should find out the students interest to learn English, thus the outcome of ESP approach should be realistic based on the students specific purpose thus ESP instruction enables to raise students motivation in learning English.

IV. PROBLEMATIZED ISSUES ON APPLICATION OF ESP

There are no differences between ESP and ESL in theory however there is significant discrepancy between ESP approach and ESL approach in teaching learning practice (Hutchinso at al. 1987). Generally, the students of ESP classroom have already had general English background from previous learning English in second language classroom. The students in ESP classroom have specific needs that relevant to their study and their future profession. Besides, [2] at al. also state that teacher in ESP-classroom generally has set clear goal of teaching that should be achieved by the students at the end of the class for example by selecting teaching materials and the targeted ability of English that students have to master at the end of study. ESP class is already directed for students' need of study or work purpose. Teaching instruction of ESP aims to develop or emphasize the certain skills of students that relevant to their study or their future professional work such as reading skills for the students of law to enrich their legal vocabulary that will be used in their study or in their future actual professional field work for instant on a trial; or enhancing speaking skill for students of tourism who will work as tour guides. Besides, ESP – course material is addressed for adult learners.

Consequently, the students are able to figure out the subject-matters such as vocabularies and language structure that is learnt in ESP classroom which will be applied and used in their field of study or their future field work.

ESP-curriculum intends to increase students motivation that may encourage the learners to spend their time in learning English as they can see that the language is not only used to be able to pass the examination or to meet the requirement of TOEFL score but also English is their language and the students use the language because English is used as means of international communication in their actual professional field.

V. CONCLUSION

Although the ESP –curriculum is addressed for adult learners but most of the students at tertiary institutions in Aceh have poor knowledge in English. On the contrary, ESP- classroom is designed and taught for the students who have good background of general knowledge of English. Thus the question should be addressed on regard of required ESP-curriculum at tertiary level in Aceh. How could ESP-curriculum enable to improve students' English ability and meet students need for their future of professional field work?

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