A Review of English for Specific Purposes Teacher Education Riana Agustin Tindjabate⁵**Abstract**

English for Specific Purposes is a compulsory subject for tertiary students in Indonesia and China. The teaching of ESP demands English teacher professionalism. It forces many universities in Indonesia as well as in China to design ESP teacher education more effective. This study finds out that most of the universities in Indonesia do not put Needs Analysis as the basis of the ESP program, ESP teaching materials are general English oriented, many of the ESP teachers have less experience and lack of knowledge in teaching ESP, and there is no collaboration between the ESP teachers and the subject teachers. In China, few of the universities run their ESP program without Need Analysis, most of the ESP teaching are general English oriented, some of the ESP teachers have less experience and lack of knowledge in teaching ESP, and many of the teachers do not apply collaboration teaching with the subject teachers.

Key words: *English for Specific Purposes, teacher education*

Introduction

As an international language, English has been one of compulsory requirements for job applicants to get a good job. There are 65% of 13 tertiary teachers in Indonesia believe that English could help the learners to get a better job (Zacharias, 2003:55). Unfortunately, there is a mismatch between the belief and the existing practice in real life, as in fact, English language teaching (ELT) in Indonesia is at very lowest level (Ika and Harbon, 2010: 149; Nurkamto, 2011:299). English for specific purposes (ESP) teaching in many universities, for instance, is not effective because the teachers lack of multi-disciplinary subject knowledge, pedagogical knowledge and English proficiency (Feng, 2010:193). Therefore, ESP teachers' professionalism should be developed in order to meet learners' needs. Issues of ESP teachers' professionalism raise the question of effective ESP teacher education models that could develop the teachers' professionalism. Julian Feng has offered effective ESP teacher education models for Chinese context, such as, exploitation of corpus based genre analysis, reflective teaching, classroom-based action research and a joint-teaching model (2010:197-202).

Research Methods

This is a literature study of ESP teacher education in Indonesia and China. The researcher reviews three articles of ESP teaching in Indonesia and six articles of the teaching in China. The articles are retrieved from *The Asian ESP Journal*. The researcher read the articles and highlights important issues related to ESP teacher education. The researcher then compares the implementation of ESP teaching in the two countries to find out and introduce an effective model of ESP teacher education that best suits ESP schools in Indonesia context which is based on some underlying principles of ESP education. This study is conducted in 2011.

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Results

Defining ESP

ESP course in Chinese context is considered as an advanced English course of GE (Feng, 2010:194) and according to Tsao (2011:142), "ESP should be regarded as a complementary language-learning requirement rather than a substitution for EGP". I believe in this sense that firstly, ESP teachers should be base the teaching on EGP (English General Purposes) to improve students' Basic English competence before making shift to more specific skills.

In many Indonesian universities, ESP is taught as a compulsory subject that should be designed on the needs of multi-disciplines (Spfyan, 211:52) and to meet the needs effectively, the universities must design ESP program through collective collaboration work among ESP teachers, subject teachers, head of department, dean, experts in TEFL (Teaching English as a Foreign Language), alumni and students by considering four significant approaches such as student centered-learning, content-based, process-based and task-based (Kusni, 2007:67, 70).

According to Hutchinson and Waters (1987:19), 'ESP is an approach to language teaching in which all decisions to content and method are based on the learner's reason for learning'. It means that ESP teaching should be learner's needs-based while referring to Dudley-Evans and St. John (1998: 32), ESP refers to language learning activity that emphasizes on teaching procedures and learners' skills. It means content area of ESP teaching should be integrated into instruction that improve students' skills in using language as Peacock said in Feng (2010:194), ESP teaching has specific purpose that is to develop students' English skills so that they can use the skills to support their study and research in particular disciplines.

Dudley-Evans and St. John describe ESP teaching as a part of continuum of ELT course types from basic English knowledge and skills to more specific one (1998:9). Thus, English is regarded as the combination between language practice and students' subject knowledge in ESP program (Chien, Lee and Kao 2008: 118). This paper refers to ESP that taught in Indonesian universities as the combining subject-based English (CSBE) which supports students' study and research in their disciplines.

a. ESP Teacher Education

As we know, the characteristic of ESP learners are quite different from EFL (English Foreign Language) learners. ESP learners have specialist knowledge on their subject area which ESP teachers do not have (Dudley-Evans and St. John, 1998:188). This makes ESP teaching quite different from EFL teaching where ESP teachers should more focus the teaching on the students' context. The complexity of ESP teaching demands the teachers to attempt good language teaching in the classroom by having appropriate knowledge and skills of English as well as knowledge on students' subject area (Brown, 2001:430; Feng, 2010:194). Therefore, ESP teacher education should be transformative which gives the teachers opportunity to obtain subject knowledge from their teaching partner so that they can make shift from GE teaching to ESP teaching (Feng, 2010:194-195). The concept of ESP teacher education above is used to set a model of effective ESP teacher education in Indonesian context.

b. Collaborative Teaching between ESP Teacher and Subject teacher

Many students have good expertise in their subject knowledge. Unfortunately, they are poor in English proficiency. As English has been one of keys to succeed in study, students

need quality ESP course that could support their study and research in their subject area. In other words, competent ESP teachers are needed by ESP course. Regarding to this, Chien, Lee and Kao (2008:116;199) cited that ESP teachers need to comprehend what kind of qualification and knowledge should be learnt and used to facilitate students' needs in learning English. For instance, in teaching agriculture students, ESP teachers are not asked to have competent in making organic fertilizer but they should teach the students how to read agriculture articles in English and, or write written report in English. Therefore, the teachers must comprehend the basic concept of agriculture.

According to Dudley-Evans and St. John (1998:192), "a strength of ESP methodology is the way in which language learning and subject learning approaches can be integrated". I believe in this sense, collaborative teaching between language teacher and subject teacher is one of effective ways to integrate practical language with subject knowledge. It is an effective way to prepare successful ESP teaching. Chien, Lee and Kao (2008:124), in their research, found that collaborative teaching in EP program could increase students' motivation in learning English so that they are able to make some progress in listening, grammar, and reading.

Review on ESP Teaching in Indonesian Context

In this section, I review ESP teaching at six universities in Indonesia. These are Universitas Katolik Atmajaya, Akademi Maritim Indonesia Makassar, Universitas Negeri Malang, Universitas Indonesia, Universitas Negeri Padang, and Universitas Islam Sumatra Utara. English is formally stated as "the first foreign language" of Indonesia in 1955 by Wachendorff, the first head of the Central Inspectorate of English Language Instruction in Ministry Education. It is then stated, in Law 2 of 1989 on the National Education System, as the first foreign language and one of compulsory subjects at secondary schools. Since then, English is allowed to be used as a medium of instruction with the purpose that it would support students in developing knowledge of particular subjects and vocational skills (Lauder, 2008:16).

The use of English as a medium of instruction is also adopted by universities in Indonesia. English is cited as a general subject in the tertiary curriculum. As an effect, the number of GE teachers who teach at non English department increased. The necessity on ESP teacher forces university management to hire many language teachers although they are less experienced in teaching ESP. As a result, many ESP courses at tertiary level are not focused the teaching on communicative syllabus and pure basic grammar which are relevant to students' subject. This situation is found by Sofyan at Universitas Katolik Atmajaya in 1978. At that time, the ESP teaching at all non English department of the university was GE oriented rather than aimed to a particular subject. In other words, the same materials teaching were taught by the teachers to different department or faculty. For example, the students of economy and law faculty learned the same materials. Sofyan stated that the main problem of the issue was the difficulties in finding sources of ESP teaching materials since the textbooks provided by the university management was contently limited. To solve the problem, Language Institution was established at the university. Its responsibility was producing ESP teaching materials, providing teacher textbooks, and conducting seminars on ESP teaching (Sofyan, 2011:52).

Nowadays, the above issue is still encountered by many tertiary ESP teachers in Indonesia. The issue is more complicated as well as the demand on ESP teachers' professionalism increased. However, the professionalism of ESP teachers is quite difficult to be

attempted because of the ambiguous understanding among the teachers on how to teach English as a general subject and as ESP to tertiary students (Kusni, 2007:64).

Another example of ESP teaching is found at Agriculture Faculty of Universitas Islam Sumatra Utara. At the faculty, English is taught for five semesters and it is a compulsory subject in which students are not able to be graduated before passing paper task. The teaching is emphasized on reading and writing skills such as using tenses correctly, pronouncing words correctly, arranging words in proper sequence and understanding meaning of texts. To support the students in improving their skills, grammar translation and structural method are used by the teachers. (Suhendi, 2005:13-14).

In 2010, the researcher administered small project on Needs Analysis (NA) at Indonesia Maritime Academy of Makassar. At this academy, English is taught for three semesters and the teachers are provided with textbook in English related to maritime field. Nevertheless, I found the ESP course in this school is GE oriented. The course is focused on two basic skills (reading and writing) with grammar translation method, however, the students seldom to be exposed with more specific skills of writing and reading such as developing ideas, evaluating their written work, revising their writing, reading quickly and critically.

Kusni (207:64-66), in his research at Universitas Negeri Malang, Universitas Indonesia, dan Universitas Negeri Padang, finds four general issues in the implementation of ESP program at these universities. Firstly, the ESP program is not designed based on NA, thus the objectives of the teaching are not directed to specific goals and evaluation on the program is never to be conducted. In other words, review and reflection on teaching are never conducted by the teachers. Secondly, basic characteristics of ESP teaching are not described in the teaching materials which mean that the principles and characteristics of ESP program are not generated into the curriculum and syllabus by the teachers. It causes the implementation of the teaching ineffective. Thirdly, many ESP teachers are less experienced in ESP. They are not prepared well to teach ESP, they seldom to attend ESP training and many of them lack of willing to develop their professionalism. Lastly, there is little number of collaboration between language teachers and subject teachers which is highly needed to bring the authenticity of purpose, materials and situation of ESP teaching.

ESP Schools in Chinese Context

This section contains of ESP program review at six universities in China. These are Music Academy of Minzu University of China, Posts and Telecommunication University of Chongqing, Business English Program at Chongqing University, School of Economics at Shandong University, English for Machinery Engineering at Xi'an International Studies University, Second Military Medical University of China.

a. Music Academy of Minzu University of China

English is a compulsory subject at Music Academy of Minzu University of China that must be passed by the students for graduation. The students are intermediate-level learners and are very interested in music. The purpose of this class is enabling the students to communicate their knowledge about music through English. In order to achieve the communicative purpose and to focus the students on input and interaction, CBI is used by the practitioners in the class. (Zhang, 2010:69).

CBI approach used in the classroom is focused on adjunct instruction where students learn language and subject matter simultaneously (Zhang, 2010:70). On the other hand, theme and content of ESP teaching in the classroom are integrated together into four skills of English including knowledge of grammar and vocabulary.

The content used in the course should be relevant with students' life, interests, and academic goal. In order to that, the teacher must select authentic texts and tasks which are considered with the content of teaching and classroom circumstances. The text chosen should be associated with the tasks thus it could give the students description of what they would do in the real life (Zhang, 2010:72). Therefore, the teacher uses music as content and put it into an integrated language unit consisting of grammar, vocabulary, and register.

In this ESP program, a course book under the title *New Era Interactive English Introductory Level, Book 2* is used by the teacher to teach ESP. The materials are focused on theme "Rhythm of Life". The content is integrated by the teacher into learning-teaching activities such as reviewing vocabulary related to music, guiding and controlling classroom discussion while still giving the students freedom to give opinion, prompting the students to work in groups, reviewing grammar, correcting students' mistakes in utterance by peers and self correction technique. Besides using the course book, she also tries to bring authentic texts and tasks in the classroom. She looks for English songs on internet and asks the students to practice pronunciation by singing songs she gives. She brings several compact discs (CDs) of a Chinese singer and asks the students to choose one of the singer's CDs. After reviewing the CDs, the students then individually report their work in a form of written task (Zhang, 2010:73-77).

b. Chongqing University

Computer English (CE) course has been regarded as ESP program in China which makes many course books are published in China. The course books vary depending on the learners' level. This then makes the ESP teacher are confused in selecting applicable course books that best suit the course. To solve the problems, Qiaoshan, an ESP teacher at Chongqing University, suggest an evaluation on course books used in the classroom (2010:138). Qiaoshan's reason conducting evaluation on course books is that many ESP teachers select course book based on their personal preferences as in fact they compile the teaching materials by themselves without involving the subject teacher. To avoid personal judgment on selecting course books, Qiaoshan invites computer students, four English teachers, and two subject teacher becoming evaluators in her research.

Three criteria of course books evaluation are used by Qiaoshan to evaluate systematically course books (2010:144). She first puts external evaluation which is based on general context of the course such as learners' academic background, aims of the course, text types, and required methodology including the price and availability. Secondly, she focuses on internal evaluation obtained from the content in the course books and methodology that is relevant to the content and students. The third is overall evaluation where the evaluators will examine whether the course books are fully worthwhile to the students, the teachers and the schools.

From the evaluation, Qiaoshan finds that the ESP teachers should adapt the course books for computer English teaching, for example, they need to improve the exercises in the course books. All the course books emphasize the exercises on reading comprehension,

grammar and translation but none of the course books design exercises for writing and speaking while the university requirement for the computer English course is to foster students' writing and speaking competence (2010: 152).

c. Business English Teaching

Since the main purpose of many BE courses is focused on the use of English in business settings especially in international communication business (Zoucheng and Lifei, 2011:17). BE teaching in Chinese context should be emphasized on communicative approach and analytical thinking of how to integrate English, business and culture into students' communicative competence (Xiaorong and Lili, 2010:102,104). Unfortunately, the situation of BE teaching in China is much dominated by grammar translation method which is teacher-centered and the orientation of the learning and teaching is mastery of language form rather than process of communication (2010:101).

One of the significant issues of the situation above as cited by Zoucheng and Lifei (2011:19) is the low level of BE teacher's professionalism. Although many BE teachers in China are good in English knowledge but most of them do not have appropriate knowledge of business disciplines and less experience of international business practices thus they could not integrate English, business and culture into BE teaching.

To develop BE teaching and teachers' professionalism in China, Zoucheng and Lifei (2011:19) suggest three possible solutions that should be conducted. These are: 1) collaborated research by academics and business professionals, 2) seminar on language in use and English practices where ELT specialist and ELT and business practitioners would sit together to discuss the issue, 3) corporation between linguistics and professional practitioners in deciding and selecting teaching materials.

While Xiaorong and Lili strongly recommend the implementation of communicative approach in BE classroom at Chongqing University because it is an effective way to help learners to communicate well in business situation (2010:102). However, to conduct this approach effectively, they suggest the teachers to adapt their role as a facilitator and organizer rather than single source-teacher.

Many efforts have been done by BE teachers in China to make their teaching successful, one of the efforts is to bring authentic business situation in BE classroom as conducted by a BE teacher at School of Economic, Shandong University, Meiling Wang. She conducts collaborated research on teaching business English communication with an English specialist from university of Vaasa, Finland, Sirkku Aaltonen. They try to provide a teaching tool for business communication (BC) classroom through international e-mail project (Wang and Aaltonen, 2003:9) where BC students of Shandong University communicate in English by e-mail messages with BC students of University of Vaasa in Finland.

d. English for Machinery Engineering

One of ESP teachers' efforts in developing ESP teaching in China is conducting needs analysis on specific English test as done by Liu Peipei, an ESP teacher at Xi'an International Studies University. Referring to Liu Peipei (2010:251), many ESP tests in many countries, for example, United Kingdom, USA and China is dominated by finance and business ESP test but there is no ESP test for Machinery Engineering (TEME). Nevertheless, demand on the test which comes from the needs of workshops, factories, laboratories, and universities is

increased time by time. Therefore Peipei (2010:249) argues that need analysis on the test should be conducted to see the necessity and feasibility of the best in Chinese context. In conducting the analysis, Peipei tries to meet authentic needs on the test, in order to do that she invites participants from various participants related to the subject area; engineers, interpreters, EME teachers, students and human resources executives (Peipei, 2010:253). Besides improving the ESP teaching, the research also develops the ESP teachers' knowledge and skills on machinery engineering to make them understand how to integrate English and machinery engineering into their teaching methodology.

e. Academic Medical Writing and Teaching

Many Chinese students do not know how to write acceptable readable academic writing in English. As an ESP teacher at Second Military Medical University in China, Yan Zhang argues research on academic writing is significant for medical students in order to develop their academic writing skills. Yan Zhang then corporate with a linguist named Jiyue Hu to study genre-based of medical research article instructions (Zhang and Hu, 2010:73). Referring the Zhang and Hu's research findings (2010:89-90), two main issues should be considered by ESP teachers in teaching academic writing skills. Firstly, teaching academic writing is actually genre-based (2010:90). The teachers must remember that the patterns of specific genres are important to be considered when they select and determine materials to be taught. Secondly, it is no doubt that rhetorical pattern in academic writing is influenced by social and cultural differences (2010:89). Thus, the teachers should build culture awareness in their mind to examine their students' work in academic writing. They could give input to students how to write acceptable and readable academic writing.

Discussion

Referring to ESP teaching at six universities in Indonesia, researcher finds important data to be considered as follows; 1) the ESP program is not based on NA (42.8% of 6 universities), 2) the teaching materials are GE oriented (85.7% of 6 universities), 3) the ESP teachers have less experience and lack of knowledge in teaching ESP (100% of 6 universities), 4) the ESP teachers do not collaborate their teaching with subject teachers (57.1% of 6 universities).

To compare with ESP teaching in Chinese context, researcher uses the similar criteria above and the results as follows; 1) ESP program is not based on NA (16.6% of 6 schools), 2) the teaching materials are GE oriented (33% of 6 schools), 3) the ESP teachers have less experience and lack of knowledge in teaching ESP (50% of 6 schools), 4) the ESP teachers do not collaborate their teaching with subject teachers (33% of 6 schools).

The researcher believes that the results of the study do not describe the whole situation of ESP teachers' education in Indonesia and China. At least it could indicate general problems encountered by ESP teachers in Indonesia in terms of teaching English as CSBE at tertiary level, which be the researcher's basis to introduce a model of ESP teacher education that best suits Indonesian context. The collaborative work and teaching that best suit in ESP schools in Indonesia is an integrated collaboration which involves ESP teachers and subject teachers in overall phases of the ESP program; planning-design-implementation-evaluation. This kind of collaboration could help ESP teachers to develop their competences and professionalism in teaching and academic research.

To the researcher's opinion, there are five general activities that could be conducted in an integrated collaborative work and teaching of ESP program. First is conducting needs analysis with the subject teacher. Second is arranging a handout or creating a teaching tool together with the subject teacher. Third is evaluating regularly the teaching and learning process with the subject teacher. Fourth is arranging time allocation for teaching, for example, if the ESP class has sixteen meetings in a semester, the ESP teacher and the subject teacher could sit together discussing how many meetings that the ESP teacher should ask the subject teacher to be involved together with him/her in the classroom.

Conclusion

The most issue of ESP teacher education in many universities in Indonesia is the teachers' professionalism. China also encounters the same issues, however, they have attempted many efforts to develop their teachers' professionalism such as searching another source on internet, applying integrated approach, creating an authentic teaching tool, collaborating research, evaluating course book and conducting language test analysis. In my opinion, all the efforts could be conducted effectively if there is collaboration between ESP teachers and subject teachers which is not only in teaching but also in planning, designing, implementing, and evaluating ESP program. Therefore, the universities management should facilitates and supports an integrated collaboration of ESP program by providing specific policy for the program implementation which gives the teachers enormous opportunities to conduct collaborative work and teaching.

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