

ENGLISH FOR SPECIFIC PURPOSES (ESP): AN APPROACH OF ENGLISH TEACHING FOR NON-ENGLISH DEPARTMENT STUDENTS

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Abstrak: *English for Specific Purposes (ESP)* secara umum dimaknai sebagai sebuah pendekatan pembelajaran bahasa Inggris yang berbasis pada tujuan/kebutuhan si pembelajar. Dalam konteks pembelajaran bahasa Inggris di Indonesia baik pada sekolah menengah maupun perguruan tinggi, terutama bagi peserta didik di luar jurusan bahasa Inggris, pendekatan ESP merupakan pilihan populer. Aplikasi pendekatan ini senada pula dengan kebijakan pemerintah bidang pendidikan yang menitikberatkan tujuan pembelajaran bahasa Inggris yakni untuk meningkatkan kemampuan peserta didik menggunakan bahasa Inggris khususnya bagi kebutuhan akademis dan karir profesional dengan penekanan pada kemampuan membaca yang memungkinkan peserta didik memahami topik-topik materi autentik sesuai jurusan mereka secara efektif. Artikel ini mengedepankan kajian teoritis menyangkut konsep dasar ESP meliputi definisi dan perannya sebagai sebuah pendekatan pembelajaran, berikut isu terkait diantaranya analisis kebutuhan sebagai ciri utama ESP, silabus, tujuan pembelajaran, materi, metodologi, dan evaluasi pembelajaran Bahasa Inggris berbasis ESP.

Kata kunci: *Pendekatan; ESP; Pembelajaran; Bahasa Inggris*

The Basic Concept of English for Specific Purposes (ESP)

English for specific purposes (ESP) teaching conducted to equip learners with a certain English proficiency level for a situation where the language is going to be used, termed target needs. Since it provides instructional objectives, materials and methods developed on the basis of

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learners' needs and potential of interests, from the early 1960s, ESP has grown to become one of the most prominent areas of English foreign language. Nowadays, ESP is not only applied for adults of English language learners who have mastered basic level of English proficiency or those with specific purposes of learning English, but also is adopted for English language learners learning general English.

The definition of ESP

Many definitions are given to ESP. Some people describe ESP as simply being the teaching of English for any purpose that could be specified. Others, however, are more precise, describing it as the teaching of English used in academic studies or the teaching of English for vocational or professional purposes, or as the teaching of English for non-native speakers of English who learn English on specific purposes.

Hutchinson & Waters (1987, p.19) define ESP as an approach to language teaching in which all decisions as to content and method are based on the learners' reason in learning. Robinson (1991, p.1) viewed ESP as an enterprise involving education, training, and practice and drawing upon three major realisms of knowledge namely language, pedagogy, and students'/participants' specialist area of interest. Richards & Rodger (2001, p.107) saw ESP as a movement that seeks to serve the language needs of learners who need English in order to carry out specific roles (e.g. student, engineer, nurse) and who need to acquire content and real-world skills through the medium of it rather than master the language for its own sake.

The more detail definition of ESP comes from Strevens (1998) who defined ESP as a particular case of general category of special purpose language teaching. He further revealed that the definition of ESP is needed to distinguish between four absolute and two variable characteristics. The four absolute characteristics of ESP consist of English language teaching, they are:

1. design to meet specific needs of the learners,
2. related to content (i.e. in its themes and topics) to particular disciplines, occupations, and activities,
3. centered on the language appropriate to those activities in syntax, lexis, discourse, semantics, etc and analysis of this discourse, and
4. differentiated to General English.

While the two variable characteristics are ESP may be, but is not necessarily:

1. restricted as to the language skills to be learned (e.g. reading only),
2. not taught according to any pre-ordained methodology.

(Stevens, 1998, p.1-2)

Dudley-Evans (1998) improved the definition of ESP offered by Stevens substantially by removing the absolute characteristics that ESP is “in contrast with ‘General English’, and has revised and increased the number of variable characteristics. The definition of ESP, therefore, in terms of absolute and variable characteristics given by Dudley-Evans:

Absolute Characteristics

1. ESP is defined to meet specific needs of the learners,
2. ESP makes use of underlying methodology and activities of the discipline it serves,
3. ESP is centered on the language appropriate to these activities in term of grammar, lexis, register, study skills, discourse, and genre.

Variable Characteristics

1. ESP may be related to or designed for specific disciplines,
2. ESP may use, in specific teaching situations, a different methodology from that of General English,
3. 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,
4. ESP is generally designed for intermediate or advanced students,

5. Most ESP courses assume some basic knowledge of the language systems (Dudley-Evans, 1998)

It is agreed that the most primary account of ESP is that any decision made in designing language teaching programs should hinge on the learners' needs for learning English. Related to this, the word "specific" in ESP has different interpretation along with the development of this area. In 1960's it meant a list of technical vocabulary of a given field or profession (Hutchinson & Waters, 1987, p.9; Dudley-Evans & St John, 1998, p.1; Smoak, 2003, p.23). In 1980's up to now it refers to the learners' needs and interests (Stevens, 1988, p.2).

Based on the definitions given, ESP is understood to be about preparing learners to use English within academic, professional, or workplace environments, where the language is going to be used. In ESP, English is learnt not for its own sake or for the sake of gaining a general education but to smooth the path to entry or greater linguistic efficiency in particular environments (Basturkmen, 2006, p.18).

ESP as an Approach to Language Teaching

The definition given by Dudley-Evan that consists of three absolute and five variable characteristics, represents an insight that ESP can but is not necessarily concerned with a specific discipline, nor it does have to be aimed at a certain age group or ability range. It simply should be seen as an approach to teaching, or what Dudley-Evans describes as an 'attitude of mind'. This is a similar assumption to that proposed by Hutchinson & Waters (1987, p.19) who state that ESP is an approach to language teaching in which all decisions as to content and method are based on the learner's reason for learning.

The meaning of the word 'special' in ESP more confirms the rule of ESP as an approach to language teaching in which content and method applied based on the learner's need of learning. In the other words, a

specialized aim refers to the purpose for which learners learn a language, not the nature of the language they learn (Mackay & Mountford, 1978). Consequently, as an approach, ESP has typically functioned to help language learners cope with the features of language or to develop the competencies needed to function in a discipline, profession, or workplace for which the learners want to master English.

In the context of teaching English in Indonesia both at secondary and tertiary school levels, particularly for non-English department students, ESP approach has been commonly applied. This is in accordance with the Government policy on Education that emphasizes the goal of teaching English at tertiary school level, especially for non-English department students, is to improve their ability to use English for academic and professional purposes, especially for reading their textbooks in their academic work. This implies that in the English language instruction, reading skill has been given the greatest prominence for helping students to learn effectively in their field of study. It is also related to what Hutchinson & Waters state that the specific purpose most common within the participant universities is the reading of specialist literature in English, and the emphasis is largely on a general course content to cover common problems, such as reading strategies, rather than specific discourses, according to the student subject specialism. For this purpose, they further explain that as the consequence, there is a consensus within the teaching and learning process to focus on the teaching of reading strategies with the use of authentic materials and the use of the native language in spoken classroom discourse, while the teaching of grammar is based on the minimum necessary for understanding academic texts (Hutchinson & Waters, 1987). Therefore, based on this approach, even reading is the most emphasized skill in the English instruction, other language skills namely speaking, listening, and writing will also take place with the components of language are incorporated in it.

The aim of ESP courses is to equip the learners with a certain English proficiency level for a situation where the language is going to be used, i.e., target needs (Sujana, 2005), then, especially for non-English department students of Indonesian university, being able to communicate English as well as use it for learning their subjects effectively would be considered as their main needs of having English. In this context, English is not solely a subject matter to be learned, as it is commonly placed as one of compulsory subjects in the curriculum, but also as a means for the students learning in their fields of study. A matter of fact of ESP is that combining subject matters and English language in the instruction, in which the students are able to apply what they learn in their English classes right away in their study, whether it be economics, education, accounting, business management, sciences, Islamic studies, or tourism. In turn, their abilities in their subject-matter fields are of a great help to English acquisition.

In relation with the information above, it is obvious that the foundation of ESP is the simple question of what the students learn English for, in which the answer to the question relates to the learners that is their needs, the language required that is the language skills they need to master and how well, and the learning context that refers to the genres they need to master either for comprehension or production purposes (Dudley-Evans, 2001, p.225-238).

Needs Analysis as a Key Feature of ESP

Needs analysis is the most typical characteristic of ESP, it is generally regarded as criteria or a key feature of ESP which is formerly focused rather exclusively on target or end of course requirement, and it is usually to take account of learners' initial needs, including learning needs. As criteria of ESP, needs analysis serves three main purposes; first, it provides a mean of obtaining wider input into the content, design and implementation of a language program. Second, it can be used in

developing goals, objectives and contents. The third, it serves as a means of evaluating an existing program (Richards, 1996).

Need analysis is defined as a set of procedures for specifying the parameters of course of study (Nunan, 1988). Broadly defined, needs analysis is a procedure to collect information about learners' needs.

The term 'needs' in 'needs analysis' has different meaning or types. It refers to learner's study or job requirement that is what they have to be able to do at the end of the course. This is a goal oriented definition of needs. Needs in this sense are perhaps more appropriately described as objectives. Widdowson, further, adds that besides as objective, it also refers to what the learners need to do to actually acquire the language. This is can be seen as a process-oriented definition of needs that relate to transitional behavior (Widdowson, 1990). Additionally, needs can be defined as the user institution of society at large regards as necessary or desirable to be learnt from a program of language institution (Mackay & Mountford, 1978).

Hutchinson & Waters (1993) make clearer distinction that needs consist of two things namely target needs and learning needs.

Target needs deal with what learners need to do in the target situation. Target needs include three useful terms that is necessities, lacks, and wants. Necessities are the type of need which is determined by the demands of the target situation. It means that what learners have to know is how to function effectively in the target situation. Lacks are gaps between the target proficiency and the existing proficiency of learners. Lacks can be organized only after teachers or course designers already know the needs of learners. Want concern with the awareness of needs that specify the ESP situation. Awareness is a kind of perception which may vary according to one's viewpoint. When learners have a clear idea of the necessities of the target situation, and they already have a particular view of their lacks, it does not automatically suit with the perceptions of other interested groups like teachers, course designers or sponsors. Therefore, ideal

wants must reflect all the groups interested in implementing ESP.

Learning needs refer to what knowledge and abilities learners will need in target situation. If the starting point in ESP is called “lacks” and the destination is necessities and wants, the way to go from the starting point to destination is called learning needs.

Based on all the above definitions, learners take place as the core of any program. They are the subject of any instruction, no longer the object. Their needs will determine the specification of syllabus content including considerations on such things as language skills, structures, functions, notions, topics, themes, situations, and interlocutors. Since, the selection is done according to the needs of learners, there is likely to be some variations from learner group to learner group. Different types of learner needs will be treated differently. Particularly, again, in the light of needs for the reasons why they are learning English are based on.

Needs analysis is usually conducted before or at the very beginning of a course. The first task in conducting needs analysis is to decide on what data need to be collected, when they should be collected, by whom, through what means and for what purposes. The information of learner needs solicited falls naturally into two different categories. The first is essentially biographical data, while the second is more personal, relating to the learner preferences and perceptions of needs (Nunan, 1988).

Technique for those in relation to collecting data and course planning can be ranged on a continuum from formal to informal. Formal techniques include standardized interviews and proficiency assessment, while informal techniques include such a thing as classroom observation and self relating scale for using by learners in evaluating leaning activities.

Four techniques for investigating needs that are questionnaires, detailed interview, observation, and press ads. The questionnaire is a relatively economical way of gathering helpful information. To get adequate data effectively by using questionnaire, tact is required. For

example, advisable to mail out questionnaires that the learners already know are coming with sufficient explanation of what they are for, so that the class has understood well. Furthermore, the language in which the questionnaires are written should be at the level that learners can understand, not as obvious as suggestion as might be (Yalden, 1987).

The second technique is interview. The needs analyst has more control if interview is used than questionnaires. The other advantage of interview technique is that it is able to have the respondents with linguistics clarification and to record their answers and explanations. In addition, the interviewer can pursue any interesting new lines of inquiry that develops, while at the same time having a planned agenda to refer to.

For questionnaires and interview construction, Fitzgerald proposes a set of guideline covering:

1. Background. Biographical information plus educational level, previous language learning experience and current proficiency in the target language.
2. Language style, to which such questions be applied to investigate as whether the learners learn best through discussions, mastering things before doing new things exposure, reviewing grammar and having sufficient comprehension on relevant vocabulary before reading a text, etc.
3. Language needs. It refers to the reasons of learners to take a language course including what language skills they prefer to master and what situation the language for use by learners.

In more detailed, Yalden (1987) identifies some components necessarily included in questionnaires and interview: (1) the purposes for which learners hope to acquire a target language, (2) the setting in which they will want to use the target language, (3) the role of learners and their interlocutors, (4) the communicative events in which learners will participate, (5) the language functions involved or what learners will need

to be able to do with or through the target language, (6) the notions involved or what learners will need to be able to talk about, (7) the skills involved in the knitting together of discourse and rhetorical skills, (8) the variety or varieties of the target language that will be needed, and the levels in the spoken or written language which learners will need to reach.

In more practicality, a questionnaire may include some questions or statement as the one has been developed and used by Richards for non-English department students in the Institute of Language Teaching and Learning, University of Auckland New Zealand, that it comprises eleven parts: (1) overview difficulties encountered; (2) general statement; (3) speaking and listening skills; (4) speaking skills; (6) writing skills; (7) reading skills; (8) skills the students would like to improve; (9) assistance availability; (10) catering for ESL students; and (11) additional comments (Richards, 1996, p.80).

Since the coherent objectives and subsequent decisions on course content of a course are established based on the needs analysis, therefore, it is highly recommended that this procedure as much as possible should be completed before any course or series of course starts and it is to be repeated during the life of each course (Richerich, 1972).

Syllabus for ESP Course

The aim of ESP courses is to equip learners with a certain English proficiency level for a situation where the language is going to be used, i.e., target needs. It is agreed that any decision made in designing language teaching programs in ESP context should hinge on the learners' needs for learning English. Therefore, the ESP syllabus content should be carefully justified in terms of relevance and motivational potential for the learners.

Even there are various types of syllabus known, each of which has four main components: objectives, method or methodology, materials, and evaluation. In order to specify what language will be taught and how

to teach, items are typically listed and referred to as the syllabus whose standard view according to Ur (1996): 1) consists of comprehensive list of content items (e.g., words, structures, topics) and process items (tasks, methods); 2) is ordered, easier and more essential items first; 3) has explicit objectives, usually expressed in the introduction; 4) is a public document; 5) may indicate a time schedule; 6) may indicate preferred methodology or approach; and 7) may recommend materials. Besides the four components, a syllabus designer may include other relevant information such as course policy, weekly schedule, assignment, as well as course identity and course description.

White classifies language syllabus types into content-based, skills-based and method-based syllabi, the first two being represented by the proportional paradigm and the latter by the process paradigm as shown in Figure 1 (White, 1988, p.46):

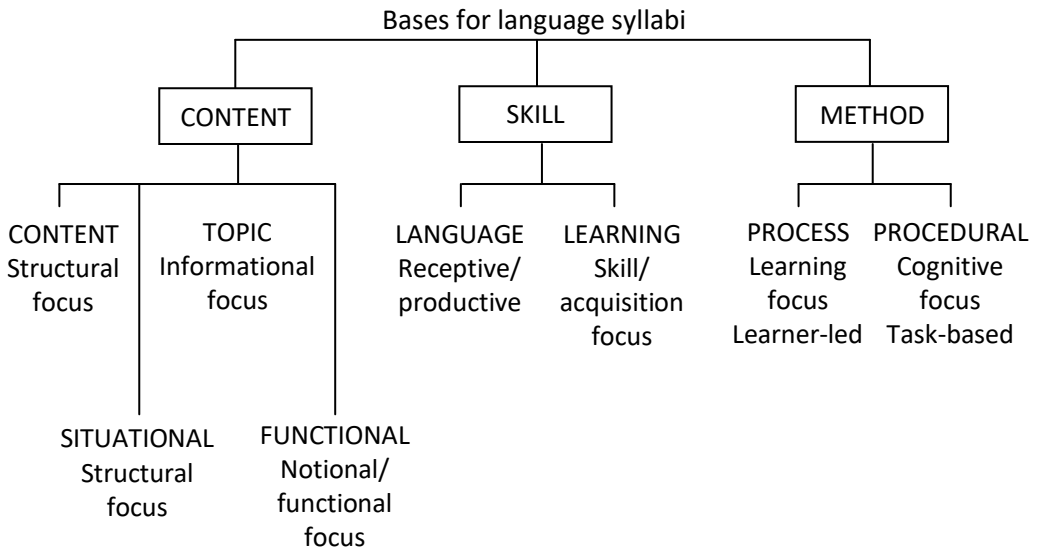


Figure 1. Bases for language syllabus design

In the implementation, the three classifications come to the light of various types of syllabus. As an example is syllabus type for EAP based on Flowerdew and Peacock study:

1. Lexico-grammatical, organized around structures and vocabulary.
2. Functional-notional, organized around language functions and notions.
3. Discourse-based, organized around aspects of text cohesion and coherence.
4. Learning-centered, organized on what the learners have to do in order to learn language items and skills, not the items and skills themselves.
5. Skills-based, organized around particular skills.
6. Genre-based, organized around conventions and procedures in genres as units of analysis.
7. Content-based, organized around themes.

(Flowerdew & Peacock, 2001a)

Content-based Syllabus and Competency-based Syllabus for ESP Courses

Since ESP is defined as an approach to language teaching in which students learn the language through content of subject matters in the field of their specialism for which they learn, the most appropriate type of syllabus for ESP courses as proposed by Krahnke is content-based syllabus with the primary consideration that it integrates the presentation of topics or tasks from subject matter classes (e.g., Math, Social, Science, etc) within the context of teaching a second or foreign language (Krahnke, 1987, p.65).

Content-based syllabus can be defined as syllabus that the items of which comprises the various forms of language and content integration. Eskey (1997) notes that:

The content-based syllabus is best viewed as a still newer attempt to extend and develop our conception of what a syllabus for a second language course should comprise including a concern with language form and language function, as well as crucial third dimension, the factual and conceptual content of such courses.

Regarding to the content itself, there is a variety of definition of it. Crandall & Richard (1990) define content as academic subject matter, while Genesee (1994, p.3) suggests content is include any topics, themes or non-language issue of interest or importance to the learners. Chaput labels content as any topic of intellectual substance which contributes to the student'understanding of language in general, and the target of language in particular (Chaput, 1993, p.150). Met (1998, p.150) identifies content as material presentation that is cognitively engaging and demanding for the learner, and as materials that extend beyond the target language or target culture.

Models of content and language integration differ in the degree to which outcomes determine priorities in designing instruction from the general to the specific: units, lessons, tasks, and activities. These priorities are likely to reflect the rational or purposes for the integration of language and content and may include: (1) Ensuring that non-native students learn the content of the curriculum and are prepared for academic success, (2) Providing students with the discourse styles and language toots of their field of study or career, (3) Enhancing language learning by providing motivating topics to communicate about, and (4) Enhancing language learning by providing meaningful, purposeful language practice opportunities drawn from a variety of topics.

To sequence and organize content, according to Allen (1984), there are three basic approaches can be referred to:

1. the traditional, structural-analytic approach in which the highest priority is given to formal grammatical criteria,
2. the functional-analytical approach which defines objectives in terms of categories of communicative language use, and
3. a non-analytical, experimental, or "natural-growth" approach, which aims to immerse learners in real-life communication without any artificial preselection or arrangement of items.

In the further implementation, the content-based syllabus is possibly combined with other types of syllabus based on the consideration of types and purposes of programs to which the syllabus is directed. One type highly proposed to be combined with the content-based syllabus is competency-based syllabus. Competency-based syllabus is defined as syllabus designed based on a specification of competencies learners are expected to master in relation to specific situations and activities (Richards, 2001, p.159). Competency-based instruction carried out on the basis of the use of competency-based syllabus is a more traditional way of viewing skill-based instruction (Krahnke, 1987, p.49). It is widely adopted in vocationally oriented education and in adult ESL program.

Competencies are a description of the essential skills, knowledge and attitudes required for effective performance of particular tasks and activities. In the other words, competencies refer to behavioral objectives in that they define what learners are able to do as the result of instruction (Krahnke, 1987, p.50).

The characteristics of competency-based instruction described by Joyce may underlie its implementation in ESP program: (1) specific, measurable competency statement; (2) content based on learner goals/outcomes/competencies; (3) use a variety of instructional techniques and group activities; (4) use texts, media and real life materials geared to targeted competencies; (5) focus on what learners need to learn; (6) provide learners with immediate feedbacks on assessment performance; (7) pace instruction to learner needs; (8) have learner demonstrate mastery of specified competency statements.

Mulyasa (2004, p.233) noted that the basis for writing competency-based syllabus covering: competence standard, basic competences, indicators, materials, learning experience, time allotment, assessment, and source/media.

Competence standard and basic competence according to Mulyasa are the basic consideration to develop the main content or

material, the teaching and learning activity, and the indicator of competency based on the student' needs and interests. Competence standard is defined as the standard of students' minimum competence required after having a particular subject course. Basic competence is included in the syllabus to give the description of how far the standard competence should be achieved (Mulyasa, 2004, p.109).

Indicators refer to some specific aspects of a basic competency that show the target achievement of a certain competence through assessment. Learning experience shows teaching and learning activities to achieve the basic competencies. The activities should be gradually and carefully arranged from the simplest to the most difficult and from the most abstract to the most concrete.

Assessment implies the techniques or activities done to evaluate the students' achievement in learning and their progress. While sources and media mean instructional aids applied to facilitate teaching and learning process to make it runs effectively.

Designing Syllabus for ESP Course

To design a syllabus is to decide what gets taught and in what order. Syllabus design is understood as the organization of the selected content into in ordered and practical sequence for teaching purposes. Munby (1987) views syllabus design as a matter of specifying the content that need to be taught and the organizing it into a teaching syllabus of appropriate learning units. It includes the criteria consisting of (a) progress from known to unknown matter, (b) appropriate size of teaching units, (c) a proper variety of activity, (d) teachability, and (e) creating a sense of purpose for students.

In the process of syllabus design, the choice of syllabus is the major decision in language teaching, and it should be made as consciously and with as much information as possible. To do this, teachers' and syllabus

designers' belief on language learning theory plays an important part in determining which type of syllabus will be adopted.

Once a particular type of syllabus is determined then all variables to which teachers and syllabus designers have to pay attention, by Halim (1976) who categorized them into two:

1. Linguistic variables, which include the linguistic relation, between the language to be taught and the language or languages which students use in their daily activities, and
2. Non-linguistic variables which range from policy to social, cultural, technological and administrative variables.

Especially for ESP program in which both language and content are taught within classroom, such analysis on students' needs and interests of learning gains primarily concern and precedes all stages of syllabus design procedure. Besides the needs analysis result, the important factor which affects the selection and organization of syllabus content is the kind of reference that teachers and syllabus designers may make to the general language ability of students. In this organization stage, collaboration with content teachers is needed to provide beneficial inputs regarding instructional objectives, materials, methods and evaluation.

From the above information, it can be concluded that syllabus design involves a logical sequence of three main stages: 1) needs analysis, 2) content specification, and 3) syllabus organization. This formulation is itemized into: (1) need analysis; (2) formulation of objectives; (3) selection of content; (4) organization of content; (5) selection of learning activities; (6) organization of learning activities; (7) decisions about what needs evaluating and how to evaluate (Taba, 1962).

Objectives in ESP teaching

An objective is a description of a desired pattern of behavior for the learner to demonstrate. To formulate objectives for ESP teaching, the assumption should be considered is that ESP teaching as a benign and

neutral operation that simply set out to help non-native speakers of English cope with language demand in their target environments that of which leads to such questions not only related to objectives formulated for the teaching, but the critical approach to ESP teaching as well.

Stern in Basturkmen (2006) distinguished language education objectives into four categorizations, namely proficiency objectives, knowledge objectives, affective objectives, and transfer objectives. Proficiency objectives concern mastery of skills such as reading, writing, listening, and speaking. Knowledge objectives concern the acquisition of linguistic and cultural information. Linguistic knowledge objectives include language analysis and awareness of the systematic aspects of language. Cultural knowledge objectives cover control of sociocultural rules (mastery of the norms of society, values, and orientations) and also the ability to recognize culturally significant facts, knowing what is acceptable and what is not. Affective objectives concern the development of positive feelings toward the subject study. They include attitudes toward attaining second language competencies, sociocultural competencies and language learning. Transfer objectives concern the ability to generalize from what has been learnt in one situation to other situations. The four types of objectives represent four different orientations to teaching ESP, orientation that aim to more that reveal subject-specific language use.

Competency-based occupational education can be described as an approach focused on developing the ability to perform the activities of an occupational and function to the standards expected of those employed in that occupation. In language education, teaching oriented toward this objective presents language operationally in terms of what people do with language and the skills they need to do it. Courses are organized around core skills and competencies that also subdivided into microskills and more specific competencies. This orientation can be categorized as a proficiency objective, according to Stern's classification (1992).

The term *underlying competencies* in ESP was used by Hutchinson and Waters refer to disciplinary concepts from the student' field of study. They argued that ESP should focus on developing student knowledge of the disciplinary concepts as well as their language skills. They, further, propose that the ESP classroom is the appropriate place to introduce students to concepts from disciplines in addition to the language the student would need to express those concepts. In such cases, they argue ESP teaching needs to play a role in providing students with background knowledge, termed underlying competency. This means teaching general conceptual subject content alongside language, for example, teaching engineering students about pump system while teaching language use for describing systems and processes. To this, Douglas (2000) proposes a three-part model of specific purpose language ability comprising language knowledge (grammatical, textual, functional, and sociolinguistic), background knowledge, and strategic competence. He then argue that strategic competence acts as a mediator between the external situation context and the internal language and background knowledge that is needed to response situation or it can be defined as the means that enables language knowledge and content knowledge to be used in communication. Teaching ESP to students who have workplace and professional experience or who have experience in study in their disciplines may aim to develop the students' strategic competencies.

In line with what Hutchinson and Waters argue, Dudley-Evans and St. John (1998), further, maintain that ESP learners bring to language learning knowledge of their own specialist field and communication in it. In the case, the learners may not be able to control the use of language as the content knowledge of their field may be latent (implicit or tacit knowledge) then the role of the teacher is to develop a more conscious awareness so that control is gained. Teaching ESP with this focus can be categorized as having a linguistic knowledge objective, according to Stern's classification (1992).

Instruction with the aim of raising students' critical awareness would involve discussing with students how norms and communicative practices in the target environments become established, encouraging students to critique any negative aspects, and making them aware of ways to try to change or modify the situation so as to position themselves better in relation to it. It can be argued that unless teachers raise students' awareness of the negative aspects, they may be choosing compliance for them. This objective can be linked to the cultural knowledge and affective objectives in Stern's classification. It may also be considered an affective objective because teaching seeks to change the way students feel about themselves and to improve their perceptions of their status in relation to members of target environments and discourse communities.

Whatever an ESP course will concern and focus to, the instructional objectives formulated of the course should reflect the intended learning outcomes at the end of the lesson. These are expressed in terms of behavioral objective which has the following dimensions (Findley & Nathan, 1980, p.226):

...1) the students as the subject, 2) and action verb that defines behavior or performance to be learned, 3) conditions under which the student will demonstrate what is learned, and 4) the minimum level of performance required after instruction.

The dimension of action means that the objective specifically identifies the action the learners will be taking when they have achieved the objective, e.g., to identify, to measure. Condition dimension refers to the description of conditions under which the learners will be acting, e.g., "given the patient's history..., with the use of information from the reading texts". The dimension of minimum level of performance is a list of many of the actual conditions as possible under which the objective is to be performed, e.g., "must be able to identify at least three differences of economic micro and economic macro by the end of the discussion under the topic of micro and macro economics".

Other characteristics should be met to instructional objectives as proposed by Richards & Rodger (2001, p.123): 1) they describe the aim needed to achieve in terms of smaller units of learning, 2) they provide a basis for the organization of teaching activities, and 3) they describe learning in terms of observable behavior of performance. Richards (2001, p.123-125) includes that statements of objective should have the characteristics that are they describe a learning outcome, they should be consistent with the curriculum aims, they should be precise and feasible.

Once the instructional objectives are decided, they will be expressed in terms of topics to be covered, the activities which would be carried out, how much materials will be taught, and the course book or materials to be used.

Instructional materials for ESP teaching

Material is considered a crucial component of any instructional program, particularly of ESP courses. Instructional material means all materials that are designed for use by learners and their teacher as a learning resource and help learners acquire facts, skills, or opinions or develop cognitive processes. Instructional materials may be printed or non-printed, and may include textbooks, technology-based materials, other educational materials, and tests. This also includes Web-based and electronic textbooks.

In language teaching, instructional materials play important roles as identified by Cunningsworth, they are: a source for presentation either spoken or written; a source of activities for learners practice and communicative interaction; a reference source for learners on grammar, vocabulary, pronunciation, and so on; a source of stimulation and ideas for classroom activities; a syllabus where they reflect learning objectives which have already determined; and a support for less experienced teachers who have not been confidence and teaching.

Especially in ESP teaching, the role of instructional material is more than solely as what learners should be instructed. Since it is designed based on the learners' needs and interest, besides it serves as a source of language and reference, it also functions as a learning support, for motivation and stimulation. ESP materials may seek to provide exposure to the specialized genres and registers in ESP to support learning through stimulating cognitive processes and providing a structure and progression for learners to follow, to motivate learners through providing achievable challenges and interesting content, and to provide a resources for self-study outside the classroom (Dudley-Evans, 1998).

In selecting and developing instructional materials for ESP teaching, two issues may need to concern; language systems and language uses. Language systems concern grammatical structure and core vocabulary and pattern of text organization. Language uses cover speech acts, genres, social interactions, and words use for discipline-specific meaning.

Grammatical structure and vocabulary are the two components of language seen as of central importance in scientific and technical writing. This is based on the idea that although scientific and technical writing has the same grammar as general English, particular grammar structures and vocabulary items are used frequently. Analysis of scientific and technical texts by Barber showed that the passive tense is used frequently in such writing than general English and identified a set of sub-technical vocabulary items that were more likely occur (Barber, 1985).

Ideas about how people interpret texts can be related to top-down approaches to second-language reading instruction and listening comprehension. Top-down approaches encourage learners to make use of their background knowledge to help them understand a text. Richards compares top-down approaches to bottom-up approaches that view comprehension as a process of decoding successive levels of language from sounds to words and sentences to reach meaning. From a top-down perspective, background knowledge can take a number of forms,

including knowledge of the topic of the discourse, the situation, and the script (Richards, 2001). It can also include knowledge of patterns of text organization. Martinez argues for an approach to teaching reading in ESP based on raising students' awareness of macropatterns in text.

A functional view of language (language use) is seen in different types of linguistic enquiry in ESP, descriptions of speech acts, genres, and social interaction formulas used in professional, workplace, or academic environments. It is also seen in attempts made to identify how words are used in particular disciplines (such as economics or law) to express discipline-specific concepts.

Speech act descriptions are concerned with the communicative intentions of individual speakers or writers and are defined by the purposes for which the speaker uses the language, for example, to make a request, to apologize, and to report. Speech acts are a key concept in the field of pragmatics, the study of speaker intent and what speakers mean when they use a particular linguistic in context. Ideas about speech acts underpin functional syllabus.

A genre is understood to be a class of language use and communication that occurs in particular communities. The community in which a genre arises provides a label for it. Dudley-Evans traces the origin of the term *genre* in ESP to a study by Tarone et al. that investigated the use of active and passive forms in journal articles in astrophysics. Genres are seen as consistent forms of communication and the established practices of those in the groups and communities to which ESP learners aspire. Instruction in the genres used in the target communities is seen as a way ESP can help learners gain acceptance into those communities.

The components of language system and language use will be very decisive and need to be carefully chosen, ordered and sequenced in terms of content items of syllabus in order to reach the student' needs.

Methodology in ESP teaching

Methodology refers to the selection and sequencing of learning tasks and activities to achieve the desired instructional objective (Nunan, 1988, p.2). Methodology is also defined as what students have to do. This clearly has the implication of what the teacher has to do and what materials are used (Robinson, 1991, p.46).

Robinson identifies two characteristic features of ESP methodology that ESP can base activities on students' specialism (but need not to do so) and ESP activities can (but may not) have a truly authentic purpose derived from students' target (Robinson, 1991, p.46). Dudley-Evans & St. John (1998) maintain that what characterizes ESP methodology is the use of tasks and activities reflecting the students' specialist areas.

Todd (2003, p.157) reports that six approaches have been emphasized in the EAP literature: inductive learning, process syllabuses, learner autonomy, use of authentic materials and tasks, integration of teaching and technology and team teaching (cooperating with content teachers). Todd argues that whereas the first five are also found in general English language teaching, the sixth, team teaching or cooperation with content teachers, is distinctive to EAP. Robinson (1991, p.49-51) states that the common instructional tasks in ESP course are role-play, simulation, case-study, project work, and oral presentation by which the instruction effectively promotes communication and professional skill as well as language skills of students.

Assessment in ESP teaching

Assessment is the act of assessing. It is the evaluation of a student's achievement on a course. It is the process of measuring how much the instructional objectives have been achieved. It serves as feedback for the student learning and therefore for the effectiveness of teaching and learning process. Dudley-Evans & St. John (1998) state that assessment has two main purposes: they are to seek feedback to aid learning and to know a comparable measure of competence.

Assessment evaluates the benefits of learning. Along the same line, Richards & Renandya (2002) suggest that assessment yields an observed judgment of the effectiveness of teaching. Assessment in ESP is an aid to learning. It can give learners a sense of accomplishment and a feeling that the teacher's evaluation method matches what skills and knowledge have been covered. They add further that assessment encompasses benefits such as reinforcement, confidence building, involvement and building on strength.

The assessment for ESP courses is primarily concerned with facilitating learners to perform particular communicative tasks, providing feedbacks on learning, confirming what learners have mastered and highlighting those skills needing further attention, encouraging learning, and monitoring progress. Douglas (2000, p.10) cites that assessment is contrived language use event in which, ideally, the student's abilities and knowledge of specialist fields are measured.

As language ability refers to what a learner can do in and with the target language, then what really matters in ESP assessment is whether learners can communicate in a specific target language use and use knowledge of the field in order to achieve their aims, in order to understand and be understood, in order to get their messages across in English. The areas of ESP assessment, therefore, are related to in content, themes and topics to particular disciplines, and involve a higher degree of technical language, in addition to its communicative function enable learners in a particular academic, professional or vocational field to convey the meaning more specifically. In this respect, any ESP assessment can be classified as performance assessment used to assess the skills needed to perform in the target language successfully according to the context in which that language is used and the interaction between language knowledge and specific purpose content knowledge.

The other important characteristic of ESP assessment is its concern to present learners with tasks that involve them in reading, listening to,

speaking or writing the target language, as well as evaluating how well they can do this. The key to this assessment is presenting learners with tasks that resemble in some ways to sort of things they may have to do with the language in real life. Relating to this, ESP approach in testing should be based on the analysis of learners' target language use situations and specialist knowledge of using English for real communication. This is in line with the ESP test criteria that a throughout coverage of typical real-life communication events would, firstly, result in the selection and creation of suitable test tasks, secondly, facilitate a more integrated and thematically linked assessment, in which test tasks authentically characterize the reality of the learners, and, not lastly, such tests would have higher validity (Douglas, 2000, p.10).

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