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Approaches in Teaching English For Specific Purposes

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Book Chapter

Approaches in Teaching English for Specific Purposes

UU No 28 tahun 2014 tentang Hak Cipta

Fungsi dan sifat hak cipta Pasal 4

Hak Cipta sebagaimana dimaksud dalam Pasal 3 huruf a merupakan hak eksklusif yang terdiri atas hak moral dan hak ekonomi.

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Ketentuan sebagaimana dimaksud dalam Pasal 23, Pasal 24, dan Pasal 25 tidak berlaku terhadap:

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2. Setiap Orang yang dengan tanpa hak dan/atau tanpa izin Pencipta atau pemegang Hak Cipta melakukan pelanggaran hak ekonomi Pencipta sebagaimana dimaksud dalam Pasal 9 ayat (1) huruf c, huruf d, huruf f, dan/atau huruf h untuk Penggunaan Secara Komersial dipidana dengan pidana penjara paling lama 3 (tiga) tahun dan/atau pidana denda paling banyak Rp500.000.000,00 (lima ratus juta rupiah).

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APPROACHES IN TEACHING ENGLISH FOR SPECIFIC PURPOSES

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PREFACE

By the name of God, I praise to the Lord for the health, blessing, mercy, and guidance to finish this book. It has been a long journey to accomplish the chapters from all of the authors of this book. I thank the chapter authors for the hard work, idea and contribution of writing each chapter that entitles "APPROACHES IN TEACHING ENGLISH FOR SPECIFIC PURPOSES". Without their support and effort, the 14 chapters would not have been completed. My thanks also goes to the publisher FUTURE SCIENCE for helping us in editing, layouting, revising and publishing the book.

This book has been designed to provide the additional materials with the knowledge of the use english communication in the workplaces of english for specific purposes (ESP). The chapters include the principles of the approaches in teaching ESP, the development of ESP, types of ESP, english for academic purposes, the skills in ESP, the areas of ESP such as english for economic and accounting, english for tourism, english for computer engineering, english for psychology etc.

Last but not least, I would like to thank you the reader for your interest, time and trust to work with this book.

Pematang Siantar, April 2024

Editor,

Bertaria Sohnata Hutauruk

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CHAPTER 1
INTRODUCTION TO THE APPROACHES IN TEACHING ENGLISH FOR SPECIFIC PURPOSES

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INTRODUCTION

English for Specific Purposes (ESP) is a specialized field of English language instruction that tailors language learning to meet the specific needs of learners within their chosen professional domains. The objective of ESP is to equip learners with the language and communication skills required for success in their specific fields. There has been a growing increase of teaching in both vocational schools and higher education institutions. Understanding approaches in teaching ESP is crucial as what might work in general English classes does not always work in an ESP context. It is important for ESP teachers to have a thorough understanding about approaches in teaching ESP. Having adequate understanding of ESP approaches brings some advantages for ESP teachers.

Understanding different ESP approaches helps teachers to design more effective and engaging lessons (Huhta et al., 2022; Liu, 2022) and to choose the most suitable approach that fits their learners' needs and interests. This can help to create a more positive and productive learning environment. It can also help teachers to choose the most appropriate materials and activities for their learners (Li & Zhang, 2021; Sun et al., 2021). Different approaches to ESP emphasize different aspects of language learning. For example, content-based instruction (CBI) approach will focus on using English to teach another subject,

such as science or engineering. The genre-based approach will focus on the use of various genres through texts to engage learners in reading and writing. By understanding different approaches to ESP, teachers can choose materials and activities that are aligned with the approach they are using.

Assessing learners is a crucial issue in teaching. ESP teachers' adequate understanding of approaches help them to assess learners more accurately (Hsu, 2020; Zhao & Wang, 2020). Different approaches to ESP assess learners' learning in different ways. For example, a task-based approach might assess learners' ability to complete real-world tasks related to a particular ESP field. A CBI approach might assess learners' ability to use English to learn about another subject. Meanwhile, a project-based approach usually assesses learners using dynamic and engaging ways throughout the projects. By understanding different approaches to ESP, teachers can develop assessments that are tailored to the approach they are using.

ESP teachers should bear it in mind that teaching ESP learners means keeping up with their dynamic needs and the industrial demand. Understanding various approaches helps them to adapt to the changing needs of their learners and the specific purpose of the course (Kumaravadivelu, 2019; Tárraga, 2019). Courses should be tailored to meet learners' specific needs in line with the real-world demand. Meanwhile, the needs of ESP learners can change over time. For example, learners learning English for nursing may need to develop their communication skills in interacting with patients and explaining treatment procedure accurately. Learners learning English for business might need skills on how to write business correspondence effectively and how to handle business negotiations effectively. It is important to point out that although learning in the same field, the need of ESP learners today might be different from what the future ESP learners need. By

understanding different approaches to ESP, teachers can adapt their teaching to meet the changing needs of their learners. Becoming a reflective ESP teacher is critical, and this can be done by having adequate understanding about ESP teaching approaches. It helps teachers to be more reflective about their teaching practice (Borg & Burns, 2018; Wang & Gao, 2019). Being reflective means being able to recognize one's own strengths and weaknesses. By understanding different approaches to ESP, teachers can compare their own teaching practice with the recommendations of experts or more experienced teachers. This can help them to identify areas where they excel and those where they need to improve. Teachers can also develop a deeper understanding of their learners' needs, particularly the different ways in which learners learn. It is useful for the design of more effective lessons and activities that meet the needs of all learners.

Teaching not only connects teachers to learners, but it should also broaden professional connections among teachers. By understanding ESP teaching approaches, it helps teachers to communicate more effectively with other ESP professionals (Hyland & Shaw, 2017; Tomlinson, 2018). ESP professionals come from a variety of backgrounds and disciplines. They may have different training and experience in ESP teaching. Understanding approaches in teaching ESP can facilitate collaboration on research projects and the sharing of best practices on ESP courses and materials. Teachers can exchange their knowledge and experience in implementing a certain approach, and taking a closer look whether an approach applied by one teacher is applicable to different teaching context.

Keeping abreast with the recent research and development in ESP is crucial. Understanding approaches to ESP teaching helps teachers to keep up to date with the latest research and

developments in ESP (Flowerdew, 2016; Johns & Dudley-Evans, 2015). The field of ESP is constantly evolving. New research is being published all the time, and new teaching methods and strategies are being developed. Understanding approaches to ESP teaching can help teachers to keep updated with the latest research and developments in the field. This can help them to ensure that their teaching practice is based on the best available evidence. Approaches that have been adopted since decades ago might have undergone modifications or adjustments to meet the current learners' needs.

APPROACHES IN TEACHING ESP

Teaching ESP recognizes and addresses the unique linguistic demands of various professional contexts. By employing diverse approaches, teachers can customize their teaching methods to the specific needs of their learners, whether they are healthcare professionals, engineers, or business executives for example. The effectiveness of ESP instruction hinges on the relevance and authenticity of the materials and tasks provided, as well as the careful consideration of learners' specific requirements. There are many different approaches to teaching ESP, including the most common ones such as Content-Based Instruction (CBI), Task-Based Learning (TBA), Genre-Based Approach, Project-Based Learning, Simulation and Roleplay, etc.

CONTENT-BASED INSTRUCTION (CBI)

CBI incorporates language learning with the acquisition of content knowledge. It is a language teaching approach that centers around organizing instruction based on the content or information learners will gain, as opposed to following a linguistic or other specific syllabus (Richards & Rodgers, 2001). In other words, rather than using a language-centered syllabus,

contents are used as a basis to arrange lessons and organize instructions. Rather than focusing on the linguistic elements, this approach emphasizes the teaching of content knowledge using the target language (English). This approach integrates the teaching of English with the teaching of another subject, such as science or engineering. This allows learners to develop their English skills while also learning about a topic that they are interested in (Brinton, 2010). In a lot of settings, CBI challenges both English-language teachers and subject-specific teachers. For example, in an engineering class where an ESP teacher employs this approach, having adequate knowledge on engineering-related contents can be overwhelming. However, having adequate knowledge on the taught contents is imperative. Similarly, when a content teacher delivers contents in English, they might lack adequate language teaching competencies despite their profound mastery in the related subject.

CBI brings some strengths as well as weaknesses. CBI can make language learning more relevant and meaningful to learners, leading to increased motivation and engagement (Atay, 2023). By incorporating language learning into the context of real-world topics, learners can see the direct application of their language skills and develop a deeper understanding of the content. CBI also encourages learners to think critically about the content they are learning, as they must analyze, evaluate, and synthesize information from various sources (Freeman, 2020). This can help learners develop higher-order thinking skills that are transferable to other areas of their lives. However, teachers may face difficulties in balancing the focus on language instruction with the demands of teaching the content subject (Lyons, 2022).This can lead to situations where either language learning or content mastery suffers. CBI can place a heavy workload on learners, who are expected to simultaneously learn new language skills and grasp complex content (Nassaji &

Fotos, 2020). This can lead to stress and frustration, especially for learners who still struggle to understand the taught content while at the same time demonstrate a low capability of using the target language.

TASK-BASED LEARNING (TBL)

Task-Based Learning (TBL) is a popular approach applied in a lot of ESP teaching contexts. TBL facilitates learners to participate in authentic tasks and projects that simulate real professional situations. These tasks are designed to enhance communicative competence, and language proficiency is acquired through task completion (Bygate, 2015). Rather than learning language rules explicitly, the process of language learning is acquired through various tasks. Research shows that implementing this approach can enhance learners' vocabulary mastery (Sarani & Farzaneh Sahebi, 2012). TBL involves learners in various real-life tasks and experiences, enhancing their competency in the target language and enabling them to effectively meet the standards and demands of an interconnected and competitive professional environment. With the fast development and innovation in technology, now the implementation of TBL is much dominated with the support of various online learning management systems, social networking sites, or Artificial Intelligence. As Mulyadi et al. (2023) points out, to foster learners' independence and enthusiasm, the employment of TBL can be supported with technology. However, the use of technology is not the ultimate purpose, but it should serve as a medium to create engaging learning experiences and to achieve learning objectives.

It is necessary to have some consideration before implementing TBL in ESP contexts. It is pivotal to consider learners' proficiency in both receptive and productive skills (Alibakhshi et al., 2022). While many task types are applicable

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to learners with diverse language capabilities, some tasks might only work effectively when assigned to higher proficiency learners. For example, assigning novice learners of a business English course to do a business proposal presentation might sound overwhelming since they still lack communicative language competence. Additionally, as Shehadeh & Coombe (2015) caution, the challenges to effectively implement this approach in ESP contexts usually concerns learner anxiety, teacher training, and appropriate task design. Creating a conducive learning atmosphere is necessary so that learners do not feel anxious in accomplishing the assigned tasks, nor feel threatened when they turn out to be less successful in completing the tasks. It is also essential to recognize that teachers' lack of training might affect their ability to design tasks appropriate for the intended learners and to carry out the tasks effectively. In short, creating tasks that are not too difficult for novice learners yet not too easy for high proficiency learners is challenging, especially for less experienced teachers.

GENRE-BASED APPROACH (GBA)

The Genre-Based Approach (GBA) centers on the specific genres or text types used in a particular field. It is mostly employed in reading and writing skills, although bringing this approach to the two other language skills is still explorable. In ESP context, GBA engages learners to practice their reading and writing skills in line with their field. Learners analyze and produce texts commonly used in their profession, such as legal briefs, scientific research papers, or business reports (Bhatia, 2012). Studies reveal that GBA offers some benefits to learners. Through analysis of content, structure, and linguistic features, GBA can increase learners' reading comprehension (Johns, 2018; Sadeghi et al., 2013). It can also improve learners' academic writing skills (Çakır et al., 2022), especially related to

vocabulary, grammar, and organization (Zhang et al., 2023). Besides, implementing this approach gives an opportunity for teachers to incorporate language learning and cultural knowledge (Yang, 2016).

However, adopting this approach may pose teachers with difficulty of finding appropriate materials (Johns, 2022; Paltridge, 2017). Not only that teachers must be successful in finding texts with genres suitable for learners' specific field, but they must also assure that the selected texts are appropriate for learners' current language competency. For example, assigning beginner learners of English for Maritime to analyze and then write about an elaborative voyage report of a vessel and its crew might be too challenging, let alone with their lack of English language exposure in their respected field. However, teachers should not do oversimplification. In fact, GBA may lead to oversimplification of complex language structures (Hyland, 2007; Johns, 2018) since teachers and learners usually focus more on analyzing the genre of the selected texts rather than on the language structure. Simplifying the delivery of a complex language structure is acceptable as long as teachers are not trapped to be in the oversimplification zone. It can be done by breaking down the genre-based activities into some doable, staged tasks to help learners understand how the complex language structure works.   Salmani-nodoushan (2020) also cautions about the potential menace of "genres of power" when applying GBA as imbalanced power possibly occurs. Therefore, balancing the genre components and the language features is vital so that teachers are not trapped to be dominant in one of those areas. Another shortcoming of GBA is its potential lack of attention to learners' individual needs (Basturkmen, 2016; Johns, 2018). It might be difficult to address learners' diverse needs and interests as the focus is on specific genres. While some learners can be enthusiastically engaged in practicing their

reading or writing skills through analyzing genre-based text, others might find this activity less interesting. Hence, considering how the diverse needs and interests of learners can be accommodated through GBA is fundamental yet challenging.

PROJECT-BASED LEARNING

Project-based learning (PBL) has gained increasing attention in ESP classrooms, offering a dynamic and engaging approach to language acquisition. By immersing learners in authentic, real-world projects related to their specific fields, PBL fosters deeper understanding, critical thinking, and collaboration, while simultaneously strengthening language skills (Wiranegara, 2019). Recent research highlights the effectiveness of PBL in ESP contexts. A study by Kristianti et al. (2023) investigating the implementation of PBL in an ESP class for engineering students found significant improvements in their English proficiency and technical skills. Students reported increased motivation, engagement, and confidence in applying their language skills to real-world challenges. Some studies also revealed that implementing PBL enhanced learners' reading proficiency (Hamidi et al., 2012; Imbaquingo & Cárdenas, 2023). PBL allows learners to go beyond memorization and develop a deeper understanding of complex concepts by applying them to real-world scenarios. They are encouraged to integrate knowledge from their specific field with their language skills, fostering meaningful learning (Hativa & Barak, 2018).

Nevertheless, implementing PBL also has some challenges as found in previous studies. To effectively implement PBL, it takes time because it requires careful planning, coordination, and resources. Teachers need to dedicate generous time to project design, guidance, and assessment, which can be challenging in large classes or with limited resources (Wiranegara, 2019). Besides, PBL brings potential biases if the

project topic, materials, or assessment criteria are not carefully prepared (Choi & Ahn, 2020). Hence, teachers must ensure that all learners have a uniform understanding regarding the project, steps in executing it, and the assessment. Teachers should provide sufficient guidance and support to anticipate learners' misunderstanding about how to carry out the project (Krajcik & Shin, 2014). As Herrington et al. (2014) suggests, teachers can anticipate bias and difficulty that may occur by carefully designing the project, providing ongoing assessment, and applying scaffolding to support learners' success in carrying out the projects. In short, in the pre, while, and post execution of the project must contain crystal-clear instructions and guidance that help learners to undertake and accomplish the project successfully.

CONCLUSION

ESP teachers need to be aware of the various approaches that can be employed in their teaching, as it is beneficial not only for them but also for the intended learners. Picking an approach that is suitable with learners' characteristics can facilitate effective teaching and help achieve the learning objectives. However, the selection of a particular approach should be carefully considered so that it does not burden both sides - learners and teachers. Teachers should also consider the strengths and weaknesses of an approach before employing it and figure out what might work best for their teaching context. It is essential to keep it in mind that approaches are used to make ESP teaching easier than making it a frustrating learning experience. Therefore, considering the context in which the approach might be applicable is paramount. While one approach works well in a certain context (although the field is the same), it does not mean that it is always suitable for other settings. There are many things to consider including learners' current

language competencies, learners' interest, and access to specific materials and resources. To get adequate understanding on the concept and implementation of ESP approaches, ideally ESP teachers should get training. However, with the lack of opportunity and access to affordable training, it is advisable that teachers learn from their peers. The opportunity to exchange knowledge and experiences in implementing various ESP teaching approaches is an invaluable asset that helps ESP teachers pave the way to their professional growth.

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CHAPTER 2
THE ORIGIN DEVELOPMENT OF
ENGLISH FOR SPECIFIC PURPOSES

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INTRODUCTION

English for Specific Purposes (ESP) has emerged as a pivotal area in language teaching, addressing the specific language needs of various professional and academic fields. The genesis of ESP can be traced back to the 1960s and 1970s, a period marked by rapid industrial growth and technological advancements following World War II. This era witnessed an increased demand for specialized English language skills across various sectors, including business, science, and technology (Hutchinson & Waters, 1987; Dudley & John, 1998).

Unlike traditional English language teaching, which focused broadly on general language skills, ESP was designed to meet the precise linguistic needs of individuals engaged in specific professions or areas of study. This specialization within English language teaching (ELT) addresses the precise language skills required in fields such as business, medicine, law, engineering, and aviation. Regarding this issue, general English is thought to be out of date and should be divided into multiple subjects depending on specific goals (Gestanti et al., 2019).

The goals for General English and ESP are different, in addition to the characteristics of the learners. All four language skills—listening, reading, speaking, and writing—are actually equally stressed in general English instruction. In contrast, ESP uses a requirements analysis to identify the language skills

learners most require, then designs the course appropriately (Rahman, 2015; Shi, 2018). ESP evolved to address the unique challenges and requirements of diverse disciplines. Its curriculum and teaching methodologies are tailored to the specific terminology, genres, and communicative practices of different fields. This learner-centered approach, underpinned by a needs analysis, ensures that the language instruction is relevant and practical (Basturkmen, 2010; Johns, 2013). As ESP developed, it expanded to include a wide range of specializations, such as English for Academic Purposes (EAP) for students and scholars and English for Occupational Purposes (EOP) for various professional contexts.

In today's globalized world, ESP holds a crucial place. The ubiquity of English as a lingua franca in international business, academia, and diplomacy underscores the importance of ESP. It equips non-native English speakers with the necessary linguistic tools to navigate their specific professional or academic landscapes effectively. This specialized training is essential for participating in the global market, where English proficiency is often a prerequisite for professional advancement and international collaboration (Belcher, 2004; Hyland, 2006). The digital era has further amplified the significance of ESP. Technological advancements have not only transformed the ways in which professional and academic activities are conducted but also the modes of language instruction. The integration of digital tools and online platforms in ESP teaching has expanded access, offering learners across the globe opportunities for personalized and flexible language learning (Warschauer & Healey, 2009; Chapelle, 2001).

Despite its successes, ESP faces challenges in the digital era, including staying current with rapid changes in various fields, integrating technology effectively, and addressing the diverse needs of a global learner base. However, these

challenges also present opportunities for innovation in language teaching, making ESP an ever-evolving and dynamic field (Hubbard, 2009; Bax, 2011). ESP is not just about teaching English; it is about equipping individuals with the tools to succeed in their specific professional and academic endeavours. As the world becomes increasingly interconnected and specialized, the demand for ESP will likely to grow, making it an indispensable component of language education globally.

ORIGIN AND DEVELOPMENT OF ESP

ESP evolved from traditional English language teaching as a response to real-world needs in the late 1960s and early 1970s. The post-World War II era, marked by rapid growth in science, technology, and economics, created a demand for more focused and specific English language learning (Hutchinson & Waters, 1987). The late 1960s and early 1970s, a period marked by significant global changes following World War II, was crucial in the evolution of English for Specific Purposes (ESP). This era experienced unpreceded growth in various sectors, including science, technology, and economics, largely driven by rapid industrialization and new technological advancements. The geopolitical landscape was also changing, with the United States and the Soviet Union emerging as superpowers, influencing global economic and political dynamics (Hutchinson & Waters, 1987; Mackay & Mountford, 1978). In this context, a specialized form of English language education became essential. The traditional approaches to English language teaching, predominantly focused on either a literary or general communicative competence, were no longer sufficient. Professionals and scientists across the globe found themselves in need of English language skills specific to their fields, such as understanding technical manuals, reading scientific papers, or

communicating in business environments (Dudley & John, 1998; Johns, 2013).

Responding to these needs, ESP emerged as a distinct discipline within English language teaching. It was characterized by a more targeted approach, focusing on the specific vocabulary, genres, and communicative practices of particular professional or academic fields. Unlike traditional English courses, ESP programs were designed to meet the immediate and practical language needs of learners, often adult professionals who required English for their specific work or study contexts (Hutchinson & Waters, 1987; Swales, 1985). Pioneers in the field of ESP, such as John Swales, played a significant role in shaping ESP's early theoretical and pedagogical foundations. Swales, in particular, focused on genre analysis and the study of discourse communities, which became central concepts in ESP. These early developments were instrumental in establishing ESP as a field that was not just about language teaching but also about understanding the specific communicative needs and practices of different professional and academic groups (Swales, 1971; Johns, 2013).

The growth of ESP was also supported by academic institutions and organizations that recognized the need for specialized language training. Universities began to develop ESP courses tailored to the needs of their students in specific disciplines, and international bodies started to fund research and development in ESP, recognizing its importance in global communication and cooperation (Strevens, 1988; Robinson, 1991). The following are highlights of the consolidation, expansion, and diversification and integration of ESP from time to time.

1970s: Consolidation of ESP

This decade saw ESP establish itself as a distinct field from general English teaching. Research by experts like John Swales helped lay the theoretical foundation for ESP, focusing on needs analysis and curriculum adaptation to meet specific learner requirements (Swales, 1971). The 1970s marked a significant period in the evolution of English for Specific Purposes (ESP) as it transitioned from being a part of general English language teaching to becoming a distinct field. This transformation was largely driven by the emerging recognition that learners of English in professional or academic settings had specific linguistic needs that differed from those learning English for general purposes. These developments in the 1970s laid the groundwork for ESP to grow as a field that addressed the unique linguistic needs of learners in specific professional and academic domains, differentiating it from general English language teaching. The work done in this decade set the stage for further advancements and refinements in the methodology, curriculum design, and pedagogical approaches within ESP.

1980s: Expansion of ESP

The 1980s witnessed significant developments in ESP. There was an increase in publications and conferences focusing on ESP. Dudley and John (1998) highlighted the expansion of ESP into various disciplines, including business, medicine, and law. The 1980s marked a period of considerable expansion and diversification in the field of English for Specific Purposes (ESP). The expansion of ESP during the 1980s reflected its growing importance in the global context, especially as English increasingly became the lingua franca of international business, science, and academia. ESP's growth during this decade contributed to its recognition as a vital and distinct area within the field of language education. The 1980s were a

transformative period for ESP, marked by its proliferation into diverse disciplines, increased scholarly activity, methodological advancements, and its rising significance in the global context. The work of Dudley and John in 1998 provided a valuable retrospective insight into these developments, highlighting the dynamic nature of ESP during this decade.

1990s: Diversification and Integration

ESP continued to evolve, with a growing number of programs offering courses designed for specific disciplines. Research in ESP also became more interdisciplinary, integrating insights from linguistics, psychology, and pedagogy (Basturkmen, 2010). The 1990s marked a period of significant diversification and integration in ESP, characterized by the development of specialized programs, interdisciplinary research, and the customization of teaching materials and methods. The integration of insights from linguistics, psychology, and pedagogy played a crucial role in enhancing the effectiveness and relevance of ESP during this decade. Basturkmen's 2010 analysis highlights these developments, showcasing the continued evolution and maturation of ESP as a distinct and dynamic field of study.

THE IMPACT OF GLOBALIZATION ON ESP
English as a Global Lingua Franca

The era of globalization and technological advancements had a significant impact on ESP. The role of English as a lingua franca in international business and academia increased the demand for ESP. Digital technology and the internet have expanded access to learning materials and teaching platforms (Belcher, 2004). The early 21st century was a transformative period for ESP, driven by the forces of globalization and technological innovation. The role of English as a global lingua

franca and the proliferation of digital technology and the internet greatly expanded access to ESP learning materials and platforms, as noted by Diane Belcher in 2004. These developments not only increased the demand for ESP but also fundamentally changed the way it was taught, learned, and developed, making it more accessible, interactive, and relevant to learners worldwide.

The early 21st century saw English solidifying its role as the global lingua franca, particularly in business, academia, and international relations. This widespread use of English in global communication significantly increased the demand for specialized English language skills, directly influencing the growth and direction of ESP (Crystal, 2003; Jenkins, 2009). The impact of globalization on English for Specific Purposes (ESP) in the early 21st century is a critical aspect of the field's evolution, primarily due to the solidification of English as the global lingua franca. This phenomenon had several key implications: English as the Dominant Global Language: According to David Crystal (2003) and Jennifer Jenkins (2003), English established itself as the dominant language for international communication. Its widespread use in business, academia, and international relations led to its recognition as the global lingua franca. This status meant that English was commonly used as the medium of communication between people from different linguistic backgrounds, particularly in professional and academic settings.

Increased Demand for Specialized English Skills: With English being the language of international discourse, there was a significant surge in the demand for English language skills tailored to specific professional and academic contexts. This demand wasn't just for basic proficiency in English but for specialized knowledge of the language as used in particular fields – for instance, the specific terminologies, genres, and

communication styles relevant to business, law, medicine, engineering, and other disciplines. Growth and Direction of ESP: This increased demand directly influenced the growth and direction of ESP. The field expanded rapidly, as it needed to cater to a broad range of specific, often highly specialized, language requirements. ESP courses and programs became more diverse, focusing on the specific needs of different groups of learners, each with their unique set of objectives and contexts.

Global Communication and ESP: The role of ESP became crucial in facilitating effective global communication. In multinational corporations, international conferences, academic publications, and diplomatic interactions, proficiency in specialized forms of English was essential. ESP programs were developed to help professionals and academics from various parts of the world to communicate effectively in their respective domains. Cultural Sensitivity and International English: Another impact of globalization on ESP was the need for cultural sensitivity and an understanding of "International English". ESP practitioners recognise the importance of teaching English not just as a language but also as a cultural tool, sensitive to the nuances of different cultural contexts in global communication.

Innovation in ESP Methodologies: The global demand for ESP necessitated innovations in teaching methodologies. This included the development of more learner-centred approaches, focusing on the specific needs and contexts of learners and the use of authentic materials that reflected the real-life use of English in various professional settings.

Interdisciplinary Collaboration: The rise of English as a global lingua franca also encouraged interdisciplinary collaboration in ESP. Linguists, educators, subject matter experts, and industry professionals worked together to develop ESP curricula that were both linguistically sound and practically relevant.

In short, the early 21st century saw English firmly establish itself as the global lingua franca due to globalization, significantly impacting the field of ESP. As highlighted by Crystal and Jenkins, this led to an increased demand for specialized English language skills, driving the growth and diversification of ESP and influencing its methodologies and approaches to meet the varied and complex needs of learners worldwide.

Internationalization of Education: Globalization led to the internationalization of higher education, with an increasing number of students, predominantly English-speaking, pursuing education in foreign countries. This shift necessitated ESP programs tailored to academic English, focusing on skills like academic writing and research communication (Hyland & Hamp-Lyons, 2002).

The impact of globalization on the internationalization of higher education is profound and multifaceted, especially in how it necessitated the development of specialized English for Specific Purposes (ESP) programs. In summary, the impact of globalization on the internationalization of education significantly influenced the development and expansion of ESP programs focused on academic English. As noted by Hyland and Hamp-Lyons, these programs became essential in equipping international students with the language skills necessary for academic success in an increasingly globalized educational landscape. The focus on specific academic skills, cultural integration, interdisciplinary collaboration, and the growth of online learning opportunities were all pivotal in meeting the challenges and opportunities presented by this trend.

CROSS-BORDER PROFESSIONAL MOBILITY

As professionals moved more freely across borders, the need for ESP in various occupational fields, such as medicine,

law, and engineering, grew. These professionals required not just fluency in English but also familiarity with the specific jargon and communicative practices of their fields (Dudley & John, 1998). The phenomenon of cross-border professional mobility, a hallmark of the late 20th and early 21st centuries, has had a profound impact on the field of English for Specific Purposes (ESP). This trend is characterized by professionals increasingly moving and working across international borders. The rise in cross-border professional mobility significantly influenced the demand and development of ESP. As professionals moved across borders, the need for specialized language training in various occupational fields grew. This led to the creation of ESP programs that focused not only on language proficiency but also on the specific jargon, communicative practices, and cultural competencies needed in professional contexts. The work of Dudley-Evans and St John provides a valuable perspective on these trends, highlighting the evolving nature of ESP in response to the needs of a globalized workforce.

Technological Advancements and ESP

The advent of the internet and digital technology revolutionized the way ESP is taught and learned. Online learning platforms, virtual classrooms, and digital resources became increasingly important, providing greater accessibility and flexibility in ESP education (Warschauer, 2000). The technological advancements of the late 20th and early 21st centuries, particularly the digital revolution and the rise of e-learning, have had a profound impact on English for Specific Purposes (ESP). The digital revolution and the rise of e-learning brought significant changes to the field of ESP. The advancements in technology enhanced the accessibility, flexibility, and effectiveness of ESP education, as highlighted by

Warschauer. These changes allowed for more personalized, interactive, and globally connected learning experiences, meeting the evolving needs of learners in a rapidly changing world.

Computer-Assisted Language Learning (CALL)

CALL emerged as a vital tool in ESP teaching, leveraging technology for language instruction and practice. This included language learning software, online dictionaries, and specialized language applications, which facilitated self-directed learning and personalized language practice (Chapelle, 2001). Computer-Assisted Language Learning (CALL) has significantly influenced the field of English for Specific Purposes (ESP) by integrating technology into language learning and teaching. CALL encompasses a range of technologies and methodologies designed to leverage digital tools for enhancing language instruction. CALL has become an essential component in the field of ESP, offering a diverse range of tools and approaches for language instruction and practice. As highlighted by Chapelle, CALL facilitates self-directed and personalized learning, integrates well with blended learning models, and provides access to a wealth of resources and authentic materials. Its role in enhancing communicative competence and providing flexible, technology-driven solutions has made it a vital tool in modern ESP teaching and learning.

Blended Learning Models

ESP instruction increasingly adopted blended learning models, which combined traditional face-to-face teaching methods with online and digital components. This approach allowed for more flexible and learner-centered delivery of ESP programs (Garrison & Kanuka, 2004). Blended learning models in English for Specific Purposes (ESP) instruction represent a

synthesis of traditional and modern educational approaches, combining face-to-face teaching with online and digital components. y, blended learning models in ESP instruction provide a comprehensive and flexible approach to language learning, combining the benefits of traditional classroom teaching with the advantages of online and digital learning. This approach allows for personalization, access to authentic materials, interactive and collaborative learning, continuous assessment, and the development of self-directed learning skills, all of which are essential in the context of ESP. The internet significantly expanded the availability of English language resources, including authentic materials relevant to various professional and academic fields. Open access to journals, articles, and educational content supported the development of more comprehensive and up-to-date ESP curricula (Bax, 2011).

IMPLICATIONS FOR ESP TEACHING AND LEARNING

The changing global and technological landscape necessitated continuous updates to ESP curricula to ensure they remained relevant and effective in meeting learners' needs (Basturkmen, 2010). The evolving global and technological context has significant implications for curriculum development and updates in English for Specific Purposes (ESP). This dynamic landscape requires ESP curricula to be continuously reviewed and updated to remain effective and relevant. The implications for ESP teaching and learning in terms of curriculum development and update are profound. As Basturkmen emphasized, ESP curricula must continuously evolve to keep pace with global and technological changes, ensuring relevance and effectiveness in meeting the diverse and dynamic needs of learners. This involves aligning with industry needs, incorporating technology, adapting to global changes, being responsive to learner diversity, focusing on authentic

materials, taking an interdisciplinary approach, integrating skills, updating assessment practices, and fostering learner autonomy.

Teacher Training and Digital Literacy

ESP educators faced the challenge of not only staying current with developments in their specific fields but also becoming proficient in using digital tools and platforms for effective teaching (Hubbard, 2009). The challenges faced by ESP (English for Specific Purposes) educators in the context of teacher training and digital literacy, as pointed out by Hubbard in 2009, are multifaceted. The rapidly changing landscape of ESP teaching requires educators to stay current not only with developments in their specific fields but also to be proficient in using digital tools and platforms. teacher training and digital literacy for ESP educators involve a dynamic combination of staying updated with developments in their specific fields and being proficient in the use of digital tools and platforms for effective teaching. This dual requirement calls for ongoing professional development in both subject matter expertise and digital pedagogy, adapting to new teaching methods and technologies, and being mindful of challenges such as the digital divide.

Learner Diversity and Accessibility

The global reach of ESP programs meant addressing a more diverse learner population, with varied cultural backgrounds and learning styles. This diversity required more inclusive and adaptable teaching approaches (Hamp & Lyons, 2011). The global expansion of English for Specific Purposes (ESP) programs has brought into focus the critical issue of learner diversity and accessibility. As Liz Hamp-Lyons (2011) discussed, this diversity poses unique challenges and

necessitates adaptable and inclusive teaching approaches. The diversity of learners in ESP programs necessitates more inclusive, adaptable, and sensitive teaching approaches. As highlighted by Hamp-Lyons, educators need to consider cultural differences, learning styles, language proficiency levels, educational backgrounds, and technological accessibility. By addressing these factors, ESP programs can better meet the needs of their diverse student population and provide practical and equitable language education.

CHALLENGES AND FUTURE OF ESP

ESP faces challenges in responding to the continually changing needs of learners in various disciplines. The future of ESP might see an increased utilization of advanced technologies such as artificial intelligence in language teaching and learning (Hyland, 2006). In the dynamic landscape of modern education and professional development, English for Specific Purposes (ESP) faces several significant challenges. As industries and professional fields rapidly evolve, largely due to technological advancements and changing global markets, ESP must continuously adapt to remain relevant and practical. This constant evolution presents a challenge for ESP educators and curriculum developers to keep pace with the latest trends and requirements in various fields (Dudley & John, 1998; Hyland, 2006).

Moreover, the diverse needs of ESP learners, who come from varied backgrounds with different levels of language proficiency and learning styles, add to the complexity of designing and implementing effective ESP programs. This diversity demands a high degree of flexibility and adaptability in ESP teaching methodologies and materials (Basturkmen, 2010). The integration of technology in ESP teaching, while offering innovative opportunities for language learning and engagement,

also presents challenges. Educators are required to be proficient not only in their subject matter but also in leveraging digital tools and platforms to enhance the learning experience. This dual competency is crucial for effective teaching in the modern ESP classroom (Hubbard, 2009). Maintaining the authenticity and real-world relevance of ESP materials and methods is another ongoing challenge. As professional and academic environments continually evolve, keeping ESP content up-to-date and aligned with actual practices in various fields requires ongoing collaboration with industry and academic experts (Johns, 2013).

Looking ahead, the future of ESP is likely to be shaped significantly by advancements in technology, particularly in areas like artificial intelligence (AI) and machine learning. These technologies promise to revolutionize language learning by offering personalized learning experiences, adaptive feedback mechanisms, and immersive simulation environments, making ESP more effective and engaging for learners (Hyland, 2006; Warschauer, 2017). Blended and online learning models are expected to become more prevalent in ESP. These models combine the benefits of traditional classroom instruction with the flexibility and accessibility of online resources, catering to the diverse needs and schedules of ESP learners (Bax, 2011). Interdisciplinary approaches will likely play an increasingly important role in ESP. Integrating insights from various fields, such as linguistics, educational technology, and subject-specific expertise can lead to the development of more comprehensive and effective ESP programs, addressing the complex and varied needs of learners (Dudley & John, 1998). As globalization continues, ESP programs will need to incorporate elements of cultural competence and intercultural communication. Preparing learners for effective communication in a multicultural and multilingual world will be key in ESP, extending beyond mere

linguistic proficiency to encompass broader communicative and cultural skills (Belcher, 2004).

Lastly, sustainability and lifelong learning will become critical themes in ESP. The field may shift towards promoting sustainable language learning strategies and encouraging learners to continuously develop their language abilities throughout their careers, adapting to the changing demands of their professional environments (Hyland & Hamp-Lyons, 2002).

CONCLUSION

The history of ESP reflects its continuous adaptation to the specific needs of learners in ever-changing contexts. From its roots in the post-World War II era to its adaptation to the digital age, ESP has demonstrated flexibility and relevance in English language education.

The journey of English for Specific Purposes (ESP) from its inception to its current state in the digital era is a testament to the field's adaptability and responsiveness to the evolving needs of learners. Originating in the 1960s and 1970s, ESP emerged as a distinct discipline within English language teaching, driven by the specific language requirements of professionals in rapidly developing fields like science, technology, and economics. This era, marked by the aftermath of World War II, necessitated a shift from general English language teaching to a more targeted approach that focused on the specific needs of various professional domains (Hutchinson & Waters, 1987; Dudley & John, 1998). Over the years, ESP has continually adapted to changes in global professional landscapes. The field expanded and diversified, covering a broad range of disciplines and integrating insights from linguistics, pedagogy, and subject-specific expertise. ESP's evolution has been marked by its focus on practical language use, needs analysis, curriculum

development tailored to specific learner groups, and the use of authentic materials (Basturkmen, 2010; Johns, 2013).

In the digital era, ESP faces new challenges and opportunities. The rapid advancement of technology and the globalization of professional sectors have further increased the demand for specialized English skills. However, the integration of digital tools into ESP teaching and learning also presents challenges. Ensuring effective use of technology, maintaining the relevance and authenticity of digital materials, and addressing the diverse needs of a global learner population are key issues (Belcher, 2004; Hubbard, 2009).

Furthermore, the rise of artificial intelligence and machine learning offers the potential for personalized and adaptive learning experiences in ESP. Yet, these advancements also necessitate continuous professional development for ESP educators to effectively integrate such technologies into their teaching practices (Hyland, 2006; Warschauer, 2017). In conclusion, while maintaining its core focus on specific language needs, the field of ESP must navigate the complexities of the digital era. This requires a balance between embracing technological innovations and retaining the pedagogical principles that have underpinned ESP since its inception. The future of ESP lies in its ability to evolve with these changing dynamics, continuing to meet the specialized language needs of learners across diverse professional and academic contexts. English for Specific Purposes stands as a testament to the adaptive and dynamic nature of language education. By focusing on the specific needs and goals of learners, ESP provides a targeted and practical approach to language learning, ensuring that learners are well-prepared for their professional and academic futures.

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CHAPTER 3
ENGLISH FOR ACADEMIC PURPOSES AND ENGLISH FOR GENERAL PURPOSES

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INTRODUCTION

English for Specific Purposes (ESP) is a distinctive mode of instruction that tailors language learning to the specific needs of people acquiring the target language. English for Academic Purposes (EAP) and English for General Purposes (EGP) are crucial components within this specialized field, each tailored to specific objectives and target groups. This chapter provides an in-depth analysis of EAP and EGP, showing their distinct attributes, practical implementations, and the key distinctions that separate them. The primary objective of EAP is to equip students with the linguistic and academic proficiencies essential for success in research and higher education environments. Proficiency in academic discourse, critical thinking, and active participation in scholarly communities and texts are vital areas of emphasis. On the other hand, EGP encompasses a more extensive domain of commonplace English usage, equipping students with the skills necessary to navigate a vast array of broad-ranging social exchanges and novice written correspondence. Differentiating between these two approaches is crucial due to their divergent objectives, subject matter, and distinct pedagogical approaches. Both educators and learners must navigate these distinctions to guarantee that the language instruction delivered is closely in line with the ultimate goals of the learners, be it academic progress or overall competence. This

chapter aims to comprehensively examine EAP and EGP, highlighting their basic principles, instructional methods, and the inherent difficulties associated with each. By contrasting these two methodologies, we intend to provide significant perspectives on the efficacious instruction and acquisition of English for particular objectives, thereby enabling students to attain their individual and professional linguistic goals ultimately.

ENGLISH FOR ACADEMIC PURPOSES

English for Academic Purposes (EAP) refers to the linguistic skills and demeanor required to conduct research or study in academic and research environments where English is the medium of instruction. Fundamentally, the purpose of EAP is to aid students in attaining the linguistic abilities necessary to interact with scholastic subject matter effectively, participate in intellectual conversations, and meet the demands of academic communities. EAP is distinguished from general English language courses by its emphasis on language utilization within educational settings, such as colleges, universities, and professional research environments.

English for Academic Purposes (EAP) is distinguished by its specialized emphasis on improving students' language and communication abilities designed to meet their academic needs. EAP courses aim to provide students with the linguistic competence necessary for scholarly study and research, focusing on academic writing, listening, reading, and speaking abilities (Song & Zhou, 2022). In addition, technology, including learning management systems and online resources, is frequently integrated into EAP instruction to facilitate language learning and teaching in academic settings (Amer & Daher, 2019). Additionally, EAP pertains to the varied academic demands of students in academic disciplines by addressing their

specific linguistic and communicative needs. Furthermore, to offer specialized language assistance within particular academic fields, EAP programs may also provide discipline-specific credit-bearing courses (Khosravani & Khoshsima, 2017). Particularly in a globalized world where English functions as a lingua franca, the rising demand for English language proficiency in academic and professional settings has prompted the development of EAP as an academic field (Pandey, 2019). EAP is distinguished by its emphasis on language and communication skills specific to the discipline to mitigate academic writing anxiety among students, especially international postgraduates, by providing tailored assistance for tasks related to academic writing (Gong, 2018).

English for Academic Purposes (EAP) emphasizes an extensive range of language skills tailored to learners' academic needs. As crucial elements of EAP, academic writing, critical reading, seminar participation, and participation in lectures are emphasized in the literature. Song and Zhou (2022) emphasize the significance of speaking and listening abilities, deemed the most critical and challenging by graduate students. Furthermore, Basturkmen (2010) underscores the importance of language utilization for practical purposes such as academic communication, which is consistent with the external objectives of language use. Additionally, Cheng et al. (2004) emphasize the effectiveness of focusing on scholarly language development by emphasizing the significance of challenging and necessary academic skills for graduate students who do not speak English natively. Furthermore, according to a study titled British Council's English for Academic Purposes: A Critical Analysis of the Coursebook Taught at Pakistani Universities"(2019), Raymond and Brisay assert that the coursebook employed in EAP offers opportunities for students to develop practical applications and engage in seminar participation and critical

reading, which are both essential academic English language competencies. The references above highlight the comprehensive aspect of language skills prioritized in EAP. These skills include academic writing, critical reading, speaking, listening, and seminar participation. Furthermore, each skill is customized to meet students' unique linguistic and communicative requirements in academic settings.

The specialized emphasis of EAP on academic language and skills provides students with the essential resources required to navigate the realm of academia effectively. EAP courses function as a vital component in the academic and professional growth of individuals who are not native English speakers by attending to the particular linguistic and cultural demands of academic communities.

ENGLISH FOR GENERAL PURPOSES

English for General Purposes (EGP) refers to the teaching and acquisition of English language proficiencies to utilize them in everyday life instead of targeting particular professional or academic environments. The primary objective of EGP courses is to foster language proficiency that applies to social interactions, daily life, and general language usage. EGP incorporates a wide array of language proficiencies, such as reading, writing, speaking, listening, and reading, focusing on the pragmatic application of language in diverse daily contexts. Although English for Specific Purposes (ESP) and EGP are comparable in that they both aim to develop language skills for particular academic or professional domains, EGP is specifically designed to address the general language needs of learners in a wide range of contexts. The differentiation between EGP and ESP pertains to the particularities of language application. EGP encompasses overall language proficiency and communication abilities applied across various domains, whereas ESP

concentrates on language competencies customized to particular academic or professional fields. EGP courses aim to provide students with the requisite language abilities to communicate proficiently in a wide range of routine circumstances; this lays the groundwork for applying language in various social, personal, and professional settings.

Reynolds et al. (2022) state that English for General Purposes (EGP) is implemented in numerous contexts and settings, including ESL and EFL courses where sustained content language instruction is utilized to achieve language objectives. Moreover, EGP holds significance in both evaluative and non-evaluative settings, wherein approaches to reading for academic objectives, both broad and specific in the environment, are investigated (Chou, 2013). Examining the consequences of EGP vocabulary instruction via cognitive processing provides insight into its implementation in various settings (Kuo & Kuo, 2017). In addition, the distinction between EGP and ESP methodologies is clarified, with their respective applications and methods highlighted. An understanding of the dynamic nature of EGP and its significance in language education can be gained by examining ESP's developments, patterns, and future orientations (Salmani-Nodoushan, 2020). Furthermore, the curriculum reform regarding college English instruction in China indicates the shift from EGP to ESP, thereby highlighting the ever-evolving nature of language learning and the evolving requirements of students (Yu & Liu, 2018). The references above demonstrate the wide range of dynamic contexts and environments in which EGP is implemented, underscoring its significance in curriculum development, language instruction, and assessment in various academic settings.

English for General Purposes (EGP) courses emphasize the development of essential reading, writing, conversational

speaking, and general listening comprehension skills. These abilities are critical to effectively communicate and comprehend English in a wide range of routine situations. The objective of emphasizing conversational speaking is to cultivate in students the capacity to partake in casual dialogues, articulate viewpoints, and contribute to social exchanges. The objective of instruction is to improve students' general listening comprehension so that they can interpret and comprehend spoken English in various commonplace contexts. Developing fundamental reading abilities is prioritized to improve students' capacity to understand straightforward texts, signs, and instructions. Furthermore, developing writing skills empowers students to effectively communicate vital information, articulate thoughts, and convey information in writing. Acquiring these language competencies is fundamental for individuals to effectively navigate the complexities of daily life and relationships in English-speaking settings.

In essence, EGP functions as an initial foundation for those aiming to acquire or enhance their proficiency in English. It fosters cultural awareness and linguistic proficiency, essential for effective communication in a globalized world, thereby equipping students to handle a diverse range of commonplace situations.

COMPARATIVE ANALYSIS OF EAP AND EGP

English for General Purposes (EGP) and English for Academic Purposes (EAP) are essential components of English language education. EAP prepares students for the linguistic requirements of academic study, whereas EGP seeks to equip learners with the language proficiencies essential for daily life. In this section, learning objectives and outcomes, pedagogical approaches, assessment and evaluation methods, curriculum design, and material selection are compared and contrasted

between EAP and EGP.

Differences in Learning Objectives and Outcomes

English for Academic Purposes (EAP) and English for General Purposes (EGP) are discrete methodologies in English language acquisition, distinguished by their specific objectives and desired results. Providing students with the necessary language proficiencies for academic environments, EAP emphasizes critical reading, writing, listening, and speaking. Conversely, EGP aims to foster overall language competence applicable to social interactions and daily communication (Dutra et al., 2019; Ji-gang, 2021). EAP learning objectives are customized to address the particular linguistic needs of academic settings, including but not limited to comprehending academic texts, producing research papers, and delivering presentations. Effective engagement in academic discussions, comprehension of complex academic texts, and writing well-structured academic essays are among the outcomes of EAP (Kizil, 2020; Matte, 2019; Mazgutova & Kormos, 2015). On the other hand, English for General Purposes (EGP) emphasizes the development of comprehensive language skills necessary for effective communication in diverse professional and social contexts. The educational goals of EGP revolve around everyday language usage, including informal dialogues, social exchanges, and regular writing and reading tasks (Cai, 2016; Dutra et al., 2019).

Moreover, English for Specific Academic Purposes (ESAP), which addresses the language needs of particular academic disciplines or study programs, frequently entails a more specialized and targeted approach than EAP. This facilitates the development of a curriculum better suited to the scholastic demands of specific disciplines (Bok & Cho, 2022; Kizil, 2020). On the other hand, EGP adopts a more generalistic

approach to language learning, opposing the level above of specialization. Its primary objective is cultivating proficiency in everyday situations (Dutra et al., 2019). In short, there are substantial distinctions between EAP and EGP about their learning objectives and outcomes. EAP addresses explicitly the unique linguistic requirements of academic environments, emphasizing academic reading, writing, listening, and speaking. In contrast, EGP strives to foster overall language proficiency suitable for social interaction and daily communication.

PEDAGOGICAL APPROACHES IN EAP AND EGP

Different pedagogical approaches are utilized in English for Academic Purposes (EAP) and English for General Purposes (EGP). Highlighting academic reading, writing, listening, and speaking, EAP emphasizes developing language skills crucial for academic environments. In order to improve learning outcomes, pedagogical approaches in EAP frequently incorporate vocabulary expansion, genre analysis, and technological incorporation (El-Dakhs, 2018; Flowerdew, 2015; Frattarola, 2023; Ilchenko & Kramar, 2020; Moorhouse & Kohnke, 2020). As an illustration, genre analysis is widely implemented in EAP courses to assist students in comprehending and generating academic papers proficiently (El-Dakhs, 2018; Ilchenko & Kramar, 2020). Furthermore, the pedagogical advantages of incorporating technology, such as Mentimeter, into EAP classrooms have been recognized (Moorhouse & Kohnke, 2020). Conversely, EGP aims to enhance overall language proficiency to facilitate social interaction and communication in daily life. Communicative language instruction, formative assessment, and the incorporation of instructional technology to facilitate language learning are a few of the more varied pedagogical approaches found in EGP (Burston et al., 2017; Guan, 2022; Kohnke et al.,

2022; Prasetya, 2021). In addition, EGP may incorporate multimodal formative assessment and the creation of lexical bundles as supplementary measures to facilitate language acquisition (Guan, 2022). EGP and EAP utilize unique pedagogical methodologies customized to their language learning objectives. EGP frequently incorporates communicative language instruction and formative assessment to improve general language proficiency for ordinary communication, whereas EAP emphasizes academic language skills and genre analysis.

ASSESSMENT AND EVALUATION METHODS IN EAP AND EGP

Significant distinctions can be observed in the assessment and evaluation approaches employed for English for General Purposes (EGP) and English for Academic Purposes (EAP). EAP evaluation methods predominantly utilize problem identification/assessment and timed tests to evaluate students' academic language proficiency and preparedness for academic study (Rahman, 2015). In contrast, EGP evaluation methods exhibit more comprehensiveness as they incorporate process, outcome, and cost-effectiveness assessments. This differentiation signifies that EAP is specifically designed to equip students for academic environments, whereas EGP places a more comprehensive emphasis on overall language proficiency.

Timed tests are frequently incorporated into EAP assessment methods to assess students' academic preparedness and language proficiency (Rahman, 2015). Moreover, problem identification and evaluations are core employee assistance program (EAP) technologies. These methodologies are customized to assess students' academic language proficiency and preparedness for academic study. Conversely, EGP

evaluation methods exhibit greater comprehensiveness by emphasizing process, outcome, and cost-effectiveness. For example, assessments of Chinese EAPs are classified into three primary aspects: process, outcome, and cost-effectiveness. This classification is consistent with conventional approaches to evaluating EAPs in Western countries.

In summary, the focus and application of the assessment and evaluation methodologies in EGP and EAP are dissimilar. EAP assessment methods are customized to evaluate students' academic language proficiency and preparedness for academic activities. These methods frequently incorporate timed tests and problem identification/assessment. In contrast, EGP evaluation methods are more all-encompassing, emphasizing process, outcome, and cost-effectiveness.

CHALLENGES IN TEACHING EAP AND EGP

Undoubtedly, instructing English for General Purposes (EGP) and English for Academic Purposes (EAP) presents a wide range of challenges. During the COVID-19 pandemic, an abrupt transition to online instruction compelled educators to innovate and encouraged collaborative learning and feedback (Kohnke et al., 2021). However, this has also resulted in communication and learning monitoring difficulties with students, highlighting the difficulties that the transition to online education has presented. Furthermore, it has been documented that the shift from instructing general English to instructing English for Academic Purposes (EAP) generates discord between pedagogical approaches and language material, presenting educators with a substantial obstacle (Baştürkmen, 2017). When transitioning from English for General Purposes (EGP) instruction to EMP instruction, EGP instructors are expected to face a range of challenges, the most significant of which is a lack of subject knowledge (Cao et al., 2022).

Comparably, English instructors at various Indonesian higher education institutions have stated that instructing ESP is more complex than instructing EGP, highlighting the complexities inherent in ESP instruction (Fitria, 2023).These challenges highlight the multifaceted and complex characteristics of instructing EAP and EGP. The complexity of ESP instruction, the transition to online instruction, the conflict between teaching methodology and content, and a general lack of subject expertise all contribute to the multifaceted difficulties educators in these fields encounter. Instructing EAP and EGP presents a wide range of complex challenges. These include issues related to online instruction, disagreements between teaching methodology and content, inadequate subject knowledge, and the inherent complexities of ESP instruction.

CONCLUSION

English for Specific Purposes (ESP) and English for General Purposes (EGP) are distinct methods of language education that cater to specific objectives and target groups. EAP focuses on academic writing, listening, reading, and speaking abilities, while EGP focuses on everyday life and social interactions. EAP courses are designed to prepare students for academic study, while EGP focuses on developing language proficiency for social interaction and communication. EAP uses technology like learning management systems and online resources to facilitate language learning in academic settings. EGP, on the other hand, focuses on developing essential reading, writing, conversational speaking, and listening comprehension skills for effective communication in various routine situations. EAP evaluation methods primarily use problem identification and timed tests, while EGP evaluation methods are more comprehensive, focusing on process, outcome, and cost-effectiveness. Teaching EAP and EGP

presents challenges, such as the COVID-19 pandemic, the transition to online instruction, and the complexities of ESP instruction. EAP and EGP instructors must navigate these distinctions to ensure language instruction aligns with learners' ultimate goals, whether academic progress or overall competence.

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CHAPTER 4
THE LANGUAGE SKILLS IN
ENGLISH FOR SPECIFIC PURPOSES

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INTRODUCTION

ESP, similar to other language teaching methods, is mainly focused on the process of learning. However, we believe that in its evolution so far, ESP has not given much consideration to how individuals learn, placing more emphasis on what individuals learn. In essence, its approach has been centered around language. It's important to note that we do not intend to disregard this language-centric approach (Hutchinson & Waters, 1987). Recognizing the interconnected nature of the English for Specific Purposes (ESP) classroom setting is crucial. It means that it is essential to understand the connection between ESP and the key areas of speaking, listening, reading, writing, and vocabulary. Within this environment, it becomes challenging to distinctly separate the language skills teaching. Educational practices in ESP have traditionally concentrated on pinpointing, often through needs analyses, sets of transferable generic language and literacy skills that are seen to be applicable in the majority of academic and workplace settings.

This chapter explores the dynamic trends shaping both ESP research and teaching, with a specific focus on language skills—reading, writing, listening, and speaking—as well as vocabulary development. As ESP continues to gain prominence, there exists a notable gap between the research trends and the practical

implementation of ESP teaching, particularly in non-English speaking countries. This chapter aims to bridge these divides, offering insights into the current state of ESP education and its alignment with research trends. By exploring the existing disparities, we aspire to contribute to a deeper understanding of the contemporary challenges and issues in ESP and help the ESP practitioners to be more well informed ESP teachers and ESP researchers.

This chapter unfolds in a systematic manner, commencing with a comprehensive summary of the prevailing trends in ESP research, particularly focusing on language skills encompassing speaking, listening, reading, writing, and vocabulary development. Following this, a research study on ESP teaching is presented, shedding light on the prevalent obstacles and challenges encountered by both ESP teachers and students, with a specific emphasis on higher education settings. Subsequently, a proposed diagram and table are introduced to visually articulate the existing gaps between the identified research trends and the practical hurdles faced in ESP teaching. The discussion then delves deeper into an analysis of these gaps, leading to the proposal of measures and initiatives aimed at addressing the challenges associated with teaching language skills in ESP. Each language skill is individually scrutinized, accompanied by practical examples to enhance clarity and applicability. The chapter culminates with a conclusive section underscoring how the identified gaps in ESP research and teaching can mutually inform practitioners in refining their pedagogical approaches and researchers in determining the areas warranting further investigation.

ENGLISH FOR SPECIFIC PURPOSES AND SPEAKING

Christine B. Feak discusses the evolving landscape of English for Specific Purposes (ESP) research, particularly

focusing on the aspect of speaking within ESP contexts. Feak highlights the historical emphasis on written genres over oral genres in ESP, attributing this to factors such as the perceived importance of written communication for professional success and methodological challenges in collecting and analyzing speaking data. She notes the changing research environment due to advancements in technology, enabling the creation of speech corpora and facilitating the study of spoken language in various contexts. Feak also touches upon the concept of Academic English as a Lingua Franca (ELF) and the potential shift towards diglossia in higher education. Overall, Feak's discussion sheds light on the significance of ESP speaking research, the challenges faced, and the emerging opportunities for studying spoken language within specialized domains.

ENGLISH FOR SPECIFIC PURPOSES AND LISTENING

Christine C. M. Goh discusses English for Specific Purposes (ESP) and its connection to listening skills. Goh emphasizes the importance of active listening in ESP contexts, defining active listeners as individuals who construct interpretations based on input and seek additional information when needed. She explores the cognitive processes involved in listening, highlighting the role of metacognitive processes in enhancing comprehension and interaction. Goh also discusses the similarities between ESP and ESL listening, pointing out that learners in both contexts encounter similar challenges related to accents, vocabulary, and interactive listening demands. Additionally, she suggests directions for future research in ESP listening, advocating for a deeper understanding of learners' listening self-concept, metacognitive knowledge, and the effects of language knowledge on listening performance. Goh's work underscores the significance of effective listening

skills in ESP and the need for continued research to inform instruction and materials in specialized language contexts.

ENGLISH FOR SPECIFIC PURPOSES AND READING

Alan Hirvela provides a comprehensive review of English for Specific Purposes (ESP) approaches to teaching reading, tracing the evolution of reading instruction from earlier skill-focused methods to more integrated and situated approaches. He emphasizes the central role of reading in ESP, highlighting its significance in acquiring knowledge of specialized discourse and its integration with other skills like writing. Hirvela discusses the shift towards genre analysis in reading instruction, emphasizing the importance of understanding disciplinary discourse and socioliterate competence. He also addresses the link between reading and writing, advocating for a holistic approach that connects reading strategies with writing tasks. Overall, Hirvela's chapter underscores the dynamic and essential nature of reading in ESP pedagogy, despite perceptions that reading may be less challenging compared to other language skills.

ENGLISH FOR SPECIFIC PURPOSES AND WRITING

Ken Hyland discusses the importance of English for Specific Purposes (ESP) writing in higher education and professional training courses. He emphasizes that writing is a crucial skill for students to consolidate their learning and demonstrate their understanding. Hyland highlights the reciprocal relationship between ESP and writing, focusing on genre analysis and contextual studies to prepare students for their future experiences in specific contexts. He also addresses the challenges faced by ESP teachers in teaching particular target genres and adapting to diverse genres, contexts, and practices. Overall, Hyland underscores the practical orientation

of ESP writing instruction in developing students' communicative skills for academic and professional cultures.

ESP TEACHING IN EXOGENOUS SETTING

Paltridge & Starfield (2013) presents a wealth of contributions from ESP specialists, primarily representing linguistically endogenous environments, such as Australia, Canada, Hong Kong, Singapore, the UK, the USA, and New Zealand. Despite acknowledging the global scope of ESP research, a notable minority hails from exogenous ESP learning environments like European and Asian non English speaking countries. This distinction underscores the need for a cautious approach in interpreting the research's relevance to linguistically exogenous learning situations, as pointed out by the editors.

Examining ESP teaching in exogenous settings, particularly studies related to language skills (speaking, listening, reading, writing), is crucial for several reasons. First, it offers insights into how ESP is adapted in diverse linguistic landscapes, shedding light on effective pedagogical approaches. Second, it helps identify challenges unique to non-English-speaking environments, guiding the development of tailored teaching strategies. Third, understanding ESP practices in exogenous settings contributes to a more comprehensive and inclusive understanding of language education, acknowledging the diverse contexts in which ESP is applied globally. Overall, reviewing ESP teaching in exogenous settings enriches the discourse on language education, fostering a more nuanced and adaptable approach to ESP pedagogy. In teaching English for Specific Purposes (ESP), challenges include the quality of lectures and textbooks, where some materials focus solely on reading skills and vocabulary, leading to student disinterest. Additionally, teacher qualification and teaching methods may be lacking, with teachers facing difficulties in course design and specialized

knowledge. The absence of a theoretical framework to support ESP teaching further complicates the learning process, highlighting the need for structured guidelines to enhance the effectiveness of ESP education (Fitria, 2020). In more details she summarized three main challenges which are:

Quality of Lectures and Textbooks

Some textbooks in English for Specific Purposes (ESP) predominantly emphasize reading skills and vocabulary, neglecting other crucial language skills such as listening, speaking, and writing. This narrow focus can result in students forgetting learned words after exams, indicating a lack of engagement with the materials. As a consequence, students may struggle to apply their language skills effectively in real-world contexts due to the limited scope of the provided materials.

Qualification and Teaching Methods of Teachers

Teachers involved in ESP education may face challenges related to their qualifications and teaching methods. Limited training opportunities in ESP methods can lead to a lack of specialized knowledge among teachers, impacting their ability to design courses effectively. Difficulties in course design, tasks, assignments, and teaching methods can hinder student participation and overall learning outcomes, highlighting the importance of continuous professional development for teachers in the field of ESP.

Lack of Theoretical Framework

One of the significant challenges in teaching English for Specific Purposes (ESP) is the absence of a robust theoretical framework to guide instructional practices. The ongoing debate regarding whether ESP should be a compulsory subject or considered a practical skill further complicates the integration of

ESP into the curriculum. Without a clear theoretical foundation, educators may struggle to structure their teaching methods effectively, potentially hindering the overall learning experience for students in ESP programs.

GAPS IN ESP RESEARCH AND TEACHING

Moreover, Fitria (2020) reported that the gaps in English for Specific Purposes (ESP) teaching related to ESP research, particularly concerning teaching language skills in ESP, include: (1) limited focus on language skills. Some ESP teaching materials and approaches may prioritize specific language skills, such as reading and vocabulary, while neglecting other essential skills like listening, speaking, and writing. This imbalance can hinder students' overall language proficiency and ability to communicate effectively in real-world contexts. (2) lack of integration of language skills. There may be gaps in how language skills are integrated within ESP courses. Effective ESP teaching should aim to develop all language skills in a cohesive manner to ensure that students can effectively use English for their specific purposes in professional or academic settings. (3) insufficient research-based strategies. ESP teaching may lack research-based strategies for effectively teaching language skills. Incorporating evidence-based practices and pedagogical approaches grounded in ESP research can enhance the quality of language instruction and improve students' language learning outcomes. (4) limited emphasis on communicative competence. ESP teaching may sometimes focus more on technical language and terminology specific to a particular field, neglecting the development of students' overall communicative competence. Addressing this gap involves integrating language skills development with opportunities for authentic communication and interaction in the target language. Addressing these gaps in ESP teaching related to language skills requires a

comprehensive approach that integrates research-based strategies, balances the development of all language skills, and emphasizes the importance of communicative competence in ESP instruction.

The author emphasizes the interconnectedness between ESP research trends, language skills development, and the teaching of ESP by highlighting the importance of understanding how language skills are situated within specific contexts and communities. The trends in ESP research, such as genre analysis and contextual studies, underscore the need for learners to develop socioliterate competence in reading, writing, listening, and speaking. These trends inform teaching practices that aim to equip students with the necessary language and literacy skills to navigate academic and professional settings effectively. By recognizing the social practices and conventions that shape language use, ESP teaching can better address the diverse needs and expertise of learners, ultimately enhancing their communicative abilities within specialized domains.

Moreover, the gaps between research in ESP and the common challenges in teaching ESP related to language skills lie in the translation of research findings into practical teaching strategies. While ESP research trends focus on areas such as genre analysis, contextual studies, and socioliterate competence, the implementation of these findings in teaching language skills faces challenges. One key gap is the limited availability of evidence-based instructional materials that reflect the latest research insights. Additionally, there is a discrepancy in the extent to which research findings are integrated into teaching practices, leading to a lack of alignment between research advancements and classroom instruction. Bridging these gaps requires a concerted effort to develop and disseminate pedagogical materials that are informed by ESP research, ensuring that teaching practices effectively address the language

skill needs of learners in diverse academic and professional contexts (Paltridge & Starfield, 2013).

TEACHING READING AND WRITING IN ENGLISH FOR SPECIFIC PURPOSES

It is important to understand the interconnectedness between ESP research trends, language skills development, and the teaching of ESP by highlighting the importance of understanding how language skills are situated within specific contexts and communities. The trends in ESP research, such as genre analysis and contextual studies, underscore the need for learners to develop socioliterate competence in reading, writing, listening, and speaking. These trends inform teaching practices that aim to equip students with the necessary language and literacy skills to navigate academic and professional settings effectively. By recognizing the social practices and conventions that shape language use, ESP teaching can better address the diverse needs and expertise of learners, ultimately enhancing their communicative abilities within specialized domains.

Furthermore, researchers such as Kanno and Norton, John Swales, Ken Hyland, and Christine Feak have contributed to the exploration of language skills development in ESP, particularly in areas like speaking, listening, reading, writing, and vocabulary. The author highlights the importance of understanding learner identity and the historical emphasis on written genres in ESP, while also acknowledging the impact of technology on research and pedagogy. The discussion underscores the evolving nature of ESP language skills research, moving towards a more theoretically grounded and research-informed approach to teaching and learning in specialized contexts.   In this case, there is a focus on developing the ability to understand and engage with texts within specific social and disciplinary contexts. Socioliterate competence in reading

involves not only comprehending the explicit content of the text but also recognizing and interpreting the underlying social and cultural nuances, conventions, and expectations embedded within the discourse of a particular community or field. It emphasizes the importance of understanding the social context in which texts are produced and interpreted, enabling readers to navigate and interact effectively within specialized disciplinary communities. The shift towards understanding how writing works as communication in ESP is driven by the recognition that writing is not just a mechanical process of transferring information but a complex social and cultural activity.

Here are some reasons for this shift:

Emphasis on Socioliterate Competence: Understanding writing as communication emphasizes the importance of socioliterate competence, which involves not only linguistic proficiency but also the ability to navigate and engage with the social and cultural aspects of written texts.

Contextual Relevance: Recognizing writing as communication highlights the need to consider the context in which texts are produced and interpreted. This contextual understanding is crucial for effective communication in academic and professional settings.

Audience Awareness: Viewing writing as communication underscores the significance of considering the audience's needs, expectations, and background. Effective communication requires writers to tailor their messages to suit the intended audience.

Genre Awareness: By understanding writing as communication, learners are encouraged to analyze and produce texts within specific genres, considering the conventions and purposes of different genres in various contexts.

Enhanced Interpersonal Skills: Treating writing as a communicative act promotes the development of interpersonal

skills such as clarity, coherence, and persuasiveness in written communication.

Overall, the shift towards understanding writing as communication in ESP reflects a broader recognition of the social, cultural, and interactive dimensions of writing, emphasizing the importance of effective communication in academic and professional contexts. On the other hand, ESP teachers also face different challenges related to their roles. Those challenges includeESP teachers face various challenges related to their roles as ESP practitioners (Dudley-Evan & John, 1998), including:

Course Design and Material Development: ESP teachers need to design courses and develop materials that are tailored to the specific needs and goals of their students. This process can be challenging as it requires a deep understanding of the target field, the language requirements, and the learning objectives of the students.

Research and Needs Analysis: ESP teachers are expected to conduct research and needs analysis to identify the language skills and competencies required by their students in their specific professional or academic contexts. This task can be time-consuming and demanding, especially when trying to align the curriculum with the evolving needs of the learners.

Collaboration and Evaluation: Collaboration with other stakeholders, such as industry professionals or subject matter experts, is essential for ESP teachers to ensure the relevance and effectiveness of their teaching. Additionally, evaluating the progress and outcomes of ESP courses can be challenging, requiring teachers to use a variety of assessment methods tailored to the specific goals of the program.

Professional Development: Keeping up-to-date with the latest trends, research, and best practices in ESP teaching is crucial for ESP teachers. Continuous professional development

can be a challenge due to limited resources, time constraints, and the need to balance teaching responsibilities with personal growth in the field.

Adapting to New Situations and Roles: ESP teachers often need to adapt to new situations, roles, and contexts as they work with diverse groups of learners with varying language needs and goals. Flexibility, creativity, and the ability to adjust teaching strategies to meet the changing demands of the ESP classroom are essential skills that ESP teachers must develop.

Further explained below are some proposed measures to tackle the existing gaps and challenges in teaching English for Specific Purposes (ESP). The first recommendation emphasizes the use of authentic materials in ESP courses, aiming to mirror real-world contexts and tasks. Incorporating authentic materials enables learners to engage in communicative activities that closely resemble situations they may encounter in their professional or academic fields, thereby enhancing the relevance and practicality of the language skills taught. Another key proposal encourages a focus on learner self-direction. By fostering an environment that encourages autonomy in the learning process, ESP teachers can empower students to take an active role in their language acquisition journey. This emphasis on self-directed learning aims to make students more independent and motivated learners, contributing to their overall language proficiency.

It is also crucial to underscore the importance of needs analysis and material adaptation. ESP practitioners are advised to conduct thorough needs analysis to identify specific language skills required by learners in their respective fields. Based on this analysis, teachers can then adapt materials to address the identified needs, ensuring that students are equipped to handle authentic examples of specialist discourse effectively. Continuous professional development is identified as a crucial

aspect of effective ESP teaching in the proposed solutions. ESP teachers are encouraged to engage in ongoing learning to stay informed about the latest research, trends, and best practices in ESP education. This commitment to continuous professional development is seen as instrumental in enhancing teaching effectiveness, improving course design, and ensuring that teachers are well-prepared to meet the evolving needs of their students.

By implementing these recommendations, ESP teachers have the potential to elevate the quality of their teaching, overcome challenges in ESP education, and create a more engaging and effective learning environment for their students.

CONCLUSION

The conclusion is that the nature of English for Specific Purposes (ESP) learning differs significantly based on the learning environment. In an endogenous English-speaking environment, ESP learning occurs organically and aligns with the numerous opportunities for English for General Purposes (EGP) and ESP acquisition outside the traditional classroom setting. On the other hand, in an exogenous non-English-speaking context, such as many parts of Europe, Latin America, Asia, and Africa, ESP learning is often more simulated or facilitated through information and communication technology (ICT). This distinction highlights the importance of considering the contextual factors and available resources when designing ESP programs and materials to ensure effective and relevant language learning experiences for learners in diverse linguistic environments. The difference between ESP learning settings emphasizes the importance of doing thorough research on language skills in ESP for effective teaching. When teaching is based on research, it means that the methods used are supported by evidence and customized to meet the specific needs and

situations of learners. By studying the language skills needed in different ESP areas and understanding the challenges learners face in various settings, teachers can create focused teaching materials and strategies. This approach enhances language abilities and communication skills. Additionally, ESP research helps identify new trends, technological advances, and effective practices in language education. This enables teachers to adjust their methods to meet the changing needs of learners in different language environments. Ultimately, a well-informed, research-based approach to ESP teaching creates a more interesting, applicable, and effective learning experience for students. It equips them with the language skills necessary for success in their specific fields of study.

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CHAPTER 5
ENGLISH FOR SPECIFIC PURPOSES
FOR ECONOMY AND BUSINESS

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INTRODUCTION

English for Specific Purposes (ESP) is an English learning approach based on the goals or needs of the learner. In the context of English language learning, this approach is very popular and very much needed, especially for those students or students from universities who come from outside the English department. This program supports government policies, especially in the field of education that focuses on the purpose of English language learning, namely to improve the ability of students or students to use English, especially for the needs of developing the academic and professional career sides of these students.

This ESP emphasizes the reading ability of students to understand material topics authentically according to their major effectively. In this discussion, the author begins a study related to the basic concepts of ESP, in terms of its definition and role in learning. Therefore, because this study discusses related to the ESP program for economics students, the author conducts a needs analysis first, including determining ESP needs for economics students or the general public or anyone who is interested in studying the world or the field of economics. In this study, a needs analysis is carried out first, then presented in the form of a syllabus, in which it makes learning objectives,

materials, methodologies, and evaluations of ESP-based English learning.

THE BASIC CONCEPTS OF ENGLISH FOR SPECIFIC PURPOSES (ESP)

English Language Teaching for Specific Purposes (ESP) is used by students as a provision in improving English language skills in certain fields. In addition, this skill can be useful for students before, during, or after graduating from college. Therefore, seeing the needs of economics students, for this study the author conveys a discussion of the purpose of teaching first, followed by materials and methods developed tailored to the needs and potential interests of students. ESP is not only used for adults who master English, or those who are proficient, but also for English learners in general.

Hutchinson & Waters (1987, p.19) argue that ESP teaching is determined by who the target students are, for example economics faculty students, so the content, methods and English teaching approaches used are determined based on the learning objectives for these students, Robinson (1991 , p.1) explains that efforts that focus on the ESP program in their activities cannot be separated from the elements of education, training and practice, and use three important things in knowledge, including language, pedagogy and areas of special interest for students/participants. Richard & Rodger (2001, p.107) ESP provides services for those including students, engineers, nurses, and anyone who needs English to carry out certain tasks or roles easily and synergize the skills they have, with real needs in the field.

Strevens (1998) defines ESP as a specific goal English language teaching. He further revealed that ESP necessary to differentiate between four absolute variables and two characteristics. Four absolute characteristics of ESP in language

teaching, namely: 1. designed to meet the specific needs of students, 2. related to the content, namely themes and topics) specifically disciplines, jobs, and activities, 3. centered on language that fits the activity syntactically, lexis, discourse, semantics, etc. and analysis of this discourse, and, 4. differentiated from General English. While the characteristics of the two ESP variables may be present, they are not need: 1. limited to language skills that must be learned (for example reading only), 2. not taught according to a predetermined methodology. ESP for economics is intended to prepare students to use English in the academic, professional fields and if they are already working, it can be used in the work environment to make it easier to understand the work environment.

According to Dudley-Evans: ESP consists of absolute characteristics and variable characteristics, where these 2 characteristics have their own characteristics including: Absolute Characteristics 1. define ESP for the specific needs of learners, 2. ESP uses the methodologies and activities underlying the disciplines it serves, 3. ESP centers on the language that corresponds to the activity in terms of grammar, lexical, registers, study skills, discourse, and genre. Variable Characteristics 1. ESP is designed for specific disciplines, 2. ESP is used in certain teaching situations, different methodologies than General English, 3. ESP is designed for adult learners, at higher institutional level institutions or in professional work situations. 4. ESP is designed for intermediate or advanced level students. 5. ESP systems mostly assume basic knowledge of the language.

(Salima Maouche 2021) The Algerian government believes that to become a globally competitive country it is necessary to promote English language learning where this activity can result in various curricular reforms influenced by the economy globalization. By establishing an education system that provides

skills improvement that adapts to the needs of global economic growth so that English provides support for education, employment, social status and financial development. Moreover, regarding pedagogy, there needs to be a transformation from ESP to TEGKOM teaching (Teaching English for global communication) where inevitably there will be interactions of global forces in socio-culture. Teachers need awareness to improve students' skills and competencies by providing English language learning that is in accordance with the target language syllabus, which can mobilize participation from all aspects or elements of society in supporting the achievement of English language understanding. As well as the government's contribution in bridging the gap between various actors by providing support for various programs to increase skills development and implement improved reforms in educational institutions.

Along with the development of technology and globalization, this condition has an impact on teaching and learning English, including the need for an in-depth understanding of the factors and their influence on current socio-economic conditions. The increasing dominance of English in the market economy demands that society and policy makers pay greater attention to English language education. Even the industrial societies of the past gave way to an economic profile based on the globalization of manufacturing and commercial exchange. Application of science, technology and management information, as key elements of productivity in sustainable growth even though there are still gaps. However, due to the mastery of technology, media sources and countries that are still new to trade, which have different economic scope and apply special education, Castells believes that these countries need to apply the principles of the new global economy. [1][2] [3]

The importance of learning English, especially in learning

English for specific purposes (ESP), is so important that English has become a means of communication in the media and global business. The role of ESP is increasingly reaching the entire world, including in meeting economic and social needs in various regions of the world. [4] Studying ESP is very beneficial for anyone, those who have linguistic capital, that is, they can speak English well or have high English language qualifications, will be able to easily complete the job, apart from that, with high language skills they will be in a high position. Because linguistic capital increases their employability and they tend to obtain good financial balance as well. Why learning ESP is also very important, because learning English can provide motivation for us to study abroad. So that increasing learning and linguistic knowledge nationally and internationally will be able to change people's motivation and mindset to be enthusiastic about learning English for various reasons, including to improve the economy, as bilingual competence and valuable linguistic capital that can increase world appreciation for human resource competence.

According to Mark Warschauer [5], "Informational has given rise to economic, social, and cultural dynamics which are very different than those of the industrial area and which are shaped by an overriding contradiction between the power of global networks and the struggle for local identity (Barber, 1995; Castells, 1996; Friedman, 1999).

Realizing the world's strong challenges, including globalization, will improve people's lives. It is very easy to be influenced by international networks that operate through various forms, including financial markets, transnational companies, the internet, centers of authority and traditional meanings, such as family, patriarchy, nation. Therefore, society in an individual or collective context must fight to maintain national identity.

English is an entirely neutral tool without its weight. Instead, as Pennycook points out [6], English carries a set of ideologies, values, and norms based on the history of its development and use. The spread of English thus privileges certain groups of people (including native speakers and non-native elites who have the opportunity to master it well) and may harm others who have less opportunity to learn it.

To prepare citizens and individuals to face the advanced industrial world and mobility in the economic market, it is necessary to build an EFL teaching and learning process to achieve the expected human resource capacity. However, in studying ESP in economics and business, it is very important to have economic tools and study various businesses related to interdisciplinary fields. Therefore, as a human resource, the teaching and learning process of Economics and Business English must be linked to economic education where language skills can be interpreted in such a way. As expressed by Grin [7] [8]:

"(….) a systematic, rational, theoretical-based effort at the societal level to modify the linguistic environment with a view to increasing aggregate welfare. It is typically conducted by official bodies or their surrogates and aimed at part or all of the population living under their jurisdiction."

In studying English we need to study the economic culture of a nation, this is necessary as a step to advancing the country's economy, so that later ESP learning can start from studying the culture and economic development of this nation. Today's global economy demands citizens who are highly educated and master many necessary skills such as critical thinking, adaptability, and communication [9]. Developments in information and communications technology (ICT), automation, changes in globalization, changes in the workplace, and increased employment expectations. In other words, think intelligently and

logically and develop communication skills is also highly recommended [10]. ICT and innovation continue to develop, producing works more complex and challenging fields. Therefore, it is increasingly important for students to learn it new millennium skills to adapt appropriately to the new business environment and ensure success. It's a very competitive workplace today. Currently, skills, knowledge, good habits and personal character are needed to build the world. So that stakeholders, such as educators, lecturers, higher education professors, employers believe that improving skills is needed in the educational, career or civil spheres. Glossary of Educational Reform [11] More precisely, learning, teaching and learning a particular language for a particular purpose has its own challenges, but with the right strategy and meaningful learning, based on determination, the courage to take risks and decisions, the goal of learning English can be achieved.

We can ask the following questions: (1) What skills are most important and competencies from the perspective of employers and teachers or business lecturers that students need to thrive in the global economy? (2) Is there harmony or congruence between the skills learned business and economic objectives and skills required by employers? What does the future hold for ESP students? From an entrepreneur's point of view, what understanding and skills are needed by students and graduates of economics faculties, including other development skills such as communication, adaptability, poor, and work ethic [12], [13]. And also there are other skills we must take into consideration. (See Table 5.1) Table 5.1. The ESP students' future careers employers and ESP for the economy and business teachers

Table 5.1. The ESP students' future careers employers and ESP for the economy and business teachers

The ESP students' future careers employers	ESP for the economy and business teachers
Work Readiness Skills	Basic/Fundamental skills
People-Related Skills	Technical Skills
Interpersonal Skills	Knowledge in the Specialized Area
Communications (Oral & Written)	Conceptual/Thinking Skills
Collaboration/Teamwork	Critical Thinking/Problem Solving
Personal Skills	Analytic Thinking
Adaptability/Flexibility	Planning and Organizing
Leadership	Decision-Making
Professionalism	Information Technology
Work Ethics	Business Skills
Voluntarism	Creative Thinking/Innovation
Social Responsibility	Global Business
Hard Skills	Multicultural awareness
Business Skills	
Dealing With Real-World Problems	
Creative Thinking/Innovation	
Global Business	
Multicultural awareness	

Adapted from: Khaled Alshare, Qatar University Maysoon F Sewailem, Qatar University

Globalization has brought changes to the world, including: affecting living standards, various cultural, economic, environmental and political aspects. Even now we see very drastic changes in our education system, namely world education reform. There is mobility and ESP-teaching and learning processes, so now it is necessary to introduce or promote English language learning for professional purposes, so that the material provided can be put into practice directly in daily life or work. In accordance with the concept of globalization, English is a link the world and parts of the community that are interrelated or united in a more revolutionary education system that synergizes with various technological tools existing ones are used to meet community needs.

Globalization is the extraordinary impact of global economic processes related to production, consumption, trade, capital flows, and monetary interdependence. It's not just that

technology has become another key driver globalization and foreign language education were and are sources of international communication which makes this global economic process possible, intercultural communication there is a need for cross-cultural exchange of goods. Is Teaching English for Global Communication (TEGC) necessary? And the importance of compiling an ESP teaching syllabus? The role of teaching and learning English is so important Specific Economic and Business Goals. We certainly need to raise key issues regarding the teaching of prayer culture simultaneously: economic culture and language culture. In order for ESP learning objectives to be realized, teacher or lecturer awareness is needed to improve skills and competencies which will later be generated through the learning syllabus. It's similarly explained in tabular form, these recommendations require partnership, consolidation, coordination and participation of all actors. In addition, stakeholders such as the government can bridge the gap between various actors by providing funding for "skills development" programs and implementing them as an effort to reform improvements in educational institutions. [14] The implementation of the English for Specific Purposes (ESP) curriculum always carry out activities that have been made in the RPS and implemented in learning. [15]

Table 5.2. Example; Implementation of English for Specific Purposes (ESP) Based Curriculum Management Study Program

1. Preparing students for learning 2. Explain the benefits of teaching materials in the world of work 3. Ask questions that relate previous knowledge to the material to be studied 4. Describe the learning objectives and competencies to be achieved 5. Convey the scope of the material 6. Describe the steps of activities that will be carried out during the learning process 7. Provide opportunities for students to find information through reading various literature according to learning themes 8. Provide opportunities for students to find information from the internet according to learning theme 9. Provide opportunities for students to carry out observations in accordance with theme 10. Provide opportunities for students to conduct experiments according to theme 11. Provide opportunities for students to do direct practice in accordance with theme 12. Provide opportunities for students to conduct case analysis according to the theme 13. Provide opportunities for students to explain the benefits of the given theme 14. Provide opportunities for students to present reports in accordance with theme 15. Provide opportunities for students to find generalizations in accordance with theme	16. Provide opportunities for students to identify problems in accordance with theme 17. Provide oral feedback on student success, especially speaking skills 18. Provide verbal feedback on student success, especially speaking skills 19. Provide motivation to students who have not actively participated 20. During the learning process, lecturers as facilitators of learning 21. Making conclusions with students 22. Reflection on activities that have been carried out 23. Feedback on learning processes and outcomes 24. Plan follow-up activities (remedial, enrichment, individual/group assignments) 25. Plan a follow-up lesson plan for the next meeting

Table 5.3 Example; Implementation of the Management Study Program's English for Specific Purposes (ESP) Based Curriculum

1. Prepare students for learning 2. Explain the benefits of teaching materials in the world of work 3. Ask questions that link previous knowledge to the material to be studied 4. Explain the learning objectives and competencies to be achieved 5. Convey the scope of the material 6. Explain the activity steps that will be carried out during the learning process 7. Provide opportunities for students to seek information by reading various literature according to the learning theme 8. Give students the opportunity to search for information from the internet according to the learning theme 9. Give students the opportunity to carry out observations according to the theme 10. Give students the opportunity to carry out experiments according to the theme 11. Provide opportunities for students to carry out direct practice according to the theme 12. Give students the opportunity to carry out case analysis according to the theme	13. Give students the opportunity to explain the benefits of the given theme 14. Provide opportunities for students to present reports according to the themev 15. Provide opportunities for students to find generalizations according to the themev 16. Provide opportunities for students to identify problems according to the theme 17. Provide verbal feedback on student success, especially speaking skillsv 18. Provide verbal feedback on student success, especially speaking skills 19. Provide motivation to students who have not actively participated 20. During the learning process, the lecturer acts as a learning facilitator 21. Make conclusions with students 22. Reflection on activities that have been carried out 23. Feedback on learning processes and outcomes 24. Plan follow-up activities (remedial, enrichment, individual tasks

Each study program has its own vision, mission, graduate profile and curriculum. The implementation of skills to meet the applicable needs that students must have is adjusted to the needs of the Business World of Industry (DUDI). Students are prepared to be able to follow the rapidly developing currents. So that higher education must synergize with the Business World of Industry (DUDI). The aim of the business world and the industrial world working together is to improve quality in accordance with the needs and demands of the job market, so that graduates can easily enter the world of work, in this case English which is specific to certain professions is very good to implement.

The factors that influence whether a graduate is good or not are seen from the program implemented (Ajisoko, 2018), in this case the implementation of the curriculum. Curriculum implementation plays a very important role in the educational process and learning approach (Astawa, 2011). Curriculum implementation has not been implemented optimally in the learning process as seen from the readiness of lecturers, human resources (HR), facilities, independence of the Head of Study Program, conducive environment, planning, implementation and evaluation of the curriculum. Teacher (lecturer) factors also influence curriculum implementation. Jatmoko (2013) stated that to implement the curriculum according to the design, several preparations are needed, especially the readiness of the implementer. No matter how good the design or curriculum design that is developed, its success depends on the teacher (lecturer). Even a simple curriculum, if the teacher has high ability, enthusiasm and dedication, the results will be better than a great curriculum design but the teacher's ability, enthusiasm and dedication are low (Askar, 2005) [16][17][30]

Teachers or lecturers are the main key to the success of the curriculum. Teachers who have good competencies will have a

big influence on curriculum implementation. So if the teacher has high ability, enthusiasm and dedication, let alone innovation in implementing the curriculum, it will have an impact on the quality of graduates who are ready to work (Bahri, 2011. Curriculum implementation should develop student creativity more than mastery of the material (Bahri, 2018). Students as subjects in the learning process, and communication in learning will be seen from the evaluation results they obtain in the form of grades for certain courses.[22][23]

Miller & Seller (1985) mengemukakan bahwa implementasi kurikulum merupakan: the process of putting into practice an idea, program, or set of activities new to the people attempting or expexted to change. This means that curriculum implementation is the process of putting into practice new ideas, programs, or a series of activities for people to achieve change. Miller & Seller (1985) stated that implementation as a process. Implementation involves reducing the differences between exiting practices suggested by the innovation. This means that implementation is a process, implementation includes reducing the difference between practical reality and practical expectations by an innovation. [35]

This implies that implementation is a process of behavior change, in the direction suggested by the innovation that occurs in the field from time to time, and if these obstacles can be overcome in its development (Eleni, 2014; Gao, 2007). Kristiantari (2014) suggests factors that influence curriculum implementation, namely curriculum characteristics implementation strategies, assessment characteristics, teacher knowledge about the curriculum, attitudes towards the curriculum, and directing skills. Imrotus (2016) stated that curriculum implementation is a manifestation of efforts to make the curriculum, which is still a written document, actual in a series of learning activities.[26][27][33][29]

Tyler (1949) stated that curriculum implementation is in implementing the curriculum it would be expected that some modification would be required. If for example, a curriculum was developed externally to a school and was then implemented within it, one would anticipate some modifications being necessary to take account of different local contextual factors such as the variation in nature of students, different school resources, different teachers, parental input variations, community support and so fort. This means that in implementing the curriculum, opportunities need to be given for modification, because there will be differences between the design and local and contextual factors, such as individual differences in students, schools, teachers, parental conditions and community support.[39]

Oliva (2013) stated that curriculum implementation is a process of applying ideas, concepts, policies or innovations in practical actions so that they have an impact, whether in the form of changes in knowledge, skills, or values and attitudes. So that in implementing the curriculum we are required to fully implement what has been planned in the curriculum to be carried out with all our heart and strong desire. In implementing the curriculum, there must be no contradiction between design and implementation (Johson & Machando, 2000; Kusumaningputri, 2010). Curriculum design and implementation is a system that forms a straight line in connection (the concept of linearity) in the sense that implementation reflects the design, so it is very important to understand teachers and other field actors involved in the learning process as the core of the curriculum to understand curriculum design properly and correctly.[38][32][34]. Wahyudin (2016) suggests that there are three approaches to curriculum implementation, including: First, the fidelity perspective of the curriculum is seen as a design (program)

taught by teachers, curriculum developers who have curriculum specializations outside the school system such as consultants, academics, or teachers. . Second, mutual adaptation, this approach has the main characteristic in implementation that implementation is carried out with adjustments based on real conditions, needs and contextual development demands. This approach has the assumption that based on empirical findings, in reality the curriculum can never really be implemented according to plan (Narsoyo, 2010), but needs to be adapted to local needs. Third, Enactment Curriculum views the program plan (curriculum) as a product or event (development) but rather as a developing process. Teachers use external curriculum plans as a reference so that the curriculum can be implemented better and more meaningfully for both teachers and students. [42][37]

Teachers are creators in curriculum implementation (Abdillah, 2007; Ali, 2017). From the curriculum enactment perspective, the curriculum as a process will grow and develop in interactions between teachers and students, especially in forming the ability to think and act (Arikunto, 2002; Chen, 2006; Sanjaya, 2010). The three approaches explained, it can be concluded that the approach to implementing an English for Specific Purposes (ESP) based curriculum uses a mutual adaptation approach, because implementation is carried out based on real conditions, contextual development needs and demands, empirical findings, and can be implemented according to an adjusted plan. with local needs.[16][18] [19][24][[39]

English for Specific Purposes (ESP) is a teaching that aims to equip students with language skills and components according to their field of knowledge. As Jerusalem (2012) states that English for Specific Purposes (ESP) is: a learning language for achieving a specific purpose of a learner, say, for being able to communicate with other (business purposes), to need and write in Biology (Biological purposes). This means

that English teaching is based on students' needs, both for oral and written needs, to achieve certain goals, both in the field of Biology (Biological purposes).[31]

Hutchinson & Waters (1987) stated that the learning process design approach is in accordance with the needs of learners, both from their experience and knowledge, and in practice develops a syllabus from selecting, adopting material and the goals to be achieved. There are three main points in designing a learning approach developed by Hutchinson & Waters (1987), namely: (1) learning centered course design; (2) skills oriented (skills icentered); and (3) learning-oriented approach (learning centered). The language-centered learning approach or design process (Learning Centered Course Design) aims to directly describe the relationship between needs analysis and the content of English for Specific Purposes (ESP). [28]. Curriculum implementation in the study program includes preliminary activities, core learning activities and final learning activities, always implementing the steps in learning that are in the RPS.

CONCLUSION

The article above has provided an illustration of how important it is to learn English, not only as an international language but also as it spreads extensively. In developing countries, economic growth occurs a lot and is apparently influenced by conditions at the international or global level, including economic aspects. Therefore, individuals and society need to strengthen their English to face communication in the business world. For example, a person can participate fully in the new economy as a worker, consumer, producer, and so on. Residents need to continue to improve their English language competency through ESP learning. Mastering ESP is not just a necessity but an obligation and responsibility of all parties,

including the role of school or university educational units or institutions to improve flexible communication skills by increasing the competence of teacher educators or lecturers in order to successfully educate students or pupils. to have national competence. Internationally, skilled and reliable resources are needed. This fact increasingly encourages the importance of learning and mastering English and communication in rapid economic growth. Included of curriculum implementation in the study program includes preliminary activities, core learning activities and final learning activities, always implementing the steps in learning that are in the RPS.

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CHAPTER 6
ENGLISH FOR COMPUTER ENGINEERING

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INTRODUCTION

The education system in Indonesia mandates English as a General Studies course (MKU) that must be taken by all students, regardless of their chosen major. However, a question arises regarding the relevance of the English material taught to the needs and specifications of each major. For example, do Economics students learn the same content as Information Technology, Literature, or other majors? The answer is, of course, different, given the differences in content and terminology used in various fields. This phenomenon is known as ESP or English for Specific Purpose (Indah, 2013). ESP reflects an approach to teaching English that is tailored to the specific needs of a particular discipline or profession. By implementing ESP, English material can be adapted to align with the context and relevant terms in each major (Robinson, 1980). Thus, students not only acquire general English language skills but also master communication in specific situations and contexts more effectively. Through the ESP approach, the primary goal of teaching English is not only to familiarize students with the basics of the language but also to equip them with relevant and beneficial communication skills in their respective fields of study. Thus, the education system can be more responsive to individual needs, ensuring that the English language skills acquired by students can be applied more

effectively in the context of their future professional work or activities.

English lecturers or instructors surely are well-acquainted with ESP materials. In this section, the author confines the discussion of ESP to English for Computer Engineering. The importance of understanding ESP in the context of English for Computer Engineering is to enable students to master not only the general aspects of the English language but also the terminology, concepts, and specialized language required in the field of Computer Engineering. Thus, English instruction can become a more effective tool in preparing students to communicate efficiently in their professional environments in the future. In English for Computer Engineering, the focus of learning extends beyond language fluency to the application of communication skills in the context of software development, data analysis, and various other technical aspects integral to Computer Engineer. By adopting this focused ESP approach, it is expected that students will be better prepared practically and will master English with high relevance to the specific needs of their field of study.

In today's interconnected world, where technology plays a central role in driving global progress and innovation, mastering the English language has become an indispensable skill for professionals in the field of computer engineering. This statement underscores the critical link between language proficiency and success in the realm of computer engineering. As the world becomes increasingly interconnected, English has emerged as the lingua franca of the global business and technology landscape. This means that it serves as the common language that enables communication and collaboration among people from diverse linguistic and cultural backgrounds. In the context of computer engineering, where innovation and

information exchange know no geographical boundaries, the importance of English proficiency cannot be overstated.

The field of computer engineering itself is in a constant state of expansion and evolution. With each passing day, new technologies, methodologies, and tools emerge, driving the need for highly skilled professionals who can not only understand these complex technical concepts but also effectively communicate and convey their ideas to various stakeholders. This includes fellow engineers, non-technical team members, managers, clients, and global audiences.

THE SIGNIFICANCE OF ENGLISH FOR COMPUTER ENGINEERING

Computer engineering is a dynamic and rapidly evolving field. The work of computer engineers is not limited to coding and designing hardware; it extends to collaborating with multidisciplinary teams, communicating complex ideas to non-technical stakeholders, and presenting solutions to a global audience. In this context, English proficiency is not a mere advantage but a fundamental requirement. There are some reasons why English proficiency is vital for computer engineering professionals.

Firstly is Effective Communication. Computer engineering professionals often work in collaborative teams and must be able to communicate their ideas and solutions clearly and accurately. Whether it's discussing code with colleagues, explaining the intricacies of a complex system, or providing project updates to stakeholders, the ability to express technical concepts in English is crucial. Secondly is Documentation. Computer engineers are frequently tasked with creating technical documentation, including user manuals, system specifications, and software documentation. These documents must be well-structured and clearly written to ensure that end-users, colleagues, and clients

can understand and utilize the information effectively. Thirdly is Global Collaboration: In today's interconnected world, computer engineering projects often involve teams from different countries and cultural backgrounds. English serves as the bridge that enables effective communication and collaboration, making it possible to share expertise and knowledge across borders. Fourthly is Presentation Skills. Computer engineers frequently need to present their work, whether it's to colleagues, management, clients, or at conferences and industry events. Strong presentation skills, including the ability to deliver technical content in a compelling and understandable manner, are essential for professional success. And lastly is Job Opportunities. English proficiency opens doors to a broader range of job opportunities, particularly in multinational corporations and research institutions. Many job postings in computer engineering specify English language proficiency as a requirement, and candidates with strong language skills often have a competitive edge.

In short, mastering the English language has become a prerequisite for computer engineering professionals in the contemporary, technology-driven world. It is not merely a matter of convenience but a necessity for effective communication, collaboration, and career advancement. As the field of computer engineering continues to expand and evolve, the demand for engineers who can bridge the gap between technical expertise and effective communication will only increase, emphasizing the enduring relevance of English proficiency in this field.

INTEGRATING COMPUTER FOR TEACHING ENGLISH AS A FOREIGN LANGUAGE

In the late 1980s, computers emerged as a groundbreaking educational tool within the realm of English language teaching.

By the 2000s, numerous researchers, including Alshumaimeiri (2008) and Zaytoon (2005), recognized the tremendous potential of computers and advocated for their integration into English language instruction. They came to the realization that computers had the capacity to significantly enhance aural language acquisition and spoken language proficiency. In harnessing this contemporary learning instrument, the 'three axes approach,' involving the student, the teacher, and the teaching methodology, takes on paramount significance. Computers are poised to furnish students with constructive feedback while simultaneously safeguarding their privacy and autonomy.

Computers empower students to access a diverse range of programs for acquiring English as a second language, either independently or in collaborative settings. The adaptability inherent in computer-assisted learning affords students the invaluable ability to revisit and review content at their own pace, free from the constraints of constant teacher oversight and the pressures of benchmarking their progress against peers. Computers have the potential to infuse the learning environment with enjoyment and comfort, benefitting both students and teachers, while fostering communication within the educational process. The incorporation of computers into an educational system equips teachers, students, and curriculum developers with a multitude of avenues for tailoring the teaching approach to the specific learning environment, the context of instruction, and the individual needs of each student.

The support that advanced technology, particularly computers, provides to language learners and educators has given rise to Computer-Assisted Language Learning (CALL). CALL represents a modern approach to teaching and acquiring foreign languages. Methodologically speaking, CALL is a highly diverse discipline that leverages Computer-assisted Learning

Software (CALS) and draws inspiration from applied linguistics (Vrasidas et al. 2007). CALL has played a pivotal role in advancing language acquisition, marking a concerted effort to harness technology for profound and effective language learning (Aljameel, 2022). Successful implementation of CALL has yielded enhanced learning outcomes for both teachers and students (Han, 2020). CALL has expanded across various multidisciplinary domains, encompassing a wide array of tasks and activities. Given the dynamic nature of CALL technology, its mission has been to integrate seamlessly within and beyond traditional classroom settings (Beatty, 2010). CALL plays a pivotal role in nurturing students' ability to develop, refine, express, and defend their ideas. It necessitates that students structure their thoughts and information into a coherent knowledge framework, enabling them to articulate their viewpoints effectively. Active engagement by learners fosters a diverse array of perspectives on various subjects. The online discourse environment afforded by CALL presents students with opportunities to engage with and resolve academic controversies (Harasim, 2000). Nonetheless, there are several inherent drawbacks and limitations associated with CALL. In contrast to traditional books, the use of CALL can be less user-friendly, potentially leading to discomfort and eye strain. Furthermore, the implementation of a CALL system can be financially burdensome. Without careful planning, proper materials, and adequate training for both teachers and students, CALL may prove to be ineffective.

CHALLENGES ENCOUNTERED BY ENGLISH INSTRUCTORS

There are at least four problems faced by instructors using computer in teaching English. They are (1) Lack of funds; The inadequacy of funds for implementing computer-assisted

language learning (CALL) initiatives poses a formidable obstacle in advancing language education. Insufficient financial resources hinder the acquisition of cutting-edge software, educational platforms, and necessary hardware, limiting the integration of technology into language classrooms. This financial shortfall also impacts training opportunities for educators and the development of engaging, interactive content that is vital for effective language instruction. The scarcity of funds constrains schools and institutions from investing in the latest CALL tools, hindering their ability to offer students a comprehensive and contemporary language learning experience. To overcome this challenge, securing additional funding and allocating resources to support the integration of computer-assisted language learning is crucial for ensuring equitable access to modern and effective language education. (2) The lack of applicable computer software and hardware; the absence of relevant computer software and hardware in the realm of teaching English creates notable impediments to effective language instruction. Without the necessary technological tools tailored for language education, educators may encounter challenges in delivering engaging and interactive lessons. This deficiency hampers the integration of multimedia resources, interactive exercises, and adaptive learning platforms, which are instrumental in enhancing language acquisition. Additionally, the lack of suitable hardware may restrict access to online resources and collaborative learning opportunities, limiting the overall educational experience for both teachers and students. Addressing this gap through the acquisition and implementation of appropriate computer software and hardware is essential for fostering a dynamic and technologically enriched environment in English language education (3) The lack of technical and theoretical knowledge is another major problem in the computer- aided teaching of foreign languages in universities;

The lack of both technical skills and theoretical understanding is a significant challenge in using computers to teach foreign languages at universities. This creates difficulties in effectively using digital tools and implementing sound teaching strategies. To address this, it's important to provide educators with training in both technical and pedagogical aspects, ensuring they can use technology effectively in language education (4) some teachers are not willing to use new technology to change the teaching methods and procedures; Resistance among certain teachers to adopt new technology and modify teaching methods and procedures is a notable challenge. Some educators may be unwilling to embrace technological advancements, leading to a reluctance to incorporate innovative tools and approaches into their teaching practices. Overcoming this hurdle requires fostering a culture of continuous learning and providing support to help teachers become comfortable and proficient with new technologies. Encouraging an open mindset towards technology integration can lead to enhanced teaching methodologies and better preparation of students for the digital era (Gao, 2021).

ATTITUDE TOWARDS COMPUTERS, THE INTERNET AND OTHER NEW TECHNOLOGIES

A cross-cultural study conducted by Tafazoli et al. (2019) aimed to investigate the attitudes of teachers and students towards Computer-Assisted Language Learning (CALL) in two countries, Spain and Iran. The results revealed no significant differences in attitudes towards CALL between teachers and students. These findings suggest that the majority of language teachers and students comprehend the pivotal role of CALL in both their professional and daily lives. The development, implementation, and utilization of CALL materials and tools in language education environments are unavoidable, and the emerging trend in language teaching and learning through

technology, as documented in this research, involves the extensive use of such materials and tools. In their study, Jahangard et al. (2020) examined the attitudes and perceptions of English as a Foreign Language (EFL) students regarding the utilization of Computer-Assisted Language Learning (CALL) programs and their perspectives on online writing systems. The results revealed that students generally exhibited a favorable disposition toward computer-assisted language instruction. Moreover, the findings suggest that learners consider CALL-based programs as supplementary tools, acknowledging their value as enhancements rather than substitutes for traditional classroom-based instruction. In essence, it is important not to depict CALL as a replacement or substitute for face-to-face classes.

Meanwhile, Malleh & Kürüm (2022) investigated the faculty's stance on Computer-Assisted Language Learning (CALL). The findings of the present study demonstrate that the majority of teachers exhibit a positive attitude toward the incorporation of computer-assisted language learning (CALL) into their teaching methodologies. Teachers express the view that working with computers is intellectually stimulating, and they do not experience anxiety when integrating computers into their classes. They believe that undergoing training sessions is beneficial in facilitating the proper implementation and utilization of computers in their teaching practices. Additionally, teachers are of the opinion that computers aid in organizing their work and time, contributing to thorough preparation. Moreover, they assert that computers play a pivotal role in fostering easy communication between teachers and students beyond the confines of the classroom, creating an interactive and engaging learning environment.

Moreover, in the study conducted by Nst & Daulay (2023), an exploration was made into students' perspectives regarding

the utilization of computers post the pandemic era. The findings revealed that the integration of Computer-Assisted Language Learning (CALL) continued to benefit English students in Higher Education even after the conclusion of the COVID-19 pandemic. The conclusion drawn is that a majority of Higher Education students hold a favorable view regarding the effectiveness of CALL in language learning beyond the pandemic era. In a parallel vein, Başöz & Çubukçu (2014) conducted a study shedding light on the nuanced perspectives of pre-service English as a Foreign Language (EFL) teachers regarding Computer-Assisted Language Learning (CALL). The research uncovered a spectrum of views, encompassing both positive and negative sentiments.

On the positive side, pre-service EFL teachers expressed favorable attitudes towards CALL, perceiving it as fostering a more relaxed and stress-free learning atmosphere. They acknowledged the flexibility afforded by CALL in language learning and deemed it as valuable as traditional approaches. Additionally, they considered CALL to be a meaningful extension of conventional learning methods. Regarding language skills, they believed that vocabulary knowledge and listening skills could be enhanced through the incorporation of computers into language learning.

However, amidst these positive perceptions, pre-service EFL teachers also held reservations. Notably, they did not believe that CALL contributed significantly to the development of their writing skills. Furthermore, there was skepticism regarding the equivalence of computer-assisted learning to oral practice in attaining proficiency in a foreign language. This duality in attitudes underscores the complex and multifaceted nature of pre-service EFL teachers' perspectives on the integration of CALL in language education.

THE GROWTH OF THE COMPUTER ASSISSTED LANGUAGE LEARNING

Xie's (2022) study delves into the efficacy of Computer-Aided Technology for Teaching English Courses in the Internet Era. The research scrutinizes the advantages of internet-based computer-assisted language education in English course instruction, presenting concrete examples of English teaching within this context. A critical examination of the experimental results is undertaken in this section, aiming to assess the effectiveness of the English course teaching. The findings reveal a notable increase in the number of words memorized by students following the integration of computer-aided technology. The article further delves into the students' capacity to compose in English, offering a thorough analysis of the efficacy of English teaching methods. Notably, the study asserts that the adoption of computer-aided technology by teachers led to a reduction in the error rate in English composition. Impressively, the total English scores exhibited a noteworthy improvement, escalating from 58.6% to 69.6%. This research sheds light on the positive impact of incorporating technology in English language education in the internet era, specifically showcasing advancements in students' memorization, composition skills, and overall English proficiency.

In a separate study, Yu & Zhang (2017) delved into the realm of Computer-based English Language Testing, offering a comprehensive overview of the current state of research and practice in China. This study specifically concentrates on research conducted by Chinese scholars and disseminated through prominent Chinese academic journals. The research findings underscore two pivotal areas that should guide future research agendas in this domain. Firstly, the study advocates for a reconceptualization of the construct of language use in computer-based tests. This entails viewing computer technology

not merely as a delivery platform but as an intrinsic component of the language construct to be assessed. Secondly, the study proposes a shift in the focus of comparability studies. Rather than solely exploring the comparability between computer-based and paper-based tests, future research should delve into the comparability between diverse computer technologies and platforms. This includes investigating the inter-operation ability of innovative multimodal and interactive tasks across different delivery platforms and their potential impact on the performance of test takers with varying characteristics, all tailored to different assessment purposes. This research provides valuable insights for shaping the trajectory of computer-based English language testing, emphasizing the need for a holistic understanding of technology's role in language assessment and the dynamic landscape of assessment tools and platforms.

Moreover, Yingzi (2020) conducted a comprehensive investigation into the Anxiety on Computer-Based Foreign Language Spoken Test (CBST). The study delves into the nuances of anxiety experienced by learners during this mode of assessment, comparing it to the traditional oral test method. Surprisingly, the findings suggest that CBST does not exacerbate anxiety levels among participants when compared to the conventional oral test. However, the research emphasizes the importance of considering specific sources of anxiety inherent in CBST. To address these concerns, the study suggests implementing practical pre-test training that familiarizes learners with the format of CBST. Additionally, improvements in the computer test system are recommended to further mitigate anxiety-inducing factors. The study concludes on an optimistic note, proposing that with effective pre-test training and enhancements in the computer test system, CBST could emerge as a valid and viable alternative to conventional face-to-face oral testing. This research underscores the potential of technology-

mediated language assessments while highlighting the need for careful consideration and refinement to optimize the testing experience for learners.

Finally, Lolita et al. (2020) delved into an examination of the impact of computer-assisted language learning (CALL) on the enhancement of English vocabulary among junior high school students. The study findings underscored that computer-assisted learning, particularly through dedicated software, provided students with valuable opportunities to actively engage and explore their English language skills, focusing particularly on vocabulary acquisition. This engagement occurred through individual, pair, or group exercises, enabling students to interact directly with the computer in a dynamic learning environment. The research contributes to the understanding that integrating computer assistance, specifically through Computer-Assisted Language Learning (CALL), has the potential to significantly elevate the English learning experience in junior high school. The emphasis on improving English vocabulary underscores the role of technology in creating interactive and effective language learning scenarios. The findings suggest that CALL, when thoughtfully implemented, emerges as a valuable tool to enhance language skills, making the English learning process more engaging and beneficial for junior high school students.

CONCLUSION

English proficiency is crucial for computer engineering professionals due to the need for effective communication, documentation, global collaboration, presentation skills, and expanded job opportunities. Computer-Assisted Language Learning (CALL) plays a vital role in enhancing language acquisition by providing personalized feedback, access to diverse learning resources, and fostering engagement in a supportive learning environment. Computer-Assisted Language

Learning (CALL) has become an essential tool for computer engineering professionals seeking to enhance their English proficiency. CALL provides a personalized and interactive learning experience that caters to the specific needs of each learner. Through CALL software and online learning platforms, computer engineers can access a vast array of resources, including grammar exercises, vocabulary building tools, and pronunciation guides. CALL also facilitates interactive communication with native English speakers and fellow learners, enabling computer engineers to practice their spoken and written English skills in a supportive and encouraging environment. CALL has proven to be an effective approach for improving English proficiency among computer engineering professionals, preparing them for success in their global careers. Computer-assisted language learning (CALL) has become an essential tool in modern language education. However, there are several challenges that instructors face when using CALL, including lack of funds, lack of applicable software and hardware, lack of technical and theoretical knowledge, and resistance from some teachers. Despite these challenges, the majority of teachers and students have a positive attitude towards CALL, recognizing its potential to enhance language acquisition. Continued research and development in CALL will help to overcome these challenges and ensure that CALL continues to play a vital role in language education. CALL has emerged as an effective tool for enhancing language acquisition, with studies demonstrating its ability to improve vocabulary, grammar, and composition skills. CALL can also reduce anxiety levels in learners during language testing. Effective implementation of CALL requires thoughtful planning, engaging activities, and consideration of individual learner needs.

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CHAPTER 7
ENGLISH FOR PSYCHOLOGY

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INTRODUCTION

In today's age of globalization, the ability to communicate in English has become an essential skill, especially in a professional context. Teaching English for Special Purposes (ESP) is becoming increasingly important, given the need to align the curriculum with the specific needs of students in a particular discipline. This chapter discusses the approaches that can be taken in teaching ESP in the field of psychology. From needs analysis to evaluation strategies, this book is designed to provide practical guidance to educators on how to develop effective and relevant programs. (Lavrysh & Saienko, 2018) States that Teaching ESP students is crucial to develop and improve their complex communicative competence. In the context of teaching ESP in psychology, the use of technology and interdisciplinary approaches play a key role in preparing students to face the complexity of tasks and challenges in the modern professional world of psychology. Thus, the book is expected to provide a holistic overview of English teaching in the field of psychology, help educators understand the needs of students, and design effective teaching strategies to anticipate a dynamic future in the world of psychological science.

APPROACHES IN TEACHING ENGLISH FOR PSYCHOLOGY

There are various approaches that can be used in teaching ESP to psychology. Some commonly used approaches include:

Need-Based Approach

(Astika, 2015) states that an approach is based on the commonly held belief of teaching language for communicative purposes. Teachers will work with students to identify their English language needs and develop a curriculum that meets those needs. It explains that a need-based approach focuses on the specific needs of psychology students in learning English. Teachers will work with students to identify their English language needs and develop a curriculum that matches those needs. This approach aims to ensure that the curriculum is non-uniform and meets the individual criteria of each student.

Task-Based Approaches

(Rozati, 2014) states that the word 'task' refers to some special activities that are carried out in the classroom. These activities are performed by putting an emphasis on meaning. According to (Littlewood, 2004) a task-based approach is an approach that focuses on developing the English language skills needed to complete specific tasks in the field of psychology. Teachers will give students challenging and meaningful tasks to encourage them to use their English skills. This approach emphasizes the direct application of English in a psychological context.

In English for psychology teaching, task-based approaches can be used to help students develop the language skills needed to communicate, write, and talk about psychological topics. One way to implement a task-based approach in English for psychology teaching is by using tasks that focus on

communication. For example, students can be assigned the task of writing a letter to a colleague about a psychological topic. This task can help students develop their writing skills and communicate about psychological topics. A task-based approach can also be applied in English for psychology teaching using tasks that focus on writing. For example, students can be assigned a task to write research papers on psychological topics. These tasks can help students develop their writing skills and learn psychological content. The task-based approach focuses on using tasks to help students learn. In the context of English for psychology teaching, this approach can be used to help the students develop the language skills needed to communicate, write, and talk about psychological topics.

Text Based Approach

(Matiso & Makena, 2022) states that effective implementation of the Text-based Approach in English Second Language (ESL) Classrooms is a grave component of the educational system. In English for psychology Text based approach is an approach that focuses on using psychological texts to develop English language skills. Teachers will use psychological text to teach grammar, vocabulary, and reading and writing skills.

Communicative Approach

This approach emphasizes the use of language for communication. In English for psychology teaching, a communicative approach can be used to help students develop the language skills needed to communicate with colleagues, write research papers, and discuss psychological topics. The Communicative Approach is an effective method to teach English. (Zhang et al., 2022). Communicative approach is the most commonly used approach in English for psychology

teaching. This approach emphasizes the use of language for communication. In EP instruction, communicative approach can be used to help students develop the language skills needed to communicate with peers, write research papers, and discuss psychological topics. In the context of English for psychology teaching, this approach can be used to help students develop the language skills needed to communicate with peers, write research papers, and discuss psychological topics. One way to apply a communicative approach to English for psychology teaching is to use a conversation-focused teaching method. These methods can help students develop their listening and speaking skills. For example, teaching methods such as role-play, discussion, and pair work can be used to help students practice using English to communicate about psychological topics. Communicative approaches can also be applied in English for psychology teaching using lessons that focus on communication. For example, students can be assigned to write research papers on psychological topics. These tasks can help students develop their reading, writing, and critical thinking skills.

Content-Based Approach

In English for psychology teaching, a Content-Based Approach can be used to help students understand psychological texts and write research papers. (Nurjannah et al., 2020) states that the use of Content based Instruction in English Language Teaching is effective in improving the students' achievement. It highlights how learning a language can be integrated with other subjects. One way to implement a Content-Based Approach in English for psychology teaching is to use teaching methods that focus on text understanding. These methods can help students develop their reading skills. For example, teaching techniques such as skimming, scanning, and

close reading can be used to help students understand psychological texts. A Content-Based Approach can also be applied in English for psychology teaching by using lessons that focus on psychological content. For example, students can be assigned the task of reading academic journals on a psychological topic. These tasks can help students develop their reading skills and study psychological content. Content-Based Approach is an approach that focuses on the subject matter the student is studying. In English for psychology teaching, a Content-Based Approach can be used to help students understand psychological texts and write research papers (Richards & Rodgers, 2014). The Content-Based Approach focuses on developing student understanding of the subject matter studied. In the context of English for psychology teaching, this approach can be used to help students understand psychological texts and write research papers.

ENGLISH FOR PSYCHOLOGY MATERIAL DEVELOPMENT

The critical steps that need to be taken to compile ESP teaching material that focuses on the specific needs of students in psychology include:

Need Analysis

It is important to understand the learning needs of psychology students in depth. Through this analysis, we can adapt teaching to their characteristics, creating a more focused and relevant learning experience. The design of curricula that are sensitive to the academic environment of psychology and the development of teaching materials that utilize psychological content effectively. The first step is to identify the needs of the students. What do they want to learn? What do they need to succeed in psychology? We can do this by reviewing the

psychology curriculum and talking to the curricular section and psychology lecturer about what competencies a psychology student needs to master.

Steps on Need Analysis

A review of the psychology curriculum: The psychology curriculum will give you an overview of the topics that students will be studying. Understanding the topics students will study can help you identify the English language skills needed to succeed in psychology. For example, if students are going to study clinical psychology, they need to have strong English skills to read and understand research journals, write research reports, and communicate with clients.

Discussion with a psychology lecturer: A psychology lecturer can give you information about the English language skills needed to succeed in the field of psychology. Psychology lecturers can provide information about their experience teaching psychology students and about English skills that they believe are important for student success.

In addition, a psychology lecturer can also advise on teaching methods and materials that you can use to meet student needs.

Table. 7.1. example of need analysis for English for Psychology

The results of the need analysis can be in the following forms	
Vocabulary	General vocabulary in the field of psychology
	Vocabulary specific to specific topics, such as clinical psychology, social psychology or developmental psychology Linguistics
Language Focus	Vocabulary specific to specific topics, such as clinical psychology, social psychology or

	developmental psychology Linguistics
	Special linguistics used in psychology, such as passive sentence structure, summary sentences, or complex sentences
Reading	Ability to read and understand psychological literature, either books or journals
	Ability to interpret statistical data and graphic
Listening	Ability to Listen and understand conversation in the work situation of a physicist or psychology related jobs
Writing	Ability to write psychological research reports
	Ability to write essays and psychological articles
Speaking	Ability to give oral presentations on psychological topics
	Ability to participate in classroom discussions
	Ability to communicate according to the context of psychological competence

Deciding the topics and Identifying Relevant Language Skills

The teaching materials should be designed in such a way that they reflect relevant psychological content. These include the development of modules, tasks, and activities that can facilitate the understanding of psychological concepts while strengthening English language skills.

In this context, (Knezović, 2016) states that The syllabus of Language/English for Specific Purposes courses meet the demands of the employment market when it comes to the

students' language skills and competences. Responsive ESP curriculum design and up-to-date teaching materials are the key to success in preparing psychology students to face the complexity of the professional world. Therefore, this chapter provides an important foundation for educators who want to design relevant and in-depth ESP teaching in the field of psychology.

Tabel 7.2. Example of Material Topics (Blueprint)

No	Topic	Learning Outcome	Relevant Language Skills
1	I am a psychologist	Students are able to Understand and speak using technical terms of job related to psychologists	Explaining jobs using simple present
		Students are able to Understand and speak using technical terms of places where psychologists can work	
2	Basic Knowledge in psychology	Students are able to understand and speak using technical terms of basic knowledge in psychology.	Explaining terms of psychology using Conjunction

3	Psychological measurement tools	Students are able to understand psychological measurement tools, their functions, and their benefits.	Explaining tools using adjective and adverb
4	Administering and scoring psychological tests	Students are able to understand and speak using technical terms of administering and scoring psychological tests	instructions and procedures using Verb 1
5	Interpreting human behavior	Students are able to understand and speak using technical terms of Interpreting human behavior	Conjunctions
6	Providing support and assistance to clients who are victims of violence	Students are able to understand and speak using technical terms. Providing support and assistance to clients who are victims of violence	passive sentence
7	Advocacy to clients in domestic conflict	Students are able to understand and speak using technical terms of	Modal

		Advocacy to clients in domestic conflict	
8	Early detection of problems and abuse of alcohol and illicit drugs in society	Students are able to understand and speak using technical terms of Early detection of problems and abuse of alcohol and illicit drugs in society	appreciate someone's opinion : agreement
9	Assistance to victims of problem and abuse of alcohol and illicit drugs;	Students are able to understand and speak using technical terms of early detection of problems and abuse of alcohol and illicit drugs in society	Conditional Sentences
10	Becoming a staff member or manager in human resource Department	Students are able to understand and speak using technical terms of Becoming a staff member or manager in human resource Department	explaining job description
11	Design and facilitate recruitment and selection processes	Students are able to understand and speak using technical terms of Becoming a staff	imperative / instruction

		member or manager in human resource Department	
12	HRD programmes and development.	Students are able to understand and speak using the technical terms of HRD programmes and development.	future tense
13	Publish research results or write abstract research in English	Students are able to understand and speak technical terms to publish research results or write abstract research in English	Phrases for abstracts in research writing
14	Business proposal	Students are able to understand and speak using Technical terms of Business proposal	outline for proposal writing

DESIGNING MATERIALS OF ENGLISH FOR PSYCHOLOGY

After deciding topics, learning outcomes and the relevant language skills, the next stage will be creating the materials. The materials can be adopted from the psychology hand book for reading passages. The conversation can be made to give example of technical terms and relevant language skill that will be studied by the students in each topic. The conversation can be recorded into an audio and become the listening practices. We

have may tools and application that can be used to put the conversation in to English native voice overs. The conversation can also be the source of grammar and writing practices. The speaking material can be made by using relevant of language skill into a communicative activity in individuals, pairs or groups.

Below is the example of building material for topic 1 in the previous table 7.2

Conversation :

In the classroom, some psychology students are discussing with their lecturers about the psychology profession.

Student 1	Sir, I'd like to know more about the psychology profession. What kind of work can a psychologist do?
Lecturer	The psychology profession is very broad, and there are many kinds of jobs that a psychologist can do.
	Clinical Psychologist: Clinical psychologists work with individuals or groups to deal with psychological problems, such as depression, anxiety, or eating disorders
	Educational Psychologists: Educational psychologists work in schools to help students who experience learning or behavioral difficulties. Industrial and organizational psychologist: Industrial and organization psychologists working in companies to help improve employee performance and create a positive working environment
	Forensic psychologists: Forensics psychologists are working in the field of law to provide expert assessments and descriptions of psychological problems.

	Community psychologist: Community psychologists work to improve public health and well-being.
Student 2	Well, there are so many kinds of jobs. What are the psychological terms that are commonly used in these jobs?
Lecturer	Yes, it's a lot. Some of the psychological terms that are commonly used in these works include:
	Psychopathology: A field of psychology that studies psychological disorders.
	Abnormal psychology: The field of psychology that studies the causes, symptoms, and treatment of psychological disturbances
	Clinical psychology is the field of the psychology which studies the diagnosis and management of psychologic disorder
	Educational psychology studies the relationship between psychology and education
Student 3	So, every kind of psychological work has its own psychological terms
Lecturer	Yes, right. These psychological terms are important to be understood by psychologists so that they can do their job properly
Students	Thank you for your explanation, Sir
Lecturer	I hope this information is useful to you

LANGUAGE SKILL

Grammar Focus: Explaining Jobs Using Simple Present

In the above conversation, the lecturer uses simple present tense to describe various types of psychological work and descriptions of his work. Here are some examples of simple present tense usage in the conversations:

Clinical psychologists work with individuals or groups to deal with psychological problems. *Educational psychologists work* in schools to help students who have learning or behavioral difficulties.

Forensic psychologist works in the field of law to provide expert assessments and descriptions of psychological issues.
Community psychologist works to improve public health and well-being.

Psychopathology studies psychological disorders. Abnormal psychology studies the causes, symptoms, and treatment of psychological disturbances.

Reading Passage : reading passage for the introduction part in example in table 7.2 topic 1 can be in the form of a profile of a Psychology expert below :

Marsha M. Linehan, PhD, ABPP, the developer of dialectical behavior therapy (DBT), is Professor Emeritus of Psychology and Director Emeritus of the Behavioral Research and Therapy Clinics at the University of Washington. Her primary research interest is in the development and evaluation of evidence-based treatments for populations with high suicide risk and multiple, severe mental disorders. Dr. Linehan's contributions to suicide research and clinical psychology research have been recognized with numerous awards, including the University of Louisville Grawemeyer Award for Psychology and the Career/Lifetime Achievement Award from the Association for Behavioral and Cognitive Therapies. She is also a recipient of the Gold Medal Award for Life Achievement in the Application of Psychology from the American Psychological Foundation and the James McKeen Cattell Award from the Association for Psychological Science. In her honor, the American Association of Suicidology created the Marsha Linehan Award for

Outstanding Research in the Treatment of Suicidal Behavior. She is a Zen master. *Source :* https://www.guilford.com/author/Marsha-M-Linehan

The technical terms in the passage can be written in the vocabularies sections and the meaning in Bahasa or English can be provided. The goal is to make students easily understand the new vocabulary's meaning. Reading section can be followed by comprehension practice in the from of written practice and speaking practice.

ASSESMENT
There are several assessment approaches that can be used in learning English for psychology:
Performance-Based Assessment
This approach emphasizes the evaluation of students' ability to perform specific tasks relevant to the psychological context. These can be oral presentations on psychological topics, writing research reports, or group discussions on academic articles.

Portfolio-Based Assessment
This approach involves collecting a variety of student work during the course, such as writing, research projects, and presentation recordings. Portfolios can provide a comprehensive overview of students learning progress and their respective strengths.

Test-Based Assessment
Written and standardized tests can be used to measure students' general English skills, such as vocabulary, grammar, and reading understanding. However, it is important to choose tests that are relevant to the field of psychology and adapted to the learning objectives of the course.

Self-Assessment

This approach encourages students to monitor and evaluate their own learning progress. Students can use self-assessment instruments, such as success criteria or reflection journals, to identify weak areas and improvement strategies.

Evaluated Components

In addition to the assessment approach, the evaluated component is also important to be considered. The ability to speak English in a psychological context includes some of the following components:

Reading skills: The ability to understand complex psychological texts, such as journal articles, textbooks, and research reports.

Writing skills: Ability to write various types of academic texts in the field of psychology, such as abstract research, case reports, and journal articles.

Speaking skills: the ability to communicate effectively in a variety of situations, like oral presentations, group discussions.

Listening skills l Ability to understand information delivered orally in a psychological context, such as lectures, panel discussions, and recordings of interviews.

Vocabulary and grammar: Understanding and use of vocabularies and special grammar used in the field of psychology.

Effective Assessment Strategy

To make an effective assessment, a mature consideration of some of the following strategies is required:

Relationship with learning objectives: Ensure that the evaluation instrument tests abilities that correspond to the established learning objective.

Variation: Use a variety of assessment instruments to get a more complete picture of the student's abilities.

Transparency: Clearly communicate the assessment criteria to the student before the evaluation activity is carried out.

Constructive feedback: Give useful and follow-up feedback to students after the evaluation process.

Professional development: Teachers themselves need to continue to develop knowledge and skills in the field of evaluation in order to be able to implement more effective strategies.

Example of assessment for table 7.2 Topic 1.

Language focus : Complete the sentences with the correct form of the verbs in simple present tense:

Psychology is the science that …….(study) human behavior and mind.

sychology ….(study) human behavior, including thoughts, emotions, and actions.

Psychology but …….(differ) from other related sciences.

Clinical psychologists ….. (work) with individuals or groups to address psychological problems.

Educational psychologists ……. (assist) pupils in classrooms who struggle with learning or behavior issues.

Forensic psychologists …. (assess) and …… (describe) psychological disorders in the legal field.

Listening and Speaking: Answer questions based on the conversation in the audio. The conversation given is recorded and given for the listening activity.

Example: Answer these questions based on the conversation!

What kind of work can a psychologist do?

What are the psychological terms that are commonly used in these jobs?

Explain the difference between clinical psychology and educational psychology.

Reading: reading aloud (checking pronunciations) and comprehension a passage about a life of a psychology expert

Writing: answer the questions based on the passage about Marsha M. Linehan, PhD, ABPP

Question 1: After reading the biography of Marsha M. Linehan, list her three most significant scientific achievements or honors.

Question 2: Provide an overview of Marsha M. Linehan's main areas of interest in research and the creation and assessment of evidence-based treatments.

Question 3: Enumerate and briefly describe the three honors and recognitions that Marsha M. Linehan has won for her work in clinical psychology and suicide research.

Question 4: Discuss the importance of the Marsha Linehan Award for Outstanding Research in the Treatment of Suicidal Behavior, including the history of its creation and the individuals behind it.

Project :   Retelling the profile of Marsha M. Linehan, PhD, ABPP using at least 7 sentences. The sentences should use the simple presents pattern. Explain the profile in a video.

CONCLUSION

This chapter deals with various approaches that can be used in teaching English for Psychology (ESP). From the phase of need analysis to the strategy of evaluation, this chapter is designed to provide practical guidance to educators in developing effective and relevant courses for students in psychology. The main emphasis of this chapter are: The importance of a need-based approach or need analysis: The need analysis helps to understand students' abilities and shortcomings so that the curriculum can be tailored to their needs. Various approaches to ESP teaching: Several approaches such as task based, text based, communicative, and content based are discussed and explained their benefits in a psychological context. Relevant material development: The teaching material should reflect the actual psychological content and be integrated with English language skills. Comprehensive assessment: Use a combination of assessment approaches such as performance-based, portfolio, test, and self-assessment to measure student abilities thoroughly. By applying the right approach and effective assessment strategies, ESP teaching is able to strengthen the English language competence of psychology students and prepare them to face the challenges of a dynamic professional world. Impact of technology and interdisciplinary approaches: mention the importance of using technology and collaboration with other fields to improve the effectiveness of ESP teaching. The author hopes that this chapter can help educators in drawing up a qualified and beneficial ESP program for students in psychology.

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CHAPTER 8
ENGLISH FOR INFORMATION AND TECHNOLOGY

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INTRODUCTION

The utilization of authentic materials holds great importance in the instruction of English for specific purposes. These materials are designed with real-world objectives in mind, rather than being specifically tailored for language learning. By integrating authentic materials into the curriculum, learners are exposed to genuine language use and cultural nuances, thereby enhancing their language proficiency and ability to effectively communicate within their respective fields (Ndura, 2004). Moreover, authentic materials offer opportunities for the development of critical thinking, problem-solving, and information literacy skills. Employing authentic materials in the teaching of English for specific purposes yields numerous advantages for learners. They can engage with pertinent and current information within their area of study or profession, apply their language skills in authentic contexts, gain a deeper understanding of the target language and culture, enhance their fluency and accuracy, build confidence in language usage, and achieve their learning objectives more effectively. Additionally, the incorporation of authentic materials in English for specific purposes classrooms assists learners in bridging the gap between theory and practice. By exposing them to real-world language and scenarios, authentic materials demonstrate the direct applicability of their language skills in their chosen field or profession.

Research has demonstrated that the integration of authentic materials into English for specific purposes (ESP) instruction can significantly enhance learners' language proficiency and motivation. To illustrate, a study conducted by Sánchez-Bejerano investigated the utilization of authentic materials in teaching reading skills for ESP at the university level. The researchers devised and implemented a pedagogical intervention that incorporated authentic texts such as novels, stories, magazines, and online content. The aim was to evaluate students' engagement with these real-world materials and their response to the modified teaching approach. The results indicated the successful implementation of the instructional methods, as students expressed a preference for authentic materials over traditional course texts. Through the use of authentic materials, students actively engaged in task-based discussions and debates in the target language. These findings underscore the significance of soliciting student perspectives on the utilization of authentic resources to inform future curriculum decisions.

A study by Charatwattananich et al. (2020) aimed to create and evaluate teaching materials for teaching English to engineers in a Thai company. The researchers adjusted the language training to fit the company's context and created materials that resembled real workplace documents, scenarios, and tasks. The results showed that these customized materials were effective in helping employees acquire English skills that were directly relevant to their job requirements. Therefore, this study successfully connected classroom learning with practical skill application. The findings indicate that adult professional learners exhibited a significant level of motivation and engagement when exposed to genuine training materials that were tailored to their specific workplace setting. The authors contend that the incorporation of genuine workplace texts and

multimedia resources into customized in-house English programs can be advantageous for individuals with diverse levels of language proficiency. This approach has the potential to enhance employees' language acquisition and motivation within organization-specific training endeavors.

In conclusion, the use of authentic materials in acquiring the English language has been recognized for its positive impact on learners' motivation, engagement, linguistic proficiency, and domain-specific knowledge. Professionals in the IT field require language skills and knowledge specific to their industry. These skills are necessary for effective communication, collaboration, and problem-solving. IT professionals need to understand and use technical vocabulary, terminology, and jargon when interacting with colleagues, clients, and stakeholders. They also need to read and interpret technical documentation, manuals, and specifications. These professionals need to develop a strong foundation in English language skills, including reading comprehension, listening comprehension, speaking, and writing. Having specific language skills and knowledge in the IT field is crucial for several reasons. First, it enables IT professionals to accurately understand and communicate complex technical concepts and procedures. Second, it promotes effective collaboration and teamwork within the IT field, as professionals can express their ideas clearly and understand the input of others. Lastly, possessing specific language skills and knowledge in the IT field allows professionals to stay updated on the latest industry developments and trends by reading technical articles, participating in conferences, and engaging in professional discussions. These language skills are also vital for problem-solving and troubleshooting.

AUTHENTIC MATERIALS IN ESP

Authentic materials, in the context of English for specific purposes, are genuine texts, resources, and materials used to teach English language skills and knowledge relevant to a particular field or profession. These materials are considered authentic because they reflect the language and communication practices used by professionals in their daily work. They expose learners to real instances of language and communication in their chosen field, helping them develop the necessary language skills and knowledge for their professional context. Authentic materials can include various types of resources, such as texts, articles, reports, case studies, manuals, videos, audio recordings, and others commonly used in the field or profession being studied. These materials are usually obtained from credible and authentic sources, such as industry publications, professional organizations, and subject matter experts. By engaging with authentic texts and media, learners can interact with real-life materials they will encounter throughout their careers. This approach ensures that their language instruction is practical and equips them with the necessary skills for real-world situations.

The advantages of using authentic materials in language learning

Discussing the benefits of utilizing authentic materials in language learning has several advantages. Firstly, authentic materials expose learners to language and communication in real-world contexts, helping them develop the necessary skills for effective communication in their chosen field or profession. For example, in meeting 9, students are introduced to authentic graphical user interface (GUI) terminology and elements used in genuine Windows operating systems and Word documents, providing them with exposure to real-world computing language. Meetings 10-13 then focus on authentic technological

issues that organizations commonly face, such as data loss and security threats, allowing students to learn real terminologyincontext. Secondly, authentic materials assist learners in becoming familiar with the language and communication styles utilized in their specific field, enhancing their ability to understand and participate in professional conversations and activities. For instance, meetings 9-12 provide comprehensive coverage of IT-specific vocabulary and concepts. Through dialogue practices, students become acquainted with how IT professionals communicate. In meeting 13, an integrated dialogue reinforces the cumulative use of real-world IT language, discussing systems, issues, solutions, and more. Moreover, authentic materials promote learner motivation and engagement, as they are inherently more interesting and relevant compared to contrived materials. For example, contemporary references to Windows operating systems and Word are likely to be more engaging than outdated or artificial interfaces. Additionally, relatable technological challenges that students may encounter generate interest and investment in the learning process. The utilization of authentic materials can also help learners develop cultural competence and awareness by exposing them to authentic cultural contexts and practices associated with the target language. Lastly, authentic materials contribute to the development of critical thinking and problem-solving skills, as learners engage with real-life examples and scenarios. This engagement allows them to apply their language skills in practical situations, encouraging the development of analytical thinking.

In conclusion, using authentic materials in language learning has several advantages. These include exposure to real-life language and communication, familiarity with specific language styles in different fields, increased motivation and engagement, cultural competence and awareness, and the development of

critical thinking and problem-solving skills (Gilmore, 2007). Authentic materials expose learners to language used in real-world situations and help them improve their communication skills in specific areas. They also enhance motivation and engagement by making the content more relatable. Furthermore, authentic materials promote cultural competence and awareness, enabling learners to navigate intercultural exchanges more effectively. Lastly, they contribute to the development of critical thinking and problem-solving abilities. In summary, incorporating authentic materials in language learning promotes a comprehensive approach to acquiring language. learners develop well-rounded skills that empower them to communicate and interact effectively in various professional and intercultural contexts in our interconnected world.

Enhancing Learners' Professional Language Proficiency Through the Use of Authentic Materials

Authentic materials enhance learners' language proficiency by exposing them to real-world language in their academic or professional domains (Losada et al., 2017). This exposure helps learners become familiar with the language and communication styles used in their field, enabling better understanding and participation in professional conversations and activities. For example, in the field of Information Technology (IT), a course covering actual interfaces and components of a Windows system can help learners acquire computing terminology. Similarly, practicing simulated technical support dialogues addressing common system performance issues helps learners mimic the communication used by IT professionals. This exposure assists learners in acquiring domain-specific vocabulary and concepts. Additionally, authentic materials introduce learners to domain-specific vocabulary and concepts. In the IT field, for instance, using authentic materials such as meeting transcripts or

technical articles exposes learners to the specific terminology and jargon used by professionals. This multi-faceted exposure allows learners to develop a deeper understanding of the language and communication strategies necessary for effective communication within their profession.

SELECTING AND ADAPTING AUTHENTIC MATERIALS

When selecting and customizing authentic materials for language instruction, it is essential to evaluate learners' needs, interests, and language proficiency levels. Educators should choose materials that are relevant to learners' academic or occupational domains, closely aligning with the specific language skills and vocabulary required in those domains.

Strategies for selecting appropriate authentic materials for ESP classes

When selecting authentic materials for English language classes that focus on IT and computer topics, teachers can employ the following strategies to enhance the learning experience:

1. Identify the necessary language skills and vocabulary required for effective communication in the IT field.
2. Conduct research and gather authentic materials that mirror real-world IT scenarios, such as technical articles, manuals, case studies, and online forums.
3. Assess the authenticity and relevance of the materials in relation to the specific language learning objectives of the IT class.
4. Consider the language proficiency level of the students and choose materials that align with their abilities.
5. Devise tasks or activities that allow students to interact with and analyze the authentic materials.

6. Offer support and guidance to students as they engage with the authentic materials, such as providing glossaries or explanations for specialized vocabulary or concepts.
7. Encourage active engagement with the authentic materials by prompting students to discuss, analyze, and apply the information they have gathered.
8. Design projects or assignments that require students to utilize the language skills and knowledge acquired from the authentic materials in practical ways, such as creating a technical manual, developing a website, or presenting a case study.
9. Incorporate technology and online resources to enhance the authenticity of materials, for example, by using online simulations or virtual labs to replicate real-world IT scenarios.
10. Facilitate opportunities for students to collaborate and communicate with professionals in the IT field, such as inviting guest speakers or organizing networking events.
11. Evaluate and assess the effectiveness of the selected authentic materials and teaching strategies by collecting feedback from students, monitoring their progress, and making adjustments to the materials and tasks based on their needs and feedback.

In summary, the selection of authentic materials for English language classes focused on IT and computer subjects should aim to provide students with practical and relevant language learning experiences that reflect the tasks and demands they will encounter in their future careers in the IT industry.

Guide adapting authentic materials to suit learners' needs and language proficiency level

When adapting authentic materials to meet the needs and language proficiency level of learners, several factors should be taken into consideration:

1. Assess the complexity and difficulty level of the language in the authentic materials and make necessary modifications or simplifications to ensure that learners can comprehend them. This may involve adjusting vocabulary, sentence structure, or content complexity.

2. Adapt the activities or tasks associated with the authentic materials based on the learners' language proficiency level. This could include providing support or guidance, scaffolding the tasks, or adjusting expectations for output according to the learners' language abilities.

3. Offer additional resources, such as vocabulary lists or explanatory notes, to assist learners in understanding and comprehending the authentic materials. This may also involve providing opportunities for pre-teaching or previewing key vocabulary or concepts before engaging with the authentic materials.

4. Ensure that the authentic materials are culturally relevant and relatable to the learners' backgrounds, interests, and experiences. It may be necessary to create different versions or variations of the authentic materials to cater to learners at different proficiency levels (Wong, 1995). To summarize, when adapting authentic materials to suit learners' needs and language proficiency level, it is important to assess language complexity, adjust activities or tasks accordingly, provide additional resources for support, and ensure cultural relevance.

Modifying authentic materials to enhance professional language skills and vocabulary.

To customize authentic materials for targeting specific language skills or field-specific vocabulary, consider the following strategies (Burston et al., 2017):

1. First, identify the relevant language skills or vocabulary for the field of study or profession.
2. Second, analyze the authentic materials to determine which parts can be modified or highlighted to emphasize the target language skills or vocabulary.
3. Third, create activities or tasks that require learners to practice the target language skills or vocabulary (Mansory, 2020). These activities can take various forms, such as role-plays, discussions, debates, or written assignments, all of which specifically use the target language skills or vocabulary within the context of the field of study or profession.
4. Fourth, provide additional resources or supplementary materials, such as articles, videos, or exercises, that focus on the target language skills or vocabulary within the context of the field of study or profession (Harmon & Staton, 1999).

This will help learners further develop their understanding and proficiency in the target language skills or vocabulary related to their specific field of study or profession. The process of modifying authentic materials to focus on specific language skills or target vocabulary related to the field of study or profession involves identifying relevant language skills or vocabulary, analyzing materials for potential modifications, creating targeted activities or tasks, and providing supplementary resources. By following these strategies, educators can effectively adapt authentic materials to meet the

language learning needs of students in specific fields or professions. When incorporating authentic materials into language learning activities, it is important to consider the proficiency level and language needs of the learners (Mansory, 2020). Additionally, scaffold the activities and provide support as needed, ensuring that the materials are culturally relevant and engaging for the learners. By integrating these strategies, educators can assist students in developing their language skills and vocabulary in a way that directly applies to their chosen field of study or profession (Harmon & Staton, 1999).

INTEGRATING AUTHENTIC MATERIALS INTO ESP LESSONS

There are different ways to incorporate authentic materials into English language classes that focus on IT and computers. One approach is to have students read articles, listen to podcasts, watch videos, and analyze real-life examples that are related to their chosen field of study or profession. Through active participation in these activities, learners will come across genuine language use in their specific area of study or professional domain. This will help them develop their language skills and vocabulary in a meaningful and contextualized way.

Utilizing Authentic Materials in Interactive Learning Activities

1. Role Play

Table 8.1. Example of role play

The main objective of a role play is to simulate a situation or interaction for learners to practice important skills. In this scenario, the dialogue imitates a conversation between a computer user (Student 1) and a technical support specialist (Student 2).

Several factors contribute to the effectiveness of this role play:
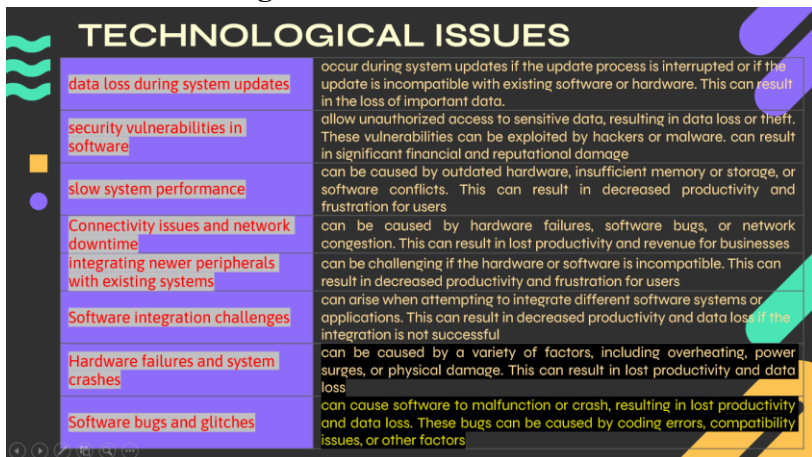
1. Student 1 raises real issues, such as slow system performance and data loss during an update. These are common problems that users face.

2. Student 1 expresses frustration and dependence on her computer, setting an emotional tone.

3. Student 2 responds by using previously discussed language structures. They confirm issues, analyze problems, and provide solutions. This allows them to practice using the language in a natural conversational context.

The dialogue continues as a back-and-forth exchange.

Student 1:   Provides additional details about the issues, and

Student 2:   Responds with technical assessments and recommendations. This dynamic exchange encourages learners to actively listen and respond. By incorporating the target language and troubleshooting content into an authentic support conversation, this role play provides learners with the opportunity to practice their skills in a context that closely resembles real-life situations. The realistic simulation of assisting a frustrated computer user allows learners, especially those preparing for IT/tech support roles, to develop essential soft skills such as active listening, verbal diagnosing, and communicating solutions. It also reinforces their understanding of technical terminology.

2. Problem solving task

TECHNOLOGICAL ISSUES

data loss during system updates	occur during system updates if the update process is interrupted or if the update is incompatible with existing software or hardware. This can result in the loss of important data.
security vulnerabilities in software	allow unauthorized access to sensitive data, resulting in data loss or theft. These vulnerabilities can be exploited by hackers or malware. can result in significant financial and reputational damage
slow system performance	can be caused by outdated hardware, insufficient memory or storage, or software conflicts. This can result in decreased productivity and frustration for users
Connectivity issues and network downtime	can be caused by hardware failures, software bugs, or network congestion. This can result in lost productivity and revenue for businesses
integrating newer peripherals with existing systems	can be challenging if the hardware or software is incompatible. This can result in decreased productivity and frustration for users
Software integration challenges	can arise when attempting to integrate different software systems or applications. This can result in decreased productivity and data loss if the integration is not successful
Hardware failures and system crashes	can be caused by a variety of factors, including overheating, power surges, or physical damage. This can result in lost productivity and data loss
Software bugs and glitches	can cause software to malfunction or crash, resulting in lost productivity and data loss. These bugs can be caused by coding errors, compatibility issues, or other factors

Table 8.2. Example of problem-solving task

In the "Reviewing Passive Voice" section, learners are tasked with analyzing sentences that describe various technological issues. These issues include "data loss during system updates," "security vulnerabilities in software," and "slow system performance." Learners are encouraged to deconstruct these sentences using passive voice constructions. For example:

SUBJECT : data loss during system updates
PASSIVE VERB : is caused
ADJECTIVE PHRASE : When interrupted and incompatible
    This approach helps learners identify the main issue (the subject) and understand how it occurs by using passive descriptive phrases. The subsequent section provides recommended solutions and prompts learners to construct sentences using modal verbs like "should" and "can" in an advisory context. For instance: "You should back up to prevent data loss." By creating these solution-oriented statements, learners enhance their ability to diagnose problems and provide technical advice. learners gain structured practice in technically analyzing problems and offering advice by:
- Analyzing issue statements using passive voice
- Identifying key subjects, verbs, and descriptive phrases
- Generating recommended solutions as modal sentences

    Developing these practical troubleshooting skills enables learners to apply their knowledge to real-life IT workplace scenarios.

3.   Case Study

System Performance Optimization

When it comes to the overall health and responsiveness of a computer, System Performance stands as a crucial factor. It encompasses various aspects that contribute to a seamless and efficient user experience. Program Opening refers to the speed at which a computer can launch applications, while Application Switching denotes the smoothness with which a user can transition between different programs. Hard Drive Usage reflects the efficiency of data storage and retrieval, and Memory Impact indicates how well a computer handles tasks with sufficient memory allocation.

A healthy computer exhibits optimal performance in all these areas. Program Opening is swift and effortless, allowing users to quickly access their desired applications without delays. Application Switching is seamless and fluid, enabling users to navigate between multiple programs without any lag or hesitation. Hard Drive Usage remains balanced, ensuring that data storage and retrieval are optimized for efficiency. And Memory Impact is minimized, ensuring that the computer can handle tasks effectively without encountering memory-related constraints.

Conversely, a sluggish computer struggles with noticeable limitations and crippling inefficiencies in these aspects. Program Opening becomes slow and cumbersome, often accompanied by noticeable delays or even crashes. Application Switching turns into a frustrating experience, characterized by lag, unresponsiveness, and even forced program closures. Hard Drive Usage reaches critical levels, leading to performance debilitating bottlenecks and reduced efficiency. And Memory Impact becomes significant, causing the computer to struggle with demanding tasks and resource-intensive applications.

Noun Phrase	Subject 1	Subject 2
FEATURE	HEALTHY COMPUTER	SLUGGISH COMPUTER
SYSTEM PERFORMANCE	optimal **Adjective**	noticeable limitations and crippling inefficiencies **Adjective**

The healthy computer's system performance is more optimal than that of the sluggish computer.

Table 8.3. Example of Case study

In the "System Performance Optimization" section, this text compares the performance of two types of computers:
1.   A "healthy" high-functioning computer
2.   A "sluggish" under-performing computer

The text discusses several aspects of performance, including:
1.   Opening programs quickly

2. Switching between applications
3. Hard drive usage
4. Impact on memory

It describes how an optimal, healthy computer operates compared to a struggling, sluggish computer. For example, when it comes to application switching:

- A healthy computer allows for "seamless and fluid" switching.
- A sluggish computer experiences "lag, unresponsiveness, and forced program closures."

These descriptions reflect the realistic scenarios that technology specialists encounter when diagnosing performance issues on user computers. The text highlights common issues such as slow program opening times, crashes due to memory limitations, and inefficiencies in hard drive usage. Furthermore, the ability to explain the differences between fully functional and under-performing systems closely aligns with actual troubleshooting conversations between users and tech support agents. Although brief, these contrasting vignettes of different system performance profiles provide informative and accurate snapshots of technology issues. As a result, they serve as authentic materials for learners to analyze as part of technical training.

Improving Comprehension of Authentic Target Language Materials through Support Educators can use the following strategies to support and help learners understand and effectively use authentic materials in the target language.

Comprehension Aids

1. To enhance clarity and comprehension, it is recommended to include glossaries and definitions of key technical terms at the outset, allowing learners to refer to them as needed. Terms such as "system performance," "application switching," and "hard drive usage" should be clarified.

2. To facilitate initial understanding, complex technical descriptions should be broken down using simpler language. For example, instead of using the phrase "seamless and fluid application switching experience," it could be rephrased as "easy and smooth transitions between programs."

3. Colloquial phrases like "takes some getting used to" should be explained to ensure clarity of meaning.

4. To activate students' background knowledge, it is beneficial to include pre-reading/pre-listening preparation questions that are related to their own experiences with technology issues.

Structured Deconstruction

1. An effective strategy is to incorporate annotation activities where learners can mark, categorize, and label the different components of authentic dialogues and passages. This systematic deconstruction helps scaffold understanding.

2. Providing sentence templates that distill authentic statements down to subject + verb + object patterns enables learners to analyze and reconstruct meaningful phrases.

Gradual Production

1. When engaging in role plays and writing tasks, it is advisable to start with more formulaic responses that utilize template sentences and key target vocabulary. This approach provides students with a pattern to build upon.

2. Presenting examples of strong model dialogue responses can support communicative tasks, allowing students to expand upon these samples.
3. Creating awareness-raising activities, such as information gaps about authentic scenarios where partners must share information, serves as a lead-up to full role play.

Context Resources

Including images/visuals that depict technology problems alongside authentic texts and dialogues can greatly improve contextual understanding.

ASSESSMENT AND EVALUATION OF LEARNERS' PROFICIENCY WITH AUTHENTIC MATERIALS

To conduct a precise evaluation of learners' proficiency using authentic materials, it is paramount to devise tasks and activities that align with the particular language skills and vocabulary pertinent to their area of study or profession. An effective approach to accomplish this is by integrating proficiency-based assessments, such as presentations, role plays, or written assignments, which prompt students to employ their language skills and vocabulary in practical scenarios (Derakhshan et al., 2016).

Assessing Language Proficiency Development Using Authentic Materials

Discussing methods for assessing learners' language proficiency when using authentic materials, such as performance-based assessments and verbal evaluation, enables educators to measure learners' ability to use language authentically and effectively in various situations relevant to their field of study or profession. Verbal evaluation assesses communication skills, which are essential for IT professionals. It

evaluates students' capacity to explain technical concepts clearly and accurately. Furthermore, verbal testing evaluates a deeper understanding. Students are required to explain details and connections between concepts, demonstrating a more comprehensive comprehension of the subject matter compared to recognition/recall questions. Simulating workplace scenarios is another advantage of verbal evaluation. IT roles frequently involve verbal discussions, such as client consultations, presenting solutions, and collaborating with teams. Practicing these scenarios helps prepare students for their professionalcareers. Verbal evaluation also assesses students' ability to think on their feet. Answering questions verbally necessitates thinking, analyzing, and responding spontaneously without the aid of resources or notes. This type of assessment reflects a more realistic application. Furthermore, verbal questioning offers interactive feedback. It allows educators to probe students' responses, seek clarification, evaluate reasoning, and address any misconceptions through real-time dialogue. Lastly, observing students' verbal delivery during evaluation can analyze their confidence levels and composure in speaking about complex technical topics clearly and authoritatively. This aspect of assessment supports their professional development.

Table 8.4. Examples of assessment tasks or rubrics that measure learners' progress using authentic materials

No	Name	Topics					Score
		vocabulary	explanation of concept	critical thinking	communication skill	content accuracy	
		4	4	4	4	4	20*5
1							
2							
3							

4							
5							
6							

The criteria used to evaluate students' understanding of IT/tech subjects include vocabulary comprehension and the clarity of concept explanations. The assessment also considers their ability to engage in critical thinking and ensure content accuracy, enabling them to analyze and fully grasp the intricacies of the subject matter. Additionally, the evaluation includes an assessment of their communication skills, particularly their proficiency in effectively expressing ideas related to the topic. To align the evaluation process with specific learning objectives, it is recommended to customize the descriptors. It is also advisable to assign percentage weights to each criterion based on their relative importance in assessing student performance. Furthermore, using a well-defined verbal evaluation rubric promotes consistency in evaluating students' comprehension and skills.

CONCLUSION

Using authentic materials in computer and IT English language instruction is highly valuable for learners as it exposes them to real-world situations. Authentic texts, media, and scenarios help students acquire vocabulary and terminology directly relevant to the tech field while also enhancing their communication skills. However, selecting and adapting suitable materials can pose challenges as instructors must consider the relevance and appropriateness for students of varying proficiency levels. To effectively incorporate authenticity into

computer/IT English instruction, teachers should utilize genuine materials such as manuals, forums, case studies, and multimedia. Classroom activities should reflect the tasks students would encounter in an IT workplace. It is essential to provide adequate support, including technical glossaries, visual aids, explanations, and dialogue models. Assessments should also mirror the real-world usage of language in the IT field, such as troubleshooting simulations, verbal diagnoses of IT issues, technical presentations, and projects. Continual training for computer/IT English educators is crucial to enhance their ability to choose appropriate materials, design tailored activities, provide technical support, and create practical assessments. Collaborating with fellow teachers to exchange expertise and consistently enrich authentic instructional materials specific to the tech field is highly advantageous. By making a concerted effort to incorporate authenticity into computer and IT English classes in a learner-centered manner, students can bridge the gap between their education and the demands of the real workplace. This equips them with effective communication skills and the confidence to apply their language abilities in dynamic roles. By committing to the use of authentic materials, we can significantly empower the next generation of IT professionals worldwide.

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CHAPTER 9
ENGLISH FOR NURSING

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INTRODUCTION

Effective communication has always been crucial for safe and high-quality patient care. Early Western nursing education in the 1800s began in religious orders but lacked structure and consistency (Donahue, 2022). Over time, nursing curriculums became more formalized, and the critical need for medical knowledge and communication skills was recognized. In 1873, the Bellevue Training School implemented the first classroom education for nurses focused on anatomy, procedures, pharmacy, and record-keeping (Nursing Theory, 2016). Communication training continued to develop in university nursing programs over the following decades. However, a true emphasis was not placed until the late 1900s. In 1998, the Pew Health Professions Commission specifically called for improved education around "communication and relationship skills" in response to the complex modern healthcare environment (Donahue, 2022).

Today, communication competency is formally recognized as a critical nursing skillset. Nurses must educate and counsel patients, speak effectively with physicians, collaborate with care teams, document observations, ask questions, and ensure handoff continuity (RNAO, 2022). One study found that nurses spend over 50% of their time communicating. Of the surveyed nurses, 95% rated oral communication as important, but nearly 50% reported inadequate workplace training (Jakubik et al.,

2022). This highlights the persistent need to prioritize practical communication education in nursing programs and beyond. For English learners, developing medical fluency is particularly essential yet challenging. Issues impacting care have included the inability to explain hospital procedures, mispronouncing medications, misunderstanding patient needs, and struggling with medical vocabulary (Memmer & Worth, 2014). A qualitative study interviewed non-native English-speaking nurses about communication challenges. Participants reported struggling to understand doctors' spoken instructions and patients' sharing of medical histories. They also had difficulty recording clear, detailed chart notes and felt insecure asking clarifying questions (Murphy, 2023). These examples demonstrate the real-world consequences of communication gaps for international nurses and English learners. Addressing this through medical terminology education and practical guidance is crucial for enabling nursing excellence.

With foundational English skills, nurses can provide complete patient care, support department workflows through accurate documentation, ensure continuity of care across hospital transfers, and continuously develop professional clinical knowledge. The field of nursing is one that demands effective communication, empathy, and precision. In healthcare settings, clear and accurate communication is essential to ensure patient safety, promote positive outcomes, and foster collaborative teamwork. Therefore, this chapter explores the role of English in nursing, addressing language skills, cultural competence, and communication strategies crucial for success in the healthcare professions.

IMPORTANCE OF ENGLISH PROFICIENCY IN NURSING

Nursing as a Global Profession

Nursing has undergone a significant transformation and has become a profession that operates globally (Harrowing et al., 2022; Moyce et al., 2022). Nurses are increasingly engaging in collaborative efforts across national borders, and as a result, English has been recognized as the universal language for communication in healthcare (Lum et al., 2021). With over 1 billion English learners worldwide, it has solidified its position as the lingua franca of the international medical community (MacKenzie, 2022). This enables nurses to efficiently exchange vital information and knowledge among practitioners, researchers, and patients from diverse linguistic backgrounds (Smith, 2017). Proficiency in English is of fundamental importance for nursing professionals in our interconnected world. As nurses encounter more opportunities for international collaboration and migration, having a high level of English proficiency is crucial for providing optimal care and ensuring patient safety (Solbrekke & Gustafsson, 2022). Communication errors resulting from limited English skills have been associated with adverse clinical outcomes (Almutairi et al., 2020).

Language Barriers in Healthcare

Language barriers between healthcare providers and patients have been shown to have a negative impact on the quality of care and patient satisfaction (Karliner et al., 2022; Yang & Vásquez, 2022). Limited English proficiency, for example, has been associated with reduced access to preventive services, difficulty understanding medication instructions, and an increased risk of medical errors (Al Shamsi et al., 2020; Sentell et al., 2021). Miscommunication due to language barriers can even have life-threatening consequences, especially in high-

acuity areas like the emergency department or intensive care unit (Angelelli, 2020). There are real-world case studies that highlight the clinical risks associated with language barriers in nursing practice (Flores et al., 2019; López et al., 2022). These cases include medication errors, inaccurate medical histories, and lack of informed consent. These cases emphasize the need for nurses to achieve English proficiency to safely and effectively communicate in contemporary healthcare settings (Brunetti & Marzouk, 2021; Harris et al., 2022). Proficient English skills allow nurses to prevent errors, reduce risks, and provide optimal, patient-centered care to diverse populations. A substantial body of research underscores the prevalence and risks of language discordance in healthcare contexts. Adverse events and medical errors related to language barriers often result in physical harm and worsened clinical outcomes (Lion et al., 2021; Mantwill & Schulz, 2017). For instance, one study found that nearly 30% of errors were life-threatening, while patients with limited English proficiency have 2.5 times higher odds of experiencing harm (Karliner et al., 2022; Mayo et al., 2016). Moreover, language barriers reduce proper medication adherence, with just 39% of limited English proficiency patients taking drugs correctly in one analysis (Bailey et al., 2019). Overall, these troubling cases and statistics demonstrate the need for interventions to address language discordance, such as expanded professional interpreter services and improved language training for nurses and other providers.

LANGUAGE SKILLS AND LINGUISTIC FEATURES FOR NURSING PROFESSIONALS
Speaking and Listening Skills

Effective communication involves both speaking and listening. The chapter discusses the importance of clear verbal communication in nursing interactions, including patient

assessments, handovers, and collaboration with interdisciplinary teams (Jones & Johnson, 2020). It also emphasizes active listening skills to ensure that nurses understand patients' needs and concerns. Here are some example nurse-patient conversations covering key communication topics.

a. Assessing Pain Level

Nurse : *Good morning, Mrs. Lee. I'm Jenny and I'll be your nurse today. How are you feeling?*

Patient : *Oh, my back has been hurting badly all morning.*

Nurse : *I'm sorry to hear that. On a scale of 1 to 10, with 10 being the worst pain, how would you rate your pain level right now?*

Patient : *It's probably around a 7. The pain comes and goes.*

Nurse : *Okay, let me know if the pain gets any worse. I can speak with the doctor about adjusting your medications to help manage it.*

b. Explaining a Procedure

Nurse : *Mr. Ahmed, the doctor has ordered a blood draw this morning to run some lab tests. This is a routine procedure we do by inserting a small needle into your arm to collect a blood sample. I'll clean the site first then use the needle to draw blood quickly and remove it. You may feel a little pinch. Do you have any questions?*

Patient : *No, I think you explained it clearly. Thank you.*

c. Providing Discharge Instructions

Nurse : *Mrs. Lee, we are discharging you from the hospital today after your surgery. When you get home, make sure to get plenty of rest and avoid heavy lifting or strenuous activity for 2 weeks. Take your pain medication only as prescribed if the incision site is*

bothering you. We've scheduled a follow up appointment with your surgeon in 10 days. Please let me know if you have any other questions!

Patient : *Yes, that's clear. Thank you for everything.*

d. Handoff Report

Ongoing
Nurse
: *Mr. Ahmed in room 402 has been recovering well from his gallbladder surgery. His vitals have been stable all night and he has tolerated solid foods today with no issues. The surgeon said he can be discharged this afternoon as planned. He has prescriptions for pain medication and antibiotics. Please remind him to call if he develops a fever over 101F.*

Incoming
Nurse
: *hank you for the report. I'll be sure to reinforce the discharge instructions and watch for any fever or surgical site irritation. Please let me know if anything changes.*

Writing Skills for Documentation

Effective written communication skills are crucial in the development of clear and comprehensive nursing care plans. Nurses need to accurately document assessments, diagnoses, interventions, outcomes, and rationales in the care plan (Sprinks, 2020). Precise charting promotes patient safety by ensuring that the entire care team has access to accurate information regarding the patient's condition and plan of care (Flores et al., 2019).

When composing nursing care plans, nurses should record objective assessments, employ accepted abbreviations and standards, organize information systematically, and proofread for accuracy. For instance, nurses should document specific data such as vital signs, intake and output, wound appearance, pain levels, etc., rather than subjective impressions. Standardized

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terminology, such as "ineffective airway clearance," facilitates clear nursing diagnoses. Grouping related diagnoses, outcomes, interventions, and rationales enhances logical coherence. Careful review of the plan identifies any omissions or ambiguous statements. Table 9.1 displays a sample of the nursing intervention report.

Table 9.1. Sample of Nursing Intervention Report

Nursing Assessment	Nursing Dx	Desired Outcome	Nursing Interventions	Rationales
▪ 72 yo female s/p open abdominal surgery ▪ WBC 12,000/mm3 ▪ Temp 38.1⁰C ▪ Surgical incision clean, dry, intact	Risk for infection r/t invasive procedures	Pt will remain free of s/s of infection	▪ Perform HH before and after contact with pt. ▪ Use sterile technique for wound care and invasive procedures. ▪ Monitor temp and wound sites for s/s of infection.	▪ HH prevents spread of microorganisms. ▪ Sterile technique reduces risk of pathogen transmission. ▪ Early detection of infection allows for prompt tx.
▪ "My pain is 8/10" ▪ Grimace noted during coughing ▪ Prescribed morphine 2-4 mg IV q2h PRN	Acute pain r/t surgical incision	Pt will report pain is ADC with pain level ≤3 on scale of 0-10	▪ Assess pain level and characteristics on reg basis. ▪ Administer analgesics as ordered (PRN). ▪ Teach use of relaxation	▪ Reg assessment allows for titration of analgesics to maintain optimal pain control. ▪ Meds provide pain relief. ▪ Nonpharm interventions

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			techniques and imagery for pain control.	help reduce pain and need for opioids.
			• Provide comfort measures such as back rubs and positioning	• Comfort measures help relieve pain
• I&O past 8 hrs: IN 700 mL, OUT 200 mL • Skin warm, tenting noted • HR 92, BP 118/72	Risk for fluid volume deficit r/t NPO status	Pt will maintain fluid balance with stable VS and good skin turgor	• Monitor I&O and VS qshift. • Encourage sips of clear fluids as tol. • Assess skin turgor and mucous membranes	• Early detection of fluid imbalance allows for intervention. • Fluid intake prevents dehydration. • Skin turgor and membranes reflect fluid status

Attention to detail in written communication is crucial in preventing errors when translating assessments into appropriate interventions. Unclear or disorganized care plans pose a risk of ineffective, inconsistent, or unsafe patient care. Lapses such as ambiguous goals or incomplete rationales can result in miscommunication between nurses during handoffs. Therefore, it is imperative to develop strong documentation skills in order to create nursing care plans that facilitate optimal outcomes.

Concise and accurate writing is considered an essential competency in the field of nursing.

Interpersonal Communication

Effective communication is a critical component of nursing care, and this includes communicating with other healthcare professionals (Jin et al., 2022). - Nurses are often part of a multidisciplinary team, working alongside doctors, pharmacists, therapists, and other healthcare professionals. Therefore, being able to communicate effectively in English is essential for successful interprofessional collaboration. Nurses must be able to clearly express their thoughts and ideas, understand medical terminology, and accurately report patient information to other members of the healthcare team (Tork et al., 2018). Additionally, nurses must also be proficient in understanding and interpreting instructions given by other healthcare professionals, such as physicians or specialists. They need to be able to ask questions, seek clarification, and provide necessary information in a concise and accurate manner (Tork et al., 2018; Kourkouta & Papathanasiou, 2014). Patient assessment and history-taking: A crucial aspect of nursing practice involves conducting thorough patient assessments and obtaining accurate medical histories (Huang et al., 2017; Miguel & Rogan, 2012). To do this effectively, nurses need to have strong language skills in order to gather information and communicate with patients who may not speak English as their first language or who may have limited English proficiency. Not being able to effectively communicate with patients can lead to misunderstandings, misdiagnoses, and inadequate care. Furthermore, accurate English language skills are essential for documenting patient assessments and histories properly.

Basic medical terminology

The foundation of communication in the nursing field is rooted in a comprehensive understanding of medical terminology. This specialized vocabulary enables nurses to comprehend various medical conditions, interpret the instructions given by physicians, and review medical notes. A fundamental knowledge of medical terminology is indispensable for nurses in order to effectively communicate with patients, physicians, and other healthcare professionals. It entails the comprehension and utilization of common medical terms pertaining to anatomy, diseases, medications, and procedures. By acquiring proficiency in this terminology, nurses can accurately describe a patient's condition, effectively interact with colleagues, and maintain accurate documentation in medical records. A study conducted by Young (2015) determined that a word list comprising 676 terms serves as a valuable target for nursing students seeking enhancement in their reading comprehension of academic texts and writing skills. Establishing a strong foundation in basic medical terminology is of utmost importance in delivering safe and efficient care to patients. The following table presents a compilation of common medical terminologies, along with their meanings and example sentences. Additionally, Table 9.2 demonstrates the application of medical terminology in the context of nursing professional communication.

Table 9.2. List of common medical terminology

Term	Meaning	Sample Sentence
Anemia	Low red blood cell count	The patient was diagnosed with anemia based on her abnormal CBC results.
Asthma	Chronic lung	The patient uses an inhaler to

	disease	manage her asthma symptoms.
Cardiac arrest	Heart stops beating	CPR was initiated after the patient went into cardiac arrest.
Diabetes	High blood sugar	The doctor adjusted the patient's insulin dosage to control his diabetes.
Hypertension	High blood pressure	The nurse noted the patient's hypertension and advised reducing dietary sodium.
Obesity	High body fat	Obesity puts patients at greater risk for several diseases.
Osteoporosis	Low bone mineral density	Due to osteoporosis, the elderly patient had suffered several fractures.
Pneumonia	Lung infection	The doctor prescribed antibiotics to treat the patient's bacterial pneumonia.
Seizure	Abnormal electrical brain activity	The patient was started on anti-seizure medication after having a seizure.
Sepsis	Body-wide infection	Sepsis carries a high mortality rate if not treated promptly with antibiotics.

Common medical abbreviations

Common medical abbreviations are shorthand notations utilized in healthcare to optimize efficiency and conservation of space during the documentation or communication of medical information. It is imperative for nurses to possess a comprehensive understanding of these abbreviations to comprehend medical orders, prescriptions, and patient records. Nevertheless, it is crucial to acknowledge that misinterpretation

of abbreviations can potentially result in medication errors or misconceptions. Hence, nurses must exercise prudence and guarantee the accurate usage and interpretation of these abbreviations within the scope of their professional practice. Table 9.3 delineates the prevalent medical abbreviations alongside their corresponding definitions.

Table 9.3. List of common medical abbreviation

Abbreviation	Definition	Abbreviation	Definition
BP	Blood pressure	TPR	Temperature, pulse, respiration
CBC	Complete blood count	r/t	Related to
EKG	Electrocardiogram	s/s	Signs/symptoms
HR	Heart rate	tx	Treatment
IV	Intravenous	ADC	Adequately controlled
MRI	Magnetic resonance imaging	reg	Regular
PRN	As needed	VS	Vital signs
Rx	Prescription	I&O	Intake ad output
SOAP	Subjective, Objective, Assessment, Plan	qshift	Every shift
STAT	Immediately	tol	Tolerated

Understanding medical prefixes and suffixes

Understanding medical prefixes and suffixes is a key aspect of mastering medical terminology. Prefixes are added to the beginning of a word, while suffixes are added to the end, altering the meaning of the word. By understanding the meaning of common prefixes and suffixes, nurses can decipher the meaning of unfamiliar medical terms. This knowledge allows nurses to better comprehend medical documentation, communicate effectively, and provide quality care to their

patients. Common prefixes in medical terminology include cardio- (heart), hepato- (liver), and neuro- (nerves). Common suffixes include –itis (inflammation), -osis (condition), and –pathy (disease). Below are some examples of common medical terms along with their meanings (Venes & Taber, 2023). Table 9.4 is the list of affixtion related to nursing field.

Table 9.4.
List of prefix and suffix related to medical terminology

Prefix	Meaning	Example	Suffix	Meaning	Example
a-	absence of	Atypical	-algia	pain	Neuralgia
anti-	against	Antibiotic	-ectomy	surgical removal	Appendectomy
auto-	self	Autopsy	-itis	inflammation	Appendicitis
brady-	slow	Bradycardia	-logy	study of	Psychology
dys-	difficult, faulty	Dysuria	-oma	tumor	Carcinoma
hyper-	excessive, over	Hypertension	-osis	condition	Osteoporosis
hypo-	below, under	Hypothermia	-pathy	disease	Neuropathy
intra-	inside, within	Intracranial	-pexy	surgical fixation	Nephropexy
macro-	large	Macrophage	-plasty	surgical repair	Rhinoplasty
micro-	small	Microscope	-rrhaphy	suturing	Colporrhaphy
neo-	new	Neoplasm	-scope	instrument for viewing	Endoscope
poly-	many	Polyp	-scopy	procedure for viewing	Laparoscopy

Pronunciation of medical terms

Accurate pronunciation of medical terminology is a vital aspect of effective communication in healthcare settings (Zraick, 2012). However, many nurses and medical professionals face difficulties in correctly pronouncing complex terms derived from Latin and Greek roots (Buckland, 2021). For instance, common terms such as laryngitis, atherosclerosis, and idiopathic are frequently mispronounced (Zhi & Sellman, 2015). Such mispronunciations can hinder clear oral communication among nurses, colleagues, and patients. Various techniques, including phonetic transcription, auditory training, and vocal modeling, have shown effectiveness in improving healthcare providers' pronunciation skills in medical terminology (Isaacs, 2019; Murphy, 2021). Phonetic transcription using the International Phonetic Alphabet (IPA) offers visual cues for correctly pronouncing challenging sounds like /θ/ in laryngitis. Additionally, software programs can allow learners to repeatedly listen to term pronunciations (McCrocklin, 2022). The application of these evidence-based strategies can enhance nurses' self-efficacy in pronunciation and boost their confidence in communication (Bosch et al., 2022). For instance, learners can practice terms such as diabetes, pneumonia, and cardiology, paying attention to vowel sounds and stress placement. Nurses could also be recorded pronouncing psychiatric terminology before and after receiving IPA training to monitor improvements. Roleplaying medical conversations or engaging in simulations can also provide opportunities for pronunciation practice (Murphy et al., 2022). Targeted instruction in pronunciation empowers nurses to speak and comprehend medical terminology accurately.

PRINICPLES IN TEACHING ENGLISH FOR NURSING
Content-Based Instruction

A fundamental principle in nursing education is the adoption of content-based instruction (CBI) approaches that integrate language learning with the study of nursing subjects. CBI focuses on developing language skills through meaningful engagement with authentic nursing content and texts (Banegas, 2021). This approach enhances the relevance and motivation of learners by providing them with practical professional contexts in which to practice their language skills. For instance, symptom terminology and concepts such as hypertension or diabetes can be taught using texts from nursing textbooks and journals. Reading about clinical policies and best practices provides a contextual framework for improving nursing students' academic reading fluency and comprehension. Case studies can be utilized to acquire vocabulary related to the evaluation of patient health statuses. Writing practice can involve the creation of sample patient education materials or chart notes.

CBI allows for the flexible integration of all four language skills - listening, speaking, reading, and writing - while acquiring nursing knowledge. Lectures on medical topics can improve listening comprehension and note-taking skills, while presentations or simulations can enhance spoken fluency. This integrated approach facilitates a deeper understanding of both content knowledge and language proficiency (Stoller, 2021). The authenticity of materials and tasks is crucial for the relevance of CBI. Real-world nursing forms, articles, audio conferences, and workplace scenarios reinforce the practical application of language skills. CBI, rooted in nursing content, naturally motivates learners and prepares them for the demands of their profession by reflecting true clinical contexts.

Content and language integrated learning (CLIL)

Content and Language Integrated Learning (CLIL) is an instructional approach that combines the teaching of content subjects with language learning goals (Mehisto, 2008). This methodology is highly effective in English for Specific Purposes contexts, such as nursing. In CLIL, language is used as a medium for learning nursing content, while content provides meaningful contexts for developing English skills. For example, a lesson on using medical equipment like ECG machines or infusion pumps can teach relevant vocabulary and terminology. Nurses must clearly explain equipment operation and procedures to colleagues and patients. This integration of language and practical skills is essential.

Other examples include studying the circulatory system while learning vocabulary related to its parts and processes, or learning about infection control protocols while practicing imperative language. Case-based simulations can also provide structured language practice for assessing patients. In CLIL, the content determines the language needs and usage. CLIL promotes authentic and intellectually stimulating learning by incorporating language into professional tasks and topics (Stoller, 2021). Nursing students can simultaneously develop their healthcare knowledge and English skills, which are necessary for the workplace. This dual focus motivates learners to actively and purposefully use language.

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CHAPTER 10
ENGLISH FOR LAW

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INTRODUCTION

In the age of globalization, English Language is more internationally used around the world. Many people are trying to acquire English Language and they are depending on it to get a job or be successful in it (Agustin, 2019). Being able to communicate, both written and spoken in English, has become a fundamental requirement to be employed in a certain position (Rahayu, 2018). People, who can communicate in English fluently, are gaining a great deal from doing so, not just in terms of the advancement of technology and science, but it is also in terms of sociopolitical communication, economics, and cultural understanding. In addition, the use of English Language has shifted from something luxurious to something essential in all sectors. It has been considered as the worldwide language of business (Andayani, 2022). English has become the primary language used for international communication, trade and diplomacy.

In Indonesia, English language plays a significant role across various domains and its importance has been increasing in recent years. In the education field, English is a compulsory subject in Indonesian schools and proficiency in English is often a requirement for admission to higher education institutions. Specifically at the tertiary level, English is commonly used as the medium of instruction. Proficiency in English is crucial for understanding lectures, reading academic materials, and

producing written assignment. Many research publications are also in English and the students are required to find out the references across the countries. In addition, acquiring English language can help university students access the global knowledge, international collaboration, career opportunities, and soft skills development.

Law study program at the undergraduate level are designed to provide the students a solid foundation in legal principles, critical thinking skills and a comprehensive understanding of the legal system. These objectives typically aim to prepare the students for a career in law and to contribute to their overall personal and intellectual development. The common goals for undergraduate law programs across the universities in Indonesia, namely (1) to impart a basic understanding of key legal concepts, theories and principles across various areas of law, such as criminal law, contract law, constitutional law, etc; (2) to develop the ability of analyzing legal issues and apply legal reasoning to solve problems, fostering a strong analytical mindset; (3) to train the students in legal research methods and techniques, enabling them to find and analyze legal effectively; (4) to enhance writing skills for legal documents, including legal opinions, case briefs, and contracts; (5) to instill a sense of ethical responsibility and professional conduct in aspiring legal professionals; (6) to develop effective communication skills, both oral and written, essential for legal practice, client interactions and courtroom proceedings; and (7) to expose the students to practical aspects of law through case studies, simulations, and internships, bridging the gap between theory and practice.

The English learned by the students in the Law Study Program can be included as English for Spesific Purposes. English for Law can be one of the branches of English for Specific Purposes. The inception of English for Specific

Purposes (ESP) dates back approximately fifty years. It was prompted by the need for quick language instruction in professional and occupational contexts, rapid advancements in theoretical linguistics, and growing demands on educators and schools to pay attention to and respond to the needs of their students (Salmani-nodoushan, 2020). ESP has been recognized as an approach in teaching and learning English as a foreign language (Alsamadani, 2017). Hutchinson & Waters (1987) as cited in Donesch-Jeso (2012) also define ESP as an approach for language learning in which the learners' need become its foundation. All the decisions regarding the content materials and teaching method are based on the reason why the learners learn the foreign language. Furthermore, Richards & Rodgers (2014) explain that ESP is an English course that carry out specific roles such as engineer, nurse, doctor, and attorney; therefore, they acquire the content and its real-world skills. Salazar (2011) adds that ESP is a course focused on providing specific skills to the students required to perform activities related to different professional tasks. ESP aims to enhance the students' abilities in understanding a specific domain. By applying ESP, the students become more proficient in their field of study (Rahmawati & Anindhyta, 2022).

WHAT, WHY AND HOW?
What is English for Law?

English for Specific Purposes is a branch of English Language teaching that focuses on providing learners with the specific language skills the students need to excel in their chosen field or area of study (Feak, 2000). When applied to the field of law, English for Specific Purposes in law refers to teaching and learning English language skills that are tailored to the needs and requirements of legal professionals and students in the field of law. This approach recognizes the unique language

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demands of legal discourse and aims to equip learners with the necessary terminology, communication skills, and legal writing abilities required in a legal context. In other words, English for Law is a specialized branch of English for Specific Purposes that focuses on teaching and learning English language skills to anyone involved in the legal field. The goal of this program is to enable learners to operate effectively in English within the law-related environment. The lecturers in English for Law will help the students comprehend legal documents, communicate with clients and colleagues, draft legal texts, and understand the nuances of legal discourse. English for law is designed specifically for legal officers, practicing attorneys, and law students. In this course, the students will be introduced to the Indonesian legal system, US and UK legal concepts. In addition, the students may compare Indonesian law with that of the US or UK.

Why do we teach English for Law?

It is essential to bear in mind that the class of English for Law is intended to help law students and its profession-related law learn English in a legal context and to be able to communicate their thoughts and opinions when offering the legal services. There are several goals of teaching English for Law, namely:

(1) to improve the students' English writing proficiency in common legal text formats,

(2) to improve the students' comprehension of and aptitude for reading legal writings,

(3) to improve the students' understanding of spoken English when it is being used in trials, interviews, presentations, meetings, and other settings to discuss legal matters,

(4) to give the students an overview of some linguistic facets, especially on the commercial lawyers' jobs.

In most of universities in Indonesia, English for Specific Purposes for Law students is given at the beginning of the study. In other words, it is studied by the students in the first or second semester. In that kind of situation, the average of the students' English language acquisition is still low. Most of the students do not understand the basic English well and what the most needed by them is to be taught some basic English tenses and focused on vocabulary building. In other words, the students' initial knowledge of the English Language is not enough to understand some law contexts which need higher proficiency. Several universities provide English for Law as a specific course for students in semester 5 or above. This course is held by the language center and it is different from General English which has been their compulsory subject in every study program. The course can be divided into three levels, namely beginner, intermediate, and advanced. The students are required to join diagnostic tests to assign them based on their language level. This latter situation is more acceptable since most of the textbooks used in the law study program are written in English. Moreover, the basic legal context is found in the US and UK.

How do we teach English for Law?

The primary goal of this course is to introduce the fundamentals of English so that law department students can apply the English Language in their everyday work. The skills exposed in this course are 4 English skills namely reading, writing, listening, and speaking. There are also 3 macroskills that will be integrated into this course namely grammar, pronunciation, and vocabulary. For reading skills, the students focus on improving their reading comprehension through the reading passages which will be related to law context. The students can practice skimming and scanning to enhance their comprehension skills on the passages of law context. For writing

skills, the students will practice writing in the legal format used in legal documents and legal law articles. Their reading skills will be needed to improve the quality of their writing. The students also focus on listening skills. The material from listening will be used to support speaking activities. The students must listen to the law context in English. The speaking ability is also very important since the students need to be able to ask and answer during the discussion in the class, able to have daily conversation for social purposes and professional purposes, and able to communicate in the court situation. It is very possible for the lawyer to get expatriate client which means they have to communicate in English. Boyd (2018) introduces the materials of law that can be integrated into English Specific Purposes. The contents for English of Law are divided into several parts, such as the Practice of Law, Company or Business Law, Contracts, Employment Law, Real Estate Law, Secured Transactions, the Distinctions between Criminal and Civil Law, and The Civil and Criminal Laws of Procedure. Thalib (2014) brought law into his book entitled *Learning the English Law.* In his book, there are several chapters namely Introduction, What is Law, The History and Legal System of Law of Indonesia, Contract Law, Sample of Contracts, Law Term and Its Glossary of Legal Term and Meaning. The subtopics are related to the types of law such as The Law in Southern Asia, Eastern Asia, On the Islamic Perspective, European Laws, and United States. On the legal system, it is also discussed about Written and Unwritten Law, Civil Legal System, Criminal Legal System etc. Since the English language is integrated into the topic of English for Law, there are some components of language that appeared in each topic. Thalib (2014)only integrated reading and vocabulary activity on the topics of law. The following is the examples of reading activity appeared on Thalib (2014).

Picture 10.1. The Example of Reading Text

In every reading passage, the writer provided a glossary which shows the vocabulary in the passage. The amount of vocabulary is varied, based on the length of the text. Here are the examples of the glossary of Legal History text. There are only five words but they represent the most essential words that must be mastered by the students. The given meaning of each vocabulary can be adopted or adapted from the dictionary as long as it is easy to understand by the students.

a. Legal   : connected with the system of law within a country or area
b. Evolved   : having developed through a gradual process
c. Civilizations : human society with its well developed social organizations, or the culture and way of life of a society or country at a particular period in time
d. Jurists   : an expert in law, especially a judge
e. Jurisprudence : the study of law and the principes on which law is based

Source: Thalib (2014, p. 22)

Picture 10.2. The Glossary of the Vocabulary

After reading the text and discussing the vocabulary in the text, there will be exercises such as reading comprehension exercises. Reading comprehension exercises can improve the students' English proficiency and broaden their understanding of the texts they are reading (Anaktototy & Lesnussa, 2022). Below is an example of reading comprehension displayed by Thalib (2014) as the review of what the students have learned about Legal History.

Reading Comprehension
1.Why legal history is closely connected to the development of civilizations?
2.In general, how many legal system in the world?

Source: Thalib (2014, p. 23)

Another book written Poedjiastutie et al. (2017) entitled *English for Law* is written to fulfill the students' needs to learn English for Specific Purposes. The students need the opportunity to develop their English skills to be more communicatively and meaningfully in academic contexts. Using the twenty-eight units, this book presents reading, writing, and speaking sections. The reading section mainly consists of pre-reading, reading comprehension, and vocabulary exercises related to the topic of the text. In the pre-reading part, the students are given the opportunity to brainstorm what will be learned for one unit. The activity can be in the form of observing the picture, introducing some vocabulary, or listening to a transcripted conversation.

THE INDONESIAN LEGAL SYSTEM

The history of Indonesian legal system is closely related to the Dutch legal system. During the Dutch colonial rule, the Netherlands-Indies Government implement the concordantie principle in the legal sector, which meant that almost every law that was applied by the Netherlands parliament was introduced in the Indonesian territory, with minor changes if necessary. *Propelled* by acquisitive motive for war supplies, the Japanese entered Indonesia relatively easily due to their ability to fit in with the political trend of the time. Introducing themselves as "the leader, protector, light of Asia" and "older brother", the Japanese's true *legacy* was the creation of opportunities for *indigenous* Indonesians to participate in politics, administration, and the military. This period of exploitation (1942-1945) under Japanese martial law caused serious hardship but also set the positive political circumstances leading to the declaration of independence on August 17, 1945. When Indonesia became independent, Article II of the *Transitory Provisions* in its 1945 Constitution, established that all laws and legislation existing under the Dutch colonial administration automatically became the laws and legislation of the Republic of Indonesia, until *repealed, revoked* or *amended.*

Adapted from Tom Kimbrough. 2011

Glossary:
amend (v) : change
indigenous (n) : original
legacy (n) : heritage
propelled (v) : motivated
repeal (v) : remove
revoke (v) : replace

Source: Poedjiastutie (2017, p. 12)

Picture 10.3. The Reading Text shown by Poedjiastutie (2017)

After the pre-reading activity, it is continued by reading comprehension. In this part, there will be a reading passage and its reading comprehension exercise. The reading passage is an authentic text that has been adapted to the topic or theme of each unit. The activities for reading comprehension are various such as open-ended questions, matching, multiple choices, true-and-false statements, fill-in-the-blanks, completions, map/diagram labeling, etc.

Task 1

Decide if the following information about the reading passage are true (T) or false (F). If you check (√) false, correct the statements to make it true.

True - False

1. The Japanese enter Indonesia relatively easy due to their political trend. ☐ ☐

   Correction:...

2. The Dutch Colonial rule implemented the Corcondantie principle. ☐ ☐

   Correction:...

3. Netherlands parliament was introduced in Indonesia with major changes. ☐ ☐

   Correction:...

4. Political do not agree the declaration of Indonesia independence. ☐ ☐

   Correction:...

5. Dutch legislation was adopted to become the laws of Republic
   Indonesia since independence. ☐ ☐

   Correction:...

Picture 10.4. Example of Reading Comprehension

Task 2

Find the right definition for each term below.

1. (history)

2. (legal)

3. (parliamen)

4. (legacy)

5. (indigenou)

6. (declaration)

7. (constitution)

8. (colonial)

- connected with the law and administration

- a systematic narrative of past events about particular people, country, period, person

- the group of people who are responsible for making the laws in some kinds of government

- originating in characteristic of a particular region or country

- something (such as property or money) that is received from someone who has died

- a formal announcement about important issue

- the system of fundamental principles according to which a nation, state, corporation are governed

- not influenced or controlled by others in matters of opinion, conduct and perception.

Picture 10.5 Example of Reading Comprehension

The third part is the writing section. In this section, some structures and sentence patterns are presented from the easiest to the most difficult exercises. This part requires the students to write English sentences related to the law study in grammatically correct and semantically accepted. The activities in writing are such as sentence completion, jumbled sentence, table completion, describing things/people/place, and writing some types of paragraphs.

Let's write.

FAMOUS FIGURE

Nowadays, many people in the world may have a chance to be a figure for everyone. We will never forget that many famous figure has already dedicated their life to give the best things related to their expertises for this world. This is one of the examples of a famous figure:

Quick Facts:

Prof. Dr. Mohammad Mahfud M.D., SH, S.U

Sampang, Madura, East Java, May 13,1957

Chairman of the Supreme Court (2008 – 2013)

PhD in 1993 from the University of Gadjah Mada

Proffesor and lecturer at Indonesian Islamic University

Member of Parliament

Minister of Defense in the National Unity Cabinet

Picture 10.6. Example of Writing Activities

Task 6

Write the detailed information about Mahfud MD into a paragraph. Complete the following sentences.

> Prof. Dr. Mohammad Mahfud M.D., SH, S.U. was born in Sampang, Madura, East Java, May 13, 1957 . He was the Chairman of the Supreme Court...
> ....
> ....
> ....
> ....
> ....
> ....

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Picture 10.7. Example of Writing Activities

The last part is the speaking section. The students are provided with models and examples followed by practical activities presented in various ways. The materials have been arranged and graded in accordance with students' language levels Poedjiastutie et al. (2017). The speaking activities can be in the form of conversation, monologue, doing interview and presentation.

Task 6

Interview one of your favorite lecturers in Law Department about his/her daily activities and present it in front of the class.

Picture 10.8. Example of Speaking Activities

THE ASSESSMENT IN ENGLISH FOR LAW

The act of assessing is called assessment. It is an assessment of a student's performance in a class. It is the procedure for determining the extent to which the learning objectives have been met. It provides feedback on how well the students are learning and consequently, how successful the teaching and learning process. Hyland (2022) states that the two primary goals of assessment are to determine a comparable measure of competency and to obtain feedback to support learning. The assessment examines the advantages of learning. In ESP, assessment is a tool for learning. It can help students feel like they have accomplished something and that the teachers' approach to evaluation aligns with the material they have learned. They go on to say that evaluation offers advantages like support, boosting self-esteem, engagement, and strengthening (Agustina, 2014). As English for Law is a part of English for Specific Purposes, the assessment will be concerned with assisting the Law students in completing communicative tasks related to Law, giving feedback on their progress in acquiring the language, validating their mastery of certain English abilities, and identifying the skills that still need further attention. The things that must be highlighted in ESP are whether the students can communicate in English using the knowledge of Law and achieve the aim of communication in English. The assessment in English for Law can be classified as a performance assessment in which the students will show their English skills and the content knowledge of Law Study.

CONCLUSION

English has become a global language, crucial for communication in various sectors. In Indonesia, English is particularly significant in education, with a strong focus on proficiency for academic success and career advancement. The

integration of English into the law curriculum through English for Specific Purposes (ESP) addresses the unique language needs of legal professionals and students. This specialized approach, known as English for Law, provides learners with the specific skills and terminology required in the legal field. Universities in Indonesia are adapting their curriculum to ensure law students gain the necessary English skills for their careers. They emphasize reading, writing, listening, and speaking skills within a legal context. This comprehensive approach helps students understand legal documents, communicate with clients and colleagues, and draft legal texts. Additionally, ESP courses are structured to accommodate different levels of proficiency, allowing students to progress at their own pace. Teaching English for Law involves various strategies, including skimming and scanning for reading comprehension, structured writing exercises, and speaking activities to build confidence and proficiency in English. The course content covers a range of legal topics, providing a solid foundation in legal principles and critical thinking. Assessment plays a vital role in English for Law, focusing on performance-based tasks that measure students' competency and provide feedback to support learning. This approach helps ensure that students not only acquire the necessary English skills but also develop a strong understanding of legal concepts. Overall, English for Law serves as a bridge for law students, connecting them to global knowledge and career opportunities while promoting effective communication and critical skills in the legal field.

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CHAPTER 11
ENGLISH FOR HISTORY

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INTRODUCTION

Fluency in English plays a crucial role in historical studies. The historical context of regions has contributed to the perception of English as the dominant language in various domains, including science and technology (Liu, 2022). English provides access to a wider range of historical materials from around the world, such as written works, research papers and records written in English. Students of history who are fluent in English are able to read and understand original materials, historical analysis and research from a variety of historical periods. English also makes it easier for historians around the world to collaborate and communicate with each other. Being able to communicate in English opens doors to deeper research and helps to understand historical situations. Historians can communicate and analyse their research more effectively to the audience through proficiency in English. It makes historical information more widely available through books, conferences, articles and digital media, which in turn enhances the historical conversation. In this case, English speaking skill can help students presenting their interpretations in discussions and communicate their knowledge (Fahrughazi, Omar, & Mohamad, 2023). It helps to further the global understanding and development of historical narratives. Finally, fluency in English supports historians not only to grasp many historical viewpoints, but also to communicate their own opinions.

Historians proficient in English can effectively utilize the majority of historical databases, online repositories, intellectual discourses, academic publications and historical archives which are available in English. English made easier to obtain more information (Afriani, 2021). English ability has a role in getting more references (Afriani & Silvia, 2020). The importance of English in historical studies is to help historians to engage with diverse historical narratives and sources from around the world (Bekteshi, 2022). It can be stated that English proficiency can reduce the potential limitations of historical databases, particularly in terms of language bias. Knowledge of the language helps historians to use digital archives and access to primary sources. In this case, the academic English proficiency also emphasizes the relevance of English in effectively communicating historical analyses. Then, the ability to read historical texts in English is essential for historians to access to a wide range of historical materials (Fata, Komariah, & Riski Alya, 2022). This chapter will explain some important aspects that can be a guide in learning English for history. The materials and examples given are presented in a historical context.

PARTS OF SPEECH

The basic categories into which words are grouped in English grammar according to how they function and mean within sentences are known as Parts of Speech. The main parts of speech are noun, pronoun, verb, adverb, adjective, preposition, conjunction, and article.

NOUN

A noun is a word that represents a person, place, thing, idea, emotion, or quantity. There are two basic noun groups. They are count nouns and noncount nouns. Count nouns are those you can count and noncount nouns are those you cannot count.

Table 11.1. Count Nouns and Noncount Nouns

Noncount nouns	Count Nouns		Count Nouns with Irregular Nouns Plurals			
	Singular	Plural	Singular	Plural	Singular	Plural
Air Economics Love News Rice Water	Book Box City Class Key Student	Books Boxes Cities Classes Keys Students	Child Deer Fish Foot Goose Man Mouse Ox	Children Deer Fish Feet Geese Men Mice Oxen	Person Series Sheep Species Tooth Woman	People Series Sheep Species Teeth Women

Write the plural forms of these count nouns.
1. pyramid _____
2. army _____
3. emperor _____
4. weapon _____
5. relic _____
6. empire _____
7. city _____
8. dynasty _____
9. tribe _____
10. monument _____

PRONOUN

Pronouns are words that are used in place of nouns to avoid repetition.

Table 11.2. Kinds of Pronouns

Pronouns				
subjective pronouns	**objective pronouns**	**possessive adjectives**	**possessive pronouns**	**reflexive pronouns**
I	me	my	mine	myself
you	you	your	yours	yourself
he	him	his	his	himself
she	her	her	hers	herself
it	it	its	its	itself
we	us	our	ours	ourselves
you	you	your	yours	yourselves
they	them	their	theirs	themselves

VERB

Verbs are words that express an action. They are essential for constructing sentences and conveying meaning. Verbs can be grouped as transitive and intransitive. Intransitive verbs do not have object, but transitive verb must have an object.

Table 11.3. Kinds of Verbs

Kinds of Verbs	Examples	Notes
Intransitive verbs	Sarah **arrived** on Monday	An intransitive verb is complete without an object.
Transitive verbs	She **found** a nice place to visit	A transitive verb must have an object. It is incomplete without object.

Underline the verbs in the following sentences.
Example: Kings <u>conquered</u> new territories.

1. Explorers sought new trade routes.
2. World wars changed the global political map.
3. The industrial revolution changed the way people worked.
4. Ancient tribes built their own civilizations.
5. Pharaohs ruled ancient Egypt.
6. Spain colonised most of Latin America.
7. Napoleon led the Napoleonic Wars.
8. The invention of the printing press accelerated the spread of information.
9. The Treaty of Versailles ended World War I.
10. The Romans established an extensive road network.
11. Ancient Egypt built pyramids as tombs for kings.
12. European explorers discovered new sea routes to Asia.
13. The Ming Dynasty built the Great Wall of China.
14. The French Revolution overthrew the absolute monarchy.
15. In 1066, the Battle of Hastings ended Anglo-Saxon rule in England.

ADVERB

Adverbs provide additional details about the verb, adjective, or other adverb in a sentence.

Table 11.4. Kinds of Adverbs

She walks **quickly**. (adverb)	Adverbs modify verbs. They often answer the question "How?"
The palace servant opened the door **quietly**. (adverb)	How does she walk? The answer is **quickly**. Adverbs are often formed by adding **-ly** to the adjective. *adjective: **quick*** *adverb : **quickly***
The king was **really**	Adverbs are also used to modify

happy. (adverb) (adjective)	adjectives. It is used to give information about adjectives.
The Vikings **often** raided coastal areas in Europe. He **hardly ever** traveled beyond her kingdom's borders. The ancient civilization **always** celebrated the harvest festival. The traders **usually** followed the Silk Road for their journeys.	*Adverbs of frequency* Adverbs are also used to express time of frequency. Adverbs of frequency tell you how often something happens. always almost always usually often sometimes hardly ever almost never never

ADJECTIVE

Adjectives are words that modify or describe nouns and pronouns. They provide more information about the noun or pronoun such as its size, color, quality and others. The word *modify* means change a little or it gives a little different meaning to a noun.

Table 11.5. Adjectives

student	**good** students **lazy** students **young** students **old** students **rich** students **poor** students

	modern students
archaeological	historic archaeological
empire	powerful empire

Underline the adjective in the following sentences.

Example: The <u>ancient</u> Greek civilization had a <u>rich</u> cultural heritage.

1. Ancient Egypt had marvelous pyramids as the tombs of the pharaohs.
2. The Renaissance period in Italy saw the development of great art, music and science.
3. The discovery of Mesopotamia as a "fertile plain" supported the emergence of an advanced agricultural civilization.

PREPOSITION

A preposition links nouns, pronouns, and phrases to other words in a sentence.

Table 11.6. Preposition

Common prepositions	
above	below
across	beside
around	between
at	on
before	in
behind	under

Prepositions in sentences.
1. The book is on the table.
2. The student studies in the library.
3. They are discussing a new issue in the museum.
4. The explorers sailed across the ocean to find treasures.

CONJUNCTION

Conjunctions are words that connect words, phrases, or clauses.

Table 11.7. Conjunction

Conjunctions		
Coordinating conjunction	**Correlative conjunction**	**Subordinating conjunction**
It is used to join one word, phrase, or sentence with another.	It joins together words, phrases and sentences that are complementary to each other or that have a relationship to each other.	It is a connecting word that is used to create complicated English sentences or sentences with several clauses. *It can only be used to connect clauses, not word.*
for and nor but or yet so	neither … nor either … or whether … or both … and not only … but also as … as such … that rather … than	if because even although though while whereas after since as when where

Conjunctions in sentences.
1. The battle was short but had a huge impact on history.
2. Ancient people used simple tools but they were able to build an advanced civilisation.
3. The Renaissance encouraged creative innovation and this had an impact on the cultural development of Europe.
4. The purpose of the treaty was to create not only peace but also trade alliances between the kingdoms.
5. Although Indonesia has a rich history, some parts of the country are still unexplored.

ARTICLE

This part explains how to use the articles **a**, **an**, and **the** in a sentence.

Table 11.8. Articles

Using articles	
a/an	a picture
A or **an** is used before a singular count noun.	a map
	a heritage
A or **an** is not used with a noncount noun or with a plural count noun.	a pyramid
	a decade
	a year
A is used before a singular count noun that begin with consonant sound.	a monarchy
	a discovery
	a revolt
An is used before a singular count noun that begin with a vowel sound.	a dynasty
	a period
	a European
Countable nouns in singular form always have an article.	
	an era
	an empire
	an invasion

	an achievement
	an agreement
	an event
	She is **a** student.
	He is **a** historian.
	My grandfather was **a** lecturer.
	The Industrial Revolution was **a** period that affected society and industry.
	It was **an** era of significant technological advancement.
the	Have you seen **the** book?
We use definite article **the** when the listeners already know which thing we are talking about because it was mentioned before.	Historically, **the** Ottoman Empire had a significant influence.
	One significant development in medical science was **the** discovery of penicillin.

TEXT TYPES FOR LEARNING HISTORY
NARRATIVE TEXT

A narrative text tells a story with complication events and problem-solving answers or the resolutions to solve the problems.

The Purpose of Narrative Text: The purpose of narrative text is to convey a story to the reader and make the reader feel as if they are in the place or situation described.

The Generic Structure of Narrative Text

Orientation: This part describes the characters, location, and time (setting).

Complication : Complication describes the conflict of the story and how it develops into the climax.

Resolution: The problem is resolved, either in a happy ending or in a sad ending.

Re-orientation: This is a closing remark to the story and it is optional. This part consists of a moral lesson, advice or teaching from the writer.

The American Civil War
Orientation

In the mid-19th century, the United States was torn apart by a conflict that shook the very foundations of the country called the Civil War. It was between the Southern states, which were fighting for the right to own slaves, and the Northern states, which were opposed. The conflict reached a critical point when a series of events fueled the war.

Complication

Throughout the American Civil War, both sides suffered and sacrificed tremendously. At first, the North seemed to have the upper hand because they had more troops. Then the fighting did not stop there. The stubborn Southerners, who wanted to maintain the long-established slave system, were the reason why the battle remained intense.

Resolution

The war ended in 1865 with the surrender of the Confederacy and the emancipation of all slaves. The United States would always remain a united nation, free of slavery, thanks to the Union's victory. However, the consequences of the war left deep divisions in the nation's history. Despite the end of the war, the struggle for full equality and unity for all Americans

continued, shaping the nation's history and culture for years to come.

Exercise 1
Analyze the generic structure of this narrative text.

In the thirteenth century, the adventurous Marco Polo, a Venetian trader, embarked on a journey with his father and uncle. They made the long journey to China to explore the Silk Road, which was famous for its wonders and difficulties. Brave, courageous and full of curiosity, they left Venice and embarked on a challenging journey.

There are many obstacles in their way. Vast deserts, high mountains, treacherous rivers and other challenging terrain tested the mettle of Marco and his crew. They have to cross fast-flowing rivers, rugged terrain on high mountains and dangerous sandstorms that wreak destruction in the barren desert. Their passion for discovery never wanes, even when they are tired and frustrated by the difficulties of the nature. Their enthusiasm for learning never wavered.

After years of travelling, they finally arrived at the palace of Emperor Kublai Khan in China. There Marco Polo was invited to work as the Khan's personal advisor. He became aware of the wealth and the beautiful scenery of China as he studied its trade, culture and prosperity. After Marco returned to Venice, he wrote The Travels of Marco Polo, a famous book that described his expeditions and encouraged other European explorers to go on journeys further into the world.

Exercise 2
Describe another historical event. Write it down in narrative paragraphs.

DESCRIPTIVE TEXT

A descriptive text is a text that provides information about a person or object.

The Purpose of Descriptive Text: The main purpose of descriptive writing is to create a mental image in the reader's mind through the description of a person, place or thing.

The Generic Structure of Descriptive Text

Identification: Identify the phenomenon you want to describe. Introduces where or who the subject of the description is *Description.* Describe the phenomenon in terms of parts, qualities, or characteristics, It can be a place, person, or thing.

Napoleon Bonaparte: military leader who influenced European history
Identification

The French commander and military leader Napoleon Bonaparte was born in Corsica in 1769. He made important historical contributions to Europe in the 19th century. He became famous during the French Revolution. In 1799 he was appointed Consul of the French Republic. He founded the French Empire in 1804.

Description

Napoleon Bonaparte was known for his brilliant military strategies, fierce political ambition and charismatic leadership style. He expanded his sphere of influence throughout Europe by commanding the French army in several successful military campaigns. Napoleon is recognised as a pioneer in a number of disciplines, including law, education and administration.

Napoleon's skill in several conflicts, including the Battle of Austerlitz and the Battle of Waterloo, is considered a historical highlight. He is also credited with writing the Napoleonic Code.

It influenced the legal systems of many European nations. However, after his defeat at the Battle of Waterloo in 1815, his thirst for territory led to his defeat and exile.

Napoleon Bonaparte is regarded as a major figure in French and European history, even though he was ultimately defeated. The major developments of the 19th century in Europe still bear witness to his influence on the legal system, the armed forces and politics.

Exercise 1
Analyze the generic structure of this Descriptive text.

Martin Luther King Jr. was born in Atlanta, Georgia in 1929. He became a major figure in the American anti-racism movement of the twentieth century. He was a pioneer of the civil rights movement, using non-violent means to promote equal rights for African Americans. The famous American activist Martin Luther King Jr. played a crucial role in the civil rights movement of the 1960s. His brave and unwavering commitment to racial equality has served as an inspiration to millions of people around the world.

Exercise 2
Describe another historical event. Write it down in descriptive paragraphs.

CONCLUSION

This chapter summarizes the importance of parts of speech in understanding English sentence structure. This chapter also explains text types commonly used in historical contexts. Through concrete examples related to the study of history, readers will gain a full understanding of how the basic elements of language interact with different text types to describe historical events, people or places. As a result, readers will be

able to communicate historical information in writing by using appropriate text types and sentence structures.

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CHAPTER 12
ENGLISH FOR AVIATION OPERATORS

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INTRODUCTION

Aviation operators involve any professionals who contribute to the operation of the aviation industry. The most popular professions in this field are probably pilots and flight attendants. However, the aviation operators extend beyond those three professions. Ragan (1997) describes the potential content area for the English for aviation, which involves mechanics/engineers, air traffic controllers, and the airport and airline management.

Table 12.1 The Scope of Aviation English

Areas	Aviation Professionals
Flight	1. Pilots 2. Air traffic controllers
Technology	1. Airframe and powerplant mechanics 2. Avionics 3. Aircraft manufacturers 4. Flight line operators.
Engineering	1. Aeronautical engineering 2. Aerospace engineering
Business	1. Airline or Charter Service 2. Fixed-based operations 3. Airport Management 4. Marketing

Source: (Ragan, 1997) aviation English; an introduction

Understanding the specific roles within each area is crucial for designing English for Specific Purposes (ESP) programs. For example, a pilot requires communication skills specific to cockpit procedures and air traffic control interactions, while an avionics specialist may need English for troubleshooting and explaining technical issues. Aeronautical and aerospace engineers might need English for presenting research findings or collaborating on international projects. Those in business roles may require language skills for negotiations, customer service, or marketing strategies. Recognizing the diversity of roles within the aviation industry highlights the need for targeted language training that addresses the unique communication demands of each profession. This data underscores the importance of developing ESP programs that cater to the specific linguistic needs of aviation professionals across various domains within the industry.

Although it encompasses a number of different professions, English for aviation operators shares the same standard across the globe, especially for teaching English to pilots and air traffic controllers. This standard was introduced in response to the recognition that language-related miscommunications pose a significant risk to aviation safety. ICAO recognized that English is the international language of aviation and created a framework to assess aviation personnel's language proficiency. The standard is regulated by the International Civil Aviation Organization (ICAO, 2009) and is outlined in Annex 1 on personnel licensing (ICAO, 2018). There are six levels of descriptors for language proficiency. Level one means the pre-elementary, and level six means the expert user. For pilots and air traffic controllers, they have to achieve at least level four of the ICAO proficiency level.

Table 12.2. ICAO Language Proficiency Level 4 Descriptors

Operational 4	Pronunciation, stress, rhythm, and intonation are influenced by the first language or regional variation but only sometimes interfere with ease of understanding.	Basic grammatical structures and sentence patterns are used creatively and are usually well controlled. Errors may occur, particularly in unusual or unexpected circumstances, but rarely interfere with meaning.	Vocabulary range and accuracy are usually sufficient to communi-cate effectively on common, concrete, and work-related topics. Can often paraphrase successfully when lacking vocabulary in unusual or unexpected circumstances.	Produces stretches of language at an appropriate tempo. There may be occasional loss of fluency on transition from rehearsed or formulaic speech to spontaneous interaction, but this does not prevent effective communi-cation. Can make limited use of discourse markers or connectors. Fillers are not distracting.	Comprehension is mostly accurate on common, concrete, and work- related topics when the accent or variety used is sufficiently intelligible for an international community of users. When the speaker is confronted with a linguistic or situational complication or an unexpected turn of events, compre-hension may be slower or require clarification strategies.	Responses are usually immediate, appropriate, and informative. Initiates and maintains exchanges even when dealing with an unexpected turn of events. Deals adequately with apparent misunder-standings by checking, confirming, or clarifying.

Source: ICAO, (2009) Guidelines for aviation English training programs

Reaching ICAO Level 4 signifies that the individual has achieved operational proficiency in English, allowing them to effectively communicate in routine and non-routine aviation situations. At this level, the individual can understand and transmit information accurately, contributing to the overall safety and efficiency of aviation operations. It is important for aviation professionals to attain at least level 4 to meet the international standards set by ICAO and ensure a common level of language proficiency across the global aviation community. For a complete description of the language proficiency standard, see Attachment A of Annex 1 on Personnel Licensing (ICAO, 2018).

Other professions, such as cabin crew, mechanics and engineers, and the management have less strict standards that vary according to the company rules. Although the focus of the standards is primarily for pilots and air traffic controllers, English language skills are essential for all aviation operators. Other aviation professionals at least need English skills at the level of everyday communication. For example, airport and airline management need English to communicate with overseas employees, customers, authorities, and partners. Then, the mechanics rely on English to understand technical publications

to carry out their work (Terenzi, 2021). In addition to that, the ground staff need English to provide quality service to passengers. The passengers come from different countries and cultural backgrounds. English serves as a common language for communication in this environment (Wahono & Zahro, 2021). Passengers also stress the importance of being able to find their way through the airport and communicate with the staff (Fodness & Murray, 2007). The importance of English in aviation is also greater than for communication purposes. It plays a role in flight safety because miscommunication can lead to errors. When coordinating operations on the ground, ground staff need to be able to give instructions accurately as well as communicate any potential safety or security concerns.

In summary, the significance of English proficiency in aviation cannot be overstated, as it serves as a tool for effective communication. Each aviation professional possesses unique language needs depending on their job roles and responsibilities. The needs can be broadly categorized into two essential functions: firstly, communication for ensuring safety in operation, and secondly, communication for delivering service excellence to passengers. As we progress through the upcoming chapters, our exploration will deepen into the principles of English for Specific Purposes for Aviation Operators. We will delve into content areas, explore valuable resources for educators, and anticipate future trends that will shape language training in this industry.

PRINCIPLES IN THE ENGLISH LEARNING FOR AVIATION OPERATORS

Although aviation operators consist of different professions and learn English to communicate in different settings, the unifying thread lies in the importance of mastering communicative competence. There have been reliable references related to the principles and core assumptions in communicative language teaching (Richards, 2006; Richards & Rodgers, 2010). ICAO also sets an implementation guideline for English training, and the principles follow the current trends in language learning theories.

Simoncini & Kovtun (2014) summarize the principles of teaching English to pilots and traffic controllers based on ICAO recommendations. One of the principles is the use of relevant and meaningful materials. This means that the course should integrate documents, daily activities, and communication samples from pilots and air traffic controllers. These materials could include actual radio transmissions, aviation manuals, weather reports, cockpit voice recordings, and other relevant documents or recordings used in aviation operations. The rationale behind using such materials lies in providing learners with exposure to the language used within their professional domain. This helps learners develop the language skills necessary for effective communication.

Second, the instructor needs to promote autonomous learning. Autonomous learning involves empowering individuals to take charge of their own learning and encouraging self-initiative and responsibility. This is due to the mastery of listening and speaking; reaching level 4 of the ICAO standard requires effort and time. Therefore, extended practice outside the classroom is essential. ICAO (2009) notes that ESP is indeed an effective way to learn English in an aviation context. However, there is no shortcut to language proficiency. Learning

takes time. Both learners and instruction should be realistic about the learning progress. It is important to set practical and achievable expectations for the learners, and learners may progress at different rates based on various factors. It is also important to acknowledge the complexity of the skills required and understand that language proficiency is developed over time.

ENGLISH FOR AVIATION OPERATORS IN INDONESIA

English for Specific Purposes (ESP) for pilots and air traffic controllers confirms the same standard across the world. Thus, there is little difference in the training for this field, even when it is conducted in different countries. However, for other aviation professions, the courses and training may vary. In Indonesia, some aviation operators, such as ground handling, aviation management, flight attendants, and engineers, study at universities or polytechnics. The study programs have the autonomy to develop their own curriculum. Thus, the English subject may have different weight and priority in each institution.

A number of studies have reported that the implementation of ESP courses in higher education faces a number of problems. According to Yoestara (2017), challenges in English for Specific Purposes (ESP) instruction are multifaceted, involving issues at the student, instructor, and institutional levels. Students have low English proficiency levels, and they prefer to become passive learners during the lessons. On the other hand, instructors face their own challenges, including variations in students' proficiency levels, limited knowledge of the subject matter, and lacking adequate training (Ahmed, 2014). This situation happened because at the institutional level, ESP courses often contend with large class sizes, inadequate teaching

resources, and limited faculty support. Adi & Khotimah (2018) highlight the impact of faculty policies, revealing that ESP instructors are compelled to focus on preparing students for the English Proficiency Test at the University Language Center.

Despite the growing popularity, ESP in higher education still has not received the attention it needs. Bayram & Canaran (2019) state that ESP teachers in higher education find it difficult to access professional learning. This is in line with the findings from Iswati and Triastuti (2021). Their study reveals that the ESP instructors are lack knowledge of students' fields of study. They barely have time to conduct proper needs analysis and they must teach large classes. Thus, attention from stakeholders and policy-makers is needed to improve the practice of ESP teaching in non-English departments.

Although there are some problems in the implementation of the ESP teaching in Indonesian higher education, efforts are being made to address these issues. Marantika et al. (2022) note the collaboration between English teachers and the flight instructors in creating task-based language teaching. Nurika et al. (2022) describe the use of technology to enhance ESP teaching in an aviation college. Cutting (2012) identifies the linguistic features needed by ground handling crews in international airports. In relation to material development, the array of available textbooks is steadily expanding. Moreover, the availability of online technology enables hybrid learning. In conclusion, while challenges persist in the implementation of English for Specific Purposes (ESP) teaching in Indonesian higher education, there is a concerted effort to overcome these obstacles.

CONTENT AREAS IN ENGLISH FOR AVIATION OPERATORS

The aeronautical communicative language functions are language features identified in pilots and air traffic controllers' communication. These features serve as a guideline for selecting the content for ESP teachers and material developers. The features were the result of the studies at the École National de l'Aviation Civile in France. The complete reference can be seen in the manual on the implementation of ICAO language proficiency requirements. However, here are key aspects of English needed by pilots and air traffic controllers.

1. Standard Phraseology: Both pilots and air traffic controllers adhere to a standardized set of phrases and expressions to facilitate clear and concise communication. This includes specific terminology for takeoffs, landings, altitude changes, and emergency situations.

2. Clear Pronunciation: Given the international nature of air travel, emphasis is placed on clear pronunciation to minimize the risk of miscommunication. Standardized pronunciation is crucial for understanding radio transmissions and instructions.

3. Aviation Vocabulary: a specialized vocabulary about terms related to aircraft components, navigation, meteorology, and the day-to-day job activities of airline pilots and air traffic controllers. In addition to that, pilots and air traffic controllers must be familiar with vocabulary about emergency situations.

Unlike the content in English for pilots and air traffic controllers, the language requirements for other aviation professionals is more flexible. While pilots and controllers rely on plain English and standardized phraseology in communication, other aviation professionals operate in different

situations where communication needs vary. Flight attendants, for example, must possess flexibility that allows them to adapt to a range of situations. Their communication includes interactions with passengers and providing customer service. Such flexibility is essential for handling a variety of topics, such as passenger inquiries, requests, and announcements. Moreover, other aviation professionals, including ground staff, maintenance personnel, and administrative staff, engage in communication that is specific to their roles and responsibilities.

Factors contributing to the variety of content areas are that stakeholders sometimes use different perspectives in the needs analysis process (Anthony, 2018). Those who believed in the discrepancy views of needs will be highly likely to find out the gap between the students' current skills and the expected outcomes from the end users (industry). In this case, the course design will try to close the gap, and the content area tends to focus on that aspect. Meanwhile, those who hold a democratic view of needs will be likely to search for what the stakeholders want. The stakeholders (students, ESP teachers, university management, and the industry) often have different wants. For example, university management wants to minimize course expenses by enrolling as many students as they can. The students want the course that is interesting and fun, regardless of what they actually need to learn. ESP teachers want small class size and support from the university. In this situation, a variety of research results on needs analysis are not surprising.

Whatever the views used in a needs analysis, it is essential for ESP teachers to focus on language proficiency rather than teaching the subject matter in English. This is particularly crucial, as the primary goal remains the development of effective communication skills in English. ESP teachers should remind the students they are learning English. The subject matter is just the media to make the lesson meaningful and

interesting. It is indeed true that successful ESP teaching involves seamlessly integrating both aspects. However, it is the ideal situation. The writer believes that in most cases, such situations are rarely found, especially when the students are mostly beginners.

RESOURCES TO TEACH ENGLISH FOR AVIATION OPERATORS

For beginner English teachers, it can be challenging to teach ESP in this setting since most teachers have very little knowledge of the aviation industry. Moreover, the existing textbooks often assume that the students have some degree of proficiency. In the writers' limited observation, especially in the ESP teaching at the university level, this is not the case. Even in aviation colleges, the students' language proficiency varies greatly. It means the teachers need to adapt the existing textbook to fit the students' needs. However, the following resources can serve as valuable starting points to enhance ESP teachers' understanding of the aviation industry and develop effective instructional materials.

1. **ICAO Doc 9835: Manual on the Implementation of ICAO Language Proficiency Requirements**: This document provides guidelines and recommendations for the implementation of language proficiency requirements for aviation personnel. It is a valuable resource for understanding the language expectations within the aviation industry. Moreover, there are checklists that are useful in material development, test development, and program evaluation.

2. **ICAO English Language Proficiency (ELP) Tests:** Familiarize yourself with the ICAO ELP tests used to assess the language proficiency of aviation personnel.

Understanding the components of these tests helps ESP teachers to meet specific assessment criteria.

3. **Aviation English Textbooks:** Utilize specialized textbooks designed for teaching English in aviation contexts. The textbooks usually present the materials in topical order. For example, in English for pilots, the books usually sequence the topics from pre-flight communication to landing, or the books present the routine communication practices and non-routine communication. Table 12.3 summarize the available textbooks that can be used in the English for aviation.

Table 12.3.
Examples of Textbook on English for Aviation Operators

No	Titles	Authors	Publishers	Target learners
1.	English for Aviation	Sue Ellis and Terence Gerighty	Oxford University Press	Intermediete, For Pilots and Air traffic controlles
2.	General English for Aviation	Cintia Uemura	Cengange Learning	Beginner, suitable for all aviation students with beginner level.
3.	Flightpath: Aviation English for Pilots and	Philip Shawcross, Jeremy Day	Cambridge University Press	Intermediete, For Pilots and Air traffic

			controlles
	ATCOs		
4.	English for Cabin Crew	Sue Ellis, Lewis Lansford	Oxford University Press	Intermediate, for flight attendant
5.	English for Cabin Crew	Terence Gerighty, Shon Davis	Cengange Learning	Intermediate, for flight attendant
6.	English For Professional Airline Services	Sutanto Leo	Gramedia Pustaka Utama	Pre-intermediete, for ground crew, airport and airline management.

Source: author's archive

There are other textbooks available in the market, the list are just examples from the most popular one. Most books require the students to be at least at the intermediate level. However, as an ESP teacher, you can adapt lesson sequence in the books and modify the materials according to the students' proficiency levels. Most of the books can be downloaded for free in the internet, although I doubt if it is legal. However, books that are written for beginner students are not usually available for free download. For example, the General English for Aviation, the pdf version are available anywhere in the internet, but you must buy the audio files.

4. **Online Aviation English Courses:** Explore online courses specifically designed for aviation professionals. These courses often cover the communication skills required of

each aviation operator. ESP teachers can use the course learning goals and modify them into their own learning objectives.

5. **Simulation:** If your institutions have facilities such as passenger aircraft, airport laboratories, and workshops, you can use the facility to create simulations and roleplays. Simulation activities replicates real-world scenarios and makes students practice communication skills in a controlled environment.

6. **Publications and Journals**: Stay updated on aviation trends, information, and best practices by referring to aviation publications and journals. These resources can provide valuable resources for extensive reading activities, prompts for discussion, and sources for text adaptation. If you are teaching English to ground staff, for example, you might want to read Ground Operation Manuals (GOM) to get a source for text adaptation.

7. **Guest Speakers and Industry Experts**: Invite guest speakers, such as pilots, air traffic controllers, or aviation communication experts, to share their experiences and insights with students. This firsthand perspective can enhance students' understanding of real-world language use in aviation. The teachers can collaborate with subject teachers when industry experts are not available. In addition, once in a while, having a video conference with successful alumni of your institution can be an alternative.

8. **Collaboration with other aviation institutions**: Establish partnerships or collaborations with aviation institutions, flight schools, or aviation companies to gain access to

industry professionals and resources. This can enhance the relevance of your English for aviation operator's curriculum.

FUTURE TRENDS AND RESEARCH TOPICS

English for Specific Purposes in the Aviation Industry is a transformative journey. Technological innovation, cultural diversity, and continuous learning remain relevant topics in the near future. The technological advancement makes learning more flexible. Access to online learning gets easier, and students can learn anywhere in the world as long as they are connected to the internet. In this situation, collaboration among learners, teachers, and practitioners is way easier. Future studies may focus on the development of learning materials adaptable to technological advancements, the development of online mock-up tests, and the development of an online course for beginner aviation English. Furthermore, developing a framework to assess the effectiveness of such courses is equally important.

However, a balance between leveraging technology and embracing the human aspects of language learning is important. While technology offers valuable tools for personalized instruction, the human role in guiding and inspiring learners remains crucial. The balance between technology and ESP teachers' expertise creates synergy. It makes the advantages of innovation enhance rather than replace them. In relation to cultural diversity, aviation increasingly operates on a global stage. Recognizing the significance of effective communication within multicultural teams is essential. Aviation professionals will not only be expected to master the technical jargon of their field but also to understand the notion of cross-cultural communication. Future ESP programs will likely integrate cultural dimensions. It is expected that language proficiency is

not merely a tool for conveying information but a bridge that connects cultural divides.

Finally, a commitment to continuous learning stands as a foundational pillar in the future of ESP in aviation. The concept of continuous professional development (CPD) in ESP becomes paramount. The teachers need to keep up with current trends in language learning theories and learn from best practices. Even seasoned ESP teachers need to engage in ongoing learning to adapt to changes. This commitment to continuous learning ensures that their teaching skills remain relevant to the industry they serve.

CONCLUSION

In our exploration, we've uncovered the context of ESP for aviation operators, which is not just a matter of communication; it's a critical tool to ensure safety and customer satisfaction. As we delved into the principles guiding the teaching of English for aviation operators, we discovered that the regulatory frameworks adapt the current theory in communicative language teaching. It's about creating a learning environment that reflects the real challenges of aviation communication and the unique needs of each role within the industry. In conclusion, ESP for aviation operators is not merely a chapter in a language textbook; it's a dynamic journey that guides aviation professionals towards linguistic proficiency.

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CHAPTER 13
ENGLISH FOR SECRETARY

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INTRODUCTION

Proficiency of English as an international language is increasingly crucial in today's globalized business world. Among professionals of different backgrounds, English serves as a language that facilitates both written and spoken communication. The mastery of the language should be able to help people to advance in their careers. One of the main causes is because most of the job vacancies available in the job market have emphasized on the requirements of proficiency in written and spoken English. (Rahamdina, Harahap, & Sofyan, 2019, p. 4)

For careers such as secretaries, proficiency in English is essential, especially considering the nature of the secretarial works. A mastery of English should be able to empower secretaries to effectively communicate with people they work with daily; including colleagues, clients and stakeholders. As one of the most important components of the administrative rank in the business world, proficiency of English in speaking, listening, reading and writing—as well as the ability to follow the trend is a demand for any secretaries. (Bansa, 2019, p. 59) For secretaries, English is one of the hard skills that should be mastered by secretaries, other than Microsoft Office skill and computer skill. (Purwanto, Rusdiyanto, & Respati, 2020, p. 50)

In addition, proficiency in English would show the professionality of secretaries, showing their complete

competence and the potency to enhance the reputation of their companies or organizations. This should also be able to open up opportunities for secretaries to navigate into international or a more global environment. In a global work environment, of course all business-related activities would include a significant use of English. (Raharjo, 2020, p. 109) Therefore, for secretaries seeking to excel in their roles and contribute meaningfully to their companies or organization, English language skill is something that should always be actively developed. The content of this chapter should focus on some important knowledge of English any secretaries should master. From basic communication skill and writing skill, this chapter highlights the possibilities of English could be beneficial for career as secretaries.

BASIC COMMUNICATION SKILLS FOR SECRETARIES

Some crucial topics related to basic communication skills using English for secretaries are to be explored. The topics include greetings and introduction, telephone etiquette, and email writing basics using English. In order to perform their roles effectively in today's competitive environment, basic communication skills in English should be possessed by any secretaries. Greetings and introductions in English are the very first and the very basic skills to have for any secretaries out there. In order to establish rapport with colleagues, clients, or stakeholders, secretaries should be able to perform their greetings and introductions well to set the right tone for the remaining part of the conversation. Greetings and introductions that show a sense of warmth and courtesy, yet still displaying a great deal of professionalism is highly advised in this case. Pay attention to some elements that make a well executed greeting:

1. Show your genuine interest. Make sure your greetings are delivered with sincerity. Display the openness of interaction to others by giving a friendly smile.
2. Pay attention to personalization of your greetings. Address individuals by their names to create a sense of recognition and respect. It helps to make the interaction feels more personalized and meaningful.
3. Show professionalism and confidence, especially when mentioning about your company representation. (Stroman, Wilson, & Wausan, 2012) At first contact, usually secretaries serve as the representatives of their companies or organizations. Be sure to show your competence by maintaining a good posture as you greet, make eye contact and offer a firm handshake. This hopefully would help you to reinforce a positive perception of you and your companies or organizations.
4. Take the opportunity to offer assistance or support. As secretaries, your responsiveness would reflect your professionalism. Show the readiness to help others in your greetings and introduction.

Below are some examples of greetings and introductions in professional settings that you could consider trying in your day-to-day interaction. The examples are different for different scenarios.

Table 13.1. Greetings and Introductions for Secretaries

No	Scenarios	Examples
1	Meeting a colleague	Secretary: *"Good morning, (colleague's name). How are you today?* Colleague: *"Good morning! I'm doing great, thank you. How about you?"* Secretary: *"I'm very well. Is there anything I can assist you with today?"*
2	Welcoming a client	Secretary: *"Good afternoon, Mr./Ms. (client's name). Welcome to (company's name). My name is (your name), and how may I help you during your visit today?"*
3	Greeting a visitor	Secretary: *"Good morning! Thank you for visiting (company's name). Please take a seat in the waiting area and make yourself at home. We will attend to your needs in a moment."*
4	Introducing yourself to a new employee	Secretary: *"Hi, I'm (your name), the secretary of this department. Welcome aboard! If you need anything or have any questions, feel free to ask me anytime!"*

To add to the greetings and introduction in English skill, other communication-related skill to own is effective telephoning skill. (Astuti, 2020, p. 92) This could range from answering calls to taking messages. (Stroman, Wilson, & Wausan, 2012) Having knowledge of this skill should be able to support any secretaries to ensure a smooth phone interaction. Pay attention to some elements that make a well executed phone interaction:

1. Greetings and introductions come first. When answering the phone, be sure to identify yourself and greet your callers. This should provide clarity and confirmation to your callers of the companies or organizations they are calling.

2. Always give prompt answer. Make sure to show that you respect your caller's time and reassure your callers about the importance of their inquiries or concerns. Secretaries should be able to practice this essential *telephone manners* of not letting their callers wait for too long. (Stroman, Wilson, & Wausan, 2012)

3. Speak effectively and efficiently. Secretary's effective and efficient communication will reflect on their effectiveness and efficiency of work. (Kasiani, Sarjana, Kencanawati, Marheni, & Saputra, 2023, p. 178)

4. Speak clearly and politely. Enunciating your words clearly should help to avoid misunderstandings over the phone, especially when conveying important information. In addition, make sure to talk in a friendly tone to show politeness.

5. Listen attentively and be sure not to interrupt. Some interruptions could be considered rude, therefore avoid interruption at any costs. (Stroman, Wilson, & Wausan, 2012) Listen attentively to what your callers has to say first before giving your proper response.

6. When gathering information over the phone, always aim for accuracy. Information gathering is one of secretary's most important administrative job. (Kasiani, Sarjana, Kencanawati, Marheni, & Saputra, 2023, p. 177) Take a note of all the information that you needed, and crosscheck everything quickly to dodge mistakes and misinformation.

Below are some examples of telephoning scenarios in professional settings that you could consider trying in your day-to-day interaction.

Table 13.2. Telephoning Scenarios for Secretaries

No	Scenarios	Examples
1	Identifying yourself and the company over the phone	Secretary: *"Good morning, thank you for calling (company's name). How can I help you today?"*
2	Asking the caller to speak louder	Secretary: *"Excuse me, Sir/Ma'am. I apologize, could you speak a bit louder? I want to ensure I understand you correctly."*
3	Asking for details	Secretary: *"Thank you for letting me know about your issue. Could you please provide me with more details so I could effectively assist you?"*
4	Taking a message	Secretary: *"I'm so sorry to inform you that (colleague's name) is currently*

		unavailable. *May I take your message instead?*
5	Transferring a call	Secretary: *"Please hold for a moment. I would connect you to the (department name) in a second."*
6	Ending the call	Secretary: *"Thank you for calling (company's name). Please do not hesitate to contact us if you need any further assistance. Have a good day!"*

In modern workplaces, not only telephoning but email has also gained its significance in becoming a cornerstone of communication with colleagues, clients or stakeholders. (Stroman, Wilson, & Wausan, 2012, p. 158) Emails allow secretaries to convey effective and quick written communication. For secretaries, the ability to craft impactful emails properly would show their professionalism in the work environment. Pay attention to some of these points to make sure your emails are well-crafted:

1. A clear subject line is a must! To help the recipients understand the urgency and the purpose of the email, it should have a clear subject line that represent the overall idea or the summary of the content.
2. Similar to a verbal communication, as a written communication email should be started with a greeting. Formal salutation is required, because it provides the email with a respectful tone for the communication.

3. Emails are intended for a quick and effective communication (Stroman, Wilson, & Wausan, 2012, p. 167)—therefore, keep the message straightforward. Avoid putting unnecessary details into the text. It is also important to maintain proper grammar and punctuation use. Be sure your message is transmitted properly and effectively comprehended by other, in order for the overall purpose of the communication is achieved. (Fitriana, Fahmi, & Oktaviani, 2019)
4. To end your email politely is just as crucial as to begin it politely. Use courteous sign-offs to close your email, such as: "Sincerely," or "Best/Kind regards."

Let's see some examples of email writing scenarios in professional settings that you could consider trying in your day-to-day interaction. These are just a few examples of the many scenarios for which you may be writing emails. When faced with other conditions not covered by these examples, ensure that you tailor your emails accordingly.

Table 13.3. Email Writing for Secretaries

No	Scenarios	Examples
1	Meeting reminder	Subject: Weekly Meeting Reminder Dear team, I would like to remind you of our weekly team meeting scheduled for tomorrow at (time) in (place/location). Kindly review your agenda and please let me know if you have any times added into the discussion. Looking forward to see you all there!

		Best regards, (Your name)
2	Greeting a new employee	Subject: Welcome to (Company name) Dear (new employee name), I would like to personally extend a warm welcome to you as a new member of our team in (company name). We're thrilled to have you and so excited to start working together with you. Should you require any assistance, please do not hesitate to reach out. We're here to support you! Best regards, (Your name)
3	Requesting for information	Subject: Request for (needed information) Dear (colleague name), I'm writing to request the latest report on (needed information). Could you please provide me with the latest update? Thank you in advance for your help. Best regards, (Your name)

WRITING SKILLS FOR SECRETARIES

Some crucial topics related to writing skills using English for secretaries are to be explored. It is important for any secretaries to master writing skill, since their works are closely related to many written activities within their companies or offices. (Novianti & Wahyanti, 2021, p. 507) The topics include business letter writing, memo writing, meeting minutes writing and note-taking technique using English. In order to perform their roles effectively in today's competitive environment, practical writing skills in English should be possessed by any secretaries. As a primary mode of communication in almost all businesses, business letter writing becomes one of the required skills that should be possessed by secretaries. (Stroman, Wilson, & Wausan, 2012, p. 33) There are various purposes of why business letters are written. Though, one thing remains clear— business letters should be able to represent the company's image in the form of a written correspondence.

There are some points that any secretaries should pay attention to when crafting business letters and trying to master the art of business letter writing:

1. Each company or organization has their own format and structure of business letter. To maintain consistency, secretaries should familiarize themselves with these formats and structures. (Stroman, Wilson, & Wausan, 2012, p. 33)

2. All business letters use professional and formal tone in its body of writing. (Stroman, Wilson, & Wausan, 2012) There is no place for colloquialisms or slangs. Secretaries should be able to write formally and professionally to communicate with courtesy and respect in the business letters they write. Also, similar to email writing, business letter writing requires a more straightforward approach. Keep in mind to always avoid putting unnecessary details into your business letter writing.

3. If needed, get your business letters to be checked, proofread or edited. (Stroman, Wilson, & Wausan, 2012, p. 323) Meticulous review of business letters sometimes is needed to make sure no mistakes are reflected in the letters before they are sent to their recipients. A polished, professional and mistake-free letter reflects positively on the secretary as the writer and on the company or organization as well.

To add, here is a checklist of items that should be on your business letter format or structure:
1. The letter should have your name and your recipient's name.
2. The letter should have your job title and your recipient's job title.
3. The letter should have your and your recipient's address, city, state and zip code.
4. The letter should have a date.
5. The letter should be opened with greetings and salutation.
6. The opening paragraph usually state the introduction and the purpose of your letter.
7. The body paragraph(s) highlight the needed details relevant to the purpose of the letters.
8. The closing paragraph is where you expect the next action from the recipients and where you place your gratitude. (Stroman, Wilson, & Wausan, 2012, p. 322)
9. The letter should be ended with greetings and salutation as well.

This checklist should work to structure business letters for different purposes. The adjustments on the content or on the writing should be made based on the specific requirements and the preferences of the letter or the companies. In addition to business letter writing, memo writing is a vital skill for

secretaries to possess. Memos serve as a tool for internal communication within a company or organization, allowing secretaries to convey announcements, updates, directions, or other important items to colleagues in an efficient and effective manner. Therefore, secretaries should master the art of writing clear and concise memos to serve various purposes.

There are some points that any secretaries should pay attention to when crafting memos for internal communication purpose:

1. For any secretaries, their company or organization has their own format and structure of internal memo. To maintain consistency, secretaries should familiarize themselves with these formats and structures.
2. Ensure correct identification of the memo's audience. Secretaries may write memos to senior management, department heads, or staff members. Always maintain a respectful and professional tone in your writing, regardless of the recipient.
3. Similar to business letter writing, memo requires a more straightforward approach. Keep in mind to always avoid putting unnecessary details into your written memo. Avoid ambiguity and try to communicate your message in ways that could be accurately and effectively understood by your colleague.
4. Oftentimes, memo includes actionable information or instruction. Include important details relevant to the tasks or instructions; it could be deadlines, action items, contact information, and more. Set clear outlines and responsibilities as comprehensive as possible.

To add, here is a checklist of items that should be on your memo format or structure:

1. The memo should have a date of when the memo is written.
2. The memo should have the list of names and titles of the recipients, as well as the sender's name and position.
3. The memo should have a space to place a subject, for the writer to summarize a line of the memo's purpose.
4. The memo should be started with greeting and salutation.
5. The purpose of the memo is elaborated in the opening paragraph.
6. Any necessary context or information is written in the following paragraph; the body.
7. Close the memo with actionable information (if any), before proceeding to closing salutation.

This checklist should work to structure memos for different purposes. The adjustments on the content or on the writing should be made based on the specific requirements and the preferences of the internal memo or the companies. Other essential document in the realm of secretarial works that needs writing skill is meeting minutes writing. Minutes serves as a record of discussions and decisions made during company's meetings. (Ashton, 2008, p. 78) Secretaries play a vital role in capturing all the details in the most accurate and comprehensive way. Accuracy in meeting minutes is important because it ensures the transparency and the accountability of your company or organization. There are some points that any secretaries should pay attention to when writing meeting minutes during a company's meeting:

1. Prepare yourself by getting to know the meeting agendas. This way, you could keep in mind what important information are expected from the meeting. (Stroman, Wilson, & Wausan, 2012, p. 95) Anticipation is key. For this, make sure that you are also equipped with your listening skill. For secretaries, listening skills are one of the

most imperative skills to possess, along with critical thinking and problem-solving skill. (Astuti, 2020, p. 97)

2. Maintain consistency to show your professionalism and how keen to details you are. Include important information in certain orders, like: date, time, location, meeting attendees, the agendas, discussion items and decisions, actions items, deadlines, and others. (Ashton, 2008)

3. Write clearly. Meeting minutes are official record for your company or organization. (Ashton, 2008, p. 76) Therefore, capture all points as accurately as possible. Avoid ambiguity in your writing and jot down relevant information only.

4. Apply note-taking techniques, such as: active listening, organizational strategies, using symbols and abbreviations, summarization, also review and revision. In practicing active listening, you could focus on whoever speaks during the meeting. Focus on key points and relevant details that the speaker says during the session. Include bullet points, headings or indentations in your organizational strategies when needed. To streamline your note-taking strategy, you could use effective abbreviation and symbol that could help you to take as much information as possible in such a short amount of time. (Ashton, 2008) Summarizing is a technique that you could also consider. Instead of writing everything words for words, distill complex information into summaries of information. Finally, take your time after the meeting to review your notes for completeness of information. Clarify unclear points and fill in any gaps of information that you may have missed. (Stroman, Wilson, & Wausan, 2012, p. 97) This way, you could make sure that your notes are complete, comprehensive, and most importantly, reliable.

To add, here is a checklist of items that should be on your meeting minutes format or structure:

1. The memo should have all the basic meeting information; the date of the meeting, the time of the meeting, the location of the meeting, and the attendance of the meeting.
2. The memo should list the agenda items discussed during the meeting, as well as the description of those agendas.
3. The memo should have the key points discussed on each agenda.
4. The memo should have list of action items related to decisions being made during the meeting; including responsibilities (what and assigned to whom), deadlines, and other relevant information.
5. The memo should have a space for any other additional information relevant to the discussion during the meeting.

This checklist should work to structure general meeting minutes. The adjustments on the content or on the writing should be made based on the specific requirements and the preferences of the companies.

CONCLUSION

In conclusion, secretaries who want to advance in their positions and contribute significantly to their companies must acquire proficiency in the English language. As the *de facto* language in today's international business setting, English allows professionals from all backgrounds to communicate effectively with one another. English language competency for secretaries not only shows their professionalism and competence but also improves their ability to communicate with their colleagues, clients and stakeholder. Additionally, having a solid understanding and mastery of the English language opens doors to prospects for professional growth even in international setting

navigation. Therefore, secretaries who want to flourish in their professions and raise the profile of their companies internationally should make it a point to continuously improve and hone their English language proficiency. We have explored the basic facets of English language competency relevant to secretarial positions in this chapter. Hopefully, secretaries have acquired the essential abilities to maneuver through the complexities of corporate communication and writing in English. Secretaries may efficiently carry out their responsibilities, increase organizational effectiveness, and cultivate healthy relationships both inside and outside of the workplace by concentrating on these core competencies and following best practices. The capacity to communicate effectively in English is still a crucial skill for secretaries who want to grow in their line of work, even as the business world changes around them.

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ENGLISH FOR MATHEMATICS

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INTRODUCTION

Mathematics touches all aspects of life including science, business, medicine and other disciplinaries. As university students progress in schools, learning mathematics involves learning to use more mathematical language that consists of everyday meanings and more restricted meanings of the mathematics register in classroom discourse. Compared to English as a natural language that is flexible and can convey extensive meanings and nuances, English mathematical language refers to the specific and structured English language use to express mathematical ideas relying on not only words, but also symbolic and visual languages (Burns, 2013; Chan, 2015; Clinton et al., 2018). This certainly makes the language used in mathematics different from the language used in other academic subjects (Halliday & Martin, 1993; Irujo, 2007). For this reason, students of English as an additional language (EAL) in English-medium instruction (EMI) classrooms may face challenges when demonstrating their mathematical understanding as they must learn the content of mathematics as a subject or discipline and at the same time master English as a natural language and the language of mathematics as their "third" language.

While English language is commonly integrated into non-language school subjects in European bilingual schools known as Content and Language Integrated Learning (CLIL) (Galloway & Rose, 2021), EMI provisions in non-English speaking

universities including in Indonesia make no explicit mention of language-learning aims as the focus of the subject or disciplinary learning is content (Lamb et al., 2021). Several studies reported that one of the major challenges EAL university students face is understanding the information presented in English, particularly when they solve Mathematical word problems (MWPs) (e.g. Clinton et.al., 2018; Fatmanissa & Novianti, 2021). Resultantly, there is an increase in the importance of English for specific academic purposes (ESAP) in EMI classrooms because the primary goal of all mathematics education curricula in higher education is the thinking, reasoning, and problem-solving competencies (Pascual & San Pedro, 2018). Therefore, if students are going to be successful in school, they need help in developing their academic mathematical language to improve their cognitive academic language proficiency (CALP).

Different from basic interpersonal communicative skills (BICS), CALP is the type of language that can be the best predictor of EAL students' academic achievement across discipline matter domains (Fang, 2012; Irujo, 2007). In many cases, EMI mathematics teachers often notice that their EAL students who appear to be fluent in conversational English still have difficulty achieving in mathematics on instructional and testing levels due to insufficient academic mathematical language (Chikiwa & Schäfer, 2018; Henry et al., 2014; Prediger et al., 2018; Yushau & Omar, 2015). Since it is not everyday language, in the transition from secondary to tertiary education, many of them may struggle to understand the academic English of mathematics used in textbooks and classroom discussions due to a phonological, lexical, grammatical, sociolinguistics, and rhetorical component (Clinton et al., 2018; Pascual & San Pedro, 2018; Son & Kim, 2015; Yushau & Omar, 2015). Research discovered that

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academic English must be taught directly because when EAL students were simply exposed to English-language rich classrooms and interactions in EMI programs, they did not develop adequate language skills for academic success (Adinou & Qing, 2014; Chan, 2015). Therefore, explicit language supports should be provided to assist them in recognizing the English mathematical ways to present knowledge, construe value, and create specialized written and spoken texts in the construction of discipline-specific meanings in EMI mathematics classrooms.

This chapter attempts to present challenges of mathematics teaching and learning transcending considerations of English as a natural language and a mathematical language in academic settings from the perspective of EAL students. Some suggestions on resources are put forward to help EMI mathematics teachers and English teachers design a mathematics or an ESAP course that integrate mathematics (content) and English (language) learning and skills, and to provide scaffolds for EAL students during mathematics instructions in EMI learning environment in non-English speaking as well as in English-speaking countries.

ENGLISH MATHEMATICAL LANGUAGE SKILLS

EMI mathematics teachers and English teachers (both are EMI teachers) need to acknowledge that linguistic challenges relate to EAL students' MWPs performance, especially those with low English proficiency because of the complex mathematical language. Several scholars in applied linguistics define the language of mathematics as an extension of the natural language (e.g. English, Indonesian) that is used in mathematics and in science consisting of not only specific mathematical language, but also everyday language, abstract language, and metaphoric language to represent mathematical

ideas in specialized written and spoken texts with concision, precision, and unambiguity (Burns, 2013; Fang, 2012). Although it should present an idea with clarity, the uniqueness of mathematical language is characterized by abstraction, symbols, non-linearity, arrangement, and the complexity of language to encode, and decode information that can be facts, concepts, formulas, rules, sequences, and procedures. Formal mathematical sentences usually consist of phrases on top of clauses on top of more phrases and clauses making them challenging for EAL students to understand. As it takes effort to read, understand, write, and speak English texts for EAL students, it takes even more effort for them to read, understand, write, and speak mathematics in English because of the multi-semiotic language of mathematics (Martínez, 2019; O'Halloran, 2015; Pavón & Cabezuelo, 2019).

When solving MWPs or sometimes called story problems, EAL students must grasp mathematical questions depicting 'real-life' scenario within a scholastic setting written in one sentence or more requiring them to do complex cognitive processes as they apply mathematical operations to numerical data stated in the problems or on numerical data derived from them (Verschaffel et al., 2020). As a result, MWPs have been the object of an exhaustive research in the field of Mathematics over the past 50 years contributing to three environmental elements: teachers, textbooks, software that may support or hinder the development of students' MWPs solving competence. In EMI mathematics classrooms, MWPs are frequently found in tasks assigned to EAL students as in-class activities and/or homework exercises or assessments where no external language-related help is given (Chan, 2015).

MWPs are different from written form of bare sums (e.g. $2x + 3 = 23$) or oral form of mathematical problems (e.g. How much is 25 multiplied by 10?) or even authentic or real-life

problems (e.g. Which type of bank load should we take?). EAL students are expected to do a sequence of procedures to solve the problem in MWPs. For example, we are given an MWP taken from SAT Practice Test#1, Section#4, Problem#31: "*Wyatt can husk at least 12 dozen ears of corn per hour and at most 18 dozen ears of corn per hour. Based on this information, what is a possible amount of time, in hours, that it could take Wyatt to husk 72 dozen ears of corn*" (Soares, 2015). The first step that EAL students must do is to read and decipher the problem by doing a reverse reading that starts from the last sentence. The result from this step is the question to be answer that is ''*What is a possible amount of time, in hours, that it could take Wyatt to husk 72 dozen ears of corn?*''. The second step is to create a mathematical model of the situation or do mathematizing by assigning variables (any letters to represent mathematical objects) to quantities in the problem so that we can answer the question using these variables and derive mathematical equations containing the variables. The variable of the problem in this MWP is 'x' that is used to represent "*the amount of time in hours for Wyatt to husk 72 dozen ears of corn*" in two mathematical equations: '$72/18 = x$' and '$72/12 = x$'. The third step, we solve the problem using mathematics to find the values of the variable 'x' in the two equations. The value of 'x' in the equation '$72/18 = x$' is '4', while the value of 'x' in the equation '$72/12 = x$' is '6'. Finally, in the fourth step, we reflect on the solution for its reasonableness. We put the question 'what is the possible time, in hour, for Wyatt to husk 72 dozen ears of corn?' and we answer, "*Depending on his speed, Wyatt takes anywhere from 4 to 6 hours to husk 72 dozen ears of corn*".

Studies confirmed that EAL students with language weaknesses experience a disadvantage for understanding MWPs at word, sentence and text levels that negatively affects their

ability in solving the MWPs (Chan, 2015; Clinton et al., 2018; Moleko & Mosimege, 2020; Pavón & Cabezuelo, 2019; Rojas, 2022; Takeuchi, 2016; Walkington et al., 2019). One of the reasons is that when working on an MWP, EAL students call upon the multi-semiotic systems during the stages of problem solving according to their ability in filtering their existing and developing knowledge of mathematical language through a second natural language that is English. Thus, the complex and multi-semiotic language of MWPs is one of the most challenges that EAL students encounter when understanding the information presented in English that demands for linguistic considerations.

To be able to solve MWPs, EAL students need to recognize different functions of mathematical semiotics in the form of natural language, symbolism, and visual images (Kenney & de Oliviera, 2015). Of these three semiotics, EAL students often struggle with comprehending English as a natural language that has the function to introduce, contextualize, and describe a mathematical problem because of their unfamiliarity with vocabulary, sentence structures, contexts, and representations of MWPs (Clinton et al., 2018). Some EAL students cannot visualize the mathematical concepts or symbol senses as they fail to interpret MWPs (Moleko & Mosimege, 2020). Even when EAL students rely on keywords to solve MWPs, they are often misleading and have incorrect translations of the problems (Rojas, 2022). Their incomprehensibility of MWPs frequently leads to their inability to convert the problems into mathematical equations for finding the solution of the problems (Walkington et al., 2019). As a result, they misinterpret the questions and hence obtain incorrect solutions (Moliko & Mosimege, 2020). Therefore, direct, and specific language-content instructions are suggested with reference to the relevant literature and examples to assist EAL students overcome their language-related

challenges in understanding and solving MWPs specifically and learning mathematics generally in EMI classrooms.

DIRECT INSTRUCTIONS AND MULTIMODALITY FOR THE DEVELOPMENT OF ENGLISH MATHEMATICAL LANGUAGE
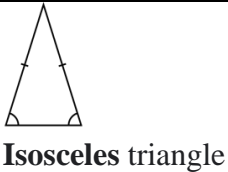
Indeed, vocabulary and grammar are the keys to understand written and spoken mathematical texts. Related to vocabulary, EAL students with low English proficiency experience greater negative effects in performing MWPs than those with high English proficiency due to unfamiliar mathematical terms (words and symbols) and multiple meaning words (e.g. Chan, 2015; Pavón & Cabezuelo, 2019). It is important to highlight that first, English as a natural language plays a significant role in expressing mathematical meanings through mathematical words that can be very specific to mathematics and have multiple meanings; second, English as a mathematical language carries its own specific features to achieve mathematical purposes and these features must directly be acquired or learned including mathematical symbols. Several scholars highlighted that it is crucial to introduce English mathematical words explicitly and general academic English words implicitly focusing on precise meaning through direct instructions and multimodality (Jourdain & Sharma, 2016; O'Halloran, 2015).

Study the following MWP and focus on the bold words: "***Find*** *the **angles** at the **base** of the **isosceles** triangle, if the **angle** opposite to the **base** has the **angle** measure of 30°*" taken from an algebra-geometry homework. The bold words in the WMP may cause EAL students to misinterpret the equations needed to solve the problem because they may not recognize the context that connects the informal knowledge of mathematics (contextual story) to the formal knowledge of mathematics (quantity sentences). We start with the first bold word

'**isosceles**' that has a very specific use in Mathematics (see table 14.1).

Table 14.1.

Visualization as an Approach to Vocabulary Development

Dictionary's Meaning	Visualization
Isosceles triangle is "a triangle that has two equal sides".	**Isosceles** triangle

Instead of defining the word lexically using a dictionary "*Isosceles is a triangle that has two equal sides.*", visualization is the best approach to help students understand the specific mathematical words and reduce their cognitive load when processing the MWPs. Similarly, the second bold word, '**base**' can be clearly understood through multimodality because this word has different meanings when it is used within Mathematics in at least two contexts: in number and for geometrical area (see figure 14.1 and figure 14.2).

Figure 14.1: Base in Number

In this context, the word '**base**' refers to the number of different digits or combination of digits and letters to represent numbers in a counting system. Here, number 2 is the **base**. Another word referring to the **base** of a number system in Mathematics is '**radix**'.

Taken from:
https://sketchplanations.com/without-data
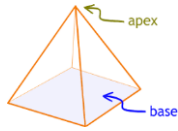
Figure 14.2. Base for Geometrical Area

Here, the word '**base**' is used for the bottom of a triangle. Any side of this triangle can be the **base** when the side is at the bottom line or as the surface that the triangle stands on.

The third bold word is "**angle**" that has different meanings when it is used in at least three different contexts: in Mathematics, in everyday life, and in other content register, such as photography (see table 14.2).

Table 14.2. Visualization and Exemplification as an Approach to Vocabulary Development

Dictionary's Meaning		
Angle is "a way of looking at something".	**Angle** is "the position where the camera is placed relative to the subjects".	**Angle** is "geometrical relation'.
Visualization and Exemplification		
  Taken from: https://sketchplanations.com/without-data	 Taken from: https://www.pinterest.com/pin/316377942560713472/	 Taken from: https://www.cuemath.com/geometry/types-of-angles/

EMI teachers should train their EAL students to identify the context clue to determine the intended meaning of multiple-meaning words in MWPs that can be stated explicitly or implicitly in the problems. Moreover, the combination of visualization and exemplification (see table 14.2) can be implemented to help students choose which of the three different meanings of the noun '**angle**' is what they need to solve the MWP on the previous page. This indicates that good EMI teachers teach mathematical vocabulary using concrete examples, not merely definitions (Irujo, 2007).

The fourth bold word is the verb '**find**' that has not only multiple meanings, but also ambiguous meanings in Mathematics. In this partial sentence: '***Find** the **angles** at the **base** of the **isosceles** triangle…*' the word '**find**' does not require EAL students to simply look for something (see figure 14.3), but to complete an algorithm to solve the problem (see figure 14.4).

Figure 14.4. 'Find' in Everyday Life

Figure 14.4. 'Find' in Mathematics
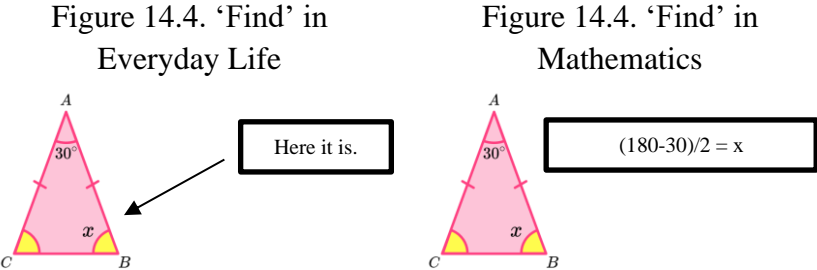
This is because most EAL students probably use the word '**find**' in more commonsense in their daily lives. In their study, Pavón & Cabezuelo (2019) revealed that many EAL students struggle to comprehend and solve the MWPs because they have a limited knowledge of ambiguous mathematical vocabulary causing misapplications of the appropriate mathematical operations, and these ambiguities are often overlooked by EMI

teachers. At some point where EAL students require more assistance, EMI teachers should accept and encourage their EAL students' L1 use (translanguaging) in mathematical classrooms because when they can access and use their L1, their vocabulary development is accelerated that eventually affects their learning process positively (Coxhead & Boutorwick, 2018; Waswa, 2020).

Besides new and multiple meanings words, another uniqueness of mathematical register lays in mathematical 'expressions'. For example, when EAL students are asked to read a **basic logic** '∴b = a', some of them may not be familiar with the symbol '∴' (three dots) and do not know how to read or pronounce it. They should know that the expression '∴b = a' is pronounced "*therefore a equals b*". This could happen because students are probably confused with the symbol of therefore '∴' and the shortform of because '∵'. Based on the lists of common symbols and structure (*College of Engineering, Utah State University*), there are at least 13 types of mathematical expressions that can help EAL students to read mathematical equations as a sentence and understand symbols, syntax, and context to interact with Mathematics (see table 14.3).

Table 14.3. Classification of Expressions

Expression	Example	How to read or pronounce
Arithmetic operators	Addition: 'a+b'	"*a plus b*"
Functions	Range: 'f(x)'	"*f of x*"
Equality, equivalence, and similarity	'a = b'	"*a is equal to b*"
Calculus	Limit: 'x → af (x)	"*The limit of f of x as*

	= b'	*x approaches a is b*"
Linear and multilinear algebra	Matrix: 'A'	*"The matrix A"*
Statistics and probability	Measure of probability: 'P(A)'	*"The probability of event A"*
Arithmetic comparison	Less than: 'a<b'	*"a is less than b"*
Number sets	Real numbers: 'x∈R',	*"x is a real number"*
Intervals and mathematical constants	Closed intervals: '[a, b]'	*"on the closed interval from a to b"*
Complex numbers and combinatorials	Imaginary unit: 'a+bj'	*"a plus b j"*
Set theory	Set difference: ''A – B'	*"the difference between A and B"*
Basic logic	Therefore: '∴b = a'	*"therefore b equals a"*
Geometry-Euclidean	Angle: '∠LMN'	*"the angle LMN"*

Kenney & de Olivera (2015) suggested that teaching mathematical words [and symbols] explicitly also include the teacher pronouncing the word intelligibly and having students repeat it to help them decode the word with confidence and remember the word. For this reason, they need capable role-models (i.e. EMI teachers) to provide intelligible pronunciation and more language activities centralizing on reading mathematical expressions with a visual and verbal example that will engage them during mathematical lessons because they are

exposed to the language needed to fully comprehend and communicate Mathematics in English.

DECONSTRUCTION OF SEMANTAX IN ENGLISH MATHEMATICAL SENTENCES

Learning mathematical vocabulary is not sufficient to comprehend the whole meanings of MWPs because EAL students need to recognize (1) **symbols**—the particular mathematical representations that have particular meaning to understand ideas conveyed in the sentences, (2) **syntax**—word order in mathematical sentences that constantly shift indicating a point of departure for reading the rest of the sentence, and (3) **context**—the information in and surrounds the statement of a mathematical problem needed to be mathematized to understand mathematical sentences. In addition to these three elements, EMI teachers should emphasize that understanding the structures of mathematical sentences are linked to **semantics** because the difficulty of understanding mathematical sentences does not only derive from the sentence structure itself, but also comes from how the syntax affects meaning. The interrelationship of syntax and semantics are known as '**semantax**' (Irujo, 2007).

Study the following MWP in a formal mathematical syntax and focus on the bold words: '*Which number **is represented** by the shaded part of the figure?*'. An EAL student might think "*No number is by the shaded part of the figure.*" Or "*I don't see any number in the shaded parts of the figure.*" This is an example of the first semantax which is **passive verb** that can make an easy question become incomprehensible. Notice that the illustration of the drawing in figure 14.5 shows a circle with 6 parts and 4 are shaded.
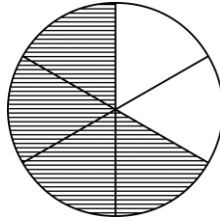
Figure 14.5. A Partially Shaded Circle

In mathematics, passive voice allows the meaning of a sentence to focus on process rather than on those responsible for the process as whoever responsible for the process is irrelevant to the message of the sentence. Walkington et al. (2019) conducted an experimental study involving EAL students with heterogeneous proficiency levels where they manipulated six different language features of MWPs including sentence structure consistency. Their result was that the language modifications benefit most students' mathematical performances. While the passive voice is a logical choice for the mathematical sentences, the structure of passive verb is challenging for many EAL students lacking English proficiency. If the mathematical question above is changed into '*How many shaded parts **are there** in the circle?*', the EAL student might be able to identify number 4 as the answer.

The second semantax is **if clauses** or **conditional equations** that may be used to hypothesize or justify two expressions are equal. The if clauses in English sentences as a natural language means 'something that did not really happen'. This is different from the 'if' in mathematical sentences. Most conditional equations in mathematics with 'if' have the form 'if A, then B' or 'A implies B' or 'A ⇒ B' where the conditions that make up 'A' are the hypothesis or assumption, and the conditions that make up 'B' are the conclusion. For example, let's determine the conditional equations from the following MWP: "*A shop*

sells tricycles and bicycles. There are 7 cycles in total including tricycles and bicycles and 19 wheels. Determine how many of each there are if a tricycle has three wheels, and a bicycle has two wheels". To identify and work on the equations, EAL students may start from assuming 'A' which is "*if a tricycle has three wheels, and a bicycle has two wheels*". Let 't' be the number of tricycles and let 'b' be the number of bicycles to identify the two equations: 'if $t + b = 7$, $t = ?$' and 'if $3t + 2b = 19$, $b=?$'. Based on the assumptions, they do some work consisting of a logical and step-by-step explanation of how to arrive to hold the conclusion 'B' which is '$t = 5$ and $b = 2$'.

This is one of the reasons why understanding the problems in **if conditional sentences** of MWPs can be challenging for many EAL students because they must start the operation from the end of the sentence and move backward to the beginning of the sentence (Adinou & Qing, 2014). They may read the sentence from left to right sequentially, but they must respond to the problem in the sentence from right to left. Despite the challenges, if clauses provide opportunities to EAL students to think critically and find solutions on the own (Chikiwa & Schäfer, 2018) because a conditional equation is an open or declarative sentence in which its truth depends upon the value of the variable in the assumption.

The third semantics is **preposition**. Study the following two mathematical sentences and pay attention to the bold words: (1) '6 **divided by** 12 is ½'; and (2) '6 **divided into**12 is 2'. The prepositions 'by' and 'into' indicate different meanings when they are combined with the verb 'divide'. In the first sentence, '**divided by**' is used to find the result of division, whilst, in the second sentence, '**divided into**' is used to describe the process of dividing a quantity into smaller parts. When EMI teachers advise EAL students to use 'clue words' to grasp the meaning of a mathematical sentence, it may mislead the students to choose

incorrect mathematical equations (Verchaffel et al. 2020). Thus, this learning strategy must be treated with cautious when teaching EAL students to decide which operation to work on to find a solution to a problem stated in mathematical sentences.

CONCLUSION

This chapter presents some facts that the academic language of mathematics presents many difficulties for EAL students. Mathematics textbooks and curricula in EMI classrooms do not present the language demand of mathematical tasks evident to EMI teachers (Son & Kim, 2015). Without a solid foundation in linguistic and metalinguistic abilities to thoroughly recognize, understand, and apply the English mathematical register, EAL students may find it hard to comprehend mathematical language, particularly in instructions, explanations, and MWPs, which can hinder their ability to solve mathematical problems. That is why it is essential for EMI teachers to assist EAL students in adequately acquiring the CALP of mathematics through either academic English for mathematics courses or integrated academic English and mathematics courses. The fact is mathematics teachers in EMI classrooms in university settings explicitly denying acting as English language teachers in addition to content teachers (Block & Moncada-Comas, 2019) because they view EMI as "an instructional approach to content learning, rather than as a tool for learning English" (Galloway et al., 2017, p. 33). Despite the critique that there is an issue of EMI teachers' low capacity to deliver an effective teaching and learning process (Chan, 2015; Clinton et al., 2018), EMI teachers should provide direct and specific language assistances because academic language of Mathematics does not develop naturally like a child's first language (Jamison, 2000; Kersaint et al., 2009; Martínez, 2019). They need to acknowledge and act upon EAL students who must have adequate English knowledge

and skills as a natural language and a mathematical language, and mathematical skills to solve MWPs successfully in their EMI classrooms (Chan, 2015; Clinton et al., 2018; Fang, 2012).

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Barlian Kristanto, S.Pd., M.Hum.
Sebagai pelaku dalam dunia pendidikan menuntut penulis untuk terus meningkatkan kualitas pengajaran dan pembelajaran dengan berbagai inovasi serta integrasi teknologi untuk mencapai pembelajaran yang optimal. Motivasi belajar menjadi salah satu factor penentunya. Hal ini mendorong penulis untuk berkontribusi dengan berbagi pengetahuan dan pemikiran dalam "Pengukuran Motivasi dalam Pembelajaran". Penulis juga merupakan pengajar Bahasa Inggris di Pusat Pengembangan Bahasa Universitas Harpan Bangsa sejak tahun 2010 hingga sekarang serta memiliki pengalaman dalam mengembangkan program dan bahan ajar Bahasa Inggris Keperawatan. Salain aktif dalam menjalankan perannya sebagai dosen Program Studi Pendidikan Bahasa Inggris Program Sarjana di Universitas Harapan Bangsa, penulis juga aktif dalam melakukan penelitian dan sabagai pembicara dalam forum ilmiah baik Nasional maupun Internasional. Sejak tahun 2018 hingga 2022, Penulis telah menjadi ketua juri pada ajang Forum Internasional Mahasiswa Keperawatan yang diselenggarakan oleh Boromarajonani College of Nursing, Phayao, Thailand. Penulis juga aktif melakukan penelitian dengan didapatkannya hibah penelitian internal dari Universitas Harapan Bangsa di tahun 2019 dan 2021, Hibah Penelitian SEAMOLEC di tahun 2017, dan Hibah Kemdikbud Dikti di tahu 2019 dan 2020. Penulis menyelesaikan pendidikan Sarjana di Program Studi Pendidikan Bahasa Inggris Universitas Harapan Bangsa pada tahun 2009. Gelar Magister Humaniora juga telah disandangnya dengan menempuh pendidikan di Program Studi Magister Kajian Bahasa Inggris Universitas Sanata Dharma Yogyakarta di tahun 2017.

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Approaches in Teaching English for Specific Purposes