

REFORMULATING ENGLISH FOR SPECIFIC PURPOSES (ESP) IN INDONESIA: CURRENT ISSUES AND FUTURE PROSPECTS

Dr. Kusni, M.Pd.
Faculty of Languages and Arts
State University of Padang
Email: kusniaskar@yahoo.com

Abstract

This paper aims at exposing ideas on current issues and future prospects of English for specific purposes (ESP) in Indonesian contexts. The ideas are developed on the basis of reviewing several ESP theories and findings of several researches which had been conducted by this writer since the year of 2004. As a synthesis of those findings and reviewing theories of ESP, this paper firstly presents the basic concepts and characteristics of ESP. Then, this paper presents the first main concern, some major current issues of ESP in Indonesia. Several important issues will be the focus such as, its course design, teachers, objectives and materials, and its assessment. Following the issues, the next part will be about the second main concern, some possible future prospects of the ESP in Indonesia. The discussions of the two major focuses mean to encode my ideas of reformulating the ESP courses.

A. INTRODUCTION

In fact, as English continues to dominate as the lingua franca of technology, business, research, media, and also education, the demand for ESP is growing rapidly, particularly in EFL countries where English is mainly used for instrumental purposes. In Indonesia, students learn English in order to fulfill the school curriculum requirement, to pass the national examination, to compete in the job markets, or to obtain promotion or professional development of a certain position. In response to the great demand for English in academic, vocational, and professional contexts, the Indonesian government supports more and more educational institutions such as vocational schools and universities to offer ESP courses to meet students' future career needs or to meet the global trend as well.

The demand for ESP for university students, for example, indicates that English offered at elementary, junior and senior high schools, should have been the fundamental basis contains English for general purposes (EGP). At universities or higher education, the students should have been offered ESP not EGP anymore. Higher education authorities should claim that EGP, as the long-existing practice of English language teaching in Indonesia universities, should be replaced by ESP. EGP is basic language learning to be studied at lower level not during college since English at universities should be ESP which is more advanced, more specialized and academic, and match students' majors of study, particularly at universities where students are trained to perform on-the-job. Besides, ESP should help the students in their academic tasks which much more depending on English proficiency related to their field of study.

However, before implementing ESP instruction, some necessary preparation needs to be made, such as conducting needs analysis to identify students' needs and expectations, teacher qualification, learner proficiency, teaching materials, large classes, and limited teaching hours. Moreover, teachers' and students' attitudes toward ESP should also be identified because they

are the ones who are directly involved in the course. They play determinant roles in shaping the outcome of the course.

The subject of the present paper is an overview of the current main issues and future prospects connected to ESP in Indonesia at both, secondary ‘vocational’ schools and universities. I feel that it is an urgent topic to discuss since ESP in Indonesia is badly believed to be kept as a subject in the national curriculum 2013 for vocational schools and as obligatory subject for almost all study programs at university levels by different and various names and identities. This situation is believed as an effect of requirement that every professional world such as, businessmen, tradesmen, engineers, teachers, scientists and scholars all over the world must know and possess a specific skill in English if they plan to be more successful in their professions. The discussion of this paper is divided into three main areas. Firstly, I begin this paper with theoretical basis – the basic concepts and characteristics of ESP. Secondly, I focus on the discussion of the current issues of ESP in terms of its course designs, teachers, objectives and materials, and its assessments. Thirdly, I will propose some ideas and analysis of the ESP future prospects.

B. DISCUSSION

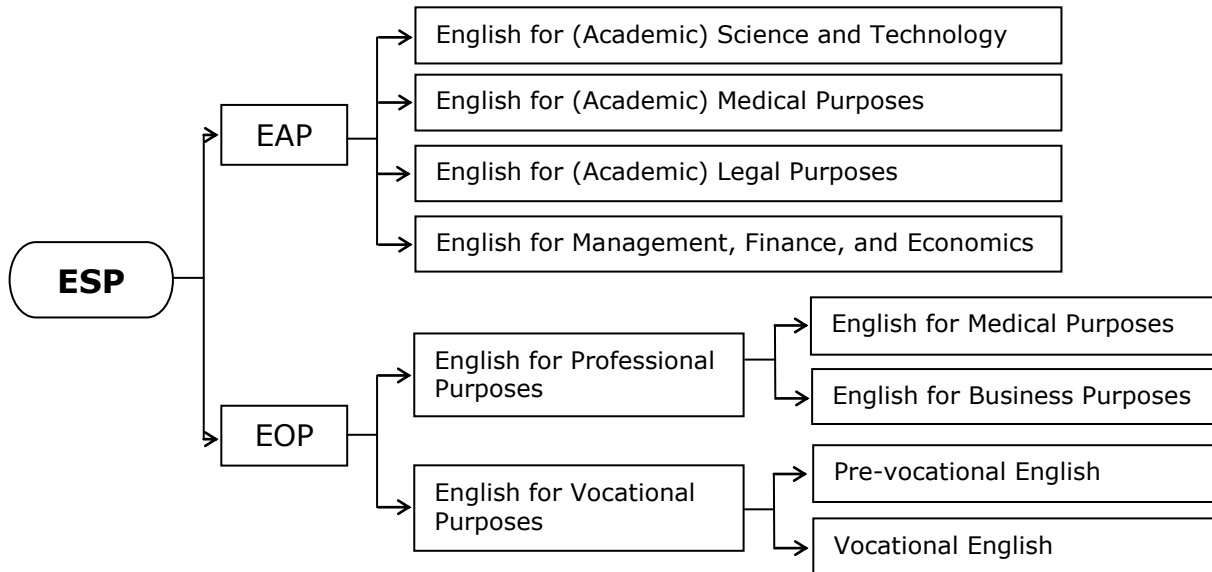
The Basic Concepts and Characteristics of ESP

A great numbers of experts have exposed their ideas about the basic concept of ESP, but I consider that the most fundamental one is the one introduced by Hutchinson and Waters (1987). They acknowledge that ESP is an approach in which ESP gives more orientation to the process rather than product. ESP is programmed on the basis of needs analysis: why does the learner need to learn English? The answer to this question is gained through the analysis of: who are the learners? What specific English language skill do they need? In what context does the learning process take place? The answers to such these questions should be on the basis of the results of a careful and systematic needs analysis. The choice of goals or objectives, materials, contents and methods of teaching are also based on the target learners’ needs. So, the main focus of teaching ESP is to the process of determining English skill and components related to the students’ needs and their field of study.

To show the basic concept of ESP in the context of English language teaching from its classifications, it can be referred from the classifications of ESP introduced by Mackay and Palmer (1981), Carter (1983), and McDonough (1984). However, Hutchinson and Waters (1987) present a more detail figure of ESP in a tree diagram to show that ESP as a branch of a tree of ELT in which ESP may have sub-branches such as English for Science and Technology (EST), English for Business and Economics (EBE), and English for Social Sciences (ESS). Each can be English for Academic Purposes (EAP) or English for Occupational Purposes (EOP).

The term ‘specific’ in *English for specific purposes* refers to the specification of the goal and objectives, not to certain English jargon or register (Dudley-Evans and St John 1998, Hyland 2006, and Harding 2007). The concepts of specific in ESP can be understood from its classification. Dudley-Evans and St John (1998) introduce the ESP classification based on discipline or professional area as shown in Diagram 1.

Diagram 1:
Classification of ESP (Dudley-Evans and St John, 1998: 6)



The diagram has shown the division of ESP into EAP and EOP. This distinction is very important since they will affect the degree of specificity appropriate to the ESP. *EAP* refers to English as a course for academic purposes. This course is to develop English language skill of the learner for the study purposes. The term *EOP*, on the other hand, refers to English for occupation or professional purposes.

In its more detail areas, Paltridge and Starfield (2013) acknowledge that some of ESP areas can be English for Academic Purposes, English for Science and Technology, English in the Workplace, Business English, Legal English, Aviation English, English for Medical Purposes, English for Nursing, English for banking, English for Research Publication Purposes. Their classification is, in fact, just further explanation of the previous one.

Stevens (1988) offers the basic concept of ESP by giving several characteristics which is divided into absolute and variable characteristics. ESP has four absolute characteristics: ESP is designed to meet specified needs of the learner; ESP is related in content to particular disciplines, occupations, and activities; ESP is centred on language appropriate to those activities in syntax, lexis, discourse, semantics, and analysis of the discourse; ESP is in contrast with general English. Besides, ESP has two variable characteristics: ESP may be restricted as to the learning skills to be learned; ESP may not be taught according to any pre-ordained methodology.

Dudley-Evans and St John (1998: 4-5) criticize Steven's (1988) characteristics of ESP by proposing three other additional variable characteristics, but reducing an absolute characteristics. For them, the absolute and variable characteristics of ESP are as in the quotation below:

”ESP absolute characteristics:

- a. ESP is designed to meet specific needs of the learner;
- b. ESP makes use of the underlying methodology and activities of the discipline it serves;

- c. ESP is centered on the language (grammar, lexis, and register), skills, discourse and genres appropriate to these activities.

ESP variable characteristics:

- a. ESP may be related to or designed for specific disciplines;
- b. ESP may use, in specific teaching situations, a different methodology from that of general English;
- c. ESP is likely to be designed for adult learners, either at a tertiary level institution or in a professional work situation. It could, however, be for learners at secondary school level;
- d. ESP is generally designed for intermediate or advanced students;
- e. Most ESP courses assume some basic knowledge of the language system, but it can be used with beginners.

Another most important characteristic of ESP is about how to design this course. Theoretically, the ESP course development process begins from needs analysis - that is obtaining of data and assigning value to those data (Graves 2000 and Flowerdew 2013). They agree that there are many such issues and factors to consider in analyzing students' needs. These include the learners' present knowledge and knowledge gaps (ranges of current proficiencies), learners' lack of interest and knowledge of English, the resources available (including time and materials), the skill and professionalism of the ESP teachers (lack of experiences and trainings), the course designer's strengths and limitations, and size of the classes. The learners' needs can also be necessities (what the learner has to know to function effectively), lacks (what the learner knows and does not know already), and wants (what the learners think they need). Following these two experts and some other experts such as, Jordan (1997) and Dudley-Evans and St John (1998), the needs analysis means identifying things in relation to the determination of the goals and objectives, content, materials, teaching activities, and assessment to follow.

The determination of goals and objectives of the ESP courses based on the needs analysis is essential to decide why ESP course is being taught and what the learners need to get from it. The goals should be expressed in specific and realistic goals, otherwise the students would be demotivated. The goal of the ESP course will be, for example, to develop reading comprehension skill to familiarize the students with the terminology used in their field of study. After the end of the course the learner must be able to understand, comprehend, and analyze reading texts on their own field of study. Consequently, it should also be understood that, as nurturant effects, the goal of ESP can be to enrich the students' knowledge on their own field of study. The objectives of the ESP course can be focused to one particular English language skill only depending on the students' field of study.

Choosing ESP materials refers to the goals and objectives derived from needs analysis. The ESP materials may mean development of new material, collection and adoption of various materials, or adaptation of existing ones. According to Graves (1996) and Tomlinson (2011), in order to select materials some issues such as their effectiveness to achieve the goals, their appropriateness, and their feasibility should be taken into account. The source of materials can be, according to McDonough (1984), taken from published materials (textbooks, journals, magazines), from real speech (lectures, broadcasts, seminars, conversations), specially written, or simplified and adapted ones.

Major Issues of ESP in Indonesia

Based on the basic concepts and characteristics of ESP discussed above, I would like to present my ideas and reflections on what happens to the ESP in Indonesia. Besides, the discussion on this part is also figured out as a synthesis of several researches on ESP I had carried out since 2004. The discussion of the issues is addressed to both ESP at vocational schools and at universities. Before that, it is important for me to acknowledge that ESP courses carried out outside both of these formal institutions are out my present discussion since I have never accessed them in my research, at least until the present time. My intention is addressed to issues of ESP course design, teachers, objectives and materials, and ESP assessment.

Issues of ESP Course Designs

The basic paradigm of ESP course design emerge with its main elements i.e. investigation of needs as the starting point for course design. Much of ESP course design appears to mainly be based on this paradigm. However, in some cases, ESP practitioners failed to begin the course design process by carrying out a systematic needs analysis. Even when a needs analysis of some kind has been conducted, the findings do not always appear to have properly informed the course design. In some situations, there may be no course design, in the proper sense of the term, made before the ESP course begins. The development of an overall specification for the ESP course refers to those written in available published textbooks.

In Indonesia, ESP Course designs, both at vocational schools and universities, are problematic issues. At vocational schools, English is offered at every semester for 3-4 credit hours a week. However, this subject is not fully clear that it characterizes an ESP subject in terms of its general objectives, the English mastery level of the students taking the subject, and the specificity of the materials. Theoretically, the subject should be an ESP subject, however, in reality it is an English for general purposes. The national English curriculum for vocational schools is not developed by ESP specialists or, at least, by those who understand ESP. At universities, in addition, ESP course design is made individually by the lecturers who do not fully understand ESP. It has never been in touch of ESP specialists or stakeholders' evaluation.

In my personal point of view, the most basic problem in term of the design of the ESP course is the absence of needs analysis as the basis for developing the ESP courses in this beloved country. Needs analysis as theoretically the most important characteristics of ESP have never been done systematically to determine what specific English skill the students need to develop. ESP national curriculum designers for English at vocational schools and ESP lecturers at universities for many study programs as well do not have serious intention to begin their tasks by conducting needs analysis. I then realize that this situation happens since they do not deeply understand their tasks. So, it is rather logic if the absence of needs analysis will lead to the purposes of many ESP courses in Indonesia do not show that the courses are ESP.

It is a reality that the students taking ESP courses have different background of English language proficiencies, they are grouped without considering their English level of proficiencies. This situation is 'maintained' since firstly ESP courses offered. Teaching ESP to such students with varies levels of English proficiency is impossible since ESP is believed offerable only to students whose English mastery is homogeneous and the students are in intermediate level.

There is also a tendency not to make the connection between the research and theory of language learning on the one hand and the practice of designing ESP courses on the other, with the result that ESP design do not benefit from important theories and research findings on ESP. I believe that this situation will make ESP learning more difficult than it should be.

Issues of ESP Teachers

The issues on ESP teachers in Indonesia are various. Firstly, no specific institution or universities which are officially responsible to produces ESP teachers. Even ESP has been introduced at any vocational schools and universities, for decades there is no even one universities which is responsible for preparing ESP teachers. As the results, there are none of existing ESP teachers who are graduated from undergraduate or graduate programs at universities which specially and formally prepare ESP teacher. It is a universal problem at most institutions in Asia that university graduates become ESP teachers overnight without adequate preparation in ESP teaching methodology. Many young, unqualified teachers are given demanding teaching schedules and do not have much opportunity to get involved in any activity for professional development.

Secondly, there are inadequate ESP teacher development programs. The concept of ESP teacher development is quite unique in Indonesia. Once they are appointed to be ESP teachers, the opportunities to get training, workshop, or further formal education are very rare. Many ESP teachers coming from English department express their wish to go abroad to study for a degree or attend training workshops on ESP organized by foreign aid agencies. Not many mention the possibility of autonomous learning or learning from their own colleagues. The notion of organizing in-service development in the form of class observations, seminars, workshops or even informal talks that give colleagues from the same working context the opportunity to exchange ideas and share experiences and innovations, seems uncommon. There might be some ESP teachers fortunate enough to have obtained a firm grounding in ESP teaching though graduate training abroad. Unfortunately, these qualified teachers seem not to be very serious or even do not have opportunities to further train their younger and less experienced colleagues. Upon returning home from successful graduate ESP courses, such fortunate individuals are often assigned to teach the high-level and challenging academic content courses. This probably gives them more prestige, but limits the opportunities for helping less experienced colleagues develop their professional skills.

Thirdly, ESP teachers are responsible for over-loaded teaching hours in over-loaded numbers of students (big classes). The heavy workload of many ESP teachers is a challenge to the improvement of ESP teaching quality. While the official workload requires only 10 to 12 hours a week for lecturers at universities, many lecturers of English departments, mostly younger lecturers, are given additional tasks to teach ESP at other institutions or faculties, where their work is paid by the hour. It means their teaching hours become double. Besides, almost all ESP classes are big class consisting of more than 30 students. The issue of big class in Indonesia has been seen as normal situation, but it is really a big problem in a language teaching processes. The same situation also happens to ESP teachers at vocational schools. Their official workload requires them to teach 24 hours a week, over-loaded. How can they are supposed to develop their professionalism in ESP teaching. Besides, they also have very big classes. These problems are very fundamental for ESP teachers.

It is my research findings on ESP courses at universities (Kusni 2004 and 2006) and at vocational schools (Kusni, 2007) that almost all ESP teachers/lecturers in Indonesia are considered not professional ESP teachers by some indications. Firstly, they are appointed to teach ESP without referring to their educational background on ESP. Secondly, the ESP teachers are mostly S1 or even S2 graduates from English Department with a very limited knowledge of their students' majors and less experience in ESP teaching for they are newly appointed English lecturers. Thirdly, some ESP teachers at universities are content teachers (mostly Masters and

Ph.D) who know English (proficient enough in English) and mostly graduated from abroad with no knowledge of how to teach ESP. Fourth, most of them have never been trained how to be ESP teachers. Lastly, it is more frustrated that they have rarely developed their knowledge on ESP by attending seminars, workshops, accessing or reading any reference materials on ESP practices, and accessing sites related to theories and practices of ESP. How can they be professional ESP teachers?

Even the numbers of ESP teachers in Indonesia nowadays are bigger, but they are not specially prepared to be ESP teachers. Also, they tended to be relatively junior in terms of their years of experience and standing in ESP, and who have lack of significant level of ESP training. As less experienced and not well-qualified ESP teachers, it is harder for them since they have to teach in relatively big classes. And they are not supported by a reasonable of local-based resources, if any, they are not theoretically developed as ESP resources. ESP teachers nowadays can access many resources by making use of internet, but only very view who adapt them in a way that they are appropriate for the students in terms of contents and culture.

The ESP teachers may argue that they have applied ESP theories in terms its fundamental basis - learner-centred teaching – but might be in wrong senses. The teachers may also state that they have adapted the available materials, selected and evaluated suitable teaching materials but might not be as they are required by ESP theories. These are all possible because they are not well trained to be the ESP teachers. Some of them might be frustrated for they are not given chances to update their knowledge on their task through in-service training, continuing their level of formal education, or joining workshops and seminars on ESP practices.

Issues of ESP Objectives and Course Materials

In terms of ESP course objectives, it was plausible to find out that the goals and objectives of ESP courses at Indonesian universities were not really sound ESP courses (Kusni, 2004 & 2006). English for Economics in a well known university, for example, aims at developing students' mastery of English grammar. English for Chemistry, in other side, aims at preparing students to take TOEFL. English for Biology aims at developing the four English skills (speaking, listening, reading, and writing) in which the ESP course is only one semester (2 credit-hours) along the four-year study time for the students. Those are some examples of deviations from the nature of ESP course objectives happening in Indonesian universities.

In the side of ESP course materials, since the early age of ESP, there have been some ESP teaching materials published and widely used. In Indonesia, some of those materials are also available. Currently, ESP materials are also available online. Each of these materials has a major influence on re-shaping the art of the possibility in ESP materials. The problems, however, are related to the lack of findings of needs analysis which capture the materials. Deviations from ESP theoretical domain characterize ESP materials in Indonesia at vocational schools and at universities.

Issues of ESP Assessments

Discussing issues of ESP assessment in Indonesian context, it is problematic since the ESP courses themselves do not fully ESP, rather vague. There are very limited information that can be reached in relation to ESP assessment in Indonesia. However, the limited information shows that the issues can be seen from different perspectives.

From the perspectives of theoretical basis they refer to, ESP assessment in Indonesia does not figure out clearly which theoretical views are followed. First, the field of ESP assessment has

been seen as a separate and distinctive part of a more general movement of language testing. Second, ESP assessment has been viewed as a process in the broader context of the teaching and learning process. This view is in line to the perspective of Dudley-Evans and St. John (1998) and Douglas (2000) that ESP assessment does not stand alone, but it occupies a prominent place in the ESP process. For them, assessment interacts with needs analysis, and is dependent on the ESP design. Third, assessment enhances the learning process and act as a learning device. ESP assessment is 'an aid to learning' (Dudley-Evans and St. John, 1998: 212). ESP assessment evaluates the benefits of learning and gives learners a sense of accomplishment and a feeling that the teacher's evaluation matches what skills and knowledge have been covered.

From assessment purposes point of view, ESP assessment should be primarily concerned with facilitating learners to perform particular communicative tasks, providing feedback on learning, confirming what students have mastered and highlighting those skills needing further attention, encouraging learning, and monitoring progress. All should be in line with their study program and their specific needs resulting from a systematic needs assessment and analysis. In Indonesian contexts, are these purposes of assessment taking place in the reality? A big question to answer.

Another issue is that assessments in ESP should be related in content, themes and topics to particular disciplines, and involves a higher degree of language specificity, as language varies from one situation to another. There are important differences between, say, an ESP assessment of engineers and that of tourist guides, as they address the nature of particular varieties of English from a specific vocational and professional field. In addition, one of the prevailing principles of ESP assessment is that the assessment should contain tasks that mirror the students' target language use situation. Therefore, the ESP assessment in Indonesia should be based on the analysis of learners' target language use situations and specialist knowledge of using English for vocational or academic. The analysis has never been systematically and seriously done in Indonesian ESP.

Future Prospects of ESP in Indonesia

A very basic question appears in my mind: What are the future prospects of ESP in Indonesia or How to reformulate the ESP courses? This question can be answered variously by different stakeholders. Referring back to the current issues of ESP in Indonesia discussed before, some possible ideas can be addressed to answer the question.

In terms of the issues of designing ESP in Indonesia, it is unavoidable that needs analysis should be systematically done to begin ESP courses at any level and at any study program. It is not an easy effort in this such a big country, but it is a must since the most problematic basic issue of ESP in Indonesia is the absence of needs analysis. The result of the needs assessment will specifically shape the system of the course, the objectives, the contents and materials, and the teaching methodologies to use. The first things to decide from the needs analysis is ESP course offering decision involving the availability of time for ESP courses, total credit hour, how and when the ESP courses to offer. On the basis of these things, the limit of the goals and objectives can be agreed. Otherwise, the goals and objectives are firstly determined to be the basis of course offering decision. These should be done by ESP specialists with other stakeholders and national as well as local ESP decision makers.

Through the analysis of the current situations on ESP design, to reformulate ESP in Indonesia I recommend that the Ministry of Education states a new national policy about EFL, developing a new national ESP curriculum, since the learning and teaching of ESP has been

given insufficient attention. The absence of a national ESP curriculum in Indonesia resulted a widely lack of consistency in ESP syllabuses for students in terms of structure and content. The reason for the gap between the target situation (employment market) needs and the existing proficiency of the learners is the absence of generally accepted criteria in content, methodology, course organization, assessment, and learning outcomes with reference to international ESP standards. In the interests of quality and credibility, validity and transparency, the new National Curriculum 2013, as a pedagogic and organizational tool, the new ESP curriculum should take into account both modern tendencies in language learning and teaching and the findings of ESP researches.

The development and introduction of the new national ESP curriculum involves a change from the current teaching and learning paradigms and affect stakeholders in varying degrees. In order to facilitate a smooth process, it is important to start talking to the English language teaching community and educationists as early as possible through the process of dissemination, communication with stakeholders, and networking. The ESP curriculum development process should be supported by a program of round table discussions and piloting to try out the proposed ideas and processes. It is logical, however, to include an evaluation component in the new ESP curriculum. An evaluation of the effectiveness of the curriculum aims at monitoring the ongoing innovations, as well as examining their impact. The evaluation should be carried out in order to monitor the ESP curriculum development and the results of the piloting of its components, the dissemination of information and expertise, the effectiveness of communication, and the networking within and around the curriculum.

The important features of the ‘imagined’ new national ESP curriculum, in my point of view, should contain of the following characteristics:

- a. It should have a unified core, so that it can generate a number of alternative ESP syllabuses. It has been said, “ESP is not a particular kind of language or methodology, nor does it consist of a particular type of teaching material ...it is an approach to language learning, which is based on learner need”.
- b. It should be flexible, and adjustable to students’ needs. It is relevant to the professional needs of learners and societal expectations, and relevant to the target situations in which ESP students will function as specialists.
- c. It should be based on a learning-centred approach which maximizing the potential of the learning situation.
- d. It should show the underline belief that learning is more than just a matter of presenting language items, skills and strategies; is not just the content of what is learnt that is important but also the activities through which the language and content are learned.
- e. It should be targeted to the students’ *study needs* (giving learners possibilities to study their specialism more effectively) and the students’ *target needs* (enabling learners to function effectively in target situations).
- f. It should encourage life-long learning in which students should learn how to learn, with emphasis on the generic skills of critical thinking, problem-solving, presenting ideas, summarizing, etc

The government reformulates the existing system by forming a special division in the Ministry of Education especially responsible to design ESP. This division which contains ESP and content experts, ESP practitioners, and ESP decision makers (can be ad-hoc), is responsible, for example, for the development of the new national ESP curriculum, development of teachers professionalism through planned programs (such as trainings, workshops, seminars, conferences,

or formal further education), production of teaching materials, evaluation of ESP program, and development of ESP national researches. This division can also be in a form of a national board of professional organization of ESP with the same responsibilities. Assuredly, it will lead to a significant change in ESP learning and teaching in Indonesia, making it consistent with international standards.

In term of ESP teachers' professionalism, as process of lifelong learning in the teaching profession, it is very important for some reasons. Following England (1998) the reasons are: 'The role of English in the world has grown so much; Training paradigms in academic and professional circles are changing; Effective English language teachers are obliged to look carefully at their professional development in order to improve their experiences in classroom and to minimize burnout; ELT programs benefit from teachers who are current with the field. It involves any activities aiming at achieving personal and professional growth for teachers. In addition, the basic reason is that most ESP teachers are not yet professional ESP teachers who seriously need professional developments.

According to Crandell (1998) and Brown (2001), professional development activities can range from formal education to personal development by reading academic journals or books, attending conferences, or collaborating with other teachers in professional activities such as classroom action research or other professional projects. Professional development activities are to show that one of the most interesting things about teaching is that the teachers never stop learning.

This idea is in line with what Christison and Stoller (in England, 1998) explain that professional development which is designed and done carefully increases teachers' teaching effectiveness, high morale, and job satisfaction. In my mind, the basic needs for educating ESP teachers arise from the inadequacy of ESP teachers' professional skills, trainings, and experiences. The inadequacies may cause teachers disabled to be dynamic and competent in their job. Any training courses, pre-service or in-service, long-term or short-term, can be criticized for shortcomings. The existing training courses, even the lengthy ones, cannot satisfy all trainees' needs, nor can they solve most of the problems occurring at the trainees' home institutions. The course itself is not the end of a career; after the course there is still life and trainees must face reality at home (Spratt 1994). Therefore, along with teacher training, teacher development must be a vital component in ESP teacher education. Development fills the gap in training by giving teachers opportunities to reflect on classroom practice, gain insight into teaching experiences, view education as a long-term process, and deal with change and divergence.

In order to prepare professional ESP teachers with the teaching skills and knowledge to meet international standards, it is here proposed that there must be, at least, one university in Indonesia which regulates an ESP study program as a special offer for educating ESP teachers and ESP specialists. This study program is offered particularly to those who are now responsible for teaching and designing ESP programs (ESP teachers from content or English study program), those who graduated from undergraduate English Education study programs to take their master degree on ESP, or those who ever want to take ESP as their major. Taking this professionally managed program, it is expected that the graduates will not only be skillful ESP teachers but also internationally acceptable ESP experts at any levels, depending on the program offered to them. Since some researches show that a great number of the ESP teachers are not familiar to ESP conceptions, like those who teach ESP at universities in Indonesia, they should be introduced to this field at least through training.

The ESP teacher development program, furthermore, might consist of two main blocks. The first tends to comprise work on topics such as needs analysis, theoretical inputs to curriculum design, syllabus specification, and so on. The second can concentrate on materials evaluation, adaptation and design, and sometimes also on curriculum evaluation. Such an arrangement is logical and straightforward, since it goes from the identification of needs to the creation of appropriate learning resources, from the global to the particular, and indeed, mirrors the very sequence of events which it is usually recommended that real-life ESP curriculum design should follow.

The ESP study program can be ruled out by an institution out of Indonesia, like RELC in Singapore or a special section of existing world-class universities in one of the Asian countries. Previously, RELC had offered some trainings on ESP, but those are not purely for developing skillful and professional ESP teachers. In my mind, RELC needs to have a section responsible for ESP programs. In coordination with British association of English for academic purposes (BALEAP), the study program can also be realized.

Developing professionalism of ESP teachers in Indonesia might, for example, make use of those who have been considered as ESP specialists, well selected and well trained ESP, and ESP practitioners from all over the world, not only from Asian countries. Some world-class ESP specialists and experts such as, Jordan, Dudley-Evans, St. John, Busturkman, Urr, Harding, Waters, and Khoo can be invited to involve to be the pioneers for this ESP development program. Other experienced TEFL experts should also be invited to collaboratively put the foundation of this program.

This program can offer different levels of education: trainings, certificate, diploma, or even master and doctoral degrees to the candidate trainees. They are provided with scholarship i.e funded by the government. Graduated from this study program the trainees should be given wider opportunities by their government to be ESP teachers at any levels of education and for different types and fields of ESP. They are expected to be able to design and improve ESP courses they lead as it is suggested by Nation (2000).

In order to be more effective and efficient, in offering ESP courses, what I suggest to really do for ESP in Indonesia is to introduce a particular English diagnostic test or placement test for the students newly entering to vocational schools or universities. The goal of the diagnostic test is to check students' English mastery level (beginners, intermediate, or advanced). This is the beginning step to group the students into homogeneous level in accordance to their level of English proficiency. Those who are at elementary level should not be permitted to take ESP courses but EGP if there is a need for certain group of students. If possible, passing from EGP, the students should take Introductory ESP subject (ESP subject devised as a transition subject from the general English to the advanced ESP subject) or those who can directly take advanced ESP subject. As the result, the students are grouped into these classes in different English subjects with a certain credit hour for each (2 to 4 credit hour for each) for university levels. For vocational schools, the students are also grouped in the same way with different operational treatment. This is an important statement which, in theory, is universally acceptable but, in practice, is hardly ever followed.

An important aspect to be taken into consideration is distinguishing between specific English language skills for certain department or study program of the students. It is not ESP if all the language skills should be taught. The distinction is essential because these two forms require different means and methods of teaching and – most importantly – different teaching materials for different study programs. In other words, ESP is concerned, first and foremost, with

satisfying the real needs of the students and not with revealing the knowledge of the teacher. The primary goal of the ESP course is to teach professional or academic communicative competence that is the ability to communicate in English according to the situation, purpose and specific roles of the participants. The ESP course builds on and extends the foundations for accurate skill. Again, it deeply depends on the result of needs analysis.

Another future prospect is concerning with the ESP teaching materials. The teaching materials are widely available elsewhere appropriate to be used for any particular skills. It is recommended that ESP teachers seriously find and access them purposely. The process of identifying ESP materials for ESP students is confined to: choosing an optimal pattern scientific text written in standard, normalized language; analyzing it on different levels of content and linguistic aspects, synthesizing the results of the analysis; adapting the materials if needed. If we revisit Dudley-Evans' (1998) claim that ESP should be offered at an intermediate or advanced level, use of authentic learning materials, modified or unmodified in form, are indeed a feature of ESP. In the teaching processes, teachers can assign an independent study assignment in which the learners are required to investigate and present an area of interest. The students were encouraged to find texts using a variety of different resources, including the Internet. The ESP materials should comprise a range of subject specialism-related (e.g. Business English correspondence and communications), academic writing course books and other materials in order to develop integrated skills. Authentic and locally developed materials should supplement the courses and help create the context for various activities.

C. CONCLUSION

In this paper I have discussed the reformulation of ESP in Indonesia by focusing on current issues and future aspect of the ESP. Four major current issues have been discussed: issues of ESP design, issues of ESP teachers, issues of ESP objectives, and issues of ESP assessment. These are, of course, not the only issues, but some major ones. I have also discussed some possible future prospects of ESP by focusing discussion on my recommendation to issue a new national ESP curriculum. Besides, some ideas on figuring out future prospects of ESP have also been introduced in terms of developing teachers' professionalism, selection of teaching materials, and managing the ESP courses by giving placement or proficiency test to newly entering students to vocational schools or universities which will give significant effects to the current offering system of ESP courses. In a simple statement, I can say that the current problems and issues of ESP in Indonesia can be solved by deeply understanding of ESP theories, research finding, and practices in order to change the current belief of stakeholders and the decision makers.

BIBLIOGRAPHY

- Brown, H. D. 2001. *Teaching by principles: An interactive approach to language pedagogy*. Englewood Cliffs, NJ: Prentice Hall Regents.
- Carter, D. 1983. 'Some propositions about ESP'. *English for Specific Purposes*, 2: 131--137.
- Crandell, JoAnn. 1998. 'Collaborate and cooperate: teacher education for integrating language and content'. *English Teaching Forum*. 36.1:2-17.
- Douglas, D. (2000). *Assessing Languages for Specific Purposes*. Cambridge: Cambridge University Press.
- Dudley-Evans, T. and M. J. St. John. 1998. *Developments in English for Specific Purposes: A Multi-disciplinary Approach*. Cambridge: Cambridge University Press.

- England, Liz. 1998. 'Promoting effective professional development in English language teaching (ELT)'. *English Teaching Forum*. 36.2: 18-28.
- Flowerdew, D. 2013. Needs analysis and curriculum development in ESP. In Partridge, B. and S. Starfield (Eds.). *The Handbook of English for Specific Purposes*. Pp. 325-346.
- Graves, K. 2000. *Designing Language Courses: A Guide for Teachers*. Boston, Mass.: Heinle & Heinle Publishers.
- Harding, Keith. 2007. *English for Specific Purposes*. Oxford: Oxford University Press.
- Hutchinson, T. and A. Waters. 1987. *English for Specific Purposes: A Learning-centred Approach*. Cambridge: Cambridge University Press.
- Hyland, Ken. 2006. *English for Academic Purposes: An Advanced Resource Book*. New York: Routledge.
- Jordan, R. R. 1997. *English for Academic Purposes. A Guide and Resource Book for Teachers*. Cambridge: Cambridge University Press.
- Kusni. 2004. 'Model perancangan mata kuliah ESP di perguruan tinggi (*Unpublished dissesrtation*). Jakarta: Universitas Indonesia.
- . 2006. 'Tingkat penguasaan bidang studi mahasiswa oleh Dosen ESP pada perguruan tinggi negeri dan swasta di Sumatera Barat' (*Research Report*). Padang: Universitas Negeri Padang.
- . 2007. 'Kajian terhadap pelaksanaan pembelajaran bahasa Inggris di SMK Sumatera Barat' (*Research Report*). Padang: Univedrsitas Negeri Padang.
- Mackay, R. dan R. D. Palmer (ed.) . 1981. *Languages for Specific Purposes: Program Design and Evaluation*. Rowley, MA: Newbury House.
- McDonough, J. 1984. *ESP in Perspective: A Practical Guide*. London: Collins.
- Nation, Paul. 2000. 'Designing and improving a language course'. *English Teaching Forum*. 38.4: 2-11.
- Partridge, B. and S. Starfield (Eds.). 2013. *The Handbook of English for Specific Purposes*. West Sussex: Wiley-Blackwell.
- Robinson, P. 1991. *ESP Today: A Practitioner's Guide*. London: Prentice Hall.
- Stevens, P. 1988. 'ESP after twenty years: a re-appraisal'. In M.L. Tickoo. *ESP: State of the Art*. Anthology Series 21. Singapore: RELC
- Tomlinson, B. (ed.). 2011. *Materials Development in Language Teaching (2nd ed.)*. Cambridge: Cambridge University Press.