

LANGUAGE TEACHING FOR ESP

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Abstrak

Bahasa Inggris tidak hanya diberikan pada mahasiswa di jurusan Bahasa Inggris, tetapi juga untuk mahasiswa jurusan lain sebagai mata kuliah dasar. Pembelajaran Bahasa Inggris ini disebut pembelajaran Bahasa Inggris untuk tujuan khusus (ESP). ESP memberikan pembelajaran Bahasa Inggris yang sesuai dengan tujuan mahasiswa dalam mempelajarinya. Perbedaan antara ESP dan Bahasa Inggris umum adalah ESP mengutamakan praktek daripada teori. Ada beberapa hal yang harus diperhatikan dalam pengajaran ESP, yaitu metode pengajaran, materi, dan penilaian. Dalam menentukan metode pengajaran, ada tiga hal yang harus diperhatikan, yaitu kegiatannya sesuai dengan tujuan, mengutamakan komunikasi, dan kegiatannya sesuai dengan kehidupan sehari-hari. Oleh karena itu, desain yang mengacu pada pemberian tugas (task-based design) dengan menggunakan role-play (permainan) sangatlah sesuai untuk ESP. Sedangkan untuk pemberian materi dan penilaian, ESP menggunakan materi dan penilaian yang asli (authentic material and authentic assessment).

Kata Kunci : *English for Specific Purposes (ESP)*

Introduction

English is one of the international languages and most people in the world are required to understand spoken and written English in order to be able to communicate with others. English as the first foreign language in Indonesia is very important in many aspects of life. It functions not only as a means of international communication but also as an international vehicle of a body of technology. In the future the national development in Indonesia is directed towards the improvement of quality of human resources as a means of achieving a better economic condition.

An aspect of this objective is the improvement of the mastery of foreign languages. The mastery of foreign

languages, particularly the English language, is intended as a means of acquisition and advancement of science and technology¹.

Related to the international communication, English is unavoidable for conducting business with foreign countries. Moreover, for the development of the country, reading scientific books in English is of prior importance, because most of the books are written in English. Hence, English needs to be learned in formal schools, from kindergarten to the university level.

At the university level, English is not only taught to students of the English Department, but also to students of other departments. An English subject that is given to the foreign students from other field of studies is called English for Specific Purposes (ESP).

After the birth of English for Specific Purposes (ESP) in the 1960s, this discipline has become quite well known, especially because English has acquired the status of an international *lingua franca* in almost any field of study, and linguists have moved towards a contextualized nation of language². The practice of teaching English for Specific Purposes (ESP) has gradually become widespread in the last decade, largely on account of a tremendous need to use English internationally in conducting science and technology, trade and commerce, administration, diplomacy, and law³.

Students who enroll in an ESP course have a distinctly purposeful orientation to English as a medium to a better understanding of the subject matter. The common factor in all ESP programs is that they are designed for adults who have a common profession or job-related reason for learning English. ESP class brings the students a reason for learning and a context for the use of English, knowledge of the vocational or professional

¹ Nurul Huda, *Language Learning and Teaching* (Malang: Universitas Negeri Malang Publisher, 1999)

² P. Master and D. Brinton (Eds), "New Ways in English for Specific Purposes". *Teachers of English to Speakers of Other Language (TESOL)* (Alexandria, V.A: <http://www-writing.berkeley.edu/TESL-EJ/ej13/r11.html>, 1998)

³ P.W. Peterson, *ESP in Practice: Models and Challenges for Teachers* (Washington, D.C: United states Information Agency, 1986)

field, and provides well-developed adult learning strategies⁴. The students' objective becomes the basis for the two important aspects of ESP course design; i.e. its focus on the learner and on task-based activities that are designed to reflect the real use of English outside the classroom.

ESP courses are taught for its utilitarian nature. The materials of ESP must be appropriate to the aims of the program⁵. Therefore, since it was first introduced in Indonesia in the mid-seventies, it has been expected to be instant. Within a very short time it is expected that the students are able to use the language well. It is not an easy job for ESP teachers. Unfortunately, students want the process to be as effortless as possible, and the results are as rewarding as possible⁶. They are not interested in the slow and hard process of learning a foreign language. Even worse, as undergraduates, sometimes they do not have any idea about the immediate need of the language. In spite of this condition, teachers are still expected to 'juggle' in a very short period with learners who mostly have limited knowledge of Basic English. Therefore, there is no teacher who is not creative will undertake an ESP class⁷.

The Definition of ESP

As for a broader definition, "ESP is an approach to language teaching in which all decisions as to content and method are based on the learner's reason for learning."⁸ To explain it further, ESP also refers to teaching a specific genre of English for students with specific goals⁹. Numerous non-specialist ESL instructors use an ESP approach in that their syllabi are based on analysis of learner needs and their own personal

⁴ T. Kral, *Teacher Development: Making the Right Moves* (Washington D.C: United States Information Agency, 1994)

⁵ Siusana Kweldju, *Lexically-Based Language Teaching: English for Specific Purposes* (A Paper Presented in a Workshop at British Council on 24 July 2004)

⁶ *Ibid.*

⁷ T. Kral, *Teacher Development: Making the Right Moves*. (Washington D.C: United States Information Agency, 1994)

⁸ T. Hutchinson, and, A. Waters. *English for Specific Purposes: A Learning-Centered Approach*. (New York: Cambridge University Press, 1987)

⁹ L. Anthony. *English for Specific Purposes: What does it mean? Why is it different?* (Presented in Japan Conference on ESP in Okoyama. <http://interserver.mizaki-med.ac.jp/~cue/pc/anthony.htm>, 1997)

specialist knowledge of using English for real communication.

Furthermore, we can define ESP with two characteristics. For absolute characteristics, ESP consists of English language teaching which is designed to meet specified needs of the learner; related in content (i.e., in its themes and topics) to particular disciplines, occupations, and activities; centered on the language appropriate to those activities in discourse and analysis of this discourse; and in contrast with General English. While for variable characteristics, ESP may be, but is not necessarily restricted as to the language skills to be learned (i.e., reading only) and not taught according to any pre-ordained methodology. ESP also claims to be being focused on the learner's need, wastes no time, and more cost-effective than General English¹⁰.

However, other experts say that the main purpose of teaching ESP is to help the students learn and explore their field of study from the sources communicated and discussed in English (written and spoken). Therefore, all language skills (listening, speaking, reading and writing) have to be presented in the teaching of English at university without focusing on a particular skill¹¹. Furthermore, the teacher can apply various strategies and any kind of classroom activities. The students are also empowered to improve their performance. They can be asked to do many classroom activities during the class. The orientation of the teaching is on the students, not on the teacher.

There are also three common characteristics of ESP courses¹². First characteristic is authentic material. ESP should be offered at an intermediate or advanced level, and the use of authentic learning materials is entirely feasible. It is sufficed to say that the use of authentic content materials, modified or unmodified in form, are indeed one of the features of ESP, particularly in self-directed study and research tasks. Second is purpose-related orientation, which refers to the simulation of

¹⁰ M.L. Tickoo. *ESP: State of the Art*. (Presented by SEAMEO Regional Language Centre in Singapore, 1988)

¹¹ Abdurrahman Haji Usman. "Integrating Four Language Skills in Teaching English at College" in Bambang Yudi Cahyono (Ed). *The Teaching of English Language Skills and English Language Components* (Malang: State University of Malang Press, 2010), 127

¹² K. Gatehouse. "Key Issues in English for Specific Purposes (ESP) Curriculum Development" (*The Internet TESL Journal*, Vol.VII, No.10, October 2001. <http://www.cybertrails.com/~jhoey/>)

communicative tasks required of the target setting. Students may be given simulation of a conference, involving the preparation of papers, reading, note taking, and writing. Finally, self-direction is one of the characteristics of ESP courses in that ESP is concerned with turning learners into users. In order for self-direction to occur, the learners must have a certain degree of freedom to decide when, what, and how they will study. There must be a systematic attempt by teachers to teach the learners how to learn, by teaching them about learning strategies.

The Difference Between ESP and General English

Due to the internationalization of science, technology and commerce, the demand for English for Specific Purposes - set apart from General English purpose - such as English for science and technology, English for business, vocational ESL continues to increase and expand throughout the world¹³. In order to provide English as needed by learners from a particular field of study, General English is not practical because it cannot directly fulfill what the learners' need.

The difference between ESP and General English approach is that in ESP, theory is nothing while practice is a great deal¹⁴. Teachers of General English courses, while acknowledging that students have a specific purpose for studying English, rarely conduct a need analysis to find out what is necessary to actually achieve. However, ESP teachers are very much aware of the importance of need analysis. The aim of ESP course is to teach the students English which matches their specific needs. Furthermore, material writers for ESP courses are expected to think very carefully about the goals of learners at all stages in their materials production activities.

The ESP Course Design

The teaching of ESP is always interesting to be discussed, and educators still want to find the best way to teach ESP. Teaching ESP is not easy since the teachers need to know and teach the subject of other fields of study, which is different from the teachers' background of the

¹³ Siusana Kweldju. *Lexically-Based Language Teaching: English for Specific Purposes* (A Paper Presented in a Workshop at British Council on 24 July 2004)

¹⁴ T. Hutchinson and A. Waters. *English for Specific Purposes: A Learning-Centered Approach* (New York: Cambridge University Press, 1987).

study. Moreover, an ESP class is usually very large, noisy, heterogeneous and lack of back up materials. Moreover, discovering a better way to teach ESP is very much needed to make its teaching successful.

Before implementing ESP class, the first thing teachers should deal with is designing the course syllabus. There are three distinguishing types of classroom activity for ESP that need to be designed: accuracy activities, devised communication activities and real-world communication activities¹⁵.

The description most obviously needed to support the design of accuracy activities is the description of grammatical structure and its functions, the description of communicative function and possibly the description of certain discourse features of text.

In devising communication activities one wants to be sure that they involve at least the kind of language that will be useful to the learners. In order to decide this, one needs a description of typical features of the target communication. This again may be a list of structures or functions, and discourse features of text. This description has a different role from the descriptions required for the accuracy activities. One is not looking for a metalanguage or a list of things to practice, but a list of features to ensure some prior match of classroom communication with real-world communication.

The activity of the last design is simulating the real-world communication in the classroom and for this an entirely different kind of communication is required, such as: descriptions of the tasks that are performed (in terms of the outcomes of the tasks, the inputs and the activities that the performance of the task requires) and descriptions of the information that is processed by those tasks (topic-types, document types, and information forms).

Activities that are connected to students' needs in real life is important. This is because, in foreign language situations, it can be challenging to find real-life communicative contexts to use the target language. In teaching ESP, the classroom has to be a place in which language is not only taught but also used meaningfully. If language is being used "meaningfully" in the classroom, it is being used within a context that either mirrors real world discourse or possibly uses subject

¹⁵ M.L. Tickoo. *ESP: State of the Art*. (Presented by SEAMEO Regional Language Centre in Singapore, 1988)

matter content, such as science, math, business, law, etc., depending on age of the learners and their purpose for studying English. Teachers should design the activities in a dynamic way in that they have to show some characteristics¹⁶:

- (1) incorporate real life situations
- (2) integrate all four language skills communicatively
- (3) encourage learner autonomy or learner choice
- (4) use experiential learning

Choice of design type reflects not only the objectives of the course but also the needs of the learners. In choosing a particular model of design or a frame-work of a course, a designer is influenced by some factors, such as: knowledge of subject area, teacher's English proficiency, goal/objectives, instructional resources, assessments, and students' background (prior knowledge).

Within ESP, task-based way of the teaching and learning is more suggested. Task-based instruction is the teaching that gives learners tasks to transact and not items to learn.

Task is defined as:

any structured language learning endeavour which has a particular objective, appropriate content, a specified working procedure, and a range of outcomes for those who undertake the task. 'Task' is therefore assumed to refer to a range of workplans which have the overall purpose of facilitating language learning from the simple and brief exercise type, to more complex and lengthy activities such as group problem-solving or simulations and decision-making¹⁷.

Stated briefly, 'tasks' refer to 'activities'. However, the endeavour in creating these activities should be structured. This means that the teaching of a language using tasks should be carefully prepared in order to be effective and relevant to the aim of the language teaching.

Task has some components which include: goals, input, activities,

¹⁶ J.K. Shin. "Developing Dynamic Units for EFL" (*English Teaching Forum*, 45(2), 2007), 2-8

¹⁷ D, Nunan. *Designing Tasks for the Communicative Classroom* (Cambridge: Cambridge University Press, 1989), 6.

teacher role, learner role, and settings. Here is the framework of the tasks' components¹⁸:



Goal refers to the aim of performing a particular task, which can be explicitly or implicitly expressed, such as "exchanging personal information". **Input** refers to the learning materials or linguistic data, either verbal (such as a dialogue, a reading text, a "questionnaire on sleeping habits") or non verbal (such as a series of pictures). **Activities** refer to the procedures in working with the input, for example "reading questionnaire" and "asking and answering questions about sleeping habits". **Teacher role** refers to what responsibility should the teacher performs in order to make sure that the activities run smoothly toward the achievement of the goal. For example, the teacher can be a "facilitator" who "monitors students who are doing the tasks". **Learner role** refers to what responsibility they should perform to do the tasks successfully. For example, students can be a "conversational partner" for their classmates. **Settings** refer to how the tasks will be accomplished by the students under the teacher's arrangement. For example, a particular task can be done either in the classroom or in other places (such as in school yard or in the park) and conducted individually or in "pair work", "group work".

There are criteria for task design. The task design should have extended discourse, information gap, goal orientation, real time processing, prior experience; authenticity, and tolerance of error¹⁹.

In order to have a real-world communication activity, kinds of tasks included in task-based design. Task-based design can be done by having role play. In role play, students can perform a task in groups and take a different role/identity from her or his usual one. Task-based

¹⁸ *Ibid*, 11

¹⁹ Sri Rachmajanti. *ESP Course: Methodology and Material* (A Paper Presented at the One-Week Workshop for Non-English Teachers at State University of Malang, 25-31 January 2004)

design can also be done by having simulation, which is usually longer than a role play and allows the students to maintain his or her normal personality to perform a task or do problem solving within the groups. Another activity in task-based design is case studies. This activity seems to be an ideal method for ESP because it introduces future professionals into the job demands (business, medicine, law, engineering, etc.) and language skills are also potentially involved. Finally the last activity suggested by task-based design is project work. It can be applied for several days/weeks and involves students in some out-of-class activities²⁰.

Integrated Strategy in Teaching English

Many English teachers at universities who teach ESP' classes usually focus their teaching on grammar and reading skills or other skills during the course. Little or no attention of the English teacher presents four language skills during the course. In some classroom activities, teachers usually teach all English language skills but in separated activities. In addition, the teaching strategies applied by the teachers are not effective. They usually apply conventional and monotonous strategies so that the students cannot perform all the language skills better²¹.

In relation to the classroom activities, there is a kind of effective teaching strategy to avoid monotonous classroom activities. This strategy is applied by integrating various classroom activities covering the four language skills. Integrating language skills means linking the listening, speaking, reading, and writing skills in such a way that when practicing one skill, the other skills are reinforced also into use²². Although the four language skills are treated separately as described in the curriculum, there is a recent trend toward teaching language skills integratively²³. So, a subject matter presented in the form of reading passage, for instance, then, can also interrelate with listening, speaking, and writing skills. Thus,

²⁰ *Ibid.*

²¹ Usman. "Integrating Four, 132

²² K, Johnson. *Communicative Syllabus Design and Methodology* (Oxford: Pergamon Press Ltd, 1982), 108

²³ H.D. Brown. *Teaching by Principles: An Interactive Approach to Language Pedagogy* (New York: Pearson Education, 2001)

during one day-English lesson, students may learn English structure within those language skills.

By integrating the four language skills, it is easy for the teacher to organize the classroom activities and to employ ongoing assessment during the class. The classroom atmosphere can also be observed and justified whether particular students can learn to use the language as a means of communication, not learn about language or grammatical items.

Integrating any kind of classroom activities is not easy. Besides mastering many teaching strategies, the teacher has to be able to stimulate the students to be active. The students have to be motivated and empowered to speak fluently and effectively by employing language competences.

Steps of Integrating Four Language Skills in Teaching English

As we know, the teaching of ESP has to be focused on the students' field of study or specialization. It means that the teaching of ESP is not focused on the theory of ESP itself, but on the contents of their field of study, for example, if the students' major is economics, the contents of ESP should be on English for economics. In this case, the teaching of English should not be focused on one aspect of language or language skill only, but it has to be taught in integrated teaching even in the teaching of ESP.

There are some possible steps of integrating four language skills in the teaching of ESP. They are stated as follows²⁴:

1. Divide the students into group of 4 (four). Each group is given a chance to choose a topic in terms of Islamic studies provided by the teacher.
2. Give each group different topics on ESP (particular field of study) that should be read and discussed in their group (reading skill is employed). The topic given to each group is in the form of reading texts and dialogues.
3. Ask the students to write a summary about the topic after discussing it, and then they have to present the topic to other groups in discussion segment. The students are guided to make concept maps

²⁴ Usman. "Integrating Four, 134

- of the short reading texts to be presented in front of the class. This activity deals with writing, listening and speaking skills.
4. Ask the other groups to raise questions, criticize, or any kind of input to the group that is presenting the material. These activities deal with listening and speaking skills.
 5. Guide the students to perform their speaking skill by asking guiding questions dealing with the topics presented by each group. This activity is also done to reinforce their comprehension about the topic. Listening and speaking skills are also employed.
 6. Ask the students to find, identify and pronounce the new words from the texts. Language components (vocabulary and pronunciation) are taught in this meeting as well.
 7. After asking the students to find, identify and pronounce the new words from the texts. Ask the students to produce or practice English sentences using the new words and a particular grammatical structure. Language components are taught as well (grammar).
 8. In other meetings, present the materials by playing cassettes or CD players containing the reading texts and dialogues about the topics. Then, ask the students to listen to the presentation (the cassettes or CD player) and to analyze them. In the process of listening to the presentation, the students are also asked to read the text of the reading passages and/or the dialogues. Reading and listening are performed.
 9. After asking the students to listen to the presentation, ask them to answer the questions following the reading texts and dialogues that are also recorded in cassettes or CD players. In the process of answering the questions, the students are not allowed to see the reading texts and dialogues. These activities suggest that listening and speaking are also performed integratively.

The Instructional Materials of ESP

Instructional materials for ESP students will be materials normally used in the students' own specialist workplace or study situation. A textbook may serve as: (1) a resource for presenting material (spoken and written), (2) a resource of activities for learner practice, (3) a reference resource for learners on pronunciation, vocabulary, grammar, the four language skills - listening, speaking, reading, and writing, (4) a source of stimulation and ideas for classroom language activities, (5) a

resource for self-directed learning or self access work, and (6) a syllabus (where they reflect learning objectives which have been determined)²⁵.

A question that has been little discussed in the literature is how far the ESP course is supposed to teach the students' specialism as well as the English they need in that specialism. There are four approaches to decide the materials used in ESP²⁶.

The first approach is to supply some of the background to the students' specialism of which they are largely or wholly ignorant or about which they are misinformed or confused²⁷. When such points exist, the teachers of the specialism often take it for granted that the students have the necessary knowledge, and because the students do not have it, they under perform in various ways. If the ESP course successfully teaches such points, the value of the ESP work to their specialist work or studies is obvious, and the value of the English used to teach the points should also be obvious.

The second approach is to take the subject matter that has probably been learned in the course of studying a specialism and to present it in a different context or in a way that requires the student to adapt or refashion it in some way²⁸. For example, facts that students have learned about the chemical properties of elements can be related to the physical structure of their atoms or facts that have been learned in isolation can be related, and then generalized.

The third approach is to present points connected with the specialism, but from points of view other than those the students have met before²⁹. If, for example, students in their chemistry course are simply presented with facts and expected to learn them unquestioningly, the ESP course can deal with how such facts come to be known, their significance in a wider context, their theoretical explanations, and speculation about them.

Finally, the fourth approach is that every hit of the course

²⁵ Sri Rachmajanti. *ESP Course: Methodology and Material* (A Paper Presented at the One-Week Workshop for Non-English Teachers at State University of Malang, 25-31 January 2004)

²⁶ L. Selinker, E. Tarone, and V. Hanzeli. *English for Academic and Technical Purposes* (Rowley: Newbury House Publishers, Inc, 1981)

²⁷ *Ibid.*

²⁸ *Ibid.*

²⁹ *Ibid.*

materials should be designed to provide teaching and practice in language or related skills³⁰. There are two types of ESP teaching materials that have been most fully advocated in the literature as follow: (1) the so-called authentic materials (i.e., texts and realia students are expected to meet in the course of their work or studies), and (2) materials simplified in language to the expected level of the students and expected to be very familiar in subject matter, but supposed to present rhetorical items in rhetorical structures typical of those used in the students' specialism³¹.

Authentic materials help the students bridge the gap between the classroom and the outside world. The sources of authentic materials that can be used in the classroom are infinite, but the most common are newspapers, magazines, TV programs, movies, songs, literature and materials from the Internet. An advantage of taking a complete newspaper or magazine into classroom, rather than photocopies of an article, is that students can actually choose what they want to read. The more the learners read, the better readers they will become; thus, not only improving their language level but also confidence. If the text interests the learners it can also be related to their own experiences. Students feel more confident, more secure when handling authentic materials as long as the teacher gives them with a pedagogical support. Authentic materials should be used in accordance with students' ability, with suitable tasks being given in which total understanding is not important. In order to overcome the problems created by difficult authentic texts, one solution needed is to simplify them according to the level of the learners.

There are some important factors that need to be considered when choosing authentic reading material. The factors include suitability, exploitability, and readability³². Suitability of content deals with whether or not the text interests the students to read and whether or not it represents the type of material that the students will use outside of the classroom. Exploitability refers to the condition whether or not the text

³⁰ *Ibid.*

³¹ *Ibid.*

³² Agung Wicaksono. "Using Authentic Materials to Improve the Students' Reading Comprehension" in Bambang Yudi Cahyono (Ed). *The Teaching of English Language Skills and English Language Components* Malang: State University of Malang Press, 2010), 58

can be exploited for teaching purposes. Readability concerns with whether the text is too easy or too difficult for the students. Other factors that need to be taken into account are whether the reading text "looks" authentic, whether or not it is "attractive", whether it can catch the students' attention, and whether or not it can make the students want to read more.

Authentic materials have three meanings: realistic, communicative, and operational. Authentic in the sense of realistic encourages the use of genuine materials - written texts or recordings - or at any rate texts that have been edited, if at all, only very carefully. Authentic in the sense of communicative and operational remind the teacher and course designer that for ESP it is essential to include those combinations of skills that are an integral part of the special purposes³³.

Using authentic materials is recommended if the textbook is suitable for the students. However, in practice, since there are many English textbook writers with diverse knowledge and experiences, whereas, students also vary from schools to schools, there are possibilities that no single textbooks are suitable for students' needs. If it happens, a teacher should do something to satisfy the students' needs, that is, s/he has to adopt the textbook or develop his/her own materials³⁴.

The Assesment of ESP

In ESP, there are three basic types of learner assessment. First is placement test. These are used to 'place' learners in the ESP course most suited to their needs. The placement test normally comes at the beginning of the course. Second is achievement test. These test how well the learner is keeping up with the syllabus and can be administered any time through the course. And the last type of assessment is proficiency tests. These assess whether or not the student can cope with the demands of a particular situation, for example, study at a university or reading technical manuals³⁵.

³³ M.L. Tickoo. *ESP: State of the Art* (Presented by SEAMEO Regional Language Centre in Singapore, 1988)

³⁴ P. Robinson. *ESP Today: A Practitioner's Guide* (London: Practice Hall, 1991)

³⁵ T. Hutchinson and A. Waters. *English for Specific Purposes: A Learning-Centered Approach* (New York: Cambridge University Press, 1987)

Evaluation can fulfill two functions - assessment and feedback. Assessment is a matter of measuring what the learners already know. But any assessment should also provide positive feedback to perform teachers and learners about what is still not known, thus providing important input to the content and methods of future work. Although used in the first instance to assess learner performance, the key to the development of a positive attitude to tests lies in recognizing and capitalizing on their feedback function, and playing down the obsessive or fearful attitudes engendered by viewing tests exclusively as determiners of grades.

Assessment is the on-going process of gathering and analyzing evidence of what a student can do³⁶. The term "authentic assessment" is used to describe the multiple forms of assessment that reflect students learning, achievement, motivation, and attitudes on instructionally-relevant classroom activities³⁷.

Authentic assessment does not represent a new concept. Teachers have always viewed their on-going interactions with children as occasions, for assessing students' learning processes, abilities, and accomplishments. Sometimes these occasions are documented in written notes - about students' participation in writing conference, their interactions during literature circle discussions, or their scores on a comprehension quiz³⁸.

There are eight types of authentic assessment. First is oral interview which teacher asks student questions about personal background, activities, readings, and interests. Next is story or text retelling which students retell main ideas or selected details of text experienced through listening or reading. Then there is writing sample which students generate narrative, expository, persuasive, or reference paper. Project or exhibition can also be conducted to have the authentic assessment which students complete in content area, working individually or in pairs. Teachers sometimes have experiments or

³⁶ Kasihani Kasbolah E. Suyanto. *Authentic Assessment* (Presented in TOT "Contextual Teaching and Learning" Bidang Study Bahasa Inggris, 2003)

³⁷ J.M. O'Malley and L.V. Pierce. *Authentic Assessment for English Language Learners: Practical Approach for Teachers* (San Francisco: Addison-Wesley Longman, Inc., 1996)

³⁸ E.H. Heibert, S.W. Valencia, P.P. Afflerbach. *Authentic Reading Assessment: Practices and Possibilities* (Newark: International Reading Association, Inc., 1996)

demonstrations which students have to complete by the use of materials. Constructed response items can be the next alternative for the authentic assessment, which students respond in writing to open-ended questions. Some teachers do observations by which they observe students' attention, response to instructional materials, or interactions with other students. And finally portfolio is also a good choice, which focused on the collection of students' work to show progress over time³⁹.

Conclusion

At the university level, English is not only taught to students of the English Department but also to students of other departments. The latter is referred to as ESP (English for Specific Purposes). The practice of teaching ESP has gradually become widespread in the last decade, largely on account of a tremendous need to use English internationally in conducting science and technology, trade and commerce, administration, diplomacy, and law.

ESP is an approach to language teaching in which all decisions as to content and method are based on the learners' reason for learning. ESP is different from General English in a way that the aim is to teach the students English, which matches their specific needs. The common factor in all ESP programs is that they are designed for adults who have a common profession or job-related reason for learning English. This means that the student brings to the ESP class a reason for learning and a context for the use of English, to have access to the knowledge of the vocational or professional field.

Teaching ESP to students of non-English department intensively, it is important to develop innovated teaching strategies. One is by integrating the four language skills. This is the antithesis of conventional teaching that presents four language skills separately. In the integration of four language skills, various strategies are implemented to avoid monotonous situation. Students are empowered because the teaching employs task-based way of the teaching and learning towards a comprehensive practice of language skills. When the learners are learning reading skill, they are automatically learning reading, writing, and

³⁹ Kasihani Kasbolah E. Suyanto. *Authentic Assessment* (Presented in TOT "Contextual Teaching and Learning" Bidang Study Bahasa Inggris, 2003)

speaking skills together because one activity can involve other activities based on the materials and the language skills. It means that the teacher can present four language skills in a meeting, and the learners can practice the four language skills at the same time.

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