

LECTURERS STRATEGIES ON TEACHING ENGLISH FOR SPECIFIC PURPOSES (ESP) AT MANAGEMENT DEPARTMENT.

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ABSTRACT

The purpose of this study is to find out the teaching strategies used by lecturers in the management department for certain purposes and how students think of the teaching strategies used by lecturers in learning English for specific purposes. For data processing in this study researchers used qualitative methods, the strategy used was qualitative descriptive. The subject of the study was an English lecturer who taught in the management department and obtained through interviews and voice recordings. The data that has been collected is analyzed in three stages, namely information reduction, information display and conclusion drawing. The results showed that the lecturers' strategies in teaching English for Special Purposes (ESP) in the management department contained 5 parts, namely: Just a Minute (JAM), Group Discussion, Discussion, Presentation, and Role playing.

Key terms : Lecturer strategies, Teaching English for specific, ESP

Introduction

In the modern world, English has become a dominant global language, significantly impacting various aspects of life, especially in academia and professional settings. The proficiency in English for Specific Purposes (ESP) has become increasingly important as it supports effective communication across diverse disciplines and professions. As globalization accelerates and professional landscapes evolve, the need for specialized English skills tailored to specific fields has become a critical necessity.

Despite its importance, implementing ESP in departments that do not primarily focus on English studies presents significant challenges. Lecturers in these non-English departments often face the dilemma of delivering English instruction that meets the specialized needs of their students. The primary challenge lies in aligning English teaching with the specific content and requirements of various academic disciplines, which poses various obstacles that need to be addressed.

One of the major hurdles is the development of teaching strategies that are both effective and adaptable to the unique demands of students in these non-English departments. Professors must skillfully integrate complex subject matter with the nuances of the English language. This task involves creating methodologies that seamlessly blend academic content with the specialized language skills necessary for ESP, ensuring that students gain proficiency in both their field of study and the English language.

For instance, a professor in a biology department needs to design ESP teaching methods that include scientific terminology, research methodologies, and academic writing skills. The goal is to ensure that students not only understand the subject matter but also excel in their field by effectively communicating scientific concepts in English. This integration of scientific content and language skills is crucial for students to succeed in their academic and professional endeavors.

In management programs, ESP teaching strategies should emphasize mastering business-related vocabulary and phrases. Effective methods include incorporating real-life business scenarios, such as case studies, corporate simulations, and role-

playing exercises. These approaches help students practice management-related English in authentic contexts, enhancing their understanding of the language and its application in their future careers.

Moreover, utilizing multimedia resources such as videos, audio materials, and online tools can greatly benefit students' language learning. These resources, along with group discussions and collaborative projects, provide interactive and engaging ways to improve students' speaking, writing, and listening skills. Such strategies make ESP learning more relevant and motivating, better preparing students for professional challenges in management.

This study aims to explore the strategies used by lecturers in non-English departments for teaching ESP. By examining various teaching approaches, materials used, and the challenges faced, the research seeks to offer insights into effective ESP instruction beyond traditional English departments. The findings are expected to provide valuable recommendations for enhancing ESP teaching practices and improving students' preparedness for global professional environments

RESEARCH METHOD

This qualitative descriptive research collects and analyzes non-numerical data, such as opinions and feelings, to understand a particular phenomenon. According to Mukthar (2012), this method helps discover knowledge or theory at a given time. The study employs interviews to gather data from strategic lecturers teaching English in other majors, selected through purposive sampling to fit the research objectives. The research is scheduled from October 2023 to February 2024

at Uki Toraja, using interviews as the primary method of data collection.

Data collection involves completing mail administration, obtaining permission letters, developing an interview protocol, conducting interviews, and transcribing and documenting the data. Data analysis follows Miles & Huberman's (1994) method, which includes data reduction, data display, and conclusion drawing/verification. This involves organizing the data into a coherent format, identifying themes, and verifying conclusions to ensure they are accurate and accountable.

FINDINGS

The study, conducted over four days in January 2023, revealed several key insights into the teaching strategies for English for Specific Purposes (ESP) in Management programs. The "Just a Minute" (JAM) method emerged as a significant tool for enhancing students' speaking skills by providing timed speaking exercises that improved fluency and error correction. This method not only boosted students' confidence but also contributed to better classroom participation and interaction.

Group discussions played a pivotal role in increasing student engagement and reducing language barriers. These discussions, coupled with the use of visual aids and collaborative learning games, fostered an enthusiastic learning environment and encouraged vocabulary expansion. The approach of integrating students based on their abilities further supported a balanced and effective learning experience, promoting both individual and collective growth.

Additionally, the incorporation of examples and interactive activities enriched students' vocabulary and creativity. Collaborative learning strategies,

including discussions and group activities, enhanced students' collaboration skills and overall language proficiency. These findings highlight the effectiveness of a diverse, interactive approach in fostering language skills and student confidence within the ESP framework.

DISCUSSION

Enhancement of Communication Skills:

The "Just a Minute" (JAM) method effectively improved students' speaking abilities by providing a time constraint for speaking and correcting errors (C1, C5). This approach allowed students to overcome communication barriers and build their confidence (R2).

Increased Classroom Participation:

Techniques such as JAM and group discussions played a crucial role in encouraging active student participation. Group discussions not only enhanced students' enthusiasm for learning but also helped those who were usually shy to speak in English (C10). The collaborative approach strengthened student engagement and motivation (R6, R10).

Creativity Enhancement:

Collaborative learning, particularly through games, promoted creativity and enriched students' vocabulary in an enjoyable manner (M18).

Student Ability Integration:

The strategy of grouping students based on abilities aimed to create a balanced learning environment. Combining students with different abilities in groups helped address imbalances and foster collaboration (M7).

Improved Interaction Among Participants:

Group discussions and topic presentations contributed to increased interaction among students, supporting more effective and relevant learning (M6, M8).

Language Learning Through Examples:

Using examples in discussions provided a reference for less proficient students to

model their speaking skills (C3, C9).

Development of Collaboration Skills:

Collaborative learning played a key role in supporting and motivating students through discussions, games, and group activities, enhancing their collaboration skills (M10, M18).

These findings indicate that the ESP teaching strategies in the Management Department not only improved language skills but also fostered creativity, collaboration, and student confidence. This integrated approach created a holistic and diverse learning environment that extends beyond traditional language proficiency (Paschal, M. J., & Gougou, S. A. M., 2022; Wulantari, N. P., et al., 2023).

CONCLUSION

The research highlights the commitment of lecturers at the Indonesian Christian University of Toraja to using diverse and effective strategies in ESP instruction. These strategies enhance language skills and cater to the needs of management students. For instance, the Just a Minute (JAM) technique boosts communication skills and classroom participation. Group discussions facilitate the integration of students with varying abilities and improve language interaction. Discussion-based activities foster enthusiasm and help students find correct answers, while presentation activities focus on thorough preparation to overcome communication challenges. Additionally, role-playing simulates real-life scenarios to enhance communication and cooperation skills. Together, these methods support the development of communication abilities, active participation, vocabulary, creativity, and cooperation in ESP.

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