

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.

Keywords: Lecturer strategies, Teaching English for specific purposes, management department.

INTRODUCTION

The understanding and mastery of English for Specific Purposes (ESP) plays a vital role in supporting communication across diverse academic disciplines and professional sectors. As globalization accelerates and the dynamics of the global workforce continue to evolve, the demand for tailored English proficiency becomes increasingly urgent. ESP is designed to meet the particular language needs of learners within specific fields, such as business, engineering, or management, and is often oriented towards professional or academic contexts. Its role is not merely linguistic, but also functional, as it equips learners with the communication tools necessary for success within their chosen domain (Aji & Rahayu, 2023).

However, significant challenges arise when ESP is implemented in academic departments that do not specialize in English studies. In such contexts, lecturers often face a dual dilemma. On one hand, they are tasked with teaching English to students whose primary focus lies outside the humanities; on the other hand, they must tailor their instruction to meet the unique linguistic demands of the students' specific disciplines. This requires not only general language proficiency but also an understanding of disciplinary discourse and the ability to integrate it into pedagogical practice effectively.

At Universitas Kristen Indonesia Toraja (UKI Toraja), this phenomenon is particularly evident within the Management Department. Motivated by this observation, the present study explores the specific strategies employed by English

lecturers in teaching ESP to management students. The research aims to uncover how instructional practices are adapted to align with student needs, as well as how lecturer competence influences the success of ESP instruction. In departments oriented toward English literature, teaching typically focuses on literary analysis, critical reading, and advanced academic writing. In contrast, in more practice-oriented departments such as Management, the emphasis shifts to applied language skills—particularly in speaking, listening, and writing—that are relevant to real-world business contexts. Here, ESP teaching must not only cover linguistic elements but also incorporate industry-specific vocabulary, discourse conventions, and communicative practices.

Furthermore, the integration of Learning Management Systems (LMS) offers a valuable framework for supporting ESP instruction. LMS platforms provide a structured and accessible environment where learners can engage with materials, receive feedback, and develop their skills through interactive tasks and activities. However, the effectiveness of such platforms depends heavily on the lecturer's ability to foster interaction and maintain adaptability in response to student needs and engagement levels. The purpose of this study, therefore, is to assess the effectiveness of English teaching strategies within the context of ESP at UKI Toraja, particularly in non-English-focused departments. By identifying the key elements that contribute to successful instruction—such as lecturer competence, pedagogical strategies, and technological integration—this research seeks to contribute insights into the enhancement of ESP programs in similar institutional contexts.

METHODS

This research would Qualitative descriptive. Qualitative description refers to a type of research that involves collecting and analyzing non-numerical data, such as people's opinions and feelings, to gain an understanding of a particular phenomenon. According to Mukthar (2012) Qualitative descriptive research method is a method used by researchers to discover knowledge or theory of research at a given time. A problem can be resolved using the procedure. The kind of study employed in this instance is qualitative research utilizing the interview method, which entails conducting interviews with respondents in order to collect data. The purpose of a study design is to make sure that the data collected allows us to solve the research topic as clearly and successfully as feasible. In qualitative research, for capturing data as the study goes along while also collecting data to learn from the study's participants.

FINDINGS AND DISCUSSION

1. Just a Minute (JAM)

Improved Communication Skills: The use of JAM effectively improves students' communication skills, providing them with opportunities to speak and correct mistakes. **Increased Participation in the Classroom:** JAM provides opportunities for students to actively participate in group discussions, increasing their involvement in learning.

2. Group Discussion

Combining Students with Different Abilities: Group discussions support the integration of students with different abilities, creating opportunities for the exchange of ideas and skills development together. **Improved Language Interaction and Learning:** Group discussions not only increase interaction between participants, but also facilitate language learning through examples from peers.

3. Discussion

Enthusiasm and Active Participation: Group discussions and collaborative learning motivate students to actively speak, think, and share, creating a vibrant learning atmosphere. **Finding the Right Answers Effectively:** The structure of discussion-based activities helps students to effectively find the right answers in the context of ESP.

4. Presentation

Detailed Preparation for Effective Communication: Detailed preparation for presentation activities contributes to effective communication in English for specific purposes (ESP). **Overcoming Difficulties:** Presentation activities are designed to overcome difficulties such as nervousness, anxiety, lack of confidence, and linguistic challenges.

5. Role Playing

Simulating Real-Life Situations: Role-playing activities are strategically integrated in ESP teaching to simulate real-life situations, providing relevance to student learning. **Improved Communication and Cooperation Skills:** Role play contributes to the improvement of communication skills, fluency of speech, and the development of cooperation skills that are essential in the professional context of ESP.

The implementation of this strategy holistically supports the development of communication skills, active participation, vocabulary enhancement, creativity, and cooperation in the context of English for Purpose (ESP). **Research Findings on Lecturer Strategies in Teaching ESP at the Management Department.** The presented data unveils a rich tapestry of lecturer strategies employed to elevate the learning experience of English for Specific Purposes (ESP) within the unique context of the Management department. These strategies, meticulously tailored to target specific facets of language learning, collectively contribute to a holistic and engaging educational environment. As we delve into a nuanced discussion of the findings, it becomes evident that these strategies play a pivotal role in shaping and enhancing students' language proficiency and overall academic experience.

Communication Skills Enhancement

The incorporation of the "Just a Minute" method serves as a powerful tool in honing students' communication skills. By expressing thoughts within a limited timeframe, students are encouraged to achieve fluency while simultaneously overcoming communication barriers (C1).

The utilization of a clock during language activities emerges as an effective technique. This visual aid prompts students to actively engage in speech, identify

errors, and refine their speaking abilities through challenges and repetitions (C5). Emphasizing the goal of improving communication skills underscores the significance of providing students with opportunities to gain insights into effective communication, fostering confidence in their language proficiency (R2).

Increased Participation in Class

Strategies like the "Just a Minute" method and group discussions stand out as dynamic approaches to surmounting participation barriers and repetition. These techniques contribute to a smoother and more active classroom environment (C2, C5). Group discussions, particularly in the field of Management education, are identified as a catalyst for collaborative learning. This not only boosts students' spirits but also encourages those hesitant to express themselves in English (C10). The collaborative learning approach, as evidenced in the data, serves a dual purpose by providing specific English learning strategies and enhancing overall participation and engagement (R6, R10).

Vocabulary Expansion

The "Just a Minute" lesson emerges not only as a confidence-building exercise but also as a vocabulary enhancement tool. Students, in structuring well-organized sentences, inadvertently enrich their vocabulary (C3). Group discussions and reading assignments at home are acknowledged for their indirect contribution to expanding students' vocabulary. Exposure to challenging words and encouraging students to find meanings contribute to lexical growth (C9, M4). The collaborative learning environment, including games, discussions, and vocabulary enrichment activities, emerges as an effective platform for bolstering linguistic skills and expanding the lexicon (M18).

Promotion of Creativity

Collaborative learning, especially within group settings, is celebrated for injecting an element of fun into the learning process through games. Activities like word guessing not only contribute to enriching ESP-related vocabulary but also foster creativity among students (M18).

Integration of Students with Varied Abilities

Lecturers, through the identification and grouping of students based on abilities, demonstrate a commitment to fostering a balanced and collaborative learning environment (M7).

The amalgamation of students with differing abilities within groups reflects a strategic approach aimed at encouraging collaboration, thus mitigating imbalances in the learning process (M7).

Enhanced Interaction Among Participants

Group discussions, featuring topic-based presentations and question-and-answer sessions, are instrumental in fostering increased interaction among students (M6, M8). Aligning discussion topics with students' needs, particularly those related to Management, ensures relevance and facilitates meaningful discussions on pertinent vocabulary and concepts (M8).

Language Learning Through Examples

Lecturers emphasize the use of examples as a pedagogical tool, providing a reference for students with stronger speaking abilities. This practice enables less proficient students to emulate and refine their speech (C3, C9).

Development of Collaboration Skills

Collaborative learning emerges as an indispensable component, providing continuous support, input, and motivation among students and between students and lecturers (M10). Games, discussions, and collaborative learning activities contribute significantly to students' ability to discuss, provide input, and support one another, thereby enhancing collaboration skills (M18). The findings underscore the critical importance of employing targeted strategies in teaching ESP, especially in a Management context. Language proficiency is not treated in isolation; rather, it is intricately woven into a multifaceted educational experience. These strategies address the diverse needs and abilities of students, fostering a collaborative and engaging learning environment that extends beyond traditional language acquisition (Paschal & Gougou, 2022). This is in line with Allo's (2020) findings, which emphasize the significance of fidelity in curriculum implementation, where interactive and adaptive teaching approaches directly influence student engagement and achievement. The comprehensive approach highlighted in this research not only contributes to enhanced language skills but also nurtures creativity, collaboration, and confidence among students – essential attributes in preparing them for the specialized language requirements in the field of Management. The lecturer strategies outlined in the data reveal a comprehensive approach to teaching English for specific purposes in the Management department. These strategies not only address language proficiency but also consider the diverse needs and abilities of students, fostering inclusive and effective learning outcomes.

CONCLUSION

Through data analysis of three research results, it can be seen that lecturers at the Department of Management of Indonesian Christian University of Toraja apply various strategies to teach English for Purposes (ESP). The analysis of these research results underscores the commitment of lecturers at the Indonesian Christian University of Toraja to employ diverse and effective strategies in ESP instruction. These strategies not only address language proficiency but also cater to the unique needs of management students, preparing them for successful communication and professional success in their respective fields.

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