

learners need most, and the curriculum is constructed accordingly. The explanation claims that ESP is the main objective and is founded on the teaching and learning of English in order to meet the specific academic needs of individual students. Finance, Business, Management, Economics, Information Technology, Government, and Tourism Students and Professionals' ability to use their English language skills in their chosen industries is a powerful motivator, and this is where English for Specific Purposes (ESP) comes in. They retain more information and become more motivated to study English when they use the terminology and ideas acquired in a relevant situation. Subject-matter skills increase pupils' English skills. Students/learners require subject-matter expertise to grasp classroom English. In ESP lessons, students learn how to explain subject matter adequately in English. Teachers may use students' topic expertise to speed up their English learning. This article discusses the instructor's and student's involvement in ESP (English for Specific Purposes) instruction within ELT (English Language Teaching), as well as other subjects connected to the instructor, student, environment, and ESP instruction (ESP). In English for Specific Purposes (ESP) classes, the students/learners are shown how the subject-matter content is expressed well in English. The teachers can make the most of the students' knowledge of the subject matter so that it helps them can learn English faster.

Therefore, in this article will provide: 1) general overview and course design of English for Specific Purposes in the field of ELT (English Language Teaching), 2) the role of teacher and student in English for Specific Purposes (ESP), and 3) the difficulties related to teacher, student, environment and others in teaching English for Specific Purposes (ESP).

DISCUSSION

Nature of English for Specific Purposes (ESP)

English for Specific Purposes (ESP) the emphasis is on “Specific English” that belongs to any particular discipline, occupation or activity [3]. English for Specific Purposes (ESP) has become a fruitful field over the last three decades. [4]. As a learner-centered approach, its main purpose has been that of fulfilling the specific needs of target learners to satisfy their professional or vocational demands. Hutchinson and Waters state that in English for Specific Purposes (ESP) context, the outcomes of the historical occurrences resulted from a number of people across the globe who wanted to learn the English language due to the key language in the fields of science, technology, and commerce. The emergence of English for Specific Purposes (ESP) teaching



movement is caused by the English language needs of the learners for specific purposes in relation to their professions or job description[5]. Howatt states that since the emergent years in the 1960s, ESP has become a vital and innovative activity within the Teaching of English as a Foreign or Second Language movement (TEFL/TESL)[6]. Hutchinson and Waters define that ESP is an approach to language learning and it is based on learners' needs. It shows that ESP does not involve a particular kind of language, teaching material or methodology", but they suggest that the foundation of ESP involves the learners, the language required and the learning contexts which are based on the primacy of need in English for Specific Purposes (ESP).[5]

Doand Cai state that ESP is English courses based on survey results and needs analysis in order to determine the specific activities that students/learners have to do as well as the final goal they want to achieve.[7]

Therefore, English for Specific Purposes (ESP) is an English course in which the textbooks and materials are adjusted to learners' desires and purposes. Robinson's definition of ESP is based on two criteria they are: 1) ESP is normally 'goal-directed', and 2) ESP courses are developed from a needs analysis which aim to specify what exactly it is that the students have to go through the medium of English, and a number of characteristics which explain that ESP courses are generally constrained by a limited time period in which their objectives/goals have to be achieved and are taught to adults in homogenous and various classes in terms of the work or specialist studies that the students/learners are involved in. [8]Based on the definitions above, it can be concluded that English for Specific Purposes (ESP) is learning English for a specific purpose to get specific goals. Needs assessment or need analysis in ESP reaching ESP should not be considered as a different kind of teaching the language, but it is as an approach as it is also based on the common belief of teaching language for communicative purposes.

English for Specific Purposes' Advantages

The use of English for Specific Purposes has several priorities, and the first is the speed of schooling. ESP boosts the acquisition of required linguistic abilities. This is because it adheres to the pattern of native speakers learning languages for particular reasons, in which speakers pick up a language in artificial circumstances as they need it. ESP not only focuses on these patterns but also enhances them by offering the chance to learn in a quick, intense setting. The second is learning efficiency. On an ESP, course trainees make the maximal use of their learning resources, all of which is brought to bear on acquiring specific, pre-identified linguistic items and skills.

Obviously, the needs analysis is of vital importance, since it enables trainers to determine the specific requirements of teachers. The last one is practical learning. After finishing an ESP course, instructors may utilize language accurately in job-related activities indicated by need analysis. After the training, English is instantly job-ready. Teachers get job-related English training. Such preparations expedite academic success since no time is spent learning the language.

Course Design in English for Specific Purposes (ESP)

According to the fact that the learners have their objectives well defined from the very start, these are directly related to their practical, job based or professionally oriented needs, the choices the teachers have to make in designing a course.

ESP course basically should be based on three elements, they are: 1) ESP has to offer authentic materials, then it requires a purpose-related orientation, which means that a reasonable reality in which practitioners have the possibility to get involved in communicative tasks that replicate real situations is mandatory, and last but not least. 2) ESP should be defined by self-direction, i.e. learners are to become active users. 3) Then, in covering all areas of ESP that might play an essential role in the process of course elaboration, the ESP teachers should already ask some questions and gather any information in the field to create an important database for further developments. The inquiries to be made are as follows:

1. The reason students/learners need to learn.
2. Subjects/persons will take part in the process (teacher, student, an expert in the field)
3. The place of the learning process going to take place. Whether the location provides any potential or imposes limitations.
4. Time of the learning process going to take place. It includes a time limit to be taken into consideration.

In concerning the syllabus design, the teachers have to face the prospect of being bombarded with a great number of ready-made course books. However, it has been designed with the purpose of easing the teachers of their worries of searching for the authentic materials. They offer teachers the possibility to select activities that meet the needs of the learners, but at the same time force them into becoming “slaves” of the published textbooks, this plethora of resources, reducing “individual instructors” motivation to construct their own course content with a focus on the immediate learners context and particular needs.

Teacher Training in English for Specific Purposes (ESP)

When placed in the classroom, instructors search for more training to advance in their teaching careers, assuming that being a great speaker always qualifies one as a good teacher. According to Richards and Farrell (2005)[9], training programs are collections of tasks created for ESP and conventional English teachers. Preservice training, often known as teacher training, prepares those who want to teach English for the initial time for their professional responsibilities. At the same time, professional development for teachers refers to programs designed for people who already have teaching expertise. This kind of training is known as “in-service training” (Larsen-Freeman 2001)[10]. In-service training, as defined by Underhill (1986), is the process of upgrading the instructors' existing levels of knowledge. So that they might be “better” as professional teachers, it shapes practising instructors' activities [11]. It is not always possible to enrol in such formally structured training sessions. The majority of instructors of ESP, for example, look for ways to improve themselves on their own, such as by taking classes or seminars, reading books, and talking [5]. According to Vassilakis (2011), the primary objective of teachers is to be trained to take on specific pedagogical tasks. These tasks include understanding the requirements of the learners by assessing language and language abilities, offering pertinent information, and designing courses to meet those needs.

Teacher's role in English for Specific Purposes (ESP)

Widdowson (1990) argues that the term “role” is used in various ways, but generally, a “role” is defined as a part of the performance in a certain social action.

Wright (1987) states that in daily life, we have several social roles. In language teaching, a role determines the status of both the teacher and the student/learner, and it is subject to change, depending on the kind of activities happening in the classroom. For example, a teacher can be as an evaluator and a teacher at the same time (Nunan and Lamb, 1996). Sierocka (2008) defines that the ESP teacher has more roles to play besides the role of a “teacher”. Dudley-Evans and St John (1998) proposed five roles for the teacher, such as a course designer and material provider, researcher, collaborator, and evaluator.

Learners' Roles in English for Specific Purposes (ESP)

ESP is a potent tool for such possibilities in this situation. The students will study English. While interacting with staff, they find it intriguing and necessary that they may utilize it in their future academics or professional activities. Most ESP students and learners know the contexts in which they will use English. Students and learners may place the

terminology and structures in the ESP classroom in a real-world context thanks to their subject-area knowledge. Their vocabularies are continually growing, they are getting more knowledgeable in their subjects, and they are adapting their language and conduct to fresh challenges or obligations. These inherent skills may help ESP kids master English more quickly. When a student's purpose is to use English in a specific field, the practice of teaching and studying English as a second or foreign language is known as "English for Specific Purposes" (ESP) (Paltridge & Starfield, 2014, p. 2).

Teachers of English for Specific Purposes Face ProblemsThe Quality of Both the Lectures and the Textbooks

Most of the materials used in ESP classes are intended to build abilities in hearing, speaking, reading, writing, and translation; nevertheless, some instructors think that providing their pupils with sufficient vocabulary is sufficient. Some of the textbooks made by instructors do not generate much interest among the students because they concentrate on reading skills and vocabulary activities most of the time. Lam (2011) claimed that students and other trainees often forget the terms they have learned following an examination.

Teachers' Educational Backgrounds and the Methods They Use in the teaching process

The challenges associated with teachers include differences in teachers' qualifications and teaching methods; because they have been prevented from taking ESL-specific training classes, they lack the specialist expertise necessary to teach the language effectively to their students (ESP). Ho (2011) stated that educators also confront challenges regarding the design of the curriculum, the tasks, the assignments, and the instructional strategies. Students are asked to participate actively in group activities, public speaking, keeping notes, and writing in English on the experiential learning or ideas they have received while in the classroom. However, frequently, the teachings do not turn out very well because of a lack of time or other factors. In addition, the professors developed the bulk of tests, which means that the evaluation of students' learning efficiency is incorrect.

Lack of Theoretical Framework to Support Teaching English for SpecificPurposes

Chen (2011) defines that the theoretical framework in supporting teaching English for Specific Purposes (ESP) is the challenge. The biggest problem is there is no theoretical framework to support teaching ESP. There are many opinions on whether this subject should be considered as a compulsory subject in the curriculum or should be considered as a

skill or practical knowledge to help the students/learners more confident with their knowledge after their graduation.

Using Vocabulary inadequately

Maruyama (1996) reports that he offered a list of 60 technical terms to 112 Japanese undergraduate electrical engineering courses to determine their meanings. However, there were 20 terms that no student knew, a few words that a few students knew, and just one word that all 112 students recognized. Maruyama has outlined the causes of students' low vocabulary levels: The students were unmotivated to learn the words since they were uncommon or seldom used in their everyday lives. Additionally, Due to their unfamiliarity with the scientific language, most English teachers could not teach these terms to their learners. Maruyama's analysis and the actual circumstances are pretty close. Many students also believe ESP concepts are not often used, particularly in everyday life; therefore, they lack the will to learn and recall them.

Learning Strategies

Adults must work harder than children in order to learn a new language, but the learning skills they bring to the task permit them to learn faster and more efficiently. The skills they have already developed in using their native languages will make learning English easier. Although you will be working with students whose English will probably be quite limited, the language learning abilities of the adult in the ESP classroom are potentially immense. Educated adults are continually learning new language behaviour in their native languages, since language learning continues naturally throughout our lives. They are constantly expanding vocabulary, becoming more fluent in their fields, and adjusting their linguistic behaviour to new situations or new roles. ESP students can exploit these innate competencies in learning English.

CONCLUSION

English for specific purposes as an approach, that is based on learner's needs, and his expectations behind learning language. Needs assessment or need analysis in ESP should not be considered as a different kind of teaching the language but rather as an approach as it is also based on the common belief of teaching language for communicative purposes. ESP is focusing on the specific needs of the learners, concentrating more on language in context. In the field of ELT (English Language Teaching), ESP is concerned with the specific English language needs of the target learners/students. It refers to teaching a specific genre of English for students with specific goals. The goal of ESP is oriented and focused on English teaching and learning, designed for the specific learners according to learners' academic and professional needs. ESP

course is developed based on an assessment of purposes and needs and the activities for which English is needed. However, in ESP it is a needs analysis that determines which language skills are most needed by the learners, and the syllabus is designed accordingly.

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