STRENGTHENING ESP IN EDUCATION 4.0

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Abstract

The disruption technology impacts industrious educational setting empowering more skills than knowledge. The online learning is another thing to do by the institutional education while the content of the learning materials reflect the learners' need. The emergence of CLT led to the need of using English in more specific use such as for occupational or educational framework. Some studies deal with ESP focusing on teaching some specific kinds of language and communicative skills needed for particular roles rather than concentrate on more general English (Richards, 2006, p. 12). The advance technology in teaching began when the internet dominates the human's life. ICT offers a solution for educational institution to deliver their teaching and learning process nowadays. The online learning will give more impacts for language learners as they belong to millennium generation. Teachers should be aware of this because ICT is an important part of the development of teaching and learning (Wyse, Dominic et al., 2008, p. 237). Therefore teachers should use ICT as their tool to enhance their teaching and learning practices. This study concerns to develop 4.0 English curriculum by strengthening ESP using ICT in English classroom context.

Keywords: CLT, ESP, ICT, English curriculum

Introduction

The disruption technology is one of the impacts of advanced technology. As a human we have to adapt in adopting technology in our life such as using social media wisely. There are many young generation who cannot control their habit in using social media and the worst is a few of them become severe addicted on the gadget. Anywhere and anytime their time is filled up with always be online. Some reports inform that become addicted on social media can make the people lost their valuable time in their real social life.

Technology existed to support our life and help us to ease our jobs and save time in doing our work. We must not depend on technology all the time but we use it only if we need it. For some occasion if we still can do it manually and communicate directly we would have better to do it before it is gone. Technology is set on two poles namely the positive and negative poles. The positive pole shows how technology helps human in their life while the negative pole shows the bad impacts of using technology massively without thinking of it wisely.

We cannot avoid using technology but we must manage ourselves in using it. In school context, technology is applied to support the teaching and learning process. Previously, the teaching and learning process must be done in the classroom but since the massive technology advancement the teaching and learning process can be done anywhere without being inside the classroom. In short we will have virtual classroom.

In the past teaching and learning is held in the classroom using blackboard and chalk, whiteboard and marker, and OHP. Now teaching and learning is using LCD and classroom is no longer seen as a physical thing. Even it can be virtual class.Books are used to be very expensive materials to buy and now electronic books are more dominant than the previous ones.Teachers as well as students do not carry books in their bags but laptop or smartphones.Those things are the physical evolution in teaching and learning tools.

What is digital disruption? It is the changes in the human's life because of digital technology. The changes occurred

everywhere and in every field including education.President Joko Widodo suggested that the education in Indonesia must keep up with massive technological development and innovation (29 Nov 2017). He urged university graduates to be sociopreneur to help society find a solution and do things creatively. Muhammad Nasir as Menristekdikti said that the universities should improve their quality and improve their teaching method in this disruption technology.This is what we are facing now. Many professions are gone and things are being digital and automatic.

Higher education in Indonesia should start using technology in their teaching and learning process. Technology should not replace the existence of teachers and students but it is used as a means of communication in running the program. In handling the use of technology in teaching and learning process is known as e-learning or daring in Indonesian context. The e-learning means the learning process is held outside the classroom and using computer networking. Techers and students can meet up by having online communication in their platform of learning. The e-learning is the system of teaching and learning and the content of teaching is another thing to consider.

This study is a descriptive study which tried to propose the ESP as an important course content in this digital era. ESP is English as Specific Purpose is established since 1970. The growth of language teaching for specific purpose (LASP) which spawned a number of acronyms of which ESP, EOP and EAP are now part of the ELT lexicon: English for Specific Purposes, English for Occupational Purposes and English for Academic Purposes (White, 1998:18). It shows that there is a need in new profession which requires English competency and ELT teachers who is competent in using English, adapt to technological change and aware of national development.

There is the fact that ESP is characterized by a concern with the content rather than method, as is shown in the development of techniques to analyze the product (for instance analysis of target texts by Ewer and Latorre, 1967) and to determine learners' need (for instance Munby 1978). This idea is contrary to Widdowson who said that if it is concerned with the content, it will not tell us what the language users do with the knowledge that has been so neatly itemized, nor, by the same token, how the language learner acquires this knowledge (1983, p. 87). ESP should concern both on the method as well as the content so that the language users will gain the knowledge about something using English.

Richards (2008, p. 28) said that the concern to make language courses more relevant to learner's needs also led during the period of the emergence of the Language for Specific Purposes (LSP) movement, known in English-language teaching circles as ESP (English for Specific Purposes). Nowadays teaching English is not just to get the knowledge but also to know how to use English based on different purposes such as for working, for doing business, for dealing with the job situation and even for continuing to higher educational study abroad.

In order to meet the global challenge to prepare Indonesian young generation to be able to compete in the global market the need for strengthening ESP is very important. Therefore the ESP as one of course contents should be allocated in certain credit depends on the student's need. The education 4.0 begun since the technological disruption occurred in Indonesia and also in the world. There are some changes that should be made in order to meet the objective. ESP is put into lesson plan and curriculum using Bloom's taxonomy to weigh the ESP itself.

Jack Richards and Ted Rodgers (1982) defined method in terms of three levels: approach, design, and procedure.Approach is a theory of language and language learning.Design is the definition of linguistic content and a specification for the selection and

organization of content, and a definition of the role of teacher, learner and teaching materials. Procedure is the description of techniques and practices in the instructional system. The ESP is organized into the syllabus as part of the curriculum.

There are some definitions about syllabus and one of them is from Brumfit (1984) who summarized what is meant with syllabus as follows:

1. A syllabus is the specification of the work of a particular department in a school or college, organized in subsections defining the work of a particular group or class
2. It is often linked to time, and will specify a starting point and ultimate goal
3. It will specify some kind of sequence based on(a)sequencing intrinsic to a theory of language learning or to the structure of specified material relatable to language acquisition (b) sequencing constrained by administrative needs for example materials.

Syllabus is made on the basis of learner's need so that they can achieve the objectives in learning ESP. Different level of education has different elements in the syllabus. Syllabus is created in order to develop a curriculum.

According to Ronald V. White (1988) curriculum is defined into some definitions namely:Curriculum is the future directed towards an objective yet to be realized and it is in essence synonymous with syllabus; Curriculum is concern with the systems that are needed in order successfully to build something and Curriculum is the view towards something from different perspectives to get the outcome. Curriculum is developed in order to meet the goals of teaching and learning process for certain course content therefore syllabus and curriculum must have relation and work together instead of work separately.

Based on those previous information as the researcher I try to formulate the research question: How to create ESP into a distance learning method?

Methodology

This study is a descriptive study aimed at designing ESP as one of distance learning subjects into certain teaching method. This study is expected to get the answer to the problem that is the design of ESP using technological advancement.

Findings

1. Outlining the desired syllabus

TEFL in Indonesia needs competence teachers who can design a desired syllabus and know course development based on the desired syllabus. In order to create a desired syllabus they have to define the aims and objectives then determine a means to accomplish it while considered the constraints that might appear during the process. Syllabus designers not only know how to design a new syllabus but also to change by modifying or adapting the existing syllabus so that they can create a desired syllabus. The proposed simple process of creating the desired syllabus adopted from James Pett (1987) is as follows:
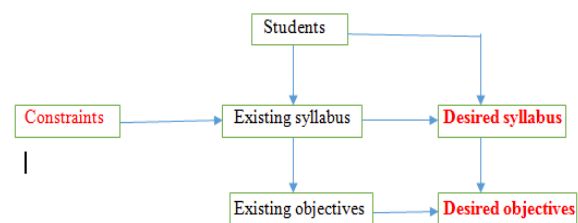

Figure 1. Modified Syllabus Design adopted James Pett's Model

2. Listing the practical things that is appropriate to design the syllabus

ESP has developed since it was firstly published and the development is elaborated into the practical things as follows (Richards, 2002, p. 28):

a. The need to prepare growing number of non-English background students for study at America and British universities from the 1950s
b. The need to prepare materials to teach students who had already mastered general English, but now needed English

for use in employment such as non-English general background doctors, nurses, engineers, and scientists

c. The need for material for people needing English for business purposes

d. The need to teach immigrants the language needed to deal with job situations

3. Using Bloom's Taxonomy

Before starting to develop a syllabus, the teachers should know how to determine learning objectives based on Bloom's taxonomy. There are 3 domains namely cognitive (about knowledge), affective (about attitude and feeling) and psychomotor (about doing) as follows (Goeff Isaacs, TEDI, 1996) (It is downloaded from https://kaneb.nd.edu/assets/137952/bloom.pdf):

a. Cognitive domain is ahierarchy of six levels (the hierarchy is what is most under question at present):
   - knowledge: the recall of specific items
   - comprehension: can recall, but can do a little more (e.g. paraphrase, define, discuss to some extent)
   - application: all of the above, but can take information of an abstract nature and use it in concrete situations
   - analysis: can break down a communication into its constituent parts, revealing the relationships among them
   - synthesis: can pull together many disorganized elements or parts so as to form a whole
   - evaluation: makes judgements about the value of materials or methods.

b. Affective domain is a hierarchy of five levels (the hierarchy is what is most under question at present):
   - receiving: is willing to notice a particular phenomenon
   - responding: makes response, at first with compliance, later willingly and with satisfaction

   - valuing: accepts worth of a thing
   - organization: organizes values; determines interrelationships; adapts behavior to value system
   - characterization: generalizes certain values into controlling tendencies; emphasis on internal consistency; later integrates these into a total philosophy of life or world view.

Psychomotor domain concerns things students might physically do. Although no taxonomy of this domain was compiled by Bloom and his coworkers, several competing taxonomies have been created over the years since Bloom's original books. The one summarized here is based on work by Harrow [Harrow, A. (1972). A Taxonomy of the Psychomotor Domain: A Guide for Developing Behavioral Objectives. New York: McKay], as summarized in Barry, K. and King, L. (1993) Beginning Teaching. Wentworth Falls, NSW: Social Science Press.

The levels of this domain are categorized as:
   - reflex: objectives not usually written at this 'low' level
   - fundamental movements: applicable mostly to young children (crawl, run, jump, reach, change direction)
   - perceptual abilities: catch, write, balance, distinguish, manipulate
   - physical abilities: stop, increase, move quickly, change, react
   - skilled movements: play, hit, swim, dive, use
   - non-discursive communication: express, create, mime, design, interpret.

4. Setting up the ICT into teaching and learning process

There are some proofs in using ICT into teaching and learning program as follows:

a. Teacher can collaborate with students by using ICT because ICT allow for a higher quality lessons through collaboration

with teachers in planning and preparing resources (Ofsted, 2002).

b. English teachers can teach English skills using ICT because it gives more benefits to the students. Students learn new skills: analytical, including improvements in reading comprehension (Lewin et al, 2000) and moreover ICT also develop some writing skills: spelling, grammar, punctuation, editing and re-drafting (Lewin et al, 2000).

c. Students will have less anxiety applying ICT in their learning process and it is supported by many opinions as follows:

- Still new technologies encourage independent and active learning, and students' responsibility for their own learning (Passey, 1999) ICT proves that students who used educational technology felt more successful in school they are more motivated to learn more and have increased self- confidence and self-esteem.

- It is also confirmed that many students found learning in a technology-enhanced setting more stimulating and much better than in a traditional classroom environment (Pedretti and Mayer-Smith 1998).

Conclusions

Based on the previous information I can draw some conclusions as follows:

1. Before designing a syllabus, teachers should outline the syllabus process by identifying the constraints

2. After identifying the constraints then they can develop a syllabus based on types of syllabus. In designing a syllabus teachers should determine the learner's need.

3. Pedagogically, teachers can use Bloom's taxonomy in selecting the learning objectives.

4. The last step is using ICT as a means for teaching and learning process with the purpose to motivate students to be autonomous learners.

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