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ESP IN ACTION: REAL-WORLD TEACHING THAT WORKS

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**ESP IN ACTION: REAL-WORLD
TEACHING THAT WORKS**

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PREFACE

The development of English for Specific Purposes (ESP) in Indonesia has grown rapidly in line with workplace demands for English communication skills tailored to specific professional fields. However, many challenges remain in implementing effective ESP instruction, ranging from teaching approaches to appropriate evaluation systems.

"ESP in Action: Real-World Teaching That Works" serves as a practical guide for ESP instructors, curriculum developers, and education practitioners. This book presents current approaches that have proven effective in ESP learning contexts both in Indonesia and internationally.

The book consists of 15 systematically arranged chapters. Chapters 1-3 discuss fundamental ESP paradigms and approaches, from new paradigms, learner-centered approaches, to genre-based approaches. Chapters 4-7 explore active learning methods such as task-based learning, CLIL, problem-based learning, and collaborative-autonomous learning. Chapters 8-9 focus on technology integration through blended learning and digital literacy development. Chapters 10-13 present various ESP assessment models, from performance-based to authentic assessment. Chapters 14-15 complete the discussion with program evaluation and ESP instructor professional development.

This book is intended for ESP lecturers, vocational English teachers, curriculum developers, and students in English education programs. Each chapter includes practical examples and real implementations that can be directly applied.

We extend our gratitude to all contributing authors, reviewers who provided valuable input, and the publisher who supported this book's publication. We hope this book can make a meaningful contribution to developing more effective and meaningful ESP instruction.

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Editor

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NEW PARADIGM IN ESP

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English for Specific Purposes (ESP) has evolved significantly since its emergence in the 1960s, transitioning from a needs-based linguistic instruction model into a complex, interdisciplinary field (Hutchinson & Waters, 1987). In today's globalized and digitized world, ESP is no longer confined to vocabulary lists and grammar rules tailored to specific professions, it is now a dynamic approach that integrates authentic materials, real-world tasks, learner autonomy, and technological innovation (Basturkmen, 2010). This book presents a new paradigm for English language teaching based on Real-World Teaching concept in today's era.

This new paradigm redefines ESP as a transformative educational approach that responds not only to professional communication needs but also to the changing nature of workplaces, industries, and societies. As the boundaries between disciplines blur and digital literacy becomes a core skill, ESP practitioners are called to adopt a more flexible, contextualized, and student-centered methodology.

From Traditional to Transformational ESP

The evolution of English for Specific Purposes (ESP) has marked a significant shift from conventional language instruction to a more dynamic, learner-centered, and context-responsive approach (Hyland, 2006). Traditional ESP, rooted in grammar-translation methods and isolated vocabulary lists, primarily focused on teaching language as a fixed body of knowledge. Instruction was often

teacher-centered, based on printed materials, and emphasized accuracy over communicative competence. Language was frequently taught in separation from its real-world applications, with limited attention to learners' professional or disciplinary needs.

In contrast, the transformational model of ESP embraces a broader, more integrated vision of language education. It aligns with the demands of the 21st-century workplace and the expectations of Industry 4.0, emphasizing communication, collaboration, critical thinking, creativity, and adaptability (Trilling & Fadel, 2009). ESP in this context is no longer just about teaching English; it is about empowering learners to function effectively in specific professional environments through the integration of content knowledge, digital tools, and soft skills development.

This transformation also requires a shift in pedagogical roles and curriculum design. Teachers act as facilitators and co-learners rather than sole knowledge providers. The curriculum becomes flexible, evolving according to learners' needs and the demands of the industry (Nation & Macalister, 2010). Technology plays a central role, with digital platforms, simulations, and multimodal resources enriching the learning process. Ultimately, transformational ESP fosters not just language proficiency, but also the professional competence and global readiness of its learners.

The advancement of technology, particularly the rise of the Internet, has brought about a fundamental shift in the way English for Specific Purposes (ESP) is taught and learned. The traditional paradigm of ESP, centered on printed texts, grammar-based drills, and teacher-led instruction, is gradually giving way to a technology-integrated, learner-centered, and interactive model (Warschauer, 2000).

As highlighted in the study by Fazeli, the integration of web-based instruction into ESP has become a cornerstone of this new paradigm. The Internet provides learners with access to a wide range of authentic materials and real-world communication opportunities in English. This aligns

well with communicative language learning theories and promotes learner autonomy, allowing students to take greater control of their learning process (Benson, 2011). While research conducted by Fazeli involving nursing students at Shahid Beheshti Medical Sciences University reveal that students had a positive attitude toward using web-based ESP resources. These experiences point to a shift in ESP from being teacher-dominated and text-heavy to being engaging, digital, and interactive [1].

Therefore, the new paradigm in ESP can be characterized by several key shifts:

1. From text-based to web-based and authentic materials
2. From teacher-centered to student-centered and collaborative learning
3. From isolated language instruction to context-rich and purpose-driven communication
4. From rigid curriculum to flexible, technology-enhanced learning environments

This transformation also redefines the role of the ESP teacher, from a transmitter of language knowledge to a facilitator, digital resource designer, and learning coach. Web-based instruction encourages students to explore, interact, and learn in ways that reflect the communication needs and digital realities of their specific professional fields.

Ultimately, the new paradigm in ESP prepares learners not only to understand English in their specialized domains, but to engage actively, autonomously, and meaningfully with the global professional world.

Drivers of The New Paradigm

In recent years, a number of global trends have driven a fundamental shift in the way English for Specific Purposes (ESP) is taught in higher education. The rapid advancement of technology, the demands of Industry 4.0, the growing emphasis on interdisciplinary collaboration, and the increasing importance of soft skills in the

workplace have all contributed to this transformation (Schwab, 2016). As a result, the traditional focus on grammar and vocabulary alone is no longer sufficient. Instead, ESP instruction must now address broader competencies that prepare students to communicate effectively and adapt within complex, tech-driven professional environments.

1. Industry 4.0 and English for Specific Purposes

In today's university-level English education, especially in English for Specific Purposes (ESP), it's important to move beyond just teaching grammar and vocabulary. In a globalized and technology-driven world, fluency in English is essential, not only for communication but also for accessing and using digital tools, which are mostly in English. English classes can also help students improve their communication skills, become more comfortable with technology, and learn to work well with others through group activities and discussions.

To meet the demands of Industry 4.0, which emphasizes automation, artificial intelligence, and digitalization, ESP teaching should focus more on developing students' soft skills. These include critical thinking, teamwork, adaptability, problem-solving, and communication, skills that are just as important as technical knowledge in modern workplaces (P21, 2019).

Consequently, the role of English teachers must be reconceptualized. Educators can no longer function merely as transmitters of information, as learners today have immediate access to grammar explanations, technical terminology, and translation tools through digital platforms. In this context, conventional teaching methods, such as reliance on printed handouts or repetitive drills, are becoming increasingly obsolete due to the vast availability of diverse online learning resources.

Therefore, the primary objective of English for Specific Purposes (ESP) instruction must extend beyond the

mere transmission of linguistic knowledge. It should focus on equipping students with the ability to communicate effectively within professional, technology-driven environments. In an era characterized by interconnected digital systems and advanced technological developments, ESP instruction must serve as a platform for developing essential soft skills that are crucial for students' success in real-world occupational settings.

English language seminars, therefore, serve not only as a medium for linguistic instruction but also as a platform for cultivating essential life and workplace competencies. These sessions provide opportunities for students to develop critical thinking, articulate and defend viewpoints, engage in negotiation, communicate effectively in public settings, collaborate within teams, and adapt to change. Such competencies align closely with the attributes expected of professionals in today's dynamic and evolving workforce.

This perspective is supported by scholars such as Chamorro-Premuzic et al. (2010), who emphasizes the importance of non-academic attributes, often referred to as generic or soft skills, including cooperation, communication, and problem-solving. They argue that while these competencies are crucial for success in both academic and professional contexts, they are often underrepresented in traditional curricula and rarely subject to formal assessment.

2. ICT Tools in ESP Syllabus Design

In the context of higher education, Information and Communication Technologies (ICT) have increasingly become integral to English Language Teaching (ELT), particularly when combined with traditional face-to-face instruction through Blended Learning (BL). According to Sharma and Barrett (2007), BL represents a hybrid teaching modality that has been widely adopted in Italian universities. This approach is especially beneficial in the field of English for Specific

Purposes (ESP), as it allows instructors to tailor the learning experience to the specific linguistic and professional needs of their students [2].

ESP practitioners have found BL not only practical but also engaging, offering students a more personalized and effective learning path. The shift to online and hybrid teaching models during the COVID-19 pandemic has further highlighted the relevance of ICT tools in supporting adaptable and student-centered ESP instruction. As such, there is a growing necessity for educators to fully explore and critically reflect on how these digital tools can enhance their teaching practices.

3. Outcome-Based Education (OBE) and Kurikulum Merdeka

The evolving landscape of language education in Indonesia, particularly with the implementation of the Merdeka Curriculum, calls for a significant shift in the teaching of English for Specific Purposes (ESP) (Kemdikbud, 2020). This new paradigm in ESP is characterized by the integration of contextual, student-centered, and skill-oriented approaches that align with the curriculum's core goals: autonomy, relevance, and holistic learning. Unlike traditional ESP instruction, which often emphasized grammar and technical vocabulary through text-based, teacher-led instruction, the new paradigm emphasizes authenticity, learner agency, and interdisciplinary integration (Spady, 1994). To achieve this, Case-Based Learning (CBL), Project-Based Learning (PBL), and Technology-Based Learning (TBL) are emerging as recommended pedagogical models.

a. Case-Based Learning (CBL)

CBL allows ESP learners to engage with real-world problems within their fields, such as engineering, nursing, or hospitality, through analytical thinking and collaborative discussion (Thistlethwaite et al., 2012). This method supports the Merdeka Curriculum's goal of promoting

critical thinking and problem-solving in relevant, field-specific contexts.

b. Project-Based Learning (PBL)

PBL in ESP promotes experiential learning where students create tangible outcomes, such as presentations, technical manuals, or workplace simulations (Buck Institute for Education, 2019). This method helps bridge the gap between language learning and real professional tasks, fostering communication skills, creativity, and collaboration, key competencies outlined in the Merdeka Curriculum.

c. Technology-Based Learning (TBL)

TBL integrates digital tools, such as online platforms, interactive modules, and multimedia resources, into ESP teaching (Chapelle & Sauro, 2017). This supports personalized learning, encourages digital literacy, and makes ESP instruction more engaging and accessible. In the era of Industry 4.0, TBL prepares students to operate in technology-rich professional environments.

In summary, the new paradigm in English for Specific Purposes (ESP) under the Merdeka Curriculum reflects a fundamental shift in language teaching approaches. It transitions from traditional content delivery to a model that emphasizes active knowledge construction, empowering students to engage deeply with learning. Instead of relying on standardized materials, the curriculum promotes the use of contextualized and need-based content tailored to learners' specific fields and experiences. Furthermore, it encourages autonomous and reflective learning, fostering greater learner independence and critical thinking. This paradigm also integrates 21st-century skills, such as collaboration, creativity, and problem-solving, alongside language proficiency, ensuring that

students are not only linguistically competent but also equipped for real-world professional challenges. This paradigm transformation redefines the role of ESP lecturers as facilitators, mentors, and curriculum designers who integrate real-world content with meaningful learning experiences. Ultimately, this approach ensures that ESP not only supports language development but also contributes to shaping competent, independent, and innovative graduates, in line with national educational goals.

4. Technology-Enhanced Learning

In the new paradigm of English for Specific Purposes (ESP), technology-enhanced learning is no longer a supplementary tool, it is a central component that transforms how language instruction is delivered, accessed, and experienced. The integration of digital technologies in ESP responds to the growing need for flexibility, interactivity, personalization, and professional relevance in language education, especially in the context of rapid advancements brought by Industry 4.0 and digital globalization (Pegrum, 2014).

Unlike the traditional model that relied heavily on textbooks and static content, the modern ESP classroom utilizes multimodal platforms, virtual learning environments (VLEs), learning management systems (LMS), mobile applications, augmented/virtual reality (AR/VR), and AI-based tools to simulate real-world professional settings. These tools allow learners to engage in authentic communication tasks, access diverse resources anytime and anywhere, and receive instant feedback, creating a more autonomous, engaging, and immersive learning experience.

A recent systematic study using the PRISMA (Preferred Reporting Items for Systematic Reviews and Meta-Analyses) framework reviewed 21 peer-reviewed articles sourced from Scopus and Crossref. The

selected studies met strict criteria, focusing exclusively on the implementation of mobile applications, learning management systems (LMS), virtual reality (VR), and asynchronous learning tools within ESP contexts. The findings revealed encouraging outcomes: mobile applications and LMS platforms were particularly effective in boosting learner engagement, vocabulary acquisition, and autonomous learning, especially in areas like healthcare, engineering, and tourism. Additionally, VR tools showed substantial promise in offering immersive, profession-specific environments where learners could practice authentic communication scenarios, closely resembling real-world tasks. However, the review also identified several persistent barriers. These include inadequate infrastructure, varying levels of digital literacy, and a lack of comprehensive teacher training on the integration of digital tools. Perhaps most critically, the review pointed out that few studies explored long-term impacts or the deep contextualization of technology use tailored to specific professional fields, exposing a significant gap in sustained innovation and pedagogical alignment. This body of work offers valuable insights for curriculum developers, teacher educators, and policymakers aiming to optimize the integration of technology into ESP instruction. It emphasizes the importance of equity-driven, professionally relevant digital practices and calls for future innovations that can bridge the gap between academic language instruction and the real-world communicative needs of learners in specialized domains.

Another hallmark of the new ESP paradigm is the seamless integration of digital technology into the learning process. The shift to online learning during the pandemic highlighted the need for tech-savvy educators and students. Despite limitations in internet access, signal quality, and quotas, ESP teaching must ensure that learning continues to be accessible, interactive, flexible and student-

responsive. Lecturers must not only deliver content but also guide students in managing time, maintaining motivation, and navigating digital tools effectively.

Essential Elements of The Contemporary ESP Framework

The evolving paradigm of English for Specific Purposes (ESP) reflects a significant departure from traditional models of language instruction (Johns, 2013). In the conventional approach, the focus was largely on grammar and vocabulary acquisition, often taught in isolation from context. In contrast, the new paradigm emphasizes a deeper understanding of discourse, pragmatics, and genre, aligning language use with real-world communicative practices. The instructional model has also shifted from being teacher-centered, where the teacher was the primary source of knowledge, to a more student-centered and collaborative approach that encourages active participation and autonomy. Moreover, while traditional ESP materials relied heavily on printed texts and manuals, modern ESP incorporates multimodal, digital, and interactive media to enhance learner engagement and reflect authentic communication environments. Another fundamental shift lies in the relationship between language and content. Previously treated as separate domains, language and subject matter are now often integrated through approaches such as Content and Language Integrated Learning (CLIL), which mirrors how language is used in professional contexts (Coyle et al., 2010). Lastly, whereas older ESP curricula tended to be static and standardized, the new paradigm supports a flexible, needs-driven, and continuously evolving curriculum that responds to both learners' goals and the dynamic demands of the workplace.

Role of The ESP Teacher In The New Era

In today's fast-changing world, full of technology and global connections, the role of English for Specific Purposes (ESP) teachers has changed a lot. Teaching English has evolved beyond giving lectures, using

handouts, or reading from textbooks, it now emphasizes student-centered learning, the integration of technology, and the development of real-world communication skills and 21st-century competencies such as critical thinking, collaboration, and creativity. While these old methods can still help students learn, they commonly lack effectiveness in equipping student to use English in real-life work situations (Belcher, 2013).

Today, ESP teachers are expected to help students learn important 21st-century skills like critical thinking, creativity, teamwork, problem-solving, digital skills, and the ability to adapt. ESP teachers need to do more than just teach language rules, they must prepare students to use English in their future careers and daily lives.

To do this, ESP teachers should use new and engaging methods such as project-based learning, case studies, real-life materials, and digital tools. These approaches help students become more independent and active in their learning. Teachers need to encourage students to think, reflect, and connect what they learn with real work or professional situations.

However, not all teachers are ready for this change. Some lack training in using technology, creating interactive lessons, or handling different learning styles. Therefore, schools, education leaders, and the government must support ESP teachers with proper training and development programs.

Implications for Curriculum and Material Development

In response to the evolving demands of the 21st-century workforce and the need for more professionally aligned English for Specific Purposes (ESP) instruction, curriculum and material development must undergo significant transformation. A forward-looking ESP curriculum should be guided by comprehensive needs analysis, integrating feedback not only from learners but also from industry stakeholders (Dudley-Evans & St. John, 1998). This ensures that the language instruction

provided aligns closely with the communicative competencies required in real-world professional settings.

Moreover, the curriculum must embed project-based learning modules that mirror actual workplace challenges. Such modules encourage learners to develop problem-solving skills, teamwork, and critical thinking, while simultaneously applying domain-specific English in authentic contexts. In this way, language instruction becomes a vehicle for both linguistic and professional development.

The use of authentic texts, case studies, and field-specific genres is essential to expose students to the types of discourse they will encounter in their respective disciplines. These materials help bridge the gap between academic learning and practical application, fostering deeper engagement and contextual understanding.

In addition, the curriculum should foster interdisciplinary collaboration, encouraging partnerships between departments such as engineering, business, healthcare, and language studies. This promotes holistic learning and reflects the interconnected nature of modern professional environments, where communication often transcends disciplinary boundaries.

Equally important is the integration of digital platforms for content delivery, learner interaction, and assessment. Learning Management Systems (LMS), mobile apps, virtual simulations, and asynchronous learning tools not only enhance accessibility and flexibility but also prepare students to navigate the digital communication tools commonly used in global workplaces.

By adopting these strategies, ESP curriculum development becomes more than just language teaching, it transforms into a professionally meaningful educational experience that empowers learners with the communicative skills, digital competence, and interdisciplinary awareness essential for success in today's dynamic and globalized job market.

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LEARNER-CENTERED APPROACHES IN ESP

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Introduction

The vast changing of the language learning approach is shockingly surprising. The changes are derived from the huge development of human civilization – principles, habits, social system, economy pressure, domestic and international regulations, and so much more. Layers of challenge on the need of real and best professionals become actual requirements in many sectors. As exciting as it gets, the demands of getting the better result of ESP learning process, the emerging of numerous up-to-dated approaches is eventually surfaced. In this chapter, updated (issue) approaches will be discussed by providing simple explanation through facts and examples. The target is simple: what would be the best approach for the *learner-centered in ESP*? The following subtopics might bring the light into newer future of ESP approach.

AI-Driven Need Analysis for Personalized ESP Approach

ESP is transitioning from generalized learning to personalized learning paths. This shift makes needs analysis essential as the foundation for effective learner-centered ESP approaches. The language learning field has adopted modern AI-based needs analysis systems. Through AI-structured needs analysis, learners gain quicker access to linguistic competencies, professional backgrounds, cultural contexts, and individual learning

preferences (Thompson et al., 2023). This technology integration improves traditional ESP methodology, enabling instructors to create better personalized ESP pathways adapted to individual professional needs.

Martinez and Chang's (2024) research on AI-driven needs analysis demonstrated improved accuracy in identifying specific professional communication needs compared to traditional approaches. Their study of over 300 ESP learners across multiple industries showed that AI-structured needs analysis resulted in faster skill acquisition and higher learner satisfaction. The system's ability to analyze learner performance, identify knowledge gaps, and adjust content difficulty in real-time contributed to these improvements.

Personalized ESP learning requires advanced diagnostic tools that assess multiple competency areas simultaneously. Davis and Kim (2023) developed a framework assessing professional communication needs across six key areas: technical vocabulary proficiency, discourse competence, cultural awareness, strategic communication skills, digital literacy, and metacognitive learning strategies. Their research indicates that learners receiving instruction tailored to their competency profile demonstrate significantly better skill transfer to authentic professional contexts. Foster & Williams (2024) introduced learning algorithms that analyze learner data including response patterns, error types, engagement levels, and progress rates to create predictive models enhancing instructional effectiveness.

Personalized ESP approaches offer the most effective learning method through adaptive pacing, preferred learning modalities, and individualized feedback mechanisms. Anderson et al. (2023) found that learners receiving instruction matched to their cognitive learning style preferences showed better retention of specialized vocabulary and improved performance in authentic professional tasks. This supports the effectiveness of multimodal approaches in personalized ESP.

Collaborative Learning Networks and Professional Communities

Effective teamwork, cross-cultural communication, interdisciplinary knowledge, and cross-community interaction are keys to successful ESP learning. The collaborative approach ensures ESP learners practice in real-life situations rather than theoretical contexts. As modern professional demands require, this approach serves as the pedagogical core simulating real professional practice (Garcia & Brown, 2024). ESP learners gain greater satisfaction with their language abilities when practicing in various professional communities, enhancing their communication skills to expected levels.

Johnson and Lee's (2023) research on collaborative ESP approaches reveals significant improvements in both linguistic competence and professional skills. Their study of 320 business professionals participating in collaborative ESP learning showed elevated confidence, better cross-cultural communication, and enhanced negotiation skills compared to traditional instructor-led approaches. These findings underscore the importance of peer interaction in developing authentic professional communication abilities.

Digital integration expands opportunities for ESP learning. Modern ESP programs utilize advanced communication technologies enabling real-time collaboration among learners from diverse geographic locations and professional backgrounds (Park & Wilson, 2024). Virtual team meetings, collaborative document development, and cross-cultural project management provide genuine opportunities for practicing specialized communication skills. Virtual communities of practice have emerged as particularly effective ESP learning vehicles, allowing participants to engage in ongoing professional discourse while receiving linguistic support and cultural guidance (Roberts et al., 2023). These virtual environments with professional tutors and fellow learners ensure better results without physical presence requirements. This digital enhancement bridges academic instruction and real-world application safely and effectively, improving

acquisition of specialized terminologies and complex professional communication abilities.

Implementing collaborative approaches requires peer evaluation and group projects for assessment. As main components of comprehensive evaluation systems, collaborative assessment enables learners to achieve better ESP learning outcomes. Since learning engages real-life situations, collaborative assessment develops critical professional skills, feedback abilities, leadership, and conflict resolution (Taylor and Singh, 2024), enriching learners' ESP capabilities.

Technology-Enhanced Immersive Learning Environments

Technology and its development for the past decades clearly alter the face of language learning world-wide. Time and space are not the impossibility of the language learning anymore. Learning specific language is easy and accessible from every corner of the earth, and the learners might face minor failure to absorb any professional language they desire. The future forms of learner-centered ESP approach will finally emerge into the stage of technology enhancement integrated with language learning.

As civilization keeps evolving, the development of cutting-edge educational technologies has been adapted to assist the ESP class. Virtual reality (VR) and Augmented reality (AR) are the technological innovation that possible the closest-reality environmental language learning for highest desired result. Emerging with futuristic style of learning, authentic simulation of professional context in language learning will be gained more easily. In the controlled situation and level, VR and AR allow the ESP learners to be personally extended their capabilities for more core concept and practice of the specific language (Mitchell & Hassan, 2024). These technologies provide more authentic professional practice opportunities without worries on the real world risk the learners might encounter. As to prove this new approach, Chen et al. (2023) conducted a study to find the effectiveness of VR-based ESP instruction

across multiple professional domains. More than two hundred healthcare professionals who were learning medical English unfolded the fact that through virtual hospital environment, practicing patient consultations showed greater improvement in bedside manner communication and ability to handle difficult patient scenarios, more satisfactory than traditional role-play approaches. Simulations through VR/AR technology can be modified to familiarize learners with realistic professional situation, pressures, conflicts, and various terms of communication elements while supported with real-time feedback and guidance. Furthermore, Artificial intelligence tutoring systems also updated personalized ESP instruction by providing 24/7 support, intelligent feedback, and adaptive content delivery (Rodriguez & Kim, 2024). As the revolutionary technology, AI platforms help the learners to empower themselves with handy tools for almost scopes of the micro-skill and macro-skill in the targeted specific purposed languages. It is important to note that human instructors are stay vital in their position as educator (without argument) and remain essential, but the technology aids is merely a tool to provide more support when human face obstacles in language learning.

Mobile learning applications have made ESP instruction more accessible and flexible, accommodating the demanding schedules of working professionals while maintaining instructional quality (Walsh & Patel, 2023). These applications often incorporate gamification elements, microlearning modules, and social networking features that enhance engagement and motivation. Studies show that professionals who use mobile ESP applications demonstrate better consistency in study habits and improved long-term retention of specialized vocabulary.

The implementation of learning analytics derived from technology-enhanced environments provides unprecedented insights into learner behavior, progress patterns, and effective instructional strategies (Lee & Thompson, 2024). These data-driven approaches enable continuous improvement of ESP programs, allowing

instructors to identify successful methodologies and refine approaches that may not be meeting learner needs. The combination of quantitative performance data and qualitative learner feedback creates a comprehensive understanding of effective ESP instruction that informs both individual and programmatic improvements.

Authentic Assessment and Professional Performance Evaluation

Authentic evaluation methods have become the main choice to mirror real professional contexts and provide meaningful feedback for both learners and instructors. Authentic evaluation supports traditional standardized testing approaches by providing the performance-based assessments that evaluate learners' ability to achieve genuine professional tasks using suitable language and communication strategies (Adams & Brown, 2024). The shift exposes a profound understanding of how professional communication competence needed to be evaluated and increased.

Portfolio-based assessment has gained major reputation in ESP programs, allowing the learners with opportunities to demonstrate their professional communication development across multiple contexts and extended time periods (Davis et al., 2023). The portfolios consist with reliable professional documents such as technical documents, business proposals, patient case studies, and international correspondence, allowing for comprehensive evaluation of both linguistic competence and professional knowledge. Portfolio assessment approaches successfully accomplish better learner self-awareness and improved goal-setting behaviors compared to traditional testing methods.

The authenticity and relevance of the evaluation practice are gradually developed through the integration of workplace stakeholders into ESP assessment processes. (Williams & Garcia, 2024). The inclusion of the employer feedbacks, client evaluations, and peer professional assessments as integral components of comprehensive evaluation systems is recently popular in ESP tutorials,

training and assessment as well. This updated act keeps the assessment criteria aligned with current professional standards and industry expectations while providing learners with valuable insights into their professional communication effectiveness.

Technology-enhanced assessment tools have enabled more sophisticated evaluation of complex professional communication skills while maintaining efficiency and consistency (Johnson & Chang, 2023). Automated writing evaluation systems can provide immediate feedback on professional document quality, while speech recognition technology enables detailed analysis of presentation skills and oral communication competence. These tools complement rather than replace human evaluation, allowing instructors to focus on higher-order communication skills and strategic guidance while technology handles routine assessment tasks.

The development of competency-based assessment frameworks has provided clearer standards for ESP evaluation while maintaining flexibility for diverse professional contexts (Roberts & Singh, 2024). These frameworks typically include multiple competency levels across various professional communication domains, allowing learners to demonstrate mastery at their current level while working toward more advanced competencies. Research shows that competency-based assessment approaches result in better learner motivation and improved long-term skill retention compared to traditional grading systems.

Cross-Cultural Competence and Global Professional Communication

The increasing globalization of professional environments has elevated cross-cultural competence from a desirable skill to an essential component of effective ESP instruction. Modern ESP programs recognize that language learning cannot be separated from cultural understanding, particularly in professional contexts where cultural miscommunication can have significant consequences for project success, client relationships, and

career advancement (Hassan & Martinez, 2024). This integration of cultural competence training represents a sophisticated evolution of ESP methodology that addresses the complex realities of international professional communication.

Featuring systemic cultural competence training in ESP program gives better result, particularly in professional field. Kim and Thompson (2023) conducted a research with such collaboration with hundreds of multinational corporation engineers and it showed better performance in cross-cultural team projects and also higher ratings from international colleagues. This result is far better compared to those who received language instruction alone. These findings highlight the critical importance of cultural integration in ESP curriculum design.

The development of cultural intelligence (CQ) has become a central focus of contemporary ESP instruction, encompassing cultural awareness, cultural knowledge, cultural empathy, and cultural adaptation skills (Anderson et al., 2024). This new emerging approach influences the ESP learners (mostly professionals) to reach advanced communication, process of making decision and how to build strong relationships, particularly in international context. In addition, several researchers have unfolded interesting result that the integration of cultural intelligence in ESP programs completed higher rate of success in international assignments and the ability to solve cross-cultural problems.

As the learning world shifts, the technology-mediated intercultural exchanges also have provided unprecedented opportunities for authentic cross-cultural communication practice within ESP programs (Chen & Wilson, 2023). These exchanges often involve real-time collaboration between learners from different cultural backgrounds working on authentic professional projects, providing natural opportunities for cultural learning while developing specialized language skills. Studies show that participants in technology-mediated intercultural exchanges demonstrate better cultural sensitivity and

improved ability to adapt communication styles to different cultural contexts.

The assessment of cross-cultural competence requires sophisticated evaluation methods that capture the complex interplay between linguistic skills and cultural understanding (Davis & Rodriguez, 2024). Performance-based assessments often include cross-cultural simulation exercises, international case study analyses, and reflective portfolios documenting intercultural communication experiences. These assessment approaches help learners develop metacognitive awareness of cultural factors while demonstrating practical intercultural communication competence in professional contexts.

Deep Learning Integration in ESP Curriculum Architecture

Deep learning is probably not a new term. The origin of deep learning concept was introduced in 1940s by Warren McCulloch and Walter Pitts mathematical model of artificial neurons. This model is developed into several decades of development, until the modern advances appears in the form of generative models like Generative Adversarial Networks (Goodfellow et al., 2014), self-supervised learning approaches, and large language models that demonstrate emergent capabilities at scale. The field continues to evolve rapidly into interpretability, efficiency, and theoretical understanding of why deep networks work so effectively across diverse domains. From positive perception, this approach might be the answer of the challenges in recent ESP programs.

The integration of deep learning principles into ESP curriculum design represents a paradigm shift toward more sophisticated, interconnected learning experiences that promote real understanding rather than “phony” knowledge acquisition. Deep learning in ESP contexts refers to educational approaches that encourage critical thinking, complex problem-solving, and transferable skills that extend beyond immediate course objectives to support lifelong professional development (Foster & Kim, 2024).

This approach moves beyond memorization of vocabulary and grammar rules to develop sophisticated understanding of how language functions strategically in professional contexts.

Williams et al. (2023) research provides results that ESP curriculum incorporating deep learning principles produce significantly better outcomes in terms of skill transfer and professional application. Their longitudinal study of business professionals revealed that participants in deep learning-oriented ESP programs showed better ability to adapt communication strategies into professional contexts and improved performance in complex problem-solving scenarios requiring leading-edge language use. These findings support the integration of deep learning approaches throughout ESP curriculum design.

The implementation of deep learning principles requires carefully structured curriculum architecture that builds conceptual understanding through multiple interconnected layers of learning (Taylor & Hassan, 2024). These layers typically include foundational language competencies, specialized discourse patterns, strategic communication skills, cultural adaptation abilities, and metacognitive awareness development. Each layer reinforces and enhances the others, creating a robust foundation for professional communication that can adapt to changing professional requirements and novel contexts.

Project-based learning initiatives exemplify deep learning principles by engaging learners in complex, authentic professional challenges that require integration of multiple competencies over extended time periods (Roberts & Chang, 2023). These projects often span several months and require learners to conduct original research, collaborate with international teams, analyze complex professional problems, and present findings to authentic professional audiences. Research indicates that learners who complete substantial project-based learning experiences demonstrate better retention of specialized knowledge and improved ability to transfer skills to new professional contexts.

The integration of artificial intelligence and machine learning technologies supports deep learning approaches by providing sophisticated analysis of learner thinking processes and conceptual development (Anderson & Park, 2024). These systems can identify patterns in learner reasoning, detect conceptual misconceptions, and recommend learning experiences that promote deeper understanding. Studies show that AI-supported deep learning approaches result in better conceptual understanding and improved ability to apply knowledge in complex professional scenarios.

Conclusion

English for Specific Purposes is changing rapidly, and these changes are making learning more effective for working professionals. New tools like artificial intelligence and virtual reality are helping students learn faster and practice skills in realistic settings. Instead of old-fashioned classroom methods, teachers now use personalized approaches that match each student's job needs and learning style. Studies show that students who use these modern methods perform better at work and feel more confident using English in professional situations.

Modern ESP programs understand that good communication involves more than just grammar and vocabulary. Today's professionals need cultural awareness and the ability to work with people from different backgrounds. Programs now include real workplace scenarios, feedback from actual employers, and assessments that mirror genuine professional challenges. This helps students practice important skills without the pressure of making mistakes in real work situations.

The future of ESP education lies in balancing new technology with traditional teaching methods. While AI and virtual reality offer exciting possibilities, human teachers and peer interaction remain crucial for effective learning. The best programs will combine these elements to help students develop both immediate job skills and the flexibility to adapt as their careers evolve. This approach ensures that ESP education stays relevant and continues

helping professionals succeed in our connected global workplace.

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He has been interested in English language learning since his undergraduate years, although his experience in English Speaking for Specific Purposes practice began during his vocational high school years, and he even worked as a local and international interpreter. Having served as one of the formulators of the bilingual learning system at SD Swasta Kristen BNKP Gunungsitoli, he has also contributed significantly to directing and producing publications and intellectual property rights for books and articles containing English language learning content at the university level, particularly at Universitas Nias. He always holds the principle that language is the most beautiful path to knowing everything, and through language, knowledge will belong to every person who wishes to obtain it.

GENRE BASED APPROACHES AND DISCOURSE ANALYSIS IN ESP

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Introduction

In the evolving ESP landscape, particularly in specialized domains like medicine, law, engineering, and business, learners must understand and produce situated, purposeful, socially-bound language. ESP instruction has shifted from teaching field-specific vocabulary and grammar to empowering learners to navigate, interpret, and act through language in authentic professional and academic contexts.

Two complementary frameworks—Genre-Based Approaches (GBA) and Discourse Analysis (DA)—offer synergistic foundations for pedagogical models that are formally robust and socially responsive. GBA, rooted in Systemic Functional Linguistics (SFL), views genres as staged, goal-oriented social processes reflecting recurring communicative acts of discourse communities (Martin & Rose, 2021). GBA emphasizes textual structural and functional regularities, including schematic structures, register features, and lexico-grammatical patterns aligned with communicative purposes, providing explicit scaffolding for mastering professional genres like case reports, research articles, or legal memos.

Conversely, Discourse Analysis examines how language constructs meaning, enacts power, and negotiates identity within socio-cultural contexts (Fairclough, 2021; Gee,

2022). DA foregrounds how language reflects and shapes ideologies, roles, and relationships. While genre approaches help students replicate disciplinary forms, DA fosters critical awareness of how those forms position writers, regulate audiences, and embed cultural and institutional norms.

The GBA-DA integration in ESP is transformative rather than merely complementary. This combination enables educators to move beyond surface-level instruction, developing discourse competence, rhetorical flexibility, and critical literacy essential for high-stakes communication. Learners don't simply reproduce genres but interrogate, reflect on, and adapt them to new contexts—indispensable skills for today's globalized, multilingual professions.

Genre-Based Approaches In ESP

Genre-Based Approaches (GBA) originate from Systemic Functional Linguistics (SFL), primarily influenced by the work of Michael Halliday and later extended by scholars such as Martin and Rose (2021). Within this tradition, language is understood as a resource for meaning-making, and genres are conceptualized as staged, goal-oriented social processes. This definition emphasizes that genres do not exist in isolation; rather, they are part of social systems in which participants engage with one another to achieve specific communicative goals. In the context of English for Specific Purposes (ESP), this understanding of genre is particularly powerful, as it aligns well with the professional and academic demands faced by learners in fields such as medicine, law, business, and engineering.

In ESP, genres are not merely text-types defined by formal features. Instead, they are better understood as recurrent communicative events that are shaped by and help shape disciplinary purposes, community expectations, and institutional norms. For instance, a research article in a medical journal must follow the IMRAD structure (Introduction, Methods, Results, and Discussion), while a client memo in a legal firm typically adheres to a more persuasive and structured argumentative format. In both

cases, writers are expected to adopt certain rhetorical moves, employ discipline-specific terminology, and use tone and style appropriate to the professional culture. To be successful participants in these discourse communities, learners must acquire not only general language proficiency but also genre awareness—the ability to recognize, analyze, and produce texts in accordance with the norms and expectations of their fields.

One of the strengths of GBA is its emphasis on explicit instruction and scaffolded learning. Unlike approaches that rely on incidental learning or immersion, GBA argues for deconstructing genre models so learners can understand how texts are constructed to achieve specific purposes. This process involves analyzing schematic structures, such as the predictable stages that make up genres (e.g., background → procedure → outcome in lab reports), and the lexico-grammatical features that characterize each stage (e.g., passive voice in method sections, hedging in discussion sections).

For example, in a nursing ESP class, students might study authentic samples of incident reports. The instructor would guide them in identifying key stages such as "Patient Identification," "Event Description," and "Action Taken." They would then analyze how each stage is realized linguistically—e.g., the use of simple past tense, specific terminology ("administered," "vital signs"), and formulaic expressions ("as per protocol"). This helps learners see the link between form, function, and context.

GBA in Classroom Practice

In practical classroom terms, the Genre-Based Approach (GBA) is implemented through a structured and recursive pedagogical model known as the Teaching-Learning Cycle (TLC). Originating from the Sydney School of Systemic Functional Linguistics (SFL), the TLC provides a scaffolded framework that systematically supports learners in understanding, deconstructing, and producing disciplinary genres. The TLC typically consists of three to four key phases:

1. Building the Context (BKoC)

Aims to activate background knowledge and contextual understanding of the target genre by helping students explore the social purpose, audience, and field related to the genre. For instance, in an ESP nursing class, before writing a patient case report, students discuss the purpose of such reports, the audience (doctors, other nurses), and typical contexts (hospital, clinic). This stage prepares students cognitively and socially for genre engagement while connecting language learning with disciplinary knowledge.

2. Modelling and Deconstructing the Genre

Focuses on analyzing authentic model texts to uncover their structure, linguistic features, and communicative functions. Teachers guide learners in genre analysis, examining the schematic structure (e.g., Introduction–Method–Results–Discussion in scientific articles), lexico-grammatical features, and discourse markers. In a legal English course, students might analyze a client advice memo, identifying sections like "Background," "Legal Issue," "Analysis," and "Recommendation." This process raises learners' genre awareness, encourages metalinguistic reflection, and develops recognition of discipline-specific conventions.

3. Joint Construction of the Text

involves co-constructing a text with teacher guidance, allowing learners to practice genre conventions with support. The teacher and class collaboratively plan and write a new text in the same genre, applying knowledge from the modeling stage. For example, in a business English classroom, the teacher and students draft a formal email requesting a service quotation, negotiating tone, register, and structure together. This stage acts as a bridge between analysis and independence, encourages peer learning and teacher scaffolding, and reinforces functional grammar choices.

4. Independent Construction of the Text

Requires students to individually or in groups write their own genre-specific texts, applying what they have learned to produce original texts with built-in feedback cycles (peer, teacher, or AI-assisted). After genre cycles in a science ESP class, students might write their own lab reports with real or simulated data, following IMRAD structure. This final stage encourages autonomy and genre mastery, provides a basis for assessment and reflection, and builds confidence in applying genre knowledge in professional contexts.

Discourse Analysis in ESP

While Genre-Based Approaches (GBA) provide learners with the structural and functional scaffolding to produce texts aligned with disciplinary expectations, Discourse Analysis (DA) offers a complementary and critical lens. DA shifts the focus from what texts look like (form and function) to what texts do in the world—how they construct meaning, enact power, and negotiate identity within their socio-cultural contexts. Scholars such as Fairclough (2021) and Gee (2022) have long emphasized that language is not neutral; it is deeply embedded in ideological, institutional, and interpersonal dynamics. In the context of English for Specific Purposes (ESP), DA provides the analytical tools for learners to examine and critique these dynamics across specialized fields such as law, healthcare, science, or business.

Discourse Analysis is the study of language-in-use, emphasizing how texts and spoken interactions function in real-world settings (Gee, 2022; Fairclough, 2021). In ESP, it explores how language reflects disciplinary norms, how power, ideology, and identity are embedded in communication, and how texts function socially and institutionally. Unlike traditional language instruction that may isolate grammar or vocabulary, DA contextualizes language as a social act, revealing how it serves or challenges institutional expectations.

1. Language as Social Practice

In English for Specific Purposes (ESP), effective communication involves more than mastering grammar and vocabulary. It requires the ability to navigate context-dependent, socially-situated discourse in professional or academic communities. Discourse Analysis (DA) offers a critical framework to understand how language constructs meaning, authority, and identity across specialized fields. DA in ESP moves the focus from surface-level language features to deeper questions of who speaks, to whom, in what context, and for what purpose.

Discourse Analysis begins with the premise that language is a form of social action. Every choice of word, grammatical structure, and textual organization reflects underlying assumptions about roles, identities, and relationships. In ESP contexts, this means understanding how professional texts (e.g., legal memos, research articles, clinical reports) are not just functional tools but also ideological constructs.

For example, in medical discourse, the phrase “the patient was non-compliant” carries more than clinical information—it reflects an institutional ideology where patients are expected to obey medical authority. DA encourages learners to interrogate such language and ask: Whose voice is dominant? Whose perspective is missing? This approach builds critical language awareness (Fairclough, 2021), which is vital for students who will participate in discourses with real-world consequences.

2. Power, Identity, and Ideology

Three core concepts define DA’s contribution to ESP: power, identity, and ideology.

a. Power

Language encodes and sustains power relations. In legal English, the use of impersonal constructions (“It is hereby declared...”) distances the speaker and naturalizes authority. In

academic English, the passive voice (“It is found that...”) creates the illusion of objectivity while erasing agency. Discourse Analysis trains learners to uncover how these forms position readers and reinforce institutional authority.

b. Identity

Language also shapes who we are and how we are perceived. A business email signed “Warm regards” versus “Respectfully” signals different relational identities and levels of formality. In a nursing report, the tone and verb choice (e.g., “patient refused” vs. “patient declined”) may construct the nurse as authoritative or empathetic. ESP students benefit from analyzing how identity is constructed in target genres to develop rhetorical sensitivity.

c. Ideology

DA exposes how language reproduces dominant beliefs and values, often invisibly. For instance, corporate mission statements that use phrases like “excellence,” “innovation,” or “global leadership” embed ideologies of neoliberalism and capitalism. In academic discourse, the preference for hedging (“suggests,” “may indicate”) reinforces a culture of epistemic caution and indirectness. Students learn to recognize these ideological framings and decide whether to conform, challenge, or recontextualize them.

GBA Approach in The ESP Medical Classroom

In the 21st century, increasing academic and professional specialization has heightened the significance of English for Specific Purposes (ESP), particularly in medicine. Medical discourse complexity, integrating technical language, structured reasoning, and specific genre conventions, demands instructional approaches beyond general English proficiency. The Genre-Based Approach (GBA), among the most effective ESP methodologies, is rooted in Systemic Functional Linguistics (SFL) and views

language as a social semiotic tool emphasizing purpose, audience, and structure in shaping discourse. This paper examines advanced English practices based on GBA in ESP medical classrooms, focusing on scaffolding strategies, text analysis, genre cycles, and critical analysis.

GBA in ESP medical contexts facilitates learners' engagement with authentic medical genres—case reports, patient records, scientific articles, referral letters, and procedural texts. Drawing from Halliday's SFL framework, language functions through three metafunctions: ideational (representing experience), interpersonal (enacting social relationships), and textual (organizing discourse coherently). Each medical genre exhibits distinct schematic structure, lexical grammar, and rhetorical functions essential for student mastery. GBA centers on explicit modeling, deconstruction, and reconstruction of target genres, aligning with Vygotsky's Zone of Proximal Development (ZPD), where instructor scaffolding enables students to internalize new discursive practices.

In an advanced ESP medical classroom, learners are typically upper-intermediate to advanced level students majoring in medical sciences. Their academic needs include understanding professional medical discourse, preparing research summaries, writing patient case notes, and delivering formal oral presentations. These practices are best developed within a genre-oriented curriculum, wherein each unit revolves around a specific communicative task aligned with real-life professional requirements.

For example, one unit may focus on writing a patient referral letter. The cycle begins with building the field, where students are introduced to the social context of referrals—when and why they are written, to whom, and what information must be included. Medical vocabulary and common collocations, such as *presenting symptoms*, *clinical findings*, *differential diagnosis*, are taught and practiced.

Following the model proposed by Feez and Joyce (1998), the teaching-learning cycle in a medical ESP context generally includes:

1. Building Knowledge of the Field (BKOF):

Students watch medical consultations or read simplified clinical cases. They discuss the roles of general practitioners and specialists, and identify the purpose of referral letters.

2. Modeling the Genre (MOG):

The instructor presents authentic or semi-authentic samples of referral letters. Students analyze their generic structure (e.g., introduction, reason for referral, patient history, preliminary diagnosis), linguistic features (e.g., passive voice, modality, technical terms), and tone (formal, objective, respectful).

3. Joint Construction (JCOT):

As a class, students co-construct a referral letter. The teacher guides them in organizing ideas logically and employing appropriate grammar, such as using the past simple for history and present perfect for ongoing conditions.

4. Independent Construction (ICOT):

Students individually draft referral letters based on given case scenarios. They peer-review each other's work using checklists that highlight genre features, coherence, and lexical accuracy.

5. Linking to Related Texts:

Finally, students are asked to produce or analyze related genres, such as discharge summaries or follow-up notes, to reinforce genre knowledge and lexical transfer across genres.

Table 1. GBA in ESP of Medical

Medical Genre	Key Discourse Features	GBA Teaching Stages	Sample Classroom Activities	Target Language Skills
Patient Case Report	Chronological structure (S → O → A → P), medical terminology, past tense, passive voice	1. BKOF 2. MOG 3. JCOT 4. ICOT 5. Linking	Analyze case samples, co-write a case, present diagnosis and treatment	Academic writing, medical reporting
Referral Letter	Formal tone, clear problem statement, clinical summary, modality (<i>recommend, may</i>)	MOG → JCOT → ICOT	Compare authentic letters, rewrite drafts, roleplay between generalist and specialist	Professional correspondence, summarization
Discharge Summary	Use of present perfect and past simple, structured sections (diagnosis, treatment, outcome)	BKOF → JCOT → ICOT	Match template sections, rewrite verbal reports, peer review summaries	Report writing, summarizing
Scientific Abstract	Nominalization, passive structures, concise reporting, past tense	MOG → JCOT → ICOT	Deconstruct abstracts, write findings sections, focus on tense and hedging	Research writing, data description

DA in-ESP Classroom: English for Law

In the realm of English for Specific Purposes (ESP), the teaching of English for Law has emerged as one of the most linguistically and cognitively demanding areas. Legal English is not only embedded with highly specialized terminology but also saturated with complex syntactic structures, formality, intertextuality, and institutional power. To equip students with the ability to navigate such complexity, Discourse Analysis (DA) offers a powerful tool for advancing language proficiency, critical thinking, and socio-pragmatic awareness. This narrative explores how advanced English practice through Discourse Analysis is applied in ESP classrooms for Law students, encompassing theoretical grounding, practical applications, genre sensitivity, critical interpretation, and multimodal strategies.

Discourse Analysis, broadly defined, is the study of language beyond the sentence, focusing on how meaning is constructed in context. In legal English, discourse operates not merely as a vehicle of communication but as an instrument of power, interpretation, and control. Legal texts such as statutes, contracts, case law, and legal opinions are governed by particular discursive conventions that reflect and reinforce legal institutions.

DA draws from a range of linguistic theories—Systemic Functional Linguistics (Halliday), Pragmatics (Grice, Levinson), Critical Discourse Analysis (Fairclough), and Genre Theory (Swales, Bhatia). These frameworks help students unpack how language functions in legal settings—how modal verbs imply obligation or permission, how passivization distances agency, and how intertextual references legitimize authority.

In this regard, Discourse Analysis in the Legal ESP classroom is not simply about analyzing language forms, but about understanding how legal meaning is socially constructed, ideologically loaded, and institutionally situated.

1. Advanced Practice: Dissecting Legal Genres

An ESP Law class employing Discourse Analysis as a pedagogical method often begins with genre-based instruction. Legal genres are recurrent, purpose-driven text types such as contracts, court judgments, memoranda, statutes, and wills. Each genre follows a predictable structure and uses characteristic lexicogrammatical features. For example, a typical contract follows the structure: Recitals – Definitions – Obligations – Representations – Termination – Governing Law. Through DA, students investigate how modal verbs (shall, may, must), conditionals (if..., then...), and nominalizations (the performance of obligations) function to create clarity, mitigate risk, and formalize commitment.

In one advanced English class, students compare two versions of a contract clause—one written in plain English and the other in legalese. Using discourse

tools such as cohesion analysis (Halliday & Hasan, 1976) and modality examination, learners critically assess which version communicates more clearly, which imposes more obligation, and how syntactic choices shape legal effect.

2. Critical Discourse Analysis in Legal Contexts

Beyond structural understanding, the Critical Discourse Analysis (CDA) approach (Fairclough, 1992; van Dijk, 1993) is central to advanced practice. CDA enables students to interrogate the power asymmetries, ideologies, and social representations encoded in legal texts.

For instance, students analyze a court judgment involving gender-based violence. By examining referential strategies (e.g., victim as “the complainant” vs. “the woman”), evaluative language (e.g., “alleged misconduct” vs. “serious offense”), and narrative voice, they discover how legal language constructs gender, responsibility, and authority. This fosters critical literacy and empowers students to question neutrality and objectivity often assumed in legal writing.

CDA also extends to legislative discourse, where laws concerning marginalized communities—such as refugee rights, labor laws, or anti-terrorism measures—are analyzed for lexical framing, exclusionary syntax, and ideological positioning. Advanced learners engage in rewriting exercises, reframing discriminatory or ambiguous legal provisions into inclusive, transparent language.

3. Pragmatic Discourse in Legal Interaction

Another layer of Discourse Analysis in ESP Law classrooms is pragmatic discourse analysis, which focuses on language use in interaction—such as in courtroom exchanges, interrogations, legal negotiations, and witness examinations. Pragmatic tools such as speech act theory (Austin, 1962; Searle, 1975), politeness theory (Brown & Levinson, 1987),

and conversation analysis are employed to understand strategic language use.

In mock courtroom simulations, students roleplay as lawyers and witnesses. Their speech is transcribed and analyzed to identify assertives, directives, commissives, hedges, and face-threatening acts. For example, the phrase “I suggest you reconsider your testimony” may be interpreted as a polite directive or an implicit threat, depending on tone and context.

Students reflect on how legal authority is linguistically enacted and how power dynamics are maintained or resisted through language. This analysis deepens their metalinguistic awareness and communicative competence in real legal settings.

4. Corpus-Based Discourse Studies in Law

With the advent of technology, corpus linguistics becomes a valuable tool for Discourse Analysis in legal English. Using software like AntConc or Sketch Engine, students build and explore corpora of legal texts. For instance, a corpus of 100 international arbitration awards can be examined to identify frequent collocations, modality patterns, and argument structures.

Such data-driven learning allows learners to move from intuition to empirical observation. They may find, for example, that the phrase “it is hereby agreed” collocates most frequently with “notwithstanding” and “subject to”, leading to discussion on hierarchical clause embedding in contracts.

Corpus tools also enable diachronic discourse analysis—tracking how the legal discourse around topics like marriage equality or data protection has evolved over decades. These insights support research writing and develop data literacy among ESP law students.

5. Assessment and Reflective Practices

Emphasizes analytic reasoning, discursive awareness, and genre mastery through assignments such as analytical essays on legal judgments, comparative discourse analysis of legal genres, reflection papers on courtroom discourse simulations, corpus-based investigation of legal themes, and group presentations on critical legal discourse. Rubrics assess coherence, analytical depth, accuracy in terminology, and ability to link discourse features to legal function and context. Students are also guided through reflective journals, where they examine how their understanding of law through language has evolved. This practice fosters metacognition and identity development as future legal professionals.

Table 2. ESP in Law Based on Discourse Analysis (DA)

Legal Genre	Key Discourse Features	Discourse Analysis Focus	Learning Activities	Target Skills
Contracts	High modality (<i>shall, must</i>), legal nominalizations, conditionals, passive voice, archaic vocabulary	Modality, cohesion, register, syntactic complexity	Clause analysis, rewriting in plain English, comparing jurisdictional styles	Legal drafting, interpretation
Court Judgments	Formal tone, intertextual references (precedents), passive constructions, evaluative adjectives	Intertextuality, stance, argumentation patterns, legitimization	Analyze landmark judgments, trace use of precedent, map legal reasoning	Legal reading, rhetorical analysis
Statutes	Repetition, definitional clauses, layered sentence structures, impersonal voice	Syntactic parsing, cohesion, definition control	Parsing legal definitions, diagramming clause hierarchy, identifying ambiguity	Legal interpretation, textual clarity
Legal Correspondence	Formal tone, persuasive language, indirect requests, hedging	Speech acts, politeness, strategic ambiguity	Drafting demand letters, identifying speech acts (e.g., threats, requests), tone analysis	Legal writing, pragmatics
Case Briefs	Factual summary, issues presented, rule explanation, application, conclusion (IRAC format)	Genre structure, coherence, lexical chains	Deconstruct case briefs, build fact-pattern narratives, practice IRAC	Summarizing, structured writing

Conclusion

In ESP, the Teaching-Learning Cycle (TLC) operationalizes the Genre-Based Approach (GBA) into teachable stages moving from awareness to production, supporting genre mastery while enabling learners to analyze, internalize, and adapt language to disciplinary contexts with linguistic precision and critical agency.

Discourse Analysis (DA) transforms ESP by examining language beyond grammatical correctness and genre formality. While traditional ESP emphasizes professional text mastery, DA foregrounds socio-cultural, ideological, and interpersonal language dimensions, enabling learners to critically examine how texts construct meaning, reflect power relations, and shape professional identities within communities of practice.

Through analyzing real-world texts—legal contracts, clinical reports, research articles, business correspondence—learners recognize hidden norms, institutional expectations, and identity positions in language use. This awareness develops critical language literacy essential for globalized professions where communication is high-stakes, multi-voiced, and politically charged.

The GBA-DA integration in ESP is transformative rather than merely complementary. This combination moves beyond surface-level instruction, developing discourse competence, rhetorical flexibility, and critical literacy necessary for high-stakes communication. Learners don't simply reproduce genres but interrogate, reflect on, and adapt them to new contexts—indispensable skills for today's globalized, multilingual professions.

Combining Genre-Based Approaches and Discourse Analysis guides learners from competent performance to critical consciousness. In ESP's high-stakes, ideologically loaded communication contexts, this dual approach ensures students both perform and critically analyze discourse. This integration provides technical skills for professional expectations and critical faculties to interrogate and transform communicative practices—

essential for ethical professionals in a globalized, multilingual world.

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TASK-BASED LANGUAGE TEACHING (TBLT) IN ESP CONTEXT

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Introduction

Over the past several decades, Task-Based Language Teaching (TBLT) has gained widespread recognition in both EFL (English as a Foreign Language) and ESP (English for Specific Purposes) settings. As a subfield of communicative language teaching, it emphasizes authentic, purposeful language use: learners engage in real-world tasks such as conducting interviews, writing reports, or solving problems, with proficiency measured by successful completion rather than grammatical accuracy. This stands in contrast to traditional, form-focused approaches that prioritize explicit instruction in grammar and vocabulary.

Renowned scholars have highlighted TBLT's transformative potential. Ellis (2017) underscores the primacy of task performance over mere form mastery, advocating for learning through active use. Willis (1996) and Nunan (2004) further elaborate on this by mapping out a three-phase task cycle—pre-task, task, and post-task—that fosters meaning-making and offers a cohesive framework for learning. Meanwhile, Hutchinson & Waters (1987) consistently emphasize the goal of ESP: preparing learners for professional language use, not just general communication.

By centering learning around meaningful tasks grounded in real-world contexts, TBLT empowers learners to develop both fluency and confidence. It moves beyond mechanical drills toward communicative engagement, making language learning more relevant, dynamic, and truly purposeful.

The application of TBLT within ESP is especially pertinent given that learners often study language for specific purposes such as tourism, nursing, law, or technology. In ESP, language serves not only general communication but also professional functions. Hence, real-world, context-based tasks in TBLT effectively develop learners' communicative competence holistically—linguistic, sociolinguistic, and pragmatic dimensions.

In Indonesia, ESP instruction has gained increased attention due to rising demands from the job market for specific English competencies. Universities—including Universitas Surakarta—have begun integrating task-based approaches into ESP courses as part of the *Merdeka Belajar Kampus Merdeka* (MBKM) policy, which emphasizes the alignment between education and workplace needs.

This chapter reviews the fundamentals of TBLT and how it can be adapted and implemented in ESP contexts. It also presents examples of professional needs-based task implementation and a case study of the author's experience teaching ESP at the tertiary level. This chapter aims to offer practical and reflective insights for English language teachers in developing more contextualized, effective, and learner-centered strategies.

The Concept of TBLT in ESP

Task-Based Language Teaching (TBLT) emphasizes real-world tasks as the core of learning, thus enhancing learners' communicative and pragmatic competence (Ellis, 2017; Long, 2015). Hutchinson & Waters (1987) argue that ESP requires attention to specific professional contexts—an ideal intersection of communicative needs and real-world tasks.

Willis (1996) identifies three main stages of TBLT (*pre-task, task cycle, language focus*), which align with the ESP requirement to support meaningful language use in contexts such as English for Tourism or English for Nursing. Additionally, Carless (2009) highlights pedagogical debates in Asia, noting that TBLT is more effective than the traditional PPP approach in Hong Kong's educational context. The PPP approach mentioned by Carless (2009) refers to the Presentation–Practice–Production method in language teaching. Here's what each stage involves:

1. Presentation – Introducing new language (grammar, vocabulary, or structures) in a clear, contextualized way—often via examples, visuals, or dialogues;
2. Practice – Guided, controlled exercises (like drills, gap-fills, matching) to reinforce accuracy and understanding;
3. Production – Open-ended use of the target language (e.g., role-plays, discussions, tasks), aiming for fluency and communicative competence.

While widely used in traditional classrooms—especially in Asian contexts—it emphasizes accuracy and structured learning (especially in the first two stages). In contrast, TBLT focuses primarily on communicative tasks first and often postpones form-focused instruction until after task completion. In Hong Kong and other settings, research (like Carless, 2009) has shown that TBLT typically outperforms traditional PPP, as it promotes engagement, real-world applicability, and fluency. So, in short: PPP = a three-stage, teacher-led model centered on explicit introduction and practice, while TBLT is task-driven, learner-centered, and emphasizes meaningful communication.

In ESP contexts, TBLT is particularly relevant because both approaches focus on learners' specific needs. ESP emphasizes language learning tailored to specific professional or academic contexts (Hutchinson & Waters, 1987), while TBLT provides a pedagogical framework to

deliver such content through authentic and meaningful learning experiences.

TBLT enables the integration of ESP material into context-specific tasks. For instance, in English for Tourism, learners may be asked to design and present travel itineraries; in English for Nursing, learners can simulate patient-family dialogues.

TBLT in ESP According to Eric Literature

Before exploring the specific principles, benefits, and examples of TBLT in ESP, it's vital to understand *why* this approach is so compelling according to ERIC-based research. Across multiple studies, TBLT has proven to be a dynamic framework that systematically nurtures learner autonomy, communicative effectiveness, and professional readiness. Scholars highlight that when learning is anchored in meaningful, real-world tasks, students not only practice language but also acquire cognitive and interpersonal skills critical for specific fields (Ellis, 2003; Willis, 1996). These tasks—rooted in authentic discourse—encourage students to negotiate meaning, make decisions, and solve problems in context-rich scenarios. As such, TBLT transcends traditional language drills and transforms the classroom into a space of purposeful interaction and practical competence. With that foundation, we can now delve into the key principles, articulate the benefits, and review illustrative implementations of TBLT in ESP.

Based on findings from the ERIC database (Education Resources Information Center), TBLT in ESP is viewed as an effective approach for developing communicative competence through engagement in authentic real-world tasks. The following outlines its principles, benefits, and concrete implementation examples.

1. Principles

ERIC literature identifies key principles of TBLT in ESP that emphasize learning through meaningful tasks mirroring professional activity rather than form practice, prioritizing authenticity by reflecting real

situations and actual field-specific language use for relevant communicative goals rather than linguistic repetition. The methodology follows a structured task cycle involving pre-task preparation, planning, performance, evaluation, and reflection stages, while embracing learner-centeredness where learners actively explore and solve problems using the target language. Teachers provide scaffolding as facilitators when necessary, and the approach integrates language skills—listening, speaking, reading, and writing—with subject-specific content.

2. Benefits

ERIC-based research highlights several benefits of TBLT in ESP, including improved language proficiency as learners develop vocabulary, grammar, and pronunciation through contextualized use, while enhancing communicative competence by building confidence and fluency in using English for specific purposes. The approach increases motivation and engagement through tasks relevant to career goals, develops problem-solving skills as challenging tasks encourage critical and creative thinking, and prepares learners for real-world situations by reflecting professional communication demands that accelerate job readiness.

3. Sample Tasks

Common ESP TBLT tasks include presentations on specific field topics, report writing based on real case studies, conducting interviews with workplace professionals, participating in simulated meetings or negotiations, analyzing and summarizing research articles, and drafting project proposals, all of which can be adapted to learners' proficiency levels and local contexts. Incorporating authentic materials such as professional documents, videos, and interviews further enhances learning effectiveness. Wu et al. (2016) found that "task-based instruction was effective in enhancing learners' communicative competence in maritime English by engaging them in authentic

tasks," confirming TBLT's effectiveness in maritime ESP, while Sarani & Sahebi (2012) noted the "task-based approach was more effective in teaching technical vocabularies compared to the traditional one," demonstrating TBLT's role in professional vocabulary acquisition.

General Framework for Implementing TBLT

Before detailing Willis's three-stage framework, it's useful to understand *why* this particular structure has endured as the go-to model for task-based lessons. Jane Willis's (1996) framework does more than just organize class time—it creates a dynamic learning cycle that fosters exposure, interaction, motivation, and form awareness. According to Willis, the pre-task stage serves as crucial activation and scaffolding, providing learners with the confidence and vocabulary to engage meaningfully. During the task cycle, students collaborate and communicate, focusing primarily on meaning and receiving real-time support (Willis, 1996) The cycle culminates in the language focus phase, where learners analyze and refine language forms based on their own task performance—making form and accuracy purposeful rather than abstract.

This three-part cycle has proven adaptable in ESP contexts: it can be customized to reflect professional genres, specialized content, and language demands of specific fields such as tourism, nursing, or engineering. With its balance of fluency and form, group interaction and feedback, Willis's structure helps ESP instructors seamlessly integrate domain-specific language into meaningful, scaffolded learning experiences.

Willis (1996) outlines a three-stage TBLT framework:

1. Pre-task

The teacher introduces the topic, task objectives, and strategies.

2. Task cycle

Learners complete the main task in pairs or groups, followed by presentation of results.

3. Language focus

The teacher offers linguistic feedback and discusses relevant forms based on learners' performance.

This cycle—*pre-task, task cycle, language focus*—is widely used. Long (2015) and Nunan (2004) support this structure, which allows adaptation to ESP-specific needs. In ESP classes, instructors can select tasks relevant to specific fields and embed appropriate language content to meet professional communication requirements.

Designing Authentic ESP Tasks

Building on these task templates, it's essential to recognize that effective TBLT in ESP doesn't happen by chance—it must be carefully planned, contextualized, and sequenced. Central to successful implementation are needs analysis, which aligns tasks with learners' career goals; authentic materials, ensuring tasks reflect professional discourse; and a coherent task cycle, embedding each activity within pre-task, task, and language-focus phases. Research shows that such thoughtfully designed tasks—authentic, relevant, and scaffolded—significantly enhance learners' engagement, critical thinking, motivation, and integrative skills (Sanako, 2025; EFLCafe, 2025; Sanako Benefits, 2025). With this framework, we can now explore how to systematically integrate tasks into the ESP curriculum to optimize learning outcomes.

Implementing TBLT in ESP requires designing authentic, meaningful tasks relevant to learners' professional needs. These tasks should be based on needs analysis, workplace context, and expected communicative competencies. They are then integrated into the ESP syllabus to strengthen active participation, critical thinking, and communicative competence.

Field-Specific Task Applications

Different ESP fields require specialized task types that reflect authentic professional communication:

Table 1. Field-Specific TBLT Task Applications in ESP

ESP Field	Relevant TBLT Task Types
English for Tourism	Designing tourist brochures, guiding role-plays, explaining itineraries
English for Nursing	Simulating nurse–patient dialogues, patient status reports, medical procedure explanations
English for Business	Product presentations, business negotiations, formal emails
English for Engineering	Explaining work diagrams, describing technical processes, equipment usage demonstrations
English for Law	Courtroom simulations, legal case analysis, statute presentations

Each task type can be developed into a full learning cycle (*pre-task, task cycle, language focus*). Using authentic media—such as brochures, forms, technical reports, and simulation videos—enhances task realism and learner motivation.

Exemplar Task Design: English for Tourism

Before diving into the detailed description of the tour package task, it’s important to highlight how such a design exemplifies the essential principles of TBLT in ESP: the task is authentic, as students simulate professional tourism practice; learner-centered, with group collaboration and decision-making driving the activity; and grounded in a clear task cycle, encompassing planning, performance, and feedback. Moreover, the task offers real-world relevance, engaging students with local culture and tourism dynamics, while ensuring a language focus through targeted feedback. This balanced structure ensures that the task is both meaningful and manageable—challenging enough to promote growth, but

scaffolded to support learner success. With this foundation, let's delve into the particulars of this exemplar task:

Task Title: Tour Package Presentation for International Guests

Task Description: Students work in groups to design a 3-day tour package in the local area (e.g., Solo–Semarang–Yogyakarta), considering tourist profiles, budget, iconic sites, and cultural experiences.

Implementation Steps:

1. Pre-task: Discuss foreign tourists' preferences and examine real brochure examples.
2. Task: Create and present the tour package in formal, promotional English.
3. Language focus: Instructor offers feedback on promotional language, imperative structures, and tourism vocabulary.

Expected Outcome: Students can communicate tours effectively, master tourism-related vocabulary, and demonstrate effective teamwork.

Adapting Tasks for Different Proficiency Levels

TBLT tasks are flexible and can be adjusted to learners' proficiency, with beginner level (A2–B1) requiring simple tasks like completing hotel check-in forms or writing local tourism descriptions, while intermediate to advanced level (B2–C1) involves complex tasks like role-plays with international clients, handling customer complaints, or project proposal presentations. It is crucial to design tasks that are challenging yet achievable, aligned with learners' language ability and background.

In TBLT, teachers act as facilitators rather than knowledge transmitters, guiding learners through discovery and exploration of language through meaningful tasks while providing formative feedback that enhances learners' confidence and active participation in professional-minded language learning.

Case Study: Learning Experience At Universitas Surakarta

1. Introduction

Before delving into the detailed implementation, it is important to recognize that this case study is not just an example—it encapsulates the *core dynamics* of TBLT in an ESP context. By simulating real-world tourism scenarios, this learning experience bridges theoretical frameworks and practical execution. It illustrates how authentic field-based tasks, scaffolded language use, and long cycles of task engagement converge to cultivate both linguistic and pragmatic competence. Patterns established in prior studies—such as language preparation via pre-task activities, performance under simulated conditions, and reflective feedback—are mirrored here in a cohesive and contextually rich learning design. With this robust foundation, we are ready to explore the specifics of how the task unfolds and what outcomes it yields.

The implementation of task-based ESP at Universitas Surakarta provides authentic insights, particularly in the English for Tourism course aimed at fifth-semester English Literature students preparing for tourism and hospitality roles.

2. Task Design and Implementation

a. Task overview

Task Title: Tour Guiding Simulation at Candi Sukuh

Description:

Students simulate guiding foreign tourists at a cultural heritage site—Candi Sukuh in Karanganyar—explaining its history, architecture, symbolism, and visitor etiquette, all in English.

b. Stages:

- 1) Pre-task: Students study videos and English articles about Candi Sukuh and conduct field observations. The instructor facilitates group

discussions to highlight key information and likely traveler questions.

- 2) Task cycle: In small groups, students perform guided tours orally—starting with greetings, site explanation, interactions with “tourists” (played by peers or instructor), and Q&A.
- 3) Language focus: After the simulation, the instructor gives feedback on language use, pronunciation, content completeness, and spontaneous handling of questions. Students then conduct self-assessment and peer review to deepen reflection.

c. Results & Student Reflections

Most students reported increased confidence in English usage. They not only improved their language structures but also developed strategic competence—managing mistakes, using gestures, and tailoring explanations to tourists’ cultural backgrounds.

Student reflections included:

“I understand better how to explain Javanese culture to foreign tourists, including how to answer unexpected questions.” (Student A)
“This task trained us not just in speaking English, but also in thinking quickly and taking responsibility for the information we deliver.” (Student B)

d. Evaluation & Challenges

Strengths:

The implementation demonstrates several key strengths, including authentic and meaningful learning experiences that directly connect to professional contexts, while encouraging collaboration and creativity among students through group-based simulation activities. Additionally, the approach fosters self-reflection

and intercultural communication skills essential for tourism professionals

Challenges:

Several challenges emerged during implementation, particularly variations in students' language proficiency that complicate equitable task distribution and require careful scaffolding strategies. Furthermore, preparing materials and simulations proves time-consuming for instructors, while teachers need specialized training to design and facilitate TBLT tasks effectively in ESP contexts.

Despite challenges, this approach has substantially increased student engagement and provided a richer, more contextual learning experience compared to conventional models.

Reflections & Challenges in Implementing TBLT in ESP

Bridging the gap between reflection and application, these insights underscore a central truth: TBLT's greatest value lies in its ability to transform classroom dynamics and professional readiness simultaneously. By shifting teachers into facilitative roles and empowering learners with autonomy, TBLT fosters environments where meaningful interaction thrives. Yet, this promise is not without complexities. Research spanning Asian and global contexts—such as those by ITTT (2024), Tran & Nguyen (2021), and Vu et al. (2019)—reveals common obstacles: large class sizes, varying learner proficiency, entrenched exam-focused norms, and teachers' evolving self-efficacy. These reflections serve not only as cautionary tales but also as guideposts: successful TBLT implementation calls for deliberate design choices—scaffolded task sequences, adaptive assessment, and ongoing teacher training. Indeed, the emergence of support systems—workshops, peer communities, and iterative feedback mechanisms—has proven essential in helping educators' transition effectively and sustainably into TBLT roles.

The application of TBLT in ESP creates more active, authentic, and meaningful learning environments. Real-task involvement boosts students' confidence and ability to use English professionally, while raising awareness of accuracy and politeness.

1. Positive Reflections: Role Transformation

TBLT shifts the teacher's role from information provider to facilitator of exploration. Teachers design challenging, relevant, and contextualized learning experiences rather than solely delivering content.

Conversely, students become more self-directed—developing communication strategies, working collaboratively, and reflecting on their learning. This role transformation is vital in ESP, preparing students not just for exams but for real-world professions.

Although TBLT ushers in powerful transformations—redefining the teacher as a facilitator and nurturing learners into autonomous, reflective communicators—the shift is accompanied by tangible challenges rooted in practice and context. Educators across diverse Asian settings have reported key obstacles such as large class sizes, unequal participation stemming from variable proficiency levels, limited preparation time, and unfamiliarity with formative assessments or collaborative pedagogy. Moreover, systemic pressures—like exam-oriented curricula and a preference for accurate over fluent communication—often deter both teachers and institutions from fully embracing task-based methods. While these challenges do not negate TBLT's benefits, they signal the need for more robust support: smaller class groups, scaffolding materials, assessment rubrics, and ongoing teacher development. With these in place, the transition from reflection to action—the essence of TBLT—becomes feasible and sustainable in real educational contexts.

2. Implementation Challenges

As ESP educators chart a path toward more impactful and authentic language teaching, several strategic avenues emerge. Empowering teachers with professional task-design training represents a foundational approach, as research from Erlam (2016) and Ellis, Ogilvie & Dunn (2010) demonstrates that sustained, practice-based development helps teachers confidently craft and implement meaningful tasks—a cornerstone of effective TBLT. Curating a bank of authentic, field-specific tasks involves basing collections on carefully chosen genre exemplars and real-world discourse samples that directly reflect learners' target contexts, mirroring best practices in ESP course design.

Bridging language and content experts through fostering collaboration between language instructors and content-area lecturers ensures tasks are both pedagogically sound and professionally relevant, melding communicative intent with domain-specific accuracy. Embracing blended and tech-enhanced learning allows integration of multimedia, online simulations, and AI-powered tools such as e-portfolios and virtual case studies to make task engagement richer, more flexible, and highly personalized. Finally, inviting industry collaboration for task validation ensures that involving practitioners helps tasks replicate real-world discourses, bridging classroom learning with professional standards and expectations. When embedded thoughtfully, these strategies transform TBLT in ESP from a classroom model into a powerful bridge between academia and real-world practice. Learners don't just acquire English—they evolve into proactive professionals, equipped with critical thinking, adaptability, and communication finesse needed in today's dynamic global environments.

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CONTENT AND LANGUAGE INTEGRATED LEARNING (CLIL) APPROACH FOR ESP DEVELOPMENT

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Introduction

English for Specific Purposes (ESP) has evolved significantly to meet growing demands for language instruction tailored to specific academic, professional, and vocational areas. ESP is defined as designing ELT courses based on learners' needs (Dudley-Evans & St John, 1998; Hutchinson & Waters, 1987), characterized by authenticity focus, purpose-related content, and learner autonomy for effective results (Basturkmen, 2010; Daulay, 2019; Javid, 2013). As globalization affects workplaces and schools globally, there is strong demand for language education that builds communication skills while including relevant content knowledge.

Content and Language Integrated Learning (CLIL) has emerged as an effective teaching approach using an additional language to teach both content and language simultaneously (Marsh, 2002; Mehisto et al., 2008). While widely used in European primary and secondary education, its importance in higher education, particularly within ESP contexts, is gaining recognition. CLIL provides a framework combining disciplinary knowledge with language learning, helping learners improve cognitive and language abilities simultaneously.

The CLIL-ESP overlap creates opportunities to design curricula responding to learners' real-world needs. By incorporating language learning into content areas such as business, engineering, health sciences, or tourism, educators can create valuable learning experiences building both subject knowledge and language skills. This integration aligns with ESP goals focusing on purposeful, learner-centered, and context-specific language instruction.

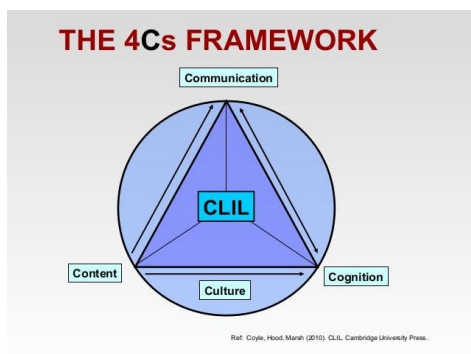
This chapter explores CLIL's role and implementation in ESP contexts, outlining key concepts and theories, discussing ESP relevance, covering course design principles, teaching methods, implementation challenges, and best practice examples. By examining effective CLIL incorporation into ESP programs, this chapter provides practical insights for educators, curriculum designers, and researchers in English teaching.

Understanding CLIL

Content and Language Integrated Learning (CLIL) is a teaching approach where subjects are taught using foreign or second languages, helping students develop both content knowledge and language skills simultaneously (Coyle et al., 2010). Beginning in Europe in the 1990s, CLIL has become key in bilingual education policies and is growing in higher education and English for Specific Purposes (ESP). In CLIL, language helps students understand content across subjects, aligning with the concept that every teacher is basically a language teacher (Department of Education & Science, 1975).

CLIL's main principles highlight dual-focus approaches where students learn subject content and language skills together through scaffolding, allowing teachers to provide structured assistance for effective language and academic content understanding. CLIL emphasizes contextualization, ensuring learning activities are relevant to real-life situations and tailored to students' needs and interests (Cross & Gearon, 2013; Myronenko et al., 2023).

The basis of CLIL is outlined in Coyle's 4Cs Framework, which includes four essential components: content, communication, cognition, and culture.



Picture 1 The 4Cs Framework (Coyle et al., 2010)

Source of image: <https://www.slideshare.net/pilarolivares/four-csframework>

1. Content refers to the subject matter that learners need to master by the end of the teaching process. It involves knowledge, skills, and attitudes necessary for developing professional competence.
2. Communication focuses on using the target language in authentic and interactive settings to build communication skills.
3. Cognition involves developing thinking skills and cognitive processes, following Bloom's Taxonomy levels.
4. Culture addresses intercultural awareness and global citizenship by offering chances to engage with cultural facts. As Vygotsky (1978) noted, language, thinking, and culture are formed through social interaction.

This framework highlights language-thinking connections, showing learners gain deeper subject understanding when facing cognitive challenges during meaningful target language communication (Coyle et al., 2010). CLIL draws from several theoretical frameworks: (a) Second Language Acquisition (SLA) theory, particularly Krashen's Input Hypothesis emphasizing comprehensible input importance (Krashen, 1985); (b) Vygotsky's Sociocultural

Theory viewing learning as social process where language builds knowledge (Vygotsky, 1978); and (c) Bloom's Taxonomy, used in CLIL lesson planning to connect cognitive and language objectives (Anderson & Krathwohl, 2001).

CLIL's key aspect is flexibility and adaptability across contexts. Rather than following strict methods, it provides teaching philosophy promoting interdisciplinary learning, scaffolding techniques, and active student engagement (Mehisto et al., 2008). Unlike traditional language instruction focusing on grammatical accuracy and structure, CLIL encourages practical language use in real-world, content-rich situations (Dalton-Puffer, 2007).

By understanding CLIL principles, ESP educators can leverage its potential to enhance both subject knowledge and language skills in unified, engaging ways. The next section discusses how these CLIL principles connect with ESP goals and this integration's teaching importance.

Relevance of CLIL To ESP

The CLIL and ESP combination demonstrates teaching evolution meeting growing language complexity in academic and professional environments (Coyle et al., 2010; Dudley-Evans & St John, 1998). Both connect language learning with real-world content, but CLIL provides more integrated approaches.

CLIL encourages simultaneous development of specific knowledge and language skills. While ESP traditionally equips learners with English skills for academic or job tasks (Hutchinson & Waters, 1987), today's knowledge economy demands more than specialized vocabulary—learners must process, interpret, and produce field-specific discussions with real content (Dalton-Puffer, 2007). CLIL meets these demands by embedding language instruction in meaningful content areas.

CLIL-based ESP improves language learning effectiveness through authenticity and relevance using real texts, tasks, and materials reflecting actual career language requirements (Mehisto et al., 2008), boosting motivation

especially when related to learners' fields (Lasagabaster & Sierra, 2009). CLIL supports cognitive growth by challenging learners to analyze, evaluate, and synthesize knowledge in second languages, enhancing critical thinking (Coyle et al., 2010) while developing transferable skills like problem-solving, digital literacy, and cross-cultural communication important in global workforces (Frigol et al., 2011).

CLIL upholds key ESP principles: needs-based instruction tailored to learners' linguistic and disciplinary demands (Hutchinson & Waters, 1987), learner-centered approaches focusing on autonomy and active learning (Coyle et al., 2010), and communicative emphasis on meaningful, functional language use preparing learners for real-life field communication (Dalton-Puffer, 2007). This alignment enables learners to gain both language proficiency and subject expertise in integrated, purposeful ways.

The CLIL-ESP combination increases learning authenticity and relevance, aligning with learners' future academic or professional contexts. CLIL is not ESP substitute but valuable addition making ESP programs more engaging, content-rich, and effective.

Designing ESP Courses Using CLIL

Implementing CLIL in English for Specific Purposes (ESP) requires careful planning to ensure that both language and content goals are met effectively. Course designers need to consider not only the language needs of learners but also the academic or professional knowledge and skills related to their fields. The integration must be pedagogically sound, contextually relevant, and responsive to learners' aims.

Key Stages in Designing CLIL-Based ESP Courses

Designing CLIL-based ESP courses involves several stages, from needs analysis and establishing content and language outcomes to integrating the findings into Coyle's 4Cs Framework. One effective strategy in CLIL-ESP course design is interdisciplinary collaboration. Language

teachers and subject-matter experts should work together to develop syllabi, co-teach sessions, or review materials to ensure accuracy and relevance.

The detailed step-by-step development process is shown in the table below:

Table 1 Stages in designing CLIL-Based ESP Courses

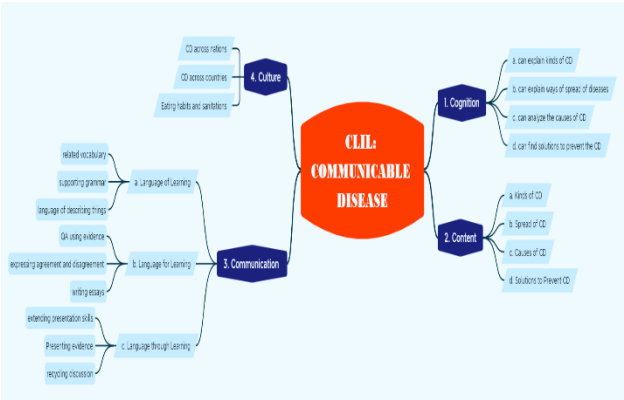
STAGES	DESCRIPTION
1. Conducting Needs Analysis	• Conducting needs analysis by identifying and analyzing present situation such as language proficiency, learning preferences, facilities, etc. and target situation such as learning goals in academic or occupation contexts). In this stage, current content plan or syllabus can be used as a starting point of NA.
2. Establishing Learning Outcomes	• Learning outcomes in CLIL-based ESP should dual focused (content and language) ✓ Content Outcomes relate to the mastery of specific disciplinary (understanding research methods) or specific occupation (understanding machine operation manuals) ✓ Language Outcomes relate to development of language skills that support content area e.g. doing academic presentation, writing experiment report
3. Integrating Coyle's 4Cs	• Content – Subject matter that learners need to acquire.

	• Cognition – Development of thinking skills and cognitive processing. • Communication – Language learning and use to articulate understanding. • Culture – Intercultural awareness and global citizenship.
4. Selecting and Designing Materials (content and tasks)	Materials in CLIL-ESP should be: • Authentic (e.g., academic articles, technical manuals, professional documentation) • Adaptable (suitable for varying proficiency levels) • Multimodal (videos, diagrams, digital tools)
5. Selecting Teaching Methods and media	• Teaching methods needs to support both content understanding and language development. • Scaffolding and tasks for teaching and learning activities • The support of printed and non-printed media
6. Selecting Assessment Strategies	Assessment should evaluate both content knowledge and language competence. Techniques include: • Formative assessment: quizzes, reflections, peer feedback • Summative assessment: projects, written reports, oral presentations

	Dual-assessment rubrics: combining content mastery and language use.
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Integration of Coyle’s 4Cs in CLIL Design: a Sample

Based on the stages in needs analysis above, course designers—ideally a collaboration between subject specialists and language specialists—can create a CLIL syllabus by focusing on Coyle’s 4Cs Framework. It is recommended that subject specialists use the lesson plans (syllabi) they usually develop and implement in their normal classes. Together with language specialists, content experts can discuss and formulate the other two Cs—Communication and Culture. Here is a sample of mapping the 4Cs for unit development.



Picture 2 Sample of CLIL mapping based on Coyle’s 4Cs Framework (Sujana et al., 2020)

As seen in the image above, course designers can use the 4Cs as starting points for development. The Content and Cognition aspects can be drawn from the current syllabus. New concepts to discuss include Communication related to language of learning, language for learning, and language through learning. Culture will refer to intercultural awareness and global citizenship.

Methodologies and Teaching Strategies

Effective CLIL-ESP implementation relies on methodologies supporting both content understanding and language development. Since learners engage with cognitively demanding material through second languages, teaching strategies must scaffold learning, promote interaction, and ensure meaningful engagement (Coyle et al., 2010; Dalton-Puffer, 2007).

Task-Based Learning (TBL) emphasizes meaningful task completion using target language, with ESP tasks modeled on real-world professional activities like writing reports, conducting presentations, or solving workplace problems (Ellis, 2003; Willis & Willis, 2007). Project-Based Learning (PjBL) allows deeper topic exploration through creating final products demonstrating both content and language knowledge, such as marketing campaigns, technical manuals, or health brochures (Stoller, 2006).

Scaffolding techniques address cognitive and language demands through pre-teaching vocabulary, visual aids, sentence starters, and interactive tools like concept maps (Gibbons, 2002). Cooperative learning enhances peer interaction and problem-solving through group presentations, discussions, and jigsaw reading tasks (Johnson et al., 1998).

Multimodal and authentic resources from professional journals, reports, websites, and instructional videos add authenticity and relevance (Meyer, 2009). Technology integration through Learning Management Systems, language corpora, and AI/VR tools enables personalized, flexible learning experiences (Hockly, 2012). Language Across the Curriculum (LAC) strategies ensure every subject instructor acts as a language teacher, using clear language and modeling discipline-specific discourse (Halliday, 1993).

Challenges and Considerations

While CLIL offers significant benefits for English for Specific Purposes (ESP) instruction, it faces several challenges. These challenges can be pedagogical,

institutional, or logistical. Recognizing these barriers is essential for educators and institutions that want to effectively implement CLIL-based ESP programs.

1. Dual Competence Requirement for Teachers

One of the biggest challenges in CLIL-ESP instruction is that instructors need to be both subject matter experts and skilled language teachers (Pérez-Cañado, 2012). Few educators have training in both areas, which can lead to content-heavy instruction without enough language support or overly linguistic instruction that lacks depth. Institutions must invest in professional development and interdisciplinary collaboration to address this gap (Sujana et al., 2023).

2. Assessment Complexity

Evaluating students' performance in CLIL-based ESP courses requires assessing both content mastery and language skills. However, many traditional assessment systems do not suit this dual-focus evaluation (Banegas, 2012). Instructors must create integrated rubrics and use both formative and summative assessments that accurately reflect learners' progress in both areas.

3. Material Development and Availability

Creating or finding suitable teaching materials that meet both content and language objectives is another major challenge (Mehisto et al., 2008). Authentic materials may not always be easy to understand, while simplified materials may lack disciplinary authenticity. Teachers often have to adapt existing materials or create their own, which takes time, expertise, and support from their institutions.

4. Learner Readiness and Language Proficiency

CLIL can be both cognitively and linguistically demanding, especially for students with lower English proficiency. Learners may find it hard to grasp complex content in a foreign language, resulting in decreased motivation or performance (Dalton-Puffer,

2007). Scaffolding strategies and differentiated instruction are critical to support diverse learner needs.

5. Curriculum and Institutional Constraints

Implementing CLIL within the existing curriculum may require major adjustments. Institutional policies, scheduling issues, and limited cooperation between departments can make it difficult to integrate CLIL (Coyle et al., 2010). Advocacy and support from the department or institution level are needed to enable cross-curricular design and teacher training.

6. Teacher Training and Professional Development

There is a lack of standardized training for teachers who work at the intersection of content and language instruction. Ongoing professional development programs, such as CLIL certification or co-teaching workshops, can help close the competency gap and promote a shared understanding of CLIL teaching methods (Lasagabaster & Sierra, 2009).

In conclusion, while CLIL has great potential to improve ESP instruction, its successful adoption depends on addressing these multi-faceted challenges. By proactively tackling these issues through institutional commitment, teacher training, and curriculum design, educators can unlock the full potential of CLIL in ESP.

Future Directions of CLIL In ESP

As global communication and professional mobility continue to grow, the connection between Content and Language Integrated Learning (CLIL) and English for Specific Purposes (ESP) is set for significant change. This section looks at emerging trends, technology integration, and institutional developments that may influence the future of CLIL in ESP.

1. Research Trends and Expanding Domains

Recent years have seen more interest in empirical research on CLIL implementation in non-traditional

fields like law, tourism, economics, and environmental sciences. Researchers are exploring learner perceptions, affective factors, long-term outcomes in language and content retention, and the impact of CLIL on employability and readiness for the workplace. These research directions will help refine CLIL-ESP methods and highlight the long-term value of integrated learning models (Nikula et al., 2016).

2. Digital CLIL and Technology-Enhanced Learning

Technological progress has created new opportunities for CLIL-ESP, such as AI tools for personalized feedback and instruction (e.g., Grammarly, ChatGPT), Virtual and Augmented Reality (VR/AR) for immersive simulations in medical, engineering, and business environments, and mobile learning apps to support vocabulary learning, speaking practice, and real-time content translation. Digital CLIL can improve access to authentic materials, promote learner autonomy, and encourage interaction beyond the classroom (Pérez-Cañado, 2012).

3. Curriculum Innovation and Interdisciplinary Integration

Institutions are moving toward integrated curriculum models that combine language instruction with specific discipline courses. These changes may include CLIL-based capstone projects, interdepartmental co-teaching modules, and ESP pathways within the general education framework. Such innovations reflect a shift from isolated language courses towards comprehensive approaches that prepare students for multilingual and multicultural workplaces (Frigols, et al., 2011).

4. Sustainability, SDGs, and CLIL-ESP

CLIL-ESP is increasingly aligned with global citizenship education and the Sustainable Development Goals (SDGs). Content related to climate change, equity, and global health can provide a meaningful context for language learning while

fostering awareness and critical thinking across disciplines (UNESCO, 2020).

5. Professional Development and Policy Support

The future of CLIL-ESP relies on investing in teacher training, collaborative platforms, and supportive policies (Sujana et al., 2023). Important areas include establishing CLIL-ESP certification programs, developing open-access CLIL materials, and reforming national and institutional language policies to support CLIL in higher education.

6. Global and Local Synergy

Successful CLIL-ESP implementation will require balancing international standards with local educational needs. Adapting materials, ensuring cultural relevance, and including regional languages and content will help achieve a broader impact and provide equitable access.

The future of CLIL in ESP is one of transformation and growth. With technological integration, research-backed practices, and institutional support, CLIL has the potential to redefine ESP instruction and elevate it to new heights of contextual, cognitive, and communicative sophistication.

Conclusion

This chapter examined the strong relationship between Content and Language Integrated Learning (CLIL) and English for Specific Purposes (ESP), highlighting how combining both methods improves language education in specific fields. CLIL blends content learning with language development, creating effective teaching models addressing changing global education and workplace needs.

Beginning with CLIL overview, the chapter detailed main principles using the 4Cs Framework—Content, Communication, Cognition, and Culture—showing their relevance to ESP's learner-centered and needs-driven focus. The CLIL-ESP connection lies in common emphasis

on practical language use, real materials, and transferable academic and professional skills development.

The chapter discussed designing and implementing CLIL-based ESP courses, noting importance of needs analysis, content-language integration, interdisciplinary teamwork, and dual-focus assessments. Methods like task-based and project-based learning, diverse resources, and technology incorporation were highlighted as effective approaches supporting learners' cognitive and language development.

Acknowledged challenges include teacher qualification gaps, assessment difficulties, and material development limits, with solutions involving professional development, institutional support, and curriculum changes. Case studies illustrated successful CLIL-ESP integration in business, engineering, medicine, and environmental education fields.

Looking forward, CLIL in ESP will be influenced by ongoing research, technological advancements, and global educational goals like SDGs. Innovations in digital teaching methods, interdisciplinary course design, and policy support will solidify CLIL practices in higher education.

In summary, CLIL in ESP offers progressive language education approaches connecting language skills with subject knowledge, providing learners tools for success in multilingual academic and professional settings. As educational institutions continue globalizing and diversifying, CLIL remains a strong framework for improving ESP instruction quality and relevance.

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PROBLEM-BASED LEARNING IN ESP

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Introduction

English for Specific Purposes (ESP) has emerged as a significant domain in English language teaching, responding to learners' specific needs in academic, professional, and vocational contexts. Traditional methods of instruction often fall short in catering to the dynamic and context-based requirements of ESP learners. In contrast, Problem-Based Learning (PBL) offers a learner-centered approach that aligns well with the real-world orientation of ESP.

PBL emphasizes collaborative learning through the exploration and resolution of real-life problems. This method develops not only linguistic competence but also critical thinking, communication, and problem-solving skills, core competencies in both academic and workplace settings. Given these advantages, integrating PBL into ESP instruction can result in a more meaningful and effective learning experience.

This chapter explores the application of PBL in ESP, outlines a general formula for designing PBL activities, illustrates a case study from a vocational institution, provides an example of PBL activity in a technical ESP context, and concludes with recommendations for practitioners and researchers.

Kinds of PBL in ESP According to Experts

Project-Based Learning (PBL) in ESP is not a one-size-fits-all methods and adapts to learners' needs, professional contexts, and real-life communication tasks. Scholars such as Stoller (2006), Beckett & Slater (2005), and Krajcik & Blumenfeld (2006) have emphasized the flexibility of PBL in language education and its alignment with task-based, experiential, and constructivist learning theories.

Below are explanations for each kind of PBL:

1. Product-Oriented PBL

Students develop a final product (manual, brochure, website, catalog) that reflects their field-specific knowledge and uses authentic language.

Key Features:

- a. Emphasis on **written output**
- b. Targeting workplace communication
- c. Students must plan, draft, edit, and present their work

Expert Backing:

“Product-focused projects allow students to produce documents that simulate professional output in the target language.” **(Stoller (2006))**

Example:

- a. **ESP for Mechanical Engineering:** Create a technical datasheet for an invented product.
- b. **ESP for Business:** Develop a company profile or marketing flyer in English.

2. Performance-Based PBL

Students engage in a simulation, role-play, or presentation that mimics professional activities and requires oral language production.

Key Features:

- a. Focuses on **spoken interaction**
- b. Students prepare and perform in real or simulated workplace situations
- c. Encourages **fluency and confidence**

Expert Backing:

“Projects that involve real-world tools and performance tasks offer students rich opportunities to apply what they learn.” (**Krajcik & Blumenfeld (2006)**)

Example:

- a. **ESP for Nursing:** Simulate patient-nurse dialogues in English.
- b. **ESP for Hospitality:** Act out a check-in/check-out scenario in English.

3. Problem-Solving PBL

Students tackle a **realistic problem**, analyze it, and present a solution using both content knowledge and English communication.

Key Features:

- a. Emphasizes **critical thinking**
- b. Encourages collaboration and negotiation
- c. Students explain and defend their solutions

Expert Backing:

“Problem-based learning is a constructivist approach that places the learner at the center of meaningful investigation.” (**Barrows (1986)**)

Example:

- a. **ESP for Environmental Engineering:** Propose a sustainable energy solution and justify it in English.
- b. **ESP for IT:** Identify a user experience problem in an app and propose improvements.

4. **Inquiry-Based or Research Projects**

Students conduct **original investigations**, collect data, and present their findings through reports, infographics, or presentations.

Key Features:

- a. Involves **data gathering** (surveys, interviews, observations)
- b. Develops **academic language and report writing skills**
- c. Useful for bridging ESP with academic English

Expert Backing:

“Projects should require learners to ask questions, investigate answers, and share results, just like professionals do.” **(Beckett & Slater (2005))**

Example:

- a. **ESP for Medicine:** Investigate local health trends and report in English.
- b. **ESP for Education:** Conduct a needs analysis of English use in local industries.

5. **Service-Learning PBL**

Students contribute to the **community** while using their ESP knowledge and English skills. These projects combine social responsibility with practical communication.

Key Features:

- a. Promotes **civic engagement**
 - b. Students use English to educate or assist others
 - c. Language is used in **authentic, socially meaningful contexts**
- Expert Backing:

“Service-learning connects academic content with community action and fosters language development through meaningful service.” **Bringle & Hatcher (1996)**

Example:

- a. **ESP for Public Health:** Create bilingual public health posters for rural areas.
- b. **ESP for IT:** Teach elderly citizens how to use mobile apps, using English instructions.

6. **Cross-Disciplinary or Integrated PBL**

Projects that **integrate English learning with content courses**, such as engineering, business, design, or health sciences. Often involves **team-teaching** or inter-department collaboration.

Key Features:

- a. Combines **language with field-specific knowledge**
- b. Encourages **holistic learning**
- c. Often used in vocational and polytechnic education

Expert Backing:

“Projects situated within students’ disciplines are more motivating and meaningful, especially when instructors work together to guide them.”
Stoller (1997)

Example:

- a. **ESP for Culinary Arts:** Develop a recipe video in English with nutritional facts.
- b. **ESP for Architecture:** Present a building design in English to simulate an international client meeting.

Table 1. Summary of Educational Theories
Supporting These Models

Theory	Key Figure	Link to PBL in ESP
Constructivism	Vygotsky, Piaget	Learners build knowledge through meaningful projects
Experiential Learning	Kolb	Learning by doing and reflecting in real contexts
Task-Based Language Teaching	Ellis	Language learned through purposeful tasks
Situated Learning	Lave & Wenger	Language learned best in real professional contexts

Implementing PBL in ESP Classroom

The application of PBL in ESP involves five key stages:

- 1. Identify Real-World Problems Aligned with Learners' Fields**

Choose or co-construct authentic problems that reflect the tasks learners might encounter in their profession or discipline.

- 2. Form Collaborative Groups**

Students work in small groups to encourage teamwork, negotiation of meaning, and active engagement with the target language.

- 3. Research and Inquiry Phase**

Learners conduct research using discipline-specific texts and materials, including technical manuals, workplace documents, or academic articles.

- 4. Solution Design and Presentation**

Groups propose solutions in the form of reports, presentations, or simulations using the appropriate discourse and vocabulary of their field.

- 5. Reflection and Feedback**

Students reflect on both their language use and problem-solving process. Instructors provide formative feedback focusing on content, accuracy, and language use.

This structure provides scaffolding for both content understanding and language acquisition, situating learning within the context of students' future use of English.

Case Study: Vocational Engineering Students in Indonesia

PBL Task for English for Engineering in Vocational Higher Education

Title: Troubleshooting an Industrial Electrical Panel: Technical Report and Client Communication

Problem Statement:

You are a team of electrical engineering technicians working at a local service company. A manufacturing plant reports repeated malfunctions in their main electrical distribution panel, causing delays in production. Your task is to investigate possible causes, write a technical fault analysis report, and prepare a short client briefing presentation in English.

Learning Objectives:

1. Use field-specific vocabulary related to electrical systems (e.g., “overcurrent relay,” “circuit fault,” “load imbalance,” “short circuit analysis”)
2. Practice writing a technical report including description, diagnosis, and recommendations
3. Develop professional communication skills for client interactions in English
4. Apply English in documentation, safety instructions, and oral presentation of technical data

PBL Steps:

1. Problem Introduction

- a. Teacher introduces the problem through a video showing an electrical panel malfunction or a simulation.
- b. Students are asked to identify symptoms and hypothesize possible causes.

2. Group Work

- a. Students work in groups of 4–5 to:
 - 1) Analyze wiring diagrams and load charts
 - 2) Simulate the panel setup using free circuit design tools
 - 3) Identify potential problems (e.g., loose connections, overload, short circuit)

3. Language Support

- a. Vocabulary worksheet with terms like “trip signal,” “thermal overload,” “residual current,” and “lockout/tagout procedures”
- b. Sentence starters for writing reports:
 - 1) “The issue was traced to...”
 - 2) “We recommend the installation of...”
 - 3) “Based on our analysis, the fault is likely caused by...”

4. Outputs

- a. **Technical Report** (500–800 words): includes background, fault analysis, suggested solutions, safety considerations, and a conclusion.
- b. **Client Briefing Presentation:** A 5-minute oral presentation to a simulated client (role-played by the teacher or another group), explaining the issue and solution using simplified technical English.

5. Presentation and Peer Review

Each group presents and receives peer feedback based on clarity, use of English, accuracy of explanation, and professional tone.

6. Reflection

Students write a short reflection in English on the communication challenges they faced and new vocabulary learned.

Assessment Criteria:

Table 2. Source: Krajcik, J. S., & Blumenfeld, P. C. (2006)

Component	Weight
Technical Accuracy	30%
English Language Use	25%
Report Organization	15%
Presentation Skills	20%
Team Collaboration	10%

Rationale

This PBL activity mirrors authentic tasks electrical engineering graduates face in industrial settings. It promotes functional English use while encouraging problem-solving, teamwork, and technical reasoning, key skills for vocational higher education students preparing for the workforce.

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COLLABORATIVE AND AUTONOMOUS LEARNING IN ESP

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Collaborative and autonomous learning are two common approaches in education. Although they may seem contrasting, they can be combined effectively for powerful learning outcomes. The first emphasizes teamwork and peer interaction in learning, while the latter focuses on individual responsibility and self-directed learning. In collaborative learning, students are encouraged to conduct the learning process together with others in groups or in peer interaction in discussing, sharing idea, and achieving the learning goal. Meanwhile, autonomous learning focuses on the student's ability to be responsible on their own learning process, to decide the aims of learning, and to evaluate the process. Integrating both approaches enhances understanding, strengthens learning goals, and creates a positive classroom atmosphere.

Collaborative Learning in ESP

One key difference between English for Specific Purposes (ESP) and General English (GE) is the focus of learning. ESP emphasizes material development in specific contexts such as economics, business, health, engineering, and technology. The goal of English for Specific Purposes (ESP) is to enhance the language skills necessary for learners to perform effectively in their chosen profession. For instance, an ESP program designed for physiotherapists might concentrate on medical terminology specific to physiotherapy and effective communication within a healthcare setting. However, the principles of collaborative

learning are similar to those of General English (EG): peer interaction, teamwork, active learning, and discussions. In the learning process, the class should be set in attractive and comfort atmosphere so that each learner could participate actively with pair or in group. They, with a team or a peer, will work together freely to share ideas, complete assignments, solve problems, and produce products, such as conversations. Moreover, in collaborative learning, some benefits would be achieved, as below:

1. Improving student's higher-level thinking.

In ESP learning, the specific material related to the students' major, especially in reading topic, will be learnt and discussed together with a team or a peer. They are required to understand the topic, to learn English terminology, then they have to express their thought of the passages. Thus, each of them will elaborate their ideas to conclude the meaning of each paragraph. Of course, the process will enrich their insight and perception toward the topic.

Moreover, during discussions, students encounter situations where they must share their perspectives, work together to solve problems, analyze information, defend and evaluate arguments, and strive to establish creative solutions. Working in groups provides students with the opportunity to consider different points of view and various approaches, encouraging them to challenge their own assumptions. Besides, during the process, the students are required to filter information and to learn to approach complex problem collectively. Then, they have to brainstorm some alternative solutions, to explain the concepts, to receive feedback one another, and to conclude various best solution, and the last they understand the given material. (Rahman, Masitoh, & Mariono, 2022)

2. Focusing on Specific Skills

Collaborative learning in ESP encourages and enhances students' skills, such as improving their reading, writing, listening, or speaking skills, as well as the specific language skills needed for their field of

study. For example, reading topics related to midwifery greatly helps students enhance their reading skills and expand their English vocabulary within the context of midwifery.

Another example is in the tourism and travel major, one of the most essential skills for students is the ability to communicate effectively with a diverse range of people in their future professions. Collaborative learning provides numerous opportunities for students to enhance their speaking abilities through practice with their peers. By exploring new vocabulary and constructing sentences and paragraphs, they can better prepare themselves for the demands of their future careers. (Hasibuan & Chandra, 2023)

3. Developing professionals' skill

As ESP focuses on preparing students for the language requirement based on their future profession, collaborative learning greatly supports them in developing communication skills and teamwork ability in their future careers. In English for Physiotherapy courses, relevant readings are provided to students based on their field of study. With their academic background, students work together to understand the topics presented. This process has two key benefits: first, students become accustomed to comprehending English texts; second, they enhance their knowledge in their area of study. (Simonova, 2019)

4. Supporting learning environment and improving communication skill

Collaborative learning offers students the chance to learn from one another, share opinions, and provide feedback, which helps improve their confidence and public speaking skills. Moreover, during the process, it requires the students to practice, and to discuss the specific topic related to their field of study. Collaborative learning is an effective approach to encourage students to work together in achieving their learning goals and learning from one another through

communication during interactions. It creates an environment where dialogues are fostered, ideas are exchanged, and active participation is essential. Throughout this process, students are encouraged to interact naturally as a team, convey their messages and thoughts, actively listen to conversations and discussions, and reach a comprehensive understanding of the given topic. (Agustina , 2022)

Additionally, collaborative learning offers several benefits that enhance the learning environment and improve communication skills. It fosters a culture of open communication, encouraging students to actively engage with one another. This interaction not only involves listening to words but also understanding the intentions and emotions behind them. Furthermore, students naturally develop tolerance for diverse thoughts and perspectives, which helps them in problem-solving and completing tasks. (Respati , 2018)

Autonomous Learning In ESP

Autonomous learning differs from collaborative learning, which involves working in groups or pairs. In autonomous learning, students take responsibility for their own education by setting their own learning goals and choosing their preferred methods. This process requires a high level of motivation, self-regulation, and self-reflection. In autonomous learning, the learner has their own journey and determines the subjects to be learned based on individual needs, timing, location, and the strategies they will use. Below are some key points of autonomous learning:

1. Setting Learning Goals

In English for Specific Purposes (ESP), it is essential for students to understand and articulate their learning goals in English, aligning them with their specific needs. With the guidance of their teacher, students should first identify their learning needs before setting goals. This step is important as students

need to analyze their specific requirements in relation to their field of study or profession. By doing so, they can determine which skills in English learning, including grammar, are most relevant to their needs. (Budianto & R. Mason, 2022)

Based on the needs, the further step is they have to plan clear, achievable, and measurable goals and it has to be in line with the learning objective of the field of study. For example: in Physiotherapy students, instead of "improve English," a goal might be "be able to understand research papers in my field" or "mention a technical English in Physiotherapy."

2. Enhancing Motivation

Throughout the learning process, students must maintain their motivation by fostering a genuine desire to learn. To achieve this, the classroom atmosphere should be interesting, pleasant, relaxed, and engaging. In this process, the teacher's role is very crucial, they have to assess the students objectively and encourage the students constantly with various compliment to shape strong motivation. In addition, motivation has taken significant role to improve the communication skills so the students could take part actively in the class and in any communicative situation in one or another realm. It strengthens the sense of pride in their profession of the field of study, as well. Moreover, Students not only acquire a certain set of knowledge and skills in the learning process, but also develop systematic competence that are reflected in the formation of the ability to solve problems and issues in the essential areas for individuals in the future, such as economic, political, cultural and informational. These endeavors also play a role as the main motivating factor of the students, and this exchange process, which changes from the paradigm of learning to the paradigm of mastery, contributes to the improvement of the system of their independent learning. The main purpose of this is not just to take place as a form of educational process, but its basis, a way to form professional independence, increasing the

readiness for autonomous and continuous education in the context of rapid renewal and change of knowledge. (ShahnozaAripova , 2021)

3. Taking Initiative

During the class, learners should be encouraged to seek out learning opportunities and engage actively in the learning process, such as taking part in reading discussions and demonstrating their speaking skills in front of the class.

Furthermore, A willingness to accept responsibility for active learning appears to be the key point of an autonomous learner. Rather than relying only on the instructor and course materials, an autonomous learner demonstrates initiative in learning through robust planning, implementing effective strategies, and systematically monitoring and evaluating progress.

4. Reflecting and evaluation

In English for Specific Purposes (ESP), both keys are essential components of autonomous learning, as they enable students to assess and identify their learning progress and determine the most appropriate learning strategies. Additionally, students should actively monitor their progress, focusing on material that they find easy and recognizing areas where they need to put in more effort. This requires effective self-monitoring throughout the learning process.

Through reflection and evaluation, students need to identify and highlight their strengths and weaknesses in specific areas of English for Specific Purposes (ESP), such as speaking skills, listening skills, vocabulary, or grammar related to their field of study. Additionally, reflecting on their learning process encourages students to discover the most effective learning strategies and to focus on areas where they need improvement. (Ortíz, 2005)

Benefits of Autonomous Learning

In learning process including in ESP, autonomous learning serves some benefits, including increasing motivation and engagement, enhance self-confidence, and problem-solving abilities.

Below further explanations of benefits of autonomous learning:

1. To increase motivation

When learners are able to manage their own learning, they are more likely to be motivated. Meanwhile, taking their own learning journey creates their responsibility of their learning improvement and force them to create and increase their motivation.

Besides, when learners are intrinsically motivated, they are more likely to engage with learning for its own sake, rather than relying solely on external rewards or pressures. This intrinsic motivation fuels a love of learning and a belief in their own capacity to achieve, leading to a positive cycle of self-confidence and further learning.

In ESP learning, motivation plays a crucial role in the learning effectiveness. It significantly has effect on students' activity, effort, and ultimately, their success in acquiring the specialized language skills needed for their fields. When students are motivated, they are more likely to actively participate, persist through challenges, and apply their learning to real-world situations.

2. To enhance Self-Confidence

Autonomous learning, where learners handle their own control of the learning, may highly enhance self-confidence. By improving skills such as self-directed learning, learning aim setting, and self-reflecting and evaluating, students obtain a sense of control and achievement, and it directly impacts their self-esteem.

Furthermore, in autonomous learning, students know what to do, how to reflect on and evaluate their areas

of improvement, and make an effort to solve the problems. In English for Specific Purposes (ESP), one of the key factors in achieving the learning objectives is students' self-confidence. Self-confidence encourages students to actively participate in class, overcome challenges, and strive to meet their learning goals. Without self-confidence, students tend to perform their tasks with doubt, feel shy about speaking or sharing their opinions, and miss opportunities to showcase their skills. This lack of confidence significantly affects their learning process and their ability to succeed.

3. To enhance critical thinking and problem-solving abilities

In autonomous learning, the entire process is under the students' control. As mentioned earlier, they must set their own goals and determine the strategies to achieve them. Throughout this process, they are encouraged to evaluate their areas of improvement and make an effort to find solutions. This approach enhances their critical thinking skills and improves their ability to solve problems that arise during learning. Furthermore, throughout the process, students learn to develop their ability to analyze the material, evaluate the mistakes and challenge, and determine the solution independently.

The Implementation of Collaborative and Autonomous Learning in ESP

Research conducted by the writer focused on the implementation of collaborative and autonomous in one class of Physiotherapy student. The subject was English for Physiotherapy served in the fourth semester students; consisting 17 students. Related to this study, the main data are detailed descriptions of teaching strategies implemented by the lecturers in the classroom gathered through recording and note-taking as the activities done by the lecturers in their classes. Since this study was a qualitative study, the researcher was the main instrument of the research. The data in this research were collected

through observation. An observation becomes an effective means of learning to observe how certain teaching strategies were implemented in the classroom, how classrooms are organized, and how students respond to the classroom environment. The learning process has been conducted in 16 meetings, and every two meetings the topic has been replaced. The strategies applied during the process has changed and combined considering the students' conditions and their needs as well. Below are explained how collaborative and autonomous learning approaches applied during the learning for one semester:

1. Self-Direct Learning

This strategy has been implemented for all meetings with varying schedules. Soft music has been played at the beginning of the class to help students relax and create an atmosphere conducive to studying, concentration, and memory retention. Typically, this music is played for the first fifteen to twenty minutes. Once the students feel motivated and show interest in learning, the music is stopped, and the class begins. Additionally, this type of music is often played in the middle of the learning process while students are working on their assignments. Throughout the process, students are given tasks to complete, encouraging them to take responsibility for managing and fulfilling their assignments. In one chance, the students were given the opportunity to watch the English video from the learning English websites, then they were provided time to discuss the content of the video.

2. Think-Pair-Share

The strategy was implemented in a meeting focused on two topics: "Physiotherapist Roles and Responsibilities: A Complete Guide" and "What are the Mental and Physical Health Benefits of Exercise?" The session included several passages that required discussion. At the beginning of the class, students were presented with reading passages to understand individually. They were given adequate time to

comprehend the content. After this, they partnered up to explore their ideas. Each partner had the opportunity to discuss the main ideas of the passages, express thoughts related to the content, and engage with one another's viewpoints. During this process, they were encouraged to listen actively to their partner's ideas and to engage in discussions about the topic. At the end of the session, students had the opportunity to share their interpretations of the passages. They explained the main idea of each paragraph, summarized the author's ideas, and expressed their thoughts related to the topic.

3. Communicating Language Teaching

In the classroom, Communicative Language Teaching (CLT) is implemented through activities that encourage students to interact and negotiate meaning. For this session, the topic of "Socializing in the Workplace" was chosen to apply this strategy. The focus was on developing students' ability to communicate in the target language through real-world interactions. By the time they graduate, they are trained to be candidate physiotherapists.

In this activity, students were required to imagine and role-play as real physiotherapists in a workplace setting. They worked in groups to discuss how they should behave at work and how they could socialize with their colleagues. Students were given sufficient time to share their ideas with partners about the importance of socializing in a work environment. They also explored ways to interact with seniors, coworkers, and customers (patients).

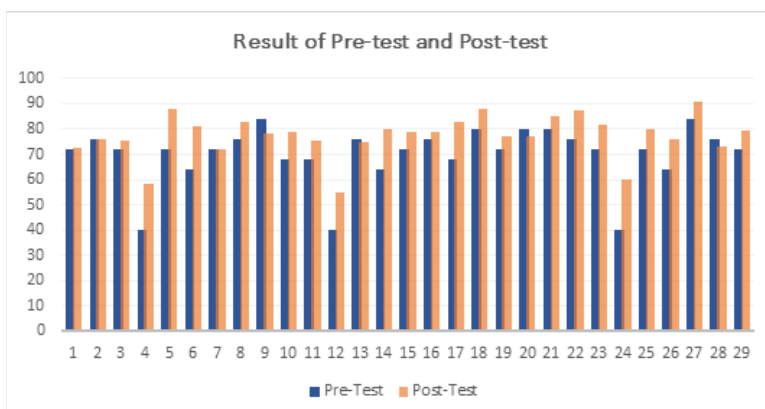
Most students were enthusiastic about discussing the topic, engaging in active conversations and providing creative responses. However, a few remained passive during the discussions.

4. Work in Groups

Similar to the Communicative Language Teaching (CLT) approach, this strategy was also utilized during

the learning process. In the topic "Speaking of My Dream as a Physiotherapist," students formed small groups to share their dreams, hopes, and plans for their future careers as physiotherapists. They participated in various activities together, including answering numerous questions posed by the teacher related to the topic. Additionally, they were given time to argue, debate, and discuss their ideas. Finally, they presented their thoughts to the class and engaged in a question-and-answer session.

After 16 meetings has passed, the teacher has examined the effect of implementing both approaches (Collaborative and Autonomous Learning) and presented the result as below:



The data indicates that there is a significant improvement in English skills after implementing both approaches during the learning process. All students showed an increase in their scores on the same test administered before and after the implementation. When briefly considering this result, it is obvious the applied approach works efficiently in teaching/learning English for Physiotherapy through autonomous work and collaborative learning.

The Challenges of Collaborative and Autonomous Learning in ESP

Integrating both learning approaches in ESP are indicated effective to improve the student's ability in achieving the learning goals, increasing their motivation, and creating nice and positive learning atmosphere. However, there are some challenges of implementing both approaches, number 1-4 are those in collaborative learning, which explained below:

During discussion, some students may actively participate and dominant, while others just become 'spectator' without any willingness to engage into it.

In one group, students possess various levels of ability, which can lead to communication barriers, such as a lack of clarity during discussions. This situation may also result in personality clashes, negatively affecting the exchange of ideas, the provision of feedback, and the overall depth of elaboration during discussions.

The discussion cannot proceed smoothly or achieve its goals without trust and respect among the students in a group. During the process, students may hesitate to speak or feel uncomfortable sharing and expressing their ideas and thoughts, or even asking questions for clarification.

In online settings, coordinating schedule and finding time for elaboration a one topic, might have its own challenge.

In autonomous learning, challenges arise in traditional classroom settings where teacher-centered learning has dominated for a long time. The students often lack the structured support and guidance from the teacher.

Staying motivated and focusing on one's responsibilities can be challenging, especially when the classroom atmosphere becomes boring and there is no external pressure to regain motivation.

There are some challenges in implementing collaborative and autonomous learning. To minimize challenges, it is suggested for the teachers to make effort in establishing

an adoptable framework. Thus, a teacher can encourage the students at various stages in autonomous learning.

Besides, collaborative learning is essential for students, particularly university students, to thrive in the era of globalization. By adopting this approach, students have the opportunity to collaborate, learn from one another, support each other, and progress together. Additionally, their diverse backgrounds and experiences help them learn to respect and manage differences among themselves. If students become accustomed to working together in class and appreciate these differences, they will likely be better equipped to interact positively with others who have different perspectives and backgrounds. Furthermore, this method prepares students to meet the challenges of today's globalized world.

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BLENDDED LEARNING IN ESP

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Overview of Blended Learning in ESP

In the digital transformation era, conventional learning approaches are no longer adequate in meeting the needs of contextualized and profession-based language learning, as found in English for Specific Purposes (ESP) teaching. In the context of higher education and vocational training, blended learning, which combines face-to-face and online learning, is a strategic alternative that supports flexibility, effectiveness, and personalization of learning. (Wang & Derakhshan, 2021)

ESP is an approach to English language learning that is tailored to the specific needs of professional fields, such as medicine, engineering, business, or tourism. The main characteristics of ESP are needs-based, contextual, and goal-based (Ali & Razali, 2020a). Therefore, teaching methods in ESP cannot be generalized, but must target the development of language skills that are directly relevant to real work contexts.

The application of blended learning in ESP allows the creation of learner-centered learning, facilitating the rhythm of self-learning through learning videos, interactive modules, and online simulations, complemented by discussions and hands-on practice in class. This model increases motivation and participation and strengthens ESP students' critical thinking and collaborative skills (Rahimi & Fathi, 2021). In a flipped classroom, for example, students can access technical materials online and put them into practice, such as

clinical presentations or job interview simulations during offline meetings.

Another advantage of blended learning is its ability to integrate authentic materials and real-world tasks, two important elements in ESP. Zhang & Zou, (2021) highlighted that ESP learning that contains authentic tasks- such as digital medical forms, company financial statements, or project technical maps increases students' relevance and professional skills. In this case, learning is not only about language acquisition, but also context understanding and field practice.

On the pedagogical side, blended ESP strongly supports task-based and project-based learning approaches, which require students to work on collaborative tasks based on real-world scenarios. For example, ESP students in tourism can be tasked with creating a virtual itinerary for foreign guests online and then presenting it in a class forum. Lin & Lan, (2020) state, "The project-based model in blended ESP facilitates both linguistic development and workplace readiness simultaneously."

Although promising, implementing blended learning in ESP also faces challenges such as technological limitations, low digital literacy among teachers and students, and gaps between online content and offline practices. Research by Yang et al., (2022) asserts that "ESP learners in rural or resource-limited areas often struggle with reliable access to digital infrastructure," which can widen the gap in learning quality.

However, recent studies have shown positive results. Rahimi & Fathi, (2021) analysis found that blended learning significantly improved the technical vocabulary acquisition and professional communication skills of ESP students. Ali & Razali, (2020b) also noted that blended learning expands access to learning for vocational or professional students who have time and location constraints. In the context of Indonesia or developing countries, this is particularly relevant for the remote area.

With the development of learning technology and the globalization of the job market, blended learning is no

longer just an alternative but a necessity in ESP teaching. The combination of online flexibility and the depth of in-person interaction can form a learning ecosystem that is adaptive, contextual, and ready to face the demands of today's industry.

Implementation of Blended Learning in English for Specific Purposes (ESP) Learning

Implementing blended learning in teaching English for Specific Purposes (ESP) requires systematic and needs-based planning to be effective, and by the characteristics of professional learners. This approach cannot be done haphazardly, because ESP itself is highly contextual, tied to specific academic or industrial fields, and oriented towards using English in real situations. Therefore, there are five main stages that can be used as guidelines for implementing blended learning in ESP.

1. Needs Analysis

The crucial first step is to conduct a needs analysis, which identifies learners' language needs based on their academic background, field of work, and communicative goals. In the context of ESP, this Analysis concerns their current language competence and the language demands of their workplace or study. Basturkmen, (2021) states that "needs analysis provides the empirical foundation for ESP course design, ensuring instructional alignment with specific communicative demands of the profession." In other words, without this stage, learning materials and methods can miss the mark.

2. Learning Design and Model Selection

Once the needs are identified, the next step is to design a suitable blended learning system. Models such as the flipped classroom, station rotation, or enriched virtual learning can be chosen based on the context and learner profile. The key to this stage is the balance between complementary online and offline activities. Graham, (2020) emphasized that "the success of blended learning relies on the pedagogical alignment

of goals, instructional activities, and assessments across delivery modes." This means online and face-to-face learning should be designed as one cohesive curriculum.

3. Development of Digital and Contextualized Teaching Materials

The next step is to develop digital-based and authentic ESP materials. Good materials are not only in the form of teaching texts, but also include videos, interactive simulations, and case-based materials appropriate to the learners' fields. For example, recordings of technical presentations, machinery manual documents, or professional emails between engineers can be used for English for Engineering. In their study, Albiladi & Alshareef, (2019) showed that "authentic materials in blended ESP contexts significantly enhance learner engagement and task relevance." Therefore, the development of materials should consider direct integration into professional practice.

4. Learning Implementation and Learning Process Facilitation

In the implementation stage, lecturers need to manage two learning modes: synchronous (such as face-to-face discussions or Zoom) and asynchronous (LMS modules, online quizzes, forum discussions, and project assignments). The lecturer's role is not just as a teacher, but as a facilitator who guides, provides feedback, and protects participants' learning motivation. As Garrison & Vaughan, (2021) stated, "high-quality instructor-student interaction is central to the success of blended learning, especially in reflective and collaborative learning environments." This means that interaction and guidance should be designed so that participants feel supported, even in an online space.

5. Continuous Evaluation and Reflection

The final stage is evaluation, both of learner achievement and the effectiveness of the learning

model. Assessment in blended ESP should be authentic, reflecting language competence in real work situations-such as professional presentations, technical report writing, or role plays with foreign colleagues. Zhang & Zou, (2020) assert that "formative, continuous assessment in blended ESP settings allows instruction to remain responsive to learners' evolving needs." Evaluation is not enough through a final exam, but needs to be designed in cycles that support feedback, reflection, and continuous improvement.

Applying these five stages in a structured way-needs analysis, model design, authentic material development, integrated implementation, and formative implementation of blended learning in ESP can be effective, contextualized, and adaptive to the needs of professional learners. This will encourage the formation of language learning that is not only academic, but also applicative and in line with the realities of the global workplace.

Crucial Aspects in The Implementation of Blended Learning in English for Specific Purposes (ESP) Classes

The implementation of blended learning in English for Specific Purposes (ESP) classes requires in-depth attention to a number of crucial aspects to make learning effective and relevant to learners' professional needs. Unlike general English teaching, ESP is designed to meet the language demands of specific academic and work contexts. Therefore, the success of blended learning in ESP largely depends on how the following aspects are thoroughly designed and integrated.

1. Relevance of Professional Context

The most fundamental aspect of ESP is context. Teaching materials should be developed based on learners' linguistic needs according to their field of expertise, such as medicine, engineering, or hospitality. Non-contextualized materials will be challenging to apply in real work situations. Anthony, (2018) asserts that "ESP is successful when there is a

direct and authentic link between the language content and the professional context of the learners." Thus, each blended ESP module should reflect the real world of work to make it more meaningful and applicable.

2. Integrated Instructional Design

An effective blended learning design should cohesively integrate synchronous (face-to-face) and asynchronous (online) learning. Various methods, such as flipped classrooms or modular blended sequences, should be designed based on the learning objectives and participants' profiles. Garrison & Vaughan, (2021) emphasize the importance of continuity between these two learning modes: "The strength of blended learning lies in its ability to create a seamless learning experience through the integration of face-to-face and online modalities."

3. Technology and Digital Accessibility

Learners' technological readiness varies widely, especially in the context of vocational education or in areas with limited infrastructure. Therefore, selecting digital platforms and tools must consider accessibility and affordability factors. Graham, (2020) in his study states that "technological inclusiveness is key to equitable access in blended learning, particularly in resource-constrained environments." Learning materials should be accessible across devices and network conditions.

4. Social Interaction and Engagement

Active interaction between learners and teachers is key in language learning, especially in ESP, which demands professional communication skills. This interaction should be built in blended learning through online and face-to-face collaborative activities such as case-based discussions, project simulations, and team presentations. Zhang & Zou, (2020) point out that "social and cognitive engagement are strong predictors of success in blended ESP settings."

5. Performance-Based Evaluation

The evaluation model in blended ESP should reflect language skills used in professional situations, not just mastery of language structures. Evaluations such as writing technical reports, simulating job interviews, or drafting business correspondence are considered more relevant. Basturkmen, (2021) emphasizes that "performance-based assessment provides a more valid measure of learners' ability to use language in professional contexts."

6. Motivation and Support for Independent Learning

As blended learning encourages independent learning, teachers must provide motivational encouragement and regular assistance. Supportive interactions, meaningful task design, and constructive feedback can increase students' active participation. Albiladi & Alshareef, (2019) concluded that "meaningful task design and instructor presence are critical to maintaining motivation in blended ESP learning environments."

By paying attention to the above aspects of context relevance, instructional design, technology access, active interaction, performance evaluation, and motivation, implementing blended learning in ESP can be strategically designed to equip learners with applicable English skills ready for professional use.

Advantages of Blended Learning in ESP

Blended learning offers various strategic advantages that are highly relevant to the characteristics and needs of English for Specific Purposes (ESP) learning, especially in the context of higher education and professional training. In 2020-2025, recent studies consistently show that this approach strengthens the flexibility, effectiveness, and contextualization of professional-based English language learning.

1. Increases learning access and flexibility

Blended learning increases learning access and flexibility, allowing participants to organize the time and place of learning according to their professional or academic pursuits. Rahimi & Fathi, (2021) assert that "blended ESP instruction allows learners to manage time more effectively while maintaining consistency in content delivery across digital and face-to-face settings."

2. Reinforces contextualized learning

Blended learning reinforces contextualized learning through authentic materials, such as simulation videos, professional documents, and field case studies. According to Wang & Derakhshan, (2021b), "learners in ESP programs showed higher motivation and task engagement when exposed to field-specific, authentic tasks in blended formats." This approach makes learning more meaningful and directly relevant to the world of work.

3. Encourages learning independence and personal responsibility

Blended learning encourages learning independence and personal responsibility. In the flipped classroom framework, learners can study theoretical materials online before face-to-face meetings. Zhang & Zou, (2022) note that "blended learning strengthens self-regulation and learner autonomy, especially when asynchronous learning modules are well-designed and scaffolded."

4. Creates a richer and more diverse learning experience

This approach creates a richer and more diverse learning experience, integrating various learning media such as text, video, audio, quizzes, and interactive forums. Lin & Lan, (2020) state that "multimodal delivery in blended ESP courses enhances learner satisfaction and improves technical vocabulary and expressions retention."

5. Allows for more continuous and adaptive assessment

Blended learning allows for more continuous and adaptive assessment through LMS and digital platforms that enable task-based formative assessment. Ali & Razali, (2020a) state that "digital formative assessment in blended ESP courses supports timely feedback and enables alignment with workplace communication tasks."

6. Strengthens collaborative interactions between learners and instructors

Blended learning strengthens collaborative interactions between learners and instructors, especially in online forums and profession-based group projects. Zhang & Zou, (2020) note that "collaborative engagement in blended ESP fosters social presence and improves confidence in professional discourse."

Blended Learning Model in English for Specific Purposes (ESP)

Blended learning in English for Specific Purposes (ESP) teaching is a combination of online and offline methods and a pedagogical approach designed to create optimal, contextualized, and learner-centered professional learning experiences. Various blended learning models can be implemented in ESP, depending on the learning objectives, participants' characteristics, and the readiness of supporting technology and resources.

1. Flipped Classroom Model

The flipped classroom model is an efficient approach for ESP as it encourages learners' active involvement in face-to-face classes. This model delivers theoretical content such as explanatory videos, readings, or technical materials through an online platform. Class time is utilized for case discussions, professional simulations, and language practice. For example, English for Nursing students can watch nurse-patient video simulations online and perform role plays during

face-to-face meetings. Garrison & Vaughan, (2021) state that "the flipped classroom model enhances deep learning by allowing students to engage in higher-order thinking during face-to-face sessions."

2. Station Rotation Model

This model organizes learning in several "stations, " including online activities, group work, consultation with lecturers, or hands-on practice. It is ideal for skills-based ESP such as English for Engineering or English for Hospitality, where students can move between online technical vocabulary exercises, project collaboration, and customer service practice. Horn & Staker, (2015) assert that "station rotation facilitates differentiated instruction and supports hands-on application in blended environments."

3. Enriched Virtual Model

This model emphasizes online learning as the main format, with less frequent and scheduled face-to-face meetings. It is suitable for ESP learners who work, study remotely, or have high mobility, such as in English for Business Professionals. Graham, (2020) states, "the enriched virtual model provides flexibility for working learners while retaining essential in-person components for practical evaluation and interaction." This model combines learning autonomy with strategic face-to-face support.

4. Flex Model

In the flex model, almost all learning occurs online through the LMS. Face-to-face interaction is optional and reserved for participants who require consultation or guidance. This model is particularly relevant for short-term ESP training, such as English for Tourism or ESP Bootcamps. Horn & Staker, (2015) state that "flex models enable individualized pacing and adaptive instruction, especially in adult or professional education settings."

5. Self-Directed Blended Learning Model

This model gives learners complete control in choosing the material, learning sequence, and learning format according to their needs. It is suitable for ESP based on modular learning, where a participant from the medical field can choose the module "Clinical Interviewing". In contrast, a participant from the engineering field can choose "Safety Protocols in Construction". Basturkmen, (2021) states that "self-direction in ESP supports professional the application of blended learning in teaching English for Specific Purposes (ESP) faces various structural and pedagogical challenges that need to be taken seriously by educators and curriculum designers. One of the main obstacles is the limited infrastructure and access to digital learning technologies, especially in vocational education environments or institutions that do not yet have equitable technological support. (Yang et al., 2022) state that "students from underdeveloped regions may face serious inequality in access to digital content due to internet instability and device limitations," which directly impacts the effectiveness of blended learning in the ESP context.

In addition, the level of digital readiness of lecturers and students is also crucial. Many ESP teachers have not been equipped with the ability to design digital content appropriate for their students' professional context. The lack of training on blended learning-based instructional design for specific language teaching exacerbates this. (Lin & Lan, 2020) underline that "ESP teachers need continuous training to adapt content and teaching strategies to digital platforms, especially when content is highly contextualized and specialized."

The next challenge is the limited integration between general English and specific English according to the needs of the field of expertise. In blended learning, lecturers often struggle to balance the basic linguistic and technical professional content. This results in learning that is not directly relevant to the world of work. Research by (Wang & Derakhshan, 2021b) notes that "students in

ESP programs reported a misalignment between online learning tasks and real-life language demands in the workplace."

Lack of authentic interaction is also a significant obstacle in blended ESP learning. The online format centered on text or video materials makes learners lack speaking and listening practice in a professional context. As a study by (Zhang & Zou, 2021) mentioned, "blended environments often fail to provide enough opportunities for oral interaction, which is crucial for workplace communication in ESP."

Evaluation and assessment used in blended learning ESP are often generic and not contextualized. Students are only assessed through multiple-choice quizzes or simple written assignments that do not reflect the communicative competencies needed in the workplace. In their study, (Ali & Razali, 2020a) asserted that "ESP assessment in blended learning needs to shift from standardized testing to authentic task-based evaluation to match real-world expectations."

Finally, low student motivation is also a consistent challenge. Since the majority of ESP students are instrumentally motivated (to get a job or certification), they are less likely to engage in uninteresting or passive online learning. This is in line with the findings of (Rahimi & Fathi, 2021), which state that "low engagement in online ESP learning is often linked to a lack of perceived relevance and limited interactivity in course design."

Conclusion

The application of blended learning in English for Specific Purposes (ESP) learning is a pedagogical strategy that has been proven effective in answering the challenges of English education that is contextual, adaptive, and relevant to the world of professional work. Blended learning not only combines online and face-to-face learning technically, but also combines two pedagogical approaches into one holistic and integrated learning ecosystem.

Several main factors largely determine the successful implementation of blended learning in ESP: (1) analysis of learners' needs based on professional context, (2) instructional design that is balanced and aligned between online and offline components, (3) use of authentic materials appropriate to the field of expertise, (4) strengthening interaction and collaboration, and (5) real performance-based evaluation. This approach can significantly increase participants' engagement, conceptual understanding, and learning independence

In terms of implementation model, blended learning in ESP can be implemented through various models such as the flipped classroom, station rotation, enriched virtual, flex model, and self-directed model. Each model has its strengths and can be adjusted to the type of ESP program, the character of the learners, and the availability of technological infrastructure. Models like the flipped classroom are suitable for regular classes with intensive interaction, while flex and enriched virtual learning are more effective for professional training and distance learning

Blended learning also provides various strategic advantages in the context of ESP, such as flexibility of access to learning, contextual and authentic learning, strengthening learning autonomy, diversity of learning media, continuous evaluation, and increased professional collaboration. All these elements create a learning environment that not only improves linguistic competence but also equips participants with 21st-century skills required in the global workforce

However, the successful implementation of blended learning in ESP also depends on the readiness of the institution, the digital competence of teachers and learners, and a mature and contextualized learning design. Therefore, this approach needs to be consciously and systematically designed, based on real needs, and continuously evaluated to ensure the effectiveness and sustainability of the learning program.

Considering the development of technology, the needs of the working world, and the demands of modern learning flexibility, blended learning is no longer just an alternative but a strategic and cutting-edge approach that is very much in line with the essence of ESP learning: specific, targeted, contextual, and applicable.

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SIMULATION AND VIRTUAL REALITY IN ENGLISH FOR SPECIFIC PURPOSES (ESP)

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Introduction

1. ESP and Its Evolving Nature

English for Specific Purposes (ESP) refers to a pedagogical approach in which the design of instructional materials, the selection of content, and the choice of methodology are driven by the learner's specific goals and professional needs. As highlighted by (Hutchinson & Waters, 2010), ESP is not a product but an approach where all teaching decisions are shaped by learners' reasons for learning. This definition marks a shift from generalized English instruction to a more focused, need-based model that responds to real-world communicative contexts. Over the past decades, ESP has undergone significant evolution.

2. Why Technology Matters in ESP

Technological innovation has played a transformative role in modern language education. For ESP in particular, the adoption of digital tools has enabled the creation of **realistic learning environments** that closely simulate the linguistic and situational demands of specific professional fields. (Warschauer & Healey, 1998) argue that the integration of technology in education contributes to a more interactive and dynamic learning environment. In ESP, this dynamism

is critical for replicating the immediacy and complexity of workplace communication. Among emerging technologies, **simulation** and **virtual reality (VR)** have demonstrated strong potential for enhancing ESP instruction. Simulations replicate real-life tasks in controlled settings, allowing learners to rehearse professional communication without real-world consequences (Gredler, 2004). Similarly, VR provides immersive, 3D environments where learners interact with digital representations of people, objects, and scenarios. This allows for the practice of language in context-rich, visually stimulating environments, increasing learner engagement and retention (Slater & Wilbur, 1997).

3. Chapter Overview

It begins by establishing the theoretical underpinnings of immersive learning, drawing from constructive, experiential, and situated learning theories. These perspectives support the idea that learning is most effective when it occurs in **authentic, interactive, and meaningful contexts**. The chapter then explores the practical applications of simulation and VR across diverse ESP domains such as medical, engineering, and hospitality English emphasizing how these tools enhance linguistic competence and professional readiness.

Theoretical Framework

1. Learning Theories Supporting Simulation/VR

The pedagogical rationale for incorporating simulation and virtual reality (VR) into English for Specific Purposes (ESP) instruction is rooted in several influential educational theories. These frameworks provide insight into how learners process information, construct knowledge, and transfer skills to real-life situations especially in professional and task-based contexts. One of the most relevant theories is **constructivism**, which posits that learners actively construct knowledge through experience and

interaction rather than passively receiving information (Piaget, 1973).

Closely related to constructivism is **experiential learning theory** proposed by (Kolb, 1984), which emphasizes the cyclical process of learning through concrete experience, reflective observation, abstract conceptualization, and active experimentation. Another influential theory is **situated learning**, which argues that knowledge is best acquired when it is embedded in the context in which it will be used (Lave & Wenger, 1991). According to this view, learning is a form of social participation, and newcomers gradually become full participants in a "community of practice."

2. Language Learning in Context

In addition to general learning theories, principles from the field of **Second Language Acquisition (SLA)** further support the integration of simulation and VR into ESP instruction. Two particularly relevant hypotheses are Krashen's Input Hypothesis and Long's Interaction Hypothesis. (Krashen, 1985) asserts that language acquisition occurs when learners are exposed to comprehensible input language that is slightly beyond their current proficiency level ($i+1$). The key to this process is immersion in meaningful language use. In simulation and VR environments, educators can control the level of linguistic complexity and create realistic interactions that offer rich input. For example, a learner in a simulated medical consultation receives input through patient dialogues, medical terminology, and diagnostic questions all presented in context. Moreover, immersive environments also support the **Noticing Hypothesis** (Schmidt, 1990), which posits that conscious attention to language features is essential for acquisition.

Simulation in ESP

1. Defining Simulation

Simulation refers to a controlled representation of real-world processes, environments, or scenarios that

allows learners to practice and refine specific skills without the risks or constraints of actual professional contexts. (Gredler, 2004) defines simulation as “a controlled representation of reality that learners interact with to develop real-world skills.”

2. Advantages of Simulation

First, they provide learners with a **safe and risk-free environment** in which to experiment with new language forms and functions. This is especially valuable in fields such as aviation or healthcare, where communication errors can have serious consequences in the real world. Through simulation, learners can build confidence and fluency before applying their skills in actual practice. Second, simulations offer **immediate feedback** either from instructors, peers, or the simulation system itself. This feedback is critical for reinforcing correct usage, identifying areas for improvement, and supporting meta cognitive reflection. Third, simulations promote **active, experiential learning**, aligning with pedagogical theories that emphasize learner engagement, contextualization, and meaningful practice. According to (Herrington & Oliver, 2000), authentic tasks in simulated settings enhance transferability, encouraging learners to apply their knowledge across contexts.

3. Examples of Simulation in ESP

- a. **Aviation English:** Simulated air traffic control (ATC) exercises allow trainee pilots and controllers to communicate under time pressure, interpret instructions, and respond to emergencies using standardized aviation phraseology. These simulations support both language proficiency and situational awareness (Kim & Elder, 2009).
- b. **Legal English:** Mock trials and courtroom simulations provide law students with opportunities to engage in legal argumentation, witness examination, and judicial procedures. These scenarios help learners practice formal

registers, persuasive techniques, and legal terminology within realistic frameworks (Bhatia, 2004).

- c. **Hospitality English:** Front-desk or restaurant service simulations replicate common guest interactions, allowing learners to handle bookings, complaints, or cultural misunderstandings in a customer-facing setting.
4. Best Practices in Simulation Design
- a. **Integration with performance assessment:** Simulation activities should be accompanied by evaluation tools, such as rubrics that assess language accuracy, task completion, interaction competence, and professional demeanor.
 - b. **Opportunities for reflection:** Learners benefit from structured debriefing sessions, where they analyze their performance, identify strengths and weaknesses, and receive feedback. Reflection deepens understanding and promotes self-regulated learning (Brookfield, 2019).
 - c. **Scaffolding and support:** Pre task briefings, vocabulary previews, and strategy discussions can prepare learners for simulation tasks, while post-task analysis can consolidate learning.

Virtual Reality (VR) in ESP

1. What is VR?

Virtual Reality (VR) is a digital technology that immerses users in a simulated environment, often experienced through head-mounted displays (HMDs) and motion-tracking systems. According to (Slater & Wilbur, 1997), VR refers to "computer-generated simulations that allow users to interact in a three-dimensional environment." Unlike traditional screen-based media, VR creates a sense of presence, allowing users to feel as though they are physically situated within a virtual context. In the domain of English for Specific Purposes (ESP), VR offers significant

opportunities for creating immersive, contextualized language learning experiences. VR also supports the integration of multimodal input visual, auditory, and sometimes even haptic thus engaging multiple senses during the learning process. This sensory-rich interaction helps increase attention, reduce cognitive load, and enhance memory retention (Makransky & Mayer, 2022).

2. Pedagogical Value of VR

The pedagogical benefits of VR stem from its ability to deliver authentic, engaging, and context-sensitive learning environments. (Peterson, 2009) argues that “immersion in virtual environments can support situated learning by providing contextualized input and real-time interaction. “Learners can practice language in highly specific contexts such as a hospital emergency room, an airport customs checkpoint, or a courtroom without leaving the classroom. Another benefit is **interactive task-based learning**. In VR, learners can perform tasks such as giving safety instructions, leading guided tours, or conducting technical presentations. These activities promote active learning, require on-the-spot communication, and mirror the unpredictability of real-life interactions. Moreover, VR supports **emotional engagement**. Research has shown that learners tend to be more motivated and less anxious in virtual environments, which encourages risk-taking and experimentation in language use (Huang et al., 2010).

3. Applications in ESP

- a. **Hospitality English:** VR can simulate hotel front-desk interactions, restaurant service scenarios, or complaint resolution meetings. Learners take on roles such as concierge, waiter, or guest relations officer, developing fluency in customer service expressions and cultural etiquette.
- b. **Maritime English:** VR bridge simulators help learners practice ship navigation, radio communication, and emergency response

protocols. These scenarios demand real-time decision-making and the use of standardized maritime language (Cecconi et al., 2018).

- c. **Healthcare English:** VR enables learners to engage with virtual patients, perform diagnostic interviews, or respond to simulated emergencies. This helps in developing professional communication that is clear, empathetic, and medically precise.

4. Tools and Platforms

- a. **ENGAGE:** A VR education platform that allows instructors to build interactive lessons and simulations for various professional contexts. It supports live classes, group interactions, and performance tracking.
- b. **Class VR:** A platform designed for schools and training centers that provides a library of VR content, including workplace scenarios and interactive role-plays for language practice.
- c. **360° Video Training:** While not fully interactive VR, 360-degree video can provide panoramic, immersive experiences for learners to observe and reflect on professional settings, such as factory floors or operating rooms.

Pedagogical Integration

1. Instructional Design Principles

Effective instructional design should begin with a needs analysis, identifying the linguistic, pragmatic, and professional requirements of the learners' target domains (Graves, 2000). Based on these needs, tasks within simulations or VR environments can be constructed to reflect the kinds of language use learners will engage in professionally. Similarly, post-task reflection is crucial for reinforcing learning. Instructors can facilitate debriefings, guided discussions, or journal activities that prompt learners

to analyze their language use, decision-making, and communication strategies (Van Lier, 2004).

2. Assessment in Simulation/VR

Analytic rubrics are especially useful in this context. These rubrics break down performance into measurable components such as linguistic accuracy, fluency, task completion, interactional competence, and professional demeanor (Brown & Brown, 2018). For instance, in a virtual business meeting simulation, learners can be assessed on their ability to express opinions clearly, negotiate politely, and manage turn-taking. Peer and self-assessment can also play a meaningful role, encouraging learners to become more autonomous and reflective. Learners can review recordings of their simulation performances, identify strengths and weaknesses, and set goals for improvement. This process supports formative assessment, which prioritizes learning over grading and fosters long-term development (Black & William, 2009).

3. Teacher Training and Digital Literacy

The integration of immersive technologies into ESP classrooms places new demands on educators. Teachers are expected not only to be digitally literate but also pedagogically agile, capable of designing, facilitating, and evaluating technology-enhanced language learning experiences (Godwin-Jones, 2018).

4. Limitations and Challenges

Despite its potential, the use of simulation and VR in ESP is not without challenges. One significant issue is cost and accessibility. High-quality VR hardware and software can be expensive, limiting its availability in resource-constrained contexts. Even when equipment is available, maintenance, updates, and technical support can present ongoing barriers (Radianti et al., 2020).

Research And Empirical Studies

1. Research Supporting VR and Simulation in ESP

Additional research by (Chen et al., 2006) found that medical students who practiced with simulated patients in virtual environments demonstrated higher levels of **clinical communication competence** than their counterparts in face-to-face role-play scenarios. The virtual simulations enabled learners to revisit scenarios, reflect on their language use, and receive personalized feedback factors that contribute to **deep language processing** and self-regulated learning. Furthermore, (Huang et al., 2010) examined the use of VR in a business English course and found that learners not only expanded their business-related vocabulary but also developed a stronger sense of **situational appropriateness** in communication.

2. Learner Engagement

Beyond language performance, immersive technologies have shown considerable promise in increasing **learner engagement, motivation, and self-efficacy**. According to (Huang et al., 2010), learners in VR-based learning environments often report reduced anxiety and increased willingness to participate in communicative tasks. This is especially important in ESP contexts, where learners may feel intimidated by the technical or formal nature of professional discourse. Affective variables such as **motivation** play a key role in language acquisition.

Future Directions

1. Augmented Reality (AR) for Contextualized Vocabulary and Task Learning

Unlike VR, which immerses users in fully artificial environments, **Augmented Reality (AR)** overlays digital content onto the physical world. This allows learners to interact with language resources in real-world settings. For ESP learners, AR can support **situated vocabulary acquisition** by providing on-the-

spot definitions, pronunciation models, and usage examples within relevant physical contexts. Similarly, healthcare students can use AR to explore anatomical models while receiving English-language explanations of organ functions or diagnostic procedures (Wu et al., 2013).

2. AI in VR for Adaptive ESP Learning

The integration of **Artificial Intelligence (AI)** into simulation and VR environments is expected to dramatically increase the **responsiveness and personalization** of ESP instruction. AI can be used to create intelligent avatars that adapt their language, tone, and behavior based on the learner's performance, offering **dynamic scaffolding** and tailored feedback in real time. For example, an AI-powered virtual patient could adjust the complexity of medical terminology based on the learner's fluency level, or a virtual job interviewer could assess a learner's speech patterns and offer corrective feedback on clarity and register. These adaptive systems support **differentiated instruction**, ensuring that each learner progresses at their own pace while addressing their unique linguistic challenges (Heil et al., 2016).

3. Integration with Learning Analytic

When integrated into VR and simulation platforms, learning analytic can provide detailed insights into learner behavior, performance trends, and engagement patterns. For example, educators can monitor how long a learner spends on specific tasks, how often they use certain language structures, or how they respond to simulated challenges. These data can inform **formative assessment, curriculum adjustments, and individualized feedback strategies** (Ifenthaler & Yau, 2020).

Conclusion

As this chapter has demonstrated, these technologies not only enhance linguistic competence but also promote the

development of professional, interpersonal, and intercultural skills essential for workplace success. Drawing on foundational theories such as **constructivism, experiential learning, and situated learning**, immersive tools support deeper and more meaningful language acquisition. Learners construct knowledge through direct interaction with simulated environments, practice communication in authentic contexts, and reflect on their performance all of which contribute to higher retention, confidence, and task readiness. Looking ahead, the future of ESP education is poised to be shaped by emerging technologies such as **Augmented Reality (AR), Artificial Intelligence (AI), and data-driven learning analytic**. These tools promise to make language instruction even more personalized, responsive, and immersive. However, their integration must be accompanied by critical considerations of **accessibility, cost, data ethics, and teacher preparation** to ensure equitable and effective implementation. In conclusion, simulation and VR represent not just a trend, but a transformation **shift** in how we approach language education for specific purposes.

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PERFORMANCE BASED ASSESSMENT IN ESP

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Introduction

Assessment is defined as compiling students' data of a particular subject which shows their learning performance. As a part of learning, assessment is important because it can help students know their progress in learning and help teachers know their quality of teaching. There are two kinds of assessment; traditional assessment and authentic assessment (Mueller, 2005). The traditional assessment refers to the assessment that shows a belief of the necessity of acquiring knowledge and skills in education. Traditional assessment is often in the form of paper-based quizzes, tests, and other forms of tests. While authentic assessment refers to the assessment that requires students to show their ability in applying their knowledge and skills in the real-world. Traditional assessment is still widely used by teachers in Indonesia to assess students' learning in some particular subjects. However, some teachers start using authentic learning to assess their students because they think that this kind of assessment works better than the traditional one. Teachers prefer to use authentic assessment since it can make students actively apply their knowledge in the real situations. An example of authentic assessment is performance-based assessment. This assessment is defined as an assessment that combines the way of teaching and assessing to facilitate the students to have more active, engaging, interesting and active learning atmosphere (Rachmawati, 2021). Performance-based

assessment is known as learning strategy which combines teaching and learning processes at the same time; therefore, teachers can see the students' learning progress without waiting for the final evaluation results (Rahman et al., 2022). It is also known as an assessment that consists of real-world knowledge and skills which aims to know the students' competence to demonstrate their cognitive ability (Setiawan et al., 2021). It plays an important role because it shows students' knowledge and skill in the real-life context that supports student develop their critical thinking. In this modern education, performance-based assessment needs to be developed and implemented since it is a strategy that combined teaching and assessment models. It is a great thing for teachers if they are able to employ performance-based assessment in their classroom since it helps students to develop students' critical thinking, cognitive, affective and psychomotor abilities. Therefore, this chapter discusses the characteristics, types, benefits, challenges, how to design performance-based assessment, and example of rubrics that can be used as the reference to create a performance-based rubrics.

Characteristics of Performance-Based Assessment in ESP

Performance-based assessment has some characteristics such as using authentic tasks, providing clear and observable tasks, and demonstrating knowledge and skills (Dewi et al., 2024). The explanation about each characteristic is presented below:

1. Use authentic tasks

Generally, performance-based assessment is done by assigning the students authentic tasks. It means that in implementing the performance-based assessment the task should be based on real-life experiences. In this case, teachers are encouraged to dig out students' potential to perform their ability in a real situation. Performance-based assessment is important for teachers since it requires students to reveal their ability to demonstrate their skills in the everyday

situations that develop their critical thinking (Salma & Prastikawati, 2021). In the implementation of performance-based assessment, students are encouraged to apply their knowledge and skills in the real situation in order to stimulate them to become active learners and have high level of ability and cognitive skills (Rahman et al., 2022).

2. Provide clear and observable tasks

The performance-based assessment is based on the real-life situation which implemented by asking students to do presentation or do tasks that requires practice which are done during the study. Considering that the tasks take almost all students' study time, it is important for the teachers to make sure that the students really know what to do. Therefore, teachers need to give clear task and provide understandable explanation about the given task. Besides, they also need to make sure that the given task results to measurable outcomes in which can be seen whether the tasks have been done completely. Therefore, it is important for teachers to plan the task carefully and check whether the tasks are relevant with the learning objectives. In addition, teachers also need to provide rubrics which show the evaluation criteria. In summary, clear and observable tasks enables both teachers and students to monitor the learning progress.

3. Demonstrate knowledge and skills

Since performance-based is done by giving the students real-life situation tasks, it demonstrates how students apply their knowledge and skills in the real context. Therefore, the assessment helps the teacher know the students' understanding as well as their ability. It can be stated that the performance-based assessment ease the teacher in identifying their students' achievement, especially their ability in demonstrating what they have learned. Performance-based assessment enables teachers to know the

students' competence easily (Salma & Prastikawati, 2021).

Types of Performance-Based Assessments in ESP

Generally, the performance-based is given in the form of both written and oral projects that must be done in a particular time in a semester. Some examples of projects that can be done by teachers to implement performance-based assessment in their classroom are essays, portfolio, demonstrations, experiments, and presentations and dramatizations (Gyamfi et al., 2023). The followings are the detailed explanation about each form of project in the performance-based assessment.

1. Essays

In this kind of project students are to write essays based on a particular topic or they are asked to write responses of specific issues around them. In this case, the students are required to be able to synthesize, think critically, and elaborate their ideas comprehensively.

2. Portfolio

Portfolio is a project that requires students to be responsible for their own learning since they need to collect their work. This activity is usually under teacher's supervision so that the students can evaluate the development of their understanding and skill.

3. Demonstrations

Demonstration is a hands-on activity that is done to carry out particular knowledge or skill to complete a task. Demonstration is usually held in a limited time with some criteria that has already been agreed by both teachers and students. One example of demonstration in English learning is an exhibition about how students use the language in a proper context based on a real-life communication.

4. Experiments

In this activity, students are required to use their inquiry skill and procedures of scientific explanation to analyze problems, gather data, draw conclusions and communicate the results effectively.

5. Presentations and dramatizations

This is the activity that enable students to perform their knowledge and skill in the form of oral communication. In this kind of assessment students are asked to present or demonstrate a conversation that displays a real-life situation. Usually, students are to imitate a real problem and while doing the activity they need to do it naturally.

Benefits of Performance-Based Assessment in ESP

Implementing performance-based assessment in the teaching and learning process will be beneficial for students. Implementing performance-based assessment can stimulate students to be more active and creative, develop students' communication skill, activate students' critical thinking, provide interesting learning atmosphere, help students in their cognitive and psychomotor skills, and increase students' motivation (Rahman et al., 2022). The explanation about each benefit is presented below:

1. Stimulate students to be more active and creative

The implementation of performance-based assessment facilitates the student to be more active and creative since it can stimulate students to work collaboratively with their friends. By working collaboratively, students can share information and experience to other students. Therefore, students do not just listen to the teacher's explanation, they interact and collaborate actively with other students in the teaching and learning process. Performance-based assessment encourages students to improve their study habits and participate actively in the teaching and learning activities in speaking class (Menggo & Gunas, 2022).

2. Develop students' communication skill

Performance-based assessment let students participate actively in the teaching and learning processes by interacting with teachers and other students, participating in the class discussions, expressing ideas, dan doing presentations. It shows that performance-based assessment both facilitate students to work collaboratively with their classmates as well as developing their communication skills.

3. Activate students' critical thinking

One of characteristics of performance-based assessment is applying knowledge in the real situations which make learning become more meaningful and relevant. Real situation encourages the students to explore, investigate and draw conclusion independently. It also trains students to solve problems, make decisions and communicate their ideas comprehensively. It can be concluded that process of the real situation task given in the performance-based assessment enable students analyze information logically which can boost their critical thinking. Performance-based assessment can be used as the alternative assessment that can stimulate students' participation to analyze critically (Makmuroh et al., 2022).

4. Provide interesting learning atmosphere

Performance-based assessment relates the materials to the real situation which can make students to be more engaged in the teaching and learning processes. Therefore, it can make students have enjoyable learning experience and interesting classroom atmosphere.

5. Help students in their cognitive and psychomotor skills

It is known that the performance-based assessment assesses the students throughout the process of learning. In this case, the assessment lies on the students' skill in the teaching and learning process

and also how students comprehend the content of the materials. It means that the performance-based learning facilitates the students to understand the materials better, have greater ability of working collaboratively with their friends, and demonstrate the ability of solving real-world task which are important in developing their knowledge and skill. It is stated that performance-based assessment can support students' achievement in affective and psychomotor by letting the students to participate actively in a real-life situation class activity (Menggo & Gunas, 2022).

6. Increase students' motivation

It is stated that performance-based assessment provides enjoyable learning experience. The enjoyable learning experience can give students positive attitudes to the learning processes which relates to the students' motivation. In this case, when the students enjoy the learning processes, they will be more active and motivated in participating in the class activities. The implementation of performance-based assessment can help students improve their speaking skill, learning motivation and active participation in each activity conducted in the class (Ismailia, 2021).

Challenges and Limitations of Performance-Based Assessment in ESP

Besides giving benefits to students, it is known that performance-based assessment also has some challenges. Performance-based assessment is considered as time consuming and providing less detailed feedback (Ameti, 2024).

1. Time consuming

It is stated that performance-based assessment assesses students throughout learning in which the assessment is done from the beginning until the end of learning. It means that teachers need much time to do the assessment since they need to plan the task carefully, monitor the students' progress, give

feedback regularly, and evaluate the students based on the determined criteria.

2. Less detailed feedback

Performance-based assessment requires teachers to be engaged in their students' learning throughout the learning process. one of the teachers' tasks during the assessment is giving feedback; therefore, they need to really pay attention to their students' progress. In fact, teachers have other things to do which make them sometimes unable give detailed feedback to their students' tasks.

Besides time-consuming and the less detailed feedback, there are other challenges in implementing performance-based stated by (Rachmawati, 2021). It is stated that performance-based assessment can stimulate students to be more active in the classroom; therefore, the implementation of performance-based assessment burdens the passive students since thy need encourage themselves participate actively in the teaching and learning processes. Generally, performance-based assessment is in the forms of projects such as portfolios, presentations, and role-plays which is done during the teaching and learning process. It means that it requires students to have more activities and effort to do the given task compared to the common assessment. Performance-based assessment will be challenging for students that are not familiar with the project work or learner-centered approached (Koné, 2021). In addition, the implementation of performance-based assessment is energy consuming and more complicated that the common assessment since it requires teachers to have good understanding of students' progress of learning in a limited time (Salma & Prastikawati, 2021). It is also stated that the performance-based assessment makes teachers have more work since they need to have good preparation of the assessment rubric as well as the topics which relate to the students' real situation.

Developing Performance-Based Assessment in ESP

Since performance-based benefits both teachers and students, there is a need to develop a performance-based assessment for ESP students. Below are the steps of developing a performance-based assessment stated by (Espinosa, 2015).

1. Determine the knowledge and skill to be assessed

In implementing performance-based assessment, determining knowledge and skill to be assessed is important since it is the core idea of designing the appropriate task that in line with the objectives of the study.

2. Develop the task

Teachers need to develop a task which is appropriate with the performance-based assessment characteristics. Therefore, the task must be based on real-life situation, understandable, and can be assessed and observed directly. Besides, they also need to consider whether the task is appropriate with their students' competence, learning needs and the availability of learning resources.

3. Determine the evaluation criteria

The evaluation criteria must be set according to certain criteria. These criteria might contain the components of an ideal performance followed by the descriptions of each component. It is important to remember that the evaluation criteria must be based on the learning objectives.

4. Discuss the evaluation criteria with the students

It is important for students to know the evaluation criteria that are used by the teachers during the assessment. By knowing the evaluation criteria, students understand the goal they need to achieve so that they are motivated. The information related to the goals of the project and the evaluation criteria encourages the students to perform well in the given task (Menggo & Gunas, 2022). Besides, it can also give

the students opportunity to have fair and unbiased assessments.

5. Provide feedback

Performance-based assessment requires teachers to give feedback for their students. Therefore, teachers need to give detailed and comprehensive feedback to help students improve their learning in the future.

6. Evaluate the feedback

After giving feedback, teachers need to evaluate whether the feedback is appropriate for the certain task and whether the feedback can support students in improving their learning.

Scoring and Evaluation of Performance-Based Assessment in ESP

Procedures of scoring and evaluation must be determined based on the focus and the learning objectives (Espinosa, 2015). The scoring and evaluation itself can be done by creating a clear rubric that can be used to measure a certain task. It is stated that rubrics can be used to assess the four aspects of English language; listening, speaking, reading and writing. The assessment rubric is commonly developed to guide the students to assess their own work and will be used by the teachers to assess the students' performance during the completion of the task. In the performance-based assessment the rubrics are used to help learners improve their performance. This evaluation is also used to know the students' knowledge, skill, progress, achievements, motivation. At the end, it is used as the basis of doing evaluation for teachers to provide appropriate feedback for the betterment of their study in the future.

Conclusion

Performance-based assessment is an assessment that is based on the real-life situation which is done throughout the learning process. The main characteristics of performance-based assessment are using authentic

materials, providing clear and observable tasks and showing students' knowledge and skills. Performance-based assessment can be done in oral both oral or written activity. Essays, portfolios, demonstrations, experiments, and presentations are the examples of performance-based tasks that can be implemented in the classroom. It is known that implementing performance-based assessments can stimulate students to be more active and creative, develop students' communication skill, activate students' critical thinking, provide interesting learning atmosphere, help students in their cognitive and psychomotor skills, and increase students' motivation. On the other hand, the implementation of performance-based assessment is time and energy consuming, complicated, and less detailed. In order to implement performance-based assessment, teachers need to have good preparation. They need to determine the knowledge and skill to be assessed clearly before they develop the task. Then, they need to develop the evaluation criteria which are appropriate with the given task then discuss them with the students. After the teachers done with the assessment rubrics, they need to provide the students feedbacks and evaluate them. In the implementation of performance-based assessment, rubrics plays a big role because it can help students since the students also need to measure their learning progress. On the other hand, giving feedback is important for the teachers since they need to evaluate their students' learning to support students' progress as well as to improve their teaching quality.

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Author's Profile



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GENRE-BASED WRITING ASSESSMENT

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Introduction

In the context of the contemporary vigorous global integration, and the shifts towards knowledge economies, crafting effective written text is proof of scholarly achievement, and more importantly, an essential skill in one's profession. In ESP, writing is more than a linguistic activity; it is a means to exhibit one's knowledge, express professional intent, and engage within specialized professional communities (Hyland, 2013); Basturkmen, 2010) In scientific disciplines, students are not only expected to master research abstract composition, but also to write case notes in nursing and business proposals in the corporate world. There is increasing demand in ESP contexts for learners to master genre writing that is intricately woven with their professions. Mastering genres embedded in one's profession underscores the necessity for instruction and assessment that are situational, purposeful, and aligned with authentic practices.

Writing assessment in ESP contexts tends to gravitate toward the use of generalized rubrics, overarching criteria fixated on language precision and coherence. These frameworks overlook successful disciplinary communication. Models that derive from general English frameworks as of now seldom pay attention to whether a student's writing aligns with the rhetorical, structural, and linguistic expectations of the intended genre (Weigle, 2002; Douglas, 2010). Consequently, numerous assessments do

not offer meaningful feedback or support the development of domain-specific skills needed in the students' academic or professional contexts.

Systemic Functional Linguistics (SFL) gives rise to the Genre-Based Approach (GBA), which serves as a powerful solution to this problem. It considers writing as a staged, goal-directed, social process rooted in the cultural and communicative practices of particular communities (Martin & Rose, 2008). Within this approach, genres go beyond and above as templates for text production; they are dynamic manifestations of social purpose shaped by contextual variables: field (what is happening), tenor (the relationships), and mode (the channel of communication) (Halliday & Matthiessen, 2014). This theoretical framework is coherent with the philosophy of ESP, which aims to provide learners with the necessary communicative skills for their academic or professional disciplines (Swales, 2004; Hyland, 2007).

The GBA not only supports learners' progression in writing but also incorporates assessment as a formative process throughout the instructional sequence. Unlike traditional assessment models, which solely utilize summative assessment, genre-based assessment offers continuous feedback, self-assessment, and contextualized rubric creation, which fosters deep learning and skill transferability (Tardy, 2009; Hasan et al., 2021). Furthermore, genre-based assessment in ESP teaching empowers a change from mechanical corrective feedback to an evaluation of how well students achieve the intended communicative goals of their genres.

This chapter aims to build a coherent genre-based writing assessment framework for ESP by synthesizing theory, foundational principles of assessment, and classroom realities. It starts with situating genre theory and ESP within larger educational contexts, then addresses key concepts in writing assessment such as validity, reliability, and equity. It further provides practical assessment rubrics aimed at facilitating writing development within academic and occupational genres. This chapter underscores a more mindful, fair, and contextualized

approach to writing evaluation in ESP contexts by advocating for assessment to be integrated into instruction and alongside learners' goals within their field of study.

Genre and Genre-Based Approach

As previously indicated, the focus of this chapter integrates writing and assessment within the context of genre. As outlined in SFL Theory, a genre is a social process that is staged and goal oriented (Martin & Rose, 2008). This means that every genre fulfills a social function such as phenomenon description, argumentation, or event reporting, and has a set rhetorical pathway through which it achieves that function.

The Sydney School pioneered the Genre-Based Approach (GBA) to language teaching, and it is centered on explicit teaching of language patterns. It draws from Halliday's functional model of language which considers language in terms of field (what is happening), tenor (who is involved), and mode (how the message is delivered) (Halliday & Matthiessen, 2014). GBA assists learners in appreciating the contexts that influence genre-specific grammatical, lexical and structural choices. This ties well with the social constructivist perspective in education, which focuses on the interplay between what learners know and how writing looks like in different contexts (Christie & Derewianka, 2010).

At the heart of GBA rests the Teaching-Learning Cycle, which is a pedagogical model consisting of four recursive stages (Emilia, 2022; Feez, 1998):

1. Building Knowledge of the Field

On this stage, the activities aim to build the students' background knowledge, vocabulary, and contextual understanding of the targeted text. The activities in the written cycle can vary from brainstorming, reading targeted text, and classroom discussion related to the topic.

2. Modeling of the Text

On this stage, the students deconstruct and analyze the targeted text, so they have a better understanding of the targeted text, especially on the structure, the lexicogrammatical features, and the audience of the text.

3. Joint Construction of the Text

On this stage, the students collaboratively write the targeted text with the teacher and peers. The students can discuss with their friends to practice generating the targeted text together.

4. Independent Construction of the Text

On this stage, the students apply what they have learned in the previous stages independently to create the targeted text. They can also provide peer assessment to improve their critical thinking skills. On this stage, the students do the final draft for the individual assessment.

This cycle helps scaffold the writing process, starting with topic and context explanation, model text analysis, collaborative (supported) co-writing, and ending with independent genre achievement. Most importantly, this model presents optimal opportunities for formative and summative assessment of a genre-based approach.

Genre-Based Pedagogy in ESP Contexts

The intersection of genre-based pedagogy and English for Specific Purposes (ESP) not only sounds theoretical but also pedagogically advantageous. Both approaches emphasize language in its functional context, value authentic communication, and advocate for teaching aimed at the specified text type. Hyland (2007) and Tardy (2009) argue that pedagogical ESP is strengthened when learners are offered the analytical and productive skills for the genres at hand.

English for Specific Purposes consists of two branches: English for Academic Purposes and English for

Occupational Purposes (Basturkmen, 2010). Each focuses on teaching English for different purposes. In an English for Academic Purposes context, students are preparing to write their first research paper. They have first to complete a module on GBA where model abstracts and introductions are analyzed, then co-constructed with learners and facilitators, before independent formulation guided by feedback-driven appraisal tailored to the genre's demands. The same applies to nursing students in an English for OP context, where SOAP (Subjective, Objective, Assessment, Plan) notes are taught through the described cycle, paying attention to genre, vocabulary pertinent to the field, and clarity of communication. Nagao (2020) showed the effectiveness of genre-based instruction on EFL students' report writing at the descriptive level, while Atmazaki et al. (2023) integrated genre pedagogy with literacy activities to achieve better learning outcomes for students in Indonesian primary school classrooms. Marsakawati (2024) also showed that genre-based approach is effective in teaching English for Specific purposes. Through genre-based instruction and assessment and embedding these into ESP courses, teachers are able to address clarity and equality goals in assessment through genre-informed assessment criteria (Hasan et al., 2021). As such, genre-based pedagogy does not replace ESP; instead, it enriches and deepens it by situating teaching and evaluation in social purpose, contextual change, and the text's structure.

Genre-Based Assessment in ESP Contexts

Drawing from English for Academic Purposes (EAP) and English for Occupational Purposes (EOP), this part illustrates the necessity and relevance of genre pedagogy and assessment instruments which must be aligned with the textual, contextual, and communicative requirements of specific disciplines. Every genre of ESP is characterized by specific communicative purposes that are associated with a particular field of study. Writing assessments based on genres must be holistic in nature, encompassing schematic structure (macro-organization) and linguistic

elements (paraphrase, lexico-grammar) specific to the genre in question (Hyland, 2007; Martin & Rose, 2008).

Assessment remains a central concern in genre-based ESP instruction. Recent studies have called attention to the use of writing tests and called for the development of genre-sensitive, performance-driven writing assessment. Buzarna-Tihenea Galbeaza (2023) found that incorporating assessment for learning in ESP writing assessment increases learner engagement and performance significantly. Roe et al. (2023) created the EAP-AIAS framework which integrates artificial intelligence into genre-based assessment frameworks while maintaining construct integrity.

In particular fields, writing has been modified for specific requirements using a genre-based approach. GBA frameworks have efficiently instructed in engineering and medical English through the teaching of instruction manuals, process reports, and case notes (Shehu et al., 2025; Hu & Chen, 2022). In tourism and business English, Salem (2025) reported that wiki collaborative writing workshops not only cultivated genre knowledge, but also advanced digital literacy. Reflective genres such as journals and portfolios have emerged as assessment methods that foster learner empowerment and genre appropriation (Ndoricimpa & Nduwimana, 2023).

Each activity needs specific criteria centered on the structural organization and language typical to each genre. To maintain genre-based assessment relevancy in ESP, task design should be rooted in:

1. Text-based and discipline-specific needs analysis.
2. Integration of authentic models from the targeted field.
3. Task authenticity, mimicking actual writing contexts

The following are examples of writing assessment in English for Specific Purposes.

Field	Genre	Task Description
Nursing	Case Report	Write a SOAP note (Subjective, Objective, Assessment, Plan) after a simulated patient interaction.
Business	Business email	Write a formal email proposing a new product or partnership to a supervisor, business partner, or potential client.
Engineering	Technical Manual	Draft a procedural description how a machine, system, or device works.
Tourism	Travel itinerary	Create a 3-day travel itinerary for international tourists visiting a specific region.

Table 1. ESP Writing Task Examples Across Different Fields

For nursing students, they learn to write a summary of a patient's condition. This summary must follow a specific structure – SOAP (Subjective, Objective, Assessment, and Plan). Each structure of this report has specific language features.

Section	Description	Key Language Features
S – Subjective	Patient-reported symptoms, history, and complaints	Informal tone, direct quotes, first person (" <i>I feel dizzy</i> ")
O – Objective	Measurable data: vitals, lab results, physical findings	Present tense, technical terms, abbreviations
A – Assessment	Clinical judgment or diagnosis based on S + O	Passive voice (" <i>likely cause is...</i> ") and nominalization

Section	Description	Key Language Features
P – Plan	Treatment strategy, further tests, or referrals	Imperative or modal verbs (<i>start IV, refer to...</i>)

Table 2. SOAP Note Structure and Language Features for Nursing Case Reports

To assess the writing made by the nursing students, the following rubric can be used.

Criteria	Excellent (4)	Good (3)	Developing (2)	Needs Improvement (1)
Structure & Completeness	All four parts (S-O-A-P) are complete, coherent and appropriately titled.	All sections are present but there are some issues with clarity or tangential details.	One section is underdeveloped or not present.	A number of sections are unclear or missing.
Medical Accuracy & Relevance	Accurate reporting of signs and symptoms and the diagnosis provided; terminology is applied correctly.	Adequate ; minor issues with detail or terminology.	Some inaccuracies with the medical details provided.	Significant inaccuracies; misrepresents information provided by the patient.
Conciseness & Focus	The communication	Mostly clear and	Some clear but	Fuzzy focus

Criteria	Excellent (4)	Good (3)	Developing (2)	Needs Improvement (1)
	tion is clear and direct without unnecessary words and repetition.	direct; repetitive elements and redundancy caused slight wordiness.	disorganized portions include repetitive and long-winded elements.	detected; a lot of vague and long-winded content present.
Use of Technical Language	Precision in use of terms, abbreviations, and clinical language is consistent throughout the work.	With few inaccurate terms, general precision was maintained.	Precision is lacking. Therefore, the terms describing the same concept are not coherent; vague and unclear.	Terms used or found as missing are inappropriate for the context.
Grammar & Mechanics	Absent; standard deviation from the norm for spelling, punctuation, and format does not exist.	Minor deviation from or lack of met standards that do not change meaning.	Deviation from the met standard that may confuse or isn't clear.	High frequency of deviation relating to excessive lack of clarity.

Table 3. Assessment Rubric for Nursing SOAP Note Writing

In a professional context, particularly in businesses, emails are significant for proposing, negotiating, and

relationship-building. One may lose lucrative business deals due to a scrappy proposal email. Thus, teaching and assessing email writing through a genre-based approach allows learners to master the rhetorical moves of business email, be clear, and use appropriate professional tone and register. The following is the rubric that the students use to monitor their email writing.

Criteria	Excellent (4)	Good (3)	Developing (2)	Needs Improvement (1)
Structure and Organization	Email follows all genre stages logically: clear subject, purpose, proposal, benefits, and polite closing.	Mostly complete with minor omissions or organizational issues.	Some genre stages are missing or poorly organized.	Genre stages unclear or missing; lacks flow.
Purpose Clarity and Relevance	Proposal goal is clear, realistic, and appropriately tailored to the audience.	Purpose is mostly clear but could be more specific or tailored.	Purpose is vague or unfocused.	No clear proposal or purpose evident.
Tone and Politeness	Maintains a polite, professional tone throughout using appropriate modal verbs and formal expressions.	Mostly professional with a few tone issues (e.g., overly direct or informal).	Tone is inconsistent; sometimes impolite or too informal.	Tone is inappropriate for business context.
Conciseness and Clarity	Message is concise, well-structured, and easy to follow with no unnecessary information.	Generally clear and concise; minor repetition or wordiness.	Contains redundant or unclear information.	Wordy or confusing; key points are hard to identify.
Language Use and Grammar	Accurate grammar and vocabulary usage; correct format and punctuation for business email.	Mostly accurate language with a few minor errors.	Some noticeable grammar or word choice errors.	Frequent errors that hinder comprehension.

Table 4. Assessment Rubric for Business Email Writing

For students who learn in vocational sectors, they need to write a procedural or technical report. They learn how a device works and inform the users how to use the device in a clear way. This exercise not only consolidates learners' understanding of how devices operate mechanically or functionally, but it also hones their skill in conveying technical information in a concise and straightforward manner. Students learn to craft their narrative in a structured, logical sequence, employing step-by-step formulation, imperative verbs, and present simple or passive constructions to minimize ambiguity for the intended users of the instructions. The following is the rubric that the students can use to assess their writing.

Table 5. Assessment Rubric for Technical Manual Writing

Criteria	Excellent (4)	Good (3)	Developing (2)	Needs Improvement (1)
Structure and Organization	Steps are clearly and logically sequenced; headings/subheadings enhance clarity.	Sequence is mostly logical; minor lapses in flow or headings.	Some steps are unclear or disordered; lacks transitions.	Structure is confusing or inconsistent
Accuracy of Technical Content	Describes the process accurately and completely using domain-specific vocabulary.	Mostly accurate with minor technical errors.	Some technical inaccuracies or oversimplifications.	Many errors; difficult to understand the process.
Language Use (Tense & Voice)	Consistent use of present simple and passive voice where appropriate.	Mostly correct tense/voice; minor inconsistencies.	Occasional incorrect verb forms or shifts in voice.	Frequent verb errors; voice/tone is inappropriate.
Use of Sequencing and	Excellent use of logical connectors (first, then,	Adequate use of connector	Limited variety of connectives; some missing.	Poor or no use of sequencing devices.

Criteria	Excellent (4)	Good (3)	Developing (2)	Needs Improvement (1)
Connectives	after that); smooth transitions.	s; some repetition.		
Visual Integration (if applicable)	Diagrams are correctly labeled and enhance understanding.	Diagrams are present but not fully integrated or labeled.	Diagrams are incomplete or unclear.	No diagrams; poor visual support.

In English for Tourism Purposes, one of the more stimulating writing projects starts with asking students to prepare a 3-day travel itinerary for foreign tourists coming to Yogyakarta. By doing this assignment, the students are trained to arrange activities for each day in a timeline, describing in detail persuasive language over the wonderful places which include Borobudur Temple, Malioboro Street, and the Merapi Lava Tour. The assignment focuses on the simple present tense, time markers, and the use of adjectives so that the itinerary is both descriptive and appealing. Through this genre-based writing approach, students hone professional communication with foreign clients, helping them create tourism content that is culturally appropriate, well-structured, and effectively crafted at the sentence level. The following is the rubric that the teacher can use to monitor and assess the students' work.

Table 6. Assessment Rubric for Travel Itinerary Writing

Criteria	Excellent (4)	Good (3)	Developing (2)	Needs Improvement (1)
Schematic Structure	All days are clearly structured with engaging headings and consistent format (Day 1, Day 2, Day 3).	Minor inconsistencies in structure, but clear daily sections are present.	Some days are unclear or missing key sections.	Structure is disorganized or confusing.

Criteria	Excellent (4)	Good (3)	Developing (2)	Needs Improvement (1)
Content Relevance & Appeal	Attractions are well-selected, varied, and appealing to the target tourist; information is practical and persuasive.	Most activities are relevant; some may lack variety or detail.	Limited appeal; some attractions seem unrelated or too vague.	Content lacks relevance or completeness.
Audience Awareness & Style	Language is engaging, polite, and tailored to tourist readers; tone is consistent and appropriate.	Mostly appropriate tone with minor lapses; understandable to readers.	Style may be too informal, inconsistent, or awkward at times.	Style is inappropriate, confusing, or too vague for the audience.
Language Features (e.g., sequencing, action verbs, tourism vocabulary)	Uses clear sequencing words (<i>then, next</i>), descriptive verbs (<i>explore, enjoy</i>), and relevant terms (<i>heritage site, local cuisine</i>)	Mostly appropriate; some repetition or limited lexical variety.	Inconsistent use of sequencing or vocabulary.	Poor control of key features; limited or incorrect vocabulary.
Mechanics & Accuracy	Virtually no grammar/spelling errors; layout is professional and readable.	Minor errors; generally clear and correct.	Noticeable errors that sometimes interfere with clarity.	Frequent errors that hinder understanding.

With a genre-based approach in teaching writing and assessing writing, the learning activities and assessments refer to the same indicators. The assessment rubric can be adapted based on the characteristics of specific texts used in a specific purpose. By doing so, the difficulties become less pronounced, and genre-based assessment in English for Specific Purposes (ESP) becomes more authentic, learner-centered, and tailored to the learners' goals.

Conclusion

The need for communicative skills in almost every field and profession has made relevant and thoughtful evaluation of writing a skill pedagogically useful. In English for Specific Purposes (ESP), writing serves a higher-order purpose beyond merely demonstrating grammatical mastery to include word functions of particular disciplines or

occupational genres. GBA, which is grounded in Systemic Functional Linguistics, views writing as a socially staged goal-oriented process. This perspective enables learners to acquire the necessary structural and linguistic competences of the genres they are expected to master. The stages in genre-based approach allows for assessment to be integrated within instruction at all stages which enable both formative and summative evaluation.

In genre-based writing assessment, rubrics alongside self-assessment, peer assessment, and portfolios must be aligned with genre expectations to foster clarity, independence, and reflection among learners. In addition, the examples of case report, business proposal email, technical manual, or travel itinerary, demonstrate the flexibility and adaptability of genre-based assessment to diverse contexts. When implemented methodically, GBA enhances the credibility, trustworthiness, and equity of writing assessments and significantly assists learners in engaging meaningfully with the relevant academic and professional discourse communities. In conclusion, the use of formative genre-specific writing assessment in ESP contexts is more than a change in methodology; it is a pedagogical move towards learning that centers authenticity, equity, and empowered learners. A genre-informed approach to teaching and evaluating writing gives students more than vocabulary; it prepares them to transition from academic to professional contexts where they can engage meaningfully in the world with language.

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PORTFOLIO ASSESSMENT IN ESP

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Introduction

English for Specific Purposes (ESP) is a way of teaching English that focuses on the specific communication needs of students in academic or professional settings. It is created with the goals of English language learners in mind and is adapted to the linguistic requirements of specific fields like business, medicine, engineering, and tourism. English for Specific Purposes (ESP) assessments must measure students' mastery of language structures as well as their ability to apply those structures in real-world, discipline-specific contexts. The idea that students learn English to meet the communication needs of specific academic or professional fields, such as business, medicine, engineering, or tourism, forms the basis of ESP. Therefore, ESP tests should be similar to the language tasks that students would encounter in those areas (Tuan, 2021).

One of the best techniques for assessment in this field is portfolio evaluation. A portfolio is more than just a collection of student work; it is an organized, introspective compilation that documents a learner's growth, accomplishments, and proficiencies over time. Portfolio evaluation in ESP enables students to present genuine outputs that demonstrate their proficiency in using English in specialized contexts, such as writing marketing proposals, legal memos, or scripting medical consultations (Fathi & Rahimi, 2024).

Portfolio assessment emphasizes both process and product, in contrast to traditional forms of assessment

that frequently highlight discrete grammar or vocabulary items. It encourages continuous feedback, introspection, and iterative editing. Students benefit from this reflective process by becoming more self-reliant and taking charge of their education, which are critical abilities in the workplace (Todorova-Ruskova, 2021).

Portfolios can also be adjusted to accommodate various ESP circumstances. In an English for Tourism course, for example, students might incorporate travel itineraries, tour guide dialogues, or hotel reservation scripts. Students studying business English may include negotiation scripts, financial emails, presentation slides, or business reports in the interim. Portfolio evaluation is highly relevant and flexible in a range of ESP fields due to its adaptability. (Kurniawan et al., 2025)

By providing a platform for contextualized, real-world language use, portfolio assessment also promotes student motivation and engagement. As they see their progress being monitored and valued over time, learners gain more self-assurance and a sense of ownership over their English language proficiency (Tuan, 2021). The objectives, elements, variations, implementation suggestions, advantages, drawbacks, and real-world examples of incorporating portfolios into ESP classes for genuine evaluation are all covered in this chapter on portfolio assessment in ESP.

What Is Portfolio Assessment In Esp?

A learner-centered, performance-based evaluation technique called portfolio assessment entails the deliberate gathering of students' work over time in order to record their accomplishments, efforts, and progress in learning English for particular academic or professional goals. Within the framework of English for Specific Purposes (ESP), this type of evaluation measures students' proficiency in the English language as well as their ability to apply it to domain-specific, real-world tasks (Zanyar Nathir Ghafar, 2022)

Portfolio assessment emphasizes the learner's overall development, in contrast to traditional tests that typically use discrete-point items to measure discrete language components, like grammar or vocabulary. Writing a business proposal, creating a scientific report, or recording a mock interview are examples of tasks that are relevant and rich in context artifacts that demonstrate. According to (Fathi & Rahimi, 2024) These artifacts demonstrate students' capacity for appropriate and professional communication in the context of their field of study or employment.

A variety of student outputs, such as written texts, spoken assignments, visual materials (such as infographics or presentation slides), and self-reflective pieces, are usually included in ESP portfolios. By demonstrating the student's capacity to use their knowledge in real-world situations, they offer a thorough understanding of language proficiency. Because of this, portfolios are especially useful in ESP, where functional proficiency within a particular professional domain rather than general fluency is the main objective.

Furthermore, the evaluation of a portfolio is by its very nature a process. It places a strong emphasis on ongoing development, student reflection, and long-term learning. Students are urged to edit their work, reply to criticism, and keep a journal of their educational experiences. By doing this, they become more self-reliant learners and acquire metacognitive abilities, which are essential for lifetime professional development.

Portfolios can be either digital or paper-based, with digital formats gaining popularity due to their accessibility and ability to include multimedia. Tools like Google Sites, Padlet, or Mahara allow students to compile texts, audio, videos, and links, offering a richer picture of communication in professional contexts. (Helen C. Barrett, 2006)

In conclusion, portfolio assessment in ESP is a real, flexible, and useful way to evaluate that helps both students and teachers learn. It is very similar to ESP's

goals because it focuses on communication within a discipline, performance in the real world, and giving students control over their learning.

Objectives Of Portfolio Assessment

The primary objective of portfolio evaluation in English for Specific Purposes (ESP) is to assist students in documenting and demonstrating their language development over time, particularly in their academic or professional sectors. By compiling assignments such as business reports, official emails, or presentation scripts, students showcase both their finished products and the learning process. This type of assessment encourages students to weigh their strengths and weaknesses, take charge of their growth, and participate more actively in the learning process. Since it provides real evidence of communicative proficiency in real-world situations, it is more important than traditional language tests (Ken Hyland, n.d.).

Portfolio assessment supports both formative and summative evaluation because it allows teachers to give ongoing feedback while also offering a comprehensive view of ultimate success. Additionally, because portfolios can be tailored to each student's goals, they support diverse and learner-centered learning. Portfolios are often even used as official documents to show language skills on job applications or in the workplace (Fathi & Rahimi, 2024).

Types Of Portfolio Assessment In Esp

Depending on its goal, structure, and learning environment, portfolio assessment in ESP can take many different forms. According to their purpose, academics have divided portfolios into three categories: working, display, and assessment (Danielson & Leslye, n.d.) Each kind has special advantages and can be modified to meet the requirements of ESP students.

1. Types of Portfolios in ESP

Table 1. Types of Portfolios in ESP

1. Working Portfolio	This kind of portfolio has a lot of different student work that was done during the course. It shows the process of learning that is always going on, which includes drafts, revisions, notes, feedback from peers, and comments from the teacher. People mostly use working portfolios to think about what they've done and keep track of their progress. They help students see how they've changed over time and make changes based on that (Wang & He, 2020).
2. Display Portfolio	A display portfolio shows off a learner's best or most polished work. People often use it for presentations, like in class, for interviews, or for final projects. In ESP, display portfolios can include a finished sales pitch, a professional report, or a polished CV and cover letter. The student usually puts together this kind of portfolio to show what they can do, often to people outside of school (Danielson & Leslye, n.d.).
3. Assessment Portfolio	Formal evaluations of student work, such as summative assessments, often use assessment portfolios. These portfolios are based on certain learning goals or course outcomes and are graded using standard rubrics. For example, an incident report in a nursing ESP class or a marketing strategy in a business English class could be used as task-based evidence in an ESP assessment portfolio (Swaran Singh, 2022)

2. Structuring a Portfolio Assessment in ESP

Each component of an effective ESP portfolio should be created to support both the course objectives and real-world communication needs. Kurniawan et al., (2025) suggest a format that includes a cover page, a table of contents, task samples, learning reflections,

supporting documentation, and instructor comments. Each element contributes to documenting both the learning process and the result. Multimedia artifacts can also be added to digitally produced portfolios to improve how communication skills are portrayed. This framework facilitates authentic assessment, encourages learner autonomy, and facilitates rubric-based evaluation through reflection and continuous improvement.

Table 2. Portfolio Component Structure and Pedagogical Justification

Portfolio Component	Description	Pedagogical Justification
Cover Page	Contains the student's name, course title, institution, and instructor's name.	Establishes ownership, formal context, and organizational clarity.
Table of Contents	Lists all included tasks and sections for easy navigation.	Promotes learner autonomy in organizing and accessing learning artifacts.
Learning Reflection	Personal reflections on what the student has learned during the ESP course.	Enhances metacognitive awareness and helps learners internalize progress (Al-Hawamdeh et al., 2023).
Completed Tasks	A collection of major assignments (e.g., dialogues, proposals, presentations).	Demonstrates authentic performance aligned with specific ESP outcomes (Tuan, 2021).
Supporting Evidence	Screenshots, photos, audio recordings, or videos showing practical application.	Provides multimodal proof of real-world communicative ability; especially useful in digital/e-portfolios (Zhang & Tur, 2024).

Teacher Feedback	Comments or suggestions provided by the instructor during the course.	Encourages iterative improvement and responsiveness to professional feedback practices.
Rubric & Self-Assessment (optional)	Attached are rubric scores for the learner's evaluation of their portfolio.	Increases learner agency and supports transparent, criteria-based assessment.

By conforming to actual ESP practices, this framework facilitates authentic assessment. It empowers students to take charge of their education and gives teachers a more comprehensive way to evaluate language use, task relevance, and reflective ability..

3. Steps in Implementing Portfolio Assessment

Portfolio assessment in English for Specific Purposes (ESP) offers a practical, learner-centered approach that aligns evaluation with real-world language use. Below are the essential steps to implement it effectively:

Table 3. Steps in Implementing Portfolio Assessment in ESP

1. Define Portfolio Objectives	Clarify the purpose, e.g., to enhance writing skills for business correspondence or oral interaction in hospitality settings. Objectives should match the ESP course goals (Hamp-Lyons & Condon, 2000).
2. Choose the Portfolio Type	Select from: a) Working Portfolio (process-focused), b) Display Portfolio (showcasing best work), or c) Assessment Portfolio (used for grading). Each serves different

		instructional purposes. (Hamp-Lyons & Condon, 2000).
3. Develop Rubrics and Criteria	Clear and	Design rubrics that evaluate language accuracy, task completion, coherence, and professional tone. Share these with learners to encourage self-monitoring (H. Andrade & Valtcheva, 2009).
4. Guide Collection of Artifacts	the	Students compile meaningful, context-specific tasks such as project proposals, client dialogues, or promotional scripts mirroring real-life job tasks (Fathi et al., 2023).
5. Encourage Reflection and Self-Assessment		Learners write reflections on each task, explaining what they learned and how they improved. This fosters metacognition and learner autonomy. (H. L. Andrade, 2019)
6. Provide Ongoing Feedback		Teachers offer feedback during the process, helping learners revise and deepen their work. Continuous feedback supports formative growth (Brandmo & Gamlem, 2025).
7. Conduct Final Evaluation		At the course's end, assess the portfolio holistically using established rubrics. Consider both the quality of final products and the developmental journey. (Todorova-Ruskova, 2021)

4. Learning Outcomes and Assessment Alignment

The following learning goals and evaluation standards were created using the frameworks for portfolio evaluation (Hamp-Lyons & Condon, 2000), authentic assessment according to Brown in Lund & Winke, (2008), and constructive alignment (Biggs, 1996). The portfolio tasks and rubrics are pedagogically sound and in line with actual ESP communication objectives thanks to these theoretical underpinnings.

Learning Objectives Aligned:

Table 4. Learning Outcomes for ESP Portfolio Assessment

No.	Learning Outcome
1.	Use business English vocabulary in authentic, real-world communication tasks
2.	Present economic and promotional ideas clearly and persuasively
3.	Apply language structures relevant to entrepreneurship and marketing
4.	Collaborate effectively and reflect critically on learning and communication challenges

Assessment Criteria:

Table 5. Assessment Criteria for
ESP Portfolio Evaluation

Criterion	Explanation
Task Achievement & Creativity	Fulfillment of task goals with original and engaging content
Vocabulary & Grammar	Appropriate and accurate use of ESP/business terms and sentence structures
Organization & Clarity	Logical structure, coherence, and effective formatting in writing/speaking
Relevance	Connection to real-world marketing/entrepreneurial situations
Reflection & Language Insight	Depth of reflection, metacognitive awareness, and language use awareness

5. Rubrics and Evaluation Criteria

Assessment rubrics in ESP portfolio evaluation should be transparent and aligned with the course outcomes (Hamp-Lyons & Condon, 2000). Key criteria include:

Table 6. Portfolio Assessment Rubric with Scoring Guide

No	Assessment Aspect	Description	Score
1.	Task Authenticity	Relevance of portfolio tasks to real-world ESP scenarios (e.g., hotel booking script, business presentation).	1 - 4
2.	ESP Language Use	Use of accurate, field-specific language and terminology appropriate for the ESP context.	1 - 4
3.	Presentation & Layout	Organization, formatting, clarity, and visual design of the submitted portfolio.	1 - 4
4.	Reflective Writing	Depth and insight of student reflection on their learning, challenges, and development.	1 - 4
5.	Final Product Quality	Professionalism, completeness, and applicability of the final documents included in the portfolio.	1 - 4

Score Interpretation Guide:

4 = Excellent – Relevant, accurate, well-structured.

3 = Good – Appropriate with minor issues.

2 = Fair – Some errors or less relevant to the ESP context.

1 = Poor – Incomplete or not aligned with ESP goals.

Challenges And Limitations/Solutions

Although portfolio assessment has many advantages for English for Specific Purposes (ESP), there are drawbacks to its use. The time-consuming process of creating and evaluating portfolios is one significant drawback. Because feedback and evaluation are individualized, teachers frequently struggle to manage their workload, particularly in large classes. Institutions can address this by offering training in assessments and digital tools like learning

management systems and e-portfolio platforms that simplify feedback (Fathi et al., 2023).

The absence of standardization is another prevalent problem. It is challenging to compare student outcomes across various groups because portfolio tasks are specific to certain fields (such as engineering, law, or tourism). To ensure transparency and consistency, this variability can be controlled by creating explicit rubrics, predetermined learning objectives, and benchmarking examples (Tuan, 2021).

Students may struggle with behavior control and motivation, especially without experience in reflective writing or project planning. Educators should use scaffolded instruction, progress reports, and peer evaluations to promote responsibility. The issue of validity and reliability in assessment comes last. Portfolio grading could be viewed as subjective, especially if assessor bias is not controlled or if the rubrics are unclear. Reliability and fairness can be increased by using thorough rubrics, double-marking protocols, and student participation in co-assessment.

When used carefully, portfolio assessment is still a potent strategy in spite of these obstacles. Portfolios can help ESP learners become more engaged, reflective, and prepared for the workforce if they are properly planned, supported, and connected to real-world tasks.

Real-World Example: Business English

Portfolio assessments are a useful tool for recording and assessing students' proficiency in using English in real-world business situations. A portfolio enables students to show how they use business-related language in real-world situations, like writing proposals, giving presentations, or exchanging professional emails, in contrast to traditional tests that only assess vocabulary or grammar. For instance, a semester-long portfolio project in a management course on business communication may ask students to finish many related tasks, such as:

1. Sending a business email introducing a product or service to a prospective customer.
2. Creating a company profile that highlights the company's services, core values, and objectives.
3. Crafting a marketing pitch presentation with a polished tone and persuasive language.
4. Creating a summary of a business plan with an emphasis on coherence, clarity, and structure.
5. Reflective Journal Entries, in which students evaluate their own communication, teamwork, and language use techniques.

Students gather these artifacts over the course of the semester and compile them into a physical or digital portfolio. In addition to language accuracy, teachers evaluate students' proficiency in tone, structure, professionalism, and content relevance, all of which are vital in business settings.

This approach improves linguistic proficiency and professional communication skills by bridging the gap between classroom activities and real-world business tasks. Additionally, students gain a better understanding of their areas of strength and growth through reflection on their progress and ongoing feedback.

The objectives of Competency-Based Education (CBE) are well served by such a portfolio since it highlights the meaningful, career-relevant ways in which students can use the language. Consequently, the evaluation of business English portfolios offers proof of learning as well as a means of fostering a deeper understanding of the language used in the workplace.

Alignment With Competency-Based Curriculum

The evaluation of portfolios is in line with the tenets of Competency-Based Curriculum (CBC), which places a strong emphasis on demonstrating skill mastery through real-world, task-based performance. This alignment is especially important in the context of English for Specific

Purposes (ESP), where students are expected to use language in real-world, discipline-specific situations rather than just learning abstract language.

Students demonstrate their communication skills over time through carefully chosen collections of work, including project presentations, business emails, and reflective journals. The two pillars of CBC formative evaluation and learner autonomy are reinforced by this performance-based evidence. Learners can critically track their development, pinpoint areas for growth, and increase their engagement with meaningful language use through regular self-assessment and feedback integration (Fathi et al., 2023). As a result, portfolio evaluation fosters critical thinking, teamwork, and self-directed learning, all of which are crucial 21st-century skills while also meeting CBC requirements.

Conclusion

English for Specific Purposes (ESP) portfolio assessment provides a dynamic, student-centered substitute for conventional testing. It enables learners to demonstrate their language development alongside pertinent professional competencies by emphasizing authentic, performance-based tasks. Portfolios encourage learner autonomy, motivation, and critical thinking in addition to measuring results through ongoing documentation, reflection, and feedback. Thoughtful planning, backed by precise rubrics and alignment with a competency-based curriculum, can ensure its successful implementation even in the face of obstacles like time constraints, evaluation subjectivity, or technological access. Portfolio assessment offers a potent way to combine language instruction with discipline-specific assignments in real-world ESP contexts, like business English or tourism, preparing students for communication demands outside of the classroom. As ESP continues to evolve, portfolio assessment stands as a meaningful, flexible, and holistic tool for both teaching and evaluation.

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TECHNOLOGY ENHANCED ASSESSMENT IN ESP CLASSROOM

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Introduction

In today's digitally connected and rapidly evolving professional world, the integration of technology into educational assessment is no longer optional—it is a necessity. This is particularly true in English for Specific Purposes (ESP) classrooms, where learners are expected to develop language competencies that directly align with real-world tasks and occupational demands (Dudley-Evans & St John, 1998; Hyland, 2016). As global industries increasingly rely on digital communication, the methods used to evaluate learners' English proficiency must also evolve to reflect authentic, context-specific performance. Technology-enhanced assessment (TEA) has emerged as a powerful approach to meet these evolving expectations, offering tools and platforms that enable more dynamic, flexible, and learner-centered evaluation processes (Reinders & Darasawang, 2012; Wang, 2022). Moreover, the rise of digital platforms, mobile applications, artificial intelligence (AI), and cloud-based tools has transformed how teachers can track progress, give feedback, and design formative assessments that support continuous learning (Klimova, 2019; Hampel & Stickler, 2012). In ESP settings, these technologies can be tailored to professional genres and communicative contexts, making assessment not only more relevant but also more motivating for learners. Whether through the use of e-

portfolios to document project-based tasks or AI-supported platforms that offer grammar and vocabulary feedback, TEA supports a shift toward more meaningful and learner-centered evaluation (Carless, 2007; Al-Samarraie & Saeed, 2018).

At the same time, integrating technology into assessment is not without its challenges. Issues such as digital access, teacher readiness, tool validity, and student data privacy must be critically examined (Reinders & White, 2010). In order for TEA to be successfully implemented in the ESP classroom, educators must strike a balance between innovation and pedagogical soundness. This requires careful planning, ongoing teacher development, and alignment with curriculum goals and learner needs.

This chapter explores the role of technology-enhanced assessment in the ESP classroom through both theoretical and practical lenses. It begins by outlining the conceptual foundations of TEA and the specific nature of assessment in ESP contexts. It then presents various digital tools and platforms that can be employed to assess learners' skills in specialized domains. Benefits and limitations are critically examined, followed by illustrative case examples from different ESP settings. Finally, the chapter offers practical strategies for ESP practitioners to effectively integrate TEA into their instructional design and concludes with a discussion of future directions in technology-enhanced assessment.

By highlighting both the opportunities and challenges associated with TEA, this chapter aims to support ESP educators in reimagining assessment as a more interactive, personalized, and authentic component of the teaching and learning process.

Theoretical Foundations and Frameworks

The integration of technology into language assessment is underpinned by a number of theoretical frameworks that inform both instructional design and evaluative practice. In the English for Specific Purposes (ESP) context, these foundations must support not only the acquisition of

linguistic competence but also the practical application of language in authentic, domain-specific contexts. Therefore, the theoretical underpinnings of Technology-Enhanced Assessment (TEA) must be byzantine, drawing from language assessment theory, learning theory, and digital pedagogy. Some theories aligned with the TEA are constructivist and socio constructivist theories,

Technology-enhanced assessment is closely aligned with *constructivist and socio-constructivist theories of learning*, which view knowledge as actively constructed by learners through interaction with content, tools, and others (Vygotsky, 1978; Jonassen, 1999). In TEA, digital tools such as discussion boards, collaborative writing platforms, and peer feedback applications facilitate interactive, learner-centered environments. These tools support formative assessment, allowing learners to reflect, revise, and co-construct meaning in real time.

In the ESP context, constructivism supports task-based and project-based assessment models where learners engage in simulations of real-life professional tasks (e.g., writing a business email, preparing a medical report). When mediated by technology, these tasks become more immersive, multimodal, and authentic.

One of the most significant paradigms informing TEA is *Assessment for Learning* (AfL), which emphasizes ongoing, formative assessment processes designed to inform and improve student learning (Black & Wiliam, 1998). Unlike traditional summative assessments that occur at the end of instruction, AfL leverages frequent, low-stakes assessments that are embedded throughout the learning process. Technologies such as learning analytics dashboards, AI-based feedback tools, and digital rubrics enable timely feedback and learner reflection.

In ESP classrooms, formative TEA supports learners in recognizing their progress in mastering specific genre conventions, communicative functions, and task performance. For instance, platforms like Write & Improve or Google Docs with teacher and peer annotations allow

students to revise technical writing or oral presentations in accordance with industry expectations.

Characteristics of Assessment in ESP Contexts

Assessment in English for Specific Purposes (ESP) is inherently different from assessment in General English Language Teaching (GELT) due to the context-driven, goal-oriented, and occupation-specific nature of ESP instruction. ESP learners are not merely acquiring language for general communication, but for specific functions within particular domains such as business, law, aviation, medicine, or tourism (Basturkmen, 2010; Hyland, 2016). Consequently, assessment in ESP must be purposeful, situated, and aligned with real-world communicative tasks that reflect the language demands of the target professional context. Some characteristic of ESP assessment is suitable to be executed by the help of technology, those characteristics involved the below discussion.

1. Authenticity and Communicative Relevance

A central feature of ESP assessment is authenticity—both in terms of content and task design. Authentic assessment tasks replicate the kinds of activities learners are likely to perform in their workplaces or academic disciplines (Douglas, 2000). For example, students in an English for Nursing course may be assessed through simulated patient handovers or written incident reports, while Business English learners may be evaluated on email writing, pitching, or negotiations.

This emphasis on authenticity is one reason technology-enhanced assessment (TEA) has found a natural fit in the ESP context. Digital tools enable multimedia simulations, asynchronous video interactions, and the integration of professional documents into the assessment process. Tools like Flipgrid, Edpuzzle, and voice annotation apps allow students to demonstrate fluency, pronunciation, and appropriateness in professional scenarios—something

difficult to capture with traditional pen-and-paper tests.

2. Task-Based and Performance-Based Assessment

ESP learners benefit from task-based assessments that are not only linguistically challenging but also professionally meaningful. These tasks typically involve reading, writing, speaking, or listening with a clear communicative purpose in mind, such as explaining procedures, describing data, or participating in workplace meetings.

Technology enables these tasks to be performance-based, where learners can showcase integrated skills using domain-specific terminology, genre conventions, and problem-solving strategies. For instance, a learner in English for Tourism might create a virtual tour guide video, assessed through both oral fluency and audience engagement. Such tasks are enhanced by TEA tools that support multimodal production and digital submission.

3. Needs-Based and Learner-Specific Design

One of the defining principles of ESP is its learner-centeredness, often beginning with a needs analysis to determine the target language use (TLU) situations for specific groups of learners (Dudley-Evans & St John, 1998). Assessment, therefore, must reflect these learner needs and outcomes.

With TEA, adaptive and personalized assessment becomes more feasible. Digital platforms can track learner performance over time, offer differentiated tasks, and enable the integration of self- and peer-assessment. For example, an online writing platform might allow learners to set goals, receive AI-generated feedback, and revise based on their own professional interests. Some platform that enable the TEA writing activities such as Grammarly, Quillbot, DeepL, etc

4. Focus on Accuracy, Fluency, and Genre Awareness

ESP learners are often assessed not only on general linguistic accuracy but also on fluency, pragmatic competence, and genre awareness. This is especially important in disciplines where tone, register, and structure are critical—for example, writing patient case summaries in medicine or legal memos in law.

Digital assessment tools such as automated writing evaluation (AWE) systems, online corpus tools, and genre-based templates can assist in evaluating these genre-specific features. Furthermore, TEA supports repeated formative cycles, allowing learners to produce drafts, receive feedback, and refine their output, aligning with professional standards.

Forms and Tools of Technology-Enhanced Assessment in ESP

Technology-Enhanced Assessment (TEA) in English for Specific Purposes (ESP) leverages a wide array of digital tools to design, deliver, and support meaningful, authentic evaluation. These tools enable the implementation of formative, summative, and performance-based assessments that align with the communicative demands of specific fields. ESP learners particularly benefit from TEA as it provides flexibility, realism, and multimodality, better mirroring the tasks they will encounter in real-life workplace or academic environments. This section explores the typical forms and platforms used in TEA, illustrating how they function across different assessment purposes within ESP contexts.

One significant category is automated feedback and AI-powered writing tools. Automated writing evaluation systems, along with AI-based platforms, support formative writing assessment by providing instant feedback on grammar, vocabulary,

cohesion, tone, and more. Tools such as Write & Improve, Grammarly, Quillbot, and the Hemingway Editor promote self-regulated learning and encourage iterative revision. For instance, in a Legal English course, students might

compose formal legal memos and use Grammarly to identify passive constructions and overly informal expressions. This process allows them to refine their writing, enhancing both genre awareness and lexical precision. While these tools do not replace teacher judgment, they offer valuable scaffolding for revision, particularly in large classes or online learning settings.

E-portfolios combined with reflective self-assessment represent another impactful approach. By using platforms like Google Sites, Mahara, Padlet, Wakelet, or Seesaw, students can systematically collect evidence of their learning over time, including written assignments, audio recordings, videos, and personal reflections. This practice aligns well with ipsative and formative assessment objectives. For example, in an English for Tourism course, learners might develop e-portfolios featuring tour scripts, recorded welcome speeches, and reflective pieces on cross-cultural communication challenges. Teachers then use rubrics to assess aspects such as fluency, appropriateness, and professional tone. E-portfolios thus not only personalize assessment but also foster learner autonomy and transparency.

Interactive platforms designed for low-stakes formative assessment further enrich ESP learning. Gamified tools like Kahoot!, Quizizz, Mentimeter, Wordwall, and Socrative help check comprehension, reinforce terminology, and motivate students in a non-threatening way. They are especially effective for building ESP vocabulary, industry-specific jargon, and functional expressions. For instance, Engineering English students might engage with Quizizz to review the names of electrical components, safety terminology, and process verbs, followed by peer discussions that deepen understanding. These platforms drive engagement and can be employed both synchronously and asynchronously.

Video-based assessment and speaking practice also play a crucial role, given the importance of oral communication in many ESP contexts, whether for participating in meetings, giving presentations, or interacting with clients. Tools such as Flipgrid,

Vocaroo, Loom, and Edpuzzle facilitate the recording, storage, and assessment of spoken tasks. In an Aviation English class, for example, students may submit recorded role-play interactions simulating dialogues between pilots and air traffic controllers. Teachers then assess these performances for clarity, situational appropriateness, and pronunciation using tailored rubrics. Such platforms often include features for peer and self-review, encouraging learners to reflect on their speaking skills.

Learning Management Systems (LMS) provide a comprehensive backbone for TEA in ESP by supporting multimodal learning, tracking progress, and hosting integrated assessments. Systems like Moodle, Canvas, Google Classroom, and Edmodo typically incorporate quiz builders, rubrics, peer review functions, and analytics dashboards. In a Business English course, students might complete a sequence of tasks within Moodle, such as reading a case study, writing a company analysis, and then presenting a proposal via video upload. This integration ensures that assessments are linked to learning outcomes and feedback is streamlined.

Simulation and virtual scenario-based assessments have also gained traction with advances in immersive learning technologies. Tools like VirtualSpeech, ThingLink, 360-degree video, or custom-built AR/VR applications allow learners to engage in rich, contextualized environments where they can demonstrate critical thinking, problem-solving, and functional language use. For instance, Medical English students might use a VR scenario to practice patient consultations, after which they submit a written diagnosis and a reflective piece. Assessment then focuses on the accuracy of clinical language, empathy, and appropriateness of communication. Though these methods can be resource-intensive, they offer deeply engaging and realistic assessment experiences.

Finally, peer and collaborative assessment tools emphasize the development of teamwork and critical feedback skills essential in many professional settings. Platforms like Google Docs, Microsoft Teams, Peergrade, and Hypothesis enable real-time collaborative writing,

editing, and structured peer review. In an English for Environmental Science course, for example, students might co-author a research report in Google Docs, peer reviewing each other’s sections with a rubric that highlights clarity, organization, and the use of scientific language. This approach not only builds subject-matter expertise but also nurtures collaborative competencies vital for their future careers.

Through this diverse array of tools and strategies, TEA in ESP creates richer, more authentic, and more learner-centered assessment experiences, ultimately preparing students to meet the communicative challenges of their specific disciplines.

In relate to English skills, technology-Enhanced Assessment (TEA) has transformed how language skills are evaluated in English for Specific Purposes (ESP) contexts. By leveraging digital platforms, instructors can assess speaking, writing, reading, and listening in ways that mirror real-world professional communication. This integration not only enhances authenticity but also promotes learner engagement and autonomy. The table below shows the integration TEA into every language skill of ESP assessment.

Table 1. Technology-Enhanced Assessment Tools and Examples for Language Skills in ESP

Language Skill	Tools / Platforms	ESP Assessment Examples & Focus
Speaking	Flipgrid, Vocaroo, Loom, Edpuzzle (video prompts), VirtualSpeech, VR simulations	Aviation English students record pilot-ATC role-plays via Flipgrid, assessed on clarity, situational appropriateness, and pronunciation. Medical English learners use VR scenarios to practice patient consultations, submit recorded diagnoses, assessed on empathy and clinical language.

Writing	Grammarly, Write & Improve, Quillbot, Hemingway Editor, Google Sites, Mahara, Padlet (for e-portfolios), Google Docs	Legal English students draft formal memos using Grammarly for iterative revisions. English for Tourism students maintain e-portfolios with tour scripts and reflections. Environmental Science students co-write reports in Google Docs, peer-reviewed for structure and technical language.
Reading	Moodle, Canvas, Google Classroom (LMS), Socrative, Mentimeter	Business English students read case studies and complete analyses within Moodle, assessed with rubrics for comprehension and critical interpretation. Use of Socrative or Mentimeter for checking understanding of industry texts.
Listening	Edpuzzle, Vocaroo, Loom (for summaries), audio embedded in LMS	Hospitality or Aviation English students watch Edpuzzle videos with embedded questions. Learners listen to service dialogues, then record spoken or written summaries via Loom or Vocaroo.

Conclusion

The integration of technology into language assessment has become an essential development in contemporary English for Specific Purposes (ESP) instruction, driven by the dual forces of globalization and rapid technological change. In ESP classrooms, where the primary aim is to equip learners with language competencies directly aligned to the communicative demands of particular professional or academic fields, traditional assessment practices often fall short of capturing authentic, context-specific performance. This necessitates a shift toward technology-

enhanced assessment (TEA), which leverages digital tools to create more dynamic, meaningful, and learner-centered evaluative experiences.

Grounding this shift are several interrelated theoretical perspectives. Constructivist and socio-constructivist theories underscore the importance of learners actively building knowledge through interaction and authentic problem-solving. These principles resonate deeply with assessment for learning (AfL), which positions assessment as an ongoing, formative process integral to language development. Further, frameworks such as TPACK and Bloom's Digital Taxonomy illuminate how technological, pedagogical, and content knowledge can be harmoniously combined to design assessments that foster higher-order thinking within specialized contexts. Coupled with a strong foundation in language assessment literacy (LAL), these frameworks guide educators in making informed decisions about how technology can transform not only what is assessed, but how assessment empowers learners to meet domain-specific communicative standards.

The unique characteristics of assessment in ESP further reinforce the relevance of TEA. Unlike general English instruction, ESP assessment must prioritize authenticity, mirroring the texts, tasks, and interactions learners will encounter in their professional environments. It is also inherently task-based and performance-oriented, demanding that students apply linguistic knowledge in realistic, goal-driven scenarios. Needs analysis frequently underpins ESP course design, making assessments necessarily responsive to learners' specific purposes—whether drafting medical case notes, delivering technical presentations, or participating in simulated negotiations. TEA aligns seamlessly with these needs by enabling multimodal, adaptive, and situated assessments that reflect the nuanced expectations of various professional genres.

The forms and tools of TEA are as diverse as the communicative contexts they aim to emulate. Automated writing evaluators, e-portfolios, interactive quiz platforms,

speaking and video apps, learning management systems, and even immersive VR

simulations all contribute to a robust ecosystem of assessment possibilities. In practice, these tools allow educators to implement low-stakes formative checks, scaffold complex professional tasks, and provide immediate, data-driven feedback that would be challenging to achieve through traditional means. They also afford learners greater agency, enabling reflective and iterative engagement with their own progress.

Yet, alongside these compelling benefits, several challenges temper the implementation of TEA in ESP settings. Access remains a persistent concern; unequal availability of devices, reliable internet, or digital literacy can limit participation and exacerbate existing inequities. Teachers, too, must navigate steep learning curves— not only in mastering new technologies but in critically evaluating their appropriateness and validity for assessing specialized language use. Ethical considerations, from data privacy to the interpretive limits of AI-based scoring systems, require careful scrutiny to ensure that assessment remains fair, transparent, and pedagogically sound.

Taken together, the trajectory from the theoretical foundations to the practical forms, benefits, and challenges of TEA in ESP underscores a central argument: technology, when thoughtfully integrated, has the capacity to transform assessment from a static measurement tool into a dynamic, context-rich process that actively drives professional language development. However, realizing this potential depends on striking a careful balance between innovation and critical reflection—aligning digital possibilities with the authentic communicative purposes at the heart of ESP.

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PROGRAM EVALUATION AND QUALITY ASSURANCE

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Introduction

English for Specific Purpose (ESP) emerged in the 1960s responding to global market demands and English as a lingua franca, initially focusing on commerce, science, and technology (Işık-Taş & Kenny, 2020; Hyland, 2022). While Hyland (2022) recommends equipping ESP learners with general academic competencies like sociocultural competence, rapid global changes and technological advancements make ESP instruction increasingly dynamic and challenging, requiring meticulous syllabus and materials design.

ESP instructors commonly face significant challenges including lack of training, professional development, and access to relevant materials (Bayram & Canaran, 2020; Falasca, 2024). These limitations prevent instructors from providing materials that enhance higher-order thinking skills and developing innovative course materials (Bayram & Canaran, 2020; Bekteshi & Xhaferi, 2020). Additionally, the heterogeneous nature of learners' competencies, needs, and English proficiency levels makes ESP instruction more complex (Fitria, 2023; Jande & Ibrahim, 2021), while instructors lack adequate collaboration and stability in ESP courses (Meristo & Arias, 2020).

Despite these challenges, ESP instructors remain largely overlooked in research. Basturkmen (2022) and Yan (2025) identified limited research on ESP instructor needs, program assessment and evaluation, and technology

integration including artificial intelligence. Given that 21st-century demands require ESP instructors to integrate technologies like Generative AI for interactive and personalized learning (Ahmed et al., 2023), supporting ESP instructors is crucial for delivering quality programs.

Evaluation, defined as searching for quality through valid and reliable information for informed decision-making (Stake & Schwandt, 2006; Stufflebeam, 1968), serves as accountability and quality assurance in higher education (Kai, 2009). Quality encompasses five dimensions: exceptional, consistency, fitness for purpose, value for money, and transformative (Harvey & Green, 1993). While accountability-focused evaluation may make instructors feel untrusted (Harvey & Knight, 1996), improvement-focused evaluation helps enhance teaching practices and learning experiences (Harvey, 2002a). This chapter examines student evaluation of teaching (SET) and peer observation as evaluation methods that directly impact teaching practice and learners' experiences.

Student Evaluation of Teaching

SET gained popularity in the 1970s for summative evaluation and accountability measures to assess teaching quality (Arthur, 2009; Hornstein, 2017). Countries like the US, UK, Canada, and Australia adopted SET for tenure/promotion decisions and teaching improvement (Hornstein, 2017; Neumann, 2000). Recently, SET serves as formative evaluation where learners assess teaching effectiveness (Al-maamari, 2021). However, SET generates debate due to differing perceptions of effective teaching between instructors and learners (Kulik, 2001).

Positive Attitudes Instructors with positive SET attitudes view it as reflection tool for monitoring performance strengths and weaknesses, enabling them to refine teaching materials and methods (Al-maamari, 2021; Dima & Ștefan, 2021). They believe learners can identify learning difficulties instructors may miss. Learners with positive attitudes expect feedback to improve their learning experiences and become more motivated, engaged, and autonomous when evaluating ESP courses (Dmitrenko &

Budas, 2021; Kereković, 2021). These attitudes foster self-reflection and critical thinking (Dima & Ştefan, 2021).

Negative Attitudes Instructors question SET credibility, believing students cannot understand effective teaching due to poor course material comprehension (Arthur, 2009; Emery et al., 2003). They cite bias issues, such as gender preferences favoring male instructors (Gelber et al., 2022; Kreitzer & Sweet, 2022), grade-based evaluations (Sullivan et al., 2024), and revenge-driven negative feedback (Donovan & Donovan, 2024). Learners develop negative attitudes when expectations don't align with instructional materials, such as expecting authentic discipline-specific materials but receiving grammar-focused instruction (Bui, 2022; Mostafavi et al., 2021), or expecting translation support that instructors don't provide (Sojoodizadeh et al., 2020). Late or absent feedback responses also generate negative attitudes (Sullivan et al., 2024).

Adverse Impacts Fearing negative assessments, instructors may lower standards, decrease test difficulty, and inflate grades to secure positive feedback (Stroebe, 2020; Sullivan et al., 2024). This creates false competence beliefs in learners, reducing motivation for deep learning and devaluing qualifications. Similarly, learners fearing identification may provide favorable rather than honest feedback, preventing instructors from addressing real teaching issues (Sullivan et al., 2024). Confidentiality assurance through consent forms is essential for honest evaluations (Svinicki, 2001).

AI and Ethical Concerns Recent studies raise concerns about AI-generated feedback lacking clarity and relevance to classroom learning and course objectives, providing only general responses rather than contextually accurate feedback (Gürbüz & Yılmaz, 2024).

Improvement Strategies Scholars recommend designing SET with relevant, understandable questions (Seldin, 1997), informing learners about feedback purposes (Wachtel, 1998), avoiding instructor presence during evaluation, choosing convenient timing, and educating

learners about SET while training them to provide quality feedback (Alok, 2011; Svinicki, 2001).

Peer Observation

Peer observation, which focuses on evaluating the quality of teaching, is a recognized *evaluation model*. In contrast, *peer* observation that emphasizes engaging instructors in discussions about teaching, self-reflection, and mutual reflection is referred to as a *peer review model* (Gosling, 2002). Peer observation can create significant tension and anxiety when used to evaluate instructors' qualifications for tenure or reappointment, but it is generally welcomed when used as a formative assessment to receive feedback from peers (Alghamdi et al., 2023; Ridge & Lavigne, 2020). Peer observation can be carried out by a colleague or senior staff member where an instructor is observed during a teaching practice, such as a class lecture or tutorial (Gosling, 2002). In that context, the observing instructor collects data as evidence to provide constructive feedback to the observed instructor, who can then use it for self-reflection and to improve their teaching practice (Cosh, 1998; Richards & Lockhart, 1992).

Tawalbeh (2020) found that instructors often prefer constructive feedback and clear explanations of how they can improve, rather than criticism that merely highlights their weaknesses. A follow-up discussion is also important to clarify observation results and support further improvement. The process emphasizes the importance of three phases of peer observation as introduced by Hammersley-Fletcher and Orsmond (2004), including the pre-observation meeting, observation, and post-observation discussion. In the pre-observation stage, the observed and observing instructors agree on the procedure, schedule, and purpose of conducting the observation. The observation phase is the time when peer observation takes place, as agreed upon between the observed and observing instructors. Meanwhile, the post-observation stage is the time the observed and observing instructors share the findings and provide necessary clarification to facilitate learning and prompt development

(Cosh, 1998; Richards & Lockhart, 1992). While all three stages are equally important, the key to successful peer observation lies in the observed instructor's reflection on and action based on the feedback provided by the observing instructor (Hammersley-Fletcher & Orsmond, 2004). Scholars (Handayani & Fitriani, 2024; Rawat et al., 2022) have demonstrated that participating in the three phases of peer observation has a positive impact on nurturing instructors' positive attitudes toward embracing SET and improving learners' performance, as instructors utilize their peers' constructive feedback to enhance their teaching practices and establish collaboration among peers, as found in Indonesian ESP classrooms.

Nevertheless, administering SET presents challenges. The most common challenges in implementing peer observation are time constraints and a lack of expertise in providing constructive feedback (Agustina et al., 2020; Paul, 2021; Ridge & Lavigne, 2020). Instructors often find peer observation stressful, as they are already heavily occupied with tasks beyond teaching; such as research, community service, and administrative duties, which are part of their responsibilities in higher education institutions (Gaus & Hall, 2016). Hence, spending time on peer observation adds more pressure to their already heavy workload. Moreover, providing constructive feedback is not easy, as it requires expertise and practice to ensure that the feedback offers meaningful reflection for the observed instructors. Acquiring such expertise is particularly challenging for pre-service instructors or those who rarely engage in peer observation. Therefore, frequent and regular peer observation practices may help overcome this issue, although increasing their frequency will likely add to instructors' workload pressure.

For a peer observation to be successful, it requires a supportive culture, training, structure, purpose, mutual respect, and institutional support (Quenette & Rybas, 2023). Institutional support is particularly crucial for increasing instructors' self-awareness and reflection (Agustina et al., 2020). Moreover, institutional support is essential to create a setting for convenient peer

observation, ensuring its practical implementation. Such setting can be achieved by pairing instructors who have a good working relationship (Evişen, 2021). Well-planned peer observation can support both instructional improvement and the development of a collaborative environment, fostering a community focused on reflective teaching practices that enhance the quality of student learning (Deraney, 2023). Dos Santos (2020) argued that peer observation, designed within a cycle known as a peer observation cycle program (POCP), facilitates communication and discussion between junior and senior instructors. Having their class observed by seniors, novice instructors, particularly those with no teaching experience, learn from their seniors' feedback and have an opportunity for deeper reflection on their teaching. Additionally, when observing their seniors' classes, they learn from their seniors' teaching practices. Moreover, post-observation meetings facilitate collaboration and discussion in which instructors can share their observations with the observers. However, the seniors do not necessarily want to learn new practices from the junior instructors.

Nevertheless, having a senior instructor observe a junior instructor may cause greater anxiety for the observed instructor due to fear of negative evaluation and high expectations from the senior instructor. For example, the pressure to perform well and meet the high expectations of observing instructors makes instructors in Bangladesh feel tired and bored (Paul, 2021). In contrast, having a peer observation by a peer, such as two instructors observing each other's teaching practices, may be helpful in improving teaching quality and partner relationships (Richards & Lockhart, 1992). Nevertheless, some issues may arise, such as the tendency to provide overly optimistic evaluations, since peers may have a mutual interest in receiving good evaluations themselves (Sharmin, 2024). In addition to a bias towards seeking positive reviews, the observed instructor may engage in stage teaching to perform excellently and receive a good evaluation by adjusting their teaching to meet the observer's expectations during the peer observation. While

in fact, the one-time polished teaching activity does not really reflect the instructor's typical classroom practices, the effectiveness of teaching in that class, and the representative of the whole complex quality of an instructor.

Nevertheless, if an observed instructor gains valuable feedback from the observing instructor, the observing instructor also benefits from watching others teach (Hendry & Oliver, 2012; Shortland, 2004). The mutual benefits show how observer-teacher self-efficacy is maintained and strengthened during a peer observation evaluation program (Hendry & Oliver, 2012; Shortland, 2004). Such an environment was observed in Motallebzadeh, Hosseinnia and Domskey's (2017) study in Iran, where both the observed and observing instructors learned from each other's teaching practices and applied new and improved teaching methods in their classrooms accordingly.

Finally, scholars (Evişen, 2021; Quenette & Rybas, 2023) agree that peer observation has been considered an effective means of professional development for instructors, as it allows instructors to exchange ideas, observe different teaching styles, and foster collegiality. Nevertheless, in addition to peer observation, other forms of evaluation; such as peer coaching, teacher support groups, team teaching, and workshops, can be implemented to assess teaching effectiveness in ways that engage peers and foster instructors' professional growth (Evişen, 2021; Herda et al., 2024).

Conclusion

This chapter presents SET and peer observation as evaluation tools for ESP programs, both aimed at supporting instructors through improvement-focused assessment that helps them prepare for classes, adapt teaching to student needs, and engage learners supportively rather than judgmentally. While SET collects learners' views on teaching effectiveness, peer observation enables instructors to learn from peer feedback, ultimately improving both teaching and learning experiences.

The discussion examines benefits and implementation challenges of both methods. Key factors affecting learners' negative attitudes toward SET include data confidentiality concerns, inappropriate timing hindering feedback realization, and mismatched expectations with teaching practice. For instructors, significant factors include pressure from potentially biased negative evaluations and performance expectations during peer observation. Additionally, instructors' lack of confidence in learners' and peers' competence to provide credible feedback contributes to less receptive attitudes toward both evaluation methods.

To improve credibility, strategies include ensuring data confidentiality and ownership, appropriate evaluation timing, and following structured approaches like the three-phase peer observation process (preparation, observation, post-evaluation) (Hammersley-Fletcher & Orsmond, 2004) or peer observation cycle programs (Dos Santos, 2020) that facilitate communication between observed and observing instructors.

Training is crucial for both learners and instructors. Learners, typically unfamiliar with pedagogy and instructor quality aspects, benefit from such training, while instructors need training to reduce evaluation pressure. Cohen and Mays (1981) recommend including instructors in evaluation planning, giving them feedback ownership, ensuring confidentiality, and providing improvement support. Kulik (2001) suggests expert consultation to help interpret feedback, though instructors should choose consultation focus areas autonomously (Marsh & Roche, 1993).

For robust ESP program evaluation, relying solely on SET or peer observation may lack validity and reliability, especially for accountability purposes. Combining both methods improves evaluation credibility and better aligns with ESP-specific teaching practices. For both accountability and developmental purposes, multiple evaluation methods are essential for data triangulation (Esarey & Valdes, 2020; Lohman, 2021). Additional methods include performance appraisal frameworks, peer

coaching, workshops, teaching journals, self-monitoring, and teacher support groups (Evişen, 2021; Lohman, 2021).

Evaluation procedures shape learning behavior while feedback accelerates development. Feedback from learners or peers is central to effective teaching development. For helpful feedback, instructors should embrace rather than avoid evaluation, viewing it as valuable expertise improvement resource with broader teaching effectiveness impact. Quality assessment ensures students have positive, robust learning experiences, promoting continuous teaching and learning improvement that empowers learners to become lifelong learners.

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PROFESSIONAL DEVELOPMENT FOR ESP PRACTITIONERS

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Abstract

This chapter highlights the importance of context-specific professional development for ESP teachers and practitioners. This program model supports educators in improving their teaching knowledge and skills according to the current ESP classroom profile, thereby leading to better student learning outcomes. The chapter explores common challenges faced in ESP teaching and learning at Indonesian vocational universities. It underscores three main issues observed in ESP classrooms that need particular attention: students with limited English proficiency, students lacking motivation to learn English, and the limited number of English lesson hours in the curriculum. Having identified these key problems, it recommends professional development programs that help teachers improve their teaching strategies to specifically address these issues. It also highlights the importance of ESP teachers' participation in ongoing professional development activities, whether through formal training programs or independent learning efforts, due to the dynamics of ESP environments. Whichever professional development activities they select, both demand a high level of motivation and consistency from the ESP teachers.

Keywords: ESP, Professional development, Context-specific, Autonomous learning

Introduction

Professional development for teachers, including English for Specific Purposes (ESP) practitioners, is a form of professional learning that helps them improve their knowledge and skills to enhance students' English learning outcomes. In this chapter, I share my thoughts on professional development for ESP practitioners in a practical and constructive way, as its main goal is to inform readers about the pedagogical activities they should prioritize when facing similar situations. The ESP context discussed here is specifically relevant to vocational universities in Indonesia and may also apply to other similar higher education institutions within the English as a Foreign Language (EFL) setting.

The presentation of ideas on professional learning activities begins with the most common situations that ESP teachers encounter and the professional development activities they should participate in to effectively handle these situations, thereby improving students' learning outcomes. The questions that guide the writing of this chapter are: a). What are the most common situations ESP teachers face in their English classrooms? and b). How can they best address these situations to enhance students' learning outcomes?

The Most Common ESP Classroom Profile

1. Learners with Low English Proficiency

With over 25 years of ESP teaching experience, I have observed a constant phenomenon. Students majoring in engineering fields such as electronic, electrical, mechanical, civil, marine, and agricultural engineering tend to start their ESP programs with low English proficiency. Their average paper-based TOEFL score is below 400 (Marwan, Anggita & Resky, 2016). Typically, only two out of 25 students in each class demonstrate strong English skills.

A slightly different English profile may be observed in non-engineering classrooms, such as accountancy, business administration, and tourism, where the

number of students with outstanding English proficiency exceeds that of their engineering counterparts. Despite this more positive trend, all ESP classrooms, whether for engineering or non-engineering majors, are still dominated by students who demonstrate only basic English capability.

Based on my practical insights, the phenomenon of low English proficiency, easily observed in various university ESP classes, is primarily due to students' unsuccessful English learning programs in their lower and upper secondary schools. English is a compulsory subject at these schooling levels, and students spend six years in these schools, which also means that they have learnt English for six years before entering tertiary education. ESP teaching and learning are best practiced with students who demonstrate a good level of English mastery, as the learning materials introduced in class are specific to certain study fields. However, given this reality, ESP teachers are left with no alternative but to engage with these low-English-proficiency students in their ESP programs.

2. Learners with Low English Motivation

This is one of the most important things that we, the ESP practitioners, should be aware of: that students' primary aim in studying at universities, without taking into account those who opt for an English study program and international program, is to extend their knowledge and skills in their chosen field of study (e.g., engineering, commerce, medicine, science). In other words, there is a greater chance that the majority of them may not consider English an essential subject.

In practice, I often observe this fact during initial encounters with students in their ESP classrooms. Beginning ESP teaching with non-English proficient learners, coupled with their low motivation levels, is a true challenge for English teachers. Interviews with students from different academic years reveal that their low motivation for learning English stems from their limited awareness of the significance of English

for their future professional careers and lives; thus, learning English is often seen as a formality only. This matter is further exacerbated by the excessive study load imposed by lecturers of various courses in their respective fields of study.

Past English learning experiences during secondary school also significantly influence students' motivation. For instance, textbook-oriented classroom activities with many written exercises, often led by less approachable English teachers, can be stressful and discouraging. Therefore, ESP teachers at the university level are strongly advised not to repeat these mistakes if they want their students to achieve positive learning outcomes.

3. Lack of English Lesson Hours in the Curriculum

English in a non-English curriculum is often considered a minor subject, and thus, the allocated hours are usually limited to two SKS (credit hours) per semester. Some curricula, particularly engineering programs, reserve two semesters or four credit hours for ESP teaching, while others offer up to five semesters or ten credit hours for an ESP course.

The minimum allocation of teaching hours for the ESP course is an unavoidable phenomenon. As previously argued, students' main intention is to advance their knowledge and skills in their chosen fields. This situation has created a dilemma for ESP teachers regarding how to help their students achieve a high level of English proficiency. This is even more challenging when they must cope with students who have low English proficiency.

Some universities require their students to take an English standardized test, typically in the form of a TOEFL-like test, in the first semester of their studies to assess their English level before the start of their ESP program, followed by another test scheduled in the final semester. ESP teachers can become more stressed if the university sets a specific TOEFL score (e.g., 500) that students must meet before graduation.

In short, the university's expectation of students' English proficiency level is hard to fulfil within the current curriculum profile.

Towards a Context-specific Professional Development for ESP Practitioners

As mentioned previously, I have structured this chapter to enable readers to understand the problematic situation in current ESP classrooms and to agree that the professional development programs proposed herein are formulated in response to these specific problems. To be clear, professional development in this chapter refers to any formal and informal professional learning activities undertaken by either preservice or in-service English teachers to enhance their ESP teaching knowledge and skills.

1. Professional Development (PD) One: How to Teach Students with Low English Proficiency

ESP teaching is most effective for students with strong English skills, as classroom activities typically involve subject-specific texts and discussions. University students usually encounter intermediate to advanced ESP materials. As a result, teaching and learning activities no longer focus solely on basic English knowledge and skills. However, the reality of ESP in an Indonesian EFL context falls short of this ideal. Therefore, using advanced ESP activities and materials is currently not practical.

Formal professional development (PD) involves English for Specific Purposes (ESP) teachers participating in a structured training program organized by an organization or an expert. When selecting formal PD, a group of ESP educators from either the same or different universities should communicate with the training provider regarding the training content, which should encompass strategies for working with learners exhibiting low English proficiency. Makovii (2024) underscores several teaching strategies that English teachers can employ when engaging with learners of

limited English skills, and these strategies should be incorporated into the PD program. First, classroom language that is frequently practiced throughout teaching and learning activities must be introduced during the initial meeting with students. Teachers should ensure that most instructions provided in the classroom are clearly and comprehensibly communicated to students. Given that students may encounter difficulties with particular instructions, teachers need the capability to convey messages through body language or Total Physical Response (TPR). In this context, the TPR technique must also be practiced during the PD activity. Furthermore, ESP teachers should learn how to utilize visuals and demonstrations in their instructional settings effectively. Learners with low English proficiency will benefit most if teachers are proficient in using visuals and demonstrations to support teaching and learning.

Carbines (2014) highlights the importance of building confidence in low-level English learners. He recommends several strategies for teachers to boost learners' confidence. First, personalize lesson activities and use authentic materials. Engaging learners in discussions about their experiences and showing images of familiar places or objects can make learning more meaningful. Second, drama can be an effective teaching tool for low-level learners, as it encourages confidence through "creative expressions." This activity helps learners create an anxiety-free learning environment and involves them in a language learning process without even noticing it. Third, assigning learners to make a video about their own story is also highly recommended. Through a video-recorded activity, learners can assess their progress, identify mistakes, and correct them. More importantly, they also build confidence as they speak on camera. Finally, recognizing learners' achievements is an effective way to boost their confidence. Teachers should praise their learners when they complete a task, even if they make some mistakes. Telling them that making mistakes is part of a learning journey

helps them feel at ease with their language learning efforts. In short, a formal PD to be participated in by the ESP teachers should incorporate teaching strategies to cope with low-level English learners.

Suppose participation in formal PD is not possible due to financial or other reasons. In that case, informal PD through independent or peer-to-peer learning can serve as an alternative. ESP teachers can explore a wide range of information on strategies to engage with low-level English learners from online sources, such as YouTube, social media, and research papers. The British Council's online English learning platform, for example, is a valuable resource for ESP teachers to improve their teaching skills, including strategies for instructing low-level English learners (Marwan & Wahyudi, 2025). In this platform, they can connect with other ESP teachers and practitioners to share their problems and best practices.

2. Professional Development (PD) Two: How to Motivate ESP Learners

Motivation for learning English is fundamental to attaining success in English acquisition. (Amelia, Nugraha & Yulianto, 2024; Takahashi, 2018). It is improbable to master English in a timely manner if a learner exhibits a low level of motivation towards the language.

In this section of the chapter, I argue that a lack of motivation is the primary reason why Indonesian vocational university graduates struggle to learn English. Their motivation issues start even before they begin their university studies. Therefore, strategies to help improve ESP students' motivation toward English are essential to include in the ESP PD content.

ESP teachers participating in professional development must be informed about theories of English language learning motivation before starting the practical session. One notable motivation theory is proposed by Dörnyei and Otto (1998), who introduce the framework of motivational strategies. This

framework includes four methods: 1) Creating basic motivational conditions, 2) Generating initial motivation, 3) Maintaining and protecting motivation, and 4) Encouraging positive retrospective self-evaluation.

First, ESP teachers need training on how to establish basic motivational conditions. According to Dörnyei (2001), three key elements are necessary to achieve these conditions: “teacher behavior, creating a pleasant atmosphere in the classroom, and generating a cohesive learner group” (cited from Umam et al., 2023, p. 297). Teachers play a central role in establishing this foundational environment in an ESP classroom. Their knowledge of the subject matter is essential, but their ability to foster a positive learning atmosphere is even more crucial. Therefore, this teaching approach should be included in professional development programs.

Generating initial motivation is the second key motivational strategy that ESP teachers should incorporate into the classroom. Students who study English in a non-English program at a university learn English because it is a required part of their curriculum, and they have no choice but to take this course. This situation suggests that some students might lack motivation to learn English. Once again, teachers must demonstrate skills to motivate their learners and help them enjoy learning English. Like the first motivational strategy, the teaching approach aimed at generating initial motivation must also be included in professional development programs. In response to this, Dörnyei (2001) suggests that teachers encourage their learners to set clear goals for their English learning endeavours.

As an experienced ESP practitioner, I find that encouraging learners to set their own goals is an effective way to boost their motivation to learn English. Sharing the true story of the Indonesian people, including former university students who have achieved success through their excellent mastery of

English combined with their expertise in the subject matter, helps them start to think about their future goals. This sharing session is best conducted during the first meeting with our ESP students, so they come to subsequent meetings as more motivated individuals.

The third strategy in the motivational framework, which involves maintaining and protecting motivation, is vital because it dramatically affects the sustainability of language learning. This aspect also requires teachers' ongoing effort to inspire learners in their ESP studies. The most effective approach is presenting tasks "in a motivational way" (Umam et al., 2023, p. 298). Professional development should focus on this motivational strategy, helping ESP teachers learn techniques that foster a positive and motivating learning environment. Connecting teaching to learners' interests and using engaging materials (Dörnyei, 2001) are just a few examples of methods teachers can practice during PD programs.

Finally, as the fourth strategy in the framework, encouraging positive retrospective self-evaluation is more challenging because it requires ESP teachers to demonstrate how language learners evaluate their progress. Therefore, the ESP professional development program should also emphasize this aspect. Some ways to encourage self-evaluation include using motivational expressions and providing positive feedback when a student completes a task (Dörnyei & Ushioda, 2011). As previously stated, this part of the motivational strategy is more difficult, and to apply it effectively in the actual ESP classroom, teachers must be provided with adequate training practices.

3. Professional Development (PD) Three: How to Enhance Learning Despite Limited Hours of English Courses in the Curriculum

A lack of English lesson hours is evident in nearly all ESP programs at vocational universities across Indonesia and other EFL settings. No matter how

excellent the ESP teachers' teaching approaches are, they will not help optimize learners' English skills if students do not supplement them with independent or autonomous learning efforts. Thus, all ESP learners must practice autonomous learning if they wish to graduate with a good level of English proficiency.

Benson and Lor (1998, p.3) define autonomous learning as "learners' control over learning, which includes active participation in the process, responsibility for managing factors like time, frequency, pace, setting, methods of learning, and a critical awareness of purposes and goals." To engage in autonomous learning, foreign language learners must show a high level of motivation in English (Yu, 2023). To emphasize again, motivation is the key to success in language learning.

In a professional development setting that is context-specific, ESP instructors require training on methods to assist their students in engaging in autonomous learning. Marwan and Wahyudi (2025) acknowledge the rapid advancement of internet technology as advantageous for both educators and learners, as it facilitates access to English language resources. They advise educators to update their knowledge and skills concerning the integration of technology in teaching and learning. According to their perspective, autonomous learning can be categorized into two types: guided and non-guided learning. Guided autonomous language learning pertains to students engaging in learning activities as part of task completion, as directed by the educators. The main goal of this guided learning is to ensure students spend more time practicing English outside their formal lessons. Throughout the process, the ESP teachers need to continuously monitor students' progress and reward their efforts with motivational expressions or other methods.

Non-guided autonomous language learning involves students' efforts to improve their English skills beyond formal instruction by using their preferred learning

strategies (Marwan & Wahyudi, 2025). As an experienced ESP teacher, I have seen many students succeed in learning English because of their autonomous efforts. Some students enjoy learning through online games, which enable them to communicate in English with peers from other countries and thus enhance their language skills. Meanwhile, others prefer watching English movies, reading English novels or magazines, and listening to English songs as part of their learning media. What I find most remarkable is that it is not the media they use as their learning tools, but rather their persistence and consistency in using them that make their learning successful. More importantly, these successful language learners also demonstrate a strong motivation for English. The ESP teachers need to be pedagogically sound and use these well-performing students as an asset. The following are examples of pedagogical activities that may be considered. Initially, request students to share their autonomous English learning journeys and the methods they employ to maintain their learning efforts with their peers in the ESP class. This activity will allow other students, who still exhibit a basic level of English proficiency, to gain insights into ways to enhance their English skills despite their limited hours of English lessons. They also share their motivational reasons with the class to help other students set their English learning goals (e.g., obtaining overseas scholarships, landing professional jobs abroad).

Next, have the class identify their learning preferences based on their interests or hobbies and group them according to their preferred learning style. Invite the successful English learners to share their learning journeys in more detail with the groups that share the same interests. This activity will help low-level English students see a possible successful English learning journey through their well-planned autonomous learning.

The above pedagogical arrangement may not be suitable for every ESP classroom, as each class may have a different number of students who succeed in English through autonomous learning. Therefore, ESP teachers need to be pedagogically competent, and this skill can be developed through context-specific professional development.

Concluding Remarks

Teaching ESP has several implications that require collaboration among all stakeholders to ensure successful learning. Ideally, ESP at the university level is designed for students who have demonstrated a relatively high level of English proficiency and may not be suitable for those with only basic English skills. However, considering that most ESP students in Indonesian universities or similar EFL settings tend to have low English proficiency, the support that university management should provide to teachers needs to be greater.

Professional development for ESP practitioners is a common form of support that teachers need to enhance their ESP teaching knowledge and skills, which in turn improve students' learning outcomes. Since attending a formal professional development program requires a financial allocation, usually on the part of university management, the program must be planned well to avoid a waste of resources. The term "needs analysis" is commonly used in the ESP environment, often relating to the teaching and learning materials developed based on students' needs. However, in the current context, needs analysis refers to the types of training that teachers need to enable them to demonstrate appropriate skills to create an effective learning program and environment for their language learners.

Having worked as an ESP teacher for over 25 years, I have made practical and empirical observations (needs analysis) regarding the ESP classroom profile in Indonesian vocational universities, and have found the following phenomena:

1. The classrooms consist of students with a low level of English.
2. Most students show low motivation for English.
3. The curriculum allocates limited English lesson hours.

These phenomena should motivate us to enhance ESP teaching at our university, ensuring students graduate with strong English skills. In other words, any teaching approach that neglects the three aspects mentioned above will result in less effective outcomes.

Support from university management or relevant stakeholders for ESP teachers' participation in context-specific professional development must be ongoing and regularly evaluated to ensure the continued achievement of desirable student learning outcomes. The three common ESP classroom profiles mentioned earlier may change over time due to various factors, such as improved teacher quality or better student English skills; therefore, the professional development needs for teachers must also be adjusted. To emphasize, needs analysis for ESP teacher professional development is an ongoing process.

In an EFL setting, we may encounter ESP teachers employed by higher institutions who invest little or no effort in supporting teachers participating in professional development programs. This situation can be problematic for both teachers and students. Despite this reality, ideal ESP teachers will adopt various learning strategies, such as participating in independent or autonomous professional learning. This mode of learning can be carried out collaboratively with ESP teachers from the same or other institutions or individually.

To summarize, this chapter highlights the importance of professional development programs that assist ESP teachers in engaging with students who have low English proficiency. These training activities should focus on the use of appropriate classroom language or instructions, total physical teaching technique, and strategies for increasing students' confidence in using English. It also emphasizes the need for training programs aimed at

improving ESP teachers' knowledge and skills in motivating their students toward English. The training content should minimally include four motivational strategies, specifically: 1) Creating basic motivational conditions, 2) Generating initial motivation, 3) Maintaining and protecting motivation, and 4) Encouraging positive retrospective self-evaluation (Dörnyei & Otto, 1998). Finally, since there are not enough hours for formal ESP learning, teachers need to participate in a training program that teaches them how to support their students in both guided and independent English language learning.

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