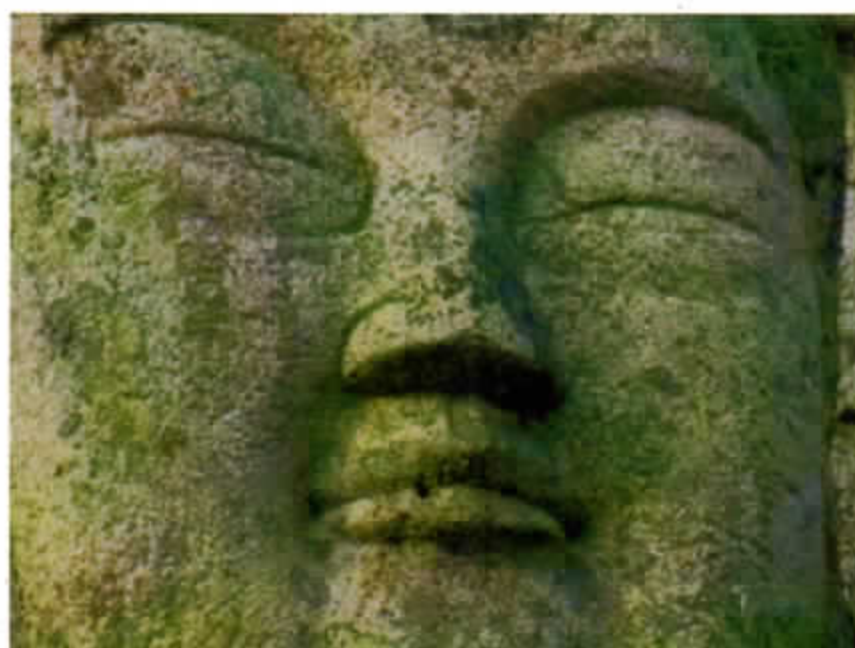


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Research and Trends of ESP in Indonesia

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Abstract

Mutual Recognition Agreement of AEC and that of APEC have been intensively socialized in Indonesia for some time. There are two crucial points to address: the free flow of skilled workers, and that of services and goods. These have a substantial impact on the use of English in the work place. However, this issue has not been anticipated, let alone addressed appropriately by the English instructors in the ESP research areas. This study aims at analyzing the ESP research and trends in Indonesia. The data were taken from reports at the Proceedings of International Conferences of TEFLIN (Teaching English as a Foreign Language in Indonesia) held in 2011, 2012, 2013 and 2014. The method used in this study is descriptive qualitative in which it elaborates the percentage of ESP articles out of total articles, the number of EAP articles and that of EOP articles and the ESP research method trends in Indonesia. The findings showed that the articles in Proceedings of TEFLIN International conferences held in 2011, 2012, and 2013 were dominated by EAP. Also, there was an increasing number of EOP articles. However, the number of ESP articles decreased: 2011 (9.5%), 2012 (21.6%), 2013 (21.15%), and 2014 (11.8%). The methods used in ESP research were mostly needs analysis. Other methods (ethnography, lingua franca, corpus) were still very few, and they were still emerging. Regarding AEC and

APEC, it is projected that EOP will be implemented more due to the free flow of products, services, and skilled workers.

Key words: ESP, research, trends, Indonesia, TEFLIN Proceedings
Diploma Tourism Program Universitas Merdeka Malang, Indonesia

Introduction

ASEAN Economic Community (AEC) starts in December 2015 and was effective as of 1 January 2016, while APEC will be effective in 2020. The implementation of AEC in the initial stage is prioritized in the 7 sectors of agriculture-based products: automotive, electronics, rubber, textile, fishery, and wood products; and 5 sectors of services: airline, online service, tourism, health and logistics; and 8 sectors of professions: engineering service, nursing service, surveying qualification, medical practitioners, dental practitioners, accounting services and tourism professional (Abdurrahman, 2015 p.3 and p.8). These 12 priority sectors and 8 professions have consequences on the use of English in the workplace specifically as a medium of communication. In a broader sense, the emergence of 12 priority sectors and 8 professions has impacted ESP- EOP teaching in Indonesia since the language used in AEC is English.

In Indonesia the effectual implementation of the AEC and the APEC has been intensively socialized through a number of means: off and online media, workshops, seminars, and conferences for some years. However, the response on ESP to anticipating the AEC and the APEC seems still very little. This can be seen from the number of articles in Proceedings of TEFLIN International Conferences where the conferences play a significant role as a medium for English instructors to share their ideas on the teaching learning process of English. To Indonesia where English is a foreign language, the effort to equip the students or graduates with a solid and functional mastery of English for Occupational Purposes (EOP) is greater than that of Singapore, the Philippines, Brunei, and Malaysia where the English is positioned as a second language. This paper aims at analyzing the ESP research and trends in Indonesia, the data of which was taken from reports and articles of the Proceedings of TEFLIN International Conferences held in 2011, 2012, 2013, and 2014 respectively. In particular, this paper examines two points, namely areas in

APEC, it is projected that EOP will be implemented more due to the free flow of products, services, and skilled workers.

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ESP that become the concern of Indonesian practitioners and research methods employed by Indonesian researchers in ESP context.

English for Specific Purposes (ESP), English for Academic Purposes (EAP), and English for Occupational Purposes (EOP)

ESP has not properly gained the popularity among English instructors until now in Indonesia specifically at college or university levels. This can be seen from the credit load of English courses in the first or the second semesters which is only allocated for 2-4 credits at non-English departments. This might be the factor that makes English instructors not quite interested in teaching ESP. However, the current emerging phenomenon is that ESP which is more on EOP in character is now highly needed in the workplace. At universities there is a requirement for the universities to provide not only a certificate after the students complete the courses but also a graduate diploma that states the competences of the graduates. This means that not only do the occupational colleges or polytechnics have to concern ESP, but also universities. The theme of international conference of *ESP in Taiwan, ESP: Moving Higher Education Closer to the Industry* held on October 23-24, 2015, in Taichung, Taiwan is vivid evidence that ESP is now highly needed (<https://sites.google.com/site/2015espconference>).

In Indonesia, as an enactment of Mutual Recognition Agreement (MRA) of ASEAN, the government which is officially represented by the Ministry of Workforce has published English for Housekeeping (the Decree of Minister of Workforce and Transmigration number 158, 2010, p. 5). The purpose of EOP is to facilitate those who have a job and those who are interested in having a job in the hotel sector to join the housekeeping certification. The language functions introduced include those that will be used in several hotel contexts, the examples of which among others are: 1) handling complicated complaints of housekeeping, 2) making memos of housekeeping, 3) making business letters of housekeeping, 4) making housekeeping presentations, 5) running housekeeping meetings, 6) making housekeeping documents". Meanwhile, at colleges and universities, based on casual observations at the official documents it is revealed that "reading in the case of EAP is the language skill which is mostly taught at non-English departments in the

graduate and the undergraduate levels. The courses are offered in the first or the second semesters". The purpose of teaching reading in this context is laid more on study skills which are ultimately aimed at broadening the academic knowledge of the fields that the students learn. Sulisty (2013 p. 37-49) points out "...not all the language skills are taught because the credits offered for EAP fall in the range between 2 and 4 credits. This is understandable as English as EAP in the Indonesian context is meant to equip the students with academic reading skills".

Areas of Research in ESP

There are many areas of research in ESP which are developing today including EAP, EST, EOP, Business English, and many other areas. The followings are the examples.

In the area of EAP research "...students construct and examine their own individual, discipline-specific corpora" (Charles, 2012, p.93). and the area of EST also turns to be the interest of researchers (Parkinson, 2012).

The next one is English in the workplace which is also called English for Occupational Purpose (**EOP**). This kind of ESP is becoming global, and international workforce needs applied sociolinguistics on how people use language in the workplace (Marra, 2012). In addition, in ESP settings there is always a consideration of profession as a key dimension as learners and their identities. This area is relevant to Business English (BE) (Zhang, 2013). In the area of legal English similarly there are "Legal English (LE), English for Legal Purpose (ELP), English for Legal Academic Purpose (EALP), English for Occupational Legal Purpose (EOLP), and English for General Legal Purpose (EGLP)" (Northcott, p.1). Aviation English explains the language used by pilots, air traffic controllers, and other staffs connected with the airline company (Moder, 2012). In addition, there comes up English for Medical Purpose (Salagar-M, 2014) and English for nursing which explains clinical background and learning in nursing (Bosher, 2012). Another area of research interest is related with the organization of theses and dissertation writing which is known as English for theses writing (Paltridge, 2002), and English for research publication purposes (ERPP), with discourse analysis as the main theoretical approach (Flowerdew, 2012), Business English (**BE**) is related

to "business operation divisions which includes (1) production, (2) marketing, (3) finance, and (4) human resource management" (Nikolaenko, 2008, p. 5).

Methods Used in ESP Research: Needs Analysis, Genre, Ethnography, Corpus and Linguafranca

Some methods that are used in ESP research are among others needs analysis, genre analysis, ethnography and corpus. "**Needs analysis** is very relevant to ESP research as this is one of the characteristics of ESP which differentiates it from EGP" (Hutchinson and Waters, 1987, p.53). Another type of analysis in ESP is **genre analysis** that is collecting samples and choosing the text for detailed analysis and it has the concern with occupation (Bhatia, 1993). While **ethnography** as a method refers to members' generalizations, discourse, practices, individual experiences, and participant feedback/validation (Scollon and Scollon, 2001). ESP also uses **corpus** as a method and it refers to collection of systematic written and spoken texts of language, the examples of which are BNC -British National Corpus and historical corpora (Nesselhauf, 2011). The last one is English Lingua franca (**ELF**) which according to Jenkins (2012) is communication between speakers who come from different first language background and this stressing the learning of ELF nowadays. Therefore, it has the implication on teaching and research of ELF in which one of the of the investigations is ELF discourse. This specifically for business people because speakers communicate based on their own cultural background (Geritsen and Nickerson, 2011).

Current and Future Research Direction of ESP and Further Development

Genre, corpus and ethnography can be regarded as the ESP current research which will be the concern of ESP researchers while needs analysis as the 'pioneer' of research analysis on ESP and is still relevant until today. With the development of globalization there is also the development of industry and academia which affects the current and future directions of ESP. People around the world seek international education as a need. The aforementioned area of ESP concerning theses and dissertation shows that development (Flowerdew, 2012). In the case of industry

ELF and BELF will also flavor the current and future directions of ESP.

ELF research deals with spoken and written English which covers the specific text genres such as negotiations, meetings, emails, and advertisements used by the international business community (Nickerson, 2005). With the growth of international business community, ELF is developing into BELF in which overall business communication is related to English and this has the impact on teaching (Kaankaranta and Salminen, 2011). In addition, this is an essential knowledge of business components which is required in today's global business environment (Kaankaranta and Planken, 2010). To be competent in BELF, people have to master Global Communicative Competence (GCC) which consists of three parts: multicultural competence, BELF competence and business know-how (Kaankaranta and Salminen, 2013). Therefore, more studies on BELF have to be conducted because the lack of empirical studies indicates a high need to improve the number of BELF research literature (Wu, 2013).

Genre refers to text and context (Paltridge, 2011) and corpus linguistics is concerned with "a tool, a method, a methodology, methodological approach, a discipline, a theory, a theoretical approach, a paradigm, be it theoretical or methodological, or a combination of these" (Taylor, 2008, p.180) that deals with studies on natural use of language.

Several scholars point out the areas of ESP research. Flowerdew (2005) says the combination of both corpus-based and genre-based approaches to analyse in EAP/ESP. Murphy (2012) explains the corpus of 23 official languages of EU documents, and the corpus of business English (Sznaljder, 2010). Meanwhile, Chang and Kuo (2011) argue the importance of combining corpus with genre analysis. Another type of corpus is "tourism corpus" (Kang and Yu 2011, p.1). Boulton and Carter (2012) state the center of interest on corpus of language experts, and Hyland (2012, p. 286) explains "genre of 100 academic homepages in two contrasting fields, subdivided by rank and gender,". ESP and ELF have ordinary basis in the research methodologies and this can be seen on what and how ELF and BELF are used (Nickerson, Paltridge and Starfield 2012). The new development is lingua franca research which is concerned with ELF 1 which focuses on form, ELF 2 which is associated with variability, and ELF 3 which deals with multilingualism

(Jenkins, 2015).

"Ethnography research focuses on cultural interpretation for the purpose of description or extension of social theory" (Riemer, 2008, p.203). Some examples are ethnography of the health, life situations and the environment of nurses (Cruz and Higginbottom, 2013), how the ethnographer of the language of informant, and how ethnographer deals with the difference in text (Brown and Cassanova, 2013). Other examples are networks which are crucial to make scholars' participation in transnational collaborations which support their published articles in both English and local languages (Curry and Liilis, 2010). In hospitality research, the description dialogue would enhance the qualitative written works (Sendiford and Seymour, 2007) and the application of establishing linguistic ethnography can be a part of social elements (UGent and UGent 2010). Another type is ethnography on food as food is a part of culture, and one of the findings was that food diversity was the main purpose and exciting taste was regarded as the experience in flavoring food (Freedman, 2016).

Several scholars (House, 2003; Seidlofer, 2005; Nickerson and Camiciottoli, 2013, Kaankaranta and Salminen, 2013, Kaankaranta 2016) have written English as lingua franca (ELF) from a different point of view. House (2003) states that lingua franca is a significant warning to national languages and to multilingualism. It is because English as lingua franca is used by non-native speakers and non-native speakers who already have their national language or first language (Seidlofer, 2005). Meanwhile, Nickerson and Camiciottoli (2013) investigate the use of English in advertising texts in the United Arab Emirates (UAE) from the points of view of social, cultural and Muslim Emirati community. In addition to "BELF speakers, grammatical correctness is not nearly as important as the genre knowledge of their own specific field of expertise" (Kaankaranta and Salminen, 2013, p.17). The latest development on BELF is the research on "English in international management, English in communication business research and ambiguity of the notion of 'English'" (Kaankaranta (2016, p.1).

"Ethnography research focuses on cultural interpretation for the purpose of description or extension of social theory" (Riemer, 2008, p.203). Some examples are ethnography of the health, life situations and the environment of nurses (Cruz and Higginbottom, 2013), how the ethnographer of the language of informant and

how ethnographer deals with the difference in text (Brown and Cassanova, 2013). Other examples are networks which are crucial to make scholars' participation in transnational collaborations which support their published articles in both English and local languages (Curry and Lillis, 2010). In hospitality research the description dialogue would enhance the qualitative written works (Sandiford and Seymour, 2007) and the application of establishing linguistic ethnography can be a part of social elements (Jacobs and Slembrouk, 2010). Among 22 ESP practitioners they mostly (63%-100%) learn from ESP books, subject specialists, ESP colleagues and internet., and 5%-9% attend on-the job training, study and work in industry (Muhrofi-Gunadi, 2015). Another type is ethnography on food as food is a part of culture, and one of the findings was that food diversity was the main purpose and exciting taste was regarded as the experience in flavoring food (Freedman, 2016).

Research Methods

a. Research Design

This research employed a qualitative approach by counting the number and percentage of ESP articles compared to non ESP articles. Then classifying the ESP articles into EAP, EOP and BE. The next is classifying the research methods used in ESP into needs analysis, corpus, lingua franca, and ethnography.

a. Data and Data Collection

The data of the present research was the presenters' articles, in particular ESP articles, which were taken from the Proceedings of International TEFLIN International Conference held in 2011, 2012, 2013 and 2014. TEFLIN International Conferences have run a different theme from year to year. The theme of TEFLIN International Conference in 2011 was 'Language Teaching and Character Building', and the proceeding had 147 articles and there were 14 ESP articles. In 2012 the theme of the conference was 'English Language Learning and Teaching in the Digitization Era' and the proceedings contained 60 articles, 13 articles of which were ESP. While in 2013, the theme of the conference was 'Achieving International Standards in Teacher Education. The Proceedings contained 102

articles and 22 articles of which were on ESP. The last was TEFLIN international conference held in 2014, the theme of which was English Language Curriculum Development: 'Implications for Innovations in Language Policy Planning, Pedagogical; Practices, and Teacher Professional Development 'in which the proceedings had 340 articles, 40 articles of which were about ESP.

a. Data Analysis

To analyze the data, there were three steps performed. The first is classifying all of the articles of ESP in the TEFLIN conferences held in 2011, 2012, 2013 and 2014 into three kinds of ESP: EAP, EOP, and Business English(BE). The second step was analyzing the methods used in ESP research based on needs analysis proposed by Hutchinson and Waters (1987, p.53), corpus analysis (Nesselhauf, 2011), ethnography (Scollon, Scollon, 2001), and lingua-franca (Jenkins, 2012).

The current and future directions of ESP research were analyzed by classifying the articles into the number of articles which could be included in the trend of genre, corpus, ethnography, English Lingua franca (ELF), and Business English Lingua franca (BELF).

Findings and Discussion

a. Findings

The findings showed that in the 2011 TEFLIN Proceedings of the 147 articles there were 14 ESP articles consisting of 12 EAPs (85.7%) and 2 BE (14.3%). In the 2012 TEFLIN Proceedings there were 60 articles, comprising 14 ESP (23.3%), 11 EAP (18.3%) 2 BE (3.3%), and 1 EOP (1.6 %). The next is the 2013 TEFLIN Proceedings there were 104 articles, there were 22 ESP articles consisting of 20 EAPs (90.9%) and 2 EOPs (9.1%). In the 2014 TEFLIN Proceedings, there were 340 articles, 42 articles were ESPs consisting of 22 EAPs (52.3 %) and 20 EOPs (47.7%). From this finding it can be seen that the number of TEFLIN articles in 2014 was increasing significantly and the number ESP articles was also increasing. However, the percentage of ESP was decreasing. There were 40 ESPs out of 340 articles, consisting of 22 EAPs (55%) and 18 EOPs (45%). The figure below shows the number of total articles compared to

ESP articles in TEFLIN Proceedings of the TEFLIN conferences held subsequently in 2011, 2012, 2013, and 2014.

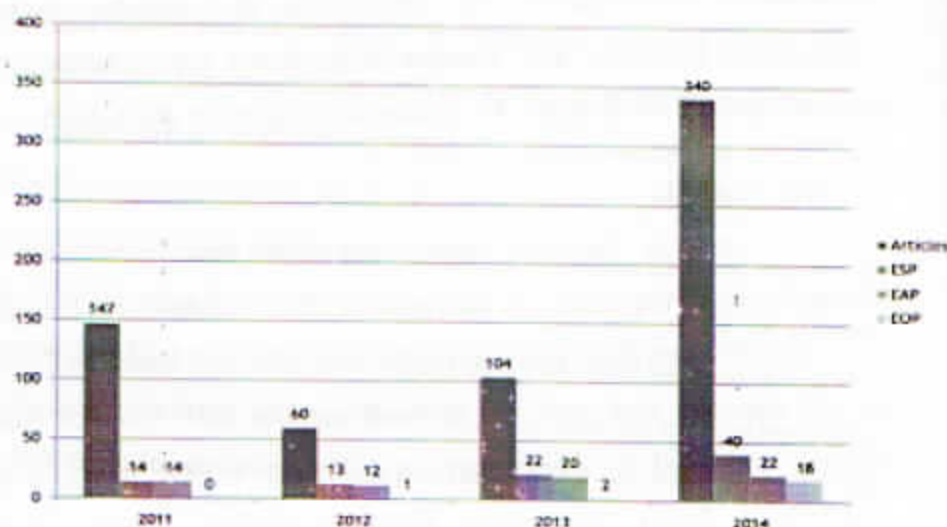


Figure 1: The Proportion of Total Articles to ESP Articles in TEFLIN Proceedings of Conferences Held in 2011, 2012, 2013, and 2014.

Most of ESP articles were EAPs. EOP is gradually increasing from 0 (no EOP) in 2011 to 1 EOP in the 2012 proceedings, 2 EOPs in the 2013 proceedings and 18 EOPs in the 2014 proceedings. EAPs were still very dominant. EAP which is concerned with ICT could be found in TEFLIN Proceedings in 2011(6 articles), 2012 (7 articles), 2013(15 articles) and 2014 (1 article). Although the number of ESP is decreasing compared to the total of the number of articles, there was a recognition that EOP is considered important. This means that in the era of AEC and APEC ESP-EOP is gradually recognized by English instructors.

The figure below shows the dominance of EAP and the increasing number of articles on EOP in TEFLIN International Conference Proceedings held subsequently in 2012, 2013, and 2014.

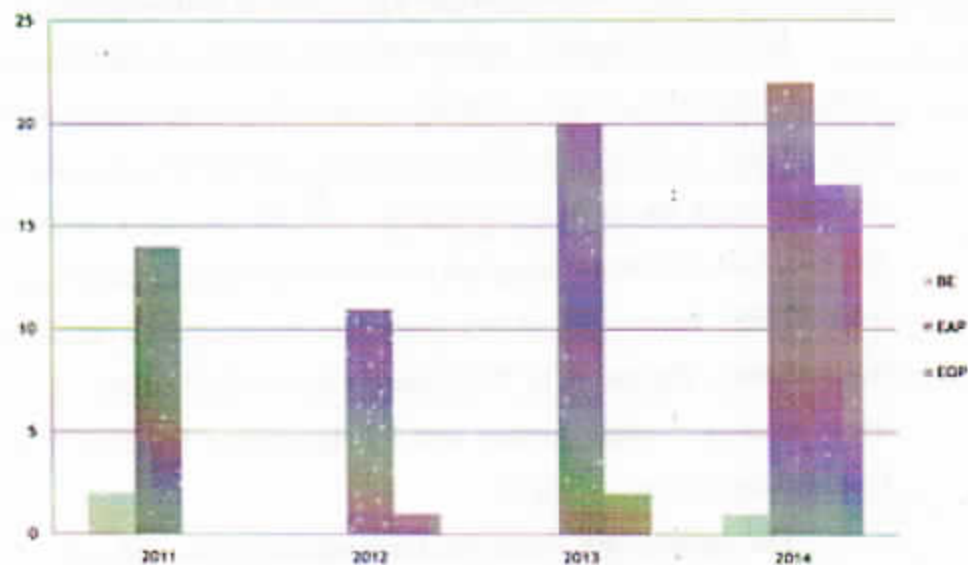


Figure 2: Articles on Business English (BE), English for Academic Purposes (EAP), and English for Occupational Purposes (EOP)

From the point of view of percentage, the number of articles dealing with Business English (BE), English for Academic Purposes (EAP), and English for Occupational Purposes (EOP) was fluctuating. The increasing number was only observed from TEFLIN Conference 2011(1%) to 2012 (21%). In the 2013 conference the number of articles was decreasing. The decreasing number reached 50% (from 21% to 11%). From the conferences held in 2012 to 2013 the number was the same in percentage (from 21% to 21%). However, and from conferences held in 2013 to 2014, the number of the articles was decreasing (from 21% to 11%). It might be because of the theme of the conferences from held from 2011 to 2014 was not ESP. ESP is put as a sub-theme or the nuances of the theme is more EGP than ESP.

Another reason is because the credit number of ESP offered in universities is only 2-4. This condition is believed to discourage English teachers to have a career as ESP teachers. This means that ESP in general is still not considered urgent in the era of AEC and that of APEC whereas the needs for ESP in those two eras cannot be avoided. Compared to ESP in Taiwan, ESP in Indonesia is considered high in needs and demands. Taiwan anticipated ESP by publishing many kinds of articles of ESP in international journals and the last one was holding the

international on ESP which supports it to be closer to industries.

Of the ESP research methods utilized in 2011, there were 14 ESP articles with 12 using needs analysis, 1 article using corpus analysis, and another one using lingua franca. In 2012 of 13 ESP articles there are 11 on needs analysis, on 1 corpus, and on 1 lingua franca. In 2013 there were 22 ESP articles, 17 of which used needs analysis, 3 articles used ethnography and 2 articles used lingua franca. In 2013 there were 22 ESP articles, 17 of which used needs analysis, 3 ethnographies, and 2 lingua franca. The last is in 2014, there were 40 ESP articles, 34 of which used needs analysis, 3 ethnographies and 3 lingua-franca and there was no Business English Lingua-franca (BELF).

The figure below shows the **research methods** used in the ESP articles in TEFLIN Conference Proceedings held in 2011, 2012, 2013 and 2014 respectively which were dominated by needs analysis as the research methods. Corpus, lingua franca, ethnography was still very few.

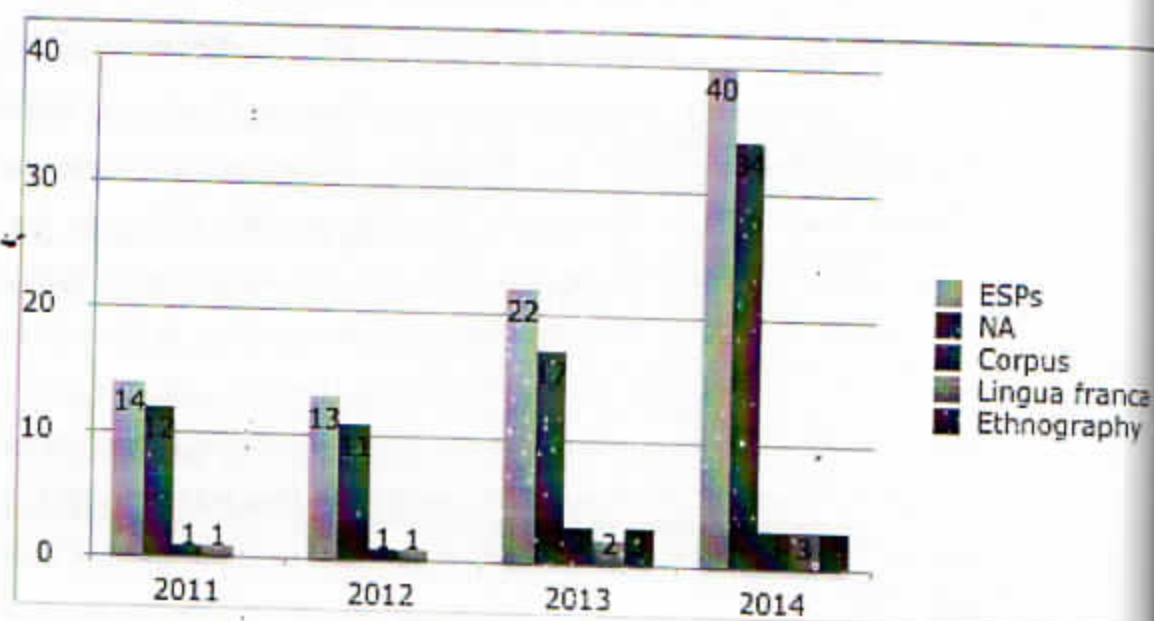
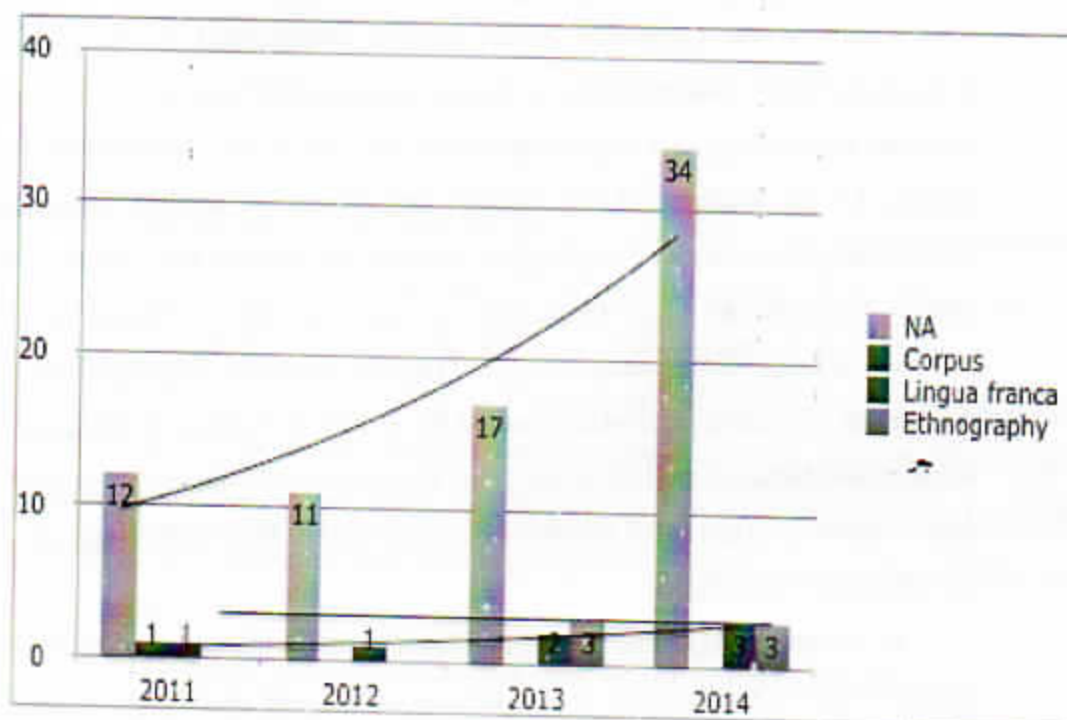


Figure 3: Research Methods in the ESP articles in TEFLIN International Conference Proceedings held in 2011, 2012, 2013, and 2014

Future trends of ESP Research

On answering the future and trends of ESP research based on TEFLIN Proceedings

in the conferences held in 2011, 2012, 2013 and 2014, needs analysis was still very dominant. Other trends such as corpus, genre, ethnography, and ELF were still very few. There were only 1 corpus and 1 lingua franca in the conference held in 2011, 1 lingua franca in 2012, 2 lingua-franca and 3 ethnographic trends in 2013, and 3 lingua-franca and 3 ethnographic trends in 2014.



Discussion

Based on the percentage of the number of articles of ESP in TEFLIN International Conference Proceedings during 4 years, it can be concluded that ESP has still not been well developed. This might be because of the theme of the conference is more on EGP than ESP though in every conference participant had a room to present their materials on ESP. It can also be noted that EAP articles dominate compared to EOP. This condition shows that most ESP practitioners teach ESP at universities and secondary schools more than at colleges and vocational schools. Titles of papers reflecting general themes such as 'Maximizing Learning Management System in Higher Education: An ELT Case' (The 59 International Conference Proceedings, 2012, p.2-p.7), 'The Use of Information and Communication Technology (ICT) in

Genre-Based Writing Teaching' (The 59th TEFLIN International Conference Proceedings, 2012, p.150-p.154). 'The Needs of Teaching Cultural Intelligence: Reasons for Promoting Global English' (The 59th TEFLIN International Conference Proceedings, 2012, pp.248-251) are more than the titles reflecting ESP such as 'Designing a Model of English Learning Materials for Eleventh Grade Vocational High Schools Students of Visual Communication Department' (The 61st TEFLIN International Conference Proceedings, 2014, p.258-261).

Based on the Catalogue of the English Department, Faculty of Letters, *Universitas Negeri Malang* (2014, p.30), for instance, ESP is an elective course with 2 credits at the Magister Program and the credit load of the ESP course is only 2-4 credits. As the students of the English Department of English Department of *Universitas Negeri Malang* are English teachers' candidates and ESP is an elective subject, there are just a few things they can learn. In addition, when they graduate and have to teach ESP at universities, the number of credits offered is also limited. As a result, graduates' knowledge and skills in ESP is inadequate compared to the actual needs for teaching ESP in the field. It is argued that this is one of the reasons that contributes to the small number of ESP articles in the Proceedings of TEFLIN International Conferences.

In the era of AEC and APEC the Indonesian Government enacted Diploma Supplement which is written on the Decree of Minister of Education and Culture Number 8, 2014 on Certificate, Competency Certificate, Higher Education Professional Certificate for all universities and college graduates. The content of the government's policy illustrates the graduates' experiences of on and off campus, elaborating the capabilities of what the graduates can do. With this supplement, it is easier for the employers to place the graduates in their workplaces. As the examples, the activities require that students have in-country trainings in multinational companies and overseas internships. This implies that indirectly this policy has the impact on the teaching of English at universities. English teaching is not only concerned with learning EAP but also gives the opportunity for the students to learn EOP.

The conference in Taiwan entitled ESP: Moving Higher Education Closer to the Industry last October 2015 mentioned previously reminds us the importance of ESP which has the impact on the teaching of EOP that should not be limited to

colleges or vocational schools. The Diploma Supplement and the conference reminds English practitioners to have sufficient attention to ESP. This supports that International Conferences of TEFLIN and other International English Teaching Conferences, workshops, and other activities need to put forward ESP as the main theme of the conferences in the near future if the teaching of English is meant to really provide human resources with functional life-skills that are ecologically sound to the needs of industries, besides academic concerns.

Conclusion

The number of articles in TEFLIN Proceedings from 2011 to 2014 increased significantly, and so did the number of ESP articles. However, the percentage of ESP articles was decreasing compared to the total number of articles.

The area of ESP articles in Proceedings of the TEFLIN international conferences held from 2011 to 2014 were dominated by EAP. The number of EOP articles moved very slowly from none in 2011 to 1 in 2012, and 2 in 2013 and 18 articles in 2014 meaning that there is a significant increase in number of EOP in 2013 to 2014.

The research methods which were used in ESP research articles were mostly needs analysis followed by lingua-franca, ethnography, and corpus respectively. This means that needs analysis is widely recognized by ESP practitioners, while lingua franca, ethnography, and corpus analysis methods are still considered new research methods in ESP in Indonesia.

The era of AEC and that of APEC are the era of free flow of skilled workers, goods and services which have the impact on the widely used of EOP. The blueprint of Social-Cultural Community of ASEAN (2013, p.13) supported ASEAN citizen to use of English for direct communication. This means that ESP practitioners' have to increase their role in the sense that they have to learn more on content, to provide materials, to learn in industry, to learn in the related workplace and to attend ESP training (Muhrofi-G, 2015). In relation with communication among ASEAN community the use of EOP will be of a great help for everyone not only in communication employing English in general but more importantly in bridging the

gap in the workplace communication.

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