Abstract: Teaching English for Specific Purpose has been a controversy in the sense should it be taught after they master at least intermediate level of English or it can be taught at the early stage of the learning process (Elementary level). The success of ESP teaching partly depends on the material used by the teacher besides on the basic language ability of the students. This paper aims at describing (1) the process of material evaluation to suit the needs and the level of English of the students, (2) that the teaching of ESP can be taught in the early stage of university education, (3) it is done at the same time with the teaching of general English, (4) the description will also be done by giving the example of the text to describe the language, (5) the classroom procedures of using the material, and (6) how this learning process can be the learning for both teacher and students. The text for illustration is taken from Agriculture.

Keywords: English for Specific Purposes; material development

Introduction

Teaching English for Specific Purposes (ESP) has been considered to become a teaching process which is not quite desirable for teachers. This is due to the fact that teachers usually find difficulties in teaching subject which is not their own field. They think that how they could learn about medicine, veterinary, agriculture or any other specialised field of study if they are not graduated from any of those field. They are merely English teachers. However, nowadays that idea has been changed. Teaching ESP can be done by any English teachers and even can be used as the process of teaching and learning for their own. Teaching ESP used to be done based on the idea that only after mastering advanced general language then the teaching of ESP for students can be conducted. Considering that at the moment English is needed in various occupations and various purposes, this strategy is considered to be very long and therefore a new thought is needed to make the process of learning/teaching ESP faster. Even though faster learning is needed, still ESP cannot be taught to the students who do not know English at all. This article will present the things that are needed in the process of teaching/learning ESP which are (1) to decide the level of English of students to start learning ESP (2) making sure that the students' level of English is equal, (3) to find the proper teaching material and the exercises, and (4) setting the classroom procedures. By following all the procedures above, it is expected that the teaching of ESP can be more enjoyable both for the teachers and students.

Theoretical Framework

Hutchinson and Waters (1987:19)) state that ESP is an approach to language teaching in which all decisions as to content and method are based on the learner’s reason for learning. In relation to the teaching of ESP, they divide ESP into three branches, namely (1). English for Science and Technology, (2). English for Business and Economics, (3). English for Social Studies.

Dudley-Evans (1997) defines the characteristics of English for Specific Purposes in terms of absolute characteristics and variable characteristics. Absolute characteristics are as follows: (1) ESP is defined to meet specific needs of the learners; (2) ESP makes use of the underlying methodology and activities of the discipline it serves; (3) ESP is centred on the language (grammar. Lexis, register), skills, discourse and genre appropriate to these activities.

Variable characteristics are as follows: (1) ESP may be related to or designed for specific disciplines, (2) ESP may use, in specific teaching situations, a different methodology from that of General English, (3) ESP is likely to be designed for adult learners, either at a tertiary level institution or in a professional work situation. It could, however, be for learners at secondary school level, (4) ESP is generally designed for intermediate or advanced students. (5) most ESP courses assume some basic knowledge of the language systems. These characteristics are in line with the idea that teaching English for Specific Purposes (ESP) is the activity of teaching of which concern is not on the grammar or language structure but more on context (Fiorito, 1914). In relation to that, he also mentions that the ESP students are usually adults who have some knowledge of English and of which learning purpose is to be able to communicate in particular field. If the points (4) and (5) of the variable characteristics are looked at, there is a slight contradiction about the level of English the students of ESP should have when they initiate the program. However, it is then believed that the lower level of Intermediate can
be considered similar to the idea of the assumption that the ESP students should have basic knowledge of the language system of English. The statements above imply that ESP can be taught to students who are not yet on the advanced level. It affects the role of teachers in the classroom. Fiorito (2014) says that the roles are organizing the courses, setting the learning objectives, establishing a positive environment in the classroom and evaluating students’ progress. However, there is one more role that must be added, that is a teacher as the learning participant. The reason is because the language teachers are not the ones from that particular field. In this case, the teachers have the language knowledge, the students have the content, so both sides can do the collaborative teaching.

As it has been mentioned that grammar and language structures are not the main concern in teaching ESP. This is because the need is different. In learning ESP students’ goal is to be able to do communication in their own field, thus the authentic language is needed. In relation to the need of authentik language, Burns (2012) suggested Text-Based teaching. This means that the teaching must use the material that is relevant to the field of the ESP. This material can be obtained from text books related.

Burn’s idea is in line with that of Harmers (2012) in the idea of Content and Language Integrated Learning (CLIL) which says that:

“CLIL is a kind of teaching (and learning) where the students study a subject such as biology, maths or citizenship and, at the same time, learn the language they need to understand and talk about the subject in a second language.” (Harmer, 2012:225)

Having understood the theories above, there are no reasons for the English teachers to worry about teaching ESP since they actually do collaborative teaching without getting worried to be labelled as less competent teachers.

Level of Students to Start Learning ESP

It has been said by the theories mentioned above that those who wish to learn ESP are not necessarily the ones having high level of English ability. In relation to that, it can be assumed that finishing the lower intermediate level will do. According to Embassy English (http://www.embassyenglish.com/student-life/your-level-of-english), those who are in this level are able to take part in routine conversations; write & understand simple written text; make notes & understand most of the general meaning of lectures, meetings, TV programmes and extract basic information from a written document. The knowledge mentioned above is very important since in ESP students are most likely asked to read a text in the source language.

In my university (Udayana University, Bali) students are given ESP when they are in the first semester. Thus, the level above suits them since they have learned English for about 6 years or more by then. Maybe their English level is even higher for those who come from the best senior high school. Based on that fact, it is fair enough that ESP is taught in their first semester. The teaching of ESP in this university is a little bit easier since the students are homogenous in the sense that they are all senior high school graduates who can be assumed to have similar level of English.

Equalizing the students’ level of English

Before starting teaching ESP, teachers should make sure that the students know about how to make definition, how to describe things, and how to express passive construction. Those first two functions are very important at the start due to the fact that they have to explain something that the teachers do not know and they have to do the explanation in English while passive is important because most language structures in text books are passive. Eventhough it has been assumed that they have homogenous academic background, still this test has to be conducted to find out the facts.

What the teachers can do in order to equalize their students ability is by doing the following steps. First, the teachers have to give them a kind of written test concerning those three language functions; second, analyse the test; third, if the students do not have equal knowledge, it is a must to teach them first before starting teaching ESP. At this step, teachers should not expects that they are perfect in using those language functions, since it will contradict the idea that ESP does not put the main concern on grammar and language structure. The more important thing is that the students can produce understandable language. However if they have equal knowledge, teaching ESP can be started. In this process of equalizing, the grammar and language structures can be a little obeyed for the more important is the message conveyed. The grammar and the language structures can be improved along the semester. This is in line with the theory mentioned above.

Finding the proper teaching material and the exercises

There have been a lot of books about teaching ESP. However, since the teachers in tertiary education have more freedom to create the syllabus and to select material, they can do any of the following ways to get their own teaching materials.
a. Teachers can take the teaching materials from text books of the particular subject and create the exercises of their own so that they will not be monotonous from one topic content to another.
b. When teachers doing this way, they will have authentic materials which are expected to be able to fulfil the students’ language needs.
c. The teaching materials can be taken from the teaching/corse book and do the cut and paste to get relevant and interesting materials and exercises.
d. Teachers can use the whole course book which is already available with similar kinds of exercises in it that might lead to boredom.

No matter which way that is taken, the thing that must be remembered by the teachers is that in ESP the focus is on the language about the content, which the students already know (Harmer, 2012:234). What they need is the language instead of the content of subject. What the teachers should do then is to improve their language. The more they have improvement in their English, the more they are capable of communicating about their subject matter. By doing this, it is clear for the teachers that they still teach what they are qualified of; that is English instead of teaching subject matters in English.

Another thing that must be done is consulting the expert about the teaching material so that the teacher can have proper material.

Classroom Procedures

Classroom procedures are the steps that are made by the teachers in teaching ESP. These steps will be done in order to make the students master the English so that they will be able to use the language to talk about their subject matters. The steps that will be done are similar to the ones of teaching general language, that are (1) Introduction and providing language input, (2) communicative activities, and (3) conclusion. However, in these procedures there is a slot for the teacher to discuss the things that they do not understand about the subject matters so that both the students and the teachers can really do the learning and teaching process. The time to arm the teachers in subject matters can be done before doing communicative activities or through the exercises.

The examples of the learning and teaching process for this article has been taken from a text of agriculture of which title is “Wheat”, that has been taken from (http://en.wikipedia.org/wiki/Wheat). The text is presented below

Wheat

Wheat (Triticum spp.) is a cereal grain, originally from the Levant region of the Near East but now cultivated worldwide. In 2010, world production of wheat was 651 million tons, making it the third most-produced cereal after maize (844 million tons) and rice (672 million tons). Wheat was the second most-produced cereal in 2009; world production in that year was 682 million tons, after maize (817 million tons), and with rice as a close third (679 million tons).

This grain is grown on more land area than any other commercial food. World trade in wheat is greater than for all other crops combined. Globally, wheat is the leading source of vegetable protein in human food, having a higher protein content than other major cereals, maize (corn) or rice. In terms of total production tonnages used for food, it is currently second to rice as the main human food crop and ahead of maize, after allowing for maize’s more extensive use in animal feeds.

Wheat was a key factor enabling the emergence of city-based societies at the start of civilization because it was one of the first crops that could be easily cultivated on a large scale, and had the additional advantage of yielding a harvest that provides long-term storage of food. Wheat contributed to the emergence of city-states in the Fertile Crescent, including the Babylonian and Assyrian empires. Wheat grain is a staple food used to make flour for leavened, flat and steamed breads, biscuits, cookies, cakes, breakfast cereal, pasta, noodles, couscous and for fermentation to make beer, other alcoholic beverages, or biofuel.

Wheat is planted to a limited extent as a forage crop for livestock, and its straw can be used as a construction material for roofing thatch. The whole grain can be milled to leave just the endosperm for white flour. The by-products of this are bran and germ. The whole grain is a concentrated source of vitamins, minerals, and protein, while the refined grain is mostly starch. (http://en.wikipedia.org/wiki/Wheat)

Classroom Procedures

1. Introduction and providing language input.
   a. The teacher tells the students that in that particular session, they will learn (more) about passive and relative pronouns.
   b. The teacher teaches the form and function of passive and relative pronouns in language which have no relation with the text given.
   c. The students are given some exercises on the passive and relative pronouns.

   (Note: for a and b, the exercises must use the lexicon of the discipline)
d. The students have to find passive and relative pronouns construction in the text.

2. Communicative activities.

The teacher can ask what she wants to know about the subject matter, such as:
- What does spp in *Triticum* spp stand for?
- What is *Triticum*?

In the questions above, the focus is given on the language first and then on the content. So that the students can improve both the language and the subject matter. Then, the teacher can give correction or input to the answers which is basically on the language. The next thing that the teacher should do is to give questions about the text. However, this time, since the students already know about the subject matter, the focus can be given more on the grammar and language structures. When the answers from the students contain something that the teacher does not know, she can ask question and as much as possible the students must answer in English.

The examples of the text-related questions are as follows:
- What is the main information in each of the text?
- Why is wheat produced worldwide now?
- What is the content of wheat?

Besides, giving questions like mentioned above, students can also be given games like scrambled words, matching words and even discussion. The topic of discussion can be discussing why wheat becomes the third most produced cereal in the world. Various kinds of activities done are expected to be able to increase motivation of the students so that the teaching/learning process can be successfully conducted.

**Conclusion**

Based on the explanation given above, the following conclusion can be presented.
1. Teaching ESP can be conducted to the students of the lower intermediate level of English.
2. Teaching materials can be taken from various sources; exercises can also be created by teachers to suit the teaching and learning process.
3. In teaching ESP both teachers and students can do both the teaching and learning.

**Bibliography**


