Full Length Research Paper

The pedagogical challenges of English for specific purposes (ESP) teaching at the University of Muhammadiyah Malang, Indonesia

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The current study explores the challenges faced by English for specific purposes (ESP) program at University of Muhammadiyah Malang (UMM), Indonesia. As a part of their commitment to improvement, this university is working to better prepare students for employment so that they may function well in their workplaces. Currently, many English Department graduates apply and are accepted as ESP teachers. However, their pedagogical knowledge of ESP teaching is deemed to be less than adequate for such purposes. To do this, classroom observation and interview were undertaken to explore the multiple realities of the three groups of stakeholders at this institution – the management, ESP teachers, and students. The findings showed four aspects which ought to be crucially applied in ESP classrooms but are relatively absent. Those are communication focus, learner-centred, collaborative teaching and practical and authentic materials. Since several aspects of ESP teaching are not quite similar to teaching General English (GE), but GE still can be included to support the ESP teaching, the Director of Language Centre (LC) need to reconsider the type of ESP fits this contexts, and teachers who are willing to deal with these classes need to understand and possibly be given and trained intensively in relation to its pedagogy.

Key words: Stakeholders, ESP (English for Specific Purposes), Pedagogical Challenges, General English (GE).

INTRODUCTION

As an area of instruction, English for specific purposes (ESP) has been steadily growing since its inception in 1960. As a result of globalization influence, ESP has become a key part of English as Foreign Language (EFL) teaching around the world. The idea of adopting ESP in Indonesian classrooms both at schools and universities cannot be avoided. However, the adoption was not accompanied by understanding the principles of ESP (Marwan, 2009).

Similar to the recent study which focus on looking at how the graduate teachers' at Universitas Muhammadiyah Malang (UMM) respond to ESP class at

tertiary level, a study by Rajabi et al. (2012) has examined in-service ESP teacher training programs in India. This research was conducted because researchers felt that ESP teachers were not sufficiently trained in all four skill areas. A population of 423 Iranian ESP teachers responded to a questionnaire. This was followed by selecting 120 teachers, and assigning them to four groups, two experimental and two control groups.

The experimental groups participated in a ten week ESP in-service teacher training program. The outcomes of statistical analysis revealed the influential and constructive role of the training program on the beliefs and classroom practices of ESP teachers. The study also found significant difference between the achievements of students who were taught by trained ESP instructors compared to those who were taught by untrained ESP instructors.

Other studies have been conducted to determine how the teaching training context affects the graduates teaching competence. This includes studies in English as a Foreign Language (EFL), English as a Second Language (ESL) and ESP contexts. For example, Gorsev and Volkan (2010) found half of the participating ESP teacher trainers believed that the methods and activities provided in their programs were sufficient, but generally not particularly useful due to the number of students in their classes. Their other findings showed that the teaching strategies were mostly concerned with translating texts; with a heavy emphasis on grammar, accuracy and memorization.

A small scale research conducted by Ali (2015) was looking at ESP Teacher Education Model in Indonesia, and found that some factors were not sufficiently fulfilled by the teachers lead to serious issues in its pedagogical implementation. For example, the ESP teachers did not have any qualification in English teaching. Even though some of them possessed English teaching qualifications, they were mostly inexperienced and new. Consequently, they have insufficient ESP knowledge. This is of course affects their teaching capacity. Furthermore, Paniya (2008) in her research claimed that due to the inadequacy, the ESP instruction in Indonesia has been limited to specialized lexicon and sentence structures and this ignored the learners' interest.

Yet, not many research are conducted to examine the ESP teaching at tertiary level in Indonesia. One of them was conducted by Marwan (2009), and found that the problem lied in students' motivation and unmatched syllabus and students' needs of English learning.

The context of the study

University of Muhammadiyah Malang (UMM) is committed to preparing its students for employment. Upon graduation, students are expected to be able to function in workplaces, and to be ready to accept the challenges that exist within these. To be able to answer the challenges of the global world, English is deemed to be a crucial skill that should be mastered by all students and staff, both academic and administrative.

To achieve this goal, the University of Muhammadiyah Malang, Indonesia (UMM) established a Language Centre (LC) in 1993. At UMM there are two divisions taking charge of English teaching. The first is English Department (ED) UMM which prepares its graduates to be an English teacher. The primary goal is preparing graduates to teach at primary or secondary schools. However many ED graduates apply for tertiary level teaching position at LC UMM. When accepted, they are expected to handle the ESP classes.

ESP is the LC program for all freshmen enrolled at UMM. During the first year (two semesters) of their study, students in both the English and non-English Departments take different ESP courses depending on their majors. For example, students from the Mathematics Department study English for mathematics purposes. Thus, the ESP program provides English skill development so that students can read and comprehend English text books, journals, and articles in their disciplines. In addition, by undertaking this course, it is expected that students build their spoken and written English communication skills.

However, several complaints were expressed by many including the Director of LC, that ED graduates were not considered capable of taking ESP teaching responsibilities (Bestari, 2010). It is vital that future English teachers develop the competencies needed for the task of teaching, so that they can adapt to the kinds of challenges that will occur in their careers. This is particularly important as there are frequent complaints when they confront the realities of the classroom (Wati, 2011). Clearly, it is important to explore the challenges of ESP teaching using empirical data to inform the policy makers at all levels at UMM in order to take appropriate measurement to improve the situation. Thus, this study seeks the information if the ESP teachers at the LC in which they are also the English Department (ED) UMM have been equipped with the principles of ESP pedagogy?

METHODOLOGY

The present study was designed to examine information if the ESP teachers at the LC have been equipped with the principles of ESP pedagogy. It does so using a descriptive qualitative approach.

The philosophical assumption underpinning this qualitative approach is constructivism. "Constructivism or naturalistic inquiry studies real world situations as they unfold naturally, in unobtrusive, non-controlling ways, and with openness to whatever emerges" (Tuckman and Harper, 2012).

To know the answer, there is a reliance on the voices of the informants through extensive use of quotes, and the interpretation

Table 1. The managements' profiles.

Unit/ Division/ Faculty	Qualification	Overseas experiences	Years of service
Language centre	Doctorate	Yes	23
Faculty of Medical Science	Specialist Doctor	Yes	6
Faculty of Social Politics	Doctorate	Yes	23
Faculty of Agriculture and Husbandry	Doctorate	Yes	23
Faculty of Psychology	Master	No	27
Faculty of Engineering	Master	Yes	27

based on themes that reflect the words used by the participants (Wallen and Fraenkel, 2001). As suggested by Van Maanen (1988) the representation of the participants' views through these closely edited quotations is checked in such a way that they have the final word on the interpretation. Hence, there is a need for collection of intensive descriptive data to allow for interpretation (Wolcott, 1997; Wiersma, 2000).

The data were collected by interviewing the members of three cohorts to construct multiple realities which were explored from the perspectives of the different research participants. This yielded different conceptualizations of challenges of ESP pedagogy. Following Van Maanen (1988) the quotes taken to represent the voices of the participants were checked to ensure their veracity. In this way it was possible in this study to examine the goals, reasons, motives, feelings, perspectives, and assumptions.

Central to this study are tapping the experiences and the expectations those who are directly involved in English language teaching and learning at UMM, namely the management – that is the Deans of Faculties as well as the Director of the LC, the ESP teachers at UMM and students who are enrolled at ESP program. Participants from each of these three groups were selected using Purposive sampling. This sampling technique was chosen since the author believe that participants will provide the data they need (Fraenkel et al., 2014). Even though generalization to the larger population outside of this university is not possible, nor was it the goal of the study, the outcomes may prove useful to other Higher Education institutions, particularly those wishing to improve the English outcomes of their students through programs such as ESP.

The management level is to include primary people involved in the recruitment ESP teachers. The Deans of the Faculties were making decisions about the subjects, skills, and the syllabus for their students. Thus, the Deans and the LC Director's expectations of English include not only the goals of the English syllabus, but also the expectations they have about the level of the teachers' English competence.

Of the possible 12 people, six were willing to take part in an individual interview. This group consisted of the key policy makers from various faculties. The group varied in their teaching experience, academic qualifications, their English backgrounds, and overseas experience. However, most had been a faculty member for more than twenty years. The profile of those participating as representatives of the employer group is outlined in Table 1.

The other key stakeholders in this study are the ESP teachers. Their involvement was considered important since the researcher wants to know the difficulties they encountered in teaching ESP as well as the reasons. Many of these are also graduates of this university the ED in particular. 12 out of 20 them agreed to participate in the study. They were willing individually interviewed. Eight of these were part-time and four were full-time teachers. Nine had three or more years teaching experience. Three had a master's qualification either from Indonesia or from overseas, and nine had a

bachelor degree. The abbreviations of the teachers' names were used to maintain its confidentiality. The profile of ESP teacher group is outlined in Table 2. The next group was the students. Students are the persons who are affected directly by all education policies and decisions. Therefore, their opinions of the program are worth considering.

In this study, this group was drawn from the larger cohort of all freshmen who were enrolled at the target university, and who all study ESP in their first year (two semesters) of study. The students who participated in this study were all volunteers (n=22), and were specifically selected to represent the different majors offered at this university. They participated in focus group discussions. As they were being taught English by teachers from the LC at the time of the study, they were able to offer unique perspectives about delivery of the ESP program. The Focus Group Discussion (FGD) were conducted three times because this is when the saturation point occurred. The students' names were abbreviated to maintain confidentiality (Tables 3 to 5).

The first step of analysis involved reading the text data over and over to gain an initial, but thorough impression of the data. Next the themes that emerged were colour coded by hand in order to get a closer look at the data and to gain a strong feel for it. In doing so the researcher was required to read in depth and to use a 'think-aloud' strategy (Fraenkel et al., 2012) before and during coding of the transcripts.

The development of themes or categories was done through the process of data redundancy. Data redundancy is a method that enables the sorting out of unimportant information so that only information which directly answers the research questions is retained (Fraenkel et al., 2012).

Each of the emergent themes was categorized and named. To do this, the researcher did not directly use those terms frequently mentioned by the participants, but rather identified overarching terms.

RESULTS

In dealing with the issue of ED UMM graduates' teaching capacity, every person involved in this program should be very careful not to focus only on a single factor. Two things need thoughtful consideration: first, how is the notion of ESP defined in this context? And, are the pedagogical requirements of ESP teaching implemented and supported in this context?

The Notion of ESP at UMM context

To define ESP in this context is not quite easy. There are

Table 2. The ESP teachers' profiles.

Initials	Gender	Status	Qualification	Years of service
TA	Female	Part-time	Master of education policy	5
IBW	Male	Part-time	Master of education policy	5
THS	Male	Part-time	Master of English education	5
PE	Female	Part-time	Bachelor of English education	4
KNW	Female	Full-time	Bachelor of English education	4
ZE	Male	Part-time	Master of Education policy	3.5
HA	Female	Part-time	Bachelor of English education	3
FM	Female	Part-time	Master of English education	3
OR	Female	Full-time	Bachelor of English education	3
SI	Female	Full-time	Bachelor of English education	1.5
HDK	Female	Full-time	Bachelor of English education	1.5
LR	Female	Full-time	Bachelor of English education	1

Table 3. Students' profile FGD 1.

Students' Initials	Faculty	Department
WJ	Social politics	International relations
AM	Social politics	International relations
OC	Social politics	International relations
AZ	Economics	Management
TW	Education	English
RM	Education	English

Table 4. Students' profile FGD 2.

Students' initials	Faculty	Department
TP	Economics	Accounting
AM	Economics	Accounting
TK	Economics	Accounting
FL	Education	Math and Computing
GG	Education	Math and Computing
RN	Education	English
ES	Health Science	Pharmacy

Table 5. Students' profile FGD 3.

Students' Initials	Faculty	Department
DA	Education	Math and Computing
RN	Education	Math and Computing
ER	Education	Math and Computing
NV	Health Science	Pharmacy
AR	Engineering	Electro
YD	Engineering	Electro
HR	Engineering	Electro

two factors that merit consideration: students and teachers readiness for ESP.

Students' readiness for ESP

Findings emerge from the teacher data was the students' lack of readiness for ESP. This was due to two factors which are: the freshmen have low levels of English proficiency when they enter UMM, and the teachers lack the capacity to engage fully with ESP teaching. This lack of the capacity in teachers impacted significantly on their classroom management.

According to ESP teachers, many of the students at UMM are not actually ready for the level of instruction incumbent in the ESP program. ESP, as the name suggests, is the teaching of English related to students' majors. It means that students are supposed to already understand and be able to use Basic English. ESP contains specific materials and subject related terminology, however, the teachers were often unable to cover this in the first semester because many students had still not mastered Basic English. However, even when teachers returned to using General English materials, some of which as low as those targeted at the high school level, many students still experienced difficulties with the English learning. An indicative selection of comment included:

My expectation is that teaching of English should be of higher measure than the students of senior high school. However, I still found many errors on WH questions when I was teaching yesterday, so I guess for the next 6 class meetings I will still review that. What I used is actually for senior high school, but they still made mistakes on that. They did not realize they were making those kinds of mistakes (Teacher TAD).

The low quality of the UMM students intake may be a factor contributing to the proficiency level of the students. Unlike state universities which are mostly funded by the government, as a private university UMM is self-financed. Despite UMM being one of the best private universities, UMM accepts a large number of students (five to six thousand per year) who may not be accepted by the State Universities. Thus, such an economic imperative has impacted on the selection process, especially in the less favoured departments and this, in turn, influences the quality of the students.

Specifically, it appears that many students are not really at an acceptable university entry level. As teachers cannot do anything to change this top-down recruitment policy, they adjust their expectations of students' learning outcomes. A further consequence of the recruitment policy is that teachers have to deal with a great range in the students' levels of English competence. Although

there appears to be a number who find English difficult, other students do have sufficient level of English and are more than capable of achieving well in their English course.

Therefore, students' mixed ability appeared to impact the ESP administration in the classroom level. One teacher was concerned that introducing ESP at the beginning of the students' first semester might shock them so much that they would stay away from the ESP classes altogether. She wanted to introduce ESP when she was sure that the students were ready for it. She viewed students' engagement in learning to be far more important and more difficult to grow and so this became her priority. The comment below shows the concern:

Basically, the teachers introduced the language in senior high school. But here I try not to shock them by focusing on their major. I try to take their heart first, and try to attract them by teaching the general English in different ways. After which it will be much easier to put some elements of mechanical engineering into the listening class (Teacher HA).

Teachers' readiness for ESP

As a consequence of the low English proficiency of the majority of freshmen at UMM, most ESP teachers actually focus on General English (GE). However, teaching ESP is not only problematic because of the students' ability, LC teaching staff also admitted their concern about being able to teach ESP effectively. Two teachers admitted that ED prepared its graduates for teaching GE at high school level not ESP at a tertiary level. So there was an obvious mismatch between the curriculum and the prevalence of teachers who had an adequate level of skills and knowledge to teach ESP. Hence, many of the teaching staff expressed the desire for ED UMM to support its teaching graduates more fully. The comment below shows the concern:

I once proposed an idea to the Head of English Department UMM that, English Department students should be trained in the LC in order to be skilful in teaching and handling ESP students. However, this typical skill is different from what English Department students get during their teaching practice in junior and senior high school classes as part of the internship program, which merely requires them to teach general English. They have less background for handling university students. In the English Department, there is actually an ESP course. However, it only covers some theories, philosophy, design, and ESP teaching strategies, without training in practical skills. In my opinion, it remains "homework" for English Department to equip its students with practical skills in teaching ESP

(Teacher IBW).

Three ESP teachers commented that when they were studying they did not learn enough about pedagogy. They maintained that once they engaged in professional teaching they still need to develop themselves and, in fact, they will always need to keep on learning. Despite this they did indicate that they believed that the ED UMM does provide its graduates with sufficient teaching skills, and when they are teaching they can make use of those strategies and techniques to deal with ESP subjects and the specific terminology of the course. Here is the example of comment:

Yes, that's right, because in every meeting I have to really prepare things for the students. I am afraid there will be questions that I cannot answer since every department has its own particular terms (Teacher TAD).

When dealing with ESP teaching knowledge, one teacher suggested the problem lies in the syllabus design which is too general. In addition, she indicated that the syllabus was rarely provided to the teachers at the beginning of the semester, therefore, she had to rely only on the general guidelines that were available, rather than writing specific lesson plans and because of this, it was difficult to implement ESP in classes. She suggested there was a need to develop a different, but specific syllabus for each faculty. Another teacher also suggested having a specific syllabus with alternative teaching materials so that teachers may choose. She called it 'a teaching library'. She added that it would be better if the materials and handouts had already been tested. She suggested that students would be happier and potentially more active in their learning. Such an approach would also assist teachers with preparation. Another suggestion was that LC could have an orientation or make some kind of classroom observation available for new contract teachers. This teacher considered this way could possibly reduce teachers' feelings of anxiety and confusion. The indicative comments below are the example:

All the teaching staffs are from the English Department so as far as the content of teaching is concerned; the material though is beyond their discipline. They did not receive the ESP material during their study in the English Department. The curriculum only covered English teaching… something (is needed) connected to English and methods to teach English as a foreign language. So the teaching staffs probably have difficulties in understanding ESP themselves (Teacher THS).
I got into difficulties and was confused at that time as I didn't understand what was conducive for teaching. I should have known this before teaching real classes. At the least I should be able to observe some teachers who have been teaching here for a while. When I came to this

institution, I got confused about what to do. So I read and asked some colleagues how to deal with the students; how to make a nice lesson plan (Teacher RRR).

ESP, as the name suggests, is the teaching of English related to students' specific language purposes. Underlying this is the belief that students already understand and are able to use English sufficiently at a general level. However, many students at the target University are not actually at this level.

In the broader context of Indonesia, English is not used in daily communication and most people have limited exposure to the language even though they may have studied it at school and at the tertiary level. Therefore, the introduction of ESP in their first and second semester of tertiary study comes as a shock to many students.

Consequently, a number of teachers reported reverting to teaching GE due to students' low English ability. This is similar to the findings of Marwan (2009) study in which he found there was a mismatch between the reality of students' English proficiency and curriculum expectations. He considered this an urgent problem that needs fixing. Students should be taught in a way that addresses their language needs and the lessons provided to them should be within their competency range.

As many of the LC ESP teachers focused on teaching GE in their ESP classes were supported by the facts that even many experts are still in the state of confusion about the fundamental differences between ESP and GE. Given the long debate amongst scholars about ESP and GE this distinction is still using Dudley-Evans and St. John, (1998: 4-5). They describe these characteristics in the following ways:

Absolute characteristics
1. ESP is defined to meet the 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 appropriate to these activities in terms of grammar, lexis, register, study skills, discourse and genre.

Variable characteristics
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.

It should be noted that Dudley-Evans and St. John are not described as an absolute characteristic that 'ESP is in contrast with General English' (1998). In fact, they assert that ESP is not necessarily related to a specific discipline (Gatehouse, 2001).

In contrast, others assert that ESP courses are distinct as they are needs driven (Gatehouse, 2001; Wright, 1992). However, teachers and educators in many institutions now consider that GE should also consider needs of learners. For example, Anthony (1997) states that:

Rather ironically, while many General English teachers can be described as using an ESP approach, basing their syllabi on a learner needs analysis and their own specialist knowledge of using English for real communication (p.2).

Furthermore, in most situations the notion of ESP cannot be completely separated from GE. This is because many workplaces do not only use technical English; instead much communication is done using non-technical language. Even if technical English does predominate in those workforces, the role of GE in clarifying these technical terms cannot be ignored.

Hutchinson and Waters (1987), similarly claim that the teaching of ESP is, in many ways, similar to the teaching of GE although there are features that are typical in different specialized subjects. Similarly, McDonough (1984) states the ESP teaching should not be recognized as a separate development from language teaching in general. Wright (1992) however, does describe one difference: GE is concerned with everyday life and those universal topics (of GE) are socializing, shopping, traveling, eating out, telephoning friends. So when one learns a language, one must be exposed to linguistic items relating to these universal topics.

Therefore, an ESP course may contain material pertaining to a GE course but, according to Wright (1992:1) "when we reach the stage at which any topic constitutes an individual's profession, it becomes crucial that he have mastery of the specialized language pertaining to it." In this way ESP builds upon what has been learnt and studied in earlier GE classes. In other words, ESP and GE are not separate, but rather are two approaches that complement each other.

However, as Brunton (2009) points out, the line where GE courses stop and ESP courses begin has become very vague. On this basis Brunton (2009) propose General English for Specific Purposes (GESP). GESP emerged from the research undertaken by Brunton (2009) which examined the specific attitudes of students toward GE and ESP courses.

A case study was conducted in the five star hotels in Taiwan with 10 employees. Even though the management of the hotel wanted to concentrate on ESP teaching due to the constraints of time and money, it was found that the majority of participants wanted to learn GE. Hence, Brunton's research supports the claim that GE empowers students within the workplace domain.

At the same time, Brunton (2009) argues that GE teachers must acknowledge that every learner has specific purposes in mind when study English. These drivers may be as broad as being able to communicate for daily interaction on social networks like Facebook, to writing an email to friends or colleagues, to understanding what is being written in a particular manual guide, to being able to create videos or audio files that can be enjoyed by an international audience, or to being able to keep informed of current political, economic, and social aspects locally and globally.

Yu and Xiao (2013) argue that designing an ESP course also requires a considerable amount of GE along with an integrated functional and technical language for the targeted situation. Moreover, the objective of the course must be authentic to meet the needs of students so that they are motivated and their achievement is supported. This is supported by Dörnyei (2001) who argues that having a clear purpose behind materials selection will promote student motivation. This assertion is similar to what Xenodohidis (2002) suggests in an ESP curriculum for Greek students, namely that the goals of learning should be made practical or students will not be engaged in the learning process.

The pedagogical challenges of ESP teaching in this context

Communication as a part of ESP pedagogy

It is important that appropriate ESP pedagogy is incorporated into the curriculum. According to all three groups- management, teachers, and students (to various degrees), developing communicative English should be the priority. To achieve this, many of the teachers described how a key factor for successful language learning is language use.

However, some also described how speaking is the hardest skill to develop since students need to have confidence in order to produce the target language. In response to this, others suggested that students needed to be able to read and to listen a lot because this gives them the type of models of English they need in order to speak well.

Although it was clear from the range of responses that being able to communicate orally in English is a key every student needs, what appeared less clear from the responses is how this might be achieved. Many shared the belief that people should start to learn a language by

speaking it, not simply by developing an understanding of grammatical knowledge. For example:

When I was learning English in junior high school, we just learnt about grammar, and we couldn't speak. It's so difficult to speak if we only learn grammar in the first place. I can speak English; I learnt this first by feeling confident to speak in English (Student RTD)

Other students highlighted the difficulty they had encountered while learning English, particularly during their school years. For example, they indicated that although it is a compulsory subject in Indonesian high schools, their ability to communicate is not well developed. They described how they were required to memorise many grammatical patterns rather than being encouraged to learn how and when to use them. For example, one student described it this way:

I think we have been studying English since we were in elementary school, but we still need to master English. It's an international language…. English is a must do subject. I will feel happy if I am able to speak it, but now I feel frustrated that I can't express particular ideas that I want to say. I really want to be able to speak as fluently as English speaking people (Student HTR).

Clearly there is a need to develop the students' communicative competence, and there was a range of suggestions how this might be achieved. The consensus was that there should not be a focus only on grammar, but rather teachers need to encompass communicative language teaching into their practice. The difficulty at present is that teachers often do not have the skills to achieve this.

Learning-centred teaching

At the target university several ESP classes observed indicate that teacher-centred approach was still used. For example, the teaching strategies used by many during the teaching of reading were translation, text presentation, and jigsaw tasks. In the translation activities, the teachers together with their students, translated a reading text line by line. As each new line was encountered, the teacher would point to a student to read aloud.

During these occasions, the teacher sometimes corrected their pronunciation. In listening classes a different situation was observed. The teacher in this class played very long recordings without stopping. Further, the students were not given a handout, so it was difficult for them to do the exercises. However, the teacher justified this based on previous students' behaviour. Here is the concern:

Yes, I don't give them the handout. Yes, because I want them to focus. What happened when I gave my handout? They copied it from other classes; they not only copied the questions but also the answers so I try not to do that anymore. I changed it from a handout into a slide. Because they were cheating I don't give them a handout anymore (Teacher HA).

The element of trust and freedom for students were missing accordingly when teachers employed very strict controlled-activities which result in fear and not joyful learning.

Collaborative teaching

Collaborative teaching was another teaching strategy suggested by the employers at UMM as a way to overcome some of the current problems with the LC. Collaborative teaching involves two teachers: a language teacher and a content teacher working together in the classroom at the same time. The deans of the faculties agreed that a collaborative teaching approach would help address the problem of the language teachers lacking content knowledge and the content teachers lacking the linguistic background to assist the teachers sufficiently well. Two of the opinions show the concern:

Some technical terminology could be introduced by engineering lecturers.LC teaching staff might find it confusing to introduce this. Those technical terms should be introduced by lecturers in particular majors (Dean 1).
I am aware that it is the most crucial challenge in teaching ESP, especially when the ESP teachers have no background in Psychology. They might fail to recognize some technical terminology in Psychology. The ideal condition is when ESP teachers are those with a background in Psychology and are highly-proficient in English. Students could get the most out of them actually. We have tried to assign our Psychology lecturers to teach ESP. However, this was ineffective as the number of Psychology lecturers never sufficed to cover all ESP classes. However, there are apparently no more requests from LC. I hope LC will offer more opportunity for our Psychology lecturers to teach ESP (Dean BY).

Further, the employers also suggested another type of collaborative teaching: namely teacher-student collaborative teaching. For example:

This is my proposed model. In teaching ESP, the teachers could collaborate with a number of students. Teachers and students could discuss certain topics related to Psychology. In this case, teachers are actually learning some technical terminology from our students. An ideal process is when teachers learn from students

and students learn from the teachers. ESP teachers could assist our students in terms of using correct English grammar and sentence construction. Also, ESP teachers could train our students to express their ideas and opinions in English. This two-way-directional teaching and learning strategy is worth implementing for better ESP classes (Dean BY).

The director of LC proposed yet another model of collaborative teaching, one in which the department teachers and the English teachers teach the ESP classes together.   This model is considered feasible since some department teachers obtained either their master or doctoral degrees overseas in English speaking countries. See the comment below:

What I mean is this, some of the ESP teachers are not from LC but are from the departments. You know some of them finished studying from overseas. So their English competence is good, that is not questionable so they deserve to share the body of knowledge together with their students. I think later the final outcome or the final effort should be like this. The ESP is not given by ED graduates, but by the lecturers from the departments (Director MDK).

ESP materials development

What have been done by ESP teachers at the target university were developing materials accordance with the things that have been given when they were studying at English Department. This is contradicting with principles of developing ESP material claimed by some scholars. Dudley-Evans and St. John (1998) claim that sourcing appropriate material is one of the crucial roles for ESP teachers. Such materials should help prepare students to function outside the classroom, such as in their future workplaces.

   For example, when some teachers were observed, their favourite material was to find out the main ideas of the paragraphs in the reading passages. Of course, this might be difficult for non-English Department students and could possibly think they did not need this type of materials. Despite the students' difficulty, they continue to use this. In the interviews, when asked about this, the teachers said they had to give their students difficult English materials and push their students. For example:

I have taught them the main ideas, how to find the main ideas, how to find supporting sentences, how to find implicit information through scanning and skimming. So I think inference is hard for them (Teacher FBS).

In another interview one teacher said that she gave higher level materials to her students to challenge them. The example shows the concern:

I was also aware that my students found the activity difficult and confusing. I actually wanted to present the text according to the definition. However, as my students could utilize some keywords from the book and they had a dictionary with them, I challenged them with a more sophisticated task that encouraged them to learn and try (Teacher AKD).

Yet another teacher considered that she needed to equip students with the ability to complete Test of English as Foreign Language (TOEFL) reading tests. She did this as it was used as part of the students' assessment and, on this basis she described teaching for this test as her focus.

   One teacher indicated that she taught grammar even though the main goal of the Reading syllabus was to improve students' understanding of texts. She did this because she wanted to make sure that students in her class produced grammatically correct sentences when answering questions. However, when observing the class a number of her students looked disinterested.

   In addition, when undertaking a reading lesson most teachers moved to the main content of the lesson after a brief introduction. During this part of the lesson, most teachers explain key content, concepts and theories before students were given a range of exercises to complete, often based on a text that the class was examining together. From the interviews, it appeared that the teachers considered it necessary to provide the students with this initial information to avoid confusion once the students undertook the assigned tasks.

   Student participants said that the students' lack of readiness for the ESP program is mainly due to teachers' poor teaching ability and particularly their inappropriate choice of materials. For example, some students indicated that they found that the ESP teachers used teaching materials almost identical to those used by the English Department for teaching general English. The comment below shows the concern:

In my opinion, students think that in the ESP program the material is almost the same as those used in the English Department. So what is the difference between ESP and General English in our class? (Student TW).

DISCUSSION

This study found several issues of ESP teaching which confirm the previous research. First, there are several characteristics of ESP discussed in the literature elsewhere that ESP must be 'carefully delineated and addressed with tailored to fit instruction for specific learners in the specific contexts' (Belcher, 2006). However, to understand specific types of learners is not easy at UMM context. Students at UMM are very diverse

in terms of their needs, motivations of studying at tertiary level, their school experiences, their English achievements, and their priority of life. For example, in regard to students' low English ability, there are some possible factors as well.

Students enrolled at UMM came from different geographical regions- remote areas and capital and big cities- which resulting to different types of English learning experiences. Majority of students from remote and some small cities as well in FGD express a negative experience of English teaching due to its grammar teaching focus. This teaching strategy developed students' rote-learning and memorization so students were missing the pleasant and enjoyable sides of learning. And when students did not feel the enjoyable moment in their learning, their motivation decreased and this will affect their English learning outcomes in the long run.

In fact, their negative learning experiences would never be easily vanished from their memory and they tended not wanting to improve their English. In addition to geographical difference, the mixed students' level of English competence may also the source of problem in ESP classrooms at UMM. However, Language centre as the unit that in charge of ESP program with over six thousand freshmen enrolled seems to employ one program fit for all.

Moreover, at the classroom level many teachers were emphasising more on teaching grammar than focusing on preparing learners 'for chosen communicative environments. Even in communication or speaking classes, many were still trying to focus more on accuracy than fluency. As this is contradictive with what Mohan (1986) has said. Mohan (1986) adds that ESP courses focus on preparing learners 'for chosen communicative environments.' Whilst Lorenzo (2005) reminds us that ESP 'concentrates more on language in context than on teaching grammar and language structures.'

This would bring some serious drawbacks. First, the development in the learner of a capacity to communicate is neglected, and in most ESP materials, the learner is presented with uninspiring content and language exercises which lack any clear communication focus. As a result, ESP is, at present, a rather un-communicative form of language teaching.

These phenomena were also proved true in many EFL and ESL contexts. Teachers were found to continue teaching discrete aspects of the language (e.g., vocabulary and grammar). This was shown by a study undertaken by Yu and Xiao (2013). They found ESP teachers in China did focus on these. This pedagogical approach, according to Gao (2007), ignores the learners" academic and personal interests. This results in low motivation for the students and potentially substandard performance in their communication in which communication skills are crucial for the workforce.

Other pedagogical aspect that should be fulfilled in ESP classroom is Learner-centred. This was barely found in many ESP classrooms at UMM. Hutchinson and Waters (1987) claims that learning centeredness as integral parts of ESP. At UMM even though teachers had employed variety of teaching techniques, this did not automatically change the centrality of the teachers' roles. This is because teacher-centred class instruction is deeply embedded in Indonesian school settings; this type of instruction has become a part in the Indonesian school culture (Bjork, 2005).

Research does show that students prefers learner-centred learning, for example, Eslami (2010), undertaking research in Iran, found that students preferred learner-centred classes and demanded more involvement in class activities. However, teachers" perception of students" proficiency was found to impact their use of learner-centred activities, with a perception of lower ability resulting in lower use. This study also suggested that appropriate institutional support, such as providing professional development for teachers, providing release time, and funds for teachers (Parkhurst and Bodwell, 2005) was needed to help familiarize the teachers with methodologies that lead to greater use of learner-centred approaches. At the same time teachers need to make an effort to keep up-to-date with teaching methods to be able to facilitate interactive classrooms for their students.

Third, the notion of collaborative and team teaching activities in ESP programs become the crucial issue in ESP pedagogy. These have been proposed by many scholars, such as Croker (1981) and Johns and Swales (2002). Quite some time ago Crocker (1981) suggested that ESP teaching would be better implemented by two teachers who focus on different roles, but who also support each other. Although this may be complex it may be more efficient than being undertaken by either English or content teachers alone (Northcott and Brown, 2006; Ghafournia and Sabet 2014). Central to this proposition is closer cooperation between both teachers.

An example of how this could be achieved is provided in a study by Northcott and Brown (2006). They explored the interaction between language translators and law lecturers. They found that due to the complexity of translating and interpreting legal terminology, neither the legal nor language experts could accomplish the tasks appropriately on their own and only when done cooperatively could the most precise translation and learning be achieved. Thus, it is clear that in the context of ESP English teachers cannot work independently and require a close cooperation with content specialists to remove any potential ambiguities.

What was suggested by Northcott and Brown (2006) was relatively difficult to implemented at the LC UMM.

This is because of the contract system borne on ESP teachers' status. Prior to signing contract agreement, staff were aware that they have up to three year contract

position at the LC. The "come and go" system creates further concerns. The common concern is to terminate teaching service of those who were more experienced and replace them with the new and inexperienced ones. Many experienced and senior department teachers refused to have teaching collaboration with inexperienced ones.

To overcome this situation, LC had invited the Department lecturers who were also overseas graduates to teach some ESP classes in their departments, but they usually put priority to teach their department subjects. The department lecturers were given some ESP classes if their departments had fewer students which meant also fewer teaching obligation.

It should be noted, however, that this could be expensive in terms of time and money and raise practical difficulties due to the inherent dissimilarities between English and subject disciplines. In this respect, Early (1981) also suggested that ESP teachers cannot be expected to possess knowledge of subject matter in depth although his or her knowledge about the language of the specialist subject should be adequate. However, such collaboration requires a level of maturity and confidence as otherwise it may cause the teacher to feel insecure (Abbot, 1978) about his or her social status as a teacher. Fourth, what teachers had done in their ESP classroom clearly contradicted with the one of the ESP pedagogy was material development. The ESP material design has been accounted by scholars and ESP pioneers.

According to Dudley-Evans and St. John (1998) materials should be selected so that they address learners' needs, and have an "emphasis on practical outcomes". On this basis Gatehouse (2001) and Graves (2000) have explicitly recommended that the material development should be based on Needs Analysis (NA) since it is "the corner stone of ESP, and leads to a focused course" (Dudley-Evans and St. John, 1998).

At UMM ESP classrooms themselves, there was variety of English materials from Basic GE to more focusing on terminology of specific disciplines; from grammar-focused teaching to more communication focus. In addition, ESP teachers faced challenges of a great variety of students' expectations from the needs of being able to communicate in English for daily purposes to securing or surviving either in job competition stage or in the workplaces themselves. Clearly the lack of systematic NA contributes the inappropriateness and the great variety of material selection. Most of new recruited and inexperienced teachers usually used the teaching materials they had learnt during the instruction at ED UMM. The teaching materials such as finding the main ideas in the paragraph and the element of essay writing were considered less practical for non ED students.

In this regard, Gatehouse (2001) states materials should also have a purpose-related orientation

(Gatehouse, 2001). Once again, having a clear purpose behind materials promotes motivation (Dornyei, 2001). Gao (2007) sums up the issues of ESP course design by saying "when designing an ESP course, the primary issue is the analysis of learners" specific needs". Other issues to be addressed include: determination of realistic goals and objectives, integration of grammatical functions and the abilities required for future workplace communication.

Conclusion

Clearly the current study provides an answer to the research question above. It is prevalent that ESP teachers at UMM were not sufficiently prepared to handle ESP classes. The teachers seemed ill prepared for the task because of insufficient ESP teaching knowledge and skills resulting in poor teaching capabilities.

There is a need for continuous NA approaches to be undertaken so that the ever-changing gaps between what has been taught and what are the current pedagogical practices in regards to English teaching and learning can be accurately identified. Teachers are more likely to implement new practices well if they receive support while trying them in the classroom. That is why the intensity and duration of the program are important factors to consider when designing a professional development program and these can be planned and achieved when the data about their needs are comprehensive. Further, the professional development needs should be approached from two perspectives:

1. The target language needs that is, to improve and maintain teacher English proficiency and
2. The pedagogical needs that is, to gain knowledge and skills for language teaching.

The employers can play a crucial role in improving the ESP program at UMM. The change from a top-down approach to a more team-work cooperative approach in the construction of the ESP syllabuses would be likely to bring about a positive improvement. It is recommended that such a cooperative approach would involve the Deans of the Faculties or those who represent them, the ED UMM lecturers, ESP teachers, alumni and student representatives. A redesign of this program should offer flexibility for the thousands of freshmen enrolled at this university. A one-size-fits-all approach has long been discredited by research findings (Long, 2005), but is still practiced in many tertiary institutions including UMM.

In order to understand the issues of pedagogical challenges more deeply, the next research should be done by involving the English Department staff. This may be possible exploring further why do or do not academic staff at ED UMM providing ESP principles of pedagogy

as a part of the curriculum in this teaching institution.

CONFLICT OF INTERESTS

The author has not declared any conflict of interests.

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