

DEVELOPMENT LEARNING MATERIAL ESP

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Abstract: One of the aspects of teaching ESP is development materials. ESP teaching should be linked to a specific discipline, make use of methodology that differs from that used in English for General Purpose teaching. They assert that it is essential that an ESP course take into consideration register, genres and associated language that students need to understand and to manipulated in order to carry out activities related to their disciplines.

Key Words: ESP, Development Learning, Material

ESP is generally defined as a language teaching area requiring careful research and design of pedagogical materials and activities for indentifiable group of learners within specific learning context (Dudley-Evans, 1998: 298). ESP teaching should be linked to a specific discipline, make use of methodology that differs from that used in English for General Purpose teaching. They assert that it is essential that an ESP course take into consideration register, genres and associated language that students need to understand and to manipulated in order to carry out activities related to their disciplines.

Dudley-Evans and St. John (1998: 4) believe that a definition of ESP should reflect the fact that much ESP teaching, especially where they are specifically linked to a particular profession or discipline, make use of a methodology that differs from that used in General Purpose English teaching. They also define ESP by using absolute and variable characteristic as follows:

- 1) Absolute Characteristic
 - a). ESP is designed to meet specific needs of learner.
 - b). ESP make use of the underlying methodology and activities of the disciplines it serves.
 - c). ESP is centered on the language (grammar, lexis, register); skills, discourse and genres appropriate to these activities.
- 2) Variable Characteristic
 - a). ESP may be related to or designed for specific disciplines
 - b). ESP may use, in specific teaching situation, a different methodology from that of general English.
 - c). ESP is likely to be designed for adult learners, either at a tertiary level institution or a professional work situation. It could, however, be used for learners at secondary school level.
 - d). ESP generally designed for intermediate or advanced students. Most ESP course assume basic knowledge of the language system, but it can be used with beginners.

MATERIALS DEVELOPMENT

Learning materials form an important part of most English teaching programmes. Materials mean anything which is used to help to teach language learners. It is the source which can be used in teaching and learning process. Materials can be in the form of a textbook, a workbook, a cassette, a CD-ROOM, a video, a photocopied handout, a newspaper, a paragraph written on a whiteboard or anything which presents or informs about the language being learned (Tomlinson, 1998: xi).

Tomlinson (1998:7) gives some basic principles of good English learning materials as stated below.

1. Materials should achieve impact.

Impact is achieved when materials have a noticeable effect, on learners, that is when the learners' curiosity, interest and attention are attracted. Materials can achieve impact through:

- a. Novelty (e.g. unusual topics, illustrations and activities)
- b. Variety (e.g. breaking up the monotony of a unit routine with an unexpected activity; using many different types of sources: using a number of different instructor voices on cassette);
- c. Attractive presentation (e.g. use of attractive colours; lots of white space; use of photographs);
- d. Appealing content (e.g. topics of interest to the target learners; topics which offer the possibility of learning something new; engaging stories; universal themes; local references).

2. Materials should help learners to feel at ease.

Materials should help learners to feel at ease in a number of ways. For example:

- a. Feel more comfortable with lots of white space than they do with materials in which lots off different activities
- b. Are more at ease with texts and illustrations that they can relate to their own culture than they are with those which are culturally exotic (and therefore potentially alien);
- c. Are more relaxed with materials which are obviously trying to help them to learn than they are with materials which are always testing them.

3. Materials should help learners to develop confidence.

Relaxed and self-confident learners learn faster (Dulay, Burt and Krashen,1982).

4. Learners should perceive what is being taught as relevant and useful.

In ESP materials it is relatively teaching points are relevant and useful by relating them to know learner interests and to 'real-life' tasks which the learners need or might need to perform in the target language.

5. Materials should require and facilitate learners' self-investment.

6. Learners must be ready to acquire the points being taught.
7. Materials should expose the learners to language in authentic use.
8. The learner's attention should be drawn to language in authentic use.
9. Materials should provide the learners with opportunities to use the target language to achieve communicative purposes.
10. Materials should take into account their the positive effects of instruction are usually delayed
11. Materials should take into account that learners are different in learning styles and effective attitudes
12. Materials should permit a silent period at the beginning of instruction
13. Materials should maximize learning potential by encouraging intellectual, aesthetic, and emotional involvement, which stimulates both right and left brain activities
14. Materials should not rely too much on controlled practice
15. Materials should provide opportunities for outcome feedback

MATERIALS DEVELOPMENT PROCEDURES IN ESP

The application of procedures of developing materials is described focusing on materials development for specific purposes of the teaching of English. In order to develop learning materials for specific purposes, one thing that should become the starting point is the learners' needs. Developing materials must begin with a need analysis in the context of ESP, determining course content, devising materials.

1. Needs analysis

Needs analysis for ESP course refers to the identification of language and skills is used in determining and refining the content for the course. The ESP teacher or course developers needed to conduct needs analysis process. The needs analysis process (Basturkmen, 2010: 19) involves:

1. Target situation analysis: Identification of tasks, activities and skills learners are using English for; what the learners should ideally know and be able to do.
2. Discourse analysis: Descriptions of the language used in the above.
3. Present situation analysis: Identification of what the learners do and do not know and can or cannot do in relation to the demands of the target situation.
4. Learner factor analysis: Identification of learner factors such as their motivation, how they learn and their perceptions of their needs.
5. Teaching context analysis: Identification of factors related to the environment in which the course will run. Consideration of what realistically the ESP course and teacher can offer.

Needs analysis can take a number of forms including questionnaires, interviews, observations of interactions and analysis of language use in the target situation. Questionnaires and interviews allow the needs analyst to explore people's opinions of needs, difficulties and the importance of language skills and areas.

2. Determining course content and writing planning syllabus

After doing needs analysis, they are determining course content. Needs analysis plays an important role in determining course content in ESP. In ESP, course content includes real content and carrier content. Real content relates to pedagogical aims such as the features of language learner will become more aware of or be better able to produce or the language skills they gain control of. Carrier content refers to the means of delivering the real content. These means include the use of texts or activities (Basturkmen, 2010: 59).

Analysing the needs analysis will help in planning syllabus. In the planning syllabus, teachers/course developers make decisions about what to include in terms of:

1. Types of units; such as skills, vocabulary, genres, functions, notions, and disciplinary, professional or cultural content.
2. Items in the units; such as genres, semantic sets and functions
3. Sequencing: it is what should come first, second and so forth and decisions made according to considerations; such as immediate and less immediate need, level of difficulty with easier items before more difficult items and logical flow.

3. Developing materials and making task

In ESP, teacher or course developers select and devise authentic texts as well devise task. Materials development in ESP, Harding in Basturkmen (2010: 63) proposed three states as stated below.

- 1) Use contexts, text and situations from the students' subject area. Whether they are real or simulated, they will naturally involve the language the students need.
- 2) Exploit authentic materials that students use in their specialism and do not be put off by the fact that it may not look like "normal English".
- 3) Make the tasks authentic as well as the texts. Get the students doing things with the material that they actually need to do in their work.

4. Evaluating course and materials

The teacher or developers materials need to know how effective the course is. Information gained from this evaluation is a useful source of data about the effectiveness of a course. Evaluation tries to answer the question, "is this a good course?" the range of meanings that can be attached to "good" depends on who is doing the evaluating (the teacher, the learners, the owner of the school, the parents, the course designer) and determines what sources of information are used to carry out an evaluation.

An evaluation of a course can have many purposes, the main ones being to assess whether to continue or discontinue the course or to bring about improvements in the course.

CONCLUSION

To sum up, In KPI department, it did needs analysis to find out about the target situation (the courses the students would be studying, the assignments and the speaking and writing situations they would face). After analyzing the needs analysis, it is essential to determine course content. After that, the next step is devising authentic materials. Selecting authentic texts and producing the created materials consisted of comprehensive activities on written texts on communication and broadcasting-related topics is important to do. For example, the texts can come from literature, from songs, newspapers and magazine, from television programmes and from films. Those texts should be selected based on the principles of language learning points and related to the interests of the students in terms of communication and broadcasting-related topics. They should be in line with target learners. Finally, in order to assess the effectiveness of course, a questionnaire and interviews are developed to assess their response to the course and learning from it.

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