Teaching ESP: The English Lecturers' Communicative Activities in Business English Instructions

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Abstract:
This corrigendum article focuses on enhancing the communicative competence of ESP learners using a wide range of tasks or activities. The target audience for this article is students enrolled in the Business Administration program at the State Polytechnic of Ujung Pandang. By carefully designing activities based on each student's level and the standards they must meet, we facilitated them to connect with their classmates in the classroom and improve their speaking ability. The purpose of this study was to demonstrate that students can improve their speaking skills by actively participating in the communicative activities that take place in the classroom. It was found that students were engaged in the activities and using the language when interacting with others in discussion sessions, group projects, and role-playing activities.

INTRODUCTION

A growing trend in the teaching of languages is for the teacher, particularly the ESP teacher, to create projects based on the needs of the students. The author, who has taught ESP for more than ten years, hypothesized that selecting and designing projects that cater to the needs of the students will go a long way toward motivating students to participate in the communication process in the ESP classroom. Learners require opportunities for interpreting, interacting, and transmitting messages to build their communication skills (Neuliep, 2018). These possibilities can be supplied as well-designed

assignments that demand excellent communication. Accordingly, the author's task simulates authentic communicative situations. They give practice for their actual responsibilities. These exercises provide them with good language usage practice to fulfill the needs of their target circumstances. The idea of replicating real-world communicative tasks (Richards, 2008) was manifested in the curriculum at State Polytechnic of Ujung Pandang (SPUP), which is designed to be skill- and practice-oriented to prepare students with a broad range of knowledge, skills, and values which ultimately contributes to some manners leading to graduates employability. Therefore, English for Specific Purposes (ESP) is also taught in addition to General English.

The capacity to use the target language in various settings is a common goal of ESP instruction (Kırkgöz & Dikilitaş, 2018). Learning success is thus measured by students' ability to acquire and effectively use various oral and written communication skills. The Communicative Language Teaching (CLT) or Communicative Approach is closely related to teaching English for Specific Purposes (ESP). Both care about ensuring their students get what they need and are curious about the overlap between classroom language and real-world usage. Pair and group activities allow students to negotiate and promote their questioning skills (Ma'rufah, 2021), as are fluency-based exercises that help students gain confidence in their language abilities, role-playing situations in which students can put their newfound skills to use, and exercises that focus on grammar and pronunciation. Therefore, the author developed an interest in learning more about the communicative methods employed by SPUP's ESP instructors.

LITERATURE REVIEW

Communicative Language Teaching (CLT)

Teachers of English as a Second Language (TESL) should encourage their students to actively participate in class by giving them opportunities to create projects based on the readings and videos they have chosen. Meaningful interactions can be prompted by giving them tasks that require them to ask questions, voice opinions, and share data. Many authors have described

different types of tasks. For example, experts and ELT practitioners have developed a framework for applying task-based teaching and learning (e.g., Ellis, 2003; Nunan, 2004, 2006; Shehadeh & Coombe, 2014; Thomas & Reinders, 2010). TBLT is seen as an effective methodology to encourage learners' participatory learning and engagement in classroom activities.

According to Harmer (2003, 2007), the term "Communicative Language Teaching" (CLT) or "Communicative Approach" was coined to describe a body of thought that advocated not only a reappraisal of what facets of language to convey but also a change in emphasis when it came to teaching those facets. Instead of only emphasizing grammar and vocabulary, the communicative method emphasized the value of language functions. Communicative language teaching, as defined by American and British linguists, is an approach that seeks to make communicative competence the goal of language teaching and to develop procedures for the teaching of the four skills that recognize the interdependence of language and communication (Richards & Rodgers, 2001).

Lockey and Bley Vroman in Willis (1996) observe that "Different tasks can put different requirements on particular knowledge, and it is correspondingly possible to construct tasks which involve grammatical knowledge in various ways and degrees. "According to Willis (1996) "The most dynamic element in the process is the learners' creativity; by exploiting rather than stifling the creativity, we make learning vastly more efficient." Business Administration students should be given tasks encouraging them to perform group discussions, role play, etc. Activities of these types provide ways to stimulate communicative interaction.

Types of communicative activities in ESP Class

An exercise can be of any type or involve any activity so long as it helps the student meet the curriculum's communicative goals, keeps the student actively involved in communication, and necessitates the use of such communicative processes as information exchange, meaning negotiation, and interaction (Stringer & Cassiday, 2009). Activities in the classroom are

frequently planned with an emphasis on accomplishing tasks that are mediated through language or entail negotiating and exchanging information.

1. Conversation and discussion session

   The conversation session is sometimes a source of relief from more 'serious' language work. This activity helps develop the student's communicative ability because it allows them to express their personality, experience, and opinion in a foreign language. In other words, practice makes perfect (Yates, 2012).

2. Simulation and role play

   Role play and simulation are highly suitable vehicles for a communicative approach to language teaching (Lazar, 2014). It is because they can reduce the artificially of the classroom, provide a reason for talking and allow the learner to talk meaningfully. With these techniques, learners are asked to imagine themselves in situations that could occur outside the classroom, adopt specific roles and behave as if the situation existed under their roles. Essentially, role play involves the learner taking a different role and even identity from his or her usual one.

   A simulation is frequently longer than a role-play and can allow the students to maintain hir or her normal persona. Deals with simulations in ESP Sturridge in Pauline (1991) writes that"in simulation the learners is given a task to perform or a problem to solve; the background information and the environment of the problem is simulated. As a learning technique, simulations were originally used in business, and a simulation's outcome was of paramount importance.

3. Oral Presentation

   A final task type which is common in ESP is the oral presentation. It may be part of one of the other types. For example, one or more participants in the simulation may have a presentation. It can involve all language skills.

In order to activate students' participation and manage the learning process effectively, the teacher should establish learning groups and make decisions about when and why to have students work in pairs, groups, or individually.

Pair Work

Pairwork is one of the techniques aiming at increasing the amount of student practice (Harmer, 2007; Li, 2018). Pairwork allows the students to use language depending on the course and the teacher's task. It also encourages student cooperation which is essential for the class's atmosphere and the motivation it gives to learn with others.

Group Work

Group work is a lovely idea for many reasons because it increases the number of students talking time and emphasizes the opportunities it gives students to use language to communicate with each other (Charles & Eison, 1991; Harmer, 2007). There is a greater chance that at least one group member will be able to solve a problem when it arises, and working in groups is potentially more relaxing than working in pairs. Group work is also suitable for weak students who can work with stronger group members.

METHOD

This study employed an exploratory case study (Mills et al., 2010) to investigate the lecturers' communicative strategies in teaching English for business in a VHE context. This research used observation using a video camera to record all of the activities of the teachers and the students during the ESP classes. In collecting the data, the researcher was assisted by someone to carry out a video recording of the teacher's activities and student's activities. The researcher herself observed and filled out the teacher's checklist of communicative activities. This research was conducted twice in three classes where English for Specific Purposes was taught. Three teachers handled these classes. The data collected were analyzed descriptively using thematic analysis (Braun & Clarke, 2006). The observation videos were analized using a qualitative analysis software-so called Atlas.ti version 9.

FINDINGS

This research was conducted twice in three different classes which learned different subjects in the term of English for Secretary. The classes that the researcher observed are the sixth semester students. Since the classes observed studied English for Secretary, the contexts are closely related to secretarial jobs such as Telephone, Meeting, Arranging Business Travel, Complaint, Business Presentation and Curriculum Vitae. The students in these classes were a mix of low mid and upper intermediate levels, at the age between16-19. Time allotted was 3 x 45 minutes or 135 minutes for each class. The class room activities for the topics mostly in the form of discussion, simulation and role play which were expected to provide opportunities for student to use English.

Discussion Activities

Based on the observation, almost all of the whole meeting teachers used discussion activities. The ddiscussions took place in five of the six meetings. The discussion sessions were to discuss the specific situations related with ESP such as telephoning the student experience in telephoning, the importance's of telephone in business situation, how to lead and participate in meeting, how to complaint and in handle complaint Business Situations and how to deliver Business Presentation.

There were two kinds of discussions sessions; buzz group discussion and whole class discussion. Before asking student to discuss class as a discussions whole class, the teacher put them in buzz groups. This buzz group is one way in which students have a chance for quick discussion in small group before any of them are asked to speak in front of the class. This group also used by the students to prepare their opinions.

Buzz Group

Before asking the students to discuss as a whole class, the teacher put them into groups which consisted of four or five students. The students discussed three questions related with their today's topic:

- Why the people like using telephone?

- What are the steps of communication on telephone?

- What language expression for each step?

It took place for 20 minutes; this activity allowed them to prepare and give opinion in a less threatening environment than in front of the class. Whole class participated actively in this activity. This buzz group was a prelude to a whole class discussion session.

Group Discussion

Another communicative activity used by the teacher that was group discussion. The class was divided into groups which were consisted of three or four students. These groups were to discuss to answer questions in relation with their topics such as the language expression used in presentations, body language, how to handle complaint based on their own experiences. After group discussions, each group was represented by one student who was selected by the teachers.

Role Play

The observation showed that, role play was conducted individually, in pair and in group. The student performed individual role play as Master of ceremony, chairperson in a business meeting and marketing manager who delivered a Business presentation. Role play in pair was carried out conversation between ticketing staff and a passenger who wanted to reserve a flight ticket. Role play and simulation in group were conducted in different situations; handling Company guest, that is the students played role as Public Relation, General Manager, marketing manager who performed the conversations at airport, hotel at company. Students may derive great benefit from role play and simulation because students simulate a real life encounter as if they were doing so in the real word. Simulation and role play used to encourage oral fluency and to train student for specific situation

Role Playing Controlled Through Situation

For home work, the students were asked to perform a role play in the following week. They had to practice the conversation on the telephone and they were expected to make improvisation with their groups. The teacher didn't decide the member of each group so students might choose their members.

Here are the situations:

- Imagine that you were asked by your boss to complain the goods they order which were badly damage.
- Imagine that you have to remind other company about their late payment.
- Imagine that you have to clarify about something
- Imagine that you have to place an order from other company.

Individual role play

The individual activity of the student was done in this class which is common in English for Specific Subject is Oral Presentation. The objective of this activity is to improve students' ability to deliver a business presentation.

In this activity the student was given a topic that has to be presented orally instead of a presentation of a written report. This activity was done individually by two students. The first student played a role as a Marketing Manager of a Company who delivered a presentation of the Future Trend of Product. The second student also played a role as a Marketing Manager who presented The Product of His Company. The language function used in delivering their presentations, were greeting and introducing self, introducing the subject of presentation, explaining the purpose of the presentation, asking for question relating to the presentation, and closing it. This presentation then continued by Question and

Answer Section. While two students acted as presenters, the other students acted as audience. The two presenters spent about ten minutes.

Role play in pair

This activity was also a role play which was performed in pair. The students practiced a memorized dialogue between ticketing staff and a passenger who wanted to book a flight a ticket on telephone. The language expression used such as greeting, stating the purpose of calling, booking a ticket, stating the ticket's price, asking the seat availability and closing the conversation on telephone.

Role play in group

This activity was conducted in group which was consisting of five students. This group practiced the topic of Handling Company Guest. There were several situations performed such as the conversation at the airport, at the hotel, entertaining guest, describing company and describing product. Each of three students acted as Public Relation, General Manager and Marketing Manager and the other two acted as Public Relation and Marketing Manager who visited other company. The language expression used such as greeting, self-introducing and introducing other, having a small talk, describing company and company product.

DISCUSSION

Based on the observation in teaching of ESP State Polytechnics of Ujung Pandang the teachers applied Communicative approach which stresses the importance of providing student with more opportunities to interact directly with the target Language. The goal of teachers who use the Communicative Approach is to have one's students become communicatively competent (Chen & Goh, 2011). Communicative competence involved being able to use the language appropriately to a given social context. To do this, students need knowledge of the

linguistic forms, meanings, and functions. They need to know that many different forms can be used.

Activities in communicative approach typically involve student in real or realistic communication, where the accuracy of the language they use is less important than successful achievement of the communicative task they are performing. Thus role play and simulation have become very popular in CLT. Role play and simulation are suitable vehicles to use a communicative approach to language teaching, such as game simulation (Rocca, 2010). It is because, they can reduce the artificially of the classroom, provide a reason for talking and allow the learner to talk meaningfully. With these techniques learner are ask to imagine themselves in situation which could occur outside the classroom, adopt a specific roles and behave as if the situation really existed, in accordance with their roles.

Role play and simulation can be used to train students for specific situations for when they are studying ESP (Lazar, 2014; Stringer & Cassiday, 2009). The students can derive a great benefit from these activities. They simulate a real life encounter (such as a business meeting, a company visit, a business presentation) as if they were doing so in the real world (Anas et al., 2020). Role play and discussion which carried out in pair were expected to increase the amount of student practice. Pairwork allows the students to use language depending of the course on the task get by the teacher (Li, 2018; Stroo et al., 2018). It also encourages student co- operation which is itself important for the atmosphere of the class and for the motivation it gives to learning with others.

When Role play and discussion were done in group, it can increase the amount of students talking time with the emphasis on the opportunities it gives students to use language to communicate with each other. Working in groups is potentially more relaxing than working in pair. Group work coordination is also good for weak students that they can work together with the stronger members of the group (Diep et al., 2019). Discussion, on the other hands, can help to develop the communicative ability of the student, as it provides

students with the opportunities to express their own personality, experience, and opinion through the foreign language.

CONCLUSION

ESP classes can be made more interactive by designing a wide range of tasks based on the interests of the students. The right kind of material and well-designed tasks help learners promote interaction in class. This study recommend accelerating more research in communicative strategies, particularly in business English teaching context. The provision of scientific evidence and lecturers' best practices will help students experience meaning-making learning practices. Exploring innovative approaches to teaching strategies will contribute to the invention of new nuance of ESP teaching and learning.

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