Demystifying the Specialized Language Teaching (ESP) and Digital Technologies in Vocational Higher Education

RIAL
ELECTRONIC JOURNAL

Ismail ANAS[*] iD [*ismailanas@poliupg.ac.id*]
Politeknik Negeri Ujung Pandang, Makassar, INDONESIA

TAMRIN [*tamrin@poliupg.ac.id*]
Politeknik Negeri Ujung Pandang, Makassar, INDONESIA

[*]Contact the editor: *ismailanas@poliupg.ac.id*

Editor-in-chief

Abstract:
This journal is organized and published by UPT. Bahasa Politeknik Negeri Ujung Pandang and dedicated to contributing to the growth of applied linguistics studies. On behalf of the editorial board members, we are happy to announce and launch this first volume of Research and Innovation in Applied Linguistics-Electronic Journal (RIAL-EJ). This journal aims to publish scholarly articles in the area of applied linguistics, vocational English, and English for Specific Purposes (ESP), such as business English, English for engineering (mechanical, chemical, civil, and electrical engineering), English for health, and English for marine professionals. The central theme of this issue is "Demystifying the Specialized Language Teaching (ESP) and Digital Technologies in Vocational Higher Education" and the extent to which PBLL and the affordances of digital technology contribute to vocational English learning. In this volume, we publish five featured articles (3 research articles, one review article, and one interview article). The articles underwent several stages, including initial screening from the editorial board, blind review from two anonymous reviewers, multiple round revisions, proofreading, and copyediting process, plagiarism check with the iThenticate, and article production stage.

FOREWORD FROM THE EDITORS

In response to the need for a scientific forum for research in applied linguistics, vocational English, and English for Specific Purposes (ESP), we are happy to announce that Research and Innovation in Applied Linguistic-Electronic Journal (RIAL-EJ) has successfully published this very first volume and issue. The editors have committed to providing

scientific information for the readers, thus helping them understand the current development in the field. In the industrial context, English is a working language for building social interaction and communication with the stakeholders, such as managers, front officers, engineers, IT specialists, etc. Based on the central theme of this issue, "*Demystifying the Specialized Language Teaching (ESP) and Digital Technologies in Vocational Higher Education*," we invite all the practitioners, experts, researchers, and scholars in the field of applied linguistics to contribute to the development of vocational English studies and help the vocational institutions provide ready-work alumni with excellent English language proficiency. The theme aligns with the directorate of vocational education's mission, which entails the need to infuse PBL in the curriculum and teaching implementation (Sakarinto, 2020).

For example, the adoption of PBL in language learning has been well-documented in the literature (Anas et al., 2021; Shea, 2019; Thomas, 2017). It encourages the students to experience authentic learning endeavors (Dabner et al., 2012; Laur, 2013; Madoyan, 2016), thus increasing their learning autonomy and collaboration in executing real-world projects in the digital age (Boss & Krauss, 2007). The following authors are all contributors to the first volume, consisting of one interview column, three research articles, and one review article. The articles underwent several stages: editorial screening, blind review from two anonymous reviewers, multiple revisions, and article production and publication.

RESEARCH AND REVIEW ARTICLES

Andi Musdariah and **Farida Amansyah** of Politeknik Negeri Ujung Pandang wrote, "*Teaching ESP: The English Lecturers' Communicative Activities in Business English Instructions*." This study explored the lecturers' communicative strategies in business English instructions. The article presents some communicative strategies in teaching English for business in a Vocational Higher Education Context, such as pairwork, groupwork, and role-play, and their application in business English teaching. [p 1-13]

Yuniarti Rherhe Valen and **Nofvia De Vega** of Universitas Borneo Tarakan wrote: "*Health Students' Narrative Text Writing Improvement with Animation Video*." The study explored whether the animation video can enhance students' narrative writing skills at Universitas Borneo Tarakan. This research employed Classroom Action Research as its methodology (CAR) [p 14-28]

Tamrin of Politeknik Negeri Ujung Pandang wrote: "*Effective Reading Instruction in ESP: Practical Approaches to Improving Vocational Students' Content-Area Reading Comprehension*." This article examines and gains insight into the reasons why things occur as they do by discussing the following four topics: (1) describing the context in which reading instruction occurs and why this instructional effort does not work as expected; (2) describing the nature

of content area reading; (3) unpacking things that could potentially encourage students' interests and increase their reading involvement, thereby making their reading more effective; and (4) proposing a set of pedagogical principles that could potentially improve the students optimal reading and comprehension. [p. 29-45]

INTERVIEW COLUMN

Rahayu, Ismail Anas, Waode Ade Sarasmita Uke, and Risma Asriani Azis Genisa wrote an interview article entitled *"Teaching English to Law Students: Interview with Suman Luhach, School of Law, Bennett University, India."* This first article is an interview report of an Indian CALL practitioner whose expertise is in teaching English for law purposes. She asked eleven questions about Sumans' experiences teaching English for law purposes. She started by asking about her educational background, responsibilities, views on teaching English for law, professional role as editor in "Lawbyrinth", challenges in teaching English for law, success teaching stories, future work in the field, best practices, law English material development, and practical suggestions for ESP teachers. [p. 46-56]

BOOK REVIEW

Anugrah Puspita Ayu Muhammad and Mustakim of Halu Oleo and Universitas Muhammadiyah Enrekang wrote a book review entitled "*Specialised English: New Directions in ESP and EAP Research and Practice by Ken Hyland & Lillian L.C. Wong (2019): Routledge.*" It consists of three main sections: 1) conceptualizing issues in specialised language use (five chapters), 2) focusing on texts (six chapters), and 3) focusing on practice (six chapters). This book aims to address some challenges in teaching and researching ESP courses across disciplines (Enesi et al., 2021). For example, contextualizing the ESP teaching as "workplace English" is currently demanding, thus allowing the ESP curriculum developers to formulate and infuse English materials in the workplace (V. K. Bhatia & Bremner, 2012). [p. 57-63]

La Ode Rasmin and Samsudin of Universitas Muslim Buton and Universitas Teknologi Sumbawa reviewed a newly published book entitled "*The Golden Book of Business Presentation Skills: Quick and Easy Tips to Make Powerful Presentations by Prajeet Budhale; Bloomsbury (2021).* The book is about how to prepare, deliver, organize, and evaluate a business presentation. The book provides practical tools the presenter can follow. It is a practical guide book although it has some limitations. [p. 64-67]

CONCLUSION

The majority of the articles in this volume acknowledge the importance of PBLL in teaching English in the VHE context. The integration between PBLL and digital technologies in the digital world is likely to be a two sides of a coin. They complement each other

ACKNOWLEDGMENT

REFERENCES

Anas, I., Sahriana, S., & Pasolong, H. (2021). Project-based language learning with technology to promote the student's active, autonomous, and collaborative learning. *Seminat Nasional Penelitian Dan Pengabdian Kepada Masyarakat (SNP2M)*, 78–83.

Boss, S., & Krauss, J. (2007). Reinventing project-based learning: your field guide to real-world projects in the digital age. In *International Society for Technology in Education (ISTE)*.

Dabner, N., Davis, N., & Zaka, P. (2012). Authentic project-based design of professional development for teachers studying online and blended teaching. *Contemporary Issues in Technology and Teacher Education*, 12, 71–114. http://www.editlib.org/p/37659/

Laur, D. (2013). *Authentic learning experiences: A real-world approach to project-based learning*. Routledge: Taylor & Francis Group.

Madoyan, L. (2016). Authenticity and teacher's role in project based learning. *Armenian Folia Anglistika*, 12(2), 109–114.

Sakarinto, W. (2020). *Kurikulum Project-Based Learning: Pernikahan Massal Vokasi dan Industri (Link & Match)*. Ditjen Pendidikan Vokasi, Kemdikbud. https://www.youtube.com/watch?v=9pCn_P03NLU

Shea, E. (2019). *Project-Based Learning with Online English Teaching*. TwoSigmas. https://medium.com/@twosigmas/project-based-learning-with-online-english-teaching-c78241068436

Thomas, M. (2017). *Project-based language learning with technology: Learner collaboration in an EFL classroom in Japan*. Routledge. https://doi.org/10.4324/9781315225418