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ELECTRONIC JOURNAL

Research and Innovation in Applied Linguistics-Electronic Journal [RIAL-EJ]

FOREWORD FROM EDITORS

On behalf of UPT Bahasa, Politeknik Negeri Ujung Pandang, would like to express our sincere gratitude to Direktur, Unit Jurnal, and UPT Bahasa Politeknik Negeri Ujung Pandang for supporting RIAL-EJ. We also want to thank the RIAL-EJ Editors, reviewers, and all contributors for their hard work, dedication, collaboration, and cooperation during the process of this very first issue (Volume 1, Issue 1, 2023) of the journal. We hope this journal will grow and contribute to applied linguistics research and innovation. We have committed to providing readers with peer-reviewed and high-quality papers by ensuring a blind review process prior to publication. We are helped by experts sitting on advisory and editorial boards to help the journal with manuscript screening and editorial assistance.

RIAL-EJ welcomes scholarly articles in applied linguistics, English for Specific Purposes (ESP), ELT methodologies in vocational education, project-based language learning, Computer-/Mobile-Assisted Language Learning in specialized contexts, and ESP teachers' professional development. We also have recruited editors and reviewers from outside Indonesia as an endeavor to bring RIAL-EJ to a reputable international journal. Although it is not an easy task; however, we are committed to dedicating our professional capability to grow and develop the journal. Therefore, we are now calling for international scholars to join us in RIAL-EJ as an author and reviewers and be a part of our commitment to providing a quality forum in applied linguistics.

To all authors, thank you for your hard work and patience during the review process. In the future, we hope we can serve the journal and authors by providing more experts in the field and helping you get high-quality feedback and academic advice. If you have queries, advice, suggestions, and critics, do not hesitate to contact the RIAL-EJ editor at rial_ej@poliupg.ac.id. We look forward to hearing from and working with you.

Comfort Zone is always convenient for those who do not want to grow.

Makassar, 09 November 2022

All the very best,

Ismail Anas, S.Pd., M.Pd
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Demystifying the Specialized Language Teaching (ESP) and Digital Technologies in Vocational Higher Education

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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.

Keywords:
- Applied Linguistics
- Innovation
- Vocational English
- ESP

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

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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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Nursing Students' Narrative Text Writing Improvement with Animation Video

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Abstract:

This study aimed to determine if the animation video can enhance students' narrative writing skills at Universitas Borneo Tarakan. This research employed Classroom Action Research as its methodology (CAR). In this study, there were 21 of the sample. An observation checklist, an interview, and a writing test were used in this study. In this study, there were two success criteria. First, students should get at least a 75.0 on their writing assignments. Second, class participation and instructor engagement must both total 80. In this study, the researcher analyzed the data using a combination of different methods. Quantitative data analysis was used to evaluate the results of the written tests, while qualitative data analysis was used to evaluate the results of the observation checklist and interviews. This study found that using animated videos increased students' writing scores between the first and second cycles of instruction. Attendance at the first meeting was 33%, and at the second, it was 57%. The attendance rates for the first and second meetings of the second cycle were 52% and 76%, respectively. The outcome of the observation checklist demonstrates the improvement, which can also be seen for itself. Based on the checklist of observable behaviors, it was clear that the training had been effective. From what we can gather from the interviews, using animation videos in the classroom is beneficial and makes both teachers and students happy. The results of this study suggest that having students practice their writing skills with the aid of animated videos can help them achieve better results.

INTRODUCTION

English is taught as a foreign language in Indonesia because it is not our native language and has different words and structures than ours. In addition, English serves as a global language that is utilized to transmit information across international boundaries. Teaching and learning English in Indonesia is based on a desire to improve

students' oral and written communication skills so that they can become fully functional readers and writers. It focuses on producing spoken and written texts that convey information using four interconnected skills: listening, speaking, reading, and writing. According to Andriani & Wennyta (2020); Khoja et al. (2018); D Pope (2019); and Tridinanti et al. (2020), four fundamental abilities must be developed and refined throughout the process of learning a new language. They're actively engaging in all four linguistic modes of communication. Writing practice is an important part of teaching and learning any language, especially in English at the university level. Writing is an important skill to teach because it allows students to express themselves through writing. Celik (2019); Hayati et al. (2021); Kurniawan et al. (2020); and Omar (2019) cite writing as a skill that allows us to communicate thoughts, feelings, and ideas through the use of words, sentences, and paragraphs. Writing allows us to express our thoughts and feelings in written form. For students to write well in English, they need to know how to organize their thoughts and use correct grammar, vocabulary, and content/ideas (Kitajroonchai et al. (2022); Deborah Pope, 2019).

The researcher found out about students' problems, especially with writing, by watching them and talking to them and their English teacher at Universitas Borneo Tarakan. There are many factors to blame for why mastering writing is such a challenge, especially when it comes to composing narrative texts. First, the students didn't know a lot of English words. The students then write in English infrequently, and the instructor does not facilitate the development of their writing skills through classroom activities. The students learn to write without a good method or tools. Students' lack of motivation and interest is also a contributing factor to the problem. In their opinion, learning how to write in English is challenging, and they struggle with finding the right structure for their essays. In order to help students become better writers, instructors may need to employ the right techniques in class. Students' infrequent use of English as a writing language and the lecturer's ineffective facilitation of the development of students' writing skills during classroom activities contributed to the students' low writing skills. Students are taught to write without a solid methodology or appropriate medium. Simply, they were given the assignment to compose an essay based on the subject matter that was presented in the textbook. Students sometimes fail to grasp a text's more fundamental instructional aspects, such as its overarching purpose, language, or generic structure. Students struggle with text organization, idea generation, language use, writing content, and vocabulary.

As a result, the lecturer might need to develop a plan and use the right teaching techniques to help students improve their writing abilities. The researcher employs audiovisual aids in writing instruction to address the issues mentioned above. Audiovisual aids are tools that both make sounds and display images (can be seen). Video is one type of media that can assist lecturers in teaching writing text. Videos in the classroom can help

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students learn, lecturers teach more effectively, and students stay motivated (Jill et al. (2019); Puspitarini & Hanif (2019); Widahyu (2021). Students should get better at writing stories if they use animation videos. The researcher used animation videos to teach writing in the narrative, as they were interested in improving the students' writing achievements, and the researcher did say that they did this.

LITERATURE REVIEW

Writing

Various experts have stated many different definitions of writing. According to Walter (2016), the eyes, brain, and hands are used to express ideas, emotions, and thoughts that are organized into words, sentences, and paragraphs. Harmer (2015) argues that writing is a means of expressing thought, emotion, and opinion. As a result, writing is one of the ways that people communicate with one another by expressing their thoughts and feelings in writing form. To put it another way, writing is a means by which information can be transmitted from one person to another. Nunan (2013) says that writing is coming up with new concepts, determining the best way to convey those concepts, and arranging those concepts into coherent sentences and paragraphs. It means the writer has the ability to articulate her thoughts in clear and concise language that any reader can grasp. Writing is a skill that can help you get things done, but it takes practice to get better at it. According to Harmer (2015) There are many ways to write, such as:

a. Planning

Writing instruction in the classroom can take the form of any planned activity. Before beginning to write, the writer must plan what will be expressed on the paper. Planning is a method of gathering ideas and determining a topic before beginning to write.

b. Drafting

A draft is the name for a piece of writing's initial version. At the drafting stage, the author must use the concept he developed during the planning phase as a guide. This stage requires editing to ensure that the text is correct.

c. Proofreading (reflecting and revising)

Once a writer has completed a draft, he or she will typically reread it to determine what works and does not. The information might not be in the right order, or something might not be clear or make sense. They proofread and edit their work, paying attention to grammar, spelling, punctuation, and diction.

d. The final version

It is the final step in the writing process. Writers produce their definitive version once they have edited their draft and made the adjustments they believe to be essential. The

researcher infers that writing cannot be produced quickly or easily; rather, it must go through a process of development and requires a great deal of practice to master.

In addition, according to Harralson & Miller (2017), in writing, you should take into account the following five factors:

a. *Organizing Concept*
    This aspect involves thinking about how you express yourself and structure paragraphs in a written text.
b. *Grammar*
    Structures, pronouns, and prepositions in a writing are all important factors to consider here.
c. *Vocabulary*
    Vocabulary is crucial in writing because a writer with a wide range of vocabulary invites readers to delve deeper into the subject. The use of words/idiom selection, as well as the vocabulary itself, should be considered in this aspect.
d. *Mechanics*
    Punctuation, capitalization, and spelling in a written text are all important aspects to check for here.
e. *Content*
    The content of a piece is the writer's thought process as it relates to the subject at hand. Subjects and ideas or arguments in writing text should be considered in this aspect.

Narrative Text
Fludernik & Ryan (2019), a narrative text is a piece of writing that tells a story, fictional or otherwise, through a sequence of events that is constructed partly through the story's narrator and the story's setting. In addition, Clandinin (2019); Munslow (2018); Willoughby & Liu (2018) Describe narrative as a piece of writing that engages and amuses its readers through the telling of a story. It has a character, a setting, and an action scene. Typically, a story's beginning is where we learn about the protagonist, antagonist, and the story's setting and problem. The issue reaches a climax in the middle. Coffin et al., (2013) state, "four main organizations, orientation, complication, resolution, and re-orientation." Coffin et al. (2013) Also describe five steps in creating a narrative text. They are as follows: orientation, complication, event sequence, resolution, and coda. The narrator provides the audience with background information about the story's setting, time period, main characters, and events during the orientation phase of the story. In addition, the narrator describes the onset of the issue that results in the main participants' crisis. The narrator then details the events that transpire due to the characters' reactions to the new obstacle. There is usually a happy ending

or a sad ending associated with the resolution of the story's complications. A coda is an optional epilogue to the narrative. If there is supposed to be some kind of lesson or takeaway from the story, the narrator will usually include it in this section as a coda. Grammatical features are textual characteristics. Grammatical characteristics vary according to genre.

Flowerdew & Costley (2016) state in their brief description that narrative typically contains the following grammatical elements:

a. Nouns that refer to specific characters and locations in the story.
b. Adjectives that accurately describe the characters and setting.
c. Time words that link activities to establish a timeline.
d. Verbs that describe the events of the story.

Animation Video

The researchers selected animation video as a form of visual media to aid students in writing. It is anticipated that using animation videos as a teaching tool will encourage and motivate students to comprehend and memorize the material and improve their writing skills. Teaching narrative text, in particular, is a perfect use for animated videos. The following quotes support the notion Hayn et al. (2016); Tarchi et al. (2021), that cartoons are praised as a fantastic medium that can captivate viewers with mighty characters from a made-up world. Moreover, Kwon (2020) says, "An animated movie or video is like a book." This work employs a narrative strategy, plot, and a shifting chronology/location. The video, which uses animation to show real images and the progression of a story, will help students grasp the conventions of storytelling. Souzane & Soumia (2019) say that students can learn about a story's structure by watching an animation video or film as part of a pre-writing activity (plotlines, character development, setting, and theme). Therefore, it will be easier for students to comprehend narrative texts, and they will attempt to compose their own. There are several ways to improve one's writing ability. Students' interest and engagement in writing can be boosted through animation videos. In many subjects, animation video can provide various worthwhile learning opportunities (Laksmi et al., 2021). Additionally, they claim that using videos to teach and learn has many benefits, such as raising student interest, facilitating more learning, improving long-term memory, and stimulating interest in reading.

Teaching Writing using Animation Video

When it comes to writing, a few considerations must be made. Mahmood et al. (2021) have distilled all those aspects into two main writing skills: micro and macro skills. These abilities are outlined below:

1. *Micro-skills*
   a. Create graphemes and orthographic patterns in English.

b. Write at a fast enough rate to suit the purpose.
c. Come up with a good word core and put it in the right order.
d. Employ acceptable grammatical systems (e.g., tense, agreement, pluralization), e. patterns, and rules.
e. Use different grammatical forms to express a specific meaning.
f. Use linking words and phrases when writing.

2. General knowledge
a. Employ the rhetorical structures and practices of written discourse.
b. Carry out the communicative functions of written texts in accordance with form and purpose.
c. Express the relationships between ideas and events, including the main idea, supporting ideas, new information, given information, generalization, and illustrative examples.
d. Learn to write with an awareness of both explicit and implicit meaning.
e. Use culturally specific references in a way that makes sense in the context of the written text.
f. Learn and use a variety of writing strategies, such as figuring out how the audience will understand what you're saying, using pre-writing tools, writing fluently in the first draft, using paraphrases and synonyms, asking for feedback from peers and the instructor, and using that feedback to revise and edit.

In conclusion, micro-skills are better for imitative and intensive writing performance because they describe word-level writing mechanics like past verbs. In contrast, macro skills focus on the larger context of a text, including its communicative function, main and supporting ideas, and implied meaning.

METHOD

The researcher did action research in the classroom and used mixed methods. The research was conducted as a team effort between the researcher and the English professor. Kemmis conceived and designed the classroom action research (CAR) procedure implemented in this study. It comprises four parts: planning, acting, observing, and reflecting. At Universitas Borneo Tarakan, the researcher carried out the study during the first semester of the students who were enrolled in the academic year 2021/2022. Class A1 was the focus of the study. There were 21 students in total. This study's research instruments included an observation checklist, an interview, and a writing test. Both qualitative and

quantitative data were gathered in the course of this study's collection of data. The qualitative data analysis was used to measure data from the observation checklist and interviews, while the quantitative data analysis was used to measure data from the written test.

FINDINGS

Cycle 1 Writing Test Results

The results of the writing test given to students during cycle 1 demonstrated that:

	Frequency	Percentage	Frequency	Percentage
Succeed	7	33 %	12	57%
Failed	14	67 %	9	42%

In the first meeting, there were only 7 students or 33%, on the succeeding level and 14 students or 67%, on the failed level, the researcher concluded that students' writing achievement in cycle one did not meet the criteria for success based on the data presented in the table that was just above it. At the second gathering, 12 students (42% of the total) were at the success level, while 9 students (42% of the total) were at the failure level. The success criteria of having at least 75% of students pass the course were not met, as 75% of students passed the course. From what was said above, the percentage can be seen in the chart below.

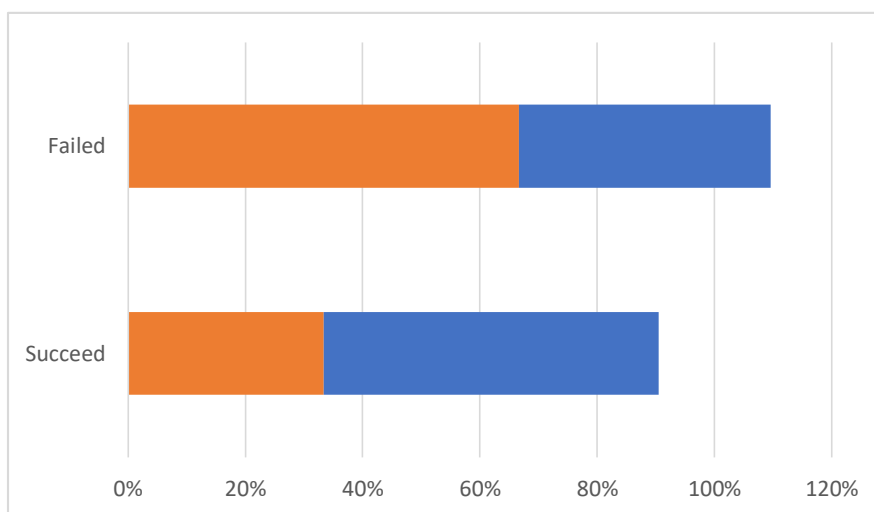**FIGURE 1.** Writing Test Results in First Cycle

The data from the preceding diagram indicated that out of the twenty students who attended the first meeting of the first cycle, 7 (33%) passed the writing test, and 14 (67%) did not. In the meantime, during the second meeting of the first cycle, 12 students passed the writing test, accounting for 57% of the total, and 9 students failed the writing test, accounting

for 42% of the total. The above diagram demonstrated that the first cycle was unsuccessful; the researchers decided to move on to the second cycle.

Cycle 2 Writing Test Results
The results of the writing assignments given to students in cycle 2 demonstrated that

	Frequency	Percentage	Frequency	Percentage
Succeed	11	52%	16	76%
Failed	10	48%	5	24%

The study's author inferred that the students' second-cycle writing performance met the success criteria from the foregoing description. From the numbers, we can deduce that 11 out of 20 students (52%) passed the exam during the first meeting of the second cycle, while 10 out of 20 students (48%) did not. During the second meeting, 16 students (76% passed the test) and 5 students (24% failed the test). In the second cycle, 76% of students received scores of 75 or higher. Students' writing skills improved over the course of the second cycle. From what was said above, the percentage can be seen in the chart below.
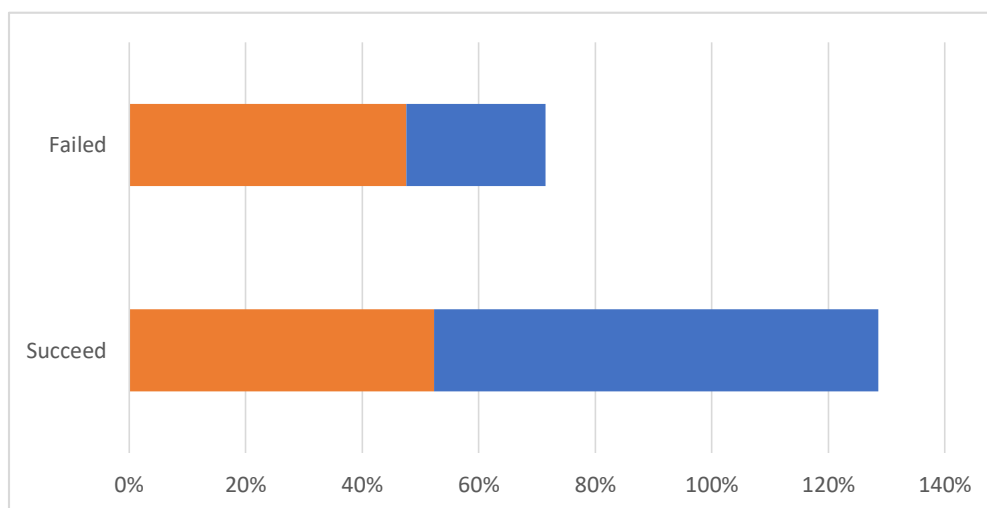
FIGURE 2. Writing Test Results in Second Cycle

The Result of the Observation Checklist
The instructor and the students can use a checklist as they take notes during class. The collaborator and co-observer took notes as the class was in session.
1) *Lecturer's Activities*
A coworker of the lecturer has assumed the lecturer's responsibilities. Three items on the checklist were used to keep tabs on the lecturers' activities. There was an introductory exercise, a meaty lesson, and a wrap-up to complete the set. With 24 points in pre-learning,

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37 in the main activity, and 18 in post-learning, the researcher did quite well in the first meeting of the first cycle. The total number of observations made by lecturers during the first meeting of the first cycle was 79.

The instructors rated this feedback as "Good." During the first cycle's second meeting, the pre-learning portion score was 25, the researcher received 38 points during the main activity, and the score for the post-activity portion was 15. The total number of observations made by lecturers during the second meeting of the first cycle was 78. The observation made by the lecturer was rated as "Good." The pre-learning activity received a score of 28 in the second cycle of the first meeting. The main activity received a score of 40, and the post-activity received a score of 15. The lecturers' observation checklist for the first meeting of the second cycle yielded a total score of 83 points across all categories. The evaluation of this lecturer's observation was given a score of "Very Good." A total of 25 was achieved in the pre-learning activity during the second meeting of the second cycle. The main activity received a 44, and the post-activity received a 17. 86 was the total score that was given for everything that was discussed during the second meeting of the second cycle. The evaluation of this lecturer's observation was given a score of "Very Good."
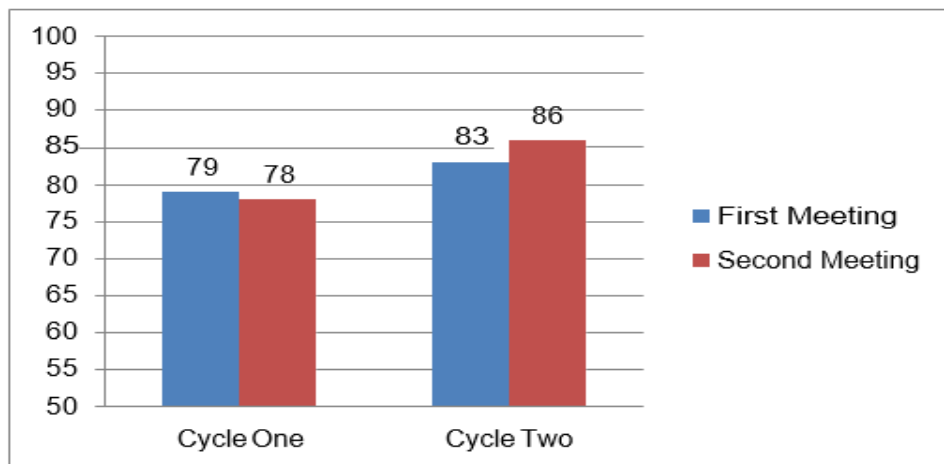
FIGURE 3. Lecturer's Observation Score Checklist

Figure 3 shows that the lecturers scored 79 in the first meeting of cycle one but only 78 in the second meeting of cycle two. According to the above score, the lecturer was taught adequately, despite some shortcomings. The lecturer was not actively discussing and answering students' questions during the first cycle. The class was poorly concluded, and the instructor offered little direction for the students' continued development as learners. The researcher and his or her partner decided to change and improve the way they teach based on the lecturers' observation checklist results. The activities of lecturers in the teaching and learning process improved in cycle two. It was possible to see in the observation score. In the

first meeting, the lecturer received a score of 83, while in the second meeting, the lecturer received a score of 86. It demonstrated that the lecturer's teaching skills had improved. The instructor was competent and attentive to the students. The lecturer also actively discussed the lesson with the students and answered their questions about it.

2) *Students' activities*

The co-collaborator recorded the observation checklist for the students. Students' demeanor and class participation are included on the checklist of things to watch for as teachers evaluate their work. At the beginning of the second cycle's first meeting, the students' pre-learning score was 18, their score for the main activity was 17, and their score for the post-learning activity was 12. In the first meeting of cycle two, a total score of 85 was obtained across all categories. In the first meeting, the students' observation checklist scored "Very Good." There was a pre-learning score of 18 at the second meeting of the second cycle. Students received a score of 17 in the main activity and an 11 in the post-activity. As a whole, 83 observations were recorded on the second meeting's observation checklist. It was graded as "Very Good".
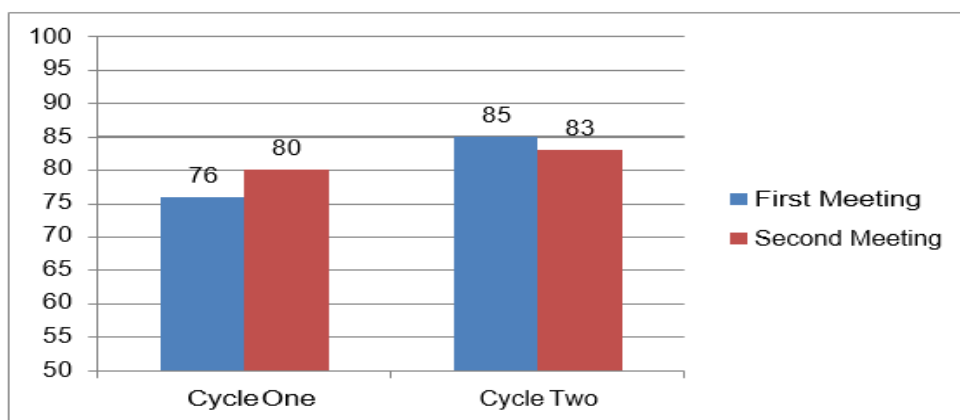
FIGURE 4. Students' Observation Score Checklist

The data in Figure 4 demonstrated that the student's overall performance in the class increased due to the teaching and learning process. Students scored 76 in the first meeting of cycle one. The students showed interest in learning by watching an animation video at the first meeting. The observation checklist shows that they were involved in teaching and learning. Even though some students didn't pay attention to what the teacher said, the teacher handled it. Students scored 80 in the second meeting of cycle one. The overall attitude of the students during the teaching and learning process was noticeably more positive. When the students watched the animation, they had a favorable reaction. During the instructor's explanation, the students listened intently. The students' observation checklist score was 85

in cycle two of the first meeting. It demonstrated that students were more active during the teaching and learning process, with students and lecturers actively discussing the animation video or the lesson. The score was 83 during the second meeting during cycle two. The fact that the students did not present their conclusions at the end of the learning process was the shortcoming of this gathering.

DISCUSSION

The use of this media could assist students in overcoming their difficulties in learning English. The students had a good time writing the text. In this study, students improved their narrative text writing skills from the first to the second cycle. Each cycle, students' achievement in writing narrative text improved. 7 students, or 33%, passed the success criteria at the first meeting. The second meeting increased to 12 students, or 57%, who met the success criteria. Each meeting in the second cycle improves the percentage score. At the first meeting, 11 students (52% passed the success criteria). Meanwhile, the second meeting increased to 16 students, or 76%, who met the success criteria.

The results of the lecturers' interviews revealed that using animation videos for learning and teaching can assist students in developing their writing skills and improving their writing achievement. Students can easily organize their ideas by watching animation videos. Souzane & Soumia (2019) students can explore the structural device of the story by using animation video or film in prewriting activities (plotlines, character development, setting, and theme). As a result, students will find it easier to learn narrative text. The results of the student interviews revealed that the students enjoyed and were happy during the learning process by using animation videos. They also stated that animation videos can help them improve their English vocabulary.

Based on the findings of this study, there is an improvement in students' writing achievement in the classroom. The students' writing ability has improved as a result of the use of animation videos. Jill et al. (2019) the animation video can improve students' skills and abilities while increasing their motivation to learn. Students can improve their writing skills and become more involved in the classroom. The study's findings also demonstrated that animation videos can improve students' writing abilities. Students can organize the story and write the text based on the animation video. It also employs subtitles to help students expand their vocabulary.

CONCLUSION

The findings showed that students had improved in their ability to write narrative texts, which is in line with the findings and discussion in the preceding chapter. The use of

animated videos may improve students' writing abilities. In the first cycle, the percentage of students who met the mastery criterion increased from 33% (7 students) in the first meeting to 57% (12 students) in the second meeting. It occurred during the first cycle. Meanwhile, in the second cycle, 52% (11 students) passed the test in the first meeting, and 76% (16 students) passed the mastery criterion in the second meeting. In this research, the criterion of mastery was 75.0. The enhancement in the students' writing abilities, such as the students' enhanced ability to better organize their thoughts into a narrative format. The students improved their previous sentences by paying closer attention to detail while constructing the past tense. Teaching and learning with animation videos can assist students in writing narrative text more easily. As a result of the incorporation of animation video into narrative text, the student's level of motivation throughout the teaching and learning process is significantly increased. The animation videos so inspired them that they actively engaged in learning. Actively discussing the animation video with the instructor was another activity that the students participated in. Using animation video to teach and learn narrative text is an effective medium for improving students' writing abilities. An investigation by an English lecturer found that using animated videos in the classroom helped students not only grasp the material more thoroughly but also better organize their thoughts and write more coherently. Students enjoyed and felt happy while learning and teaching with animation videos. It also increases the motivation of students to learn. Students also stated that animation videos can help them expand their vocabulary.

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Effective Reading Instruction in ESP: Practical Approaches to Improving Vocational Students' Content-Area Reading Comprehension

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Abstract:
Effective reading instruction in Vocational Higher Education (henceforth VHE) has been criticized as ineffective, as demonstrated by poor reading test results, indicating a deficient students' reading performance. 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.

INTRODUCTION

Low levels of mastery (approximately 45% - 50%) of the curriculum content being taught in English in Vocational Higher Education are frequently cited as evidence that the current approach to teaching English is ineffective. Insufficient classroom participation (lack of student involvement) is a contributing factor (Musthafa, 2011). The same is likely to occur in PNUP. In PNUP, reading instruction was ineffective, as evidenced by the fact that only about 40% of graduates passed the reading section of the standardized exam (UPT Industrial Relations PNUP, 2012; UPT Language PNUP, 2012). That is to say, the vast majority of PNUP alumnus cannot read at an adequate level. One reason is that low engagement between students and reading materials during teaching and learning in class. This article (1) describes the context in which reading instruction occurs and the factors that

contribute to the lack of instruction, (2) the nature of reading subject texts, (3) factors that have the potential to arouse and increase students' interest and engagement in reading effectively, and (4) offer a set of pedagogical principles that can be used to teach students to read field-of-study texts effectively.

THE CURRENT PRACTICES

The essence of the problem, which is a lack of interaction (low engagement) with PNUP students while learning to read texts in the field of study (content area reading) in English courses, will be found by looking at the issues of learning English, especially reading skills instruction from the perspective of curriculum implementation. An extensive study by Guthrie and Wigfield (2000) demonstrates that "engagement" in reading activities implies a synchronous, purposeful, and strategy-using relationship between the reader and the text. Therefore, it is the responsibility of every educator to foster meaningful student-material connections. In order to learn to read, it is essential to foster engagement between students and textbooks, according to research (Guthrie and Wigfield, 2000). The reasoning behind this is that there is a pressing need to improve student's reading skills, so it is essential to design an effective instruction model for reading text in the field of study (content area reading), which facilitates student interaction (engagement) with reading texts to the maximum.

As the author has noted in his work, several factors contribute to students' disengagement from the reading materials they are supposed to be using to improve their literacy skills. However, the instruction objectives component comes out as the most notable. Unfortunately, most lessons are not geared toward helping students become better readers, which would be an ideal endpoint because it would be both transparent and strategic. As a result, students do not improve their reading comprehension beyond what they learn in class lectures. An example is the student's poor performance on the TOEFL, especially in the reading section. It occurs because students typically read without a specific purpose, such as effective reading.

The character also has a role as a cause. The reading material is not adapted to the students' needs as adolescent learners, who bring their knowledge, experience, and interest do not assimilate with the reading materials. Reading materials, such as neatly bound textbooks, are usually the go-to options for educational reading. Examples of such textbooks include Herbert's (1965), The Structure of Technical English. Students who fit this profile are more likely to make an effort to improve their English language skills and to read content-specific articles relating to their field of study. Studies conducted by Pearson et al. (2010: 47) reveal that students prefer reading materials directly related to their majors and future professions.

The dimensions of the type of reading text also contribute to the lack of engagement between students and reading texts in the reading instruction process. Unfortunately, the chosen reading material does not confirm to the standards of the text typical of the discipline (expository). For the most part, students have been assigned readings in the form of narrative texts that feature general knowledge content. Actually, it is expected that students will be able to use their reading skills in the text area of study (content area reading) closely related to their study program, as well as comprehend texts with general knowledge content. Students in the Mechanical Engineering Study Program, for instance, will need these reading abilities when tackling texts from the field of mechanical engineering. The age range, hobbies, and cultural background of the learners to whom the readers they wish to follow should inform the topics of the selected reading texts.

Effective reading strategies is the final factor. Reading does not provide students with the multi-strategy knowledge necessary to grasp texts effectively at the level of complexity presented in reading instruction. Conditions of reading instruction that do not include many strategies like this do not lead to improve students reading proficiency (Bell and Lee, 2005). Researchers Bell and Lee (2005) showed no statistically significant change in average test results for learning to enhance reading comprehension abilities using textbooks that only used "think aloud" in the context of vocational education, such as PNUP. To this end, they advocate for a multi-pronged approach to future studies.

CONTENT-AREA READING

The following defines what it means to read field-specific literature and what such texts look like so that readers can thoroughly understand the process.

Exploring the Subject Area Texts

Content Area Reading involves reading texts in the field of studies, such as those found in the fields of accounting and mechanical engineering, and is thus fundamentally distinct from reading literary works. According to McKenna and Robinson (1993: 8), Content-Area Reading is defined as the use of reading and writing skills to learn about a particular subject area, such as science. Understanding and using rhetorical frameworks to organize textual material, as well as making in-text connections between the reader's prior knowledge and the text at hand, are necessary for these tasks (Grabe and Stoller, 2002: 13).

In agreement with the aforementioned literacy expert, Perfetti in Mustafa (1996) specifies three cognitive principles necessary for the ability to acquire new knowledge or knowledge content in scientific disciplines: Literacy, in general (1) (for example, understanding the meaning of texts and placing the main idea in the text). (2) content-specific literacy skills (such as reading conventional symbols in mathematics and reading maps in the

social sciences) and (3) prior knowledge about content subject , general reading skills. The ability to read proficiently across disciplines, the expertise to break down complex texts into more manageable chunks, and the context to connect new information and prior knowledge are all necessary components of a well-rounded education. Figure 1 shows where people read texts from three fields of study. Reading relevant texts is the ability to engage with writings to interpret and construct meaning, leading to high scientific content for the reader.
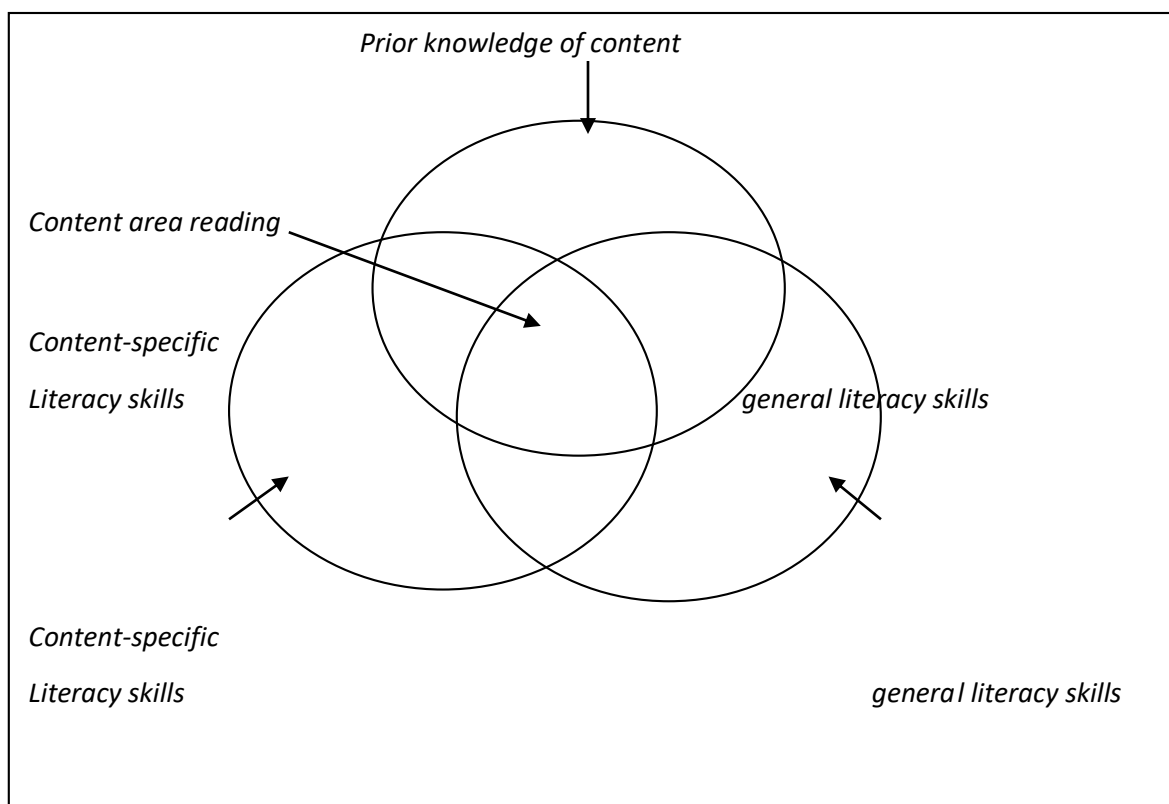
FIGURE 1. Content Area Reading

It is suggested that students whose reading skills are still at the "Learning to read" level should have their skills improved so that they can move into the "Reading to learn" level. They can read the text and get knowledge from it in this way (Mushafa, 1996; Vacca and Vacca, 1993). Students' text comprehension is inextricably tied to their level of reading and writing proficiency (McKenna and Robinson, 1993).

Content Area Reading Characteristics

Content Area Reading is distinct from content knowledge, teaching students to read field of study texts leads to skepticism about the subject matter, and content area reading has essential characteristics like being specific and related to all subjects. Content Area Reading is not the same as content knowledge, but it does cause students to be more content literate,

which is content specific, in reading texts, as noted by McKenna and Robinson (1993). Writing and reading are two tasks that are not only intertwined but also mutually beneficial; they are closely related to all subject areas, can be taught by content area lecturers without requiring students to learn writing mechanics, are routinely expected of students, and have the potential to increase students' knowledge retention (McKenna and Robinson, 1993: 9-13).

Content Area Reading conveys meaning to students by providing background information and introducing them to the creation of new knowledge (findings) in a topic area that is relevant to the one in which they are now engaged in learning. According to Anderson and Ambruster (1984: 196), one of the main purposes of reading books in the field is to spread concrete examples of abstract ideas. This objective is consistent with the "content literacy" goals articulated by other literacy specialists including McKenna and Robinson (1993) and Kamil (2003), among others.

According to the labels, the text is either narrative, with the intent to entertain, or procedural, with the intent to demonstrate how to carry out a specific task, or expository, with the intent to disseminate knowledge. In the end, the field-specific text is the sort of text that corresponds to the category of texts read (Texas Reading Initiatives, 2002: 3). The text is an exposition, and it has a complex text structure (Texas Reading Initiatives, 2002: 3), a cueing system (a protrusion system) that deals with the arrangement and ways of connecting ideas to convey course text materials (subject area material, and specialized and technical vocabulary) that students explore when reading (Meyer and Rice, 1984), and more specifically, the purpose of expository texts is in accordance with the purpose of reading (Anderson and Ambruster in Mustafa, 1996: 14).

Expositional texts typically follow a format that includes elements such as problem-solving, describing, establishing a cause-and-effect link, enumerating, categorizing, and comparing (Texas Reading Initiative, 2002). Each form of this written content serves a distinct function and displays unique qualities. For instance, the use of transitional words like "like," "as," "still," "although," "still," "but," and "on the other hand" signals the structure of a comparative narrative that draws parallels and contrasts between two or more concepts, persons, places, or events. Text headings and subheadings are typical organizational components in expository writing. Prefaces to individual chapters and sections, as well as an overall overview that typically includes a table of contents, index, and glossary, are all part of the expository text. Tables, graphs, photos, and illustrations are all commonplace in exposition texts since they aid in comprehension (Farrel, 2002).

Reading texts in the field of study (subject area reading) is proposed as a model for learning to read based on a number of features, including those listed above, that are thought to allow for interaction with students. By introducing students to the features of text in the

field of study, the instruction model for reading text in the content area (content area reading) aids students in reading the text. As a result, it is expected of them that they would learn how to effectively read texts within their profession by mastering the structural features unique to such texts (Meyer and Rice, 1984). However, students typically struggle to understand the meaning of textual material in their field of study if they do not have a solid grasp of the structure of expository texts, which are reflective of textbooks.

Dewey in Joyce and Weil (1992: 4) suggests that "The core of the process of teaching is the arrangement of environments within which the student can interact". The same principle is applied in this model. If the essential characteristics mentioned above are arranged in such a way as to be interacted with students through multi-strategy learning (Kamil: 2003: 14) and if the characteristics of the Content Area Reading are linked through appropriate content literacy activities, student learning potential can be optimal (McKenna and Robinson). , 1993: 9). In line with this opinion, Hall (2005: 404) has obtained research evidence that reveals that students can benefit from reading instruction combined with reading texts in the field of study. For example, students will have reading skills which can potentially affect the way they are able to read and interpret the meaning of texts in their field of study (Bryant et al., 1999). Students at all ability levels can improve their understanding of the content of their field of study texts if they are presented with reading instruction in their field of study text (Bos et al., 1989; Boone and Lovitt, 1999 in Hall, 2005: 404).

In order to help students avoid difficulties in understanding Content Area Reading, they should be introduced to the structure of exposition texts (Meyer and Rice, 1984). On the other hand, without a good mastery of the structure of expository texts – the types of texts that reflect textbooks – students often have difficulty absorbing the meaning content of the text material in the field of study. Research has proven that there is a strong relationship between understanding the structure of the text and the ability to absorb students' reading comprehension (Meltzer and Hamann, 2004: 6). To facilitate students understanding this Content Area Reading, according to Carnine et al. (1990: 339) explicit instruction in reading and understanding should be carried out in the classroom to bridge students with content are textbooks. Basically, reading the text of the field of study is "the real needs" of students and can motivate them to study and try to achieve the expected standards. In short, presenting an exposition text – a text that reflects the structural framework of the field of study – will lead students to understand the text without significant obstacles on a macro level because students are familiar with the structural framework that contains content related to their field of study.

Elements Necessary for an Effective Reader

It is important to focus on the aspects that emphasize the needs of competent readers when learning to read the text of the topic of study (active readers, engaged readers, good readers). Due to individual differences, the elements that highlight the requirements of efficient readers change accordingly. In order to improve effective reading skills for PNUP students, for example, it is crucial to pay attention to three factors that potentially make reading effective. These factors have been identified through a search and study of various concepts, theories, principles, and the results of the latest and relevant research. Consider the reader, the text, and your strategy as the three components. Effective reading requires a number of reader-specific factors to come into play, such as goal setting, intrinsic drive, social interaction (engagement), subject matter expertise, and self-awareness. Vocabulary, word recognition, and fluency are all aspects of text that contribute to a complete understanding. Strategic considerations include both internal and external texts. This study calls the use of all three of these elements together a "multi-strategy" approach to teaching reading (Kamil, 2003: 14). In the following paragraphs, we'll go over each of these aspects in more detail.

Reader Influence

Setting reading goals is essential before starting any reading project. When that is done, we can choose our approach. Reading for information requires a different approach than reading for entertainment (enjoyment). When reading a novel, for instance, our reading strategy differs from when reading a dictionary (Pang et al., 2007: 15). Literacy specialists like McKenna and Robinson (1993) argued that "the most effective reading is purposeful" for the three reasons listed below, each of which is essential for making reading activities interactive (engaging). To begin with, students are more prone to become dissatisfied while they are reading for no apparent reason, especially if the reading material is difficult and they lack the necessary background knowledge. Second, students have poor comprehension because their professors did not explain the reading's purpose. Third, the purpose of reading is to foster an understanding that keeps the reader interested, as this kind of reading activates pertinent prior information and so contributes to the development of motivations for learning.

By setting clear goals, students are not only focused on achieving effective results but also automatically interact with the reading material. In order for the interaction to become stronger which leads to an increase in effective reading, another aspect is needed, namely motivation. The second essential aspect needed for students to be involved in interacting with reading texts is motivation. Motivation is related to the willingness to engage in interaction (engagement) in reading learning activities including completing reading tasks (Kamil, 2008). Motivation is one of the determinants of reading success because motivation and engagement are like two sides of a coin that cannot be separated. Motivation can lead to

interaction and engagement can also increase motivation (National Institute for Literacy, 2007: 35; National Academy of Sciences, 2003). Specifically Guthrie et al. (1999) claim that motivation and engagement are highly correlated in increasing student understanding.

Motivation cannot be separated from engagement in reading. Therefore, it takes a variety of strategies to generate motivation that will lead to engagement when someone reads. Included in strategies for generating motivation and triggering interaction are a set of questions, which both lecturers and students can apply when reading (Wigfield, 1997). In reading, setting goals that are reinforced by motivation is not enough to interact with the text of the field of study, but background knowledge is needed so that the contents of the reading can be accessed (learning from text). This aspect is background knowledge.

From the student's perspective, apart from the objectives and motivational aspects, the aspect that must receive attention in order for interaction (engagement) to occur between students and the text is the student's background knowledge (McKenna and Robinson, 1993; Vacca and Vacca, 1996). More and more relevant (knowledgeable) background knowledge such as general knowledge (world), culture, linguistics and specifically knowledge related to fields of study and subjects will facilitate students accessing reading texts that will lead to effective reading (Pang, 2007; McKenna and Robinson, 1993; Vacca and Vacca, 1993). In other words, students' background knowledge plays a critical role in effective reading comprehension and that effective readers activate prior knowledge to understand what they read. (Crandall et al. and Lin in El-Koumy, 2004:10)

However, efficiency is essential for maximizing reading's effectiveness. Because of this, the metacognitive factor is required for efficiency to be truly effective in addition to the aforementioned three aspects. One definition of metacognition is "thinking about one's thinking" (Harris and Hodges in Israel, 2007). In light of this definition, we might think of metacognition as a person's ability to recognize, store, monitor, and recall information in order to more efficiently fulfill their learning goals. Metacognition is used by proficient readers at all three stages of the reading process: (1) pre-reading activities, such as determining why they are reading and skimming passages for key ideas; (2) activity stages during reading, such as checking comprehension, adjusting reading speed to the difficulty of texts, and addressing existing comprehension problems; and (3) post-reading activities, such as reflecting on what they've read to ensure they've retained the material (Adler in El-koumy 2004).

Relating to Text

In reading, vocabulary and vocabulary, as well as the text factor section, are important considerations. One's vocabulary is the collection of words they have mastered for a certain language. The idea that vocabulary is word knowledge and understanding is consistent with

that suggested by Lehr et al. (2004: 1). Reading vocabulary is crucial since it aids with comprehension and interaction (National Institute of Literacy, 2007: 14). On the other side, if a student has an insufficient amount of subject-specific vocabulary, they may grow frustrated when reading and skip over key terms, which can lead to a lack of comprehension. Students' reading comprehension and academic success are strongly impacted by the depth and breadth of their vocabulary knowledge, as demonstrated by studies by Basman et al., 2003 and Becker, 1977 (Lehr et al., 2004: 2). To rephrase, you can't hope to grasp the meaning of the text without a solid grasp of the words within it.

According to the previous section, students learn the text's macro structure by interaction (engagement) with the text inside the expository text framework. Additionally, pupils need to have a more in-depth interaction with the material in order to grasp its conceptual significance. Students need language knowledge in this context of interaction (engagement). Vocabulary knowledge is crucial in interacting with texts, hence it's important to acquire it using eclectic learning approaches, or practices that draw on aspects of many vocabulary learning methods. In this way, the whole potential of education can be tapped into. Given the wide range of students' vocabularies, it seems to reason that teaching them how to identify unfamiliar words would let them continue reading and discussing the book even if they didn't understand every word.

Word recognition is another text-related part of reading that needs attention. Ability to recognize, categorize, and understand novel and multisyllabic words is a key component of word identification (= alphabetic by Kamil, 2003). Sorting out unhappiness (un + happy + ness), for instance, reveals that the prefix Un signifies "no," the adjective happy means "happy," and the suffix ness is employed to transform adjectives into nouns. As a result, the word "unhappiness" is a noun whose origin is the word "happy," which means "joy." Students who have mastered these abilities will have an easier time reading and comprehending texts containing both common and unique content-specific terms and polysyllabic words. Mastering word identification abilities is a crucial feature of interacting (engaging) with the text of the subject of study, particularly while reading, and effective readers develop skills in detecting and comprehending unique words and polysyllabic words (Kamil, 2003: 8). Word identification training has been demonstrated to aid readers in understanding polysyllabic and new terms, and it is preferable to avoid these difficulties in the first place (Kamil, 2003: 9).

Knowing how to identify words is crucial if students are going to maintain interest in the book when they come across uncommon words and multisyllabic terms. Accurate word identification, familiarity with expository text structure, and a wide vocabulary are the foundations for students to comprehend three crucial parts of any text. Students' ability to effectively read in English will benefit from their familiarity with these three elements, since

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doing so will allow them to engage with the text to the fullest. An additional ability, summarizing, is required, however, for reading comprehension to be not only effective but also measurable. The process of summarizing involves rephrasing the key points of a longer piece in a more concise manner. One of the main goals of summarizing is to guarantee that the material has been grasped. Every section of the original text is summarized, from the opening line to the final period.

Students can learn to extract and arrange the most relevant information from a text by practicing the skill of summarizing (Mikulecky, 1990: 145). The skillful reader summarizes as they go, keeping related ideas together and zeroing in on the most crucial aspects of what they're taking in. These key components are succinct and associated with pivotal concepts, events, supplementary ideas, structural markers, or information that helps the reader to convey meaning from the text. But as Gerlach and Ely (1980: 184) explain, "efficiency must balance with effectiveness," (i.e., reading proficiency must be improved in a way that is both effective and efficient), we need to focus on another factor: fluency.

The degree to which readers engage with the material has a direct bearing on their reading fluency. That is to say, the ability to interact with and understand the content being read is directly related to how fluently the reader is able to read it. That is to say, fluent readers are considered effective readers. Reading fluency is a skill that may be developed during lectures, and it is especially useful when students are expected to read and comprehend a large amount of technical or specialized text in a short amount of time (as is often the case with reading assignments; see, for example, Kamil, 2003). To read accurately and fluently without being conscious of mechanical reading is what the National Institute for Literacy calls "fluent reading" (2007: 11). Kamil (2003: 12) agrees, defining fluency as the capacity for rapid reading, accurate comprehension, and natural expression. Given these two definitions, it's clear that reading fluency refers to the capability of reading texts rapidly and accurately, without confusion regarding the meaning of words. The ability to interpret and grasp a text concurrently is the essence of reading fluency, as described by Samuels (Iwahori, 2008).

Reading instruction in the field of study should enable students achieve a high level of accuracy and speed in their reading; place an emphasis on understanding; and encourage engagement with texts. Previewing texts before reading them, as well as having students read in silence for an extended period of time followed by a group discussion, are two strategies for enhancing students' reading comprehension (Texas Reading Initiative, 2002: 7). Textual elements such as exposition text, word identification, vocabulary, summarizing, and fluency based on concepts, principles, theories, and research results are brought together by lecturers with reader variables such as goals, motivations, and background knowledge. In the context of reading instruction, this will build readers' interactions (engagements) with

the text of the discipline at hand (classroom context engagement). The term "interaction" refers to the two-way conversation that takes place between the reader and the text (Guthrie, 2010: 4). Engagement, according to Guthrie and Wigfield (2000), "also rely on proper training regarding strategic reading." Therefore, it is necessary for the reader to engage the text by employing a variety of reading tactics.

Importance of Strategy

Reading strategies, as defined by Farrell (2002: 22), have to do with how readers interpret what they read and what they do when they encounter difficulty understanding the material. They devise more complex techniques, such as summarizing and relating what is being read to the reader's prior knowledge, in addition to more straightforward methods, such as revisiting a problematic section of text or attempting to guess the meaning of an unknown word based on context. From their perspective as "behaviors and thoughts that a learner engages in during learning that are designed to impact the learners encoding process," Weinstein and Mayer (Duarte, 2009: 2) describe reading strategies. Reading strategy, then, might be thought of as the reader's methodical, deliberate, all-out, all-willing, and facilitating interaction with the text in order to extract its core meaning (its information).

Collins and Decker (1994) found that good readers employ this technique, and that it is one of the key factors separating good readers from poor readers. In general, proficient readers employ the most efficient methods for grasping the text's essential ideas. The two researchers argue that students might be taught reading methods by increasing their sense of agency and self-awareness in the classroom. According to Swan (Komiyama, 2005), kids need to be taught reading strategies in order to achieve meaningful comprehension. Accordingly, instructing kids in effective reading skills is crucial (Duarte, 2009: 3). There are two broad categories of text-based strategies: internal and external. Paragraph organization, word identification, vocabulary, pronouns (such as it), possessive (possessive pronouns, for example, his), and summary are all components of the text itself. Read-select, read-jump, read-skip, and read-face includes external text; determination of objectives, familiarity, motivation, and engagement.

Paragraph structure includes a topic sentence, a core concept, and supporting details. Definitions, illustrations, sequences, categories, causes, contrasts, and summaries are all examples of the types of ideas that can be used to elaborate on a topic. There are signal words in each of these paragraph structures. If the reader is familiar with certain signal words, they'll be able to quickly and simply digest the material. The reader needs to ask themselves, "What is this paragraph about?" after every reading. Such inquiries help the reader zero in on an article's main point. Skimming is a reading strategy that can help readers find what

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they're looking for by allowing them to swiftly read for the topic or the gist of an article or paragraph (Philiph, 2001).

The concept of the paragraph's central idea is also relevant. There is a connection between the core idea and the author's intended message. The primary point is typically stated in the opening sentence or at the beginning of the paragraph. The reader can speed up the process of locating the central message by coming up with a number of potential questions from which to choose. For instance, try asking yourself, "What is the chapter about?" Find out the author's major point in the passage. What exactly is the author worried about? Those findings can be seen in (Philiph, 2001).

Learning the definitions of key terms in a literature is just as important as learning its main themes and topics. The term "definition" refers to a crucial aspect of any intellectual debate. Vocabulary is introduced together with definitions to aid readers in learning and comprehending the necessary ideas. Italics and boldface are common in textbook typography for definitions. Economics, as an example, might be described as the study of the production and distribution of wealth for the purpose of improving human material well-being.

Words like "to be," "who," "which," and "where" are used as "signal words" for definitions, as in the example, A university is an educational institution that offers both undergraduate and graduate-level courses and programs, as well as research opportunities. Which is used to refer to things and animals, Who is used to refer to individuals, and Where is used to refer to locations (Wiriyachitra and Apichatrakul, 1984). Every time the author finishes giving the definition of a subject or thing, the author provides an example or illustration as in the definition above. Economics can be defined as the study of the materials welfare of the human race, for instance, the production and distribution of wealth. Signal words for this example include for examples, for instance, such as, a case in point, an example, particularly, and as an illustration (Wiriyachitra and Apichatrakul, 1984).

Another aspect that needs attention to make it easier to understand paragraphs or texts is the sequence. This paragraph structure pattern is used to organize two things, namely events in order of time and processes with steps or sequences. Events are ordered chronologically by time as in historical texts. The process is sequenced by steps as in the experimental steps. Signal words for this sequence include first, next, last, after, at last, finally, later, before, while, at the same time (Wiriyachitra and Apichatrakul, 1984). Paragraphs with comparison and contrast patterns are usually used as a way to show two things that are the same or different. Signal words for difference include however, but, unlike, on the other hand, in contrast, while, although, conversely, instead, yet, rather, different from, more tha , less than. Signal words for similarity include like, both, similarly, in the same way, as, same, also, and in common (Neufeld, 2005).

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Paragraphs with causal patterns are used to show an event or condition occurs because of other factors. Cause-and-effect is a linear relationship with the cause preceded or preceded by the effect. The patterns commonly used to describe this relationship include reason, consequence, purpose, and result as illustrated below.

- CAUSE   EFFECT

- REASON   RESULT

- PURPOSE   CONSEQUENCE

Signal words used to mark this cause and effect include causes, results in, leads to, produces therefore, hence, thus, for this reason, accordingly, because of this, and accordingly. In writing, sometimes the effect is placed before the cause. To recognize a pattern like this, the signal words that can be used are due to, is a result of, because of, results from, since, because, as (Neufeld, 2005).

The purpose of a conclusion is to restate the article's or paragraph's essential points in a condensed form. Paragraphs and passages often end with a conclusion, signaled by terms like in conclusion, to conclude, or in brief (Wiriyachitra and Apichatrakul, 1984). There is additional text that can be found on the outside of the system. The external text covers topics like establishing objectives, acquiring necessary context information, maintaining motivation, engagement with the text, and so on. The term "selecting" refers to the process by which a reader swiftly chooses the sections of a text that he determines would be most useful to him based on his goals for reading. In order to swiftly locate the desired text or passages, skimming is used. Skimming is used when the reader has a short amount of time and wants to quickly locate the general essential information (theme) included in a reading text. To swiftly discover the portions or elements of the reading structure that contain the crucial information determined before reading, the reader employs scanning; these are then read more attentively and thoroughly until a thorough understanding is achieved.

In this analysis, we refer to the blending of internal and exterior textual strategies as multistrategy. Use of more than one reading technique (both internal and external text) in an endeavor to grasp a text presented in one's field of study, whether in a sequential, alternating, or simultaneous fashion (Tampubolon, 1987: 48-49). Skimming, in-depth reading, making predictions, keeping tabs on what you've read, inferring, and summarizing are all reading tactics that can help you better understand and retain what you've read. Research shows that the reader is able to comprehend the material because of the learning tool. Therefore, students should be provided with a learning tool that facilitates interaction with the text in the area of study as part of the process of learning to read texts in the field of study. This means the

students' reading proficiency will improve. Alliance for Excellent Education (2004) found that, "A numerous methods approach is superior to teaching techniques one at a time."

Principles in Content Area Reading

The principles that can be used to promote engagement between readers and reading text materials in the field of study are based on the theories, concepts, research results, and principles discussed above, and if the teacher knows and applies the syntax, will essentially be able to improve students' effective reading skills. Teachers activate past knowledge by (a) identifying paragraph structures with signal words and words with internal and external multi-strategies of text and (b) guiding students through the implementation of various strategies through offering guidelines during the activation stage before reading. The goal of this phase is to set up (scaffold) the next phase, in which pupils engage with the topic/reading material, so that they can learn more from it.

Students read independently using a wide range of tactics during the engagement phase of the reading process (internal and external texts). They automatically stop reading when they don't grasp the content and make improvements (fix up) to their reading technique; for instance, they analyze the paragraph structure with its signal word and self-monitor their reading comprehension to ensure they understand it. After reading, students participate in small group discussions to further their knowledge of the text from a variety of perspectives, and they jot down a summary of the most important points they learn from the reading. When it comes time to assess learning, teachers commonly use tests that incorporate readings from the students' specific fields.

CONCLUSION

The discussion leads to the conclusion that goals, motivation and interaction, background knowledge appropriateness, and metacognition are all crucial for readers to effectively achieve learning to read texts in the subject of study. Skills in vocabulary, word recognition, summarizing, and fluency are all necessary for proficient reading. Internal texts and external texts are the two main categories of materials associated with efficient reading processes. Paragraph formation, word recognition, vocabulary, pronouns (such as it), possessive pronouns (for example, his), and summaries are all components of the text itself. There have been reveals of extra-textual materials including "read-select," "read-jump," "read-skip," and "read-face," among others. As a conclusion, a number of instruction concepts have been offered that appear more applicable and will encourage reading to learn for PNUP students. This essay has demonstrated to English Reading instructors at PNUP that the concept of enhancing interactive reading instruction skills (engagement) has been discussed in length, describing the (difficult) issue of reading to learn (dis)engagement.

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Teaching English to Law Students: Interview with Suman Luhach, School of Law, Bennett University, India

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BIOGRAPHY	INTERVIEWEE
Dr. Suman Luhach is a graduate from BITS Pilani, Pilani Campus, India. Her observations on college students' endeavors to pen down their ideas led her to choose 'Scaffolding Writing Skills for Indian College Students' as her doctoral research topic. The work has contributed to understanding the importance of learning management systems to maximally impact classroom instruction of writing skills through a learner-centric, collaborative approach. After being awarded the institutional fellowship in 2011, She taught courses like Technical Communication, Technical Report Writing, and Effective Public Speaking at BITS Pilani to UG and PG students. Before this, she did M. Phil. in English Literature and wrote a dissertation on the works of V S Naipaul from a Postcolonial perspective. She qualified for UGC NET (English - Language and Literature) in 2012. While doing a short-term course with RELO, US Embassy, in 2012, She was awarded Outstanding Achievement in 'Exploring Web 2.0: Tools for Classroom Teaching and Professional Development'. She received Prof. SBL Rawat Memorial Trust Award in Masters in English Literature for achieving the second rank at the University level. Her research areas are Teaching of Writing Skills in Language Classrooms at Tertiary Level, Online Collaborative Language Learning and Literary theories.	**Suman Luhach, Ph.D** Associate Professor Bennett University, India *suman.luhach@bennett.edu.in*

INTRODUCTION

Before the interview, we had a discussion to nominate several experts or practitioners in the field of ESP teaching. The team decided to invite Suman Luhach, P.hD of School of Law, Bennett University, India. She is an Indian scholar who dedicated her professional career teaching English for Law purposes and heading the editorial position for an annual newsletter 'Lawbyrinth'. Then, the team sent an invitation email for an interview (5th of August 2022) and had a quick reply confirming her willingness to participate. The team continued to negotiate the interview time, platform, and the focus of the interview. The online interview was held on 11 August 2022 via Zoom. The interview was open-ended with some probes and mirror questions (Monroe, 2002; Weller et al., 2018). There were eleven primary questions asked with additional follow-up questions to ensure information clarity. The interview lasted twenty-nine minutes and was closed by the host with some recommendations for future international collaboration (e.g. research, students exchange, guest lecture, etc.).

THE INTERVIEW

Opening (Ry)	:	We would like to welcome you and thank you for accepting our request for the interview today. We are very happy and honored to have you here in the Zoom interview. Before we begin, let me introduce myself…uhm, my name is Rahayu. I am from Sawerigading University. And yeah, today we are joined by Mr Ismail from Politeknik Negeri Ujung Pandang, and he is our host for today, Doctor Suman. We have read your CV and are interested to know more about your current profession as an English teacher in the Law school. Here we have 11 questions related to your profession as ESP teacher. We hope you are pleased to share your experience with us happily. OK, can we start, Dr. Suman?
Suman		Yeah, yeah, please. Sure. Thank you, Doctor Rahayu, first of all. Thank you for inviting me for this interview. It's really a privilege for me. Thank you so much.
Rahayu		OK. Doctor Suman, could you start by telling us a little bit about your background, such as education, training, current activities, and professional development that you have attended before?
Suman		Sure, Ms. Rahayu. I have done my PhD in scaffolding writing skills for college students with technology mediation. I had submitted my thesis in the year 2016 from Birla Institute of Technology and Science, Pilani,

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Pilani campus located in the state of Rajasthan in India. And during PhD I did course works on Applied Linguistics, Fundamentals of English Language Teaching, Professional Communication and English literature. Later, I worked as a senior language teacher with Delhi Public School, Greater Noida for about three years. I started working with Bennett University as an assistant professor of English in the School of Law in the year 2018. Here I teach General English and communication for lawyers that comes under English for academic legal purposes (a branch of ESP). I also teach Law and Literature course in the university. Being in a law school is both engaging and challenging because after getting trained in the theory of applied linguistics and language teaching, the real challenge lies in entering the university teaching and aligning with the specific language requirements of students from different streams. In Bennett University, as mentioned earlier, I have been teaching ESP in the School of Law for the last five years.

Rahayu	:	You are currently teaching English at the school of law, Bennett University. Could you please tell us about your responsibility and role in the department?

Suman	Yeah…So as I told you that I teach two courses in the law school in the first year, in semester 1, we teach General English and communication to lawyers, and in semester-2, we teach law and literature. Apart from these teaching responsibilities, I'm the course coordinator, and check the course flow and do timely updates and review of the course content as per students' needs and expectations. I'm also the editor in publications committee works that involves newsletter and annual report. Along with this, I'm also actively contributing to the literary and debating activities and helping students with components like argumentative writing and Asian parliamentary debates. Intercultural awareness and tolerance to linguistic diversity and social inclusion are some of the areas that are also taken up for law students in the form of telecollaboration, invited lectures, and projects. Such initiatives keep them informed about issues related to public policy affairs.

Ismail	Woow. You must be very busy with those responsibilities. Anyway, how many lectures you handle in your department?

Suman	Usually we have around five three batches in one semester handled by two instructors. Apart from this, some occasional teaching involvement

	with the School of Management and the School of Liberal Arts is also present.
Ismail	So, you do both management and teaching, don't you?
Suman	Teaching and administrative work! Yes, I think teaching cannot be separated from administration and that adds to the one's overall efficiency.
Rahayu	Yeah..I think it is challenging as well. Anyway. Talking about English for law which is categorized into ESP course, could you please tell us about the importance or significance of English for law purposes?
Suman	For law students, I think that English is indispensable especially if I talk in the Indian context. Indian laws have been influenced by common law. After independence, significant amount of the laws in have been taken from the British laws. So, the written form of laws is mostly available only in English. Moreover, it is mandatory to have all proceedings and documentation in English in the apex court i.e., the Supreme Court of India. English is also one of the official languages in India at union level and for interstate communication. But when it comes to center-state interaction and state-state interaction they mostly prefer English language. For law students, knowledge of English is highly important, and that actually makes it a compulsory course for them.
Ismail	So, English is taught almost in every semester, isn't it?
Suman	No, it is taught as a compulsory subject during the first year of the degree program. The law students study English in Semester I and Semester II during the first year.
Ismail	What….what about the teaching materials that you use? Do you use authentic materials, such law documents or something alike?
Suman	Yeah..., after teaching theory, we mostly use the authentic material. It could be like the recent news, or some document related to the education policy. For example, when we teach them plain English for lawyers, we introduce Plain Language Drafting Bill and the plain English movement to them. We also involve students in translations or revision of some

	legal document. Largely, we try to keep the course more practice oriented through authentic materials.
Rahayu	Okay, now let's talk about 'Lawbyrinth'? You are an editor of this newsletter since 2020? Could you tell us about it? How does your current profession help you in this role?
Suman	'Lawbyrinth' is a biannual newsletter published by the School of Law. The newsletter covers the activities, events, achievements, and publications at School of Law. Everything gets recorded in Lawbyrinth and as the editor I feel that it aligns well with my core teaching and research interest in writing skills. Thus, this administrative work keeps me engaged with writing skills through content and form-focused editing work. And I perceive that as a continuous professional development activity for me.
Ismail	Is it challenging?
Suman	The real challenge is the time investment; rest is keeping one in practice that is required in every profession.
Ismail	is it regularly published?
Suman	We have two publications in a year: January and July.
Ismail	…oh…It doesn't have to be research-based paper, right?
Suman	Sometimes we include some invited articles written by faculty and students but mostly, we report the research output of the department along with other activities and achievements.
Rahayu	Well, now we move to the next question. You have been teaching English for specific purposes for years and, of course, you have success stories in your teaching career. Could you tell us about your best practices teaching the subject?
Suman	Yes. I think the real success for a teacher is when students come back to you after years and recall what they had learned and what further they want to learn. To me, the real success is felt when students after some years come back to me ask, if I could help them with some sort of writing

	related work. I would also share one incident when students asked me to offer one elective in their final year of law degree related to literature, social discourse and language in law.
Rahayu	What do you think you need to accelerate language learning in your context? How do you see it in the next two or three years?
Suman	All right. So, in the Indian context, as I told you that we have recently been introduced with National Education Policy 2020 and the policy talks about the three-language formula and official languages in India. I usually try to engage students in such debates where they deliberate upon issues like linguistic diversity and social inclusion. Students in our university are from different states and they speak different languages. So, when this heterogeneous group of students discuss such matters, they usually come up with some unique solutions. And I also take it as an achievement for a language teacher because the students focus on proper communication, and tolerance by contextualizing it.
Rahayu	Woow. That is an inspiring and motivating story. Could you please share your inspiring stories teaching English to Law students and social and academic values that readers can learn from?
Suman	OK. I can just relate to the recent ones that I have just mentioned that organizing group discussions in the class made students talk from their own language learning experience in school and when they contextualized the discussion with respect to the recent education policy, they also talked about the bigger challenges of translating the texts that are available in English into regional languages. The students, thus could be oriented in the right direction and that actually serves the purpose of situating them in the social and educational discourse.
Rahayu	Now let's talk about your professional development journey? How do you upgrade your knowledge and skills? How do you inspire English teachers out there to be an active learner as well as teacher and researcher?
Suman	Yeah. As we know that teachers are lifelong learners, they cannot afford to stop learning. It's more we learn while teaching than the students learn from us…ha..ha… when we are teaching in the class, because we have to prepare a lot for that. So, for me, when I entered the law school,

	I underwent a six-month long course on legal English. After that I have been engaged in different faculty development programs related to like 'Language, Culture and Cognition' from IIT Madras, one FDP related to 'English language teaching and research' where the resource persons were from English and Foreign Languages University of India. It's actually very important to keep yourself updated and keep attending such faculty development programs to avoid stagnation and monotony while teaching. It helps a teacher in keeping oneself update on the materials, research and the new fields of inquiry.
Rahayu	From your perspective, what would you suggest ESP teachers to deliver specific content materials? You can give some tips if you do not mind, please!
Suman	Regarding content or materials, I would like to suggest that we need to move beyond teaching from textbooks all the time. Though textbooks are crucial but for better engagement of students, it is more important to share the authentic reading materials with them. These could be videos, news, articles, or research papers. The materials could even involve advertisements where the students could be engaged into real life communication situations.
Ismail	How do you see it from a CALL perspective?
Suman	CALL perspective! Yes, I have been making use of technology for student engagement activities beyond classroom teaching for formative assessment activities. Many online tools are integrated with the Learning management system for peer feedback activities. So, I take some briefing sessions to tell them how to give feedback on each other's writings.
Rahayu	Well, you have shared some insightful experiences to us, so now let's conclude our interview today by inviting you to motivate ESP teachers and learners on how they should build collaboration to reach their learning goals?
Suman	I think English for specific purposes is full of potential and prospects for research. We need to reach out to the people with common interests like we are doing it right now and some collaboration/telecollaboration related to research, teaching or student exchange programs could be

	initiated. Comparative studies needs to promoted involving different countries and contexts.
Rahayu	OK, well, thank you, Doctor Suman for your inspiring story. We hope we can meet you again in the future for different topic. Thank you for participating……and now I return to our host. Mr Ismail.
Suman	Thank you so much to you once again! I really look forward to initiatives and collaborations
Ismail	Thank you Doctor Suman and Ibu Rahayu for being with us today. We look forward to seeing you all again in the future with different theme and issue. Allow me to stop the recording.

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Specialised English: New Directions in ESP and EAP Research and Practice by Ken Hyland & Lillian L.C. Wong (2019): Routledge

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INTRODUCTION

The Book "Specialised English: New Directions in ESP and EAP Research and Practice by Ken Hyland & Lillian L.C. Wong (2019): Routledge" is a must-read book for ESP and EAP researchers and practitioners. It consists of three main sections: 1) conceptualizing issues in specialized language use (five chapters), 2) focusing on texts (six chapters), and 3) focusing on practice (six chapters). This book addresses some challenges

in teaching and researching ESP courses across disciplines (Enesi et al., 2021). For example, contextualizing ESP teaching as "workplace English" is currently demanding, thus allowing ESP curriculum developers to formulate and infuse English materials in the workplace (V. K. Bhatia & Bremner, 2012).

SECTION 1. CONCEPTUAL ISSUES IN SPECIALISED LANGUAGE USE

This section consists of five chapters written by experts in the field of ESP and EAP. The beginning chapter discusses the relevance of English as a Lingua Franca from three perspectives by *Anna Mauranen*, followed by *Jane Lockwood* with workplace English, *Vijay K. Bhatia* with the role of genre in professional communication, *John Flowerdue* with power in ESP, *and Alex Ding* with the importance of practitioners identity.

Chapter 1: *Anna Mauranen* wrote "Academically Speaking: English as the Lingua Franca" delineates approaches to English as a lingua franca from three perspectives: macro-social, cognitive, and micro-social. The macro-social perspective recognizes English as a language for world citizens, making English the international or global lingua franca (V. Bhatia et al., 2011; Jenkins, 2006). English as a Lingua Franca (ELF) is recognized as a similect contact, complex, and simple. Similect includes idiolects parallel to one another among speakers of the same language who share a common linguistic heritage. ELF is a complex property, which asserts that languages are self-organizing, dynamic systems working at various temporal and spatial scales. This chapter examined academic ELF from macro, cognitive, and micro-social viewpoints. ELF is shown here as a complicated system and second-order similect touch language. Approximation and fixing shape it and English. They affect morphology, lexis, syntax, and discourse. Approximation, a cognitive process that aims to reach a fuzzy objective, adds diversity to language at the macro level. Fixing creates new preferences for non-standard or rare English expressions that might otherwise go unnoticed. Cognitive processes lead to new settings and language. Even if the old system survives, they will disrupt it and change meaning or form. As complex, self-organizing systems, languages self-renew through approximations and fixes.

Chapter 2: *Jane Lockwood* wrote, "What do we mean by workplace in English"? A multilayered syllabus framework for course design and assessment. This chapter coins three main considerations underlay all course formats for teaching workplace English. First, it is technology's impact on communication. Do our Business English courses address how technology is impacting business communication? Most of our students at colleges and universities will attend virtual meetings, possibly in the middle of the night, across several countries. They may be on silent to answer calls, send texts, and multitask. Second, in a world where more L2 business English speakers communicate than L1

speakers, intercultural appropriacy is another worldwide concern. Third, it deals with language and intercultural behavior to help teachers drive their students integratively and instrumentally.

Chapter 3: *Vijay K. Bhatia* wrote: "Genre as Interdiscursive Performance in English for Professional Communication". This chapter explains about critical genre analysis (e.g., interdiscursivity, professional practice, and multi-perspective framework), English for professional communication as interdiscursive performance, illustration of English for professional communication as interdiscursive performance (case summary and core legal issues, court's holding, relevant laws), and the five stages for designing EPC program.

Chapter 4: *John Flowerdue* wrote "Power in ESP". This chapter describes six types of power: 1) institutional power and its relevance to the university, 2) institutional power and its relevance to the EAP teachers, 3) the power of English as a lingua franca, 4) power and access to the discourse community and discipline, 5) power and its relevance to the curriculum development, and 6) power and texts.

Chapter 5: *Alex Ding* wrote "EAP Practitioners Identity." The chapter briefly describes the systemic processes and relations that shape practitioner identity. The identity-forming consequences of neoliberalism, socialization, education, development, epistemic and cultural capital, associations, and professionalism are examined. The ideational domain forms practitioner identity and this chapter briefly discuss some of the tropes and discourses in the EAP literature regarding practitioners that disclose and shape concerns about status, recognition, role, and place in the field. In conclusion, identities worth forging and committing to are discussed. This chapter exegeses and manifests.

SECTION 2. FOCUS ON TEXTS

This section consists of six chapters as follows:

Chapter 6: *Lynne Flowerdue* wrote, "English as a lingua franca and learner English in disciplinary writing: a corpus perspective." This chapter discusses the conceptual issues in ELF research, learner corpus research, corpus research of ELF, and learner corpus research of disciplinary writing.

Chapter 7: Academic Interaction: Where's it all going? By *Ken Hyland*. This chapter examines the evolution of interaction over the past decade, focusing on standpoint and engagement to determine whether academic papers are becoming more interactional and, if so, in what ways and fields. The chapter concludes with four main points: 1) stance and involvement have declined significantly with paper length, 2) attitude markers and

boosters have fallen the most, 3) only self-mention and commands increased, 4) sociology and applied linguistics declined while biology and electrical engineering increased.

Chapter 8: Exploring critical thinking in academic and professional writing: a genre-based approach By Ian Bruce. He begins the chapter by outlining the definition of critical thinking and genre framework and their relevance to writing pedagogy. From his investigations of five genres, critical thinking (evaluative judgments) in written text requires combining materials from diverse levels. These may use rhetorical movements to organize content. They involve a restricted range of coherence links, including causality and concessive contrast, and metadiscourse mechanisms like hedging and attitude indicators. Non-academic writing uses metaphor and engagement markers. According to this project's findings, research on critical thinking in the text must study more than one linguistic element or category. The results demonstrate the integrated variety of text's levels of knowledge and the usefulness of genre as a method to examine this complexity holistically.

Chapter 9: *Averil Coxhead and Thi Ngoc Yen Dang* wrote "Vocabulary in university tutorials and laboratories." The chapter focuses on the extent to which current words or phrases of academic English, including single-word and multiword components, might helps students plan for the vocabulary they encounter in these dynamic, small-group learning settings. This study emphasizes the relevance of high-frequency vocabulary in tutorials and laboratories and the ASWL's strong distribution over spoken academic corpora compared to the AVL and AWL. The functional analysis demonstrates that high-frequency vocabulary in multiword units in tutorials and laboratories is employed in certain patterns for specific reasons. This work improves our understanding of university lexis, particularly word lists.

Chapter 10: *Janet Holmes* wrote, "Researching the impact of the culture order' in professional workplace contexts." This chapter examines the complicated ways the "cultural order" affects workplace interaction, including professional identity construction, and shows how discourse analysis can be used to develop teaching and learning materials for new workers.

Chapter 11: *Jean Parkinson* wrote "Multimodal students texts: Implication for ESP." This chapter expands upon two analyses of the builders' journal, including movements and photogrammetry of the builders utilizing social semiotic multimodal analysis. The author suggests linking the rhetorical methods with visual meaning must be taught separately in connection with more recognized ESP methodologies emphasizing text structure, such as move analysis.

SECTION 3. FOCUS ON PRACTICE

Chapter 12: *Ann M. Johns* wrote, "Grappling with the personal statement: Transformation, appropriation, and externalization." This chapter focuses on the text production of three varied young students reacting to PS prompts while they seek admission to University of California (UC) campuses, negotiating their identities, cultures, and previous textual interactions.

Chapter 13: *Laurence Anthony* wrote "Tools and strategies for data-driven learning (DDL) in the EAP writing classroom." This chapter introduces several issues connected with using DDL. In response to each, practical solutions will be provided that use both new and creative support software technologies and effective classroom learning management approaches. This conversation will result in several significant recommendations and ideas regarding how future software solutions could be designed to improve the efficacy of DDL in EAP situations.

Chapter 14: *Lillian L. C. Wong* wrote: "Implementing disciplinary data-driven learning for postgraduate thesis writing." The author begins with a literature review on DDL instruction for postgraduates, then details the corpus's design and functionality and the development of DDL resources to support it. Then, She also examined pupils' and instructors' opinions of utilizing the tools, and then the author addressed the implications of adopting the DDL technique to improve postgraduate thesis writing.

Chapter 15: *Jill Northcott* wrote, "Academic writing feedback: Collaboration between subject and EAP specialists." This chapter draws upon and builds on such earlier studies. After reviewing relevant literature from the fields of university education and applied linguistics, with a focus on "writing to understand" contexts, this article examines the topic from the viewpoint of feedback providers, using assessment of anonymous data tutor reviews from different cases of the academic writing classes in question to investigate the characteristics of productive feedback. By comparing and contrasting the feedback provided by EAPs and subject specialists, we identified areas of overlap and determined whether EAPs or subject specialists were more likely to provide useful instructional feedback to students. The results of this study have implications for classroom practice in both the United Kingdom and other countries where English is employed as a language of instruction.

Chapter 16: *Ursula Wingate and Eva Ogiermann* wrote: "Directives in academic writing tutorials: How do different teaching styles affect their use?"This chapter compares the tutors' use of less direction between dialogic and monologic approaches. Also, to what extent do they mitigate the tutors' directives, including their sequential position in the

talk? The chapter also describes the types and forces of directives. The study also implies that peer tutors should be trained less on the articulation of commands and more on rendering them the result of a discourse with the pupil.

Chapter 17: *Yongyan Li and Margaret Cargill* wrote: "Seeking supervisor collaboration in a school of sciences at a Chinese university." In this chapter, the authors analyze and reflect on an attempt by one of us, Margaret, an experienced English for Research Publication Purposes (ERPP) specialist from Australia who has been dedicated to coaching Chinese scientists on international publication abilities since the early 2000s. Specifically, the attempt concerns their few efforts to promote engagement between English teachers and the school of sciences at a famous Chinese institution.

CONCLUSION

The book analyses various genres, including research articles, student reports, spontaneous pupil speech, personal comments, builders' diaries, and university tutorials. It presents ties between theory and practice by sampling various research methodologies, practical applications, and theoretical perspectives. Specialised English is required reading for advanced undergraduate and graduate students, researchers in EAP/ESP and applied linguistics, as well as pre-service and in-service teachers and teacher educators.

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The Golden Book of Business Presentation Skills: Quick and Easy Tips to Make Powerful Presentations by Prajeet Budhale; Bloomsbury (2021)

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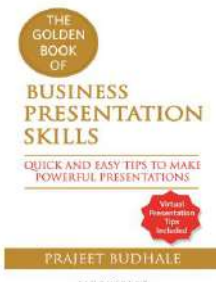
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INTRODUCTION

This book is not for generic business presentation tips. However, it provides several tried-and-tested presentation elements. It will help the presenter to enlighten, influence, and excite the audience. Each chapter is segmented into "*Know*" and "*How*" sections to help you grasp the idea and use it in your business presentation. This book will help readers maximize their presentations to a group, relevant stakeholders, or a digital/online presentation. For example, learning to promote yourself professionally,

amaze your audience, start, end, and transition your presentation. It also includes ideas on designing a presentation outline, practicing, and presenting. This book presents eight golden steps for delivering business presentations: 1) understanding the target audience's viewpoints, 2) mastering the topic of the presentation, 3) outlining the presentation (e.g., topics, structure, rules), 4) summarizing the presentation, 5) handling the questions effectively and straightforwardly, 6) concluding the comments and responses effectively, and 7) using both verbal and non-verbal communications effectively during the presentation., and 8) the way forward, beyond this book. A business presentation must be well-prepared and consider ways to impress the audience (Sweeney, 2003). Moreover, a presenter must have an idea to map their mind to organize their talks during the presentation (Buzan & Abbott, 2006).

Chapter 1: This chapter emphasizes the importance of understanding the audience's needs and expectations. It is also necessary to know their backgrounds, such as age, education, experience, and tenure. The information can be used to design and organize the presentation's materials and its delivery method. This chapter also suggests that the presenter should explore more engaging, informative, inspiring, and professional presentations to obtain valuable input for future skills development. For example, using TED Talks videos will help learners or presenters to improve their language production and business vocabulary (Karunakar, 2019). It can be used as a tool for an extensive listening task (Kimura, 2013).

Chapter 2: This chapter describes how to personalize yourself as a professional presenter, thus building your image and personal branding. Personal branding is essential to show credibility, acceptability and desired perception. The presenter's credibility and acceptance stem from their possessions. It derives from the skills and knowledge of the presenter. Moreover, the author describes two influencing factors: experience and expertise. Experience proves our success. It shows our inner strength and capability-based initiatives that yield positive results. Yet, knowledge and skill help us to succeed. Success requires expertise, such as educational qualifications, certifications, exams, or subject matter expert knowledge. This chapter also provides a tool for establishing your personal credibility.

Chapter 3: This chapter presents key techniques to capture the audience's attention, expectations, and tone. This section delineates headlines' importance in building curiosity, interest, and mind space. Firstly, it begins by selecting the presentation headline to engage the audience and motivate them to join the presentation. Secondly, a presenter should create an agenda that includes objectives, time, steps, and consult the agenda with the audience. Thirdly, the author emphasizes the need for setting up the ground rule to help the presenters manage and organize their presentations. It also describes how many ground rules need to

be set; too much is too little. At the end of this chapter, the author provides a tool to help the readers understand how to set the context for a professional business presentation.

Chapter 4: This chapter describes the DIET framework for building a presentation. DIET stands for data points, impact on the listener, emotional connect, and trial close for acceptance. This section elaborates on these four components with some statements examples. Moreover, the author also describes the art of summarizing the business presentation, such as building trust, recency, and a platform for questions. At the end of this chapter, the author provides a tool for identifying necessary contents using DIET.

Chapter 5: This chapter presents the strategies of handling questions after the presentations. It elaborates on setting the end time, raising hands, asking crisp questions, helpful questions, and the one-person talk rule. More precisely, the author explains the ARC method (acknowledge, respond, and check for closure) to deal with the audience's inquiries and comments. Each ARC element is also described. At the end of the chapter, the author provides a tool for organizing the Q&A session after the presentation. It will guide the presenters in setting the time and preparing the critical questions for the presentation. It can also include some anticipated questions in case the audience asks for details of the idea.

Chapter 6: This chapter describes how to summarize your presentation comprehensively and effectively. The author provides some practical considerations in summarizing the presentation. It includes the key points and next steps actions using the 3W method (what, who, and when). The details of the tool are provided at the end of the chapter.

Chapter 7: This chapter presents several considerations in using verbal and non-verbal communication during the presentation. It provides some illustrations of presentation contexts, such as diving deep down memory lane to understand and compare the excellent and worst presentations. The author also provides a practical strategy to evaluate your presentation by self-reflection. This section also consists of several tools presenters can use to improve their presentation quality, exceptionally verbal and non-verbal communication. Moreover, the author also describes virtual presentations and some considerations the presenter should consider when dealing with a virtual audience. In addition, some examples of virtual tools are also provided. At the end of the chapter, the author provides a tool to assist presenters with what types of communication they should use in their presentations.

Chapter 8: This chapter describes some ways of measuring the presenters' performance. It contains the Business Presentation Excellence Scorecard, such as self-evaluation and listerner/audience evaluation. Several samples of the instruments are also provided to help presenters and audiences perform evaluation and reflection.

CONCLUSION

This book provides practical considerations for preparing, conducting, organizing, and evaluating a professional business presentation. The chapters are systematically structured so the readers can follow the book easily. However, this book has some limitations, such as the lack of visualization (e.g., videos, images) and links to external sources where readers can watch and learn from them. Delivering a business presentation is a skill-based activity, thus requiring the presenters to have enough exposure to real-world practices other than textual presentation. We suggest readers from business administration students, business doers, hospitality industries, and other relevant stakeholders read the book and actualize in real-world training to develop the participants' presentation skills.

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