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Nelvia Ibrahim



TEACHING ENGLISH FOR SPECIFIC PURPOSES

Ni Luh Putu Ning Septyarini Putri Astawa, Muhamad Hasbi,
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Email: cv.rizqunaa@gmail.com

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Email: cv.rizqunaa@gmail.com

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From The Editor

Nelvia Ibrahim

State Islamic University of Sultan Syarif Kasim Riau
nelvia.ibrahim@uin-suska.ac.id.

This *Teaching English for Specific Purposes* book focuses on the notion that English training should be customized to fulfil students' well-defined academic or professional objectives. The language, abilities, genres, and communication techniques needed in particular industries, such as business, education, engineering, the health sciences, or tourism, are the main focus of ESP as opposed to teaching general English. A methodical needs analysis serves as the foundation for creating objectives, determining teaching methods and activity types, choosing materials and media, developing language skills, and formulating assessments and evaluations that work best in the ESP context.

The book also emphasizes how ESP incorporates linguistic proficiency with the real world-tasks and discipline-specific discourse. It covers important subfields, including English for Academic Purposes (EAP) and English for Occupational Purposes (EOP), emphasizing the value of task-based learning, authentic resources, and performance-based evaluation. It is said that a teacher's function is diverse, involving not just teaching but also designing courses and working with subject matter specialists. In general, the theme portrays ESP as a useful, learner-centered method that equips students to use English correctly and successfully in particular academic and professional contexts.

Chapters 1 to 30 lay the conceptual and pedagogical foundation of the book. Chapter 1 opens by framing the sphere of education, where ESP plays a crucial role in educating the next (young) generation for the era of globalization. Chapter 2 explains how the formal institutionalization of English Proficiency Tests (EPTs) has changed university language-learning goals in the EFL context. Chapter 3

examines how English for Engineering has become a crucial ESP branch for engineering students. Chapter 4 discussed how ESP plays a significant part in teaching English and is connected to communication science, which is pertinent to media interaction, public speaking, and interpersonal communication. Chapter 5 looks at pre-service teachers' strategic use of English for pedagogical purposes in addition to their overall English ability. Chapter 6 stated that English for Academic Purposes (EAP) is a branch of ESP that was created in response to the fast internalization of higher education and the predominance of academic communication. Chapter 7 found that ESP intends to assist students in their research or investigation of the particular type of English they might want, such as for health information management. Chapter 8 explains how teaching ESP is connected to nutritionists. Chapter 9, with its emphasis on ESP for economics, is becoming more and more significant because students are expected to read economic books, understand data, and present analyses in English-medium academic and professional settings. Then, in Chapter 10, the Sustainable Development Goals (SDGs) are explored in ESP perspective, which represents a significant shift in the way English is taught.

Subsequently, Chapter 11 discussed IELTS, a widely accepted test that measures mastery of four fundamental English language skills, with special emphasis on the listening skill. Chapter 12 shifts the focus to Teaching English for Young Learners (TEYL), which has become a significant component of English education through vocabulary activities, games, speaking, listening, and singing to increase the learner's motivation and self-confidence. Chapter 13 discusses how English for Young Learners can be seen as a branch of English learning that is focused on the needs of learners from an ESP perspective. Chapter 14 concentrates on ESP for students who are getting ready to play important roles in the local and global spread of Islamic teaching, or da'wah. In Chapter 15, it was addressed how important translation is to education and how students in higher education need to learn it. Chapter 16 explains that English for Nursing (EfN) has improved healthcare, the nursing workforce's international mobility, and the language's predominance in medical documentation research and cross-border communication. Chapter 17 addressed the development

of functional B-1 level language skills to assist in-service primary school teachers in efficiently managing classroom communication in accordance with ESP principles. Chapter 18 introduces English for Occupational Purposes (EOP), a crucial subset of ESP, with an emphasis on equipping students to communicate effectively in real workplace settings. In Chapter 19, it was noted that teaching ESP, which focuses on the language people need for their education or occupation, heavily relies on digital literacy. Chapter 20 covers teaching English for education and teacher training, which, as educational systems worldwide undergo curriculum transformation and policy reform, also includes one of the ESP branches.

Furthermore, Chapter 21 introduces the principles of ESP, which must serve as the foundation for teaching English for Mechanical Engineering (EME). Chapter 22 focuses on English for Management Studies as a vital area of ESP, taking into account course objectives, instructional strategies, resources, and evaluation that represent both communicative and disciplinary knowledge. Chapter 23 introduces teaching English for culinary arts as one approach that presents them in terms of global culinary collaboration in ESP. Chapter 24 discusses teaching English for environmental health as one of the discipline-specific contexts. Chapter 25, on teaching public speaking in an ESP context, provides useful recommendations for course design, methodological choices, and assessment techniques that may be modified to fit different learner skill levels and institutional contexts. Chapter 26 introduces ESP as a subdivision of English for Information Technology (IT), which describes a complete instructional design that makes use of real-world content. Chapter 27, which addresses entrepreneurship, is a very pertinent and dynamic domain for ESP instruction. Chapter 28 focuses on an instructional design framework for English in Islamic banking customer service, which is founded on the ideas of performance-based evaluation, communication-based language training, and ESP. Chapter 29 presents ESP for law students analyzed from the perspectives of instructional design, with particular attention paid to goals, methods of instruction, kinds of activities, resources, language proficiency, and evaluation techniques. Finally, Chapter 30 discusses how teaching English to shipbuilding engineers is a component of ESP that presents more pressing issues because of the

necessity for them to communicate with individuals from various nations and cultures, particularly while performing their duties.

Deep dedication to the sustainability of academic communities and teaching methods influences this book beyond the themes. Numerous chapters subtly support ESP, which can be used in real-world situations in addition to meeting the needs of students. Contributors place more emphasis on thoughtful adaptation, slow advancement, and logical decision-making than they do on perpetual novelty. This approach is especially pertinent in higher education settings because instructors have to juggle research, teaching, and volunteer work with constrained funding.

In conclusion, *Teaching English for Specific Purposes* is a valuable companion for ESP teachers. It provides comprehensive guidance across all aspects of instructional design, from setting course objectives to conducting assessment and evaluation. Written entirely by Indonesian authors, the book consistently reflects Indonesian contexts and realities, making it highly relevant, practical, and applicable for ESP teachers in Indonesia.

Editor



Nelvia Ibrahim, S.Pd.I., M.Pd., is a lecturer and researcher at the English Education Department of the Tarbiyah and Teacher Training Faculty of the State Islamic University of Sultan Syarif Kasim Riau (UIN Suska Riau). She obtained her master's degree (S2) at the State University of Padang in 2017. She had conducted research mainly in the field of language and written journal articles and textbooks, as well as participated in writing anthologies of short stories and poetry with other writers in Indonesia.

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CHAPTER 5

Teaching English for Pre-Service Teachers: A Task-Based ESP Approach

Hendrikus Male
Universitas Kristen Indonesia
hendrikus.male@uki.ac.id

1. INTRODUCTION

The increasing role of English as a medium of instruction in global and multilingual educational contexts has significantly reshaped the linguistic demands placed on teachers. Pre-service teachers are no longer expected to possess only general English proficiency; instead, they must be able to use English strategically for pedagogical purposes such as giving instructions, managing classroom interaction, scaffolding learning, and providing feedback. This specialized use of language, often referred to as classroom English, represents a distinct form of professional discourse that requires systematic training (Walsh, 2013). This view is further supported by Richards and Pun (2022), who argue that teaching through English in English Medium Instruction (EMI) contexts demands a specialized pedagogical use of language that goes beyond everyday communication and requires explicit professional preparation to enable teachers to effectively integrate content and language in instruction. However, many teacher education programs still rely heavily on general English courses that do not sufficiently address the contextualized language needs of future teachers, resulting in limited confidence and effectiveness during teaching practicum.

English for Specific Purposes (ESP) offers a relevant framework for addressing this gap, as it emphasizes language instruction driven by

learners' professional and academic needs (Hutchinson & Waters, 1987; Basturkmen, 2010). Within the context of teacher education, ESP focuses on pedagogical communication rather than everyday conversation, prioritizing functional language use that aligns with classroom realities. Research suggests that ESP-oriented instruction can enhance pre-service teachers' awareness of instructional discourse and improve their ability to perform teaching-related tasks in English (Macalister & Nation, 2019; Harmer, 2015). Nevertheless, the effectiveness of ESP largely depends on the instructional approach used to operationalize learners' needs into meaningful learning experiences.

Task-Based Language Teaching (TBLT) has been widely recognized as an effective pedagogical approach that aligns well with the principles of ESP. By engaging learners in authentic, goal-oriented tasks, TBLT promotes meaningful language use, interaction, and reflective practice (Nunan, 2004; Ellis et al., 2019; Long, 2015). For pre-service teachers, task-based ESP instruction allows classroom English to be practiced through simulated teaching activities such as microteaching, lesson demonstrations, and classroom management scenarios. Such tasks not only support language development but also contribute to professional identity formation and teaching confidence (Gass & Mackey, 2015; Willis & Willis, 2007). Therefore, this chapter explores how task-based ESP instruction can be systematically designed and implemented to strengthen classroom English competence among pre-service teachers.

2. INSTRUCTIONAL DESIGN

2.1 Course Objective and Content

The learning objectives of this ESP course are designed to be achieved progressively over the course of one academic semester (approximately 14–16 meetings). At the end of the course, pre-service teachers are expected to be able to use English confidently and appropriately to perform core instructional functions in classroom settings. Specifically, the course aims to enable learners to (1) deliver clear and comprehensible instructions, (2) manage classroom interaction and routines, (3) ask pedagogically effective questions, (4) provide feedback and corrective responses, and (5) facilitate pair and

group work using English. These objectives are articulated as observable performance outcomes to ensure alignment with task-based assessment and teaching practicum demands (Macalister & Nation, 2019).

To achieve these objectives, the course content is structured thematically around key classroom discourse functions and distributed across a semester-long framework. Each major topic is typically covered over one to two meetings, depending on task complexity and learners' proficiency levels. Initial sessions focus on foundational classroom language, such as lesson openings, giving basic instructions, and establishing classroom routines. These topics are prioritized early in the course because they represent high-frequency language functions that novice teachers must master before engaging in more complex instructional practices.

Mid-semester topics expand toward interactional and pedagogical discourse, including questioning techniques, checking understanding, managing transitions, and giving feedback. These topics often require two meetings, allowing learners sufficient time to engage in task cycles that involve modeling, microteaching, reflection, and language focus. The sequencing reflects a pedagogical rationale: pre-service teachers first gain control over directive language before developing more dialogic and responsive classroom interaction skills (Walsh, 2013).

Towards the latter part of the semester, the course emphasizes integrative teaching tasks such as short lesson delivery, facilitating group work, and managing classroom challenges in English. These topics consolidate previously learned language functions and prepare learners for teaching practicum contexts. One to two meetings are typically allocated for these integrative tasks, as they involve higher cognitive and linguistic demands as well as extended performance and feedback stages.

In addition to core topics, several optional or flexible content areas may be incorporated depending on program needs and institutional context. These include language for assessment and feedback on student work, English for inclusive and differentiated instruction, and the use of digital classroom language in online or blended learning environments. Such optional topics allow the course to remain adaptable while maintaining its primary focus on essential classroom

English competencies. Overall, the content selection and distribution are guided by frequency of use, pedagogical relevance, and alignment with the communicative demands pre-service teachers are most likely to encounter during teaching practicum (Hutchinson & Waters, 1987; Basturkmen, 2010).

2.2 Teaching Method

Task-Based Language Teaching (TBLT) serves as the core instructional method in this ESP course. TBLT prioritizes meaning-focused interaction and positions tasks as the primary unit of instruction (Kailani & Murtiningsih, 2019). In line with Ellis et al. (2019) and Long (2015), classroom tasks are designed to reflect real teaching activities that pre-service teachers are likely to encounter during practicum.

The teacher's role shifts from knowledge transmitter to facilitator, guiding learners through task cycles that include pre-task preparation, task performance, and post-task reflection. This method encourages active participation, collaborative learning, and reflective practice, all of which are essential for developing both linguistic competence and pedagogical awareness.

2.3 Activity Types

Activity types in task-based ESP instruction are varied and progressively sequenced to support learning development. Initial activities may include controlled role-plays, matching expressions to functions, and guided simulations. As learners gain confidence, activities evolve into more complex tasks such as microteaching sessions, peer teaching, lesson demonstrations, and problem-solving discussions related to classroom management.

These activities promote interaction, negotiation of meaning, and contextualized language use. Research suggests that such task-based activities enhance fluency and pragmatic competence by encouraging learners to focus on meaning while using language for authentic purposes (see Nunan, 2004; Willis & Willis, 2007).

2.4 Materials and Media

Materials used in the course are designed to reflect authentic classroom discourse. These include lesson plans, classroom transcripts, teaching videos, observation checklists, and sample instructional scripts. Authentic and semi-authentic materials expose learners to realistic language use and help them internalize common classroom expressions (Tomlinson, 2013).

Digital media also plays an important role in supporting instruction (Hasbi et al., 2025). Video recordings of teaching demonstrations allow learners to engage in self- and peer-evaluation (Islamiah, 2021), while learning management systems facilitate collaborative task submission and feedback. The integration of technology enhances learner autonomy and provides opportunities for reflective learning (Hastomo et al., 2025).

2.5 Vocabulary and Grammar Building

Vocabulary development focuses on high-frequency classroom expressions, pedagogical verbs, instructional phrases, and discourse markers commonly used in teaching contexts. Rather than teaching vocabulary in isolation, lexical items are embedded within tasks to ensure contextualized learning (Macalister & Nation, 2019; Nurfauziah et al., 2024).

Grammar instruction follows a focus-on-form approach, addressing grammatical features that frequently arise during task performance, such as imperatives, modal verbs for classroom management, question forms, and conditional structures. This approach allows learners to notice and refine language accuracy without disrupting communicative flow (Ellis et al., 2019).

2.6 Targeted Language Skills

The course primarily targets speaking and listening skills, as these are central to classroom interaction. Pre-service teachers practice spoken fluency, pronunciation, intonation, and interactional strategies necessary for effective instruction. Listening skills are developed

through exposure to authentic classroom recordings and peer teaching sessions (Hasbi & 'Adhimah, 2020).

Reading and writing skills are also incorporated to support lesson preparation and reflective practice. Learners engage in reading lesson plans, teaching guidelines, and classroom texts, while writing activities include preparing instructional scripts, reflective journals, and lesson summaries. This integrated-skills approach reflects the multifaceted nature of teaching practice.

2.7 Assessment and Evaluation

Assessment in task-based ESP instruction emphasizes performance-based evaluation aligned with course objectives. Key assessment tools include microteaching performances, simulated classroom tasks, reflective journals, and peer feedback. Rubrics are used to assess clarity, appropriateness, fluency, and accuracy of classroom English.

Formative assessment plays a central role in supporting learning development, providing ongoing feedback during task cycles. Self- and peer-assessment encourage learner autonomy and critical reflection, while summative assessment focuses on learners' ability to perform integrated teaching tasks in English. Such assessment practices are consistent with ESP principles that prioritize real-world language use and professional competence (Basturkmen, 2010).

3. FURTHER DISCUSSION

From a theoretical perspective, the integration of Task-Based Language Teaching (TBLT) within an ESP framework is strongly supported by second language acquisition and teacher education theories that emphasize meaningful use, situated learning, and reflective practice. TBLT assumes that language is best acquired through purposeful interaction and engagement in goal-oriented activities (Ellis et al., 2019; Long, 2015). ESP theory further reinforces this view by arguing that language instruction should be driven by learners' specific professional needs rather than by abstract linguistic structures (Basturkmen, 2010; Harmer, 2015; Muthmainnah & Hasbi, 2022; Hutchinson & Waters, 1987). In theory, therefore, task-based ESP

instruction provides an ideal pedagogical solution for preparing pre-service teachers to use English as a tool for instruction rather than as an academic subject.

However, when viewed from the perspective of classroom practice, several tensions emerge between theory and implementation. One key issue concerns the extent to which teacher education programs are structurally prepared to support task-based ESP instruction. In many contexts, including Indonesia, English courses for pre-service teachers are often positioned as supporting or supplementary subjects, with limited instructional hours and broad learning outcomes (Hasbi et al., 2026). As a result, the theoretically rich principles of TBLT and ESP may be reduced to isolated speaking activities rather than sustained, pedagogically coherent task cycles that mirror real teaching practice.

Within the Indonesian context, this theory–practice gap is closely linked to national policies on teacher education and professional standards. Current frameworks such as the *Standar Nasional Pendidikan Tinggi* (SN-Dikti) and the *Profil Lulusan Pendidikan Guru* emphasize pedagogical competence, professional competence, and reflective practice. However, explicit attention to English-mediated classroom discourse is often implicit rather than operationalized in curriculum documents. While programs such as *Pendidikan Profesi Guru* (PPG) and teaching practicum (PPL) require pre-service teachers to demonstrate instructional competence, systematic preparation in classroom English is not always formally embedded within the curriculum.

Task-based ESP instruction has the potential to function as a mediating pedagogy that aligns policy expectations with classroom realities. By designing tasks that simulate lesson delivery, classroom management, and learner interaction, ESP courses can directly support the competencies outlined in national teacher standards. In practice, this requires closer collaboration between language lecturers and teacher education departments to ensure that ESP tasks reflect authentic school contexts, curriculum demands, and assessment practices in Indonesian classrooms. Without such collaboration, task-based ESP risks remaining theoretically sound but practically marginal.

Another critical issue relates to assessment practices within teacher education. Policy documents in Indonesia increasingly promote authentic and performance-based assessment, yet implementation often remains exam-oriented. Task-based ESP assessment, which prioritizes observable teaching performance and reflective evaluation, aligns well with policy discourse but challenges existing assessment cultures. Lecturers may require professional development and institutional support to design reliable rubrics and to balance attention to communicative effectiveness with linguistic accuracy (Macalister & Nation, 2019).

Finally, this discussion underscores the importance of contextual adaptation. While TBLT and ESP are grounded in global theories of language learning, their effectiveness depends on sensitivity to local educational cultures, institutional constraints, and policy frameworks. In the Indonesian context, task-based ESP instruction should not be viewed as a direct import of Western methodology but as an adaptable approach that supports the national goal of producing reflective, competent, and globally responsive teachers. Future empirical research in Indonesia is needed to examine how task-based ESP instruction influences pre-service teachers' performance during PPL, PPG, and early career teaching, thereby strengthening the link between theory, policy, and practice.

To sum up, task-based ESP instruction offers a powerful framework for strengthening classroom English among pre-service teachers. By integrating authentic tasks, reflective practice, and targeted language support, teacher education programs can better prepare future teachers for effective instructional communication.

Author



Hendrikus Male, S.Pd., M.Hum., is a lecturer in English Language Education at Universitas Kristen Indonesia. His research interests include English language teaching and learning, applied linguistics, pre-service teacher education, learner anxiety, grammar instruction, and digital learning. He has published in national and international journals and actively engages

in research and community service in English pedagogy.

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About CO-WRITERS

(Collaborative Writing of Indonesian English Teachers)

Collaborative Writing of Indonesian English Teachers (CO-WRITERS) is a national initiative established on January 1, 2024, by Muhamad Hasbi, M.A., with the vision of empowering English educators across Indonesia through collaborative academic authorship. This movement focuses on the production of ISBN-registered, chapter-based books published three times annually, with contributions from English teachers, lecturers, and educators from various educational backgrounds and regions.

Since its inception, CO-WRITERS has brought together 112 English educators to co-author impactful books that reflect real classroom experiences, innovative teaching strategies, and technology integration in ELT. To date, seven volumes have been successfully published:

No.	Book title	Publication date	Google Scholar (200 citations)
1.	<i>Teaching University-Level English Courses: A Practical Guidebook</i>	February, 2026	0 times
2.	<i>Teaching, Research, and Community Service: A Tridharma Guide for English Educators</i>	December, 2025	23 times
3.	<i>Deep Learning: A Handbook for English Teachers</i>	October, 2025	32 times
4.	<i>Local-Based English Language Teaching Across Indonesia</i>	2025, August	27 times


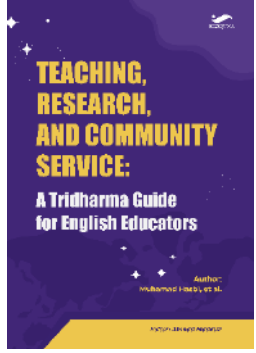

5.	<i>Powerful Vocabulary and Grammar Classroom Activities</i>	2025, March	18 times
6.	<i>How to Teach English to Gen Z Students</i>	2024, September	49 times
7.	<i>Useful AI Tools for English Teachers</i>	2024, March	39 times
8.	<i>English Teaching Practices in Indonesia During COVID-19 Crisis</i>	2020, September	12 times


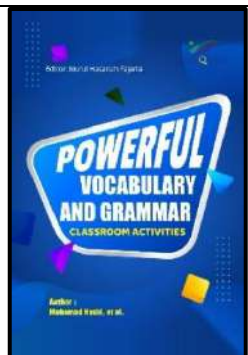
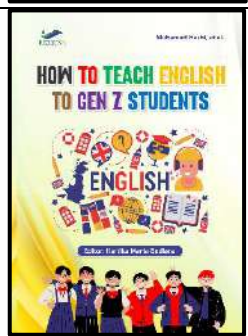
These publications have not only enriched English teaching references in Indonesia but have also received academic recognition, with a combined total of 200 Google Scholar citations, indicating their relevance and influence in the field. Furthermore, CO-WRITERS has actively engaged the public through 9 academic events, including seminars, webinars, talks, and book launches, designed to disseminate findings, share experiences, and inspire wider participation.

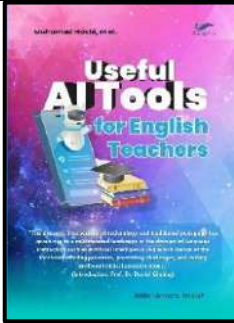
The impact of CO-WRITERS extends beyond publication; it fosters a culture of academic collaboration, uplifts the professional profile of teachers, and bridges gaps between research and classroom practice. English educators are encouraged to join this movement not only to share their insights but also to grow their academic portfolios, contribute to the national ELT discourse, and be part of a supportive writing community with shared goals.

With its growing recognition and commitment to meaningful collaboration, CO-WRITERS continues to pave the way for inclusive, teacher-led academic publishing in Indonesia.

CO-WRITERS Book Collection

	<p>Title: Teaching University-Level English Courses: A Practical Guidebook Year: 2026 Length: xiv + 396 pages Price: Rp. 95.000 (<i>10 copies available for order</i>)</p> <p>This book brings together 31 experienced Indonesian lecturers who share instructional designs (the course content, teaching method, teacher-student roles, activities, materials/media, and assessment) for 30 English courses taught at the university level.</p>
	<p>Title: Teaching, Research, and Community Service: A Tridharma Guide for English Educators Year: 2025 Length: xiv + 304 pages Price: Rp. 90.000 (<i>5 copies available for order</i>)</p> <p>This book presents 28 chapters on the central theme of deep learning, highlighting recent developments in ELT while offering both theoretical insights and practical applications for English education in Indonesia.</p>
	<p>Title: Deep Learning: A Handbook for English Teachers Year: 2025 Length: xiv + 279 pages Price: Rp. 90.000 (<i>2 copies available for order</i>)</p> <p>This book presents 28 chapters on the central theme of deep learning, highlighting recent developments in ELT while offering both theoretical insights and practical applications for English education in Indonesia.</p>

	<p>Title: Local-Based English Language Teaching Across Indonesia Year: 2025 Length: xviii + 361 pages Price: Rp. 90.000 (<i>5 copies available for order</i>)</p> <p>This book contains 25 chapters that discusses the implementation of Indonesian cultures in ELT to make learning more preserving of local contents while learning English as a foreign language attractively.</p>
	<p>Title: Powerful Vocabulary and Grammar Classroom Activities Year: 2025 Length: xiv + 310 pages Price: Rp. 80.000 (<i>6 copies available for order</i>)</p> <p>This book includes 29 chapters that explore various approaches and practical activities that incorporate modern technology, games, and creative methodologies to elevate learning experience.</p>
	<p>Title: How to Teach English to Gen Z Students Year: 2024 Length: xxii + 368 pages Price: Rp. 80.000 (<i>6 copies available for order</i>)</p> <p>This book contains 31 chapters on theories and practices on how to teach English strategically to Generation Z students to make English learning enjoyable and fruitful.</p>



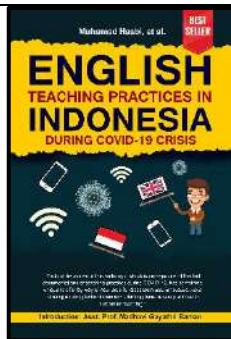
Title: **Useful AI Tools for English Teachers**

Year: 2024

Length: xiv + 307 pages

Price: Rp. 80.000 (*sold out*)

This book reviews 28 AI-powered tools covering theories, tool features, and utilization for the sake of English teaching or learning activities.



Title: **English Teaching Practices in Indonesia During COVID-19 Crisis**

Year: 2020

Length: x + 342 pages

Price: Rp. 70.000 (*10 copies available for order*)

This book presents Indonesian English teachers' online teaching best practices (challenges, strategies, online tool recommendation, etc) during COVID-19 crisis.

About Main Author



Ni Luh Putu Ning Septyarini Putri Astawa, M.Pd., is an educator and learner affiliated with Primakara University, Denpasar, Bali. She completed her master's degree and is currently pursuing her doctoral studies at Ganesha University of Education. In addition to her teaching activities, she contributes through scientific publications in national and international journals and is active as an editor and reviewer for fellow scholars. For her, every written work is a space for growth and sharing insights for the advancement of education in Indonesia.

In this book "Teaching English for Specific Purposes," published by the Collaborative Writing of Indonesian English Teachers (CO-WRITERS), she had the opportunity to write the opening chapter, which provides a conceptual foundation for the other authors' groundbreaking ideas. Although she works in an information technology-based education environment, she recognizes that the challenges she faces in the IT world are only a small part of the broader picture of global educational change. This prompted her to present an inclusive opening narrative, hoping to bridge the various specific topics discussed in greater depth by experts in subsequent chapters.

Through this writing, she and her entire team of authors examine the challenges of modern ESP, from digital literacy integration to the SDGs. The authors share their perspectives with readers from various fields, including health, law, engineering, and the humanities, to prepare them for the realities of industry change. This contribution is not intended as a definitive answer, but rather as an invitation for fellow educators to collectively review the teaching strategies most relevant to the future of graduates.

She hopes this collaborative book will be a fruitful discussion for practitioners, curriculum and policy makers, and English language educators everywhere. She hopes this work can be seen as the collective

brainchild of authors who dedicate their expertise to the advancement of professional student literacy. For her, the book's significance lies not in the individual profiles of its authors but in the extent to which their ideas can inspire positive transformation in English classrooms around the world.

TEACHING ENGLISH FOR SPECIFIC PURPOSES

This "Teaching English for Specific Purposes" book focuses on the notion that English training should be customized to fulfil students' well-defined academic or professional objectives. It provides comprehensive guidelines for teaching 29 selected ESP courses such as English for Proficiency Tests, English for Nursing, English for Academic Purposes (EAP), English for IT, and many others. The main discussion of each chapter is structured through the instructional design framework, covering the aspect of course objectives, teaching method, activity types, materials and media, vocabulary-grammar building, targeted language skills, and assessment and evaluation. In general, the theme portrays ESP as a useful, learner-centered method that equips students to use English correctly and successfully in particular academic and professional contexts.



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