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INNOVATIVE METHODS OF TEACHING ENGLISH IN ESP CLASSES: BLENDED LEARNING

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Abstract: Blended learningin English for Specific Purposes (ESP) instruction encounters some challenges from the methods, learning materials, and lecturers' readiness. Therefore, this study was conducted to determine the perspective of ESP lecturers on the best teaching practices, effective aspects, challenges, and suggestions to implement blended learning in ESP instructions. This article examines issues concerning ESP teaching and the most productive technologies to use in classes. To get fruitful results in ESP teaching English teacher is recommended to use following groups of components of the teaching technology discussed in this article.

Keywords: ESP, blended learning, perspectives, instruction, lecturer readiness, English, teaching.

Introduction

English for Specific Purposes (ESP) lecturers are required to master interdisciplinary knowledge to meet specific learner needs and this is observed in the need to integrate linguistics with content. These lecturers face different kinds of burdens in Indonesia where English is taught as a foreign language. This is evident in their need to master new materials related to English based on specific contextbased learners' learning discipline even though their majors are not ESP-related. Most of them graduated from the English Education Department with expectations to become English teachers at both junior and senior high schools. This means both the learners and teachers are learning together to achieve certain goals which are ensuring general English communication, applying ESP in a different context, and preparing for ESP tests. Therefore, it is necessary to conduct English Instruction in ESP contexts not only to prepare for standardized tests but also to enhance students' English ability in real-world communication.

The achievement of practical goals in the study of English in ESP classes is connected, first of all, with the provision of his proficiency at the level necessary for students to understand English verbally when perceived by ear; their ability to use the studied language in conversation ; for reading and translation of specific texts, different in style, within the framework of specially selected and mastered language and speech material. The purpose of the

article is to present the results of a study to identify the most productive technologies of ESP teaching , as well as to propose a certain classification of groups of components of the technology of teaching English, directly related to the problem of "how to teach." There is no doubt that "free orientation in a foreign language environment and the ability to respond adequately in various situations, i.e. full communication" in a foreign language requires students to constantly expand their vocabulary, learn the usage of idioms of the English language, grammatical forms and constructions in the process of performing exercises, learning activities with digestible material, performing speech activity in solving communicative tasks in certain communication situations.

Main part

Researches among students of 1 and 2 courses of ESP institutions show that practical mastering of the English language is necessarily associated with overcoming many difficulties from both the students and the teachers themselves. We agree with the authors distinguishing among the students' strategic competencies the personality-activity orientation of the educational process, the openness of the teacher -student relationship, creativity in choosing the content and methods of interaction. It has been revealed that learning English requires students to expend effort, diligence and from the English teacher, many hours of hard work, the use of a wide range of

innovative technologies of teaching English, mental activity and creativity and finding new methods in teaching foreign languages. That is why the subject of our study is the technology of ESP teaching in non -language spheres. Appeal to the concept of "technology of learning" due to the need to show a serious change in the methodology of teaching English, which is an independent science, to successfully teach, you need to know this science itself . Due to the scientific approach to the educational process, as well as the opportunity to explain what and how to teach, these technologies help the teacher who has received the necessary methodical training with the required knowledge. And only under these conditions are high results possible when English is taught by students of non-linguistic specialties (mastering oral speech and reading, as required by the educational standard). It should be noted that a large number of publications are devoted to the study of methods of teaching foreign language in non -language faculties. Many scientists emphasize the complexity of the process of teaching ESP students to humanitarian disciplines, since they are distinguished by "a purely technical mentality and lack of linguistic intuition, without which it is difficult to perceive purely linguistic realities". It is important that teaching English is purposeful, effective, meaningful and rational, because the main task of a foreign language teacher is to teach how to correctly build speech patterns, to teach how to use the language

for communicating. It is regrettable that not all teachers are fully aware of the need to resort to various learning technologies. This is partly because there is such an opinion that the methodology is not a science, but an art, a generalized experience, a practice that the teacher masters easily and simply in the course of his teaching activities. Of course, experience is very important and you need to realize this experience and strive to enrich it. There are often cases when a teacher, using a methodical technique, cannot explain why he/she does this, what skill he/she specifically forms during the teaching students. Here , we would like to propose a certain classification of the components of the technology of teaching English.

At present, scientific and technical progress is reflected, among other things, in ESP teaching and teaching English in non - linguistic faculties. In turn, "foreign language professional communication contributes to a more active use of world achievements in the field of science and technology and the acquisition of new professional-significant knowledge". There is a whole arsenal of teaching tools at the disposal of the English teacher that can be used when implementing familiarization methods, training practices and control. These include both technical and non-technical learning aids. Teaching aids are a computer, a tape recorder, a projector, an interactive whiteboard, as well as a sample of test tasks, training materials and slides. All listed should be applied in each

separate group of students. Otherwise, educational and methodological complexes will not be fully utilized and, therefore, the training technology will be disrupted. The correct use of learning technologies will undoubtedly significantly improve efficiency through the fuller utilization of the visual and auditory communication channels.

A sufficient variety of non-technical teaching aids, skillful and reasonable use of them allow the teacher to engage students in active work. In the methodological literature for the teacher, designed to organize the teaching activity in teaching English to students, recommendations are given on the use of various means in relation to the group, to the topic, to a specific practical lesson. Techniques for working with textbooks are also set out in the guidelines for them. It is very important that the teacher and the student interact in the pedagogical process: one teaches, the other learns. This interaction is carried out through methods and methodological techniques. As methods, i.e. the ways in which the interaction in the teacher -student system is carried out were highlighted: familiarization, training, application. The teacher organizes and controls familiarization, training, application; the student carries out familiarization, training and application under the supervision of the teacher and self-control. If this interaction takes place directly in the class, then even a quick glance at the scheme is enough to determine who should work more actively

in the class: the one who organizes the training or the one who performs it. Naturally, the answer is a student.

The data gathered from the demographic survey questions were tabulated and analyzed descriptively to determine the participants' age, gender, and teaching experience while open-ended question results were analyzed qualitatively to identify similarities in the participants' responses. Subsequently, the data were tabulated and classified in particular categories to present them in charts and diagrams. Meanwhile, the results of the interview were analyzed qualitatively through descriptive interpretation after which all the qualitative data from both open-ended and structured interviews were analyzed using mixed deductive and inductive analysis. The responses were coded deductively to determine the thematic analysis of the blended learning implementation and coded inductively to explore the detail of the emerging themes. Thematic analysis was conducted at least twice while transcript coding was compared through the discussion of the first, second, and third authors of this study to arrive at the final themes to ensure coding reliability.

These results are in agreement with the findings of previous studies which showed b-learning to be a flexible method of accommodating online learning media into thelearning process while the important aspects of face-to-face interaction are also no neglected. Moreover, Birbal asserted that learning flexibility and technology are pivotal features of the learning approach. The flexibility and ubiquity of online learning, which is a part of the blended method, allow the learners and teachers to easily enroll and access the teaching and learning processes through their mobile devices as long as internet connections are available. They also ensure access to multifarious resources during lessons at any time and anywhere.

Social interaction is regularly energized through face-to-face classroom interaction while personalization and observation of students' learning progress are commonly organized through online courses. Furthermore, 6 participants found autonomous learning, familiarity in classroom interaction or social media, and systematic classroom management to be the three effective aspects. Relevant previous studies have also shown the positive influence of b-learning on learners' learning attitudes as observed with independent understanding and practicing of English skills as well as the development of English mastery through interactive activities and interaction with classmates. A small percentage of the participants reported the importance of students' cognitive aspects in ensuring easy and fast assessment of the b-learning classroom. ESPlearners are also strengthened with the use of face-to-face and online instructions as well as interactive and fast feedback. Therefore, the implementation of this approach is believed to necessitate lecturers' thoughtful considerations on theoretical base, learner

background, and potential diversity in creating learning tasks which are relevant to both online and face-to-face classrooms.

The lack of student motivation was perceived by the lecturers to be another challenge in b-learning. Most of the Indonesian students perceived online activities without face-to-face monitoring to be burdensome activities for them as indicated by 7% of the participants.

Lecturers are, therefore, required to provide b-learning tasks and materials in line with the level of learning needed by the learners. The challenges related to lecturer factors were indicated by 27% of the participants with 9 of themindicating the reluctance to integrate technology in teaching while 5 showed the lack of technological knowledge in teaching. Moreover, a small number of ESP lecturers showed the selection of appropriate technologies to match students' backgrounds while designing online courses portend some difficulties. The biggest challenges experienced by the lecturers are those related to class management followed by technical problems and teachers' factors while the student aspect was considered to have the lowest percentage in implementing b-learning instruction.

The present study explored lecturers' perspectives on important factors to enhance b-learning in ESP instruction, understanding the effective aspects of b-learning, the challenges of its implementation, and suggestions to ensure successful application in ESP instruction. This study found some practical and pedagogical implications with training/workshops in TELL, cyberinfrastructure, and software utilization to be the most important factors to improve ESP lecturers' teaching practices. Flexibility to access and engage in academics tasks which allow learners to use the material at their own pace and learning English creatively from several sources were also perceived to be the most effective aspects of b-learning. Moreover, analyzing students' readiness to learn using technology, foster independent learning, raise their curiosity and learning motivation, and improve lecturers' technological literacy were suggested by lecturers to implement the learning approach. Meanwhile, some of the challenges observed include unreliable internet connection, inefficient class management, lecturers' reluctance to use technology, and difficulty to control students' access during the e-learning process.

After all, the specificity of the English language as an academic subject lies in the fact that in mastering it, the greatest role is played by the training and application of educational material in the act of communication, which takes time to implement. Our professional knowledge and specially conducted observations show that the teacher is most active in the class. The technology of teaching English raises the question of the rational use of class time and helps to answer it. The technology of teaching foreign languages pays a lot of attention to the search for the most effective teaching methods, which is

reflected in the published textbooks and teaching aids. The correct execution of exercises and tasks from the point of view of the technique of training will help the teacher to improve the quality of ESP teaching . Thus, the study showed that teachers need knowledge in the field of English teaching technologies in nonlinguistic faculties in order for ESP teaching to be effective, efficient and meaningful, since the most important task of an English teacher is to teach how to use foreign language in everyday and professional context, to teach the ability to use language and communicate. Therefore, in order to successfully master students of the discipline, the teacher is recommended to use the main groups of components of the learning technology proposed in this study.

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