

ESP for vocational school students: Collective Collaboration Model (CCM) course revitalisation

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ARTICLE INFO	ABSTRACT			
Keywords: English for specific purposes (ESP). Collective collaboration model (CCM). needs analysis	<i>This paper aims at discussing a deep thought of revitalizing English subject offered to students of vocational schools. It is considered appropriate to expose this idea in this moment since in Indonesia people feel busy of the 2013 curriculum which the government plan to apply beginning this year. Some findings of previous researches inform that English subjects for vocational schools need reformulation in its goals, materials, teaching and learning processes and the teacher professionalism as well. The discussion of this paper will particularly focus on how to revitalize the English courses as English for specific purposes (ESP) subjects through applying 'collective collaboration model: The course development should be a comprehensive process requiring a broad-based view of the specific vocational school system and its place within specific students who study English for their related and planned profession. It seems that the course development will again be a disjointed and a political process which deal with people and their various power bases and their views of what makes for good vocational education. The curriculum as well as the course development of the English subject should be as a result of collaborative works of different stakeholders. They are hopefully working on the design of the English subject on the basis of needs analysis. This paper will mostly address this issue.</i>			
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1. Introduction

It is widely acknowledged that a vocational school is a type of education that prepares students for their workplace appropriate to their study program or field of study. In preparing good graduates with good competence, the school should support the students to have good skill. One of the goals of vocational school graduates are that the students can communicate or comprehend (passively and actively) English related to their major. Students' attitude and habit toward English in vocational school more or less will affect their achievement and successfulness in their future workplace.

In Indonesia, there are several fields of study (departments) of different vocational schools (private or public). Some departments in vocational schools, for example, are engineering, tourism, accounting, food and beverage, economic, and hotel. Each vocational school has its

own focus. Some vocational schools focus on technology, others focus on business management and some specific skills. English subject offered to them should be in line with their profession-to-be-reason 'why do they study English? That is the main reason to state that English offered to them should be an English for specific purposes (ESP) which is the basic idea of this paper.

This paper discusses a specific idea on how to revitalize English subject at vocational schools. The writer firstly presents the most important findings of my previous research about problematic issues of English for vocational school students as the basis to propose an alternative solution for revitalizing the English subject at the vocational schools. Secondly, the writer discusses the main focus, revitalizing English at vocational schools through a model called collective collaboration model (CCM). At last, this paper ends with a short conclusion.

2. Research Methodology

Current analysis of English subject for vocational school students

Following the national curriculum currently used in every level of education (kurikulum tingkat Satuan Pendidikan - KTSP for short), vocational schools with their own curriculum including English have developed in such a way that some are successful, but some others are not in achieving the standard and basic competencies stated by the curriculum. In terms of the students' successes which are measured by passing grade-indicators, they are successful. However, if it is measured from the real competencies of the students to master and to achieve the objectives are questionable. It seems that the English achievements of the students can not only be determined dependently on the national examination in which the test and the result may not be believable.

In order to know the current situation of English subject at vocational schools in particular, the writer did a research (Kusni, 2010) to four different departments of vocational schools in Padang namely: hotel, machine, economic, and electro departments. This research was done to answer four main research problems dealing with the objective, the material, the teaching process, and the professionalism of the teacher seen from ESP theories as they should be. This research used combination of quantitative and qualitative research design based on the ideas from Patton (1990), Brannen (1992), Johnson (1992), and Gay et al (2010). The research was done in the year of 2010 to 2011. The total numbers of respondents in this research were 112 respondents, consisting of 8 English teachers, 4 chairpersons of the departments, and 100 students (25 students from each department chosen randomly). The instruments being used were questionnaire for the students and interviews for the other respondents. Besides, document analysis was also used for collecting data about how the English teachers prepare and ruled out the classroom. The documents were the lesson plan, the materials, and the assessment tools used by the teachers.

Some of the important findings of this research will be presented in this paper as the basis for proposing revitalization of the English subject at those departments in particular and at all vocational schools in general. The findings on the current status of the English subject figured out that there were some problems of the English subject at the vocational schools seen from ESP theoretical domains. The problems found, by not including the statistical data but the important findings, can be listed as follows:

- a. The curriculums referred by all teachers do not figure out that English subjects are ESP courses as they should be. The curriculum states that the competencies to achieve seem to be English for general purposes (EGP) since there are no systematic needs analysis is prerequisite and no specific skills to develop but all English skills as they are for SMA students.
- b. None of the English teachers were specially prepared to teach English for specific purposes at the study programs but some followed several trainings, so that they were not professional teachers. They have also never learned and referred any references on how to teach ESP. When they were asked about their knowledge of the fields, nobody realized that English they are teaching is different from general English. Some of them argue that they have mastered some technical vocabularies related to the students 'field of study to acknowledge that they know a bit of the content area materials. This knowledge is only taken by chances from every teaching material which has been used repeatedly.
- c. The goals and objectives of the English subjects were not based on careful needs analysis, so they did not figure out that they are English subjects for specific purposes. The significant roles of needs analysis in ESP have been under attention of ESP specialists such as Dudley-Evans and St. John (1998) and Flowerdew (2013). The English teachers at some departments of the vocational schools, for example, expressed that what they taught were those 'given from the top or agreed by the group of the English teachers (Maje/is Guru Mata Pelajaran - MGMP for short). None of them consciously did systematic needs analysis. These realities clearly indicated that the names but not the essences of the courses were ESP.
- d. Most of the student respondents of the determined departments of the vocational schools did not realize their needs to study English at their departments. They have never been introduced to the differences between general English and ESP they have learned. They wanted the English classes to develop their overall English skills and components but the nature of the subjects should offer ESP. In ESP classes the focus should be given to a particular skill badly by the students of these particular departments for their academic and future occupation (determined previously by a careful need analysis). The academic expectations of the English contents and the realities in the English classrooms did not match.
- e. Research shows that job markets or workplaces for the vocational school graduates do not really needs the graduates to be proficiently able to speak English, by exception the students of hotel department. The economic, machine, and electronic graduates mostly required to have better reading skill. so that what the students studied in their classroom should be what they need. Only limited numbers of job markets which really require their workers to use English in Indonesia. Some graduates expressed that they do not need English in their workplace.
- f. There were no collaboration and coordination between English teachers and content subject teachers. Everything about English subject was determined by the English teachers through making use of MGMP. Theoretically, ESP subject is characterized by

its collaborative nature in which the teachers cooperatively determine the goals and objectives, the materials, the teaching strategies of English subject with the senior content teachers.

- g. The English subject at these departments had never been consciously evaluated for their improvement. The head of the four departments of the vocational schools stated that since the first time English subject was offered, there was never done systematic evaluation by schools of that subject as it was also for other subjects.
- h. Centralized system for determination of standard and basic competencies of English to develop at every vocational school is, according to the respondents, also problem since teachers have to teach in accordance to the determined objectives. Different from other senior high schools, it seems that English for vocational schools is undertaken by the directorate where there are no ESP experts as well as other stakeholders such as, representatives of field association, job markets, graduates, experts of the study programs to involve in making the decisions of what and how English for vocational schools should be.

It is based on these problems that I propose revitalizing the subject through the implementation of a model called Collective Collaboration Model (CCM). This model is resulted from research finding (Kusni, 2006) which is proposed to design ESP courses at universities in Indonesia. Since it is also believed applicable to English subject for vocational schools, I would like to discuss it in this paper. Besides, it considered as an appropriate moment to discuss this topic for 2013 is the year for introducing new curriculum for any levels of education in Indonesian context. Besides, this paper also refers to some studies of ESP in European context as they are well documented by Fortanet Gomez and Raisanen (2008).

3. Findings

Since the teaching of ESP is to cover the requirements and needs of the present-day society demanding its service (Basturkman 2006, Benesch 2008), future professionals as the vocational school graduates must be prepared to make use of English in the workplace adequately in accordance to the job needs. On the same token, a proper English curriculum and syllabus need to pay more attention to English specific skills depending of the results of needs analysis. Unfortunately, traditional ESP classrooms do not particularly lend themselves to fluent and flexible communication between teachers and students and, consequently, those situations taking place within them cannot be considered comparable to the real world. The ESP classroom and the outside world are all too often considered two exclusive and excluding entities, each operating of its own accord. However, in an attempt to avoid this division, the revision of ESP curriculum design for the vocational school students can contemplate the classroom as a physical place and an integral part of the real world.

Therefore, in order to reach satisfactory objectives and results, a great deal of the time spent on analysing needs of the students should be on the basis of theoretical academic knowledge of how to develop English subject for specific purposes. The design of the curriculum should be begun with involving stakeholders who work collaboratively in determining decisions of

the English subject. CCM is proposed to make the idea become realistic and concrete proposition.

Revitalizing English at vocational schools through CCM

In proposing the Collective Collaboration Model (CCM), the paradigm used is that English for vocational students should be English for specific purposes (ESP) subjects. The English subject should be designed following the basic concepts of ESP. The research findings stated above indicate that there are various basic and crucial problems that need extra efforts to solve. The proposed model is introduced based on the facts that ESP programs have never been seriously prepared as it should be. The ESP needs new thoughts and reformulation involving high accountability and professionalism (Hall and Hewings, 2001).

The model proposed is called CCM. This model is more holistic and macro in nature since it is not only for a particular field of study but for whole ESP contexts. In this paper, model can be defined as 'a miniature of the cyclical process of the ESP program design involving several activities of interrelated phases' (McQuail and Windahl, 1989). The term 'collaboration' figures out collaboration among the stakeholders referring to the term used by Hutchinson and Waters (1987), Jordan (1997), and Dudley-Evans and St. Johns (1998). To strengthen the meaning of collaboration, in this model, the term 'collective' is used to clarify that collaboration is not only involving the ESP teachers and the field study teachers, but collaboration of the whole stakeholders, namely ESP teachers, field study experienced teachers, decision makers (heads of the study program/ headmasters), experts of the field study, students, alumni, the job markets for the alumni, the related field study association, and the ESP specialists (TEFL experts who really concern with theories and practices of ESP). The term 'collective' is also used to show that there will be intensive collaboration, discussion, negotiation among the stakeholders in form of meetings, seminars, workshops, conferences to design the ESP program. Decision about the program should be done collectively to come to a negotiate curriculum and syllabus design (Breen and Littlejohn 2000, Harding 2007). Multiple-based approach, student-centered learning, Integrated approach, content-based approach, process-based approach, task-based approach.

4. Discussion

The CCM is a model for designing ESP curriculum and syllabus in the context of English as a foreign language (EFL) in Indonesia done collectively by the representative of the groups of stakeholders in form discussions, meetings, seminar, workshop, conferences, or an ad-hoc board under the coordination of the chairperson of the study programs/ departments/ the headmasters, or any other decision-makers at the upper level such as the head of local education department, education minister, or national government. Whole stakeholders have similar responsibility or accountability in designing English curriculum and syllabus of each study program/ department which may significantly difference from other departments of the vocational schools.

The CCM acknowledges that the first determinant activity in designing English curriculum and syllabus for each study program is dissemination of ESP basic concepts to the whole stakeholders. The dissemination is considered crucial since, based on the above research

findings, almost all of ESP stakeholders do not understand the basic concepts of ESP as they have to. Without good understanding of the ESP basic concepts, it is considered that good collaboration among the stakeholders will be impossible. It is after having well understanding of the basic concepts of ESP that the cyclical phases proposed can only be done. Based on the CCM, just after good understanding of ESP maintained throughout the dissemination of the basic concepts of ESP, the cyclical phases of English curriculum and syllabus can be done. The needs analysis, formulation of objectives, determination of materials, teaching and learning process, and evaluation are done collaboratively. The CCM proceeds from developing mutual understanding of English for particular field of study, needs analysis to be the basis for determination of the credits of the English, course description/ synopsis, offering system, formulation of goal and objectives, selection of materials, plan of teaching and learning activities, plan of evaluation, and formulation of syllabus. After the concepts of ESP are well understood by stakeholders, the next activity is collaboration in needs analysis. ESP course should be offered on the basis of the results of needs analysis done collaboratively by whole stakeholders. The specific language skill to be the focus to develop in English class should be under the agreement of the stakeholders. Needs analysis is a way of assessing needs to the English subject for the vocational school students. In CCM the analysis can be done through collective agreement among stakeholders. The current research findings show that the needs analysis is paramount but it had never been done systematically.

The next phase is determination of the essence of the English subject for each particular department. This phase is used to determine the title, credits, status, course description, and offering system of the English subject. This CCM gives opportunities to stakeholders to determine the entities in a particular forum, such as seminar and workshop. Research findings have shown that, currently, these entities were determined by the curriculum designers who basically never deeply understand the characteristics of English for the students of vocational schools. The title of the subject should, for example, figure out an ESP, and if possible, EAP or EOP subject such as English for Hotels, English for Economics, English for Mechanics, not anymore English or 'Bahasa Inqgris'.

The fourth phase is the determination of goals and objectives of the English subject. At this phase, the stakeholders from the same field of study/ department sit in one group to discuss and decide the goal and objective to achieve. One thing they need to understand is that the English subject should be English for Academic Purposes (EAP) or English for Occupational Purposes (EOP) as it is proposed by Hyland (2006) and Krzanowski (2008). Besides, the members of the group should also realize that effective and efficient English subject for the study program/ department should be limited to focus on a particular skill badly needed by the students such as reading comprehension or speaking skill which the main concern through which new technical vocabularies and knowledge of the field of study are also enriched.

The next phase is selection of teaching materials. In this phase, not all parties of the stakeholders should be involved (in the diagram the box-line is not completed). The most important parties are the English teachers, ESP specialists, the experts of the field study, and representatives of the field study association. They should discuss some alternatives such as material sources, appropriate content, and particular characteristics of the materials to use following Tomlinson (2011). The material should be about the field study of the students as the carrier content and the language skill specifically determined as the real content. It is

realized that the collaboration among these different parties is not an easy process since they are from and coming with different angles. However, collaboration in this phase is considered crucial and appropriate alternative since the English teachers need inputs from the field study experts and practices about the most appropriate material for the students. In addition, there are some points the collaborators to consider. First, English for the vocational students is characterized by authenticity of the teaching materials. The selection of the material should be based on the skill and sub-skills to develop. Dealing with the content, collaborators should realize that the materials contain real content and carrier content. At last, the materials should fulfill criteria of good materials cited in Dona (2000), Tomlinson (1998), Cook (1996), Ellis (1994), and Larsen-Freeman & Long (1991).

The sixth phase is planning of the teaching and learning activities. At this phase, the term no one method is the best should be understood by stakeholders to give their suggestions to the English teachers about teaching methods and techniques preferable. Teaching and learning activities are much dependent on the objective to achieve and the characteristics of the material. Through developing reading comprehension skill as the major priority, for example, the development of other skills, knowledge of the field study, technical vocabulary acquisition, and the development of specific English language skill related to the field study are integrated. The stakeholders are expected to deeply understand that English teaching should make use of multiple-based approach such as student-centered learning, content-based approach, process-based approach, and task-based approach to encourage active involvement of the students.

After planning the teaching and learning activities, the next phase is planning evaluation. The stakeholders are required to discuss how evaluation should be done. Evaluation, in this case, can be program evaluation and learning achievement evaluation (Douglas, 2000). At this phase, the roles of the TEFL and ESP experts are crucial. They are responsible to guide other stakeholders in understanding the concepts of English as a foreign language evaluation, both program and learning achievement. Under their guidance, the stakeholders may come to an agreement about the evaluation. Special interest should be given to the existing format of testing for measuring learning achievement which should also be revitalized.

The last phase in the ESP course design is preparing the syllabus of the English for each semester. Members of stakeholders should discuss the syllabus in order that the goal and objective, teaching materials, teaching and learning activities, and evaluation predetermined are appropriately put in the syllabus. The format of the syllabus can be various depending on the agreement among the stakeholders in a particular field of study. However, the things to become attention are that the syllabus should contain all decisions taken in the previous phases. This syllabus will much help the English teachers to realize the agreements in the teaching process and in the evaluation. The implementation of the whole phases will be the basis for the stakeholders to do the next recycles of English curriculum design for some improvements.

5. Conclusion

From the discussion above, it can be concluded that English subject at vocational school is currently facing several problems. These problems are in terms of the curriculum, the teacher

professionalism, the absence of needs analysis, the classroom processes, and the system of evaluation. In order to overcome these problems, the writer proposes to use collective collaboration model (CCM) to revitalize the English subject at vocational schools. This model begins with developing deeper understanding of ESP concepts among the stakeholders through dissemination of the concepts. This is followed by doing needs analysis. Based on the results of needs analysis, the stakeholders then formulate the essence of the English subject by identifying its title, credits, synopsis/ subject description, and offering system. Then, formulation of the English subject purposes is done to figure out that this is an ESP subject. The next step is the selection of the materials followed by planning of the teaching and learning processes, planning of the evaluation system, and decision of syllabus preparation. All are done before the teaching and learning take place. The model is cyclical for which after the whole actions are done; they are then executed on the basis of systematic evaluational system.

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