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Community Analysis in ESP (English for Specific Purposes)

Muslih Hambali

Abstract: This paper is aimed to briefly discuss the use of community analysis in relation to course design of English for Specific Purposes (ESP). Community of ESP refers to the English users with different background of disciplines and needs. The needs and wishes of ESP users and potential users are important to ESP design program. There are three basic elements that are involved in the discussion of community analysis of ESP: type of users, users' needs, and material selection. The three branches of ESP, *English for Science and Technology (EST)*, *English for Business and Economics (ESE)*, and *English for Social Sciences, (ESS)*, could determine the type of users. A secretary for example, is an ESP user belonging to the branch of ESE, in which, she is specifically included in EOP, *English for Occupational Purposes*. The type of users will then determine what the target needs of English to achieve are. The target needs of English usually reflect what type of language skill or language component to be given to learners. Someone becoming a secretary for example, might focus on more writing and speaking skill for her learning English. This is due to the fact that her job is very much related to writing and answering letters, making appointments, etc. Furthermore, the selection of materials is also one of the major considerations in the process of course design of ESP. When types of users and their needs have been identified, the selection of materials should carefully be made. The ESP materials must reflect what the target needs of learners are. Gathering information on type of users, needs, and materials selection is an essential part of community analysis in ESP.

Key words: Community analysis, English for Specific Purposes, type of users, users' needs, materials selection.

The rise of ESP which is a part of English Language Training (ELT) has been emerging from time to time as the rapid growth of science and technology which requires English language as to provide information related to specific fields of study is increasing. The needs and wishes of ESP users and potential users are important to the design of ESP program. The design of ESP can be based on the analysis of community as a preliminary work of ESP designer. Since

ESP has some branches, the community of ESP depends very much on what type of ESP branch it belongs to. In this case the community of ESP will be involved to determine the factors in designing and maintaining materials. The following discussion is about community analysis of ESP in relation to conducting ESP program.

Hutchinson and Waters (1989) associates English Language Teaching as a part of tree trunk which forms many branches, of which is ESP. In the part of ESP there are three branches: English for Science and Technology, (EST), English for Business and Economics, EBE, and English for Social Sciences, ESS. Each branch of ESP might also have different kinds of users, so the needs of English might also be different. Good quality of materials to serve the demand of users should be considered and

analyzed by the ESP designers when they want to increase their good learning product for users.

ANALYSING THE COMMUNITY OF ESP

Generally, ESP community can refer to a group of people who have different disciplines with different levels and different needs of English. Basically the major community of ESP includes the entire English users who are involved in the division of ESP branches, and are using English as a foreign language. It is so called as a foreign language learners since ESP is one of the branches of ELT (English Language Teaching). Hutchinson and Waters (1989:17) provide the tree of ELT. In the tree he put EFL (English as a Foreign Language) in one branch, and ESL (English as a Second Language) and EMT (English as a Mother Tongue) in the other branches. In the following discussion, there are three major basic elements of the description of community analysis of ESP: type of users, users' needs, and material selection.

Type of Users

It is believed that most ESP users are generally to be adults. Dudley-Evans and St. John (1998, pp, 4-5 as cited in Gatehouse, 2001) mention that one of the characteristics of ESP is that ESP is

likely to be designed for **adult learners**, either at a tertiary level institution (the learners could also be at **the secondary school level**) or in a professional work situation, and. Meanwhile, Robinson (1980:9) states that for most people the learner of ESP is an adult or near adult. From this description I could say that ESP users can be classified into two major types: students (majority tertiary students, but could be senior vocational high school students) and professional employees. Furthermore, as previously

been mentioned that there are three branches of ESP. Each branch has two basic purposes: English for Academic Purposes (EAP), and English for Occupational Purposes (EOP). The term EAP according to Brown(2007:142) is related to advanced level of academic program and is very broadly applied to any course, module or workshop in which students are taught, to deal with. The branch of ESP can be diagrammed as follows.

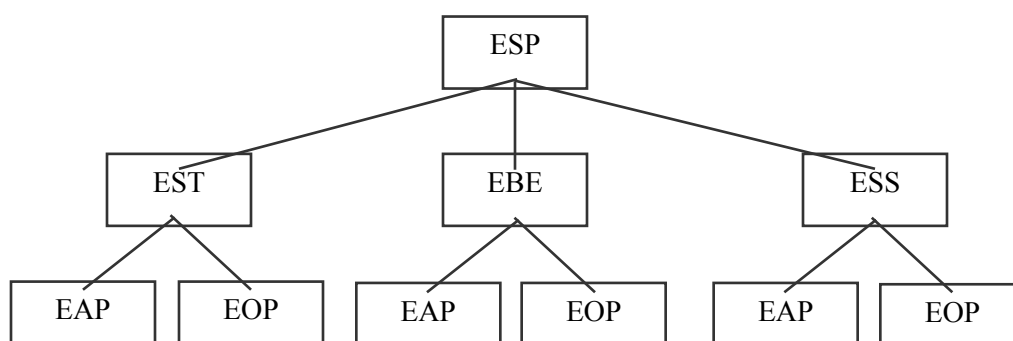


Figure 1. Branch of ESP (Hutchinson and Waters 1989)

When we look at the diagram, each branch has two similar divisions: EAP and EOP. Both EAP and EOP, though in the same discipline, might have different level of users' educational setting. Let's examine the following example of students becoming pharmacists and pharmaceutical technicians.

Both **pharmacists and pharmaceutical technicians** are examples of EST users. They both include in the same type of discipline related to pharmacy. However, when we look at the job of both users, they might need different purposes of English. Pharmacists who tend to concentrate on EAP need academic English for the purpose of gaining knowledge or getting more academic information about pharmacy including how to manage, design, and build drugstores. They not only learn the theory related to the subject matter but also put the theory into practice. If we refer to language skill, they may concentrate on reading more than the other language skills as they are to gain academic information, and therefore, EAP is more likely to be given. Meanwhile, pharmaceutical technicians, might have English for practice and the use of English is limited to certain language skill or language component such as in speaking, how to give directions for drugs to patients, or in reading, how to read prescription from doctors, etc. In this case, EOP is preferable. The following table contains some information to

distinguish the job of both pharmacists and pharmaceutical technicians.

Table 1. Some Information of Job Description of Pharmacists and Pharmaceutical Technicians

Pharmacists	Pharmaceutical Technicians
Assay radiopharmaceuticals, manage pharmacy operations, hire and supervise staff, perform administrative duties, buy and sell non-pharmaceutical merchandise, review prescriptions, ascertain the needed ingredients, maintain records, etc.	Assist scientists (pharmacists), make finished drugs, help prepare laboratory experiments, record the results, mix and assemble compound drugs, operate complex scientific instrument, read prescription, serve community for drugs with or without prescription, give information on how to use, store, and take drugs, etc.

Some data above are adapted from Job Description and Jobs for: Pharmacist
<http://www.careerplanner.com/Job-Descriptions/Pharmacists.cfm>

In relation to English training, EAP usually requires long term of study. When we refer to university students planning to be pharmacists for

example, they probably need English for the whole life of their university studies. Of course, there might be participants taking EAP for other purposes such as preparing English for furthering their studies at higher level overseas where English is used as a medium of instruction. In this program the participants' disciplines may vary but they are in one group such as EAP participants planning studies overseas from different institutions in Indonesia.. Meanwhile, normally EOP needs short term training of English as the participants' target is limited to certain skill(s) of English for instance airline operators whose job is to give information and directions to airline pilots.. The following table contains some examples of ESP fields and ESP occupations that both represent ESP users.

Table 2 ESP Fields and ESP Occupations Representing ESP Users

ESP Field		ESP Occupations	
Business,	Medicine,	Laboratory	technicians,
Electronics,	Nursing, Law,	engineering	technicians,
Education,	Computer	electricians,	plumbers,
science,	Anthropology,	secretaries,	tour guides,
Agriculture,	Botany,	reporters, chefs,	computer
Forestry, Dietetics, Mining,		operators, telephone operators,	
Geography, Pharmacy,		doctors,	nurses,
Mathematics, Physics,		pharmaceutical technicians,	
Economics, etc.		pilots, waiters, mechanics, etc.	

From the above description it could be said that ESP users can be classified into two types: students and professional employees. Therefore, if we have possible breakdown of ESP field, English is used for both academic and occupational purposes. The earlier is commonly known EAP and the later is EOP.

Users' Needs

In most books of ESP, there have been numerous descriptions of needs analysis. Sysoyev (2000) has offered the term students analysis instead of needs analysis in which students give valuable information for teachers. However, what to be discussed here is users' needs

Perhaps it is now obvious that the needs of ESP users are very much related to what type of ESP users. The needs of ESP can be analyzed by gathering information the target needs of users. A telephone operator for example might need English for the work of giving information to users, and their

work is limited to such activities as connecting the phone, asking and answering questions from his clients, etc.

In relation to users' needs, Hutchinson and waters (1989:59) provides information for the target needs in terms of the following outlines. The ESP designer or whoever is in charge of ESP program needs to learn the following information.

- Whether or not English is needed for study, work, training, or other purposes such as examination or promotion.
- Whether or not the subject is related to medicine, biology, architecture, engineering, commerce, and many others, and whether or not the level is technician, craftsman, postgraduate, or even secondary school.
- Whether the learner will use the language with native or non native speakers, to learn the level knowledge of receiver such as layman, student, etc. and what are the relationship among the users.
- To learn the physical setting of the language used such as office, hotel, library. Etc., and human context such as on telephone, demonstration, etc. and linguistic context such as abroad or in own country.
- To learn how the language is used. This is related to medium such as speaking, writing, reading etc., channel such as telephone, face to face, and type of text such as academic texts, informal conversations, etc.

Let's have a look at the following scenario.

A manager of Pharmaceutical Company is improving his service for drug promotion since there have been foreign professional doctors coming to his country for work as the effect of global market. He is planning to send his staff to learn English for sales persons, and is going to a language institute in Palembang.

As an ESP provider, what does the language institute do to serve his client? Probably the first thing to do is to learn the above information and complete the following sheet.

Table 3. Example of Blank Information Sheet of ESP Users

The information sheet of ESP users below is to be completed

Language needed for		Training
Content areas	Subject	
	Level	
Language area	Medium	
	Channel	
	Text types	
Language receiver	Native/NonNative	
	Level	
	Relationship	
Language setting	Physical setting	
	Human context	
	Linguistic context	

information about new drugs related to their new product or brands but not to their content. Therefore, speaking skill is more appropriate to be taught more.

Materials Selection

In selecting effective ESP materials, teachers should learn and understand their ESP community carefully especially the ones included in the above information sheet of ESP users. This might be useful because it is considered unfair if the materials later cannot serve the community needs. Besides, the ESP community is one of the aspects that may influence the materials and knowledge of existing materials.

Furthermore, by learning and understanding community needs, it is expected that teachers may have guidelines for selection policies, which give useful information in determining which language skill or component to provide. Selection is a part of material development process. It is defined as the process of deciding which materials to acquire for a material collection.

Figure 3. Complete Information Sheet of ESP Users

The complete information sheet of ESP users below is completed based on the above scenario.

Language needed for		Training
Content areas	Subject	Pharmaceutical employees
	Level	Diploma graduates (minimum)
Language area	Medium	Speaking
	Channel	Face to face
	Text types	Conversation
Language receiver	Native/NonNative	Native and nonnative
	Level	University graduates
	Relationship	Customers
Language setting	Physical setting	Office
	Human context	Demonstration
	Linguistic context	Local

From the data in figure 3 above, it seems that the learners need to focus on oral communication for their routine job. They need to introduce and give

Again, the needs of ESP community are basically related to who the users are. This determines the selection of ESP materials. The process of selecting materials involves some aspects to consider as follows.

- The materials should reflect the needs of users. Therefore, the materials should be specific. When we refer to the previous example, in which a sales person whose job is to introduce new drugs to doctors, the needs of his are to speak and explain about the new drug product.
- The materials should be constructed to reach the goal of teaching ESP. Learners might get difficulty to comprehend the materials which are not apparently relevant.
- The materials can be in the form of non-extract information such as text or extract one such as in the form of tables, graphs, diagrams, etc.
- If the materials are in the form of text that is complex and dense enough, it is wise if it is not too long so that the learners can read it intensively. This is good for learners whose goal is to learn English for short-term training such as English for waiters, welders, lab technicians, etc.

Building ESP course could be very complex. The complexity is concentrated on sources of materials. Selecting suitable materials is sometimes time-consuming to prepare as we need to relate them to the demand of users. The lack of material with various skills may affect whether or not ESP course can run smoothly in relation to community services. In Indonesia, there have been various kinds of books available in bookstores and libraries. Many publishers have published ESP books from different local writers. Some books are related to EAP, while some others are related to EOP. However, I have been unable to find book reviews reviewing the content of the ESP books for English lesson published in Indonesia whether or not they reflect the needs of ESP users. Besides, what are the targeted needs to be achieved? What language skills or components are focused on? Therefore, the standard of the books has not been well proved. However, for most teachers, the availability of the books is perhaps really helpful if they have no time preparing and creating good materials. In line to this situation, Anthony (1997) mentions that "... many ESP teachers become slaves to the published textbooks available, and worse, when there are no textbooks available for a particular discipline, resolve to teaching from textbooks which may be quite unsuitable."

In preparing the ESP materials the ESP teachers may adopt or use certain ESP books available, but again they have to add any language skill or components not covered in the books. Furthermore, it is advisable if ESP teachers should have the materials themselves, often called teacher-made materials since they know better the goals or objectives to be achieved by learners. For example, in preparing materials, they could pick a text related to certain disciplines based on who the learners are. From the text, they could make different kinds of tasks based on what language skills or components are supposed to focus on. If the ESP is for researchers for example, reading and writing skills and grammar are more appropriate to be given. The following is the example of teacher-made materials.

Type of ESP Users : Pharmacy technicians

Target needs (objectives) : Students are able to

- have the knowledge about the role of the pharmacy technician from past to the present
- increase their vocabulary dealing with pharmaceutical matters.

- answer the questions with appropriate words and structure.

Read the following text and answer the questions followed.

The Pharmacy Technician: Past to Present

Their primary function today, as in decades past, is to assist with the dispensing of prescriptions. A 1999 National Association of Chain Drug Stores (NACDS)/Arthur Andersen study revealed that, in a chain-pharmacy setting, pharmacy technicians' time was spent on dispensing (76%), pharmacy administration (3%), inventory management (11%), disease management (<1%), and miscellaneous activities, including insurance-related inquiries (10%). Surveys conducted by PTCB have yielded similar results. The nature of dispensing activities may be different in a hospital than in a community pharmacy. In hospitals, technicians may perform additional specialized tasks, such as preparing total parenteral nutrition solutions, intravenous admixtures, and medications used in clinical investigations and participating in nursing-unit inspections.

In the past, pharmacists have traditionally been reluctant to delegate even their more routine work to technicians. The 2001 Schering Report concluded that, in the past five years, pharmacists have become more receptive to pharmacy technicians. Indeed, much has changed in the scope of potential practice activities for pharmacy technicians and pharmacy's perception of the significant role technicians might play. New roles for pharmacy technicians continue to emerge as a result of practice innovation and new technologies. Despite their expanded responsibilities, many technicians believe that they can do more. For example, one study reported that 85% of technicians employed in chain pharmacies, compared with 58% of those working in independent pharmacies, felt that their knowledge and skills were being used to the maximum extent. (Genuine text from Medscape.com)

I. Multiple choices

Directions: Choose the correct answer of the following questions.

1. The job of the pharmacy technician is?
 - a. To help the doctor.
 - b. To subsidize the drugs for the patient
 - c. To help dispense prescriptions
 - d. To give an injection to the patient

2. The pharmacy technicians spend less time on _____.
 - a. Disease management
 - b. Inventory management
 - c. Dispensing the prescription
 - d. Pharmacy administration
3. What are the additional specialized tasks that the pharmacy technician performs in hospital?
 - a. Dispensing and preparing total parenteral nutrition solutions
 - b. Managing the patient and participating in nursing-unit inspections
 - c. Checking the prescriptions and preparing intravenous admixtures
 - d. Preparing total parenteral nutrition solutions and participating in nursing-unit inspections
4. When did the Schering Report conclude that pharmacists have become more receptive to pharmacy technicians?
 - a. In year 2001
 - b. In year 1996
 - c. In year 2006
 - d. In year 2005
5. Pharmacy technicians working in independent pharmacies felt that their knowledge and skills were being used to the maximum of _____.
 - a. 85%
 - b. 58%
 - c. 78%
 - d. 38%

II. True or False

Directions: Decide whether the following statements are true or false. Circle the letter T for True or F for False.

1. Pharmaceutical technicians, main job today is different from that of the previous ones. (T/F)
2. In a chain-pharmacy setting, pharmacy technicians' time was spent on disease management (<1%). (T/F)
3. National Association of Chain Drug Stores (NACDS) is a foundation that works to provide the chain drug industry with a unified voice necessary for growth and success. (T/F)
4. Now, pharmacists have become more receptive to pharmacy technicians. It is different from the past, in which pharmacists have traditionally been reluctant to delegate even their more routine work to technicians. (T/F)
5. 58% of technicians employed in chain pharmacies felt that their knowledge and skills were being used to the maximum extent. (T/F)

III. Matching

Directions: Match the bold words in the column A with the words or phrases in the column B based on their meaning.

No	Column A	Column B
1	Surveys conducted by PTCB have yielded similar results	a. The type or main characteristic of something
2	The nature of dispensing activities may be different in a hospital than in a community pharmacy.	b. to organize and perform a particular activity
3	In hospitals, technicians may perform additional specialized tasks, such as preparing total parenteral nutrition solutions	c. not very willing to do something and therefore slow to do it
4	In the past, pharmacists have traditionally been reluctant to delegate even their more routine work to technicians.	d. to become known, especially as a result of examination or questioning
5	New roles for pharmacy technicians continue to emerge as a result of practice innovation and new technologies.	e. a liquid into which a solid has been mixed and has dissolved

IV. Oral Communication

Directions: Complete the following dialogue between Pharmaceutical Technician (PT) and Customer in a drugstore and practice it to the class with your partner.

PT : Good morning, Can I help you?
 C : Yes, I would like to have some medicine for this prescription.

- PT : *May I have* your prescription please? Mm just, have a seat for a few minutes. We'll see if the medicine is available.
- C : Thank you
- PT : (call the customer) We have the medicine. Do you want to have it all or just a half?
- C : How much does it cost for all?
- PT : 180000 rupiahs for all.
- C : I think I have it all. Thank you
- PT : Ok, just have a seat, we'll prepare it for you.
- PT : (call customer). This is your medicine. There two types.
- C : How do I take it?
- PT : This one is tablet that must be taken once before sleep, and this one is syrup, take it three times for one spoon for each after meal, and store this syrup in a cool place.
- C : Ok This is the money. *Thank you* very much.
- PT : You are *welcome*, take care and have a good time.

Note that the italic words or phrases with or without underline should be blank and need to be completed with various possible answers. The italic ones only need to be completed with the same words

In addition, in choosing the text materials, the teacher can use the four types of text materials, genuine, adapted, synthesized, and created. Trimble (1985:27-40) distinguishes the four type of text materials. Genuine materials are the materials taken directly from a printed source and presented without alteration, while adapted ones refer to the ones taken from similar source with few changes related to features the teacher wants to work with. Meanwhile, synthesized material means the materials taken from different sources, deleting the unwanted items and fusing the remaining information into a continuous text, and created materials refers to the ones similar to synthesized ones but the sources are used purely for reference and all of the wording is the teacher's own. Again it is the teacher's job which kind of text material to choose for the teaching of ESP.

Here are several points that might be useful for material selection especially for EOP participants.

1. One of the techniques is getting books from various sources. It is suggested that in order to provide adequate materials, ESP teachers might produce their own materials as mentioned in the brief discussion above by selecting a genuine materials for example, and creating teacher-made tasks that reflect the needs of users.

2. Before the selection comes, teachers should have a detail knowledge of the curriculum, the content of syllabi and the teaching method used. Besides, good cooperation among teachers in selecting materials is very essential so that the materials to be used are quite relevant.
3. Another possible technique for material selection is to contact institutions where ESP users work. This is especially for professionals such as lawyers, doctors, nurses, welders, etc. The teacher works together with the ESP community institutions to provide materials to be used. The institutions usually know better what areas of language are really needed by their staff as ESP learners.

CONCLUSION

In summary, community analysis of ESP is essential to do as the preliminary activities before the design of ESP program is made. The previous discussion of three basic elements: type of users, users' needs, and materials selection should be carefully learned and become a major consideration of designing ESP. The ESP teachers or designers should know who their users are, what their needs are and what suitable materials could serve the needs of their users. It is believed if the three basic elements are carefully made, at least the first step for the implementation of ESP program has been completed. Of course, there are many other elements not covered here such as ESP syllabi, teaching methodology, etc., but they also need to be learned and not to be neglected in the design of ESP program.

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