Teacher's Roles and Strategies in Teaching ESP Based Reading Using Translation

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Abstract—**Teaching reading ESP texts must be linked to student-specific specializations which include special programs designed to develop communicative use of English in the fields of science, work or technology. The fact, most students find it difficult to read and understand the meaning of ESP texts because they have to think about discourse with different fields. It needs teacher's role and strategy to develop a more creative teaching methodology. One of the strategies is by using *translation* as a pedagogical device. Therefore, the purposes of this study are (i) to investigate what are the teacher's role and strategy in teaching Reading ESP text using translation, (ii) to measure whether translation as a pedagogical device has a significant impact on improving student reading comprehension in the text ESP and (iii) to investigate the experiences students get from translation as a pedagogical device to help them understand the reading of ESP texts. This study used *exploratory sequential mixed methods*. This research was carried out in one of the existing Health Sciences Schools in Garut Regency and used fourth semester students using purposive sampling. The findings obtained that the roles the ESP teacher as a partner in learning activities, a material provider, a researcher, a collaborator, and an evaluator. Based on the measurement results using the effectiveness table, the use of translation as a pedagogical tool is effective to be applied to the teaching of Reading ESP text. There are three types of student experience in understanding ESP reading texts using Translation; identification of main ideas, making inferences, recognizing paragraph patterns.**

Keywords—teacher's roles and strategies; ESP reading; translation

I. INTRODUCTION

The role of the teacher in the process of teaching English for Specific Purposes is very important because it relates to the success of students in the learning process. According to Hutchinson and Waters ESP teaching is aimed at developing students' professional communication skills in English which depend on their professional fields [1]. This means that the teaching process must be connected with the specialization of students. Therefore, ESP includes special programs designed to develop communicative use of English in the fields of science, work or special technology. One of the English language skills that must be mastered is Reading. This skill is very necessary to understand various texts with certain expertise field content.

In fact, most students are difficult to read and understand the meaning of ESP texts because they have to think of different valuable discourses and practices in different content fields. The researcher believes that the problem is with the teacher' roles and strategies in the ESP teaching methodology. Then, in order to make the students easy to understand ESP text, it is needed a special pedagogical device. Translation as a communicative activity in the context of ESP is considered as a device to help students improve their skills in understanding ESP texts. In other words, translation must be an important activity in ESP [2,3].

Therefore, the purposes of this study were (i) to investigate what are the teacher's role and strategy in teaching Reading ESP text using translation, (ii) to measure whether translation as a pedagogical device has a significant impact on improving student reading comprehension in ESP texts and (iii) to investigate the experiences students get from translation as a pedagogical device to assist them in understanding the reading of ESP texts.

To support this research, there are several theoretical foundations. According to Hutchinson and Waters ESP teachers have several roles and one of them is ESP teacher as a learning designer and provider of materials or teaching materials [1]. Because textbooks are rarely available for ESP, ESP teachers must provide material for the teaching process. This involves choosing the published teaching materials, selecting teaching materials based on the needs of students, or modifying teaching methods to make them more interesting. Moreover, translation also has an important role in the teaching ESP, especially Reading. Translation as a pedagogical device provides several advantages for more specialized communication. *First*, translation can help students to transfer information and as a pedagogical procedure. Translation provides an opportunity to connect students' own knowledge with the acquisition of English as a foreign language [4]. Translation, in this case, must consider existing knowledge. Second, translation can help learners to clarify meaning [5]. Now it looks to be a positive source of teaching / learning. Third, through translation, students deepen their understanding of two languages and two cultures and increase their knowledge of the structure of language [6,7]. These advantages can be used to transfer meaning and convey messages of reading comprehension of ESP texts. According to Hutchinson and Waters ESP has specific fields of study, topics, terminology methodologies, various forms of language and various communication purposes [1].

II. LITERATURE REVIEW

A. Definition of ESP

Hutchinson and Waters define ESP as an approach and not a product - meaning ESP involves certain types of languages, teaching materials and methodologies [1]. The purpose of learning English with specific or specific goals is at the core of the approach. According to Strevens there are two definitions of ESP [8]. 1) Absolute characteristics namely language teaching designed to meet the needs of certain students; related to content with certain disciplines, jobs and activities; centered on language that corresponds to activities, texts, discourses, semantics, etc. And discourse analysis; designed differently from general English. 2) Variable characteristics namely ESP may be limited to the ability of language to be studied, for example reading text in certain contexts. Robinson states that the ESP definition is based on two criteria: 1) ESP is usually 'goal-directed', and 2) ESP develops from a needs analysis that aims to determine what students actually have to do through English media, and a number of characteristics which explains that ESP is generally limited by a limited period of time where their goals must be achieved [9].

B. The Origins of ESP

According to Hutchinson and Waters "ESP is a phenomenon that grew out of a number of converging trends. These trends have operated in a variety of ways around the world. *First, the demands of a brave new world.* According to Hutchinson and Waters, the end of Second World War in 1945 coincided with the fast developments in scientific, technical and economical fields. Interchanging of daily knowledge in the world demanded an international language [1]. For many reasons, especially the economic power of the United States in the post-world, this role fell to English. The effect was to create a whole new mass of people wanting to learn English not for pleasure or prestige of knowing the language, but because English was the key to international currencies of technology and commerce. Learning a language was, so to speak, their justification. But as English became the accepted international language of technology and commerce, it created a new generation of learners who knew especially why they were learning a language. All these and many others needed English and, most importantly, they knew why they needed it. *Second, A Revolution in Linguistics.* At the same time, as the demands growing for English language courses were tailored to specific needs, influential new ideas began to emerge in the study of language. Traditionally, the aim of linguistics had been to describe the rules of English usage, that is, the grammar. However, the new studies shifted attention away from defining the formal features of language usage to discovering the ways in which language is actually used in communication. *Third, Focus on the Learner.* New developments in educational psychology also contributed to the rise of ESP, by emphasizing the central importance of the learners and their attitude to learning. Learners were seen to have different needs and interests, which would have an important influence on their motivation to learn and therefore on the effectiveness of their learning. This lent support to the development of courses in which relevance to the learners' needs and interests was paramount.

C. Needs Analysis

Needs analysis in ESP provides very clear insights into the future communication demands that will be made in the learner. According to Hutchinson and Waters, there are two types of needs, which are as follows: "1) Target needs (i.e. what the learner needs to do in target situation). 2) Learning needs (i.e. what the learner needs to do in order to learn). The analysis of target needs involves far more than identifying the linguistic features of the target situation such as necessities, lacks and wants [1].

D. The Role of ESP Teacher

Hutchinson and Waters states that ESP teacher roles [1]: *First*, as partner. Teachers have the opportunity to utilize students' knowledge of content to produce communication in the classroom, for example how to write business reports, it is very important for the teacher to act as a consultant who has knowledge of communication practices. ESP teachers need to have high flexibility, be willing to listen to students, take an interest in professional disciplines or activities that involve students, and take some risks in their teaching. *Second*, as Material Providers. An ESP professional teacher must have the ability to prepare to teach students from one professional field to another without spending months. An experienced ESP practitioner only brings "appropriate tools, frameworks and design principles" and applies them to new subject matter. ESP's teachers design and provide relevant material and this is one of the most important aspects of ESP teaching. The needs of ESP students are specific and ready to use teaching materials. *Third*, as researchers. ESP teachers need to continue to conduct research to conduct needs analysis, design teaching, or write teaching materials. *Fourth*, as collaborators. ESP teachers must involve special collaboration so that there is some integration between studies or specialist activities and languages. This may involve language teachers who specifically prepare students for business presentations. *Fifth*, as evaluators. ESP teachers are often involved in various types of evaluations such as testing students, evaluating learning and teaching materials.

E. The Application of Translation in Teaching Reading ESP

Translation strategies should be viewed within the framework of translation studies with particular emphasis on the main concepts of the translation process and translation equivalence. Another area closely connected with the study of translation strategies is text linguistics, particularly considering translation strategies employed in translating larger units of text, beyond the sentence level, and considering the web of interrelationships between the segments of the text.

F. Previous Studies

First, Hull has identified the role of ESP teachers as "facilitators and designers of teaching materials" [10]. An ESP professional teacher must have the ability to prepare to teach students from one professional field to another without spending months. An experienced ESP practitioner only brings "appropriate tools, frameworks and design principles" and applies them to new subject matter. ESP's teachers design and provide relevant material and this is one of the most important

aspects of ESP teaching. The needs of ESP students are specific and ready to use teaching materials. This work is even more challenging because usually "ESP teachers find themselves in situations where they are expected to produce teaching materials that suit the needs of a group of students, but the time to prepare is limited. Second, Marzban & Azizi conducts research on the role of translation in promoting Iranian High School students' reading comprehension and the purpose of this study was to see whether translation had a significant impact in promoting reading comprehension of Iranian secondary school students [11]. The finding was that translation as an ELT technique had a significant effect in promoting reading comprehension of Iranian secondary school students Third, Dikilitas conducted a study of the use of translation in EFL class as a L2 learning practice and the study concluded that translation assignments could improve learner skills and productive skills of students [12].
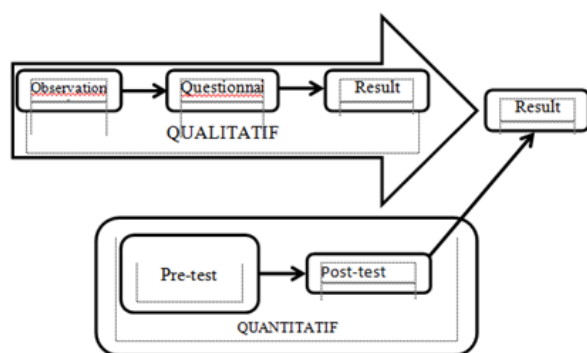
III. METHODOLOGY

Fig. 1. Conceptual framework.

This study used exploratory sequential mixed method. It begins with a qualitative research phase and explores the views of participants. The data are then analyzed, and the information used to build into a second, quantitative phase.

The site is in one of a Health Academic Private Universities in Garut - West Java. The participants were the students of fourth semester of the ESP class. In data collection, the qualitative procedure was carried out with two instruments namely observation and questionnaire. Observations were made on teachers who taught Reading ESP text using translation. This observation was carried out for one semester. And questionnaires were conducted on students after they received treatment from the teacher and underwent tests. In quantitative sessions, there were pre-test and post-test for the experimental group and the control group. During the test, students analyze the text individually and then try to interpret the meaning through answering text questions. The amount of time given to interpret the text is 50 minutes.

IV. FINDINGS AND DISCUSSION

A. Teacher's Roles and Strategies in Teaching Reading ESP Texts Using Translation

The roles of the ESP teacher in this study as (1) a partner in learning activities, having the opportunity to utilize students'

knowledge of content to produce communication in the classroom, (2) as material providers, having the ability to prepare to teach students from one professional field, bringing appropriate device (translation) to help the student more understand the ESP reading texts. (3) as researchers, continuing to conduct research to conduct needs analysis, design teaching, or write teaching materials (4) as collaborators, involving language teachers who specifically prepare students for business presentations, (5) as evaluators, being involved in various types of evaluations such as testing students, evaluating students' reading skill, monitoring the use of the translation application as a pedagogical tool for reading English comprehension of ESP texts. Besides, the role of the teacher in this study has placed its role as a locomotive in the classroom learning process. Lecturers who are able to create a good learning atmosphere have a positive impact on learning outcomes such as providing examples of how to use translation to understand Reading ESP (model) texts; provide a motive for students to enjoy learning English (motivator); facilitate students in learning English (facilitator); become a partner in learning activities; evaluate students' English (evaluator); and monitor the use of the translation application as a pedagogical tool for understanding Reading English ESP (monitor) text. These roles are born as an inevitable result of the implementation of learning centered on learners. The facts in the field were found that initially most students felt confused to understand the ESP text while working on some of the questions contained in the text. From these conditions, researchers took the initiative to choose Translation (translation) as a pedagogical tool that is expected to effectively give students understanding of the ESP text.

The role of teacher and students in this translation learning is as any supervisor that takes place in the classroom; organizer (class manager) various levels of activity; assessor; testers; feedback; correction; and appraiser. Likewise, as a motivator for students to move forward; resource person (consultant; advisor; more clearly as a language informant); observer; by providing feedback and evaluating learning materials and methods. As an organizer, instructors are administrators of academic activities, syllabi, class schedules, and components related to the learning process. The role of students is as a subject / actor in learning. They are actively involved in the process of teaching and learning activities as listeners and answering questions, doing exercises, asking questions in discussions, getting evaluations, and making reviews, revising the answers of their friends and lecturers, where learning is centered on students. The purpose of translation learning is so that students are able to apply translation theories that have been learned before. This translation theory is very important to learn before stepping into the practice of translating. The role of teacher and students in translation learning is very complex, so the material supervisor must meet the criteria as an expert lecturer and experienced in translation science. He is not only able to understand translation for himself, but is also adept at transferring his knowledge to students until they understand. Besides that, students must master two grammar systems at once, namely Bsu and Bsa well, so that the results of the translation are accurate, clear, reasonable, understandable, and consistent. Lecturers and students, for example, must create conducive conditions that enable the teaching and learning

process to run effectively and efficiently, and be able to foster good cooperation between them.

B. *Significant Impact of Student Reading Comprehension in ESP Text through Translation*

The second objective of this research is to find out whether there is an impact of teaching reading ESP texts on students' understanding. Based on the results of the t test that has been done, the price of t obtained 9.83 which was then consulted with table t 0.05 with the degree of freedom 26 which is 2.056. The results of the consultation show that the price of t is greater than the table of 9.83> 2.056. According to the measurement results using the effectiveness table, the use of Translation as a pedagogical tool is effective to be applied to the teaching of Reading ESP text because there is an increase in student learning outcomes before and after the technique is applied.

C. *Student Perception in Reading Learning ESP Text by Using Translation as a Pedagogical Device.*

This section discussed the data obtained from the questionnaire given to students. In general, the students responded positively to the role / strategy of the Lecturer in teaching Reading ESP text using Translation (translation). Their perception can be categorized into low level associations. This means that students who have low knowledge will need direct instruction directives in the concept. However, they have understood the lecturers' questions. On the contrary for students who already have a lot of knowledge, they will need the guidance of the lecturer but may be able to work on certain reading texts. So that it can be suggested that the Reading ESP text teaching strategy by using translation used depend on the adequacy of previous student knowledge.

There are three types of student experience in understanding ESP reading texts using Translation (translation), namely (1) identification of main ideas, (2) making inferences, (3) recognizing paragraph patterns. These three types of experience will determine the accuracy of their ESP reading text comprehension. (1). Identifying the main ideas, will tend to lead students to take a bottom-up reading strategy such as reading sentences per sentence, rereading, translating, recognizing hyphens, and of course using a dictionary to find the main idea of an ESP reading text. Usually the level of accuracy of the results of analyzing them is relatively low. Nearly 50% of students can accurately identify key ideas by using translation strategies and reading sentences per sentence. 28% have been able to recognize the hyphenation of the sentence as an interactive strategy and only 12% of students can identify the main idea accurately by using learning strategies to read sentences per sentence. (2) Typical reading to draw conclusions. They tell that they use a butt-up reading strategy, among others through reading sentences per sentence, rereading, translating, paraphrasing, and using cohesive signs of discourse. From the analysis of questionnaires that have been distributed to students, 30% of them are able to make conclusions accurately. But when using the cohesive sign of an ESP discourse nearly 70% of students are able to make conclusions accurately. (3) When viewed from the type of

student strategy in reading Reading ESP text using Translation (translation), 25% of them are able to correctly recognize the organization of paragraphs through paraphrasing, rereading or translating. While nearly 75% of students use cohesive text to recognize the organization of a paragraph.

V. CONCLUSION

Reading comprehension is the process of understanding information and meaning in the text. In order for students to understand a text, lecturers apply strategies to solve the problems of understanding they face in the text. In teaching reading comprehension, there are many strategies that can be used by teachers to teach reading comprehension in the text according to students' abilities, one of which is to use translation. The use of translation as a pedagogical tool is effective to be applied to the teaching of Reading ESP text because there is an increase in student learning outcomes before and after the technique is applied.

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