

Pre-service English Teachers' Adaptation Skills in Two ESP Courses

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Abstract

Background:

The ability to adapt, imitate and modify knowledge in a learning context into another learning context is an essential ability for students. However, the ability of pre-service English teachers to adapt their knowledge and skills from one course to another courses has not been studied. This research seeks to find out how pre-service English teachers in one state university in Indonesia adapt knowledge and skills acquired in the Syllabus Design (SD) and Developing EFL Materials (DEM) courses into ESP Program Design (ESP PD) and ESP Materials Development (ESP MD) courses.

Methodology:

This research used a combination between a survey and basic interpretive study. The survey study involved 54 students who took SD, DEM, ESP PD and ESP MD courses in 2022 at a state university in Indonesia. The basic interpretive study involved fifteen students out of the 54 responding to the survey, in a focus group discussion (FGD). The questionnaire in the survey consists of semi-open questions asking whether the 16 knowledge and skills learned in SD and DEM courses had been adapted in ESP PD and ESP MD. The FGD questions were asked in-depth the survey findings. The questionnaire answers were analyzed in a simple quantitative manner with percentages and modes, while the results of focus group discussion about how they adapted them were analyzed qualitatively for themes.

Findings:

The results of this study show that students in ESP PD and ESP MD courses adapted 15 knowledge and skills in SD and DEM courses. The participants adapted them by changing the context of the syllabus and materials the developed in SD and DEM from English at school to English for specific purposes in ESP PD and ESP MD especially when formulating learning objectives. They also developed general English materials into ESP English materials for certain occupations. These findings indicate that students master ESP PD and ESP MD contexts.

Conclusion:

It can be concluded that pre-service English teachers have excellent adaptation skills, which are done not by force, but by choice, to the peripheral component and for the benefit of students.

Originality:

This research finding supports Leko's (2015) Evidence by Practice (EBP) theory in that pre-service English teachers also use their previous learning experiences as evidence to learn new knowledge and skills in English teacher education.

Keywords : Pre-service English teachers, Syllabus design, Materials development, ESP, adaptation

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1. INTRODUCTION

English teacher education has been known to produce English teachers for schools and English courses, for teaching general English and English for specific purposes. This is evident, for instance, in the graduate profiles agreed by English teacher education association in Indonesia as English teachers and edu-technopreneur ([ASPBI \(Association of English Education Program in Indonesia\), 2021](#)). This profile has also been ratified by the English teacher education program in Surabaya ([S1 Pendidikan Bahasa Inggris, 2021](#)). Yet, specific discussion on how English teacher education in Indonesia has taught pre-service English teachers (PSET) how to teach ESP is very scarce. [Jackson \(1998\)](#) proposed one way to teach in ESP teacher education programs, i.e., using case-based reality. That means the ESP class in English teacher education should bring authentic workplace reality into the classroom. Yet the details how PSET learned ESP in English teacher education was rarely studied.

The scarcity of research on PSET learning ESP in the normal times previously mentioned is scarier in the wake of the Covid-19 pandemic. In the post-Covid-19 pandemic era, English teachers' ability to adapt, imitate and modify knowledge in one learning context into another is a very important skill, as is the PSET. [Pyhäntö et al. \(2015\)](#) provide an overview of the importance of adaptability by teachers acquired in formal education and the teacher community. The knowledge gained by PSETs when they have just graduated from teacher education will usually be immediately implemented when they start teaching at schools as novice teachers ([Steffy & Wolfe, 2001](#)). In the course of their career, it turns out that teachers also have to be able to modify their knowledge and skills in different classroom contexts over the years ([Pyhäntö et al., 2015](#)). This modification ability is a characteristic of teacher professionalism ([Pyhäntö et al., 2015](#)). As for the ability to imitate is often associated with the learning process of becoming a student of the expert, which is called the craftsman model, the craft model ([Wallace, 1991](#)). In this model, student teachers must have been exposed to experts when they were students at schools, were students in teacher education, and became apprentice teachers during practicum. Logically, novice teachers can imitate their colleagues' best practices after graduating from a teacher education institution and when they are in community. This is called by [Leko \(2015\)](#) as imitating with Evidence-Based Practice (EBP).

Research on the ability of teachers to adapt, imitate and modify knowledge in a learning context into other learning contexts is widely carried out. [Pyhäntö et al. \(2015\)](#), for example, revealed that thousands of teachers in Finland actually learned from other teacher

colleagues in communities such as the English teachers' discussion forum or in Indonesia it is called *Musyawarah Guru Mata Pelajaran (MGMP)* through a process of transforming their teaching, strengthening their collective self-confidence, increasing their mutual dependence and providing mutual assistance to fellow teachers. A study by [Susanto \(2022\)](#) found that members of MGMP have felt the advantages of having such forum for learning from others on how to handle kids in different school contexts as well as getting new instructional technology used by other teachers. However, the such ability of pre-service English teachers to adapt has not been widely studied ([Janssen et al., 2015](#)). Research by Jung and Ottenbreit-Leftwich (2020) shows that modeling in instructional technology courses can strengthen student teachers' experience using technology.

Studies on ESP teacher education program is scarce. One of the notable studies in that of [Jackson \(1998\)](#). He proposed ESP teacher education program to use a reality, case-based model. He specifically called for problem-based and practitioner-oriented case methods for ESP learning by using, for example, narratives of the practitioners and videotaped scenes of the real work contexts. In this way, PSET can find "the best" practice of ESP ([Jackson, 1998](#)). In a similar vein, [Hyland and Jiang \(2021\)](#) reviewed studies in ESP education and found that ESP studies have focused on classroom-practice studies more than specific texts to be learned by targeted ESP learners. Moreover, in recent years, researchers have focused on academic and workplace corpus for ESP materials development ([Hyland & Jiang, 2021](#)). However, the research did not specifically reveal how PSETs are given models in courses to become ESP English teachers.

Therefore, research on how pre-service English teachers (PSET) use the knowledge and skills acquired in related courses into the learning process in subsequent courses has been carried out and reported in this research article.

2. LITERATURE REVIEW

The terms observation, imitation, and modification are popular as a way to innovate in the world of education ([Ibrohim et al., 2020](#); [Sugito, 2021](#)). In this term, a teacher, for example, may observe a colleague who is successful at carrying out an instructional procedure in order that he or she can imitate it in his or her own lessons or even modify this procedure. These three terms are also present in various educational contexts, especially in Indonesia. In English teacher education, for example, [Wallace \(1991\)](#) uses the term adaptation in discussing the training model to become a teacher. In the applied science model, the trainee is expected to apply the theory from experts in their own context. The term

imitation is part of the craftsman model (the craft model), where students who are trained must observe the expert and imitate what the expert does. The term modification is part of the third training model proposed by [Wallace \(1991\)](#), namely the reflective model, in which the student being trained must reflect not only on experience with the expert, but also on his experience of applying the knowledge gained during training and modifying it for improvement in the next application.

In developing the later model for educating English teachers, [Johnson \(2009\)](#) convinced teacher educators to use a socio-cultural approach. This approach suggests that learning to become an English teacher only at a teacher training college or a teacher education is not enough. Instead, an English teacher candidate must also learn directly from the community, often called the *MGMP* in Indonesia or other English teacher associations. This is what is called praxis. This praxis process will involve many adaptation, imitation, and modification activities ([Dogancay-Aktuna & Hardman, 2008](#)). Even though adaptive skills are essential in language teacher education ([Hirvela, 2019](#)), research that explicitly addresses adaptation of one course in English teacher education and other courses is still rare.

One theory of adaptation of another teacher's best practice by other teachers is proposed by [Leko \(2015\)](#) and is called Evidence-Based Practice (EBP). In EBP there are three types of adaptations made by teachers: 1) adaptations made by force, choice, or accident; 2) adaptations made to core or peripheral components; 3) adaptations made to benefit students or teachers. The first adaptation is based on the cause, whether it was forced by a superior, on their own accord, or unintentionally. The second adaptation is according to the focus, whether the core or additional components are adapted. The third adaptation is based on its impact, namely whether it has an impact on students or an impact on teachers ([Leko, 2015](#)).

ESP Courses are a group of English for Specific Purposes-based courses offered to undergraduate English Language Education students at a state university in Indonesia in semester 5. ESP is a branch of English learning that has two major focuses, namely English for Academic Purposes (EAP) and English for Occupational Purposes (EOP) ([Basturkmen, 2010](#); [S1 Pendidikan Bahasa Inggris, 2021](#)). EAP is aimed at students or students with learning objectives related to fulfilling academic needs, for example, English for medical students, while EOP focuses on learning English for the real world of work. EOP participants are usually company employees or professional workers; for example, hotel receptionists are

given English for hotel receptionists and lawyers are given English for lawyer) (Basturkmen, 2010; S1 Pendidikan Bahasa Inggris, 2021).

In the context of the undergraduate English language education study program curriculum previously mentioned, ESP courses are courses that are included in the independent learning program curriculum, or *Kurikulum Merdeka Kampus Merdeka* (MBKM) so that students from study programs and other tertiary institutions can participate in programming this course (S1 Pendidikan Bahasa Inggris, 2021). These ESP courses include five courses: ESP Program Design (ESP PD), ESP Materials Development (ESP MD), ESP Assessment, ESP Vocabulary, and ESP Course Design. These courses are designed in such a way that students will have the skills to face the challenges of the world of English education in the present and the future, especially in the field of learning English for special purposes. These ESP courses specifically prepare students to be able to answer requests from the industrial world that require learning English for their employees according to their respective fields of work. With the skills learned in ESP courses, it is hoped that in the future, graduates of English education study programs will be able to create their own jobs, not depending on the vacancies available at schools or in companies. An example of such ESP materials development project is done by Rahmiani et al. (2018) for tourism students at a vocational school in Kalimantan.

In particular, the ESP courses under study were ESP Program Design (ESP PD) and ESP Materials Development (ESP MD) because both are early courses in the ESP course group. In these two courses, students are provided with how to carry out a needs analysis, the results of which will be used as a basis for designing an English language course program with specific objectives, how to apply the results of the needs analysis into the final objectives and specific learning objectives for the English language program that will be developed. In ESP PD, after conducting a needs analysis, students learn to determine general program objectives, the number of face-to-face meetings required by prospective clients, and what target language skills they want to achieve in each face-to-face meeting and then put it in the form of a syllabus. This is similar to what Yogman and Kaylani (1996) did in their ESP class. Furthermore, students learn to select and determine teaching materials that are in accordance with the objectives that have been determined in the program design that has been prepared earlier. This is done in the ESP MD. In compiling this material, students enter relevant vocabulary using the knowledge gained from the ESP Vocabulary Development and ESP Assessment courses. After students are able to design a complete program with learning

materials, students learn to design and manage language courses more broadly, including how to select and prepare instructors and hold promotions.

The ESP PD is a course that teaches the skills of designing a course program and learning syllabus. This course is similar to the Syllabus Design (SD) course, except that the fields of work are different. In SD, students learn to develop a syllabus and lesson plan (or *Rencana Pelaksanaan Pembelajaran*) based on Core Competencies (*Kompetensi Inti*) and Basic Competencies (*Kompetensi Dasar*) determined by the Ministry of Education according to the level of student education (Brown & Lee, 2015; Macalister & Nation, 2019). In ESP courses, however, the Core Competencies (KI) and Basic Competency (KD) are not available because students learn to formulate competency achievement indicators or learning objectives independently based on the results of an analysis of the needs of their prospective students within the scope of EAP and EOP. The Developing EFL Materials (DEM) course is related to one of the ESP courses, namely ESP MD. DEM provides knowledge and skills to develop general English teaching materials in junior high, general, or vocational schools. The learning achievement of DEM is the mastery of theoretical knowledge and practice of developing English teaching materials according to student contexts as well as real skills in developing teaching materials with a selected high school textbook development project. This knowledge and skills will be used in developing specific English material in the ESP Materials Development course (S1 Pendidikan Bahasa Inggris, 2021).

Due to the close link between SD, DEM, ESP PD, and ESP MD courses, the competencies and skills of students acquired by SD and DEM courses are expected to be adapted in the learning process in ESP PD and ESP MD courses. Of course, this is still a logical assumption that will happen but it has not been empirically proven. Research conducted by Yang (2016) shows that independent learning in several courses in tertiary institutions has an essential role in the learning process and the success of learning ESP. Based on the Semester Learning Plan (*Rencana Perkuliahan Semester*) for SD and DEM courses, there are sixteen knowledge and skills learned in SD and DEM courses as follows. By the end of the courses, students are expected to:

1. Develop a school English syllabus
2. Distinguish between school English syllabus and school English lesson plans
3. Knowing the core components of the school's English syllabus
4. Explain the definitions of basic competencies and indicators
5. Write down the indicators of the basic competencies given

6. Determine the appropriate teaching materials according to the indicator formulation
7. Determine the appropriate assessment according to the indicators
8. Write down the steps of learning English activities
9. Explain the principles of developing school English materials
10. Describe the framework for developing spoken and written English materials
11. Explain the difference between teaching materials and assessment
12. Knowing that the main teaching material is the type of text that is in KD
13. Knowing that teaching materials must be designed to achieve learning indicators or objectives
14. Develop oral English teaching materials for schools
15. Develop written English teaching materials for schools
16. Exploiting and exploring text models into tasks in teaching materials

For this reason, a study which can explain how pre-service English teachers in ESP PD and ESP MD adapt the knowledge and skills acquired in SD and DEM courses into mastering knowledge and skills in the ESP PD and ESP MD is very much needed. With this in mind, ESP courses applied in the English teacher education study programs can be evaluated for future improvements, as [Tsou and Chen \(2014\)](#) suggested. In contrast to [Leko's \(2015\)](#) definition of adaptation, which includes reduction or addition, change, and modification, in this study, adaptation means maintaining (although not up to 100%) old skills (in SD and DEM courses) in new contexts (ESP PD and ESP MD courses).

3. METHODOLOGY

This research used a combination between a survey and a basic interpretive study. This is in line with the suggestion by ESP research reviewer, [Gollin-Kies \(2014\)](#), who suggested that ESP research methodology in the future should balance between qualitative and quantitative. Therefore, this research used a survey, which is quantitative, and a basic interpretive study, which is qualitative. This choice was to meet the purpose of this research, i.e., to find out which methods are adapted and how ESP PD and ESP MD students adapt the knowledge and skills acquired in the course SD and DEM into the process of acquiring knowledge and skills in the ESP PD and ESP MD courses. This objective can be achieved with quantitative and qualitative data. This study's respondents were 54 students of the English Language Education Class of 2019 who had taken SD, DEM, ESP PD, and ESP MD courses. Of these 54 students, 15 participated in a focused group discussion.

There are two pieces of data collected in this research. The first data is the respondents' answers to a semi-open-ended questionnaire asking whether they adapted each of the 16 skills learned in SD and DEM courses while taking the ESP PD and ESP MD courses. This semi-open questionnaire aims to record unexpected answers as well. The closed question is "Which of the 16 knowledge and skills learned in SD and DEM courses did you adapt to the ESP Program Design and ESP Materials Development courses?" The list of sixteen knowledge and skills has been presented in the literature review above. The open question is which of the 16 knowledge and skills is the most difficult to adapt and why. This questionnaire was distributed via a Google Form with a link to the Whatsapp group of the Class of 2019 English Language Education Study Program at a state university in Indonesia from July-August 2022.

The second data is the answers of fifteen participants willing to participate in group discussions to follow up on the questionnaire results above or deepen the answers to the question of how students adapt or imitate or modify this 16 knowledge and skills. Some of the focus group discussion guidelines questions are how you they adapted the skills chosen as Adaptation to ESP PD and ESP MD. If it is difficult to answer, the researcher asks the respondent to provide an example of how they adapted the skills.

The participants' answers to the closed questions of the questionnaire were analyzed quantitatively in the form of percentages and modes for all respondents. This means that later the combination of methods may become the mode chosen by the respondents. The open answers in the questionnaire as well as the results of group discussions, were transcribed and analyzed qualitatively by finding categories and themes that lead to explanations of how students adapt the 16 knowledge and skills acquired in SD and DEM courses into the knowledge and skills in the ESP PD and ESP MD.

4. FINDINGS

The research findings elaborated in this section are the combination between questionnaire results and focused group discussion results. The findings cover the knowledge and skills in the ESP PD and ESP MD courses.

4.1. The knowledge and skills adapted in ESP PD and ESP MD

The respondents have answered the questionnaire items of which SD and DEM's knowledge and skills they adapted in ESP PD and ESP MD. The results of the analysis of each knowledge and skill adapted to the ESP courses are summarized in Table 1 below.

Table 1 SD and DEM's knowledge and skills adapted in ESP PD and ESP MD

Knowledge and skills number	Description of Knowledge and Skills in SD and DEM
1.	Differentiating between school English syllabus and school English lesson plans
2.	Knowing the core components of the school's English syllabus
3.	Explaining the definition of basic competencies and indicators
4.	Writing down the indicators of the given basic competencies
5.	Determining the right teaching material according to the indicator formulation
6.	Determining the right assessment according to the indicators
7.	Writing down the steps of English learning activities
8.	Explaining the principles of developing school English materials
9.	Explaining the framework for developing spoken and written English materials
10.	Explaining the difference between teaching materials and assessment
11.	Knowing that the main teaching material is the type of text that is in basic competency
12.	Knowing that teaching materials must be designed to achieve learning indicators or objectives
13.	Developing school spoken English teaching materials
14.	Developing school written English teaching materials
15.	Exploiting and exploring text models into tasks in teaching materials

Table 1 shows 15 knowledge and skills acquired by students in SD and DEM courses into the ESP PD and ESP MD courses. The table does not contain the knowledge and skills no. 1-Developing a school English syllabus. The questionnaire did not explain how to adapt the 15 knowledge and skills acquired in SD and DEM courses to ESP PD and ESP MD courses.

4.2. How the participants adapted the 15 knowledge and skills in ESP PD

During the focus group discussion, the participants focused on at least three topics, namely 1) different course characteristics, 2) different terms in courses, and 3) key concepts or basic concepts in courses.

When students were asked how the application differed between the syllabus and lesson plans, they said that the SD and ESP PD's characteristics differed. They continued that SD course was characterized by general English while ESP PD was for a special English program. This is what Respondent DT stated,

"As I recall while working on the syllabus design, the syllabus was still in a very general context, while ESP was based on needs analysis and was also adapted to that field. If I choose English for Online Driver. So I adapt it to the students as well as the work." (Interview transcript lines 33-36)

The same understanding was conveyed by two respondents, SF and AG. For them, because of the different characteristics, they had to adapt the context and contents of the syllabus and lesson plan into the English for occupational contexts. This is what SF stated,

"After taking the ESP design program course, oh I know it turns out that in Vocational High School you have to focus on speaking or reading because I was wrong at Vocational High School yesterday." (Interview transcript lines 46-48).

Similar to SF, this is what AG explained,

"During semester 4, when I was making the syllabus for school, I thought it was very theoretical because I only saw it from the internet, directly picking up what was needed at school, while I felt that in ESP it was more practical, because the content of the syllabus itself was simpler than the syllabus in school. Based on the templates given by the lecturer, it is simpler than the lesson plan and syllabus that I made for general English." (Transcript of interview lines 53-58)

The second way of adapting knowledge and skills in ESP courses is related to special terms in elementary courses that are different from ESP PD courses. Respondent CND, for example, in elementary school subjects, used the learning objectives and Basic Competency (KD) set by the Ministry of Education and used action verbs from Bloom's Taxonomy. With knowledge of this term, CND had to adapt her knowledge in the ESP PD course with a new term called "needs analysis" as the source to formulate learning objectives. Respondent CND explained like this,

"So for those who wrote explaining the definitions of KD and Indicators, I chose adaptation because in Elementary courses it is clear that there is an indicator formulation based on the KD that we choose, so when we transfer it to the ESP PD course, we explain the difference in these basic competencies, we formulate them ourselves and make them ourselves. whereas in elementary school we follow the publications from the ministry. Then the indicators in SD and DEM courses when transferred to the ESP course are the same indicators we formulate based on the basic competencies that we make ourselves. So when I formulate indicators, they are like variables that we use to measure the changes that occur so that we can achieve the KD. So I adapted it when formulating the indicators in the ESP course." (Interview transcript lines 75-83)

Respondent SF agreed with CND's statements like this,

"... while ESP is back again, it's more practical, we don't need to follow. For example, KD is like this, then the stages must be observed, but we are freer to pair what sentences or words are suitable to describe what we want to learn from the material. this. What are the expectations for its development?" (Interview transcript lines 86-89)

This means that in ESP PD, CND's formulation of learning objectives is based on needs analysis. In this process, Respondent SF's concern is more with the appropriate choice of action verbs based on real-life situations of his ESP clients to use when they use English in their field of work than to be limited by Bloom's cognitive domain. In this decision, SF made an adaptation by determining goals and learning indicators based on the needs analysis results, not from the KD determined by the ministry, or basic competencies, without needing to examine the cognitive domain of action verbs.

The third focus is on adapting the 15 knowledge and skills acquired in SD and DEM courses to ESP PD and ESP MD, namely the course's key concepts or basic concepts. One of the concepts in SD and DEM courses is the concept of teaching materials that ESP MD and the use of government textbooks in DEM must prepare. Respondent AG explained as follows,

"Maybe for ESP PD and ESP MD we compiled English for Radio Announcer in my opinion it was more difficult because we had to adapt it because the material, we raised was different because there was no English book that explained English for the radio announcer so we had to compile own material" (Interview transcript lines 95-98).

In addition to AG's authentic materials concepts, Respondent FH explained like this,

"So if I determine the teaching material is copied, sir, because when I was in Jenengan's class before, I used to say that the material had to be authentic, so at that time I modified the material, so I changed the reading a bit, then I had to revise it, he said it wasn't authentic. if it has to be changed like that, so if I decided to copy the material, sir, because the material has to be authentic, sir" (Interview transcript lines 116-119)

The respondents' explanations in the focus group interviews above show that the method of adapting authentic texts emphasized in the DEM course was continued in the ESP MD. They can already distinguish the basic concepts of ESP emphasizing authenticity in teaching materials taken from the original context of a field of work. This shows that students have sufficient understanding and skills to adapt knowledge and skills in new contexts.

5. DISCUSSION

The results of this study are that the method most used by respondents in using the knowledge and skills learned in SD and DEM courses into ESP Program Design and ESP Material development courses is a way of adaptation, or they maintain (although not up to 100%) their old abilities (in SD and DEM courses) in a new context (ESP PD and ESP MD courses). These findings indicate that the pre-service English teachers in this study have the same characteristics as teachers who build new knowledge from old knowledge and develop new skills from old skills. This is certainly very encouraging because it fulfills the expectations expressed by [Pyhäntö et al. \(2015\)](#) so that teachers have adaptive abilities. This is very fascinating finding which meets the expectation of [Hirvela \(2019\)](#) as well as [Janssen et al. \(2015\)](#) that teachers as well as novice teachers have adaptive expertise and skills.

The second finding in the core research is the way the respondents adapt or modify their knowledge and skills in a new context, namely ESP PD and ESP MD, by considering the characteristics of the courses, the specific terms of the courses, and the basic concepts of the courses reflecting Evidence-Based activities Their Practice (EBP) (Leko, 2015). That is, through previous experience in SD and DEM courses, the respondents could make an inventory of their practices which were effective and which were not. They can then assess which knowledge and skills are relevant to use, even adapt or modify in the context of a new course.

In explaining the findings above, respondents who explained that they had to change the goals they had written for ESP PD to work context-based goals, such as radio announcers, showed that students had mastered the concept of ESP when they read resources in class (Basturkmen, 2010; Woodrow, 2018).

From the point of view of teachers or lecturers of SD and DEM courses, this study also shows that good modeling, or good practice, can make students study successfully in subsequent related subjects. That is, the results of this study support what Jung and Ottenbreit-Leftwich (2020) found. The respondents had implemented the procedures by the Ministry of Education according to the educational level of the students (Brown & Lee, 2015; Macalister & Nation, 2019).

This significant difference confused at first, but later, respondents were able to adapt their skills and even modify them. This adaptability has been fostered in their teacher education, experiencing reality on the ground (ESP) and their learning on campus (Dogancay-Aktuna & Hardman, 2008; Yang, 2016). They are expected to become professional English teachers after graduation.

From the explanation of the research findings above, the respondents implemented adaptations made by choice and adaptations that focused on additional components and adaptations for the benefit of students (Leko, 2015). Respondents SF, AG, and CND explained that they made adaptations because they developed an understanding of what ESP is that is different from General English. Because of that, they adapted their old knowledge about KD and prescriptive indicators to become KD and needs-driven indicators. But they still maintain the core knowledge that, indeed for a language program, basic competence or aim is a core component.

Finally, these findings show that students master ESP PD and ESP MD contexts. The results of this study also show that adaptation has been made not by force, but by choice, to the peripheral component and for the benefit of students. This is the contribution of this research to student learning theory in ESP.

6. CONCLUSION

From the findings and discussion in the previous sections, some of the conclusions of this study are as follows:

1. The participants of this study have adapted almost all knowledge and skills acquired in SD and DEM courses into the ESP PD and ESP MD courses. The main adapted knowledge and skills are the ways to formulate learning objectives or performance indicators, from those provided by the government to those developed independently. Another component is teaching materials that are developed according to competency achievement indicators or learning objectives that differentiate the general English context, which is the focus of SD and DEM courses, from the specific English context, which is the focus of the ESP PD and ESP MD courses.
2. The students adapt the ways of developing indicators and learning objectives in ESP PD creatively by considering the clarity of the final learning outcomes with the selection of verbs that are more appropriate and not dependent on the school curriculum standards in the SD course. The selection of teaching materials is also carried out by multiplying authentic texts from the context of the occupation targeted in ESP MD course. This is a very meaningful new experience for students.
3. Students adapt knowledge and skills in previous courses voluntarily, not forced by lecturers, by adapting non-mainstream parts and for the benefit of students or students in the ESP context. In addition, they can overcome difficulties in adapting skills so that they are able to make appropriate adaptations and modifications.

From all three conclusions, the final conclusion is that ESP PD and ESP MD students have the ability to adapt and modify the skills they learn in SD and DEM courses into ESP PD and ESP MD courses. Based on the conclusion, some suggestions for the students of ESP PD and ESP MD and their lecturers are made as follows:

1. Students currently taking SD and DEM are encouraged to internalize the knowledge and skills for the two courses and seek possibilities for adapting them in non-school contexts.

2. Lecturers in charge of SD and DEM are suggested to link what the students learn in the two courses with contexts other than school contexts.
3. The study program could provide further training for the adaptation of knowledge and skills in one course into other courses with the curriculum of English teacher education.

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