

Content-Based Language Teaching (CBLT) in ESP Courses in Indonesian Higher Education: A case study

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Abstract: *This study explores the implementation of CBLT in ESP courses within Indonesian higher education. It identifies categories of assessment within that implementation through a variety of classroom activities. The study looks at learning outcomes in which CBLT makes an impact on ESP learning, at types of teaching preparation, at teaching materials, and at various teaching methods employed in CBLT implementation. This research applies a case study research design, focused on Indonesian higher education, specifically Bosowa University, Makassar. Seven lecturers and ten students from the university's non-English department were selected as participants in the study. They were selected purposively, as they had implemented CBLT in ESP courses in their classes. The instruments of data collection were documentation, observation, and interview. The findings of the study show that by implementing CBLT, the lecturers believed that they could teach the ESP courses more effectively. In addition, lecturers were able to manage and organise content material in their ESP teaching. Students enhanced their knowledge of specific English, as well as their communicative competence in real life, elevating the vocabulary pertaining to their disciplines. Finally, students believe that CBLT offers many opportunities for meaningful and purposeful language use. Detailed findings are presented here, and their implications discussed.*

Keywords: *CBLT; ESP courses; theme-based language teaching; and implementation*

INTRODUCTION

Students are increasingly learning English based on their need to learn the language. This is because having specific English guarantees finding a job in the future (Bhatia, 2008). In the Indonesian context, students need to consider learning English to meet the education curriculum requirement, and to attain promotion or professional development at work (Poedjiastutie et al., 2018; Darsih, 2014). Learning English for such purposes, therefore, should be considered in order to prepare students to become active and engaged learners through the practice of developing critical thinking skills.

CBLT, defined by Brinton et al., (1989) as the integration of content and language, has been studied from a language and subject matter perspective, with the shape and sequencing of language based on content material. As Eskey (1997) explains:

The content-based syllabus is best viewed as a still newer attempt to extend and develop our conception of what a syllabus for a second-

language course should comprise, including a concern for language form and language function, as well as a crucial third dimension – the factual and conceptual content of such courses (p.135).

Hence, CBLT fosters a vision of learning that is very different from traditional language-learning models that focus on the teaching of language forms. Through this method, students can develop the skills that enable them to gain access to the increasing amount of specialised first-hand information that is published in English, while providing them with many opportunities for language production (Stoller, 2004). It is this dual commitment to language and content development that has caused this method to become widely used in native English-speaking countries, and led to a recent increase in the implementation of CBLT in the English-as-a-foreign-language context at university level.

To better understand the effects of CBLT in ESP courses, studies of different approaches are required. Such CBLT research is needed for a recommendation for ESP courses. ESP lecturers should favour a focus on themes that are deeply connected to authentic life concerns and can impact students' lives and those of others, such as themes linked to their disciplines (Paltridge & Starfield, 2016). Thus, adopting inquiry as a core driving principle for developing curricula is a strategy to motivate students in their language learning (Cammarata, 2016; Bernaus et al., 2009; Clément et al., 1994). In other words, the use of specific themes in teaching ESP helps ESP lecturers to take a much more significant role in the overall intellectual development of their students. Learning a language based on content helps ESP students to develop self-awareness, as well as to create work that reflects flexibility and critical thinking (Filipović, 2018), such as research that explores the ability to speak the English language.

Concerning ESP courses, CBLT is one of the topics at the centre of today's debate among both academic and institutional policy-making practitioners seeking effective teaching methods and approaches to content and language learning. Lecturers apply their own learning preferences to their teaching methods. One of the choices for the majority of students within CBLT provides for a strict link between language and content. To reveal the theoretical gap between previous research and this study, the researcher explores an implementation of CBLT that has not been researched and discussed before, particularly in regard to higher education. This path leads to a case study of a higher education institution that has implemented CBLT in its ESP courses.

In some cases, lecturers with subject matter expertise are recruited to teach CBLT classes in a language in which their proficiency is limited, such as a Malaysian mathematics teacher teaching his or her familiar subject matter in English, a less familiar language (Lightbown, 2014). This is supported by Amiri & Fatemi's (2014) research on the CBLT approach, although it should be mentioned that their study had a limitation, even though they did their best to compensate for it. In this current study, the researchers attempt to evaluate the implementation of CBLT in ESP courses at an Indonesian higher education institution, focusing on assessment, classroom activities, learning outcomes, preparation, teaching materials, and teaching methods.

Based on the review of background and problems, the researcher has formulated the major research question: *How is CBLT implemented in ESP courses in Indonesian higher education?*

LITERATURE REVIEW

Content-Based Language Teaching comes in many different shapes and sizes, and is in fact called by other names and acronyms, including the Content-Based Approach (CBA), Content-Based Instruction (CBI), and Content and Language Integrated Learning (CLIL). Whether labelled CBLT, CBA, CBI, or CLIL, a range of instructional initiatives can be identified along a continuum, with language-driven programmes at one end and content-driven programmes at the other end (Allen et al., 1990)

CBLT is an instructional approach in which non-linguistic subjects such as geography, history, or science are taught to students through the medium of a language that they are learning as an additional language (Allen et al., 1990). CBLT emphasises the development of literacy and academic ability alongside language. According to Lightbown (2014), CBLT is a more effective and motivating way to develop such abilities than more traditional grammar-based approaches. CBLT enriches classroom discourse through substantive content in a way that provides both a cognitive basis for language learning and a motivational basis for purposeful communication (Allen et al., 1990). Also, CBLT provides students with many opportunities for meaningful and purposeful language use (Coyle, 2001).

Concerning the importance of considering content in teaching ESP, more and more higher education institutions in Indonesia are offering ESP courses to meet students' future career needs (Agustina & Cahyono, 2017), and are offering ESP courses for all faculty at the university (Hossain, 2013). Therefore, ESP is oriented to language learning, while implying that the students have a specific goal that is going to be accomplished. Indeed, those specific goals are closely linked to students' interest in various disciplines, or to faculties in which they are enrolled (Gestanti et al., 2019). Students study English for a specific purpose that corresponds to their subject matter, in order to gain and develop certain knowledge and skills through the language (Xhaferi & Xhaferi, 2011).

In the CBLT classroom, ESP students are expected to communicate language well, and therefore it is essential for ESP teachers to combine a communicative approach in CBLT. As Littlewood (1981) points out, the communicative approach to language teaching is characterised by systematic attention given to language abilities and structures. This is because CBLT helps to guarantee students' constant motivation and interest separately from language knowledge and linguistic abilities developed during the whole process of language learning (Wang & Zhu, 2020). Therefore, it is expected that when language lecturers choose or develop authentic communicative contexts and encourage students to participate in language activities with active thinking, the goal of teaching will be realised in an active learning atmosphere; meanwhile, language

knowledge and abilities will be acquired naturally during the communication process.

Previous researchers into ESP have investigated issues on ESP itself. It is defined as a variety of English that can be observed within a given perimeter of society, delineated by professional or disciplinary boundaries (Whyte & Sarré, 2017). Thus, text and discourse analysis have historically dominated ESP research; this study, however, is relevant to the implementation of CBLT in ESP.

Nowadays, the existence of specific English is very useful for ESP learners. As a way of teaching English, as Robinson (2011) states, it exhibits several features, as follows;

- 1) ESP is normally goal-directed; that is, students study English not because they are interested in the English language or English language culture as such, but because they need English for study or work purposes;
- 2) ESP courses are based on needs analysis, which aims to specify as closely as possible what exactly it is that students have to achieve through the medium of English;
- 3) ESP courses are likely to be for adults rather than children. In some countries, there are vocational secondary schools where ESP rather than EGP is taught. In other countries, there may be bilingual schools, for example in Germany, or English medium secondary schools, for example in Turkey;
- 4) ESP courses may be written about as though they consist of identical students; that is, that all students in a class are involved in the same kind of work or specialist studies.

Therefore, ESP courses provide many English textbooks organised around topics, situations, and phrases which focus on technical English used in specific professions, such as English for tourism, English for banking, English for engineering, English for secretaries, and so on. In these contexts, ESP lecturers generally play a great variety of often simultaneous roles, as researchers, course designers, material writers, testers, and evaluators, as well as classroom lecturers – the term ESP practitioner is therefore generally used. Courses are designed with particular students in mind, depending on their work or study needs and their personal preferences. As Richards (2001) notes, the concern of ESP with the delicacy of context is something that distinguishes it from ELT in general. Given the great variety of contexts and ESP courses around the world today, perhaps what we are involved in as ESP practitioners is not so much teaching English for specific purposes, but teaching English to specified people.

In CBLT the focus is on the content, and the students are concerned only with straightforward information or the subject matter (Akomaning, 2019). Students are concerned not only about the language, but also about content (Peng, 2017). Tseng (2015a) claims that CBLT in the EFL context is feasible as an approach and can work effectively in promoting both content and language learning with deliberate implementation. Therefore, the lecturer may choose a CBLT syllabus as an organising principle (Brinton, 2013). Although there is no

single most appropriate approach to teaching ESP, a few methods are identified in previous research on CBLT as suitable for teaching EFL.

Some claim that students experience changes throughout the process in terms of language development; students are motivated by content and language (Leung, 2005), and students are willing to participate and change in language development (Supriyadi, 2018). For instance, students start the process of understanding language in a more contextualised way, talking about daily life experiences and offering arguments for general cultural facts. As a result, some students are deeply developed, while some others feel satisfied with their content development (Hernandez, 2012). Students can communicate only in predictable, memorised phrases, and are just beginning to develop the ability to use the language forms they know (Cammarata, 2016, p.11).

Most CBLT teaching practices are simply reflective of effective teaching. Strategies are not optional but are essential in ensuring that students are successful content learners and language users. The use of a CBLT approach to language teaching reforms, such as those proposed, is unlikely to materialise without the implementation of curricular and instructional frameworks (such as CBLT) that are specifically designed to integrate content and language instruction concurrently (Cammarata, 2016). Students tend to pursue various activities when they learn English, and these are needed to encourage their attention and motivation to learn the language. However, not many studies explore CBLT in ESP courses in higher education. Thus, the use of CBLT in ESP courses is at the heart of this research, which covers the implementation of such an approach. The elaboration of the essentials of ESP teaching with content, or the necessity for CBLT in ESP courses within Indonesian higher education, led to my researching this implementation in greater depth. Many researchers have studied CBLT; however, the emphasis has not been placed on the implementation of CBLT in higher education, and therefore this research will elaborate further, employing qualitative design.

RESEARCH METHOD

The researchers employed a case study design. Through this method, it is expected that more comprehensive and intensive information can be obtained from natural settings. A case study as qualitative research aims to investigate the behaviour patterns of lecturers and students. This research applies purposeful sampling in order to meet the main criteria: participants involved in a CBLT classroom on ESP courses. Seven lecturers and ten third semester ESP students of the non-English department at Bosowa University were selected as participants. The lecturers had implemented CBLT classrooms in ESP. This research consists of three instruments: observation, interview, and documentation. Researchers used field notes in observing CBLT classrooms in ESP courses. Documents provided a major source of data, and included syllabus design and materials. Yin (2018) states that in case study research, the most important use of documentation is to corroborate and augment evidence from other sources. In interviews, adapted from Brinton (2013), the researchers gathered open-ended responses to questions. The interviews were conducted with lecturers and students in order to understand their perceptions of CBLT implementation in ESP courses.

This research was conducted by collecting data. First, the researchers observed the process of the CBLT classroom in ESP courses and took field notes. For audio-visual material, the researchers took photographs and videotapes of lecturers' and students' activities in the classroom. Secondly, the syllabus was analysed to identify ESP lecturers' materials, and to distinguish specific contents used in teaching ESP courses. Lastly, the interview process was guided by open-ended questions that led into topical areas. Guided questions were delivered to ESP lecturers through either face-to-face and WhatsApp calls, or video calls. All interviews were transcribed and audiotaped. Interviews began by asking about CBLT classrooms in ESP courses, with further questions covering descriptive information about activities and any other information thought to be relevant.

The researchers randomly selected a few students for interview about the implementation of CBLT since students had attended ESP courses. The guiding question was delivered to ascertain students' perceptions of CBLT implementation in ESP courses. Qualitative data were collected through one-on-one interviews at the university with all participants. Each interview lasted 20-30 minutes, and participants felt free to explore their responses. The central issue of the interview was delivered through guided questions. The research applied Nvivo R1-5 to analyse the data. Separate codes were created for each response, and the codes were compared and reorganised to establish common categories from the data set. Then the researcher transcribed the audio-recorded interviews.

The analysis of the transcriptions was qualitative. First, the transcribed interviews were divided into segments, each of which represented an utterance concerning a single topic. Then, the researcher categorised each segment into broad themes: (1) the implementation of CBLT in assessments; (2) the implementation of CBLT in classroom activities; (3) the implementation of CBLT in learning outcomes; (4) the implementation of CBLT in teaching preparation; (5) the implementation of CBLT in teaching materials; and (6) the implementation of CBLT in teaching methods. The data analysis procedure for this research began with importing the collected data into the NVivo R1-5 software to be processed using the query features of the software. The data management or data process in NVivo involves data coding to distinguish all themes related to the objectives of this research. The three types of coding used on the data of this research were open coding, axial coding, and selective coding.

FINDINGS

This section outlines the implementation of CBLT in ESP courses. The researcher extracted six sub-themes from the coding: assessment, classroom activities, learning outcomes, preparation, teaching materials, and teaching methods.

The implementation of CBLT in assessment

This section presents the data for assessment in CBLT implementation. The researchers identified four sub-themes of assessment. From the interviews, the informant mentioned the kind of assessment used as follows:

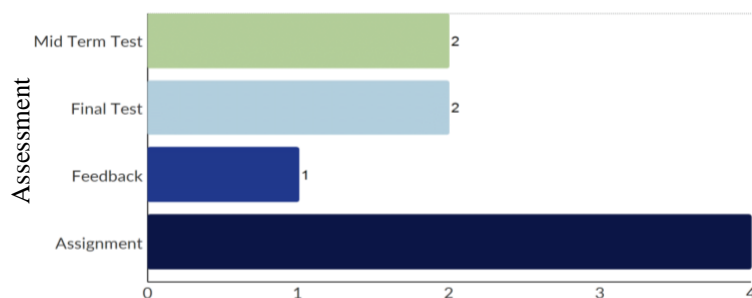


Figure 1. Assessment of the teaching and learning process using CBLT

The figure above shows the implementation of CBLT in ESP courses. The assessment consists of a mid-term test, final test, feedback, and assignments in ESP courses. The most popular assessment of the implementation of CBLT on ESP courses is the assignment. The informant mentioned that the assignment represents a kind of assessment for students, since students learn ESP courses. Also, the final test and mid-term test are involved in the assessment of CBLT. The informant further stated that feedback is part of implementing CBLT on ESP courses.

The implementation of CBLT in classroom activities

This section illustrates classroom activities in ESP courses. Data suggests that there are nine sub-themes among classroom activities demonstrating CBLT implementation on ESP courses.

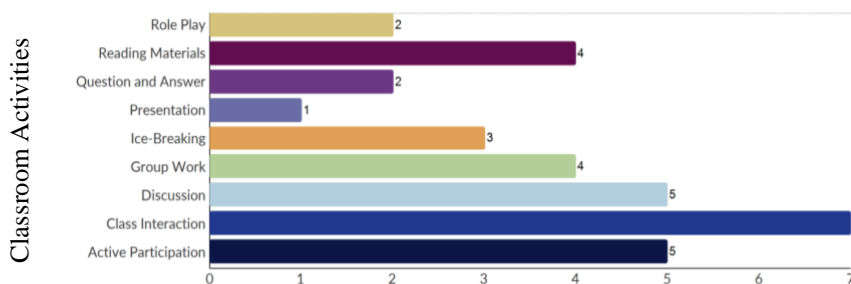


Figure 2. Classroom activities demonstrating CBLT

The figure above illustrates classroom activities during the implementation of CBLT in ESP courses. Overall, it can be seen that both lecturers and students responded to types of activity reflecting CBLT in ESP courses. The activity eliciting the most response is class interaction. Lecturers and students mentioned that class interaction dominates classroom activity in teaching and learning ESP courses, with increased student participation. This shows discussion activity and active participation in class as sub-themes of CBLT implementation in ESP courses. Reading materials are also a sub-theme of classroom activities demonstrating CBLT in ESP courses. Interestingly, either lecturers or students have a responsibility for classroom activities. Four informants identified reading materials as classroom activities under CBLT in ESP courses, here represented as reading activities in the classroom.

The implementation of CBLT in learning outcomes

This section describes the finding on learning outcomes within the implementation of CBLT in ESP courses. The researchers have identified sub-themes in learning outcomes for student comprehension in ESP courses as follows:

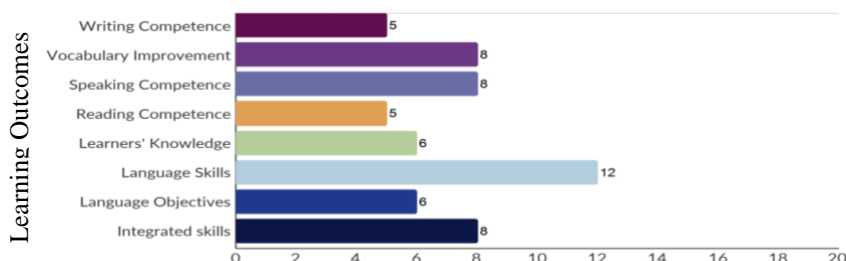


Figure 3. Learning outcomes of CBLT

The previous figure provides findings for the learning outcomes of CBLT in ESP courses. The most popular learning outcome in ESP courses is language skills, such as speaking, vocabulary, writing, and reading. It can be seen from Figure 3 that the informants reported significantly more outcomes for language skills than for other criteria under CBLT on ESP courses. Similarly, vocabulary skills and speaking skills are significant learning outcomes from CBLT. Also, the informant mentioned that through reading materials, students can improve their reading skills.

The implementation of CBLT in teaching preparation

This section provides the findings for the implementation of CBLT in ESP courses for teaching preparation.

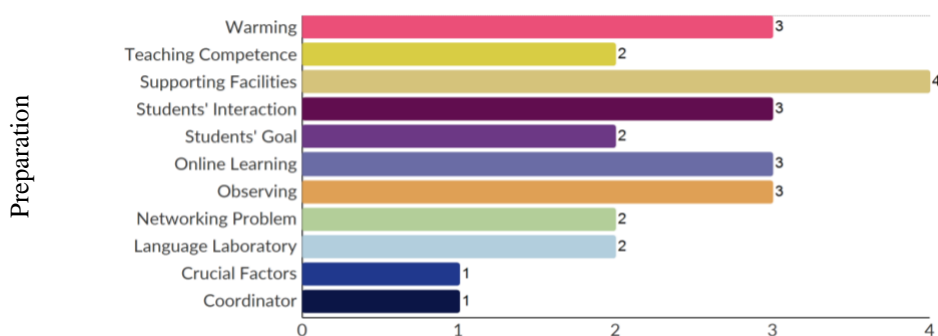


Figure 4. Teaching preparation under CBLT

The data shows that there are 11 sub-themes for teaching preparation under CBLT in ESP courses. From the figure, it can be seen that the highest response for teaching preparation in ESP courses comes from supporting facilities. The informant mentioned that these are necessary and important elements of teaching preparation for CBLT implementation in ESP courses. Lecturers prefer to conduct online learning for CBLT in ESP courses. Informants mentioned that student interaction is part of teaching preparation for lecturers in teaching ESP courses. However, informants also mentioned that networking, for several

reasons, is a problem in teaching preparation. Informants further described teaching competence as necessary in teaching preparation for CBLT implementation on ESP courses. The informant mentioned that students have objectives in learning ESP.

Teaching materials and the implementation of CBLT

This figure shows the implementation of CBLT on ESP courses. It classifies teaching materials in sub-themes as follows:

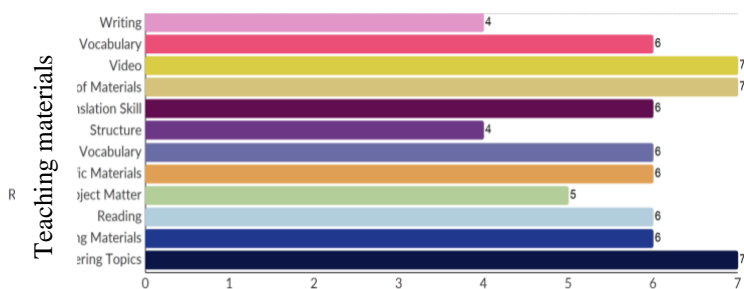


Figure 5. Teaching materials toward CBLT

CBLT in ESP courses within Indonesian higher education involves teaching materials as shown in Figure 5, with most responses from lecturers that are considering teaching materials under CBLT in teaching ESP courses. Another finding related to teaching materials under CBLT on ESP courses is the variety of materials considered most prevalent in teaching ESP courses, such as vocabulary materials which embrace various topics in teaching ESP. Informants said that relevant subject materials and reading materials make interesting teaching materials for ESP. Another finding regards writing materials that involve structure in teaching ESP courses. Also, the informant included translation skills as a sub-category of teaching materials.

The implementation of CBLT in teaching methods

This section provides the findings for the implementation of CBLT on ESP courses, with the researchers’ sub-themes identified among teaching methods as follows:

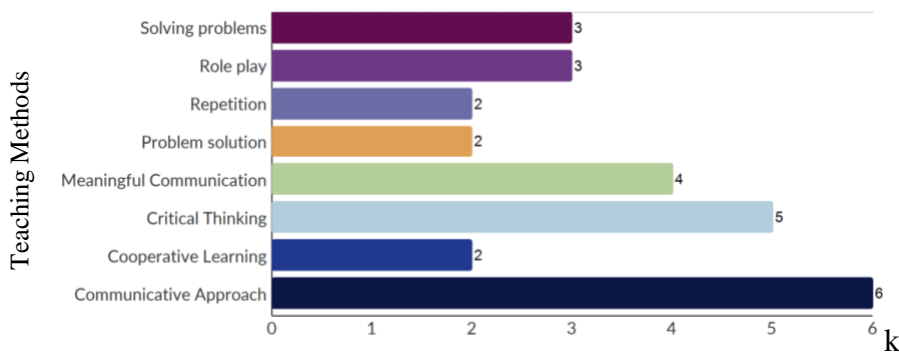


Figure 6. Teaching methods under CBLT

Figure 6 shows that the implementation of CBLT in ESP courses is itself a teaching method. Under the theme of teaching methods, there are eight sub-themes. The data shows that the communicative approach is the most significant of the teaching method categories. Next comes critical thinking, suggesting that full communication is also a component of teaching methods. Four informants confirmed this, citing particular reasons. Solving problems and role-play are also sub-themes among the teaching methods. This is shown in Figure 6; three informants identified the two sub-themes as part of the teaching methods. Also, CBLT in teaching ESP courses involves repetition, problem-solving, and cooperative learning as teaching methods.

DISCUSSION

This section provides a discussion of the implementation of CBLT in ESP courses. The researchers identified six sub-themes of this implementation: assessment, classroom activities, learning outcomes, teaching preparation, teaching materials, and teaching methods.



Figure 7. *An illustrated process of CBLT for ESP*

This study begins with an elucidation of the assessment of teaching and learning in CBLT. The assessment components consist of assignments, a mid-test, and final test. Lecturers identify assessment as one of the processes in the implementation of CBLT, with the responding lecturer stating that there are three aspects of the assessment of teaching ESP, namely mid-test, final test, and assignment. Lecturers also assess students’ participation in the class, including feedback from students.

Concerning assessment, materials development is a planning process by which a lecturer creates units, and lessons within those units, to carry out the goals and objectives of the course. It is a process of making the syllabus more and more specific. In line with Graves (2008), materials development takes place on a continuum of decision-making and creativity. This ranges from giving out a textbook and a timetable in order to cover the minimum necessary responsibility and decision-making, to developing all the materials you will use in class most responsibly and creatively. Findings suggest that language programmes are evaluated in order to help you make decisions on both an ongoing and final basis about the course. Each aspect of the course design can be assessed and evaluated (Graves, 2008), namely the goals and objectives; the course content; the needs assessment; the way the course is organised; the materials and methods; and the learning assessment plan. Therefore, the course is evaluated in order to make improvements as it is being taught. It is believed that every element of teaching

and learning has an assessment to evaluate the results of the teaching and learning process.

The findings also reveal that the assessment plays an important role in knowing students' capability in learning ESP courses. Lecturers said that delivering assignments identifies or measures vocabulary that is appropriate in their fields. Lecturers and students evaluate the implementation of CBLT in different tests. For instance, lecturers distribute tests on vocabulary skills, and in interview, the informant said that students made a good effort in following tests such as mid-test and final test.

Amiri & Fatemi (2014) argue that at first, the CBLT approach proves to be much more influential in light of students' performance in the final achievement test. As a result, CBLT is practised and implemented in classes more often if EFL/ELT lecturers demand that their students be successful learners in terms of learning a foreign language. Secondly, the CBLT approach involves group work, cooperative learning, student involvement providing comprehensible input, and teaching at the right level – elements more needed and welcomed by the students, and that help them to achieve better scores. It is a recommendation for the lecturer to assess the students in particular on ESP courses. Some experts claim that assessment is a good way to measure student proficiency. Lecturers have several ways to gauge progress, such as tests in middle learning, giving an assignment, or distributing a final test, to discover students' English capability.

Regarding the teaching and learning process, classroom activities are the most common CBLT component in ESP courses. Lecturers prefer to ask students to participate more in the classroom; the lecturer interviewee mentioned that one activity with students involves asking them to recall vocabularies they have learned; in this context, lecturers note that students demonstrate active participation through the words they bring up. Furthermore, students carry out different activities in learning ESP courses, for example, working on reading material and then discussing it. It is believed that this activity is a good way for students to improve their specific English by identifying more vocabulary. However, discussion skills are often undeveloped in the EFL classroom. Many lecturers never attempt discussion as a result of negative experiences. Subsequently, it is interesting to note that the results show in particular that a lecturer starting with ice-breaking or warm-up activities makes students more motivated to learn. It seems that such activities are delivered in the classroom on ESP courses. Additionally, the most interesting finding concerns role-play activity in learning ESP. The lecturer implies that this activity increases students' capability in speaking skills. For instance, the lecturer asks students to look for vocabulary that relates to their disciplines. Students then memorise and understand the meaning of the vocabulary, and write down sentences using the vocabulary. This exercise can be conducted as a role-playing activity.

Generally, there was a highly positive response to CBLT implementation in ESP courses from most students on all study programmes. The learning outcome of the implementation of CBLT in ESP courses is that the students have English communicative competence. The following concept of communicative

competence is derived from Richards' book. In explaining communicative competence, Richards first compares it to the concept of grammatical competence. Thus, the findings of the study reveal that students communicate well when considering grammatical speaking. In this context, grammatical competence refers to the knowledge people have of a language that accounts for their ability to produce sentences in a language. It consists of the knowledge of the building blocks of sentences, e.g., parts of speech, tenses, phrases, clauses, sentence patterns, and how sentences are formed. It is undeniable that grammatical competence is an important dimension of language learning. However, many people are good at mastering grammar rules but find it a limitation to using the language of meaningful communication. In the previous study, Richards (2001) states that grammatical competence is in the latter capacity that is understood by the term communicative competence.

In addition, he claims that communicative competence includes the following aspects of language knowledge:

- (1) Knowledge of how to use language for a range of different purposes and functions
- (2) Knowledge of how to vary the use of language according to the setting and the participants, e.g., knowing when to use formal and informal speech, or when to use language appropriately for written as opposed to spoken communication
- (3) Knowledge of how to produce and understand different types of texts such as narratives and reports
- (4) Knowledge of how to maintain communication despite having limitations in one's language knowledge, e.g., through using different kinds of communication strategies

Communicative Competence has come to capture a multiplicity of meanings depending on who you ask; it is nevertheless a useful phrase. Communicative competence consists of some combination of the following (Brown, 2001): (1) Organisational competence (grammatical and discourse); (2) what Chomsky calls linguistic competence, which includes knowledge of phonology, orthography, vocabulary, word formation, and sentence formation; (3) pragmatic competence (functional and sociolinguistic) – refers to an understanding of the social context in which communication takes place, role relationships, shared information of the participants, and the communicative purposes of the interaction; (4) strategic competence refers to the coping strategies that communicators employ to initiate, terminate, maintain, repair, and redirect communication. For example, requests for repetition, clarification, slower speech, etc.; and (5) discourse competence, which refers to the learners' mastery of understanding and producing texts in the modes of listening, speaking, reading, and writing. It deals with cohesion and coherence in different types of texts. This is in line with Brown (2001, p.69), who states that communicative competence is the goal of a language classroom; instruction needs to point towards all of its components: organisational, pragmatic, strategic, and psychomotor. Communicative goals are best achieved by giving due attention to language use and not just usage, to fluency and not just accuracy, to authentic language and

contexts, and to students' eventual need to apply classroom learning to previously unrehearsed contexts in the real world.

The findings reveal that communicative competence and grammatical competence are relevant combinations in designing a syllabus. Lecturers have opportunities to ensure their learners acquire the ability to communicate more appropriately and efficiently. Meanwhile, grammatical competence offers a notional new type of syllabus that meets these criteria. A notional syllabus includes semantic grammatical meaning, modal meaning, and communicative function (Richards, 2001). This finding has important implications for developing students' competence on ESP courses. Four skills in English can be integrated into learning ESP, as shown from the learning outcomes in the implementation of CBLT. Meanwhile, implementing CBLT has shown that teaching preparation is a crucial action in teaching language. Lecturers need to consider all supporting facilities as part of their teaching preparation before coming to class. For instance, information technology may offer audio-visual and video learning, or we may carry out outbound class teaching, and considering these is helpful teaching preparation. Consequently, facilities such as micro-teaching laboratories or computer laboratories are appropriate for students' disciplines.

The findings reveal more reasons for teaching preparation. Firstly, in implementing CBLT, the lecturer starts with ice-breaking or warming up the students to motivate them for learning. Secondly, the syllabus has a coordinator who has covered the syllabus, which is then developed by the lecturer. Thirdly, there is the language laboratory. The more facilities there are, the better the learning process. Those reasons are considerations in the implementation of CBLT in ESP.

In many such contexts, the main approach to language learning and teaching has historically involved cultural studies, particularly the literature, but also the education, the social arena, the economic field, and political history of countries where the target language is spoken – all generally referred to as the English language. One of the developing language programmes in the world is English for Specific Purposes. This is because of the demanding globalisation era in which society is expected to interact or communicate in English, and therefore the existence of ESP is needed for those who want to learn English, based on their needs. It was found that there is a variety of teaching materials in ESP courses. By implementing CBLT, ESP is treated as a pedagogical concern and one which can be met by changing teaching materials rather than teaching methods. For example, the practical English language needs of an accountant, a lawyer, or an engineer – to name three groups – are generally dealt with by instructors in ESP whose materials focus on accountancy, law, or engineering topics.

CBLT implementation on ESP courses calls for a considered approach. In line with Richards (2001), considered approaches in teaching ESP that differ from previous approaches involve: discourse approach; situational approach; structural syllabus approach; audio-visual methods, for presenting and practising new language items; grammatical syllabus approach; and communicative language teaching. The latter represents a new direction for language teaching which

attracted widespread interest and enthusiasm as a way of moving language teaching beyond an obsession with the latest teaching methods to a re-examination of basic assumption about the goals, nature, and processes of language teaching. Moreover, Robinson (2011) explains that some models can be applied to ESP which involve content-based syllabuses (language for, language notion, and language function), content-based syllabuses (situation and topic), skill-based syllabuses, method-based syllabuses (processes), and method-based syllabuses (tasks). It cannot be denied that varieties of approach to ESP courses are a crucial consideration in designing a syllabus. Whatever approaches are implemented as the best method in currently teaching ESP, the key issues that lecturers must consider in connection with methodology in ESP are the relationship between methods and the students' disciplines, and the place and nature of language practice.

Apart from specific teaching methods, the findings indicate that the use of such methods can be impacted by activities and practical circumstances in real situations. In this regard, a potential area for further inquiry relates to possible connections between methods of teaching ESP. From the findings, it can be hypothesised that students develop more skills because of teaching methodology. For instance, the informant mentioned that the communicative approach is good for CBLT in ESP. In other words, the lecturer offers topic materials and asks students to practise more communication in class. The goal of learning ESP is to enhance students' skills in specific English, such as English for professionals, English for the social area, and so on. ESP offers specific English skills for learners (Amiri & Fatemi, 2014; Dalton-Puffer, 2011). For this, the lecturer has an important role in teaching ESP; as stated in Hyland (2013), the ESP teacher's role is "identifying the specific language features, discourse practices and communicative skills of target groups" (p.6).

It is argued that when applying CBLT to ESP courses in the classroom, ESP students are expected to be able to communicate language well, and therefore it is essential for ESP teachers to combine a communicative approach with CBLT. As Littlewood (1981) points out, the communicative approach to language teaching is characterised by systematic attention given to language abilities and structures. Moreover, CBLT helps to guarantee students' constant motivation and interest apart from language knowledge and linguistic abilities developed during the whole process of language learning.

CONCLUSION

The present study was designed to determine the implementation of CBLT on ESP courses. It no doubt remains a challenge for lecturers to implement CBLT in Indonesian higher education. The specifics of each programme will be as different as are the variety of ways to address them. For now, we are convinced from the findings that CBLT in ESP courses is an exciting endeavour well worth pursuing, and well worth improving. Having explored CBLT in ESP courses at an Indonesian higher education institution, the researcher finds that the results indicate that theme-based language teaching is establishing a model on ESP courses. The practice of theme-based language teaching, in general, has been implemented by the seven lecturers in this study by following topics based on

students' disciplines. Theme-based language teaching was carried out through various activities such as reading, questioning and answering, role play, and real-life communication. Experiencing theme-based language teaching was conducted through certain exercises in communication competence, such as giving students reading topics and asking them to identify vocabularies serving specific English, such as English for law, English for education, etc. In theme-based language teaching, all seven lecturers enhance learning activities, with students sharing, practising, and following up on feedback with others. This study mainly focuses on CBLT in ESP courses related to teaching and learning ESP based on content or students' majors. Therefore, this study recommends that future studies explore other important dimensions related to CBLT implementation on ESP courses. In light of the discussion, results, and conclusions, the following recommendations were drawn for enhancing CBLT classrooms in ESP courses for higher education; designing a theme-based syllabus in teaching ESP courses, considering students' needs as well as students' majors when providing materials for ESP courses. It is recommended that classroom activities foster more communicative skills through the CBLT classroom. It can be concluded that the better the lecturers' model of CBLT in teaching ESP courses, the better the implementation in the classroom.

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