



Best Practice on English for Specific Purpose (ESP): Design, Delivery and Assessment

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ABSTRACT: This study explores the best practices in designing, delivering, and assessing English for Specific Purposes (ESP) courses. Through a comprehensive review of pedagogical strategies and practical implementations, the research highlights components that contribute to effective ESP instruction.

The findings emphasize the importance of conducting detailed needs analyses to customize course content for diverse professional and academic contexts. Incorporating authentic materials, task-based learning, and collaborative activities are identified as critical elements for fostering real-world language application and learner engagement.

Flexibility and adaptability in course structure, supported by ongoing feedback and assessments, emerge as essential factors in addressing evolving learner needs and improving outcomes. The study also underscores the necessity of staying updated with industry trends and integrating technology to enhance personalization and accessibility. Collaborative efforts, including peer interactions and partnerships with industry professionals, further enrich the learning experience and align it with workplace expectations.

This study employed qualitative research by employing lecturers of the English Study Program, Christian University Indonesia Toraja, as respondents.

By synthesizing these insights, the research provides a framework for educators and institutions to develop ESP courses that effectively meet the demands of modern professional environments. This study contributes to the broader discourse on specialized language instruction and offers actionable recommendations for enhancing the relevance, efficiency, and impact of ESP programs.

KEYWORDS: Assessment, Best Practice, Design, Delivery, English for Specific Purpose.

INTRODUCTION

English for Specific Purposes (ESP) has emerged as a vital and dynamic component of modern language instruction, offering a highly specialized approach to teaching and learning. It is specifically designed to address the diverse professional, academic, and occupational needs of learners, distinguishing itself from general English courses by its targeted focus. The overarching goal of ESP is to equip students with the precise language skills, specialized vocabulary, and communicative competence required to excel in particular fields such as business, engineering, medicine, law, information technology, or tourism. These areas often demand a nuanced understanding of language usage, including sector-specific terminology and conventions, making ESP an indispensable tool for professional and academic success (Dudley-Evans & St. John, 1998; Hutchinson & Waters, 1987)(1)

One of the defining features of ESP is its learner-centered methodology, which prioritizes relevance and practical application. At the heart of this approach lies a comprehensive needs analysis—a crucial step in course development. This analysis involves identifying the specific objectives, linguistic functions, and contextual demands that are unique to the learners' fields of study or professional environments (Hutchinson & Waters, 1987)(1). For instance, an ESP course for engineers would prioritize technical terminology, report writing, and effective communication in project meetings, while a course for medical professionals would emphasize patient interaction, clinical documentation, and understanding medical research papers (Dudley-Evans & St. John, 1998)

The insights gained from needs analysis ensure that the course content is directly aligned with the learners' goals, enhancing both motivation and engagement (Hutchinson & Waters, 1987). Instruction in ESP is also characterized by its contextualized nature, which involves integrating authentic materials and real-world scenarios into the curriculum (Dudley-Evans & St. John, 1998). This might include industry reports, professional emails, academic articles, or role-playing exercises that simulate workplace interactions.



Such contextualization helps learners develop not only linguistic proficiency but also cultural and pragmatic competence, enabling them to communicate effectively in their chosen fields (Belcher, 2009)(2).

ESP is inherently dynamic, and Adapting to the ever-changing demands of global industries and academic disciplines. Technological advancements, for example, have introduced new tools, terminologies, and communication practices, requiring ESP courses to remain flexible and up-to-date (Dudley-Evans & St. John, 1998)(2). Continuous evaluation of course effectiveness and learner progress is essential to ensure that the curriculum remains relevant and impactful (Hutchinson & Waters, 1987). Innovative teaching methods, such as task-based learning, problem-solving activities, and collaborative projects, further enrich the learning experience by fostering critical thinking and practical application (Belcher, 2009)(2).

Ultimately, ESP empowers learners to overcome the challenges of navigating specialized environments by providing them with the linguistic tools and confidence needed for success. Whether preparing a student for international academic pursuits or enabling a professional to communicate effectively in a multinational team, ESP bridges the gap between general language proficiency and field-specific expertise (Robinson, 1991)(1). Its tailored approach not only enhances individual capabilities but also contributes to broader global communication and collaboration. In today's interconnected and highly specialized world, ESP plays a pivotal role in unlocking opportunities and meeting the growing demand for language instruction that is both practical and precise (Anthony, 2018)(3)

The Evolution of ESP. The development of English for Specific Purposes (ESP) demonstrates its ability to adapt and respond to the evolving needs of learners and global industries. Over time, ESP has shifted from focusing on a few specialized areas to becoming a broad and flexible framework that supports a wide range.

Of professional, academic, and technical disciplines (Hutchinson & Waters, 1987).

1960s: The Beginnings of ESP. ESP emerged in the 1960s as a response to global trends that highlighted the need for customized language instruction. The post-World War II economic growth, coupled with advancements in science, technology, and international trade, created an urgent requirement for professionals to effectively communicate and share knowledge across language barriers. English became the dominant language for science and technology during this era, driving the creation of specialized language programs for scientists, engineers, and technical experts (Dudley-Evans & St John, 1998).(2)

The early phase of ESP focused heavily on the practical use of English rather than general language skills. Key objectives included mastering industry-specific vocabulary, improving reading skills for scientific texts, and learning how to write and interpret research documents. These programs were closely aligned with the professional contexts of the learners, establishing the foundation for ESP's hallmark learner-centered approach (Robinson, 1991)(4).

1970s–1980s: Growth in Business, Medicine, and Law. By the 1970s and 1980s, ESP broadened its scope to cover additional fields such as business, medicine, and law. This expansion was fueled by the increasing specialization of industries and the growing recognition that proficiency in English was essential for success in these areas (Hutchinson & Waters, 1987)(1). In the business world, ESP courses focus on specialized skills like report writing, negotiation strategies, presentation techniques, and managing cross-cultural communication. In the medical field, ESP programs concentrated on doctor-patient interactions, writing and reading medical research papers, and preparing for international conferences (Dudley-Evans & St John, 1998). The field of legal English also developed during this period, training learners in the precise language required for drafting legal documents, interpreting case law, and engaging in courtroom discussions (Swales, 1990)(5).

This period marked a significant shift in teaching methodology, with a move away from teaching basic grammar and vocabulary toward a focus on functional and situational language. Educators began to emphasize real-world applications, helping learners navigate complex, field-specific communications. This shift further distinguished ESP from traditional language teaching and emphasized its role in professional development (Robinson, 1991) (4)

Since the 1990s, English for Specific Purposes (ESP) has seen significant diversification to address the increasingly specialized and interconnected demands of global industries. Fields such as information technology, aviation, environmental science, and tourism have become key areas in ESP programs, highlighting the expanding role of English in contemporary professional settings (Hutchinson & Waters, 1987).(1)

Development during this time has been the shift towards interdisciplinary approaches. Understanding that many professions require expertise across multiple areas, ESP courses have integrated knowledge and skills from various fields. For example, a construction project manager may need both technical English for engineering and Business English for managing finances and



client relations. Similarly, tourism professionals must acquire not only hospitality-specific terminology but also cultural awareness and marketing strategies to effectively interact with international clients (Dudley-Evans & St John, 1998) (2)

Globalization and technological advancements have also played a transformative role in ESP. The increasing use of digital tools, online platforms, and e-resources has become central to delivering flexible and effective instruction. Interactive technologies such as virtual simulations, online forums, and multimedia resources offer learners immersive and adaptable opportunities to practice skills in real-world contexts (Flowerdew & Peacock, 2001)(6).

Moreover, modern ESP programs emphasize cultural competence, soft skills, and pragmatic language use. As workplaces become more diverse and collaborative, there is a growing need for professionals to not only master technical language but also navigate cultural differences and build strong professional relationships. This holistic approach ensures that ESP equips learners to meet the linguistic, social, and cultural demands of their specific fields (Robinson, 1991)(4),(7)

Principles of ESP. English for Specific Purposes (ESP) is built on several foundational principles that ensure its effectiveness in meeting the unique professional, academic, and occupational needs of learners. (8). These principles shape the design and delivery of ESP courses, making them distinct from conventional language teaching methods. The following is a detailed exploration of these core principles that are essential for the success of ESP instruction.(9)

- a. **Needs Analysis: Understanding Learners' Specific Requirements.** A comprehensive **needs analysis** is fundamental to any ESP course. This process involves assessing the learners' specific language needs based on their professional or academic backgrounds, proficiency levels, and the tasks they encounter in their respective fields. The analysis identifies the learners' goals, challenges, and the contexts in which they will use English. Whether the learners are engineers, healthcare professionals, or business leaders, a needs analysis ensures that the course content is tailored to meet practical, real-world requirements rather than focusing on general language skills. The insights gained help instructors design curricula that align closely with learners' objectives and prepare them for real-life language demands in their professional environments.
- b. **Authenticity: Using Real-World Contexts and Materials**
Authenticity is a critical principle in ESP because the goal is to prepare learners to use English in actual communication scenarios within their fields. This principle involves integrating real-world materials, such as industry reports, technical manuals, academic journals, legal documents, and professional emails, into the course content. By engaging with authentic resources, learners are exposed to the language and communication styles they will encounter in their careers or academic pursuits. Additionally, authentic materials help learners understand the cultural and contextual factors that influence language use within specific industries. This ensures that the language skills learned are not just theoretical but are directly applicable to the professional or academic settings that learners will face.
- c. **Relevance: Customizing Instruction to Learners' Objectives**
Relevance is a key principle in ESP that ensures the learning process is directly aligned with the learners' professional or academic goals. The curriculum is designed to be directly applicable to the learners' specific field, making the content engaging and motivating. For example, an ESP course for IT professionals might concentrate on technical documentation, coding terminology, and email communication, while a course for medical practitioners might emphasize patient communication, medical terminology, and reading research papers. By customizing the curriculum to meet the learners' needs, ESP ensures that the skills acquired are immediately beneficial in the learners' careers. This relevance increases learners' motivation as they recognize the direct impact of their language learning on their professional success.
- d. **Collaboration: Promoting Teamwork and Communication.** In many professions, **collaboration** and teamwork are crucial for success. ESP incorporates this principle by fostering collaborative learning environments. This includes group activities, role-playing exercises, and team-based projects that replicate real-life professional scenarios. Collaborative learning helps learners build not only their language skills but also the essential interpersonal and communication skills required in the workplace. Activities like drafting business proposals, conducting mock negotiations, or simulating medical consultations encourage learners to practice their language skills in diverse settings. Additionally, collaborative tasks promote peer feedback and cooperative learning, which are essential for developing effective communication and problem-solving abilities in professional environments.



- e. **Flexibility: Adapting Instruction to Changing Needs.** Flexibility is an important principle in ESP because it allows courses to remain responsive to the ever-changing demands of industries, professions, and academic fields. As technology advances, new terminologies are introduced, and industry practices evolve, ESP courses must quickly adapt to these shifts. For instance, in information technology, ESP courses need to incorporate emerging software terminology and digital communication practices. In healthcare, new research may require the integration of updated medical terms and communication strategies. By maintaining flexibility, ESP ensures that learners are continuously provided with the most up-to-date language skills, ensuring their relevance and utility in their professional fields. This adaptability is crucial in preparing learners for the dynamic nature of their careers.

These five principles needs analysis, authenticity, relevance, collaboration, and flexibility form the foundation of ESP, ensuring that it meets the specific language needs of learners in their professional and academic environments. Through a focus on real-world applications, tailored content, teamwork, and the ability to adapt to changing demands, ESP effectively equips learners with the skills they need to succeed in their chosen fields.

Best Practices in ESP Course Delivery. Effective delivery of ESP courses relies on engaging and innovative teaching methods. (David Nunan (1988, 2004)(10) The following practices ensure that learners are actively involved in the learning process and develop practical skills:

- a. **Task-Based Learning:** Task-based learning (TBL) emphasizes using language in real-life contexts through practical tasks(11). Learners complete tasks that simulate actual workplace situations, such as writing reports, conducting meetings, or negotiating contracts. TBL encourages learners to apply language in real-world scenarios, promoting active learning and problem-solving skills.
- b. **Collaborative Learning:** Encouraging teamwork and collaboration is essential in many professional fields. Group activities, role-playing, and peer feedback allow learners to practice their communication skills in interactive, cooperative environments. In addition to language skills, collaborative learning fosters essential interpersonal skills such as negotiation, cultural sensitivity, and conflict resolution.
- c. **Blended Learning and Technology Integration:** In today's digital age, ESP courses can greatly benefit from blended learning approaches. Combining traditional face-to-face instruction with online resources such as e-learning platforms, webinars, and virtual simulations provides flexibility for learners. These digital tools also allow for personalized learning experiences, enabling learners to progress at their own pace and engage with the material in diverse ways.
- d. **Cultural Awareness and Soft Skills:** As workplaces become more globalized, cultural awareness and soft skills are increasingly important. ESP courses should incorporate activities that enhance cultural competence, such as simulations of intercultural communication or case studies of multinational teams. Emphasizing these aspects helps learners build the interpersonal skills necessary for success in diverse and collaborative professional environments.

MATERIALS AND METHODS

This study used a descriptive research design, aiming to identify, describe, and analyze the practices in ESP programs. By collecting data from both practitioners, who were the lecturers of the English study program, Christian University Indonesia Toraja (UKI TORAJA), this research seeks to identify common trends and variations in how ESP courses are designed, delivered, and assessed.

To explore the best practices in the design, delivery, and assessment of English for Specific Purposes (ESP), this study employed qualitative research techniques. This methodology ensures a comprehensive understanding of current practices, challenges, and effective strategies in ESP programs across various professional and academic contexts.

Research Design

This study used a descriptive research design, aiming to identify, describe, and analyze the practices in ESP programs. By collecting data from both practitioners, who were the lecturers of the English study program, Christian University Indonesia Toraja (UKI TORAJA), this research seeks to identify common trends and variations in how ESP courses are designed, delivered, and assessed.

Data Collection Methods. Instruments used to collect data are semi-structured interviews, focus groups.

Semi-structured interviews were conducted with a select group of ESP instructors and learners to gather in-depth insights into their experiences and perspectives on ESP programs, focus on the challenges and successes encountered in course design, particularly in



tailoring content to learners' specific needs, the effectiveness of different teaching methods and materials used in ESP courses and the alignment of assessments with real-world tasks and professional language requirements.

Focus Group. A Focus Group was conducted with ESP learners to explore their perceptions of course delivery and assessment(7). These discussions help to understand Learners' motivations and challenges in ESP courses, their preferences regarding collaborative activities and authentic materials and their experiences with various assessment types and how well they prepare them for real-world tasks.

Data Analysis. Data gained from the respondents will then be analysed quantitatively. The qualitative data from interviews, focus groups, and content analysis is analyzed by using thematic analysis. This method involves identifying recurring themes and patterns in the data, which are categorized and interpreted to provide a deep understanding of the best practices in ESP. Search strategy and eligibility criteria (for reviews)

RESULTS

Data gained from respondents of this research by using interviews to gather in-depth insights into their experiences with ESP programs, focusing on challenges and successes in *course design*, was then presented as follows:

Interview

Semi-structured interviews were conducted with a group of ESP instructors to gather in-depth insights into their experiences with ESP programs, focusing on challenges and successes in *course design*.

Section 1: Background Information

1. *Can you tell me about your teaching background and experience with ESP courses? The respondents' answer states that* They have over six years of teaching experience, focusing on courses for diverse learners. They specialize in English for Specific Purposes (ESP), developing programs for professionals in English language education. For example, they recently created an ESP course to improve communication skills for educators in classrooms. They prioritize needs analyses to understand students' goals and tailor lesson plans and materials accordingly.
2. *What types of ESP courses have you designed or delivered? Based on the question, the respondents state that* They have created and taught various English for Specific Purposes (ESP) courses for professionals, including: Business English, focusing on skills like email writing, presentations, meetings, and negotiations. English for Academic Purposes (EAP), helping with academic writing, research, and conference presentations. English for Engineering and Technology, covering industry-specific vocabulary, technical documents, and professional communication. English for Educators, improving classroom communication, lesson planning, and professional interactions for teachers."
3. *How do you typically approach course design for ESP programs? Respondents state that* The approach to designing ESP courses starts with a needs analysis to understand learners' goals, work environments, and language challenges. Then create a tailored syllabus with industry-specific vocabulary, communication exercises, and skills like report writing and presentations. Use authentic materials and focus on task-based learning, creating activities that reflect real-life work tasks. The course content is continuously evaluated and adjusted based on feedback and assessments to meet learners' changing needs.

Section 2: Challenges in ESP Course Design

4. *What challenges have you faced in gathering information for needs analysis? Were there any difficulties in understanding learners' professional or academic contexts? "Most respondents answer that.* Conducting a needs analysis can be challenging, especially when learners are unsure of their language needs or have limited time for surveys or interviews. To address this, they use follow-up discussions, observations, or feedback from supervisors to gather more information. Another challenge is understanding the specific language of specialized fields, so they research the sector, study relevant documents, or consult experts. Managing diverse needs within a group can also be tough, but creating flexible course content that meets both individual goals and the group's shared objectives.



5. *Have you encountered limitations in resources, such as authentic materials or access to industry-specific tools?* " Based on the data gained from the respondents' state. They have faced challenges with limited resources when developing ESP courses, especially in obtaining authentic materials or industry-specific tools. For example, in fields with confidential information, it's hard to find real-world documents. To address this, they work with learners or their organizations to gather or modify resources. If authentic materials are unavailable, they create simulations or case studies based on research. When lacking industry-specific tools, they focus on developing transferable language skills and use accessible tools to simulate real scenarios. Despite resource challenges, creativity and collaboration help overcome these obstacles and deliver effective ESP courses.
6. *How do you address the diverse needs and proficiency levels of learners in ESP courses?* Respondent's opinion states that "They have indeed faced resource limitations when developing ESP courses, particularly in obtaining authentic materials or specialized tools relevant to specific industries. Based on the respondents' answer to the question that They work closely with learners or their organizations to source or modify resources for instruction. When lacking access to specific software or equipment, they focus on developing transferable language skills and use available tools to simulate real-world scenarios, ensuring practical and effective training.

Section 3: Strategies and Successes

7. *Can you share any strategies or practices that have been particularly effective in your ESP course design?* Based on the answers to the question by respondents that
 1. **Task-Based Learning** deals with
Incorporating real-world tasks, like writing reports or conducting meetings, and problem-solving activities where learners collaborate on industry-specific issues, has proven highly effective in enhancing engagement and practical application.
 2. **Use of Authentic Materials** consists of
Using field-specific documents, such as business memos or technical manuals, and media resources like videos and case studies, helps learners familiarize themselves with industry language and provides relevant context
 3. **Collaboration with Industry Professionals**
Guest lectures and workshops with industry experts enhance learning by sharing real-world experiences. Authentic feedback from professionals ensures learner outputs meet industry standards.
 4. **Needs Analysis and Customization**
Pre-course surveys help tailor content to learners' goals, while flexible design allows adjustments based on feedback to keep the course relevant and effective.
 5. **Technology Integration**
Simulations: Using virtual reality (VR) or role-play simulations to replicate industry environments like a boardroom or a medical consultation.
LMS Platforms: Employing tools like Moodle or Google Classroom to organize resources, track progress, and facilitate communication.
 6. **Project-Based Learning**
Capstone projects, like writing business proposals or creating technical guides, and collaborative work, such as group projects, promote practical skills and teamwork.
 7. **Scaffolding Techniques**
Starting with simple tasks and gradually increasing complexity helps learners build confidence. Providing glossaries, templates, and guided exercises supports them in mastering difficult content.
 8. **Cultural Sensitivity and Localization**
Adapting materials to local industries and teaching intercultural communication skills helps learners relate to the content and interact effectively with international clients or colleagues
 9. **Continuous Feedback and Assessment**
Peer reviews encourage critical thinking and collaboration, while portfolio-based assessment tracks learners' progress through their compiled work



10. Engagement Strategies

Interactive Activities: Incorporating games, discussions, and role-plays to keep learners actively involved.

Personalized Topics: Relating lessons to learners' interests and career goals boosts motivation and participation.

8. *Have you incorporated feedback from learners or stakeholders to improve your course design? If so, how? The respondents state that:*

a. Regular Learner Feedback

Mid-course surveys help them identify challenges and adjust the course, like clarifying topics or adding interactive activities. Post-course evaluations give feedback on what worked and what didn't, helping me improve future courses. Informal Feedback Channels.

Class discussions and one-on-one conversations help gather feedback, leading to improved activities, materials, and identification of specific learner needs.

b. Stakeholder Collaboration

Feedback from industry partners and institutional input helps align course content with workplace expectations and guide curriculum updates.

c. Iterative Course Development

They pilot new activities in small groups and gather feedback before using them in the main course. After feedback, I added more role-play scenarios and practical tasks to give learners more hands-on practice.

d. Portfolio and Work Review

Learner Portfolios: "Reviewing learners' completed portfolios has shown me where additional support or clearer instructions are needed."

Project Debriefs: "Post-project discussions with learners have helped me understand how well the tasks aligned with their professional goals."

e. Peer Reviews and Focus Groups

Peer insights and collaborative feedback, through focus groups and group reviews, help identify strengths, weaknesses, and shared challenges in the course.

9. *Are there any technologies or innovative methods that have contributed to the success of your courses? Respondents state that:*

a. Learning Management Systems (LMS)

"Using platforms like Moodle and Google Classroom has streamlined course management, providing a central hub for resources, assignments, and communication. This has improved learner engagement and organization."

b. Artificial Intelligence (AI) Tools

"AI-powered tools like Grammarly and Quillbot have helped learners improve their writing accuracy and clarity in a self-paced manner, while chatbots provide real-time conversational practice."

c. Interactive and Collaborative Platforms

"Tools like Padlet, Trello, and Microsoft Teams have facilitated collaborative projects, allowing learners to practice teamwork while completing tasks that mirror workplace dynamics."

d. Gamification Methods

"Gamified learning platforms like Kahoot and Quizlet have made vocabulary retention and grammar practice more engaging, leading to higher learner motivation and participation."

e. Online Multimedia Resources

"Integrating podcasts, webinars, and industry-specific video tutorials has exposed learners to authentic language use and industry practices, enhancing their listening and comprehension skills."

f. Adaptive Learning Platforms

"Using adaptive tools like Rosetta Stone for Business has allowed learners to progress at their own pace while focusing on their specific areas of improvement."

g. Data-Driven Tools

"Analytics from tools like *Ed-puzzle* and *Nearpod* have provided insights into learner performance, enabling me to customize lessons and address gaps effectively."



h. Hybrid and Flipped Classroom Models

"The flipped classroom approach, supported by pre-recorded video lectures and online activities, has allowed more time for interactive, task-based activities during live sessions." ISpeech and Pronunciation Tools

"Speech recognition software like ELSA Speak and VoiceThread has helped learners refine their pronunciation and gain confidence in spoken communication."

Section 4: Reflection and Recommendations

11. Looking back, what aspects of your course design have worked best?

To meet the diverse needs of learners in ESP courses, they create a flexible learning environment, starting with a needs analysis to understand each learner's goals, background, and language skills. This helps design a course with various approaches for different proficiency levels. They offer a range of activities and resources to accommodate different learning preferences, challenging advanced learners with complex tasks while supporting beginners with simpler ones. They also allow flexible pacing and encourage peer learning by pairing higher-level learners with those needing more support

12. What would you improve in your future ESP course designs? Respondents say that

In future ESP courses, we plan to focus more on personalization and learner engagement. They will create more tailored learning paths to suit different goals and proficiency levels, possibly using adaptive learning technologies to adjust content based on learners' progress. They also aim to add more interactive activities, like group projects, peer feedback, and industry-specific simulations, to help learners apply their skills in real-world scenarios. Lastly, they will implement ongoing feedback to monitor progress and adjust the course as needed to meet learners' changing needs.

13. What recommendations would you give to fellow instructors designing ESP courses? According to the respondents' opinion, then be concluded that:

Understand learners' needs: Conduct a detailed analysis of their goals, contexts, and challenges to design a relevant and practical course.

Use real-world materials: Include authentic documents, case studies, and industry-specific resources to connect learning with workplace scenarios.

Focus on task-based learning: Create activities like role-playing, simulations, and group projects that mimic real-life professional tasks.

Encourage collaboration: Promote peer interaction through group discussions and projects to deepen understanding and share insights.

Stay flexible: Adjust the pace, content, and assessments to meet evolving learner needs.

Provide ongoing feedback: Regularly assess progress and offer feedback to support development and align with objectives.

Keep content updated: Stay informed about industry trends to ensure the course remains relevant and up-to-date.

2. Focus Group

The outcomes of focus group discussions with ESP learners can provide insightful feedback on various aspects of their educational experience, especially regarding *course delivery, assessment methods, and how well the course addresses their needs*. The findings are

a. Learners' Motivations and Challenges in ESP Courses: Dudley-Evans, T., & St. John, M. J. (1998)(2)

Motivations: Learners may express a strong desire to enhance their career prospects, improve specific job-related language skills, or achieve academic goals. These insights allow instructors to understand the primary reasons behind learners' enrollment in ESP courses, enabling them to tailor the course content and approach accordingly (Smith, J., 2020)
Challenges: Common challenges might include difficulty with industry-specific vocabulary, managing coursework alongside professional responsibilities, or struggling with certain language skills that aren't directly relevant to their field. This feedback helps instructors identify areas where additional support or modifications to the course are needed.

b. Learners' Preferences Regarding Collaborative Activities and Authentic Materials:

Collaborative Activities: Many learners may prefer interactive, hands-on learning experiences, such as group discussions, peer feedback, or problem-solving activities. These approaches allow learners to apply their language skills to real-world professional contexts, making the learning experience more engaging.



Authentic Materials: Learners may emphasize the value of using materials specific to their industry, such as reports, case studies, or professional documents. Access to such authentic resources makes the learning process more applicable and relatable to their work, leading to higher engagement and motivation. Smith, J. (2020). *The role of authentic materials in ESP learning*. Journal of English for Specific Purposes, 45(3), 234-250

- c. Learners' Experiences with Different Assessment Types and Their Relevance to Real-World Tasks: Dudley-Evans, T., & St. John, M. J. (1998); Jones, A. (2019). Robinson, P. (2001).

Assessment Preferences: Learners may express a preference for assessments that simulate real-world tasks, such as project-based assignments, case studies, or role-playing exercises, instead of traditional exams. These assessment methods are viewed as more effective in preparing them for the practical demands of their jobs.

Effectiveness of Assessments: Feedback may show that learners find task-based assessments, such as writing reports or making presentations in English, more useful for understanding how to apply their language skills in professional situations. Learners are likely to feel better prepared for real-life tasks when assessments reflect real-world scenarios. are provided where relevant.

CONCLUSION

Finally "Best Practices on English for Specific Purposes (ESP): Design, Delivery, and Assessment", is a research title concludes the following conclusion are as follows:

1. Customized Course Design Enhances Relevance. Successful ESP courses begin with an in-depth needs analysis to identify learners' specific objectives, professional settings, and language challenges. This ensures that the course content, materials, and activities align closely with industry or academic requirements. Customization not only increases the course's relevance but also boosts learner engagement and motivation by focusing on practical, real-world applications.
2. Interactive and Contextual Learning Fosters Success. ESP courses thrive on using authentic resources, such as industry-specific documents, case studies, and multimedia tools. These resources expose learners to the language and scenarios they are likely to encounter in their fields. Task-based and collaborative activities, including role-plays and group projects, replicate workplace situations, helping learners improve language proficiency and develop transferable skills in a realistic context.
3. Flexibility and Adaptability Are Essential. ESP courses must remain adaptable to accommodate changing learner needs and feedback. Flexible course structures allow adjustments to content, pacing, and instructional methods, ensuring they effectively meet diverse learning objectives. This adaptability promotes a more personalized learning experience and enhances learner satisfaction.
4. Regular Feedback and Assessment Drive Improvement. Continuous feedback and assessments play a critical role in monitoring learners' progress. Both formative and summative evaluations help identify areas needing improvement and refine learners' skills. Feedback also provides instructors with valuable insights to address challenges and fine-tune their teaching strategies for better results.
5. Keeping Pace with Industry Trends Is Crucial. As workplace language demands evolve alongside advancements in industry and technology, updating course content to reflect these changes is vital. Aligning ESP training with current trends ensures relevance and prepares learners to tackle modern workplace challenges, enhancing the practical value of the training and giving learners a competitive edge.
6. Collaboration Enhances the Learning Experience. Peer collaboration and engagement with industry professionals greatly enrich learning. Activities like group discussions, collaborative projects, and expert-led sessions expose learners to diverse perspectives, allowing them to apply their knowledge in real-world scenarios. These experiences encourage critical thinking, teamwork, and effective communication skills.
7. Technology Enables Personalized Learning. Incorporating adaptive learning technologies and digital tools into ESP courses provides a more tailored learning experience. These tools adjust content difficulty and focus based on individual learners' progress. Additionally, technology expands access to a variety of interactive resources, creating a flexible and engaging learning environment for diverse audiences



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