

Novice Teacher's Roles and Challenges in Teaching English for Specific Purposes (ESP): A Narrative Inquiry

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Abstract—This study explored the roles and challenges experienced by a novice teacher teaching English for Specific Purposes (ESP) in a Sharia Banking program at an Islamic university in Indonesia. Employing a qualitative narrative inquiry with an autoethnographic orientation, the researcher served as the sole participant, drawing on reflective teaching diaries and self-narrative accounts to capture lived teaching experiences. The findings revealed that the novice ESP teacher assumed multiple roles, including language facilitator, material developer, mediator between language and disciplinary content, and reflective practitioner. The study also identified several challenges, such as limited preparation in ESP pedagogy, students' varied English proficiency levels, and the absence of mentoring support, despite the availability of institutional guidelines. This study contributes to ESP literature by foregrounding the lived experience of novice teachers and highlights the importance of mentoring and institutional support in sustaining effective ESP instruction in discipline-specific contexts.

Keywords—English for Specific Purposes (ESP); narrative inquiry; novice teacher

I. INTRODUCTION

English is taught not only to students majoring in English at the university level but also to those from various other disciplines, a practice referred to as English for Specific Purposes (ESP). This approach is driven by the growing importance of English in diverse professional fields (Bensafa, 2016). English serves as a primary medium through which students access knowledge and engage in interaction with individuals across global contexts. Consequently, proficiency in functional English is essential for increasing individuals' opportunities to attain high levels of performance and social positioning. In this regard, students are required to develop effective English communication skills to support the competencies and capabilities they will need after completing their formal education (Amelia, 2019).

The growing significance of English in the era of globalization underscores its pervasive influence across various domains of life, making English language learning indispensable. In the Indonesian higher education context, English instruction was previously limited to General English or English for General Purposes (EGP), which has traditionally been positioned as a compulsory general subject (Juliana & Juliani, 2020). However, given the learner-centered orientation of English for Specific Purposes (ESP), greater emphasis must be placed on addressing learners' diverse and multifaceted needs. A key distinction between EGP and ESP lies in learners' goals for learning English, which are shaped by their academic, professional, or disciplinary demands (Cigan & Kordić, 2013).

English for Specific Purposes (ESP) courses in higher education at present primarily focus on developing learners' English communication skills within particular disciplinary and professional domains, such as economics, marketing, medicine, nursing, and engineering (Stojković, 2019). These

courses place strong emphasis on language use and communicative practices in professional contexts. The provision of field-specific language and communication training enables learners to acquire relevant communicative competence and professional skills aligned with the demands of their disciplines (Stojković, 2019).

Extensive research has been undertaken in the area of English for Specific Purposes (ESP) across a wide range of disciplinary contexts, accompanied by the increasing publication of commercially available instructional materials designed for ESP courses (Raeisi et al., 2022). Nevertheless, a recurring challenge in EFL teaching at vocational education institutions concerns how to design and deliver courses that effectively address students' specific needs (Fadlia et al., 2020). As a result, ESP has gained prominence as an approach to English language teaching that responds to clearly defined purposes and skill requirements. Unlike English for General Purposes (EGP), which focuses on everyday language use, ESP targets specialized communicative functions relevant to particular academic or occupational contexts.

The most fundamental distinction between English for General Purposes (EGP) and English for Specific Purposes (ESP) lies in learners' objectives for learning English. Learners in ESP contexts are typically adults who already possess a basic level of English proficiency and aim to develop language skills required for professional communication and the execution of job-related tasks (Basturkmen, 2024). Accordingly, ESP programs are developed based on systematic analyses of learners' goals, needs, and the specific language tasks demanded by their academic or occupational fields (Basturkmen, 2024; Dudley-Evans et al., 1998). Rather than emphasizing the teaching of grammatical forms and language structures in isolation, ESP prioritizes language use in authentic and discipline-specific contexts (Hyland, 2006). ESP instruction commonly incorporates subject-related domains such as accounting, tourism, computer science, and business management, where English is integrated into essential content areas rather than taught separately as a subject detached from learners' real or anticipated professional environments (Anthony, 2018).

Several studies have examined needs analysis in English for Specific Purposes (ESP) instruction. Susandi & Krishnawati (2016) found that students perceived weaknesses in vocabulary as well as speaking, listening, and writing skills, indicating a need for improved communicative competence to prevent misunderstandings in professional interactions. Similarly, Meiristiani & Rosdiana (2017) emphasized the importance of prioritizing speaking skills in ESP materials despite students' continued difficulties in writing and pronunciation. In addition, Alsamadani (2017) reported that although ESP courses often focus on receptive skills, productive skills; particularly speaking, are considered crucial, leading both ESP and subject-matter teachers to call for improvements in ESP course quality, especially in engineering contexts.

In a different context, Alsamadani (2017) reported that ESP instruction tended to emphasize receptive skills, particularly reading and listening. Nevertheless, the findings suggested that productive skills, especially speaking and writing, together with reading were regarded as more crucial than other language skills. Within engineering education settings, needs analysis was instrumental in identifying the most critical language tasks required by students. Consequently, both ESP practitioners and subject-matter instructors highlighted the necessity of improving the quality of ESP courses for engineering

students through targeted recommendations that better align instructional practices with disciplinary requirements.

Pranoto & Suprayogi (2020) reported that students in Physical Education programs required English for Specific Purposes (ESP) across a range of disciplinary areas, with particular demand for English related to sports journalism and professional roles such as athletes, referees, and coaches. The findings further indicated that lecturers perceived speaking and writing skills as crucial for enabling students to compete at the international level in professional sports-related careers. Overall, the study concluded that ESP plays important role in supporting the academic and professional development of Physical Education students. Similarly, Nasution et al. (2020) reported that students were required to develop English proficiency for daily communication in professional settings; however, many learners indicated that they lacked fluency and experienced considerable difficulties with grammatical accuracy. Consequently, students expressed a preference for English instruction that focused on discipline-specific content relevant to Informatics Engineering rather than general daily communication topics. As a result, students favored English instruction that emphasized subject-specific content aligned with Informatics Engineering instead of lessons centered on general everyday communication. Furthermore, revealed that students prioritized the development of reading and writing, noting that existing English courses had not adequately prepared them in these areas (Ridwan et al., 2021).

Cahyadin et al. (2022) found that students require adequate language skills and scientific vocabulary, with reading identified as the highest priority, followed by vocabulary, speaking, and writing. The study recommended integrating skills-based and content-based approaches in designing an English for Science curriculum. Similarly, English for Tourism programs should emphasize speaking skills, particularly public speaking, which students considered crucial for their future careers (Khoirunnisa et al., 2018). Despite challenges related to language proficiency, confidence, motivation, and limited resources, the study highlighted the importance of teacher–student collaboration in improving the quality of ESP instruction.

In a different field, Miqawati & Sa'diyah (2023) reported that speaking proficiency is considered the most critical language skill for agriculture students, as it plays a significant role in supporting their social, academic, and professional development. Accordingly, students in agricultural programs require instructional approaches that prioritize practical language use rather than theoretical instruction, as well as learning activities that incorporate engaging and varied elements to enhance classroom participation. The study also offered important implications for course designers, emphasizing the need to develop English instructional materials that address learners' comprehensive needs.

Madkur (2018) conducted a needs analysis of an ESP course for Islamic Banking students at one of Islamic universities in Indonesia and found that speaking skills were the most essential for professional banking contexts, followed by vocabulary development. Although students perceived grammar as their weakest area, alumni emphasized oral communication as more critical for workplace performance. The study recommended revising the ESP syllabus using an integrative, learner-centered approach that incorporates authentic Islamic banking content. Collectively, the aforementioned studies indicated that teachers encounter various challenges in implementing ESP instruction at both secondary and tertiary

education levels. In light of these findings, the present study seeks to explore teacher' roles and the challenges they face in teaching English for Specific Purposes (ESP) at a sharia banking of Islamic university in Indonesia.

II. RESEARCH METHODOLOGY

This study adopts a narrative inquiry with an autoethnographic orientation, in which the researcher serves as the sole participant. Autoethnography is appropriate when the researcher systematically analyzes personal teaching experiences to understand broader pedagogical and contextual issues (Ellis et al., 2011). In ESP research, this approach is particularly valuable for examining novice teacher identity, roles, and challenges, which are deeply situated and experiential.

This research employed a qualitative narrative inquiry approach with an autoethnographic perspective to explore the roles and challenges of a novice teacher teaching English for Specific Purposes (ESP) in a Sharia Banking study program at Faculty of Islamic and Economic Business at a state Islamic university in Indonesia. As the researcher was also the instructor of the course, the study draws on first-person experiential narratives to generate in-depth insights into ESP teaching practices. Narrative inquiry allows for the examination of how experiences are constructed, interpreted, and reflected upon over time (Clandinin & Connelly, 2000).

The participant of this study was the researcher, who was a novice ESP teacher assigned to teach English in the Sharia Banking department. The researcher met the criteria of a novice teacher, having limited prior experience in ESP instruction and no formal training in Sharia Banking content. Positioning the researcher as the participant enabled a deep, insider perspective on the pedagogical, emotional, and institutional dimensions of ESP teaching.

Data were generated through reflective teaching diaries and self-narrative interviews. The reflective diary was maintained throughout the teaching period to document classroom experiences, instructional decisions, emotional responses, and emerging challenges. In addition, self-narrative reflections were produced to retrospectively articulate critical incidents, role negotiation, and professional learning experiences. These data sources allowed for both real-time and reflective accounts of ESP teaching.

Data analysis followed a thematic narrative analysis approach (Riessman, 2008). The reflective diary entries and self-narrative texts were read repeatedly to identify significant events and recurring patterns related to the teacher's roles and challenges. Coding was conducted inductively to develop themes while preserving the coherence of the narrative and the temporal sequence of experiences. Reflexive memos were maintained throughout the analysis to critically examine how the researcher's positionality influenced interpretation.

To ensure trustworthiness, this study employed reflexivity, thick description, and transparency of analytic procedures. Reflexive journaling was used to critically examine assumptions, emotions, and potential bias throughout the research process. Thick description was achieved by presenting detailed narrative and diary excerpts that allow readers to evaluate the credibility and transferability of the findings. An audit trail documenting data generation and analysis decisions was also maintained.

Although the researcher was the sole participant, ethical considerations were carefully addressed. The study focused on professional experiences rather than sensitive personal data, and institutional anonymity was maintained by omitting identifying information. The research adhered to ethical principles of voluntary participation, confidentiality, and responsible self-disclosure. The use of first-person narrative was carefully managed to balance transparency with academic rigor.

III. FINDINGS AND DISCUSSIONS

FINDINGS

This section presents the findings derived from my autoethnographic narrative, drawing on reflective teaching diaries and self-narrative accounts generated during my experience as a novice ESP teacher teaching English in a Sharia Banking study program at an Islamic university in Indonesia. The results are organized into two overarching themes: (1) the roles I assumed as a novice ESP teacher and (2) the challenges I encountered in implementing ESP instruction, followed by reflections on professional growth.

III.I. Roles Assumed as a Novice ESP Teacher

My narrative revealed that teaching ESP required me to assume multiple roles that extended beyond traditional English language teaching. These roles evolved throughout the teaching process and were shaped by the disciplinary context of Sharia Banking and institutional expectations.

III.I.I. Language Facilitator Focused on Communicative Competence

One of my primary roles was facilitating students' communicative competence, particularly speaking skills relevant to banking contexts. I became increasingly aware that grammar-focused instruction alone was insufficient for meeting students' professional needs. Instead, I attempted to design classroom activities that encouraged oral interaction, such as role-plays and simulations related to banking services.

"I realized that my role was not only to explain language forms, but to help students speak English confidently in situations like serving customers or explaining banking products."

(Reflective Diary, Week 3)

This shift in focus marked an important transition in my understanding of ESP pedagogy.

III.I.II. Material Developer in a Discipline-Specific Context

Another significant role I assumed was that of material developer. I found that available English textbooks were largely oriented toward General English or conventional banking and did not adequately address Islamic banking concepts. As a result, I was required to adapt existing materials and create supplementary resources.

"Most of the materials I found talked about general banking. I had to modify them and add Islamic banking terms such as murabaha and mudarabah." (Reflective Diary, Week 4)

This role demanded considerable time and effort, particularly given my limited experience in ESP material design.

III.I.III. Mediator Between Language and Sharia Banking Content

I also functioned as a mediator between English language instruction and Sharia Banking content. This role required me to continuously learn discipline-specific knowledge in order to support classroom discussions.

“Sometimes the students understood the banking concepts better than I did. I often had to study the content before class so that I could guide the discussion.” (Reflective Diary, Week 4)

This experience highlighted the blurred boundary between teacher and learner in ESP contexts.

III.I.IV. Reflective Practitioner

Importantly, my narrative also reveals the development of my role as a reflective practitioner. After each class, I regularly reflected on my teaching decisions, students’ responses, and areas for improvement.

“After class, I always think about what worked and what did not” (Reflective Diary, Week 5).

Over time, these reflective practices contributed to increased confidence and professional growth, despite ongoing challenges. By the end of the teaching period, I perceived ESP teaching not only as a challenge but also as a meaningful opportunity for professional development.

Over time, sustained reflection enabled me to move beyond feelings of uncertainty and self-doubt toward a more informed and confident teaching stance. By revisiting earlier diary entries, I noticed patterns in my challenges and began to anticipate potential classroom difficulties before they occurred. This process fostered a sense of professional growth, as reflection functioned as a form of self-mentoring in the absence of experienced ESP colleagues.

“Even though there is no mentor guiding me, reflecting on my teaching helps me understand my students better and prepares me for the next class” (Reflective Diary, Week 7).

By the end of the teaching period, reflection had become an integral component of my professional identity. I no longer perceived reflective writing as a requirement of the research process but as a meaningful practice that supported my ongoing development as an ESP teacher. ESP teaching, which initially felt overwhelming due to unfamiliar content and lack of guidance, gradually became a site of learning and identity construction.

“Teaching ESP is still challenging, but now I see it as a space where I can grow, not just as a language teacher, but as a professional who understands the needs of a specific field” (Reflective Diary, Week 8).

III.II. Challenges in Teaching ESP as a Novice Teacher

Alongside these roles, my narrative revealed several interrelated challenges that influenced my teaching practices and professional identity.

III.II.I. Limited ESP Training and Pedagogical Uncertainty

As a novice teacher, I lacked formal training in ESP pedagogy. This led to uncertainty in making instructional decisions, particularly in balancing communicative activities with language accuracy.

"I was trained as a general English teacher, so I often felt unsure whether I was teaching ESP in the 'right' way." (Reflective Diary, Week 1)

This uncertainty was a recurring theme in my early teaching experiences.

III.II.II. Students' Varied English Proficiency

A further challenge concerned the variation in students' English proficiency levels, which affected the implementation of communicative ESP activities. While some students were able to participate actively in speaking tasks, others struggled with basic vocabulary and sentence construction, requiring continuous adjustment of task complexity and instructional pacing.

"Some students could respond well in speaking activities, but others needed more support, so I had to simplify the tasks" (Reflective Diary, Week 5).

This diversity required flexible instructional strategies to accommodate differing levels of linguistic competence within the same classroom. Another challenge involved students' limited English proficiency, which constrained the implementation of communicative, discipline-specific activities.

"Many students struggled with basic vocabulary and sentence structure, so I had to simplify tasks even when I wanted to focus on speaking." (Reflective Diary, Week 5)

This tension required continuous adjustment of lesson objectives.

III.II.III. Lack of Mentoring Support

Although the institution provided a formal guideline for ESP instruction in the Sharia Banking program, I experienced significant challenges due to the absence of experienced ESP teachers who could provide pedagogical guidance and mentoring. While the guideline outlined general objectives and course expectations, it did not offer practical direction on how to implement ESP instruction or develop discipline-specific syllabi and materials. As a novice ESP teacher, I found this lack of professional support particularly challenging.

"There was a guideline from the institution, but no senior or experienced ESP teacher who could guide me in teaching or developing the syllabus for Sharia Banking." (Reflective Diary, Week 2)

Without mentorship, I was required to independently interpret the guideline and translate it into classroom practices, lesson plans, and teaching materials. This situation placed additional responsibility on me as a novice teacher, especially given my limited experience in ESP pedagogy and Sharia Banking content.

"I followed the institutional guideline, but I often questioned whether my interpretation and implementation were appropriate because I had no one to consult." (Reflective Diary, Week 3)

The absence of collegial support and professional collaboration contributed to feelings of uncertainty and isolation, which affected my confidence in making instructional decisions. This constraint highlights the importance of institutional mentoring systems and collaborative support for novice ESP teachers, particularly in discipline-specific contexts where both language expertise and content knowledge are required.

Despite these challenges, my narrative also reflects gradual professional growth. Through reflection, self-study, and classroom experimentation, I developed greater confidence and a clearer sense of my role as an ESP teacher.

“Although teaching ESP is challenging, I now feel more confident and aware of what my students need compared to the beginning of the semester.” (Reflective Diary, Week 8)

This growth illustrates how navigating challenges contributed to the development of my professional identity as a novice ESP teacher.

In conclusion, the results demonstrate that my experience as a novice ESP teacher involved continuous negotiation of multiple roles and challenges within a discipline-specific and institutional context. The autoethnographic narrative reveals how ESP teaching in Sharia Banking required adaptability, reflection, and ongoing learning, ultimately shaping my professional identity and pedagogical understanding. The following table summarizes roles and challenges experienced by a novice ESP teacher who taught in Sharia Banking program.

TABLE 1. ROLES AND CHALLENGES EXPERIENCED BY A NOVICE ESP TEACHER IN A SHARIA BANKING PROGRAM

Category	Theme	Description	Representative Data Excerpt
Teacher Roles	Language Facilitator	Facilitating students' communicative competence, particularly speaking skills relevant to Sharia Banking contexts.	<i>“My focus shifted from teaching grammar to helping students speak English in banking situations.”</i> (Diary, Week 3)
	Material Developer	Adapting and developing ESP materials due to the lack of Sharia Banking-specific resources.	<i>“Most materials were for general banking, so I had to modify them myself.”</i> (Diary, Week 4)
	Language-Content Mediator	Bridging English instruction and Sharia Banking concepts while simultaneously learning disciplinary content.	<i>“I had to study the banking concepts before class because students sometimes understood them better.”</i> (Diary, Week 4)
	Reflective Practitioner	Continuously reflecting on teaching decisions to improve ESP instruction.	<i>“Teaching ESP is still challenging, but now I see it as a space where I can grow, not just as a language teacher, but as a professional who understands the needs of a specific field”</i> (Diary, Week 8).

Teaching Challenges	Limited ESP Training	Lack of formal preparation in ESP pedagogy led to instructional uncertainty.	<i>"I was trained as a general English teacher, not an ESP teacher."</i> (Diary, Week 1)
	Students' Varied English Proficiency	A further challenge was students' varied English proficiency, which limited communicative ESP activities and required continual adjustment of task complexity and pacing.	<i>"Some students could respond well in speaking activities, but others needed more support, so I had to simplify the tasks"</i> (Reflective Diary, Week 5).
	Lack of Mentoring Support	Although institutional guidelines existed, there was no experienced ESP teacher to provide guidance in syllabus design or instruction.	<i>"There was a guideline, but no senior ESP teacher who could guide me."</i> (Diary, Week 2)

DISCUSSIONS

This autoethnographic narrative inquiry examined the roles and challenges experienced by a novice teacher teaching English for Specific Purposes (ESP) in a Sharia Banking program at an Islamic university in Indonesia. The findings illuminated the complex, situated nature of ESP teaching and contributed to existing literature by foregrounding the lived experience of a novice ESP teacher navigating disciplinary, institutional, and pedagogical demands simultaneously.

The findings demonstrated that ESP teaching extends beyond the transmission of linguistic knowledge and requires teachers to assume multiple, overlapping roles. In this study, the teacher functioned as a language facilitator, material developer, mediator of language and disciplinary knowledge, and reflective practitioner. This multifaceted role is consistent with Basturkmen's (2024) assertion that ESP teachers must engage in needs analysis, syllabus interpretation, material adaptation, and contextualized pedagogy. Unlike General English instruction, ESP teaching requires responsiveness to learners' professional goals and disciplinary discourse practices, reinforcing the view that ESP is inherently contextual and situated (Anthony, 2018; Hyland, 2006).

The emphasis on communicative competence; particularly speaking skills; reflects a core principle of ESP pedagogy, which prioritizes language use in authentic professional contexts over isolated grammatical instruction (Stojković, 2018). In the Sharia Banking context, this involved simulating workplace interactions such as customer service encounters and product explanations, highlighting the relevance of task-based and communicative approaches in ESP settings. This finding aligned with previous research indicating that ESP learners value speaking skills as a key component of employability and professional identity formation (Hyland, 2022; Madkur, 2018).

Material development emerged as a central challenge and learning opportunity. The lack of commercially available materials tailored to Islamic banking compelled the teacher to adapt existing resources and integrate Sharia-specific terminology and practices. This finding supports earlier ESP

studies reporting that teachers frequently act as material designers due to the limited availability of discipline-specific textbooks (Basturkmen, 2024; Renandya & Widodo, 2016). In this study, material development was not merely a technical task but a process of negotiating disciplinary knowledge, pedagogical goals, and students' linguistic abilities.

The teacher's role as a mediator between language and content further underscores the epistemological complexity of ESP teaching. Consistent with ESP literature, the teacher was required to acquire sufficient subject-matter knowledge to facilitate meaningful communication without positioning themselves as a disciplinary expert (Anthony, 2018). This finding echoed research suggesting that ESP teachers often occupy a "boundary role," learning alongside students and collaborating formally or informally with subject-matter experts (Hyland, 2006).

Another significant finding concerns students' varied English proficiency levels, which complicated the implementation of communicative ESP instruction. The presence of mixed proficiency within a single classroom required continuous differentiation, task simplification, and scaffolding. This finding aligns with EAP and ESP research highlighting learner diversity as a persistent challenge in higher education contexts, particularly in non-English-major programs (Hyland, 2022). The need to balance accessibility for lower-proficiency learners with meaningful engagement for more proficient students illustrates the pedagogical tension inherent in ESP instruction.

From an institutional perspective, the findings revealed that the availability of formal guidelines alone is insufficient to support novice ESP teachers. Despite the presence of institutional ESP guidelines, the absence of experienced mentors significantly shaped the teacher's experience. This finding can be understood through situated learning theory, which emphasizes that professional learning occurs through participation in communities of practice and interaction with more experienced practitioners (Lave & Wenger, 1991). Without access to such a community, the novice teacher relied heavily on self-directed learning and reflective practice.

This mentoring gap resonated with ESP literature emphasizing the importance of institutional support, collegial collaboration, and interdisciplinary dialogue in sustaining ESP programs (Basturkmen, 2024). The absence of mentoring not only increased instructional uncertainty but also placed an additional emotional and cognitive burden on the novice teacher, reinforcing the vulnerability of early-career educators in specialized teaching contexts.

Despite these challenges, reflective practice emerged as a critical mechanism for professional growth. Through systematic diary writing and self-narrative reflection, the teacher gradually developed pedagogical awareness, confidence, and a clearer sense of professional identity. This finding aligns with Schön's (1983) concept of the reflective practitioner and Farrell's (2015) argument that reflection is central to language teacher development, particularly in unfamiliar or demanding contexts. From a narrative inquiry perspective, reflection also functioned as a process of identity construction. As Barkhuizen (2014) argued, teacher identity is not fixed but continuously shaped through lived experience, reflection, and contextual negotiation. In this study, the teacher's identity evolved from that of a general English instructor experiencing uncertainty to an emerging ESP practitioner capable of navigating disciplinary demands. However, while reflection supported individual growth, the findings suggested that

reflective practice alone should not replace institutional mentoring and structured professional development.

By adopting an autoethnographic narrative inquiry approach, this study contributes to ESP research by providing an insider perspective on novice teacher development in a discipline-specific context that remains underexplored, particularly Sharia Banking. While much ESP research focuses on learners' needs or curriculum design, this study foregrounds the teacher's lived experience, highlighting the human, emotional, and professional dimensions of ESP pedagogy.

IV. CONCLUSIONS AND RECOMMENDATIONS

This autoethnographic narrative inquiry examined the roles and challenges experienced by a novice teacher teaching English for Specific Purposes (ESP) in a Sharia Banking program at a state Islamic university in Indonesia. The findings indicated that ESP teaching is a complex and situated practice requiring teachers to assume multiple roles, including language facilitator, material developer, mediator of language and disciplinary knowledge, and reflective practitioner. Despite the presence of institutional guidelines, the absence of mentoring and ESP-specific professional support emerged as a major challenge, alongside students' varied English proficiency levels.

From a pedagogical perspective, the findings suggested that ESP instruction should emphasize communicative competence grounded in authentic disciplinary contexts while remaining adaptable to heterogeneous learner proficiency. Systematic reflective practices, such as teaching diaries, can support novice teachers in navigating instructional uncertainty and making informed pedagogical decisions. At the institutional level, the study highlights the need for structured mentoring systems, ESP-focused professional development, and collaboration between language teachers and subject-matter experts. This study was limited by its autoethnographic design and single-participant focus, which may restrict the generalizability of the findings. Future research could involve multiple novice and experienced ESP teachers across different disciplinary contexts to provide comparative insights. Further studies may also explore the impact of structured mentoring programs on ESP teacher development and instructional effectiveness.

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