

# Ethno Pedagogy Concept of Teaching English in English for Specific Purposes (ESP) Class

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## Abstract

Ethno-pedagogy is one of worth developed education concept. Students will get advantageous learning through elaboration of cultural values. Learning foreign language and target culture will significantly affect students' behavior if not accompanied with fostering students' awareness and affectionate of conserving local wisdom. For this reason, ESP class has wider chance to guide students to the right path of learning for they are willing to study in unity with their needs and interest. It is teachers' obligation afterward to provide suitable materials and energetic classroom activities so learning will be meaningful and beneficial.

**Key words:** Ethno Pedagogy, English for Specific Purposes (ESP)

## 1. Introduction

One of the negative impacts of cultural globalization on young generation is the loss of identity as Indonesian nation because they incorrectly distinguish cultures that should be a role model and the ones to avoid. Hence, teachers are obliged to provide the best education to preserve the noble Indonesian cultural values. Sunaryo Kartadinata, the Rector of Universitas Pendidikan Indonesia, in Kompas, October 20, 2009, argued that Education would be disoriented if it has been deprived from its culture as the root. He suggested the government to reform the curriculum, one of them by applying ethno-pedagogy concept in teaching and learning process.

Ethno-pedagogy is local knowledge-based educational practices which comprises various aspects of life (Surya, 2005). This educational concept raises elements of local culture or local wisdom as part of the learning process with the purpose to produce good quality output in terms of knowledge and personality. According to Keraf (2010), local wisdom is all forms of knowledge, belief, understanding or insight as well as custom or ethics that guide human behavior in life in the ecological community. Marlupi (2011) stated that local wisdom-based education is the education that teaches students to always be close to the concrete situation that they face daily. It is an example of education that has high relevance for the development of life skills, which set on the empowerment of local skills and potential in each region.

Further, cultural based education, which raises the local wisdom value, considers teaching language and culture as special missions involving a systematic approach to incorporate and integrate specific cultural ways of thinking, learning, and problem-solving into educational practice (<http://www.niea.org/>). Trumbull (2005) in Oran (2009) has defined culture as the system of values, beliefs, and ways of knowing that guide communities of people in their daily lives. Thus, it must be conserved and maintained well to prevent a nation from humiliation.

This article tries to unite the ethno-pedagogy concept of teaching with English for Specific Purposes (ESP) Classroom environment. How to integrate local wisdom value in ESP class which suitable with students' need and interest.

## 2. Discussions

### a. The importance of ethno pedagogy in teaching English for ESP

According to Hutchinson and Water (1987:19), ESP is an approach to language learning, which is based on leaner need. In contrast to general English, the process of ESP learning is directly referred to a particular field

according to the needs of students. Since ESP learning is one of the essential elements that should be mastered by the students, it is necessary to insert the local wisdom value because they will use their ESP more often in their workplace, in accordance with their needs so they can apply their knowledge along with the values of wisdom and, at the same time, maintaining their identity.

Molcut (undated) supports the importance of integrating culture in ESP classes because it offers students the chance to behave correctly whenever they meet community of another culture and to mediate manner and idea of their own culture and those of the target culture. Besides, learning cultures can improve students' familiarity with the geography, history, customs, life styles, agriculture, and industry which later will lead them to expand their views as human beings, suggest Guilani, et.al. (2012). Therefore, teachers must be proficient to unite ESP material with culture in order to construct whole concept of ethno-pedagogy learning as Noviana, et.al.(2014) advised that teachers are required to be able to compose beneficial local wisdom-based teaching materials of education to help students comprehend potential and condition of surrounding area.

Moreover, Hackett (2003) in Oran (2009) suggested that teachers need to develop a strong cultural identity responsible by teaching values, skills, knowledge for school success and participation in society, linking classroom teaching to out-of-school personal experiences and community situations. At the same time, Kirk-land (2003) in Oran (2009), commented that good multicultural teaching honors diverse cultural and ethnic experiences, contributions and identities and emphasized that teachers need to understand the experiences and students' perspectives bring to educational settings and be responsive to the cultures of different groups in designing curriculum, learning activities, classroom climate, instructional materials and techniques, and assessment procedures.

Doganay (2013) recommend also practicing various cultural based tasks and exercises which will help students explore communicative skills in language learning and develop their confidence and language skills and also expand the sense of awareness of intercultural concerns. Kana'iaupuni (2010) found that culture-based education (CBE) positively support ESP teaching for the reason that it enhanced socio-emotional well-being and positively affects math and reading test scores, and raised motivation and produced successful learners for the future.

#### **b. Difference background of ESP students**

Every language learners have different character, including students of ESP. Hutchinson and Water (1987:8) revealed that ESP learners have different needs and interests, which would have an essential influence on their enthusiasm to learn and the success of their learning. Afterwards, Hutchinson and Water explained that some students even have the motivation that was unrevealed before. Sometimes, students study ESP to broaden the knowledge, to work successfully, to join certain training, or they just want to pass examination, and get promotion. In this case, Hutchinson and Water, (1987:57) provide some examples : an engineer who often read English guidance books or literature are need also the ability to communicate orally because they are not rarely associated with overseas co-workers. He needs not only the skill of reading but also speaks fluently. While a chemistry graduate who is going to pursue scholarship for further study in United States needs to be able to endure socially and professionally in an English speaking community, yet the first most important decisive factor is mastering grammatical accuracy to pass the selection test. As well as a salesman who needs to be proficient to talk on the telephone to customers and to other colleagues. He also needs to read catalogues and business letters. However, if he has little motivation to attend the classes, he will not be able to make it.

In terms of Indonesian culture, Manjusri (2013) stated that Indonesian society assume that English is a foreign language and not necessary to be learnt. One of the factors that constrain learning English in Indonesian culture is shy, passive, and silent. Sometimes, students are reluctant and hesitant to talk or ask in English language when they study English. Teachers should persuade them not to be shy because English is not as strange and difficult as they think. Through ethno-pedagogy concept, where teachers inserting Indonesian local wisdom value, the unwillingness of learning English will gradually decreased because students will feel that they learn their own culture in line with their interest.

#### **c. Fostering wisdom when teaching English at ESP class as expertise**

There are many activities and abundance materials, corresponding to ethno-pedagogy concept, which can be used in ESP teaching to build comfortable and pleasant classroom atmosphere. For instance, teachers might invite students of Food Science and Technology department in lively discussion about traditional food under the topic nutritious food. They are encouraged to talk about or share special dishes in their hometown culture, for they come from different regions in Indonesia. This activity will automatically reduce students' shyness because they like to talk about themselves. They always want to show that their hometown has more potency compare to their classmates'. Further, teachers can manage a classroom presentation, where students are divided into groups and must present a new

recipe as the result of traditional food improvement. Students must create healthier traditional food that carefully calculates the amount of vitamins, carbohydrate, minerals, and so on. In other words, students' task is preserving and improving traditional food.

Meanwhile, inserting local wisdom for students of management or accounting department is uncomplicated as well. First, teacher can involve students in small talk about their future careers. They might choose to be a successful banker or inspiring entrepreneur. Then, teachers may take the students to have such a flashback and stimulate students' mind to think about some careers related with their major in previous era. After that, by using certain texts concerning the prehistoric Indonesian monetary system, trading system, means of ancient transport, students will not only learn the specific vocabulary, but, they will find out new and interesting things about conventional trade and industry. Debates are also very important since the students have the chance to express their opinion about the strength and weakness of Indonesian conservative system.

Moreover, for banking department students, money can be interesting topic to discuss. Teacher can ask students to find antique coins and bills. Have them take note about 'who' or 'what' is pictured on the money, and let the students talk about these people and things. By sharing stories about what is important enough to put on the country's currency, students will gain another level of cultural understanding.

Another way to introduce local wisdom through ESP learning can be done in social and political science class. While students in sociology or social welfare emphasizing the specific vocabulary and terminology related to their subject, teacher can grow students' awareness of cultural differences that may appear while studying Indonesian culture and native language. Thus, Molcut (undated) propose to sensitize students to how culture and communication are integrally related as the aim of studying. Introducing topics like patterns of culture, culture shock, and communication problems which arise primarily because of cultural differences and bring the students into discussion social problems like racism, divorce, education, underlying cultural meanings, may give confidence for them to find solutions for how to understand other cultures and how living in other regions in Indonesia and being open to an another way of life and thinking is liable to affect one's personality.

In addition to teach local wisdom in ESP for medical and pharmacy students, teachers can also bring traditional medicine topic. By showing the components of traditional herbs or conventional ways to cure certain diseases, students will recognize that their great grandparents had already possessed noble and intelligent heritage in terms of health and medication. They will realize that Indonesian society in ancient time were very special and later on they will respect it more and imitate the way of ancestor utilize Indonesian valuable natural resources and preserve it.

Traditional stories such as folk tales or tall tales are another way to bring culture and history into the classroom. Students from department of elementary school teacher or bahasa and Indonesian literature can read English translations of traditional tales or tell the stories to their classmates. By noticing who plays prominent roles in the stories and how they handle conflict, teacher and students will see some more of moral values contained in the stories. Teacher can also provide some traditional songs that have been translated in to English, and ask the students sing together. Elementary school teacher students can use this song later when they practice teaching in school which means they continue maintaining local wisdom to younger generation. Other challenging activities can be done through prediction. Teachers might hand in unfinished reading text about Indonesian traditional tales and ask the students to predict what might happen next and how the stories end. As recommended by Cullen et.al. (2000), Marzano (2000), and Oxford (1994) that prediction can engage the students more actively in studying for it will force them to review their existing knowledge of the topic and raise their curiosity about whether their prediction is correct or not.

### **3. Conclusion**

Introducing ethno-pedagogy concept through ESP class will promote lively and attractive learning environment if teachers are able to combine and develop the material appropriately. There are many activities and discussion that worth tries to diminish culture of shy, passive, and silent. Strengthen students' affection of local culture and wisdom by gaining students attention from their interest will work more effectively than ordinary teaching which neglecting students' curiosity.

However, teachers cannot work solitarily; schools or institution must support their effort by providing suitable references and giving chances for teachers to participate actively in training, seminars and workshops on local wisdom in order to expand their knowledge and enrich their teaching.

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