

**A ‘STANDPOINT MODEL’ (SM) IN DESIGNING TEACHING
ENGLISH FOR SPECIFIC PURPOSES FOR PROMOTING
AUTHENTIC TASKS AND TEXTS**

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ABSTRACT

The notion of ‘authenticity’ in the teaching of English for Specific Purposes (ESP) has long been considered as a trend in the production of learning tasks, materials development, and assessment tools. The term authenticity in English Language Teaching (ELT) is defined as the use of tasks, materials, and assessments, which are related or closely related to real-life situations. This article discusses problems and constraints pertaining to issues of authenticity in ELT and provides a suggested solution through the use of a ‘Standpoint Model’ (SM). In this paper, the authors argue that ESP learning tasks, materials development, and assessment tools can be developed based on the models of what and how professionals perform their day-to-day professional jobs. This model is based on a set of conceptual assumptions that in providing services, a professional worker performs job activities (tasks) and use job-related materials (texts) in more or less the same patterns (schema) within a period of time repeatedly and cyclically. The paper concludes that an ESP course designer can benefit from SM through the use of fixed movement (fixed standpoints) in the targeted situations (authentic tasks) and fixed contents/materials to be delivered at each standpoint (authentic texts).

Keywords: standpoint model (SM), ESP, learning needs, authenticity, content, tasks

INTRODUCTION

Authenticity has become a current trend in teaching English using an English for Specific Purpose (ESP) approach. The term 'authentic' in English language teaching (ELT) has been commonly used to describe teaching materials -- both spoken and written -- reflecting naturally used language forms appropriately based on the cultural and situational context (Rogers and Medley, 1988). Basturkmen (2010) defines 'authentic' materials as materials and texts written for the purpose of communication of information, not for language teaching. Furthermore, she reminds course designers the importance of considering both authentic tasks and authentic texts/materials in designing courses. Authentic tasks refer to tasks which involve learners in using language in a way that replicates its use in the 'real world' outside the language classroom; while authentic texts mean texts which are not written or spoken for language teaching purposes, but as information for the native speakers of the language (Basturkmen, 2010; Tomlinson, 2011). Tomlinson (2011), furthermore, adds the importance of fulfilling the needs of relevance and utility in ESP materials in order to convince learners to get fully involved in the learning process.

In teaching English using an ESP approach, the preparation of authentic materials (both tasks and texts) can be started from the process of conducting a *needs analysis*. In this sense, needs analysis as the first step of designing a syllabus or lesson plan must be directed to finding authentic activities and authentic language use of professional workers in particular workplaces. Having acquired the information about both the activities and the language use in a particular workplace, a course designer will be able to translate them into *learning needs* (syllabus, materials, etc.) easily and accurately. The question is how to design the *learning needs* capable of accommodating and fulfilling the issues of authenticity mentioned above. To achieve all these, the present article will propose one alternative solution in conducting needs analysis in the teaching English using an ESP approach. This solution is called a 'Standpoint Model' (SM). The SM focuses on the movement of professional workers in doing a job (tasks) and on materials (texts) to be delivered in each movement or standpoint. Having documents of standpoints (authentic tasks) and storyline (authentic texts/materials) will make the course design easier to handle.

AN ESP APPROACH IN ENGLISH LANGUAGE TEACHING (ELT)

An ESP approach is an approach of ELT based on designing courses to meet *learners' needs* (Hutchinson & Waters, 1993, Strevens, 1988, Dudley-Evans & St. John, 1998). It is implied in this short definition is that every decision made in designing and implementing an ESP course such as establishing objectives, materials selection, methods, media, and assessment, must be based on learners' reason for taking English courses. In relation to this, Strevens (1988) claims that since the ESP course is designed to fulfill learners' needs, it wastes no time, it is perceived as relevant to the learners, it is successful in imparting learning, and it is more cost-effective than General English. However, finding learners' needs is not an easy job due to the complexity of the meaning of needs. The process of conducting or finding out details/aspects of a course is called Needs Analysis or Needs Assessment. Nunan (1993) defines Needs Analysis as a set of procedures for specifying parameters of a course. The parameters include the rationales and criteria for grouping learners and the selection and sequencing the details of the course such as materials/content, methodology, course length, duration, and intensity, etc. Furthermore, Graves (2000) defines NA as a systematic and on-going process of gathering information about learners' needs and preferences, interpreting the information, and the making course decisions based on

learners' needs. However, at the practice level, it is difficult to conduct NA due to the complexity of the meaning of needs.

Hutchinson and Waters (1993) interpret needs as (a) necessities (where the language is going to be used/target needs); (b) lacks (current level of English and the gap between necessities and starting point); (c) wants (personal aims of the learners). Dudley-Evans and St. John (1998) interpret needs in more elaborate ways. Needs can be translated into (a) personal information about the learners, (b) language information about target situation, (c) learners' lacks, (d) learners' needs from the course, (e) language learning needs, (f) how to communicate in the target situation, (g) professional information about learners, and (h) environmental situations. Brindley (1989) divides needs into objective needs and subjective needs. Objective needs relate to the needs which can be identified from factual information about learners such as personal details, language use, current level of English, learning experience, and future orientation. Subjective needs relate to affective and cognitive needs of learners in learning contexts, which include such factors as personality, confidence, attitude to the language and culture being learned, personal aims, learning styles.

Of various opinions and concepts in conducting needs analysis, they can generally be summarized that needs analysis tries to find the following three major areas (a) where to go (destination); (d) how to go there (route); and (c) where to start from (entry points), as presented in the following diagram.

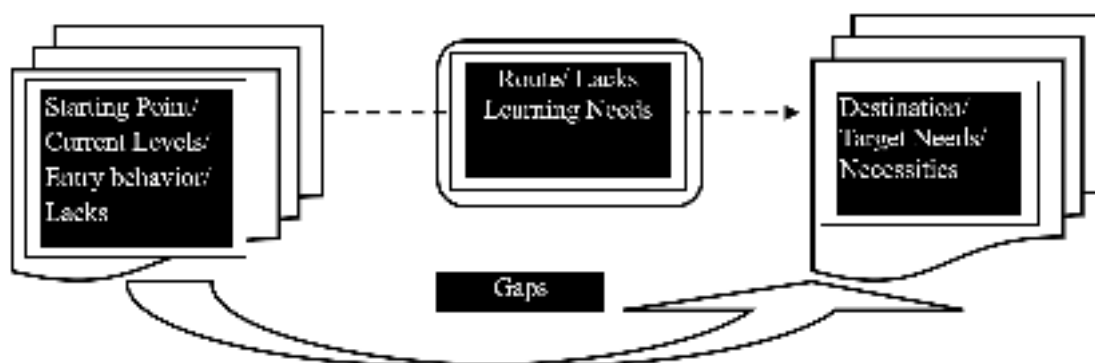


Diagram 1: Designing an ESP Course

Diagram 1 above shows the process of doing Needs Analysis. It starts with finding out the destination/target needs/necessities, that is, where the language is going to be used, and then followed by finding out learners' entry behavior or current levels of English. These two kinds of information or data will provide gaps between the current level of English and the target needs and can further be used to design learning needs (what learners' needs in order to master the target needs (learning materials) and how to present the materials in teaching and learning process (methods and media)). Through the design of learning needs, the teacher brings learners from the current level to the target needs.

In finding the target needs (necessities), the diagram above can further be developed by analyzing *the duties or responsibilities of professional workers* in relation to language use in a particular workplace being investigated. Finding the responsibilities of professional workers is very crucial in needs analysis and becomes a starting point for further analysis in developing various aspects of syllabus design. The common model currently employed in conducting needs analysis using the *duty or responsibility-based model* proceeds the following suggested steps (Sujana, 2003 revised from Harvey, 1984):

Table 1. Suggested Steps in Doing Needs Analysis
(see Sujana, 2003 for the example of elaboration of this model)

Suggested Steps	Description
Step 1: Identifying a Target Group	Who are the participants of the course we design?
Step 2: Identifying Duties of Professional Workers	What are the responsibilities or duties of the professional workers in the target situation in terms of English language use?
Step 3: Assessing Communicative Needs	What communicative needs do the professional workers need to have in order to those responsibilities?
Step 4: Translating Communicative Needs into English Competencies	What English competencies do they need to have in order to be able to function effectively in the target situation?
Step 5: Translating English Competencies into teaching materials	What language input (materials) should be included in order to achieve the language needed in the target situation?
Step 6: Selecting Teaching and Learning Activities (Strategies/ Methods)	How to impart the language input in the teaching and learning process?
Step 7: Selecting Teaching Media and Resources	What are media and resources appropriate for imparting learning?
Step 8: Selecting Appropriate Assessment	What assessment forms and techniques are used to measure learning achievement?

Table 1 above shows suggested steps in conducting needs analysis commonly used in an ESP context. The process of analysis starts from the identification of the target group or learners of a course we design. There are two main points that need to be considered in this step: (a) the identification of learners who are going to attend the course we design and (b) the identification of professional workers in the target situation, who have used the language professionally in the target situation. The identification of learners will include their personals, socio-cultural, education, expectation, learning experiences, interest, current language ability, and other supporting information. The role of professional workers in this context is needed to find out professional language uses in the target situation. The professional language use can be traced from their responsibilities related to using language. Finding responsibilities of professional workers is, therefore, very essential in designing courses using this approach since they become the basis of further steps. In this step, a course designer (a) conducts in-depth study each situation in which they would need to use English; (b) clarify the communicative purposes by analyzing the activities and roles they would be performing in English; and (c) determine the level of performance they expect to attain. The responsibilities can be obtained using various techniques such as observation, interview, questionnaire, or documentation.

Using the results of the analysis in Step 2, the course designer can further elaborate the communicative needs in order to formulate the focus of language skills needed in a particular workplace or study (learning needs). It can be done by the focus from

responsibilities (formulated in *ing-form*) to the ability to do something (formulated in '*how to*' expressions). It is one-to-one relation. One responsibility can be translated into one communicative need. The communicative needs are then translated into English competencies. One communicative need can be elaborated into several competencies, depending on the complexities of the communicative need. When developing the communicative needs, the course designer must consider the *correctness* and the *completeness* of the formulation. From the competencies, the materials can be drawn. The selection of the rests of the steps (methods, media, and assessment) will be based on competencies and materials.

Putting together Diagram 1 and Table 1, we can conclude that steps 2 to 5 are intended to find out the Necessities/Target Needs while combination steps 2 - 5 and 6 - 8 will form *Learning Needs* (i.e. what learners need to do in class in order to master the language needed in the target situations). From the result of needs analysis, a course designer can design more detail documents such as a syllabus or a lesson plan. There are three main parts of those documents: (a) where we bring our learners to (objectives/purposes), (b) how we achieve the established objectives (materials, methods, media and resource), and (c) how we know the learners have achieved or not the established objectives (assessment). In details, every syllabus will consist at least of (a) Learning Outcomes, (b) Basic Competencies/Objectives, (c) Achievement Indicators, (d) Materials, (e) Methods, (f) Media and Resources, and (g) Assessment.

The problem with these stages in course design is that the course designer needs to have adequate understanding of and experiences in syllabus or course development as s/he must translate and analyze all aspects of syllabus design starting from abstract concepts, that is, responsibilities of professional workers in a particular workplace. As Dudley-Evans and St. John (1998) remind that the results of needs analysis are relative, not absolute and need a lot of interpretations. The interpretation will depend on course designer's ability and experience in conducting needs analysis, respondents' views, attitudes, commitment, and values in providing responses. To minimize the problems in conducting needs analysis, the following model -- a Standpoint Model -- is proposed. Using the 'Standpoint Model', course designers will get more detailed information on authentic texts and tasks in particular workplaces. The Standpoint Model is discussed below.

A STANDPOINT MODEL (SM) IN CONDUCTING NEEDS ANALYSIS IN ESP

A criticism of the steps of doing needs analysis suggested earlier is that a course designer needs to have adequate experience and ability in designing an English course in order to produce a comprehensive and effective curriculum/syllabus. The hardest part of the job is to translate from the *Communicative Needs* into *English Competencies*, that is, how to develop them in complete and correct formulations and then translate the competencies into comprehensive teaching materials, appropriate methods, media, and assessment. The course designer's ability and experiences will determine the comprehensiveness of the design. To do all these, a course designer needs ability and experience. In a course design, there is a principle "If you fail to plan, you plan to fail". It is implied that in the hand of a course designer is the success of planning; and good planning will facilitate good implementation.

a. A Standpoint Model (SM) and Concepts Underlying the Model

One alternative solution offered to solve the problem in designing ESP courses is by finding more detailed information from the target situation in relation to language use and the tasks performed by professionals in workplaces. This solution is labeled into a

Standpoint Model". A Standpoint Model (SM) is a model to needs analysis by observing movements and collecting storylines of professionals when performing a professional job. This model is developed from experiences as a tour guide in Bali Tourism. This two-year experience leads to a conclusion that a tour guide passes monotonous and 'robot-like' activities from time to time when he/she handles same tour packages. He passes the same routes, talks the same topics and stories, uses almost the same expressions and stands up at the same places or positions to tell the same stories. The same conclusion is drawn from other professional experiences as a lecturer, teaching 5 - 7 parallel classes for the same subject at English Education Study Program, the University of Mataram, Indonesia. Similar patterns of routines are also found -- using the same methods, discussing the same topic, writing and illustrating the same things on the board, raising the same questions. In one week, it was repeated for 5 - 7 parallel classes. From those two professional experiences, it is concluded that a professional job tends to follow the same patterns from time to time and will be repeated again and again without or with a few variations. These two professional experiences can be used as a basis for extending needs analysis procedures in preparing ESP programs. These can be used as a basis for conducting Needs Analysis for teaching English programs with 'fixed' patterns of duties and communication in workplaces.

In addition to two professional experiences mentioned above, other concepts or theories underlying the Standpoint Model are the concepts of authenticity in ELT and integration of language and content in education through a CLIL (content and language integrated learning) approach. The concept of 'authenticity' in language teaching and learning has been emphasized within the application of communicative approach. As quoted earlier, there are some definitions of authenticity in ELT. Opp-Beckman and Klinghammer (2006) define authentic materials used in the target culture for actual communication needs. According to Rogers and Medley (1988), the term 'authentic' has been used to describe teaching materials --- both spoken and written -- reflecting naturally used language form appropriately based on the cultural and situational context. Furthermore, Basturkmen (2010) defines 'authentic' materials as any materials or texts originally written for the purpose of information, not for teaching and learning materials.

Of those definitions mentioned above, they all share the same opinions that authentic materials are intended for communication purposes to the native speakers of English. These materials are then 'borrowed' in ELT to make the teaching and learning process is closely related to real world. In ESP contexts whose purpose of leaning language is to be able to use the language in efficient and effective ways, it is important for course designers to relate their course real world. They need to pay attention to the use of both *authentic tasks* and *authentic texts* (Basturkmen, 2010; Tomlinson, 2011). The use of authentic materials in ESP will be beneficial for learners. Gebhard (2006) emphasizes that the authentic materials can contextualize language learning, focus more on content and meaning rather than on language, provide valuable resources for language input, and reinforce direct relation between language classroom and outside world. Besides, the authentic materials raise learners' awareness of potential 'relevance and utilities' of language and skill (Tomlinson, 2011).

Applying the Standpoint Model in ESP course designs will facilitate course designers to document both authentic tasks and authentic texts. The Standpoint breakdown will provide them with authentic movements of professional workers in a particular workplace (authentic tasks). The storylines collected from the workplace will provide them with authentic texts. Bringing both authentic tasks and texts into the classroom is expected to make the learning meaningful, effective, and efficient and directly introduce learners to outside world.

The *second* concept underlying the SM is the idea of integrating language and content in education using what is called Content and Language Integrated Learning (CLIL) approach. It is an approach to improving the quality of education by interweaving the improvement of subject matters (contents) and a foreign language (English). In teaching and learning process, CLIL focuses neither on contents nor language only; but they are simultaneously interwoven each other with greater emphasis on one or the other at a given time. Mehisto, Mars, and Frigols (2008:9) define CLIL as “a dual-focused educational approach in which an additional language is used for teaching and learning of both content and language”. The essence of CLIL is that curricular subjects (contents) are taught and learned through medium of a foreign language. This approach can be applied into two versions – the strong or content driven approach and the weak approach or language-driven approach (Ball, *nd*) The content-driven approach means that the content is given more emphasis; the language-driven approach, on the other hand, means that the foreign language being learned is given primary focus than the content. The underlying principles of the application of CLIL as the cross-curricular teaching are based on Coyle’s 4Cs curriculum, stating that a successful lesson should combine such elements as Content, Communication, Cognition, and Culture (further discussion, see Coyle, Hood, and Mars, 2010; Mehisto, Mars, and Frigols, 2008).

In designing a course using CLIL approach, it is suggested that the courses designers -- a team of subject specialists and language teaching specialists -- start from an analysis of curricular subjects (contents) to be taught and then followed by an analysis of the language of the contents. From the results of the analyses of contents and language, the course designers can create tasks and activities to impart both subject contents and language simultaneously.

The application of the Standpoint Model suggested as an alternative solution in conducting needs analysis will produce the same products as required in that of CLIL. Both need the analyses of contents (subject) to be delivered and of the language needed to deliver the contents. Therefore, the results of conducting needs analysis using the SM can be the basis of designing and implementing CLIL -- either using content-driven approach or language-driven approach.

b. Suggested Steps in Doing the Standpoint Model (SM)

The Standpoint Model is an extension of the previous model with more emphasis on finding storylines (contents) and standpoints (tasks) of places or locations or jobs to be investigated. The products of the analysis are *authentic tasks* (standpoints) and *authentic texts* (storylines). The process of conducting needs analysis is illustrated in the following diagram (Diagram 2).

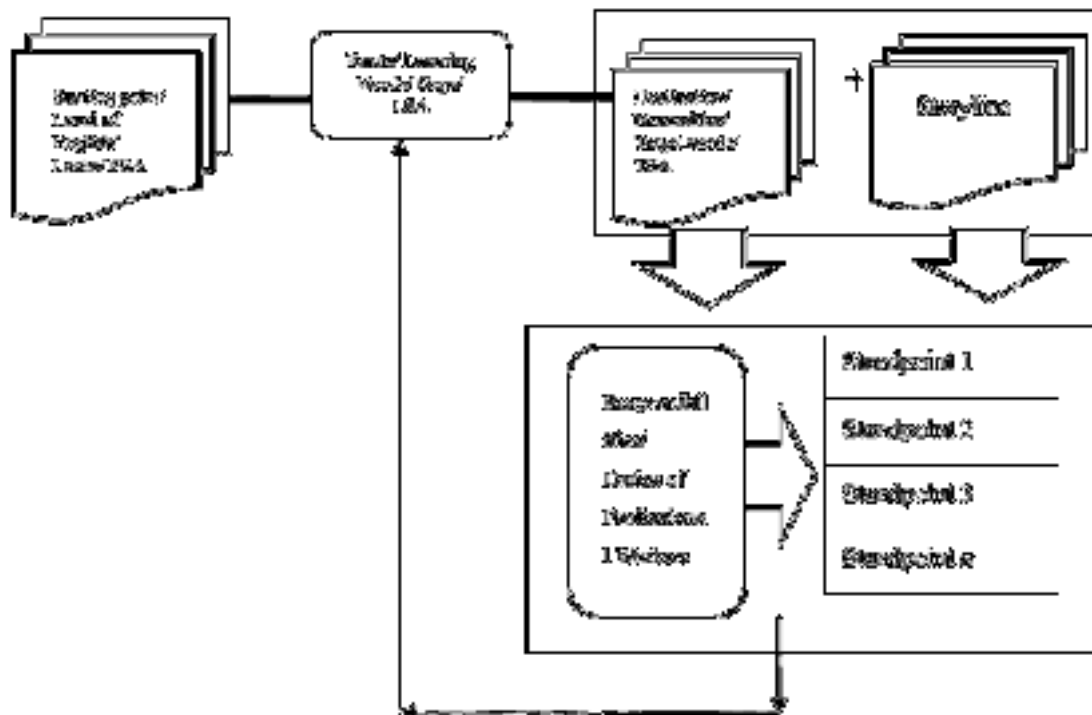


Diagram 2. Standpoint Model in conducting NA

The SM as a model to conducting the needs analysis in an ESP context is an extension for previous steps in designing a syllabus. It starts from analyzing responsibilities of professional workers in a particular workplace especially in terms of their *activities* and *contents* to be presented. This model is appropriate to be applied in *packaged tour activities* or *jobs* with fixed patterns of activities such as visiting cultural tourism, museum, package tour, etc., which can be broken down into stages or standpoints. The advantage of this model is that it will provide authentic materials and authentic tasks. The application of SM will facilitate the course designer with more detail information; it will, therefore, help him to determine the course contents and tasks easily and comprehensively.

There are two main stages in conducting needs analysis and designing a syllabus using a Standpoint Model (SM): (1) Finding the target needs in Steps 1 – 3; and (2) developing ‘learning needs’ in Steps 4-9. In designing a course using this model, a course designer tries to bring outside world into classroom contexts, especially in terms of authentic tasks and materials (contents). The suggested steps for the application of SM can be described as follows:

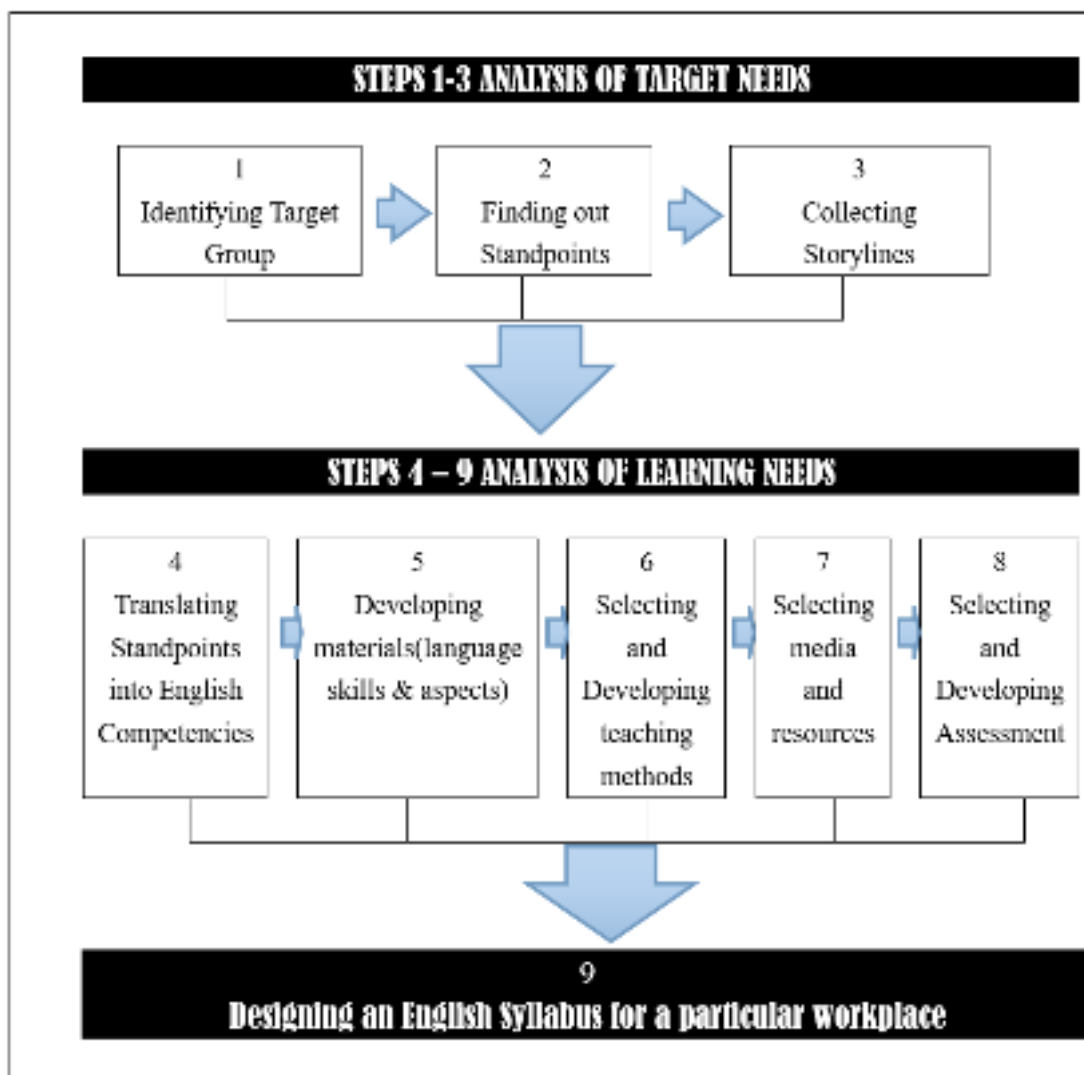


Diagram 3. Scheme of Doing Needs Analysis using a Standpoint Model (SM)

The diagram above shows that designing an ESP course using a Standpoint Model (SM) requires two main stages: Analysis of target needs and analysis of learning needs.

The *first* thing to do in designing courses using this model is identifying location and/or objects to be analyzed or investigated such as cultural tourism, museum, series of tour packages. From the location, a course designer collects standpoints (where tour guide commonly stands to provide information). The result of the second step is a series of standpoints of particular workplace (tasks). The next stage is analyzing materials delivered in each standpoint (texts). Each standpoint will bring its own content or materials. Therefore, the first three steps in conducting needs analysis using a Standpoint Model (SM) are intended to find out the Target Needs in terms of what language and content are used and how they are used by a professional in a particular workplace. In short, these steps provide the map of movement/standpoint and its contents or materials.

From the finding of the target needs in the steps above, a course designer works on the Learning Needs. Each standpoint will then be translated into English competencies that need to be included in English programs. This step will bring the authentic, real world into class – that is, what need to be learned in teaching and learning process in order to be able to master and to function the language effectively. Based on the authentic

materials/contents in each standpoint, the course designer selects language skills (language functions) and aspects to be focused on as the materials in teaching and learning process. Those materials and standpoints will be the bases for selecting teaching methods, media, and assessment. Having all the aspects of teaching and learning, the course designer can start to develop his/her own course and develop materials and other aspects of a syllabus.

In details, the scheme above can be summarized in the following table.

Table 2. Description of Suggested Steps in Doing Needs Analysis using a Standpoint Model

Suggested Steps	Description	Results
STEPS 1 – 3: ANALYSIS OF TARGET NEEDS		
Step 1: Identifying Target Group/ Location/Job	Which location or job will be designed?	Location/ A particular job
Step 2: Finding Standpoints and Materials	Where do the professional workers stand and what do they talk about in each standpoint?	Fixed standpoint/ movement map/design
Step 3: Collecting Contents/Storyline	What is the content or storyline of the location/the job being investigated?	A storyline of a particular place or jobs (contents)
STEPS 4 – 9: ANALYSIS OF LEARNING NEEDS		
Step 4: Translating Standpoints into English Competencies	What competencies are needed in order to function the language effectively?	English competencies needed in each standpoint
Step 5: Selecting language aspects and skills (materials)	What are the language skills and language aspects needed to achieve the competencies?	Language skills and language aspects (grammar, vocabulary, etc.) of each standpoint
Step 6: Selecting and developing teaching methods, etc.	What methods/strategies/techniques/ models are used to present the materials?	Appropriate teaching methods
Step 7: Selecting media and resources	What are the media for each standpoint?	Appropriate media and resources
Step 8: Selecting and developing assessment	What assessment techniques and form are used to assess learners' achievement?	Appropriate assessment techniques and forms
Step 9: Designing a syllabus	How are those aspects above designed into one complete syllabus?	A syllabus

From the procedures in applying the SM in needs analysis and course design above, it is concluded that the application of SM is beneficial in terms of the authenticity of activities (tasks) and materials (texts). The course will reflect real activities and content to

be presented. Therefore, this model will bring together the authentic content of particular job/place into language learning. In other words, learning language is at the same time learning its content. If it is applied in English for Tourism, for example, the findings of the needs analysis can be used for materials of the subject matter and materials for teaching English. They can be learned simultaneously in order to save the burden of the curriculum. The Standpoint Model is also beneficial for teachers/lecturers who train students to design ESP courses, especially for training students how to 'translate' tasks and materials used by professionals into a comprehensive syllabus.

CONCLUDING REMARKS

A Standpoint Model (SM) is a model for designing ESP program by identifying professional workers' movement (standpoints) and materials (storylines) in doing their professional jobs. The procedures/steps consist of two main stages: (1) Finding *target needs*, which includes identifying target group, collecting storylines, and finding out standpoints of professional workers; and (2) Translating the target needs into *learning needs*, which includes translating English competencies, developing materials, selecting teaching methods, selecting media, and selecting and developing assessment. In terms of target needs, this model will provide authentic tasks and contents in performing professional jobs. In other words, the SM will bring real world (target needs) to a classroom (learning needs).

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