DESIGNING ENGLISH MATERIALS FOR UNIVERSITAS PAMULANG (UNPAM) PROFESSIONAL MANAGERS

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Article History		Abstract
		Universitas Pamulang (UNPAM) which is one of the biggest universities in Indonesia has got many International cooperations with foreign universities and has conducted many international conferences to meet its vision and mission. Some of them are from the United States of America, Korea, and Malaysia in collaboration with University College of Yayasan Pahang. In addition to this, UNPAM managers who manage the university who are the board of directors have to be professional to communicate and negotiate in English, especially to embrace this industrial revolution (ir 4.0) Descriptive Qualitative research was applied by conducting direct observation, interview and distributing questionnaires. The data were collected to get a clear picture of the current situation. Therefore, designing English Materials is a need to prepare the group of professional managers to be good at using English in their job setting. Needs analysis was done by interviewing them to see their specific needs. The result of the research has shown that (93,3%) of participants said they need English in order to build networking and discussion with foreign guests. Some 86,7% participants need to speak English fluently, and 76,7% said they need English in their Job. Interesting topics related to the managers' needs such as using language functions in formal situations, in meetings, and in giving presentations are designed to fulfill their needs. In a meeting managers deal with giving and asking questions, expressing ideas, interrupting in using polite language. Hence, the materials for speaking class can propose to the professional managers in using English very well which is called English for Occupational Purposes (EOP).
		Abstrak
		Universitas Pamulang (UNPAM) yang merupakan salah satu universitas terbesar di Indonesia telah banyak menjalin kerjasama Internasional dengan universitas luar negeri dan telah melakukan banyak konferensi Internasional untuk memenuhi visi dan misinya. Beberapa diantaranya dari Amerika Serikat, Korea, dan Malaysia bekerjasama dengan University College Yayasan Pahang. Selain itu, pengelola UNPAM yang mengelola universitas yang menjadi jajaran direksi harus profesional berkomunikasi dan bernegosiasi dalam bahasa Inggris, terutama untuk menyambut revolusi industri ini (ir 4.0). Melakukan penelitian deskriptif kualitatif dilakukan dengan melakukan observasi langsung, wawancara dan penyebaran kuesioner, pengumpulan data untuk mendapatkan gambaran yang jelas tentang situasi saat ini. Oleh karena itu, merancang Materi Bahasa Inggris adalah kebutuhan untuk mempersiapkan kelompok manajer profesional agar mahir menggunakan Bahasa Inggris dalam pekerjaan mereka. Analisis kebutuhan dilakukan dengan mewawancarai mereka untuk melihat kebutuhan spesifik mereka. Hasil penelitian menunjukan bahwa 93,3% peserta mengatakan bahwa mereka membutuhkan bahasa Inggris untuk membangun jaringan dan diskusi dengan tamu asing. Sekitar 86,7% peserta memerlukan berbicara bahasa Inggris dengan lancar, dan 76,7% mereka mengatakan membutuhkan bahasa Inggris dalam pekerjaan mereka. Dalam melakukan penelitian ini, wawancara dan kuesioner digunakan untuk mengumpulkan data. Topik-topik menarik yang berkaitan dengan kebutuhan manajer seperti penggunaan fungsi bahasa dalam situasi formal, dalam rapat, dan dalam memberikan presentasi. Dalam rapat manajer berurusan dengan memberi dan mengajukan pertanyaan, mengungkapkan ide, menyela dalam menggunakan bahasa yang sopan. Oleh karena itu, materi untuk kelas berbicara (speaking) mengusulkan

		manajer profesional dalam menggunakan bahasa Inggris dengan sangat baik yang disebut English for Occupational Purposes (EOP).

Introduction

Universitas Pamulang (UNPAM) which is one of the biggest universities is fast growing to anticipate the challenges faced by UNPAM' professionals in this modern era including the use of English for specific needs. UNPAM professionals graduated from many different disciplines and different universities, national and international as well. UNPAM has its own vision and mission to be the number 40th level of national university in Indonesia. Therefore Unpam' professionals are facing a huge challenge to reach the goal which is stated in its vision and mission in 2024.

In order to reach its vision and mission, the officials do some comparative studies by visiting national and international universities such as for discussing and signing memorandum of understanding, attending important meetings, and entertaining the guests of professional levels. Those jobs need English proficiency, but the English needed is specific one for professionals. In UNPAM context is English for Occupational Purposes (EOP). Estimanje (2012) states that: " English for Specific Purpose is the language used for a ulitariant purpose, whether occupational, vocational, academicians or professional".
Benchmarking is one of the ways to get a clear picture of developed institutions, therefore UNPAM professionals are challenged to develop UNPAM. They can not stop learning to improve their English knowledge and skills, mastering English as one of the ways to be successful in their job. Professionals need English to communicate professionally, asking and sharing information, negotiating, hosting a meeting or paying visits to overseas institutions.
It is clearly the case that it is necessary to develop the professionals' English knowledge and skills for the occupational and professional needs. Similar research to find the needs of English for professionals, particularly in Unpam was not found. Need analysis must be conducted to be able to serve them with the right English materials they need in EOP classes. English materials are designed based on the learners' needs.

English materials are the key in running an English course. In this study, what learners want and what topics that are necessary for them have to be designed with varied topic related to their job, varied fluency practices, regarding real-life situations, and integrated skill. A great deal of the most important work and activities very often start with the course materials in which learners do spontaneous interaction in the class (Hammer, 2007). Different activities of the lesson usually focus on different grammar points which are the knowledge of the rules or patterns. Whereas, certain lessons and activities consist of language functions. Activities in the classroom in EOP class should be a truly learners-centre environment (Phanom, 2008).
Hutchinson and Waters (1987) states that " ESP is an approach to language learning in which all decisions on contents and methods are based on specific disciplines, occupations and activities. In this industrial revolution 4,0 or the era of communication and technology, the need for English grows very fast as there is no border among nations to communicate. Hutchinson and Water (1987) also define " course design is a process of interpreting the raw needs analysis data to produce " an integrated series of learning experiences to lead learners to a particular state of knowledge".

Professionals have their own experiences which can be formalized into learning materials that will lead them to the target they want to achieve. Block (1991) says: "An important advantage of teacher-produced materials as conceptualization".
From the current situation in UNPAM, there is a problem encountered by professionals.

Identified problems regarding the mastery of English such as: English is still a foreign language for Indonesian, they never practise using English, even in formal meetings. It is also seldom used as a means of communication to study other subjects. Culture differences between English and Indonesian cause them difficulty to learn English grammar and understand English culture. On many occasions, professionals are required to use English with correct grammar.

It was often that Indonesian participants tend to speak Indonesian instead of English since using Indonesian is allowed and they did not try to learn English as professionals. English is also known as a culture, therefore it must be practiced and it needs time for learners to speak good English, otherwise it remains strange to them. Many learners in Indonesia tend to find translations of scientific books that they have to learn, and avoid reading source books because they did not master English. As we all realize that as professionals, English is a must. Lots of differences between Indonesian and English grammar, structure including cultural aspects of both languages make it difficult to learn English. Indonesian grammar seems easier to learn as it does not have tenses, and also culture which influences the usage of the language in particular English. Professionalism can be proved by the language he used. Formal, structured and correct grammar are the identity of professionals' language.

Research Questions that the researchers try to find the answers to are: What English competence and functions do UNPAM' professionals need? Besides, what English materials are designed to fulfil the professional needs.The study tried to find the kinds of English competence and functions needed by Unpam' professionals and propose the EOP materials designed for UNPAM' professionals. This study developed the writers' knowledge and skills in designing EOP materials and provided a clear picture of Unpam' professionals needs for English so that they can reach their target of studying English. This study hopefully can be one of references for other researchers in designing English materials.

ESP and its Branches

English for Specific Purposes (ESP) has been discussed since many years ago until the 21st century by many scholars, not only in conferences but also in journal articles. In the late 1960's new development in using language that focused on the learners needs and their attitudes toward necessities and interest caused the rise of ESP (Hutchinson and Waters, 1987). In this industrial 4.0, the rapid development of science and technology has great impacts on the use of English for ESP that has its branches; English for Occupational Purposes (EOP), English for Vocational Purposes (EVP), English for Business Purposes (EBP), and English for Science and Technology (EST).

Learners who study English in a language study program for four years at university, they study English in Academic context (EAP). Whereas, learners who study English in a computer science study program, they study English for Science and Technology (EST). Managers and staff who study English in their job setting, they study English for Occupational Purposes (EOP).

Needs Analysis for Adult Learners in EOP context.

Needs analysis in the first step to be done in terms of designing an English course for adult learners. The learners' data have to be gathered; who are the learners? Why do they need to study English? What are their problems in using English in their job setting?. Hutchinson (1991) states that a need to analyze data with target needs and learning needs of learners. What target the learners have to achieve in the learning process and what they need to do in learning English. Those two types of a need analysis are their ways in conducting an English course in the job setting for adult learners.

In conducting an English course for waiters in an expensive restaurant in a five-star hotel. The ages of the waiters may be around 20 to 30 . They learn EOP to solve their speaking ability problems such as how to entertain customers, how to handle complaints, and how to give responses in handling telephone calls from the customers who stay in the hotel where the waiter works.

The following examples are lots of dialogues:

1.   Dialogue one
Entertaining restaurant customers.
Waiter 1   : Good morning Sir and Madam
Customer   : Good morning
Waiter 1   : Can I help you ? Where would you like to sit?
Customer   : We nee a table, for two near the window facing the garden (man)
Waiter 1   : All right, Sir….. please follow me. This is your table and please take a seats. What would you like to order Sir and Madam?
Customer   : I'd like to have chicken salad for a starter
(lady)
Customer   : What 's your special starter for today?
(man)
Waiter 1   : We're terribly sorry Sir, for today we don't have, but for tomorrow we will have fish soup

2.   Dialogue Two: Handling Complaint
Customer   : Waiter…….waiter (Customer is shouting)
Waiter 2   : Yes, Sir. Excuse me. What is the matter Sir?
Customer   : I didn't order fried chicken. What I ordered was fried rice, but you sent me this fried chicken. (customer with a bit angry)
Waiter 2   : We're very sorry Sir. We'll send you fried rice immediately Sir, This is our fault.
Customer   : That's all right. We will wait for it.

3.   Dialogue Three: Handling Telephone Calls at the Restaurant
Waiter 3   : Grand Hyatt Restaurant, Good Morning May I help you?
A lady   : Good Morning. We would like to book 5 tables for ….people for dinner tomorrow, facing the live music.
Waiter 3   : Certainly, we will prepare those 5 tables for your discussion and what time your group will become tomorrow madam?

Those three short dialogues are examples of communicating in a restaurant. The next dialogue example is the language for interacting among managers in the office.

1.   Dialogue one: Asking and giving opinions. (Manager A is as Chairperson)
Manager   : Good morning everyone. Well let's start our meeting.
(Chair/Mr   Today's topic is " Opening a New Branch"
Fairlane)
Manager B,C : Good Morning, Interesting topic Mr.Fairlane
and E.
Manager B   : Yes, I think so   (Bona)
Mr.Fairlane   : Bona, Any ideas on which we should open?

Bona   : Well, If you ask me, Why don't we find an area near Merak which is still in Banten
Mr.Fairlane   : Adnan, What do you think about Bona's opinion?
Adnan   : Well, I don't agree with Bona because Merak is too far from our main office. Besides, we need a strategic place for this new branch
Mike   : Excuse me, May I interrupt ?
Mr.Fairlane   : Yes, please do.
Mike   : I do agree with Adnan, strategic place is needed, especially if it can be near the main office, so, at the same time, the place is not only for the office but also as a store to sell our products Mr. Farlene : Bona, What is your reaction to Adnan's and Mike's opinion
Bona   : it is a great idea, so, I agree with them
Tommy   : Excuse me, Mr. Farlene. It 's really a great idea
Mr.Fairlane   : Well. I agree with all of you. Shall we close the meeting for today and to be continued tomorrow afternoon after lunch time.
Bona, Adnan   : All right Mr. Farlene Andre and Tommy
Mr.Fairlane   : Thank you for coming to the meeting and seeing you again tomorrow in this room at 13.00.

2.   *Dialogue two: Asking and Giving Opinions (Continued)*
Mr.Fairlane   : Good afternoon everyone. Sorry I am late.
Bona, Adnan   : Good afternoon Mr. Farlene, a new client came to meet you this morning, didn't he ?
Mr.Fairlane   : Yes, Mr. Key from Malaysia came to discuss the possibility for doing mutual cooperation in marketing our products.
Mike, Tomy   : Really, That's a good opportunity
Tomy   : I Think so, Mr. Farlene
Mr.Fairlane   : Well, everyone, let's start the meeting. As we all know, our main office is in Serpong, South Tangerang. We have to find an area in Tangerang, which is still in Banten. Adnan, "what's your opinion about this" ?
Adnan   : It seems, it is the right place to choose because it's not so far from the main office
Mr.Fairlane   : Bona, " What do you think about finding an area in Tangerang"?
Bona   : I totally agree, but we have to ask Tomy who is the finance manager about the budget to rent two offices in Tangerang
Tomy   : Yes, regarding our budget, don't worry, we still have a lot of money for having another branch, so, tomorrow we can go to Tangerang to find the location
Mr.Fairlane   : Mike, "What is your reaction to Tomy's idea"?
Mike   : Well, Yes….I agree to go to Tangerang to find the location tomorrow.

The examples of those dialogues can be practiced and developed in ESP classes as EOP learners' needs are to meet the goal of the EOP course and the learners need to complete the target. In addition , the communication in the learning process in practicing English has to be based on the needs of the parent organization or company. Thus, the needs analysis of the course participants working in a restaurant is different from managers or professionals who work in government, in universities and in industries. In EOP courses, therefore, course design is based on the learners' needs and interest to be applied in real life needs (Handoyo, 2011).

Course Materials for EOP Course
Teaching English for adult learners in the job setting regarding the materials usually

involves the need to use English for specific topics for expressing their own needs. Therefore, teaching materials are the key to achieve the goal of the course program. In addition, the materials for EOP classes have to be authentic and deal with real-life needs of the learners. Materials for EOP class can be some extracts taken from a course book, for example, a teacher can choose some topics that are suitable to the needs of learners.

There are many textbooks sold for EOP courses that provide the content.of the lessons, the balance of skills taught, and the kind of language practice of students take part in classrooms, for example the Course Book of Longman Business English Skills. This course book provides language appropriateness and fluency in typical business interaction in typical business interaction. This book is designed for use in class, particularly on short intensive. This course book aimed at business and professional people. Some topics in this course book are such as; introducing people in business contact, talking on the phone (discussing business), company trend, company systems, jobs and responsibilities, time management, and leading the group at the meeting. The course materials using textbooks have advantages as it has a planned selection of language that covers texts and learning tasks (Ur,2012).

For many EOP courses, some materials are designed by course designers which are based on learning needs analysis. Crawford proposes a number of principles for the designed of effective teaching materials:

a. Language is functional and must be contextualized
b. Language development requires learners' engagement in purposeful use of language
c. The language use should be realistic and authentic
d. Learners need to develop the ability to deal with written as well as spoken genres
e. Effective teaching materials foster learners' autonomy
f. Materials need to be flexible enough to allow for individual and contextual differences
g. Learning needs to engage learners both effectively and cognitively

Therefore, in EOP courses, what learners want to study has to be given in the learning process through materials that are necessary for them, related to their job. If an EOP course focuses on speaking, the fluency activities can make learners' speaking skills become much better.

Communicative Competence

In the learning process in teaching English, learners are guided to achieve communicative competence, Parere (1993) points out communicative competence the ability to use language correctly and to know when, where, with whom, about what, and how to use language. Communicative competence covers the following rules:

a. Knowledge and ability in grammar rules, practices, and vocabulary in a language learned
b. Knowledge and the use language rules in speaking (to know to start and to end a conversation, to know the topics to discuss
c. Knowledge and ability to give responses using language functions such as apologizing, inviting and offering.

In terms of communicative competence in teaching a language in the classroom either in General English (GE) or in ESP (EST. EOP, and other) ESP branches, a teacher, a lecturer, and a language instructor has to develop learners' competence to participate actively to practice and express their ideas. Learners can become autonomous language learners in choosing topics for their group, especially if they are good at grammar knowledge and vocabulary.

Teaching English in EOP Course

Teaching English in an EOP course depends on the needs of learners. A group of EOP

learners want to study such as report writing, giving presentations in English and speaking or conversation only. Therefore, EOP course designers can focus on the topic of the EOP learners want with regard to their specific needs. For example, an English course for managers in Pertamina (Perusahaan Tambang Minyak Nasional). The managers only want to improve their speaking skill. To make the classroom and the learning process of speaking class interesting, integrated skill can be included in this EOP course book though the skill focuses much in speaking.Integrated skills cover writing tasks, reading, listening, and speaking activities. For listening, some extracts from the text book and video can be included in the course book. By watching the video, course participants can learn the pronunciation of different accents from different countries used by the speaker. Besides, the more participants can learn body language as well.

In the process of teaching English, a teacher is very important. One of the teacher roles is as a participant. He can take part in speaking activities. Students enjoy having the teacher with them, not only as a resource who gives feedback to correct mistakes (Hammer, 2007). In improving reading comprehension, source text extracts from other textbooks related to learners' specific needs usually are given before they discuss the content of the reading text with a partner or in a group. In the presentation section, the writing task to prepare the presentation must be done by learners. Each student is free to choose his or her own topic. This writing task can make learners become autonomous language independently and they are free to express their ideas.

In teaching English in the EOP course, the materials need to be flexible enough to individual contextual differences related to what learners' responsibility in this office. Whatever the topics, the activities, and tasks given the learning process, they must deal with fluency and accuracy.The teaching speaking, oral fluency plays important role as the aim of teaching speaking is to improve learners' fluency in expressing their ideas, what vocabulary the learners use, have to pronounce the words chosen when speaking. In doing fluency activities, students should express themselves by using language that is relevant to the topic of the lesson. When producing a language, a teacher is not allowed to correct learners because it will discourage them from trying to express themselves freely. (Ur, 2012). In producing ideas, learners have to use correct grammar points which is called accuracy. On the other hand, if the learners make grammatical errors, a teacher should take notes and can give feedback after speaking activities.

Therefore, a learner who is good at speaking is also strong in grammar. Besides, this learner is also good at writing because in writing skill the learner has also to be able to express his ideas which deals with fluency in writing. Overall, materials to be taught in EOP class should give enough opportunities for fluency practice with the approach of communicative language teaching. The task given in using materials has to encourage learners to be communicative (Nunan, 1989).

Methodology

This study deals with the qualitative method in designing the issue of EDP and materials used to be implemented in the classroom for personal managers. The materials are designed with different topics according to the needs of the professional managers. The topic given in the speaking class, for example: Meetings and Discussions, Describing Jobs and Projects, Entertaining Guests and Negotiating. In addition to this, Communicative Language Teaching (CLT) has to be applied while practising the topics in the classroom. In CLT the students can express ideas, firstly focusing on fluency.

This study also investigated the communicative needs of UNPAM professionals in their professional level with survey based research. The data were collected, analysed and

interpreted quantitatively by administering interviews and questionnaires among UNPAM professionals. This study tries to find out what English skills and knowledge are needed by UNPAM professionals in order that they can conduct effective communication. Besides, this study is also potential to see if there is a gap between the acquired competencies of UNPAM professionals in using English. Further, the result of this study is expected to fulfil their communicative needs in an effective way. For this purpose, this study focuses on needs analysis of the English usage by UNPAM professionals

Needs analysis is the process of identifying what requirements do they need, in order to perform their job so that they can give optimum service in their job setting. To analyse the needs of UNPAM professionals in terms of English as their communication tools, there are some basic methods that most businesses use: surveys, focus groups, personal interviews, observation, and field trials. The type of data, financial allotment, and time limitation determined which technique is chosen.

This study employs qualitative methods in both collecting and analysing the data. According to Cresswell (1994) "A qualitative study is defined as an inquiry process of understanding a social or human problem, based on building a complex, holistic picture, formed with words, reporting detailed views of informants, and conducted in a natural setting. Qualitative researchers are primarily concerned with practice and process rather than outcomes. That is, they focus on the process that is occurring instead of the outcome of that process. The focus is on participants' perceptions and experiences and the way they make sense of their lives. Qualitative research, also called field research, typically involves fieldwork in which the researcher observes and records behaviour and events in their natural setting. The researcher physically goes to the people, setting, or site in order to observe the subject as it normally and naturally occurs or behaves.

The three most common qualitative methods are participant observation, in-depth interviews, and focus groups. Each method is particularly suited for obtaining a specific type of data. As the type of data in this study is textual, that is, some comments and responses from an interview, some notes taken during observation, and some documents taken from the company as evidence, a qualitative method is suitable to be used in this study. Qualitative method is also suitably used in phenomenological research. The use of language for special needs, in this context, for UNPAM professionals could be categorized as one of the language phenomena as the language they use in their daily communication has its own characteristics. The English language that is used in such a job setting is called EOP (English for Occupational Purpose). It is a part of English for Specific Purpose (ESP) in a wider scope.This study uses data which were taken directly from the real setting, that is, by interviewing UNPAM professionals directly as the language users, and analyzing their need on what language functions are used.

This study used observation to see how the UNPAM professionals use English in many different occasions or meetings or when they conduct their daily communication in their job setting. Besides, an interview with the UNPAM professionals is also done to identify any possible problems concerning their difficulties and expectations with the use of English in their office. To strengthen the analysis, survey technique by giving questionnaires to professionals is also given.

The approach used in this study is qualitative in order to get a comprehensive and real description of the objects of the study. Data collection was done by direct interaction to the UNPAM professionals as the research target. Creswell (2014:32) states," Qualitative research is an approach for exploring and understanding the meaning of individuals or groups ascribing to a social or human problem". From the statement it can be stated that qualitative research deals with investigating human's problems including their behaviour or attitude and their social

life. According to Sugiono (2017) the qualitative method is said to be a new method since it is based on post-positivism philosophy. This method is also called an artistic method because the process of research is likely to be artistic (less- patterned), also called interpretative method because the data as the result of research in the form of interpretation of the data found in the field.

This research will produce the following outcomes;

a.   The research final report (result and discussion as the research report);
b.   Proceeding (be presented in national or international seminar /conference)
c.   National Research Journal
d.   Appropriate syllabus or materials that will be useful for UNPAM professionals.

The materials which will be written based on the needs analysis are potential to be the outcome in the form of a book or module for learning, especially for professionals. There were 10 questions asked to the participants which responded to the needs of English for UNPAM professionals to be asked to get a clear picture of the professionals' needs of English.

From the analysis above there are some partial conclusions to the needs of English by UNPAM officials or managers. Almost all agree that English is needed in their job, and as the managers they need the mastery of specific English for managers which is shown by three important activities, they are presentation, discussion and conferences.

The English they need is not general English but more specific as they are professionals. As it was mentioned at the background and also at the literature review, English for Specific Purposes has two main branches, they are English for Academic Purposes (EAP) and English for Occupational Purposes (EOP). EAP is meant for students who study at vocational schools, those who study science or technology, medical, pharmacy or economic and management who need specific English based on their job setting. While EOP is English for those who work in various fields of work. Most professionals do not talk about general English anymore rather than talking about their business. Therefore, specific business   English must be designed to fulfill their needs.

At the verbal communication there were lots of grammatical matters are left behind or forgotten but as professionals, language used shows ones' background, personality and education, etc. Good impression may come from one's appearance or performance or language use including choices of words. Many people can speak English but not only understood by the listener but it should impress the listener that you use the correct grammar and you understand the English culture which are shown by structured sentences, grammatically, and can use English idioms based on their culture.

Finding and Discussion
English Materials for UNPAM Professionals
English Competence and English Function

The researchers found some potential key to design materials to be taught to Unpam' professionals from the interview and questionnaires. The following are the examples of questions and answers from questionnaires which indicates the needs of English for their job, as follow:

Table 1.
Findings from Questionnaire

No.	Questions	Answers	Result
1.	Do you need English in your job?	yes	76,7 %

2.	Do you need to speak English fluently with foreign visitors from overseas	yes	86,7%
3	Does Unpam have some network programs with International institutions	yes	93,3%
4.	Do you need English for presentation?	yes	75,9%
5.	Do you need English for discussion?	yes	63,3%
6.	Do you use English to participate in International Conferences	yes	93,3

After analysing data collected from interviews and questionnaires, the researchers conclude partially that English is really needed by Unpam Professionals. In particular to support human resources development among Unpam professionals and to build strong relationships with many developed foreign institutions.

The English that they need is very specific since they only need English for certain purposes. Handoyo (2011) states that the EOP course is designed based on the learners needs and interest to be applied in real life.

As a professional, they must have communicative competence as it was mentioned in the result from questionnaires that 86,7% participants need English fluency. Parere (1993) points out communicative competence in the ability to use language correctly and to know when, where, with whom, about what, and how to use language. Therefore not able to speak but they must use correct English which involved: knowledge of grammar rules, language rules in speaking, vocabulary, and able to reponses using language functions

The materials to be taught and with the ability in knowing and understanding the grammar points and for the following purposes:

● Describing office, job, experiences, time management, advantages, and disadvantages, job definition using the grammar points, simple present tense, present perfect tense, and passive sentences.

● Dealing with the key language of instruction: operating machines; explaining how to use, sequencing, instructions, job instructions, general truth-less, warnings, directives using the grammar points; leave to, models, if, gerund.

● Dealing with the key language of process : complaints; using make and do, (make a compliment), a staff training process, a production process, etc, using sequences; First(Ly), Second (Ly), and Finally…, explaining purpose; in order to, so that, in order that, and because

● Designing System: classifying (There are two types of.., there are two kind of..) giving examples (for example …,such as)

● Describing places, using the grammar points; a lot of, muchany, adjectives that can be turned into nouns (spacious ---> space, comfortable --> comfort)

● Dealing with product range: The range (we have a wide range of ….), use and purpose (it's used for, it's used as, it's suitable for..,), comparing products (it's kind of, it's similar to, selling the product (it sells well in.., it's popular with.., it costs), construction (it's made of…,it consists of…)

● Dealing with comparisons: better and best, to give opinion (comparing two things and three different things), comparing three or more things (x is the…est, is the most…, is the least….) opportunity (There's more opportunity for, large companies are a bit

slower to adopt)

● Talking about past time: activities in the office during parties (conferences, mutual cooperation, etc) using simple past tense with regular and irregular verbs (eg: when did you last travel on business?)

● Dealing with "company forecast": Forecast a company's future. How will a company's future be affected by modern technological/ by present manager- what strategies/by your productions and costs, then gave opinion, using these phrases; I expect I feel confident that, I doubt if/ I don't doubt that, I would. I'd be surprised if…, is sure something happen. (eg. It's ..likely that wages will rise ...…in inflation, there'll be a lot of technological advances in this field, finding skilled staff probably won't be a problem)

● Planning a new research and development project in a workplace: Describing how it could be organized with reference to: the aims and goals of the project, staffing, space, etc.

● Stating preference using the phrases: Would you prefer to…. , I'd prefer ….(to do) and I'd rather….(do), for example:

Would you prefer to have males or female staff?

Would you prefer to work in a large company or small company?

● Using the language of " Supposing":

For example: Suppose you could have a large sum of money to invest in your department or company, what would you do with it?

What would you try to improve? Supposing you were offered another job at twice your present salary but in another country, would you take it? What would you need to consider?

● Stating conditions and second conditionals:

It'd depend on…., I'd have to know, and I'd have to consider (stating conditions)

If I were 10 years younger, I'd take the job

If I could take my family with me, I'd work abroad (the second conditional)

using If + Did + would do.

● Dealing with " Unusual circumstances":

Example of using these circumstances; it's unlikely to happen, but in what situations might you send food back in a restaurant, it's unlikely to happen, but in what situations might he postpone that important meeting?

● Dealing with "Conditional type 3".

For Example:

A : What would you have done if they had happened to you?

B: I'd have run away

C: What would you have done if you had had a lot of money?

D: I'd have bought a new car to go to my office

If I'd had a lot of time, I would have visited him in Singapore.

● Dealing with the language of "giving Presentations: Making a speech of Welcome; Good morning Ladies and Gentlemen, welcome to, it's very nice to see you all here today, introducing a speaker; it gives me a great pleasure to introduce Miss Hanna (clapping), Miss Jane has kindly agreed to come along today to speak to us about…., ladies and gentlemen, Miss Grace ….(clapping), Finishing (Thank you very much/ thank you for being attentive), questions (if anyone has any questions, please free to interrupt/ if you have any questions, please feel free to interrupt/if you have any questions I'll do my best to answer them (later), Thanking a speaker (on behalf of everyone here, I'd like to thank Miss Diana for the most interesting and entertaining informative talk, Thank you very much indeed Mr. Frazer. I'm sure I am speaking for all whom I say how much we've appreciated your being here today.

●   Preparing a visitor to a company:
Preparing the topics to discuss, thinking about what they are interested in…., who they should meet/ what parts of the building/factory/site they should see. (….what map showing where you are going to go. When they come: Meet them (the visitor) and greet them /explain their itinerary to them

●   Show them round/ give a short presentation on the company history/profile, etc, answer any questions that arise, say goodbye to your visitor (preparing farewell dinner, etc).

●   Dealing Chit-chat: Introductions; introducing two friends at an informal party, introducing your husband/wife to your Managing Director at a formal social event, introducing yourself at a conference, introducing yourself to the secretary at the reception desk.

●   Dealing with language functions; Requests; Asking people to do things (Could you …, please …..Will you ? I wonder if you'd mind …(---ing)? - Can you please? - Would you mind…(--ing)?, Agreeing (…Yes, certainly -
Yes, of course - No, not at all.), Refusing (I'm sorry but, I can't. - I'm afraid….. I'm terribly sorry but …

●   Dealing with Language Functions: Offering help - Shall I….? - Can ….?
- Do you want a hand? - Would you like me to ….? , Accepting help(yes please. Thanks a lot.
- oh that'd be great - Thank you .That's very good of you), Refusing help.

●   Dealing with Permission in using language functions such as asking for permission (Do you mind if I …./ _ May I?- Could I possibly …? - Can I - I wonder if I might ….?

●   Dealing with invitations using language functions such as inviting (Do you feel like ….(--ing) ? - how about …(--ing). Do you fancy …(--ing) ? _ Would you like to …? - I was wondering if you'd like to…?, Accepting invitation (Yes, I'd love to , That'd be great. Thanks. Refusing invitation (I'd love to but… That's very kind of you, but/ unfortunately - Well, actually

●   Dealing with " Fixing a time" : Suggesting a time; when would suit you? - Would Thursday be convenient for you ? Are you free on Wednesday? / at 2 o'clock ?/ in the afternoon (What about 1 o'clockon Wednesday , then?/ Shall say 2 c'clock on Monday, then ?

●   Leading the group at the meeting: Expressing opinions:
- Many staff are weak in speaking. What do we have to do about this problem?
- I think we have to send some of them to intensive English Course
- I believe that's a great idea
- My impression is that each department has to send one staff only
- Well, I am thinking of that..

Materials designed for UNPAM' Professional Managers
The materials consist of 20 (twenty lessons):
1.   My New Office
2.   Jobs and Responsibilities
3.   Instruction
4.   Processes
5.   Systems
6.   Descriptions
7.   Comparisons
8.   Past Time
9.   Describing Trends

10. Planning ahead
11. Future Possibilities
12. Company Forecast
13. Fluency Practice (grammar Review)
14. Presentation
15. Social chit-chat
16. Polite situations
17. Offering of help and Permission
18. Making Arrangements
19. Fixing time
20. Leading the group

Some examples of Task and Exercises in EOP Course:

1.   My New Office
Model dialogue:
Practice the dialog below with a partner

Fitri :	Good morning Jane!
Jane :	Good morning Fitri. What's your new office like?
Fitri :	It's great . The managing director is very nice and smart. My room is next to his room
Jane :	You're lucky. So you can see him almost everyday. What are you in charge of in this office?
Fitri :	: I'm in charge of marketing activities regarding new products of our company
Jane :	Jane : So, you bare marketing manager, aren't you?
Fitri :	Yes I am and I like my job very much. How about you Jane? I've heard you just came back from Singapore, didn't you?
Jane :	Yes, I did. Every month I'm responsible for exhibitions to introduce our product in other countries. Next month I am going to Brunei with the production manager from my office
Fitri :	Really! I haven't been to Brunei yet. But I'm planning to attend an international conference in Japan next week. I enjoy travelling. My office activities are interesting and we are meeting our new clients next week.

Fluency Practice
With your partner, create a dialogue about the achievements of your career, what have you got regarding knowledge and professional experiences, what you did these few months, what you enjoy doing, what you are hoping to do in your life , etc.

2.   Jobs and Responsibilities
   Organization Structure
➢   Draw Organization Chart for your company, then explain your company's structure
➢   Describe the organization of the different department
➢   Say what people do and who they responsible to

- Be prepared to answer question about:
- Which departments performed well/badly
- Which departments work the hardest
- Where communications are good/poor
- Which other parts of the organization your department has close links with
- Which other parts of the organization your department has close links with:

Responsibility
✓ …..………is responsible for the day to day running of
✓ …..………is in charge of the Accounts Department
✓ …..………run the agency in Paris

Job
✓ looks after the machinery
✓ takes care of special accounts
✓ sees the repairs
✓ ….…………………….deals with new customers

Position
✓ Over him there are ……..
✓ There are under her
✓ He reports to ……………
✓ She is responsible ………..

Time Management
Think about your typical working day:
1. How long do you spend:
- Talking with people ?
- On the phone a lot of ?
- Working on your own ?
- Working with a computer ?
- Travelling?

- A lot of   time
- Not much time
- Around   half my time
- About   half my time
- Less than   an hour   a day
- More than   two hours a week

2. How often do you:
- Work over time ?
- Use English at work ?
- Travel abroad on business?
- Have a holiday?

- Every   day ,

- Once a week
- Twice a fortnight,
- Three times a month
- Three time a year

3. What time do you start working in the mornings?
4. And when do you finish?
5. How do you get to work?
6. How long does it take?
7. What do you do to relax in the evenings?

3. Instructions
A. Operating Machines
Explain how to use :
- A public telephone
- the photocopier at work
- the automatic cash dispenser at your bank
- A video tape recorder

B. Sequencers
- Firstly
- Then
- Next
- After that
- Finally

C. Instructions
- You have to (It's necessary)
- You mustn't (It's wrong)
- You needn't (it 's not necessary)
- You don't have to (it's not necessary)

D. Job instruction
- Think of a job you do regularly at work. Explain how to do it to a new number of staff.
- Explain why it has to be done in a particular way.

E. General truths:
- If you press this key, the computer prints out the reading
- If you open the door, the power is automatically cut off If
- Subject + DOES + DO

Fixing a Time

Caller:	You need to arrange a business meeting with your partner, Phone him/her to fix a time . Here is your diary for next week.
Receiver:	You need to arrange a business meeting with your partner. He/She phones to fix a time

Model dialogue:
A : Hello Mike, let's talk about our meeting. When will it suit you?
B : Yes, on Monday would be fine.
A : Yes, on Monday would be fine. Suit on me

Be convenience
Saying " No"
➢ I'm afraid I can't make it on Monday. I'm afraid, I am busy
➢ I'm afraid, I have another engagement I'm afraid, I have got something else
➢ Could we make it tomorrow?
➢ I'm sorry about this, it's unavoidable

Expressing Opinions
Give an instant opinion on of the topics below, then ask the other members of the group what they think: eg. It seems to me that private schools are a bad thing because they give the children of the rich a huge advantage ! What is your reaction to that, Michael?

➢ Private School
➢ Football hooligans
➢ Nuclear power
➢ Computers
➢ Smoking in public places
➢ Military Services
➢ Capital Punishment
➢ Banks
➢ Unemployment
➢ Marriage

Look at these phrases and decide how strongly the speakers asserting hisor her views. Put them in the appropriate box.

I think ………… I don't think ….. I'm quite certain that ……. I would have thought …….	Weak
I don't doubt that ………… I believe ……………….. I feel sure that ……………… My impression is that ……..…	Medium
As I see it …………………… It seems to me that ………… It strikes me that ……………	Strong

Asking an Opinion
✓ Michael, what is your reaction to that ?
✓ Terry, How do you feel about this
✓ Any comments, Merry ?
How would you change these phrases if You were directing them at a group rather than an individual?

Leading a discussion

Prepare to give a short informal talk to the group and lead a discussion. Follow it. Question must be provocative. The group will interrupt your talk as often as possible to ask questions and express their views.

Some ideas topics as follow:
➢ Housing
➢ Energy conservation
➢ Sport
➢ Crime
➢ An event in the news
➢ Driving rules and habits
➢ privatization
➢ Health and fitness
➢ Family problems faced by hard working executives

Conclusion

After conducting some research activities such as observation, interview and distributing questionnaires to UNPAM Managers, it can be concluded that the managers need English for their job and develop networking nationally and internationally as well. They did not have enough chances to study English and practice it in their office so that course is needed by them. The module has included communicative skill that is given in the form of appellative dialogues on the job setting. It has also contained vocabulary building use to talk, discuss or present etc, based on the needs analysis. Some important points such as grammar, have been covered by the exercises and learning activities in some examples made and shown. The exercises are meant to build self-confidence to express their ideas and willingness to speak. The learners were also asked to develop the example given so that they could improve their English competence. (listening, speaking, reading, writing), they could also see teaching methodology which aims at developing their competence as the materials are prepared contextualized.The outcome of the research can be in the form of book or modul which can be used by professionals to improve their English

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