Ethnographic lens: Understanding managerial and operational level perspectives on ESP teachers roles

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Abstract

This study investigates the managerial level (the deans of the faculties and the director of ESP) perspectives and ESP teachers' perspectives (operational level) on how they assume their roles in teaching ESP. This study used an ethnographic approach. The phenomena of an ethnography are commonly examined from a collective perspective. This suggests analyzing the culture under investigation from an insider's viewpoint by emphasizing the significance that the members of that society attribute to it. The findings show that sociocultural factors are assumed to influence the deans' expectations of what teachers must do in comparison to what teachers themselves should be doing. ESP teachers at the operational level assume their roles in teaching and learning ESP as motivation builders, classroom controllers, teaching strategy innovators and lifelong learners. Meanwhile, the deans of the faculty's (managerial level) expectations of ESP teacher roles entail a material developer, a curriculum contributor, a language trainer, a student mental safeguarding, a collaborator and a program evaluator. While deans and teachers share a common goal of educating students, their roles, responsibilities and perspectives differ significantly leading to different expectations. Both cohorts namely managerial level and ESP teachers should intensively discuss to obtain a satisfactory agreement in executing roles and responsibilities. Besides, when designing professional development, it is suggested to focus on two areas: enhancing and sustaining instructors' English proficiency and expanding language teaching knowledge and skills.

Keywords: Diverse teachers' roles, ESP teachers, Ethnographic lens, Managerial level expectation, Operational level, Tertiary level of study.

Contents

Contribution of this paper to the literature
This article discusses two key components contributing to the discrepancy between the expectations of the managerial level (employer group) and the operational level (ESP instructors) regarding the execution of their professional duties in ESP classrooms: the recruitment system of ESP teachers in the institution and the graduates' qualification.

1. Introduction

The modification of the curriculum necessitates a novel pedagogical approach and the flexibility of instructional skills. Therefore, if a teacher is not adequately equipped with new teaching competencies, the old competencies become less reliable. The Indonesian government is currently enforcing a change of curriculum by incorporating content subjects such as tourism and hospitality, mechanical and electrical engineering, mathematics as well as biology into English teaching and learning, namely English for Specific Purposes or ESP. The implementation of ESP has raised significant challenges with teachers' quality being a recurrent issue at all stages of teaching English as a foreign language. Moreover, teachers' recruitment systems cannot be separated from broader domains such as the quality of teaching institutions.

Although each university is expected to have autonomy in academic staff recruitment, the selection procedure is interest- and collegial-relationship-based, and rarely are references from colleagues verified against the candidate level of competencies. Loyalty and obedience are more profound than academic commitments and abilities due to this interest-based recruitment. Inappropriate recruitment can affect teachers' capability and roles in the classroom for several reasons. First, teachers may struggle to understand crucial roles when hired without relevant and appropriate teaching competencies (Darling-Hammond, 2000; Hong, 2012). Moreover, recruitment processes that do not accurately reflect the expectations of the managerial level of the teaching profession can lead to misunderstandings. For instance, emphasis on certain skills or qualifications that are irrelevant to teaching roles expected by the managerial level such as the Dean of the Faculty or Directors during recruitment may pressure teachers to perform tasks beyond their capabilities. Understanding the teachers' roles aligned with the deans and the directors' expectation is considered important because teachers guide students' learning processes, facilitate the comprehension of subject matter and stimulate intellectual curiosity. Understanding roles can help ensure these responsibilities are effectively fulfilled (Nathalie, Van Keer, & Haerens, 2016; Stronge, 2018; White & Berry, 2022).

The English Department of One University (OU) (pseudonym) reported that upon completion of a bachelor's degree, the majority of English Education Department, One University (EED OU) graduates intended to find jobs. A large number were accepted into English language teaching positions at the Language Centre of One University (LC, OU). However, senior management of the directors and the deans of the faculties at OU has expressed dissatisfaction with the graduates' outcomes. This concern centres on the ability to perform ESP teaching tasks and roles (Bestari, 2010 as cited in Poedjiastutie (2017)).

The managerial level of the university or the deans of faculties (these two terms will be used interchangeably) expect the ESP teachers' to demonstrate the outstanding professional knowledge and competencies in carrying out diverse roles for both classroom teaching and other professional tasks. They expect university graduates who enter the ESP teaching field to have an in-depth understanding to use the information learnt at university and to exhibit a competitive advantage (Clarke, 2018).

However, since ED graduates at OU are designated to teach high school English for General Purposes (EGP) and are not prepared for ESP teaching, they struggle to function in ESP teaching. They think that carrying out ESP teaching jobs is similar to other teaching tasks at different levels of schooling. The problem underpinning this study might be the perceived mismatch between the English Department (ED) OU graduates who pursue their teaching career as ESP teachers about what they should be doing in ESP teaching at university level and the Deans' and the director's expectations of what the graduates should do in ESP teaching. Therefore, the following research questions are raised:

1.1. Research Questions
a. What are the managerial expectations of ESP teachers' tasks and roles?
b. What ESP teachers perceive their tasks and roles in ESP teaching?

1.2. The Significance of the Study

Theoretically, the study is significant to serve as a valuable addition to the existing body of study. Effectively responding to the diverse needs of university stakeholders is a significant challenge faced by tertiary teaching staff. They must navigate a wide range of local and global situations to ensure their responses are practical and appropriate. Having a strong understanding of their actions in ESP teaching can be a valuable asset for both students and teachers. With the sound pedagogical knowledge, teachers can achieve numerous important goals. Since no specific institutions or universities in Indonesia are officially responsible for producing ESP specialists and providing teachers with professional development programs, necessitating the need for more capability and proficiency for ESP teaching. In addition, this study is to critically evaluate the ED OU curriculum and pedagogical practices to determine how better to meet the needs of all stakeholders.

2. Review of Related Literature

The discourse of teachers' roles in ESP classrooms cannot be separated from one of ESP pedagogies, namely student-centered learning (SCL). This section presents both the roles and connections of ESP teachers and pedagogy (SCL).

2.1. SCL as a Part of ESP Pedagogy

One of the fundamental distinguishing features between ESP and General English (GE) is the demographic composition of learners especially adults. According to Ghafournia and Sabet (2014) there is a common objective

between ESP and Adult Education (AE) revolving around learners' autonomy and self-directed learning. Adult learners are supposed to understand personal learning objectives often with the intention of acquiring English language proficiency to enhance self-confidence in workplaces. It is important that teachers possess an understanding of the SCL learning methods and strategies presented in the pedagogical framework to effectively implement this approach (Keiler, 2018). In addition, ESP teachers assisting adult learners are expected to share responsibilities. The seminal papers of Basturkmen (2010), Belcher (2006) and Flowerdew (2012) showed that all decisions regarding content should be based on learners' rationale for learning.

ESP pedagogy places a strong emphasis on learner-centeredness. This approach places learners at the forefront of the language learning process showing the active engagement and use of various strategies to acquire proficiency. Each learner possesses distinct characteristics and engages in diverse learning modalities (Felder & Brent, 2005; Gilakjani, 2012). One of the benefits of the approach is that it not only focuses on what is expected to be learnt but also on how learners wish to learn (Basturkmen, 2010; Belcher, 2009; Cheng, 2006). This is possible because learners are central to teaching and learning decisions. Practically, learners are taught skills that facilitate objectives while considering the preferred ways of learning and motivations. In other words, as a learner-centered approach, ESP recognizes individual differences (Basturkmen, 2014, 2019; Tomlinson, 2014). All learners get to learn in ways that fit and sort personal needs. Consequently, the substance and mode of learning can be affected by the alternatives accessible.

The SCL approach should not be misconstrued as promoting individualism exclusively. It is also crucial to recognize that each learner has unique and valuable contributions to the collective group dynamic. The absence of such contributions can undoubtedly diminish the effectiveness and richness of group experience. The classroom can be viewed as a microcosm of global society comprising various cultural and economic backgrounds. Within this context, it serves as a platform fostering inclusivity and enables students to construct knowledge through diverse ways (Littlewood, 2014; Milner, 2011). In a pedagogical approach that prioritizes learner-centeredness, the primary responsibility of teachers is to facilitate the attainment of predetermined learning objectives. Teachers also function as resource persons to direct what students learn, provide minimum time expected on assignments, and formulate objectives.

Studies have shown a significant inclination among students towards the SCL approach with Eslami (2010) specifically showing that students demanded more engagement in class activities. Moreover, teachers' perception of students' proficiency had a significant influence on the implementation of learner-centered activities. Specifically, learner-centered activities are less frequently used when students have lower abilities. According to Parkhurst and Bodwell (2005) adequate institutional support is crucial in facilitating the adoption of SCL. Crucial supports include initiatives like offering professional development opportunities, allocating release time for teachers, and providing necessary funds. These measures are essential for equipping teachers with the necessary knowledge and skills to effectively implement SCL. It is also necessary for teachers to exert and stay abreast of contemporary pedagogies to effectively foster interactive learning environments.

2.2. Roles of Teachers in ESP Classroom

One prominent feature of ESP is the variety of roles to be adopted by the teachers. Therefore, teachers are expected to understand personal responsibilities and roles within the classroom setting specifically when the adoption of SCL is inevitable. Górska-Poręcka (2013) and Luo and Garner (2017) argued that ESP teaching is a multi-stage process where teachers fulfill a broad range of responsibilities including those of study expert, course evaluator, language instructor and learning assessor. Teachers need to have a deep understanding of language, sociocultural factors and pedagogical techniques to effectively fulfill these responsibilities. Understanding this information is crucial for informing educators' cognitive processes particularly in the realm of decision-making. Islam (2014) and Górska-Poręcka (2013) assumed that roles of ESP teachers were more complex when compared to EGP teachers since ESP focuses on specific skills and needs of learners based on a detailed analysis of learners' professional and academic needs. This distinction has important implications for ESP teachers' roles as course designers, material providers, collaborators, study experts, evaluators, and cultural interpreters. Some of the roles and identity mentioned by Islam (2014) and Górska-Poręcka (2013) will be discussed below.

Studies have been conducted on the roles of ESP teachers from personal contexts and perspectives with some recommending only one specific role depending on the situation encountered at a specific time. For example, ESP teachers as practitioners have been shown (Basturkmen, 2019; Belcher, 2009; Ibrahim, 2019; Luo & Garner, 2017). Bhatia, Anthony, and Noguchi (2011) discovered that proficient teachers engaging in ESP might face difficulties when addressing students' needs. Consequently, proponents of these approaches should advocate for ESP teachers-training programs to focus on practical implementation in the classroom over theoretical instruction. Incorporating a practical component into teacher-training programs provides immediate benefits as the lack of practical knowledge and the absence of practical courses may impede the efficiency of training (Luo & Garner, 2017). Therefore, it is advisable for ESP adopters to actively engage in real-life scenarios. In this specific case, the adopters are primarily regarded as competent practitioners (Islam, 2014).

Teachers as material designers have been acclaimed by Baştürkmen and Bocanegra-Valle (2018), Bocanegra-Valle (2010), Bocanegra-Valle (2016) and Vičič (2011) stating that the identification and acquisition of suitable resources was a fundamental responsibility for ESP teachers. The provision of such instructional materials should aim to equip students with the necessary skills and knowledge to effectively navigate real-world contexts beyond the confines of the traditional classroom setting particularly in relation to prospective professional environments. According to Vičič (2011) it is important to carefully curate instructional materials that cater to the specific requirements of learners while prioritizing the attainment of tangible and applicable results.

Bojovic (2006) stated that educational materials needed to possess authenticity, currency and relevance in relation to the specific specializations of students in addition to the aforementioned prerequisites. Moreover, Gao (2007) argued that the objectives incorporated in the instructional materials should be based on practicality. Neglecting this could potentially lead to a decline in students' motivation. Basturkmen (2010) and Chen (2000) showed the importance of integrating instructional materials that not only cover essential English language

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criteria but also comprise a diverse range of discourse and genres to accommodate specific needs of students. An important inquiry regarding the linguistic properties shown in the aforementioned materials concerns the level of specificity that instructional materials should contain. This is a significant point of contention in the field of ESP. A lack of specificity in textbooks has substantial implications for pedagogical methodology compelling ESP teachers to create customized materials corresponding to students' requirements and capabilities.

Teachers as collaborators have adopted the merits of incorporating collaborative and team-teaching within ESP curricula by several academic experts such as Basturkmen (2019), Ghafournia and Sabet (2014), Hyland (2022) and Stewart (2018). Jaleniauskienė, Leščinskij, and Jucevičienė (2019) claimed that an effective approach to ESP instruction should include collaborative effort between two teachers each with distinct roles and responsibilities while providing mutual support. Even though this approach may present additional complexities, it has the potential to yield greater efficacy compared to a sole reliance on English or content teachers. The approach is also acknowledged to be effective by Northcott and Brown (2006) and Ghafournia and Sabet (2014).

Liu and Hu (2021) conducted a recent study using Systematic Literature Review (SLR) revealed that the dominant focus in the ESP literature revolves around language aspects and need analysis. It appears that there is a lack of attention given to an important aspect of ESP education which is the role of "ESP teachers". These teachers play a crucial role in connecting the conditions set by policies with actual classroom practices as well as addressing the students' expectations and their practical and technical demands in the professional world. Additionally, a study conducted by Liu and Hu (2021) found that the research topics in the literature on English for Specific Purposes (ESP) teachers seem to be inadequately represented. One of these associations pertains to the roles and development of identity among ESP teachers. Furthermore, a limited study has been conducted in Indonesia that compares the viewpoints of individuals in managerial positions with those of the teaching staff at the operational level. This study aims to address this gap.

3. Research Methods

3.1. Research Design

This study adopted an ethnographic approach. The phenomena of ethnography are commonly examined from a collective perspective as evidenced in Wiersma (2000), Fraenkel, Wallen, and Hyun (2012) and Creswell (2012). Another essential aspect of an ethnographic study included experts actively participating and forming profound ties with subjects to minimize any feeling of detachment or distance (Pilbeam, Greenhalgh, & Potter, 2023; Van Maanen, 2011). Moreover, being an insider is a strategic approach to minimize the gap between study experts and subjects. The experts should be cognizant that ethnographers want to acquire an emic perspective pertaining to the viewpoint of persons within a specific culture (Hammersley & Atkinson, 2019). This suggested the essence of analyzing the culture under investigation from an insider perspective and the significant attributes of the society members.

3.2. Research Setting and Participants

Furthermore, the ESP learning at OU is delivered through the ESP program which commenced in 1993. The ESP program at OU was the pioneering initiative and served as a blueprint for English programs in other universities. It was mandatory for all students during the initial year of enrollment spanning two semesters and played a crucial role in cultivating the human capital for OU. The participants were five deans of the faculties (see Table 1) and seven ESP teachers (see Table 2) from the OU Indonesia. The participants and the university names were written as pseudonyms.

Table 1. The employers' profiles.

Unit/ Faculty	Qualification	Overseas experiences	Years of service
Fac. Medical science	Specialist doctor	Yes	6
Fac. Social politics	Doctorate	Yes	23
Fac. Agriculture and husbandry	Doctorate	Yes	23
Fac. Psychology	Master	No	27
Fac. Engineering	Master	Yes	27

Table 2. ESP teachers' profiles.

Initials	Gender	Status	Qualification	Years of service
TA	Female	Part-time	Master of Edu. policy	5
IBW	Male	Part-time	Master of Edu. policy	5
THS	Male	Part-time	Master of English edu.	5
PE	Female	Part-time	Bachelor of English edu.	4
KNW	Female	Full-time	Bachelor of English edu.	4
ZE	Male	Part-time	Master of Edu. policy	3.5
HA	Female	Part-time	Bachelor of English edu.	3

3.3. Instruments and Materials

Engaging in casual one-on-one conversations with ESP teachers following classroom observations was a primary method used to collect data. Researchers gathered comprehensive data on their actions and analysed their behaviours through careful observation of students in authentic classroom environments. During the classroom observation, a substantial amount of data was gathered which included thorough observation notes and over 1,100 minutes of video recordings. These materials were thoroughly analysed and used in subsequent informal interviews. The videos were used to motivate teachers to openly express their thoughts and actions with the aim to collect valuable insights. After conducting a comprehensive analysis, a more profound insight was acquired into the cognitive factors that impact instructional judgment and decision-making. A more profound comprehension of teachers' beliefs, knowledge, and assumptions was achieved by conducting informal in-depth interviews. The

interview guide was shaped by significant considerations that emerged from prior data collection methods. Each interview lasted 60 to 70 minutes resulting in an audio recording of around 300 minutes.

In-depth formal interviews with deans were conducted using a semi-structured interview protocol and produced over 200 minutes of audio recordings. This was conducted in Indonesian to help address language barriers, prevent any potential misunderstandings as well as validate teachers' perspectives and classroom practices. The deans of the faculties were deliberately chosen based on affiliation with the cultural scene and familiarity with the subject matter under investigation (Merriam & Tisdell, 2015). The interviews facilitated the collection of information regarding deans' personal experiences as policymakers and perspectives on the duties of teachers in the ESP classroom.

3.4. Data Analysis and Trustworthiness

An iterative approach was employed in analyzing the qualitative data in this study. The researcher cycled back and forth between data collection and analysis. This was done for the researcher to collect stories from participants and return for more information to fill in the gaps as the analysis proceeded using a constant comparison method.

The data were organized based on the participants of the study since the aim of this study was to investigate the deans of the faculties and ESP teachers' perspectives. All interviews both informal conversation and in-depth interviews and observational notes were transcribed to convert the data into text.

The first step of analysis involved reading the text data over and over to gain an initial but thorough impression of the data. Next, the themes that emerged were color coded by hand to get a closer look at the data and to gain a strong feel for it. The researcher was required to read in-depth and to use a "think-aloud" strategy (Fraenkel et al., 2012) before and during coding of the transcripts.

Conformability is data (constructs, assertions and facts) that is tracked to their sources and logic is used to assemble the interpretations into a structurally, coherent and corroborating whole that is both explicit and implicit. Since recording devices, videos of classroom observations and mobile recording were used in informal one-on-one conversations or in-depth interviews, those devices provided data tracking for confirmation whenever clarification was needed.

4. Results

Based on the large amount of descriptive information, the results were summarized as follows:

Table 3 presents the managerial level perspectives of ESP teachers' roles. The managerial level consists of the deans of the faculties at OU. The dean's expectations for ESP teachers' roles include material developer, curricular contributor, language trainer, student mental health care, collaborator and program evaluator. Meanwhile, Table 4 presents the operational level perspectives of their own roles. The operational level consists of ESP teachers teaching at the Language Centre (LC) at OU. There are four roles ESP believe they should be doing: as motivation builders, classroom controllers, teaching strategy innovators, and lifelong learners in the teaching of ESP.

Table 3. The managerial level (The deans of faculties) perspectives of ESP teachers' roles.

Teachers' roles (ESP classroom)	The perspectives of	Definition	Examples of excerpts
A language trainer	The dean	A person who coaches students through a series of experiences and facilitates the learning of a particular language.	The implementation of a language policy mandates that students use English as the primary medium for communication. ESP teachers prioritize facilitating students' proficiency in generating accurate English sentences (The dean of psychology).
A collaborator	The dean	A person who initiates collective efforts to create innovative teaching and offers collegial support and encouragement in a structured environment.	Engineering lecturers as well as ESP practitioners may introduce certain technical terminology during the instructional process. The introduction of this concept may present a potential challenge for teaching staff at LC to understand and implement. The introduction of technical terms within specific academic disciplines should ideally be facilitated by instructors who possess expertise in those respective fields (The dean of Engineering).
A student mental safeguarding	The dean	Teachers as mental safeguarding advocates play crucial roles in promoting the mental health and well-being of students. Mental safeguarding includes creating a safe and supportive environment that addresses the emotional and psychological needs of students.	Possessing a comprehensive educational foundation in English teaching along with a high level of intelligence and expertise are essential prerequisites for effective teaching. Insufficient levels of patience and dedication have been identified as contributing factors to suboptimal outcomes in the field of education. Teachers who exhibit positive and nurturing qualities are more likely to have a lasting impact on students (The dean of education faculty).
A curriculum contributor	The dean	A person who actively engages in the development, enhancement, and adaptation of the curriculum to meet students' needs in line with educational objectives. Here are several ways teachers contribute to the curriculum:	I am a medical professional specializing in internal medicine. Since 2009, I have held the esteemed position of Vice Dean for Academic Affairs at the Faculty of Medical Science at OU. This role has allowed me to contribute significantly to the academic development and administration of the faculty, ensuring the highest standards of education and study are upheld. The Faculty of Medical Science at OU is dedicated to ensuring that its graduates, who aspire to become doctors, are equipped with not only exceptional intelligence and competence but also with a strong foundation in Islamic values, a comprehensive understanding of industrial perspectives and a deep appreciation for the importance of family (The dean of medical school).
A material developer	The dean	A person who actively creates, adapts and improves instructional materials to meet the specific needs of students. This includes designing resources that correspond with educational goals, engaging students, and supporting effective teaching and learning.	The instructional materials have been intentionally crafted to possess a high degree of practicality with the specific aim of catering to the needs and abilities of undergraduate students. The primary emphasis in language instruction lies not solely in the production of grammatically correct sentences but rather in the facilitation of comprehensible communication. For example, in the context of student loan applications, it is important for students to effectively articulate intentions in a

Teachers' roles (ESP classroom)	The perspectives of	Definition	Examples of excerpts
			clear and understandable manner (The dean of business school).
A program evaluator	The dean	A person who assesses the effectiveness and impact of educational programs and initiatives, systematically collecting and analyzing data to determine whether the program is achieving its objectives and meeting participants' needs.	It is important to recognize that ESP courses should be made available not only in the initial semesters but also in the concluding semesters, particularly when students are on the verge of embarking on internships within hospital settings in considering the preparation of students for global exposure (The dean of medical school).

Table 4. The operational level (teachers) perspectives of their roles.

Teachers' roles (In the ESP classroom)	The perspectives of	Definition	Examples of quotes
A motivation builder	Teachers	A person who actively inspires, encourages, and supports students to engage in learning, set and achieve objectives and develop a positive attitude towards classroom teaching.	In our first meeting, I noticed that students were not motivated to study English as they looked bored in class. When I asked some questions in English, they responded negatively. I subsequently tried to formulate appropriate strategies for my class. I started my speaking class with games. It worked. After two-three meetings, my students showed positive responses towards learning English. My students developed the mood for learning when I delivered the materials.
A classroom controller	Teachers	A person who maintains discipline and manages the classroom environment effectively and ensures students understand the rules and consequences for various behaviours.	Yes, I did. I found it challenging to handle students with various backgrounds, noisy classroom and different motivations and setting up various treatments. However, over time, I tried to manage my classroom well. I incorporate noisy and troublesome students into classroom activities to make them feel belong to the class. D: Your major problem is on motivating and handling students, isn't it? My major challenge is on handling students. Teachers only need to remind students occasionally. However, handling students is a crucial issue and requires extra efforts specifically coping with troublemakers in class and how to keep them "under control". Failure to handle troublemakers means failure to handle the class. I usually incorporate troublemakers into some classroom activities and give them important roles in the class (for instance, promoting the troublemakers to be captains of the groups). In the case of ESP, I admit that I still need to learn.
A lifelong learner	Teachers	A person who recognizes the importance of continuous personal and professional development, embracing the mindset of ongoing learning throughout life career.	The point is that English department where I studied only equips the students to master basic English but when the graduates engage in professional teaching, more specifically teaching ESP in LC, they are required to learn more. I have to prepare materials for the students in every meeting. I am afraid there will be questions that I cannot answer since every department has specific terms.

| A strategy innovator | Teachers | A person who actively finds, develops, and implements innovative or effective teaching strategies to enhance students learning and engagement. | I need to implement appropriate teaching strategies that correspond to the characteristics of the students. The implementation of various instructional approaches within the classroom is an iterative procedure that streamlines and optimizes the learning process. I feel the importance of developing lessons and strategies to teach students the ability to speak English, irrespective of their proficiency level (Intermediate or advanced). Students are expected to generate English phonemes and exhibit confidence by actively communicating. I do not emphasize grammatical construction and correct pronunciation at this early stage. Rather, I improve students' motivation and self-assurance in generating English utterances. Currently, fluency is more important than accuracy. I will be able to assist students in reducing errors in the future. |

5. Discussion

An ethnographic approach was adopted to examine how the deans of the faculties and ESP teachers at OU Indonesia perceived personal roles as teachers in ESP courses based on previous discussions. An ethnographic lens as a study method is closely interconnected with understanding the sociocultural history and background of the community under investigation. Ethnography is a methodical examination and active engagement in the daily activities of human cultures and communities. Proficiency in this process necessitates a profound comprehension of cultural norms, values, beliefs, and practices including historical background and progression. It is intrinsically linked to the comprehension of sociocultural past and background while an ethnographic perspective can be adopted to comprehend the current condition of a society.

5.1. Different Expectations of Teachers' Roles

Sociocultural factors are assumed to influence deans' expectations of what teachers should do in comparison to teachers' expectations. Even though deans and teachers share a common objective of educating students, roles, responsibilities, and perspectives differ significantly leading to different expectations. ESP teachers assume roles in teaching and learning ESP as motivation builders, classroom controllers, teaching strategy innovators, and life-long learners. Meanwhile, deans' expectations for ESP teachers' roles include material developers, curriculum contributors, language trainers, student mental safeguarding advocates, collaborators, program evaluators and need analysis.

Analysis showed that teachers were primarily concerned with the immediate educational experience of students, spent most of the time in the classroom, interacted directly with students, guided the learning process, and built a rapport with learners. The main objective was to facilitate students' understanding of the subject matter, stimulate intellectual curiosity and encourage active participation in learning. Therefore, teachers might prioritize building students' motivation, fostering creativity and developing critical thinking skills rather than adhering strictly to certain curriculum standards (Fleming, 2015; Mulford, 2003). Sociocultural perspectives were reflective in teaching style, expectations, and approaches towards students. Some teachers adapted teaching methods based on the understanding of students' backgrounds, experiences and cultures (Kubanyiova & Feryok, 2015; Nazari & Tilaki, 2021). This could lead to a more nuanced and effective teaching approach as the unique circumstances and needs of each student were considered. The difference in expectations between deans of faculties and teachers could be attributed to the differing roles played in the educational system.

5.2. The Shared Cultures of the Recruitment System at the OU

When teaching is perceived as a challenging profession requiring instructors to assume many responsibilities in the classroom (Belcher, 2006) it is advisable to implement a rigorous selection process that instills in prospective teachers a sense of entering a competitive professional realm. This is to improve the preparedness and self-assurance of novice educators in devising instructional strategies and implementing educational practices, rather than adhering to conventional models.

The current study focused on the subpar quality of potential English teacher graduates which could be attributed to two factors, namely the input issue and the processing component. The input represents the initial aptitude of students enrolled in the English Language Education study program. The admission process for prospective students is typically not structured to prioritize graduates from top-tier secondary schools for teaching institutions. The majority of top graduates opt to pursue careers in the fields of medicine and engineering. This image illustrates the prevailing societal impression that the occupation of teachers lacks prestige when compared to other occupations. Currently, there are approximately 450 educational establishments with a student of over 1.5 million individuals who aspire to become teachers. Approximately 300,000 individuals graduate annually, although the demand for instructors is only around 40,000 each year. Furthermore, credentialed teachers were granted both monetary and professional advantages even with the implementation of the teachers' certification (PPG) scheme in 2007. The concise terminology of the teaching occupation becomes more encouraging. This has resulted in a significant influx of potential students enrolling in different educational institutions eventually creating challenges for the institutions in maintaining high standards of quality. The situation is not amenable to rapid alteration, teachers' professional certification training, one of the teachers' Professional Developments (TPD) in Indonesia, a lack maturity, coherence and continuity. The absence of appropriate evaluation and assessment in the application of PPG undermined the expectations placed on prospective teachers to comprehend (Poedjiastutie, Suat, & Huwaida, 2023).

In Finland, the teaching profession has been elevated to a highly desirable position by implementing stricter criteria for selecting candidates and granting instructors significant responsibilities such as roles of action study experts, to effectively address various educational challenges. The social standing of teachers was also elevated to a level that surpassed all but a handful of occupations in terms of prestige. University professors were highly esteemed professionals, often regarded as the epitome of respectability. This typically compares the roles of school teachers to university professors.

6. Conclusion

The findings demonstrate that sociocultural factors presumably influence deans' expectations of what teachers must perform in comparison to what teachers believe they should be doing. At the operational level, ESP teachers serve as motivation builders, classroom controllers, teaching approach innovators and lifelong learners in the teaching of ESP. Meanwhile, the deans of the faculty's (managerial level) expectations for ESP teachers include material development, curricular contribution, language training, student mental health support, collaboration, and program evaluation. While deans and professors have the shared objective of educating students, their positions, responsibilities, and opinions differ greatly resulting in differing expectations.

The findings of the present study also confirm previous research about the multiple roles of ESP teachers expected by two cohorts of stakeholders (managerial and operational level) at OU. This acknowledged the importance of teachers' competencies shifting from one role to another depending on the goals that both teachers

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want to achieve and the managerial level expected them to do. ESP is seen as fulfilling the goal orientations of being competitive in the job markets, being able to participate in overseas programs and being able to read English books and journals since English is a global and international language.

7. Implications

Many graduates from the Education Department at OU were motivated to pursue careers as English for Specific Purposes (ESP) instructors at the LC, OU. These ESP teacher candidates held the belief that teaching English at the college level did not differ considerably from teaching English at the high school level. Furthermore, they neglected to recognize the differentiation between ESP (English for Specific Purposes) and general English and disregarded the possible consequences of these separate concepts on their instructional approaches. The lack of provision of fundamental teaching skills worsens this challenge leading to instances where teaching staff are unable to effectively identify the root reasons of the challenges. Teachers are more likely to successfully incorporate new strategies into their teaching if they receive support directly in the classroom. When designing a professional development program, it is important to carefully assess the program's intensity and duration. Professional development needs should be from two perspectives: (a) addressing the requirements of the target language which involve improving and maintaining teachers' English proficiency and (b) addressing the requirements of pedagogy which involve developing knowledge and skills for language instruction.

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