Flipping ESP Classrooms in Hybrid Environment

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Abstract

The use of flipped learning in ESP (English for Specific Purposes) classes may have not been frequently portrayed. This recent study attempts to depict the implementation of a flipped learning model applied in an English for Management course. A single qualitative case study was applied. One lecturer of the English for Management course was involved in this study. The data were obtained using interviews and observations. The findings revealed that the flipped learning in the ESP class is realized in the following steps: 1) distributing materials and tasks to students, 2) providing guidance for students to discuss the materials and tasks, 3) assessing students with tests or quizzes, and 4) providing reinforcement for students in face-to-face meetings. The lecturer admitted that she encountered some challenges using flipped classrooms in ESP classes: the issues of bandwidth, students' readiness, the lecturer's need for non-authentic materials, and the institution's policy on curriculum and facilities. Due to the advantages of the flipped classroom, peculiarly in empowering the students' engagement and developing students' autonomy in learning, potential research in investigating ESP students' perceptions of the use of flipped learning is strongly advised.

Keywords: *Challenges; ESP; Flipped Classrooms; Implementation,*

Abstrak

Penggunaan flipped learning dalam kelas ESP (English for Specific Purposes) mungkin belum banyak tergambarkan. Studi terbaru ini mencoba untuk menggambarkan penerapan model pembelajaran terbalik yang diterapkan dalam kursus Bahasa Inggris untuk Manajemen. Sebuah studi kasus kualitatif tunggal diterapkan. Salah satu dosen mata kuliah English for Management terlibat dalam penelitian ini. Data diperoleh dengan menggunakan wawancara dan observasi. Hasil temuan menunjukkan bahwa flipped learning pada kelas ESP diwujudkan dengan langkah-langkah sebagai berikut: 1) membagikan materi dan tugas kepada siswa, 2) memberikan bimbingan kepada siswa untuk mendiskusikan materi dan tugas, 3) menilai siswa dengan tes atau kuis, dan 4) memberikan penguatan bagi siswa dalam pertemuan tatap muka. Dosen mengakui bahwa ia menghadapi beberapa tantangan menggunakan flipped classroom di kelas ESP: masalah bandwidth, kesiapan mahasiswa, kebutuhan dosen akan materi non-authentic, dan kebijakan institusi tentang kurikulum dan fasilitas Penelitian potensial dalam menyelidiki persepsi mahasiswa ESP terhadap penggunaan flipped learning sangat disarankan.

Kata Kunci: *ESP; Implementasi; Pembelajaran Terbalik; Tantangan*

INTRODUCTION

ESP learning has now been significantly growing due to the demand of this global era. It is a quick and affordable way to use the English language for effective communication both in the workplace and with the goal of academic study (Arnó-Macià et al., 2020). In other words, ESP learners are equipped with particular English proficiency which is necessary for their professional needs and consequently improves their communication. ESP teaching, as claimed by Marcu (2020) should develop students' highly functional language skills as demanded by professions or jobs.

In fact, teaching and learning ESP may challenge both teachers and students. Students might find it difficult to learn ESP due to limited time allocated by institutions, lack of English competence and field of study, while teachers may lack ESP training and face a large number of students in one class (Iswati & Triastuti, 2021). professional and pedagogical knowledge is also a concerned factor (Enesi et al., 2021). Issues on the availability of both authentic and non-authentic materials, teachers' needs of content knowledge training, and examination-oriented teaching also remain a big homework in teaching ESP (Amalyah, 2021).

Flipped learning is one the modes that educators may use in a blended or hybrid environment. Due to the development of technology and demand of the current era, educators and schools start looking for a mode that may facilitate students with numerous uses of technology. The main reason is to attain learning goals and all at once serve digital-native students with their proper-high tech learning. It is characterized by these following elements (Abeysekera & Dawson, 2015): 1) a clear inversion of the more normative, traditional approach to learning activities, 2) moving tasks in time and space, 3) active learning and peer learning, 4) pre- and post-class activities, 5) pre- and post-class activities, and 6) use of technology.

Flipped learning provides educators and students with a number of benefits. For students, first, it gives them the opportunity to gain sufficient exposure of knowledge and skills (Murillo-Zamorano et al., 2019). Additionally, times provided before classes enable students to learn materials independently (Susana & Brahma, 2021). Moreover, it promotes students' higher order thinkingskills or HOTS (Irianti et al., 2022) including critical thinking and creativity (Zain et al., 2022). Fourth, students' knowledge and comprehension can be perfected (Chou et al., 2021; Safiyeh & Farrah, 2020) by convenient learning resources. Then, for teachers, flipped learning may provide their students with active learning and foster classroom interaction (Ansori & Nafi', 2018). Flipped learning is a good choice for teachers to accommodate themselves and their students with high-tech learning (Aidoo et al., 2022).

Several studies have highlighted the use of flipped learning in ESP classes. Lee (2017) found out students' learning experience is significantly affected by flipped learning. Lee also claimed that remote learning and accommodating learning sources also address their learning demand. Similarly, Yuchen (2020) underlined that the combination of learning time both outside and inside the classroom assists teachers to attain the desired learning goals in ESP classes. Further effects of flipped classrooms on the success of ESP learners interrelate to time efficiency, learning interactivity, and building learning habits (İlter & Yeşilyurt, 2021). Likewise, based on the study of Hsiao et al. (2021), ESP learners' self-efficacy is claimed to increase after the use of flipped classrooms. Higher order, cognitive and critical thinking skills are also observed to improve. Recently, the study by Hasanah & Arifani (2022) concluded that flipped classrooms give assistance to independent learners, including ESP ones, to comprehend reading. Also, students' learning attitudes toward flipped learning are favorable (Bin-Hady & Hazaea, 2022; Dewi et al., 2021; Namaziandost et al., 2020) as they find a satisfactory level of learning in it (Betaubun, 2021; Lee, 2017).

The above-listed studies have described the significance of flipped learning in ESP classes. This recent study, meanwhile, would like to focus more deeply on analyzing: 1) how flipped learning is implemented in English for Management courses, and 2) what challenges are encountered by the lecturer in the implementation of ESP-based flipped classrooms.

METHODS

Since this study was aimed at investigating how flipped learning was implemented in ESP classrooms, a qualitative approach with a single case study design was utilized. This design, adapted from Yin (2018), is regarded as appropriate to analyze a case or phenomenon deeply within the context.

The participant involved in this study is an English lecturer at one private college in Garut, West Java, Indonesia. She was selected using a purposive sampling technique suggested by (Palinkas et al., 2015) since she has taught English for Management courses for years; her experience would be beneficial to investigate. In addition, this lecturer was assumed appropriate to be the focused participant based on the rationale that she committed to some innovations in teaching by applying flipped classrooms.

The data were collected using direct observation administered during her teaching hours. By observing, the researchers intended to see the whole implementation of ESP flipped learning. Semi-structured interviews were conducted after the learning sessions in the whole semester ended. This type was chosen as the researchers might find out more potential answers from the participant so that the answers can enrich the main questions prepared in advance.

The data were then analyzed using steps adapted from Creswell (2012). First, the researchers prepared data from all instruments by collecting and sorting relevant data. Second, they analyzed data by coding the answers of the interview and classifying results from observation data. Third, the researchers presented the results in the form of narration, tables, and charts. Fourth, they interpreted the results based on their opinion and relevant data from previous studies. The data obtained were triangulated using the method triangulation suggested by Creswell (2012), mainly seen by using interviews and observation as the collecting data techniques.

FINDINGS AND DISCUSSION
Findings

The purpose of the current study was to establish the implementation of flipped learning in English for Management courses and the lecturer's challenges in implementing flipped learning. The results of the data are described below.

1. **The results of the observation**

To open this part, it is essential to have a short review on ESP subjects in higher education in Indonesia as a compulsory subject for each department/ study program. In the researched college, this course's credit load ranges from 2-3 credits and is taken in semesters 1-3 sequentially for a total of 2-6 credits. The ESP policy at this college is not the same for each study program.

In the ESP class practice, based on the observation result, flipped learning is adapted by the lecturer. It is implemented procedurally by the lecturer. The implementation is observed to be conducted in the following stages, presented in Table 1.

Table 1. Implementation Stages of Flipped-based ESP Learning

Session	Stage	Description
Online	Distributing materials and tasks to students	1. Sharing materials (mostly authentic materials) like videos from YouTube, 2. Types of tasks: - comprehension, e.g. analyzing current issues relevant to learning materials, - skills, e.g. responding orally to the current issues being discussed.

Online	Providing guidance for students to discuss the materials and tasks	1. Types of guidance: spoken and written guidance 2. Focus: to clarify 1) specific content knowledge and language used, and 2) tasks' instructions
Offline	Students' assessment	1. Group presentation (verbal essays): 2. Quizzes (in short answer questions or SAQs), 3. Portfolios (in essays and reports)
Offline	Providing reinforcement and feedback for students in face-to-face meetings	1. Types of reinforcement given: • giving compliment • giving extra scores to students who have the best performance in tasks or quizzes • giving facial (such as smiling) and bodily appraisal (thumb up, pointing) 2. Feedback given: • types: direct and written feedback • foci: content, organization, and language structures

At the first stage, the lecturer distributed materials and tasks to the students. First, she uploaded learning videos taken from YouTube. Besides distributing the materials, the lecturer also distributed tasks to the students. She usually gave tasks to assess the students' comprehension and language skills. For instance, to assess comprehension, the lecturer gave tasks to analyze the most up-to-date issues' videos happening in the field of discussion. Then to improve their speaking skills, the lecturer instructed the students to respond orally to the issues they saw in the videos.
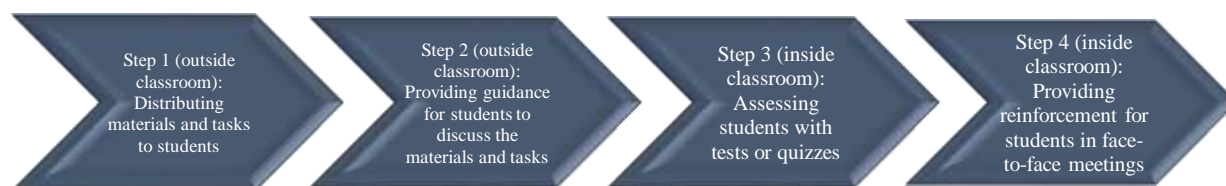
At the second stage, the lecturer provided spoken and written guidance for the students to discuss the materials and tasks. In this phase, she provided more elaboration or sometimes simplified the task instruction and shared strategies that might help the students complete the tasks. The intention is to confirm the content knowledge and language used in the source materials given, and also to clear up the tasks' instructions. As an example, the teacher asked,' what have you read and understood about a business proposal?' What elements do you think are important to put in making a business proposal?' In other words, the teacher reviewed what students had grasped regarding the scheme to write a business plan.

In the third stage, when the students came to f2f sessions, the lecturer administered some assessments to monitor her students' ability covering comprehension on the content knowledge and language skills. First, the students were asked to present their understanding by having group discussion and presentation; in this case, verbal essays assessments were used. The students shared their analyses of the topics presented in the learning videos. Collaboration and group discussion aspects were implemented in the classroom interaction. Then, the students were also given tests. In Particular, students were given an outline, then in each group, they determined the topic of the business proposal and wrote down each element of the proposed project in that framework. The tests were offered in the form of quizzes and portfolios. The format used included SAQs, essays, and reports.

In the last stage, the students were still engaged in face-to-face meetings. In this phase, the lecturer provided reinforcement and feedback. She reinforced the students by giving compliments to their tasks (assessments) and scored extra points for those who completed the tasks perfectly. In addition to that, the lecturer also explained some forms of business proposal examples that students may use with their characteristics. In addition to that, she also gave her agreement or reinforcement to her students by smiling, or showing her thumbs up and pointing. The feedback itself was given in written form and delivered directly to the students. The lecturer focused the feedback on the content, organization of text in the written tasks, and grammar used in the tasks.

In a nutshell, each stage can be pictured in Figure 1.

**Figure 1. The Steps of Flipped Classroom Implementation
in English for Management Course**

Step 1 (outside classroom): Distributing materials and tasks to students

Step 2 (outside classroom): Providing guidance for students to discuss the materials and tasks

Step 3 (inside classroom): Assessing students with tests or quizzes

Step 4 (inside classroom): Providing reinforcement for students in face-to-face meetings

2. The results of the interview

This study found the lecturer's challenges in implementing flipped learning. Such as bandwidth, students' readiness, lecturer's need for non-authentic materials, and institution's policy on curriculum & facilities. It was found in online situations, bandwidth or often called internet connection become one the major issues nowadays. When integrating technology into education, it was always challenging in this regard. The lecturer said "*jaringan internet menjadi tantangan pertama yang saya rasakan pada tahap online class dalam flipped based learning ini. Antara saya dan mahasiswa terkadang mendapat koneksi yang lancar kadang tidak. Saat koneksi tidak lancar, ini lah yang menjadi penghambat materi kurang jelas tersampaikan. Sehingga mahasiswa pun kurang memahami informasi yang diberikan. Padahal kepahaman materi ditentukan dari langkah pertama dalam flipped-based learning ini*". It means that poor bandwidth or internet connections was considered the main problem for both lecturer and students in conducting online classes. Classes are put at risk if lecturer or students fail to connect because there can be no teaching and learning if teachers and students do not connect.

The next point as a second highlighted by the lecturer is students' readiness and responsibility. The lecturer found that at the beginning of the meeting which required them to be in a flipped classroom condition, many students were not ready for changes in their learning methods. She said "*kendala yang muncul yaitu adanya mahasiswa yang belum paham materi yang disampaikan, sehingga mahasiswa tersebut tidak mengerjakan tugas yang diberikan. Selain itu, tanggung jawab mahasiswa terhadap tugas yang diberikan masih kurang terpenuhi karena adanya ketidakpahaman materi yang disampaikan dimana penyebab awalnya adalah jaringan. Sehingga untuk model pembelajaran flipped ini mahasiswa masih belum siap*". It means that students who are not ready for this flipped classroom tend to be demotivated and less responsible. In addition, this readiness can be seen from the lack of students' ability in General English. Seen from the respondent's point of view, students' basic knowledge of English is still low. For example she said,'' *Ya anak-anak kebanyakan dasar nya masih kurang seperti aspek grammar, kemampuan bicara atau membuat instruksi sederhana, menulis kalimat pendek. Terkhusus untuk Bahasa Inggris kejuruan, bagi mahasiswa yang memiliki kemampuan dasar Bahasa Inggris, mereka masih menggunakan Bahasa Inggris umum baik lisan maupun tulisan.*'' It means that students still have difficulties in applying basic grammar, making simple instructions in English and writing some short sentences. Especially, as far as the author's observations on a lecturer at an English course, that most students tend to use General English, both in spoken or written. Further, the lecturer claimed that psychologically, students seemed not ready to learn English since they had anxiety when the lecturer started to communicate using English.

The lecturer also pointed out that for the next challenges, it is the lecturer's need for non authentic material. She still needed to improve her own knowledge of the field. She felt that the content knowledge she possesses has not been sufficient for the teaching. In teaching ESP,

lecturers typically encounter problems related to the material (English texts) that will be taught because the lecturer must approach information contained in the text to the needs of the field student studies, and sometimes the lecturers themselves lack understanding of the text's content. According to the interview, the lecturer lacks resources that provide non-authentic material in the English for Management course. She said "*Saya merasa kekurangan pengetahuan materi tentang materi yang berkaitan dengan bidang manajemen, bisnis dan ekonomi. Ini karena saya berasal dari bidang pendidikan bahasa, jadi ketika saya harus mengajar tentang konteks bisnis, ini menjadi tantangan bagi saya untuk lebih mahir dalam manajemen, ekonomi, atau istilah bisnis. Selain itu, terkait dengan materi, saya mengambil dari YouTube, rata-rata authentic material sudah tersedia, sementara non-authentic material agak sulit saya temukan.*" It occasionally causes her discomfort when she is teaching. She will have to work hard to comprehend the language aspects as well as the subject matter that she has never encountered before. The respondent also said that creating the materials in flipped learning was quite challenging in which the process of selecting materials needs the appropriate consideration in the form of quantity and the scope of materials.

The last underlined problem the lecturer encountered was the institution support including curriculum policy and facilities provided. Curriculum reflects the learning objectives that are built in such a way and in harmony with learner's needs so as to produce competent graduates. Respondents stated that the curriculum policies regarding the type of ESP are not clearly determined; whether to accommodate ESP or GE. She said "*Kurikulum yang di arahkan oleh kampus masih mengarah pada materi Bahasa Inggris umum. Sementara, hal ini tidak sinkron dengan visi misi dan kebutuhan mahasiswa manajemen. Jadi saat hal ini menjadi tantangan untuk membuat materi yang benar-benar sesuai dengan jurusan, dalam hal ini ESP untuk manajemen dan bisnis*". This matters because the majority of policymakers do not empathize with the department's vision and mission with ESP characteristics. As a result, no ESP instructional design for each department/ study program has been realized. Because need analysis is rarely conducted, ESP objectives are commonly omitted.

The lecturer also discussed another issue concerning facilities policies. Facility policy is the next challenge that must be faced by lecturer and students in ESP learning. ESP lecturers usually have a hard time to develop and deliver ESP materials covering four language skills due to limited infrastructure/ facility. For example, in implementing listening comprehension, the facilities available are only for English practicum class. While, for ordinary classes, only classrooms are provided which are not language classes. In addition, even during English practicum classes, some of the headphones used by students could not be used. The lecturer said "*kurangnya dukungan fasilitas dari kampus, membuat saya harus mencari cara lain agar pembelajaran di kelas ESP tetap berjalan dengan baik. Kondisi lab bahasa yang tidak memiliki pemeliharaan yang konsisten menjadi salah satu alasan ketersediaan fasilitas yang tidak terkontrol secara rutin. Jadi, saat ada materi menyimak atau mendengarkan adakalanya harus terganggu dengan fasilitas yang tidak berjalan sebagaimana mestinya*". This unavailability and maintaining of the facilities resulted in reduced portions, even the loss of these language skills in the ESP teaching-learning process. This is of course quite unexpected especially if it turns out that according to the needs analysis, ESP needs analysis, listening skills are needed.

Briefly, the challenges identified are presented in Figure 2.

Figure 2. Challenges faced by the Lecturer in Flipped-based ESP Learning
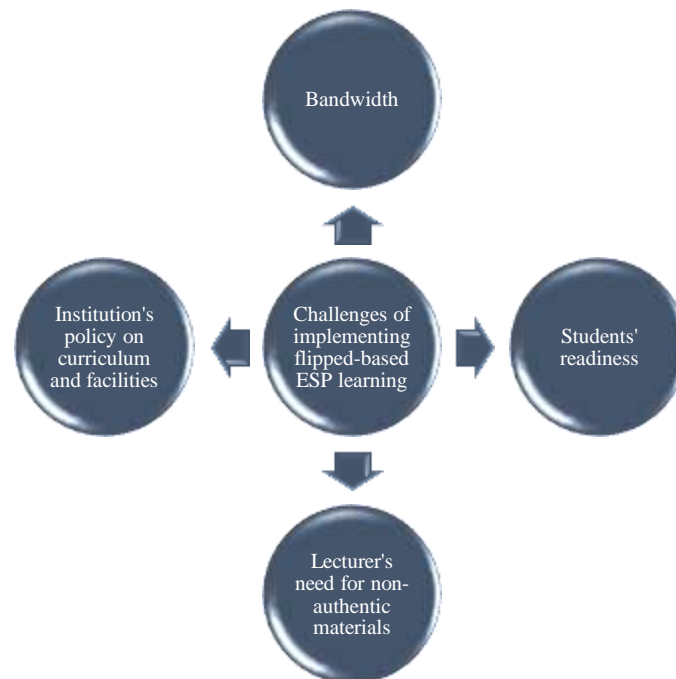
Discussion

1.   The implementation of flipped-based ESP learning

The first focus of this study is to portray how a flipped learning approach is implemented step by step in an ESP class.

In the first stage, the lecturer chooses to benefit from YouTube videos as the source of materials for her students. The videos are selected and adjusted to the learning materials by referring to the learning objectives. This is considered good selection as videos are viewed favorably by students as being engaging, pertinent, helpful, and in some cases motivating (Bajrami & Ismaili, 2016). Certainly, fascinating videos are chosen with the aim of making students interested and more enthusiastic to start their learning, and feel enjoyable when watching the materials videos (Bakla & Mehdiyev, 2022) even though they study outside the classroom. These learning videos are expected to be studied and discussed by students in advance before classes start. It is also predicted that students can learn independently by paying attention to the material presented in the videos to address the main objective of flipped learning in learners' self regulation (Shih & Huang, 2019).

In conjunction with the tasks' types, three techniques are used by the lecturer to improve her students' comprehension and language skills. The first is the information gap, which is realized by giving students a piece of an issue or problem in which they need to explore more information about it and communicate their discovery to their classmates. The choice is regarded as appropriate as information gap tasks are proven effective to enhance students' spoken ability (Namaziandost et al., 2019). The second is the opinion gap, that is constructed by giving opportunities to the students to

express their personal view, even feelings, towards the issue or problem discussed (Saleky, 2018). The third is the reasoning gaps; the students are requested to present their analysis of the issues based on the theory they find in the learning materials, for example presenting SWOT analysis of their business plans. Reasoning gap activity is admitted to affecting learners' ability in spoken discourse of target language (Yaprak & Kaya, 2020).

In the second stage, the lecturer provides the students with guidance for materials understanding and task completion. The lecturer intends to confirm each student's comprehension of materials, which at the end shall invite the students to show more engagement in flipped learning (Muhlisoh et al., 2020). She also shares more explanation or simplification or even strategies for the task's completion or homeworks as an anticipation that some students might have not acknowledged the tasks accurately. Such a strategy is predicted to direct the students to interpret best solutions to solve their obstacles (Irianti, 2020). Giving guidance is momentous regarding not all students may get the gist of the tasks or materials being discussed with the same pace.Otherwise, the students might experience difficulties to grasp the materials or instructions (Maharsi et al., 2021).

In the third stage which is organized offline, the lecturer assesses the students' ability by administering some tests. The first is verbal essays assessment. The students are grouped while learning and required to share what they have learned in the online session. In this situation, the lecturer appears as a facilitator, guiding student discussion activities and giving opportunities for the students to clarify information. The purpose of the discussion itself is to raise their independence or self regulated learning as one of the flipped learning significances (Shih & Huang, 2019). The second are quizzes which are mostly realized in SAQs. SAQs is claimed to be advantageous when assessing the students' TLU (Target Language Use) (Çelik, 2021). The third are portfolios, administered by asking the students to write essays or reports of the materials. Portfolios are a good choice since they are able to promote students' learning autonomy (Wang & He, 2020) and independence (Lysenko et al., 2022), which also become the main intention of flipped learning. All these types are given as a form of achievement tests to assess the students' progress after the classroom sessions end, whether or not they have attained the learning objectives set in advance (Sucahyo & Noor, 2018).

In the last stage which is conducted offline, the lecturer gives reinforcement and feedback to the students. Reinforcement is given with the purpose to intensify students' learning attitude (Fitriati et al., 2020). The lecturer is observed to provide the students with positive reinforcement in the form of verbal, gesture, and token reinforcement (Turney, 1983). Verbally, the lecturer shares her compliment to the students. She either shows her facial expressions and gesture appraisal as a part of gesture reinforcement. In token reinforcement, she grants the students extra scores for best performers. Such positive reinforcement is reported to improve students' learning performance and confidence (Samodra & Faridi, 2021). When delivering the feedback, the lecturer is observed to deliver direct and written feedback. The lecturer mostly comments on the tasks' content, organization of tasks, and language structure. Feedback is trusted to foster the students' learning and encourage them to accomplish the lesson's objectives (Selvaraj & Azman, 2020), and enhance good behavior in learning as well (Patra et al., 2022).

2. Challenges in implementing flipped learning-based ESP learning

The second focus of this study is to find out what challenges encountered by the lecturer during the process of teaching and learning. The result of the interview revealed that the lecturer encountered a number of challenges.

Since bandwidth was shown to be a significant issue in online classrooms, it naturally affects the effectiveness of this flipped classroom. Regarding this problem, according to Khoiriyah & Aji

(2017) that the teacher must prepare a learning so that the learners can access the content easily. Due to poor internet connectivity, They understand the difficulties that students face when attempting to create performance activities for requirements and assignments. The teachers were unable to provide the students with the particular type of exercise that they needed. They must be flexible at all times, even if students reasonably offer reasons for failing to achieve the objectives.

The next challenge is based on the results of interviews with lecturers. It is revealed that students who are not ready for this flipped classroom tend to be demotivated and less responsible. Motivation is another factor from the reach of the researcher which was also found. Students consider the flipped classroom model as a new learning model for them. This has no effect on student motivation. With this flipped classroom condition, student motivation and demotivation will appear during the implementation of the flipped classroom. As stated in Yilmaz (2017) that students' motivation problems are probably from the low readiness level for flipped classrooms. Based on that appearance issue, the students were given homework to present at the start of class. They had to summarize the reading material they had read outside of class and also take note of the key points of the films they had watched outside of class (Hasanah & Arifani, 2022). It was intended that the controlling factor would ensure that all of the students were actively participating in this flipped classroom.

In addition to the challenge of students' General English proficiency, other information was revealed, it is about motivating students. Hasanah & Arifani (2022) found some factors that need to be considered for the success of flipped classroom implementation, one of them is students' motivation. Moreover, one of the characteristics of ESP is for learners of intermediate and advanced level languages. This is because ESP is built on the foundation of GE so that ESP learners are expected to be learners who already have sufficient English language capital so that they are able to follow the appropriate ESP skills with goals and needs. However, the facts show that the English proficiency of most of the students are still at the beginner or late beginner level. At this point, the lecturer's role is critical in motivating students whose English proficiency is still limited. Lecturers' roles include facilitating the process of communication and interaction between students, students with various texts and activities, acting as independent participants in the learning process in the classroom, directing learning activities, and assisting the student learning process, as well as observing and evaluating the learning process.

The next challenge is the lecturer's need for non-authentic materials and the material availability. To fulfill needs for lecturer-prepared material, many lecturers struggle to solve challenges by putting in a great deal of time and resources to improve their knowledge and abilities in teaching ESP in their discipline. As a result, the lecturer must prepare materials that meet the needs and interests of the students. Students will be more motivated to study with texts that are relevant to their study program because the information obtained feels more useful for their knowledge development.In other words, the use of authentic materials is very crucial. This is also in line with the findings of Nguyen & Bower (2018) that lecturers are expected to have the requisite technical knowledge to design learning materials. In the context of ESP, language lecturers need to enhance their ability to select appropriate learning sources to improve students' linguistic competence (Mulyadi et al., 2020). ESP is a practical discipline with the most important objective of helping students to learn. However, the lecturer is not the primary knower of the carrier content of the material. Regarding the lecturer's lack of content-knowledge, this is in line with what was stated by Vioren & Hamidi (2019) that lecturers lose information when they are in a situation of lack of teaching materials which causes anxiety when teaching. Lecturers must have subject matter expertise as well as pedagogical content understanding. They must also comprehend the needs of the students (Jiang et al., 2020). ESP teaching studies have shown several serious issues. Lecturers' lack of understanding in their students' fields of study, a lack of ESP training, a lack of sufficient need

analysis, and huge classrooms all contribute to inefficient ESP teaching and learning (Alharthi, 2020; Alsharif & Shukri, 2018; Iswati & Triastuti, 2021).

The third challenge is on institutional policies. The policy of this institution includes two things, namely policy regarding curriculum and facility policy. In learning, the curriculum is a teaching guide designed according to the vision mission of the department, faculty, and college where the learner is located. During this time English is given to students with the name ESP but the content reflects GE. Based on the explanation of the findings above, the lecturer has a hard time to develop and deliver ESP materials covering 4 language skills due to limited infrastructure. During this time, the English language is given to the student under the name ESP, but it reflects the GE. With the result that the lecturer considers curriculum policy to be a challenge because he has to make material that suits the needs of students and their majors so that dual benefits can be realized. Policy makers must immediately make a decision about the form of learning English at the university /college. In addition, curriculum policies must be able to determine the ultimate goal of learning so that subject lecturers can prioritize which skills will be taught.

To discuss more about facilities, in the ESP course, it really needs to get support considering it has benefits such as academic benefits and work readiness benefits that are expected by institutions. Given the dual benefits expected by the institution, all facilities in the ESP course are required (Kusumaningputri, 2010). ESP learning usually includes four language skills where the percentage of skills emphasized is different for each department depending on the results of the needs analysis. Since the lecturer found the difficulties to the technology in the online classroom, the institutions face the main challenges of providing appreciate instructional technology as an part of curriculum and teacher training support as facilities (Rasheed et al., 2020) in the utilization of technological devices in online teaching.

CONCLUSION AND SUGGESTION

It is absolutely pivotal to equip students with well-built English competence to face challenging tasks both for career and academics in this current era. To achieve the tasks goals, educators are required to select appropriate learning modes to serve students with compatible learning in their digital age.

The recent study indicates that flipped learning is implemented in ESP classes by giving students assignments and materials, guiding them through the assignments and materials to ensure they are understood, reinforcing the assignments and materials in face-to-face meetings, and evaluating students' language and content knowledge. The instructor, however, encounters challenges from the following angles: In a hybrid environment, bandwidth is typically an issue; students' preparation for the many learning modes is also a challenge. The lecturer needs non-authentic resources for herself, and the institution needs to pay close attention to its policies on curriculum and facilities. The study results imply that all parties involved in the process of learning should work together to realize the ideal learning environment to serve students with meaningful and beneficial learning that matches the recent era demand. Specifically, promoting lecturers' competence both on language or content knowledge of the field and preparing abundant-useful facilities and support should be well-established to enhance students' ESP best performances.

This recent study applies the single case study, which ties the findings into one specific subject that is the lecturer. Students' participation and institution point of views are also worth exploring for more comprehensive reflection on the flipped-based ESP learning.

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