



**Dáin, Daonnachtaí agus
Eolaíochtaí Sóisialta**
Arts, Humanities and
Social Sciences

Re-imagining English for Specific Purposes (ESP) as a Creative Interdisciplinary Space in Agriculture and Forestry Education

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ESP = teaching English language for a specific job, field, or purpose.

→ Needs-based, discipline-specific vocabulary instruction that prepares learners for success in academic and professional settings.



“What if ESP was not just about terminology, but more about thinking, creating, and collaborating?”

The 'needs based' concept of ESP:

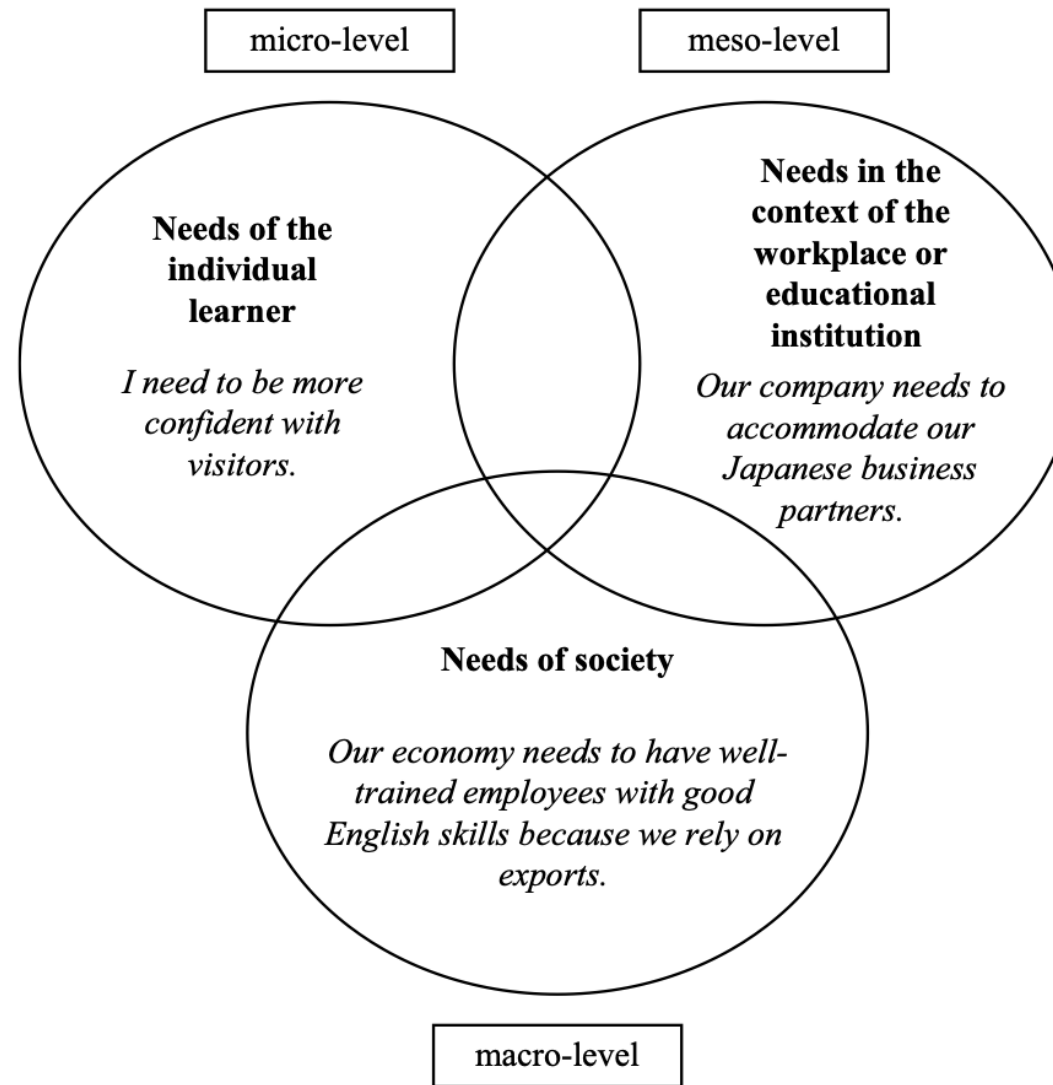


Figure 1.2: Needs in ESP on three different levels based on Robinson (1991)

INDONESIA



Traditional ESP in
agriculture/forestry =
technical vocabulary +
report writing & verbal
presentation - skills in
English language

But, Today's
professionals need:



Communication &
Think across
disciplines



Engage with real-
world problems



Community
Engagement



Innovation
Storytelling



Global Policy
Awareness

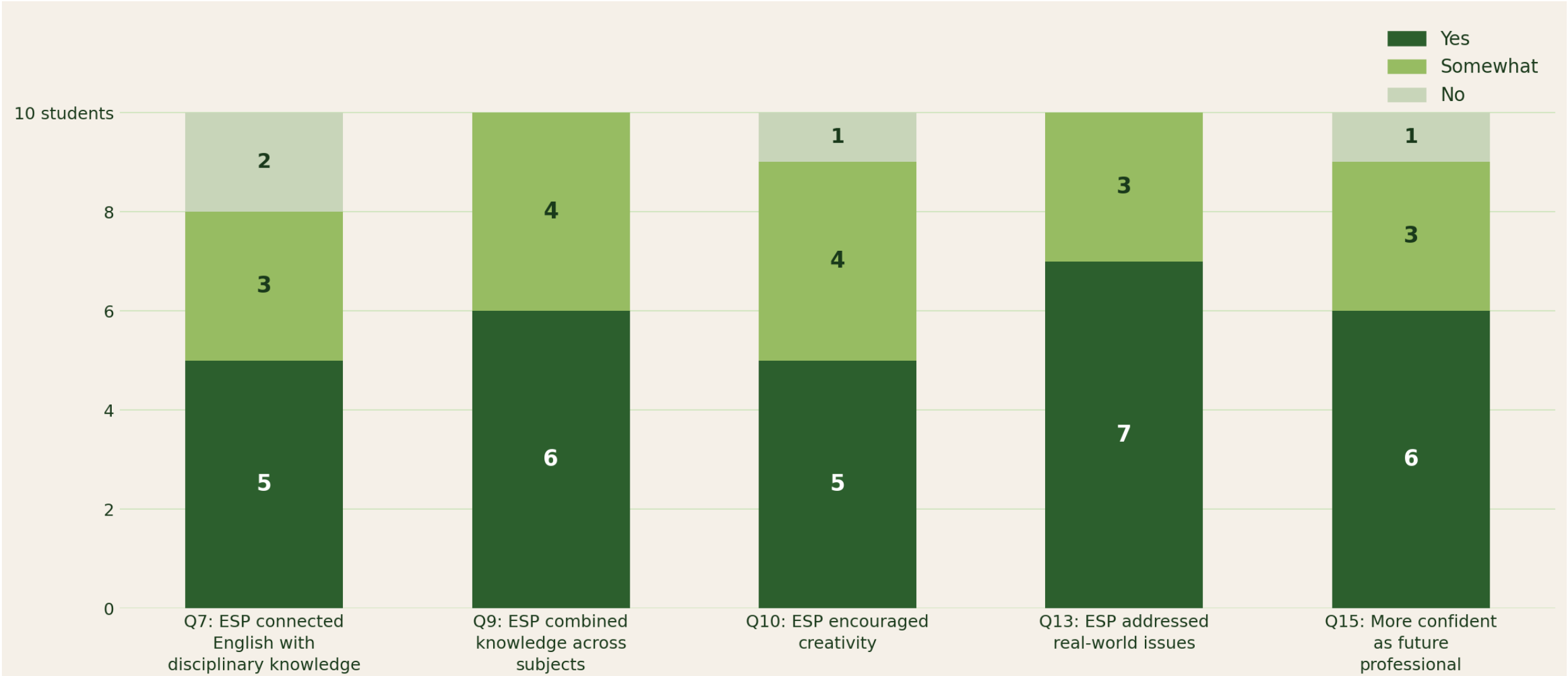
The urgency:

- The students attending agriculture and forestry classrooms will negotiate climate policy, pitch sustainability solutions, and collaborate across disciplines — all in English language.
- Technical vocabulary alone will not prepare them for that room.
- And yet, that is precisely what most ESP courses offer in Indonesia.

Pilot Study*)

*)This is a pilot study with preliminary findings

- a) 10 Indonesia undergraduate students (1st-2nd year).
- b) Background: Agriculture & Forestry Study Programs.
- c) Purposive sampling
 - Actively engagement in the ESP classroom.
 - Completed ESP module tasks/projects.
- a) Qualitative case study (online survey)
- d) Focus: how project-based and task-based learning, paired with real disciplinary genres, foster interdisciplinary thinking and creativity.
- e) Context: English remains a foreign language in Indonesia.



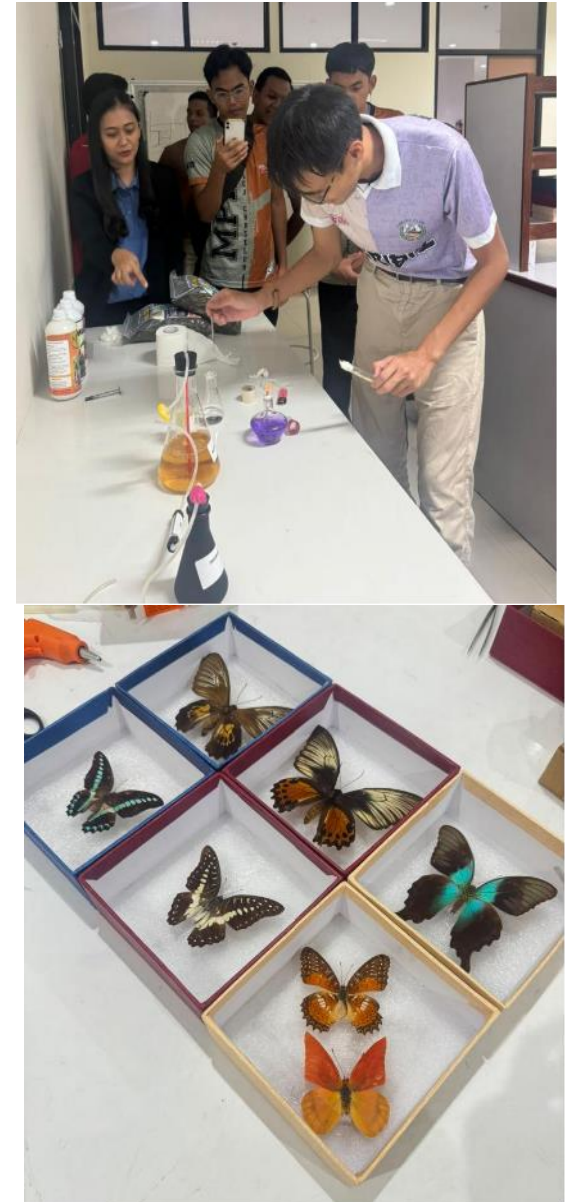
Pilot study · n = 10 · Agriculture & Forestry ESP students

- When faced with real genres and collaborative tasks, students did not just solve agricultural and forestry problems → they began to see themselves as professionals who could.
- Students used language as an epistemic resource: integrating scientific, ecological, and social perspectives to think through problems, not just communicate about them.
- Collaborative engagement and genre-based tasks prompted creative reframing → negotiated meaning, not just vocabulary.



Language as a creative act

- Language is not just a communication tool → it is how knowledge is built.
- Meaning is made through language, not before it (Halliday, 1993).
- Language is a space where knowledge is negotiated, not merely transmitted (Canagarajah, 2013).
- In conventional ESP, students use language after they think. In this reimagined ESP, they think through language → debating deforestation, negotiating food security, reframing climate justice.
- That shift, from language as output to language as epistemic resource.



Re-imagining ESP as:

- A Creative Space
- Storytelling for sustainability
- Communicating research to non-experts
- Visual + multimodal communication (infographics, podcasts)
- Designing persuasive proposals

Language becomes: A bridge across knowledge systems



The Proposed Reframing

- ESP reimagined is not a language course about agriculture and forestry.
- It is a space where agricultural thinking happens → in English language, across disciplines, through real problems.
- Four shifts make this possible:
 1. from single texts to multimodal genres,
 2. from isolated skills to collaborative practice,
 3. from technical drills to real-world projects, and
 4. from language as subject to language as medium.

ESP as creative interdisciplinary space

A reimagined framework for Agriculture and Forestry Education

Language + knowledge + innovation



Pillar 1

Cross disciplinary collaboration

Students from different fields work together in the English language - language becomes the shared medium of thinking.

Pillar 2

Real-world project integration

Policy briefs, field reports, pitch decks for real issues (deforestation, food security, climate adaptation) - not exercises actual outputs.

Pillar 3

Multimodal Literacies

Beyond reading journals, students can create podcasts, infographics, presentations, and data stories. English language as a creative, not just an academic tool.

Pillar 4

Global issues as content

Sustainability, biodiversity, and climate justice are examples of Real-world issues and context. Students learn the English language by engaging with what matters contextually.

Practical Applications: What does this look like in practice?

Example 1: Climate Change Simulation

- Students: Role-play farmers, policymakers, environmental NGOs, Negotiate land-use strategies, Produce policy briefs
- Skills: Persuasive language, Negotiation, Evidence-based argument

Example 2: Research-to-Community Project

- Students: Translate a scientific forestry paper into: A farmer-friendly guide, A social media campaign, A podcast episode
- Skills: Audience awareness, Simplification without losing accuracy, Multimodal literacy

Example 3: Interdisciplinary Project-Based Learning

- Agriculture + Business + English language students collaborate to:
 - ✓ Develop a sustainable agribusiness pitch
 - ✓ Present to a mock investor panel
- Language as: Tool for innovation and entrepreneurs

Conclusion:

- Reimagining ESP in agricultural and forestry education means moving from vocabulary lists to vision-building.
- Not just language training, But interdisciplinary empowerment.
- If agriculture and forestry are shaping the future of our planet, then language education must help students shape the conversation.



"We teach students to grow food, manage forests,
and protect ecosystems.

The least we can do is teach them the language to
tell the world why it matters."



Thank you.

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