



A Proposed ESP Program for Developing Listening Skills of Delta University Students

Fouda Safinaz A.

Department of English Language, Delta University for Science and Technology, Gamasa, Eldakahlia, Egypt

Correspondence: Fouda Safinaz; Mob: 01096768864, E-mail: safy.fouda@deltauniv.edu.eg

Abstract

This research focused on assessing the impacts of a proposed English for Specific Purposes (ESP) program, based on ADDIE (Analysis, Design, Development, Implementation, and Evaluation) instructional model, on enhancing Delta University students' Listening Comprehension Skills. Employing a quasi-experimental methodology, this research involved forty first-year students from the Faculty of Medicine at Delta University. The instruments employed in this research included a pretest and posttest for EFL Listening Comprehension, alongside a Listening Comprehension Skills Checklist meticulously designed by the researcher. The experimental treatment was conducted during the second semester of the academic year 2023/2024. Results demonstrated that those exposed to the experimental module exhibited superior performance in post administration as a consequence of the experimental treatment. These results endorse the efficacy of the proposed program in sharpening EFL Listening Comprehension Skills among students. It is advocated that future ESP resources be developed adhering to the ADDIE Instructional Model to enhance listening comprehension and other language skills.

Key words: *ADDIE Model, ESP, Listening Comprehension Skills, Instructional Material*

• Introduction

English has become a dominant language in many industries and professions, including finance, healthcare, and engineering. As a result, universities in Egypt are actively promoting the use of English as a language of instruction. The majority of scientific courses are taught in English, meaning that those who do not have sufficient knowledge of the language will struggle in language use. Each academic discipline has its specific language, which is based on its own terminology, conventions, and specialized vocabulary. Learning and mastering English language enables

students to acquire the right language skills to pursue their studies in any field.

Listening is a crucial communication skill, essential for successful learning and mastering a second or foreign language. Bress (2006) asserts that listening is considered to be the most frequently utilized one among the four language skills. Increased comprehension leads to greater confidence among students, subsequently boosting their academic performance and elevating their language proficiency. Up to 45% of language expertise can be acquired through listening during communication, (Ockey ,2007).

Stojković (2019) argues that ESP programs prioritize the improvement of English language skills in specialized areas like medicine, nursing, economics, marketing, and engineering. The primary goal is to enhance language and communication within a specific professional setting. Stojković (2019) further mentioned that this targeted instruction helps individuals acquire essential communication and professional competencies, allowing them to effectively cater to the demands of both local and international business environments. Thus, effective communication skills are widely recognized as essential for career growth and are highly sought after by recruiters. Learning ESP poses challenges for learners due to the scarcity of relevant textbooks, difficulty in understanding context, and specialized vocabulary (Nur Fitria, 2023). Additionally, issues with pronunciation, accent, and staying updated with the evolving language can be problematic for learners.

Instructional materials play a crucial role in language programs and their quality should be ensured for successful language learning. Developing tailor-made educational materials (ESP) is becoming prevalent due to customization for individual students and institutions. These materials offer privileges such as relevance, teacher expertise development, commitment to language teaching, and flexibility in revisions (Alciso et al,2022). Literature reveals the significance of high-quality and suitable instructional resources in the facilitation of teaching and learning, which in turn influences their effective utilization within the classroom (Abubakar, 2020). To effectively teach English, teachers must provide suitable materials and exercises, embed course goals into units and tasks, and ensure materials are accurate and readable (Ahmadi, 2016). Tomlinson (2012) suggests that it is possible to adapt, design, produce, and exploit materials in order to meet the needs of the learners.

This research explored designing learner-centered ESP program for medicine students in Delta University to enhance effective learning, based on a thorough analysis of learners' needs. The research was based on a need analysis to develop instructional materials for English language skills at Delta University. Both instructors and students agreed on the importance of proper materials for refining language skills and providing learning opportunities. Additionally, this research developed an ESP Instructional Program using the ADDIE model

instructional design. The purpose was to achieve effective learning and provide a baseline for further research on similar learning materials.

- **Statement of the Problem**

Based on the review of literature and related studies, in addition to the pilot study and the researcher's experience, the problem could be stated as: Delta University students have difficulties in Listening Comprehension Skills. They lacked proper listening for understanding ideas and attitudes. This mediocre level seemed to demotivate students towards pursuing this skill. The researcher proposes using the ADDIE Model for redesigning the ESP Instructional Material used for these students. The aim of utilizing the ADDIE Model is to improve students' Listening Comprehension Skills since the ability to listen is a critical component for success in both language acquisition and academic success.

- **Purpose of the research:**

The current research aimed at:

Investigating the impact of using ADDIE Model – based EFL Instructional Program in developing Delta University Medicine Students' EFL Listening skills.

- **Hypotheses of the research**

The current research attempted to verify the following hypotheses:

1. There is a statistically significant difference at the (0.05) level between the mean score of the study group in the pre- and post-administration of the EFL Listening skills as a whole pre/posttest in favour of the post administration.
2. There is a statistically significant difference at the (0.05) level between the mean score of the study group in the pre- and post-administration of the EFL Listening sub skills including: listening for summarizing, understanding conceptual meaning in spoken text, understanding ideas and information in spoken text, listening for gist, listening for specific information and understanding attitude in spoken text pre/posttest in favour of the post administration.

- **Questions of the research:**

The research sought to answer the following questions:

1. What are the features of the proposed ADDIE Model – based EFL Instructional program?

2. How far implementing an ADDIE Model – based EFL Instructional program can improve EFL Listening Comprehension Skills of Faculty of Medicine students at Delta University?

- **Method of the research**

- **Participants:**

The research involved a group of 40 first-year students from the Faculty of Medicine at Delta University for Science and Technology, with their ages varying between 18 and 19 years.

- **Delimitations of the research**

The present research was delimited to:

1- A group of 40 level one students at the Faculty of Medicine at Delta University.

2-EFL listening skills required from the University Students : (Listening for summarizing, understanding conceptual meaning in spoken text, understanding ideas and information in spoken text, listening for gist, listening for specific information, understanding attitude in spoken text)

- **Instruments:**

1. **Listening Comprehension Skills Checklist**

This checklist was developed and its reliability was endorsed by the researcher. The checklist's construct validity was verified by a committee of eight EFL teachers esteemed for their ESP teaching proficiency within the English Department at Delta University. They rigorously appraised each item on the scale to determine those most effective ones in measuring the listening skills apt for learners at this stage of linguistic competence. Adjustments were made as shown in the table (1).

Table (1): Listening Comprehension Skill checklist Notable Improvements Made by the Jury

Skill	First form	Final form
Listening	Guessing meaning from context.	The item was added
	Recognizing literal meaning	The item was deleted

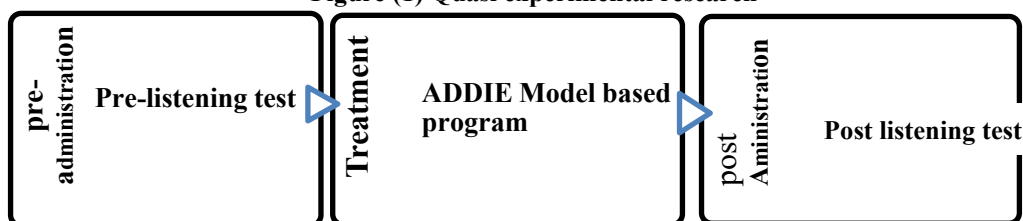
2. **EFL Listening Comprehension Skill Test**

The development of the Pre-posttest was spearheaded by the researcher and included tasks aimed at evaluating different listening sub-skills. The test comprised including multiple-choice. The test had a maximum tally of 20 marks. These skills were selected guided by the Listening Comprehension Skills Checklist, which was compiled by a panel of eight distinguished EFL educators renowned for their expertise in ESP instruction, supplemented by a review of pertinent literature.

- **Design of the research:**

This research adopted the quasi- experimental, one group design. The participants studied ADDIE Model – based EFL program.

Figure (1) Quasi experimental research



- **Procedures:**

The present research proceeded according to the following steps:

- 1- A review of relevant literature and earlier research related to the variables is performed; the proposed ESP program, which is anchored in the ADDIE model, is acknowledged as the independent variable, while Listening skills are categorized as the dependent variable within the context of the research.
- 2- Preparing the instruments of the research, which are EFL listening skill checklist and listening pre and post tests
- 3- Presenting instruments to a group of jurors for validation and adaptation.
- 4- Refining research instruments in their final version.
- 5- Establishing reliability of the test.
- 6- Designing Listening activities using ADDIE Model to develop sub-skills.
- 7- Selecting the sample of the research
- 8- Administrating the research instruments to the research sample before conducting the treatment.
- 9- Conducting the treatment as the study group studied The ADDIE model based program.
- 10-Administrating study instrument to the research sample at the end of the treatment
- 11-Collecting data and analyzing them statically
- 12-Reporting results, making conclusions and proposing recommendations.

- **To answer the questions of the research the following steps were followed:**

- 1- The features of the proposed ADDIE Model – based EFL Instructional program were investigated by reviewing theoretical background and related studies.
- 2- The effectiveness of implementing an ADDIE Model – based EFL Instructional program in improving EFL Listening Comprehension Skills of Delta University Students, the above mentioned procedures were followed.

- **The Proposed ESP Program Based on ADDIE Model**

As the ADDIE model was used in this study, it comprised five stages: Analysis, Design, Development, Implementation, and Evaluation. Data was primarily obtained from the initial (analysis) stage and the final (evaluation) stage of the ADDIE process.

a. Analysis

In the analysis stage, two separate needs analysis were carried out to establish the needs of both the students and the institution. Accordingly, a questionnaire was distributed among an assemblage of specialists at the Faculty of Medicine. Additionally, a student questionnaire was utilized for conducting a needs analysis, as it was efficient for both students and teachers.

b. The Design Phase

In the ADDIE model, the second stage is the design phase, which involves developing learning objectives and content. The program goals, objectives, and syllabus were created in partnership with specialized instructors at the Faculty of Medicine, Delta University.

The primary objectives of the medical English program encompassed the use of vocabulary and terminology relevant to healthcare professions. Likewise, the program strived to improve the four language skills through various activities, with a special focus on Listening Comprehension Skills.

c. The Development phase

The outcome of the development phase was a comprehensive program complete with a full array of materials and guidelines. The ESP program was made up of a single module, encompassing 30 academic hours. The program's three main topics included: General Anatomy, Diseases and Patient Care. Each topic aimed to enhance students' language skills while simultaneously building their medical specific vocabulary.

d. The Implementation Phase

The researcher started by administering the EFL Listening Comprehension Skills test. The course was held from February to May 2024 at Delta University. The needs analysis was carried out in the first semester of the 2023-2024 academic year. The course was arranged to occur once every week, encompassing a duration of three hours for each session. Subsequent to this, the instructor initiated the delivery of the suggested ESP program.

e) The Evaluation Phase

For evaluation, the researcher used formative evaluation during the development stage, to improve instructional courses or products and summative evaluation immediately after the implementation of the program, to measure the effectiveness of education, training, and learning in the form of listening posttests. For each session and student satisfaction, the researcher also used the reflection log.

• The Reflection Log

Following each week of the course, participants were required to address three specific questions: their most enjoyable aspects of the course, encountered difficulties, and suggestions for program improvement. This approach facilitated an open expression of opinions from participants about the entire course.

• Definition of the terms:

Listening Comprehension

Listening comprehension involves a range of processes for understanding oral language, which include recognizing phonetic sounds, grasping the meaning of words in isolation and within the structure of sentences, interpreting intonation and rhythm of speech, and drawing conclusions based on the surrounding context, pre-existing knowledge, and characteristics unique to the speaker (Smith, 2015).

Listening skill is defined operationally in the present research as the student's capability to concentrate on what is being said; and fully understand the content the speaker is communicating, through designing the appropriate Instructional ESP Material for students studying the Freshman English Program at the Faculty of Medicine at Delta University for Science and Technology.

Instructional Materials

According to Mehta (2018), Instructional Design is the application of systematically formulating, evolving and delivering instructional experiences and products, both physical and digital, in a reliable and consistent design towards an inspiring, engaging, effective, appealing and efficient acquisition of knowledge. In the present research, the material development is defined operationally as the planning process in which the course objectives are integrated in units and tasks. It means that the designed materials' content should lead to the achievement of the learning outcomes. Once course objectives have been established, the material developer should be able to design

activities, select language functions, vocabulary focus, written or spoken texts, and exercises that boost the Freshman English Program at Delta University for Science and Technology students' listening skills.

ADDIE Model

According to Molenda (2015), as cited in Hess and Greer (2016), the ADDIE model is a process-based approach to developing instructional materials. For Peterson (2003), implementing the ADDIE model in a course is advantageous since it places a greater emphasis on the learner than the teacher. Learners who will enroll in the course are given serious consideration starting with the first stages of its development (analysis and design). It also bases its development on the demands of learners. Additionally, learners have a significant role in the implementation and evaluation. Thus, in the present research, the researcher delved into the process of designing Instructional material of ESP for Delta University students that deals with a learner-centered rather than the traditional teacher-centered approach to instruction, so that effective learning may take place. This means that every component of the instruction is governed by the learning outcomes, which have been determined after a thorough analysis of learners' needs.

• Previous Studies

Growing body of research has focused on the implementation of the ADDIE Model-based Instructional material to improve University Students' EFL skills, particularly listening.

Iswati, (2019) conducted a research on Developing ADDIE Model-Based ESP Course book. The purpose of this study was to create an ESP course book based on the ADDIE concept. That study used a research and development methodology, and both interviews and questionnaires were used to collect data. 430 Business English 1 students from University of Muhammadiyah Yogyakarta received the questionnaire. In the meantime, interviews with four English teachers were undertaken. In this case, the ADDIE model's first and last phases were used to collect the data. Data from the analysis phase were used to analyze needs, while data from the evaluation phase were utilized to assess the course book's advantages and disadvantages. Results indicated that while the course book's language, substance, tasks, and learners are all good, the visual components could use some serious enhancement.

Nita et al. (2022) found that most students had trouble meeting the Test of English Proficiency (TEP) target score due to factors like insufficient desire and a lack of vocabulary. In order to create the necessary teaching resources for the TEP preparation course for English Department students using Edmodo (LMS). (15) English Department students served as the research subjects using the Research and Development technique and the ADDIE

model. Findings demonstrated that students' perceptions of the TEP learning materials, the materials' content, and Edmodo as the LMS for the TEP preparatory course were positive .

Syam (2020) proposed a proper listening worksheet for the English Education Study Programme at IAIN Palopo in order to address the issues those students were having. Those researchers then employed the ADDIE model and the Research and Development method. The research topic consisted of 18 students from the IAIN Palopo English Education Study Programme. Both observation and a survey were employed as research tools. Those authors anticipated that the final worksheet would be beneficial for ESP instructors whose students' were proved to be below the expected level of competence.

Review of the literature and related studies has revealed how implementing the ADDIE model of instructional design can promote listening skills of EFL students in a variety of contexts. It also emphasized how material design may inspire learners' motivation to become better listeners.

• Statistical Analysis and Results

The results of the research are considered within the framework of the statistical analysis of each instrument. A discussion of the results is provided after each statistical analysis as well as a discussion of the overall results. To evaluate the existing level of the listening skills, a pre-test was conducted prior to the treatment to establish a baseline of understanding. This procedure was applied to students before introducing them to the proposed course materials. Table 2 presents the results for values related to listening comprehension skills.

Table (2) An EFL Listening Comprehension Skills Pre- Test Results

Skills	No.	Mean	Std. Deviation	
Listening for summarizing	40	1.30	1.12	5
Understanding conceptual meaning in spoken text	40	1.40	1.04	0
Understanding ideas and information in spoken text	40	0.80	0.95	0
Listening for gist	40	1.15	0.98	..5
Listening for specific information	20	0.85	0.81	..5
Understanding attitude in spoken text	40	0.85	0.81	..5
Overall	40			..9

The results showed that the students mostly had difficulties with some listening sub skills; understanding ideas and information in spoken text and utterances (Mean; 0.80 & St.d ; 0.95) , understanding attitude in spoken text (Mean; 0.85 & St.d ; 0.81), listening for specific information (Mean; 0.85 & St.d ; 0.81) , listening for gist (Mean; 1.15 & St.d ; 0.98).

• Results of the Statistical Treatment

The research explored how the proposed program, which utilized the ESP Program based on the ADDIE Instructional Model, influenced the participating students' performance on a listening comprehension test. To assess this effect, the research hypothesis was put to test in the subsequent section.

• Testing the Hypotheses:

The current research attempted to verify the following hypotheses:

1-‘There is a statistically significant difference at the (0.05) level between the mean score of the study group in the pre- and post-administration of the EFL Listening Comprehension skills pre/posttest as a whole in favour of the post administration.’

2-‘There is a statistically significant difference at the (0.05) level between the mean score of the study group in the pre- and post-administration of the EFL Listening sub skills including: listening for summarizing, understanding conceptual meaning in spoken text, understanding ideas and information in spoken text, listening for gist, listening for specific information and understanding attitude in spoken text pre/posttest in favour of the post administration.’

Table (3) Comparison between the Pre and Post Administration of the EFL Listening Comprehension Skills

Test on the Study Group.								
Skills	Rank	N.of cases	Mean Rank	Sum of Ranks	Z.Value	g.	Effect size η^2	Effect size
Listening for summarizing	Negative Ranks	0	0.00	0.00				
	Positive Ranks	40	8.50	136.00	-3.618	01	90.5%	High
	Ties	0						
	Total	40						
Understanding conceptual meaning in spoken text	Negative Ranks	4	4.50	4.50				
	Positive Ranks	29	6.68	73.50	-2.803	01	70.1%	High
	Ties	7						
	Total	40						
Understanding ideas and information in spoken text	Negative Ranks	5	3.50	3.50				
	Positive Ranks	20	6.25	62.50	-2.676	01	66.9%	High
	Ties	15						
	Total	40						

Listening for gist	Negative Ranks	0	0.00	0.00				
	Positive Ranks	31	6.00	66.00	-2.969	01	74.2%	High
	Ties	7						
	Total	40						
Listening for specific information	Negative Ranks	0	0.00	0.00				
	Positive Ranks	33	7.00	91.00	-3.256	01	81.4%	High
	Ties	3						
	Total	40						
Understanding attitude in spoken text	Negative Ranks	3	4.67	14.00			61.2%	
	Positive Ranks	33	8.27	91.00	-2.447	05		High
	Ties	4						
	Total	40						
Total score of Test	Negative Ranks	0	0.00	0.00				
	Positive Ranks	40	8.50	136.00	-3.526	01	88.2%	High

Results in table (3) indicate that there is a statistically significant difference between the mean ranks of the study group students in the pre and post administration of the Listening Comprehension Skills test and the total ranks in favor of post administration, where all the values of (z) are statistically significant at the level of significance (0.01). The validity of the hypothesis is confirmed by these results. These differences are attributed to the use of the Proposed ESP Program based on ADDIE Instructional Model. This suggests that the proposed learning program has a positive impact on enhancing the intended listening comprehension skills.

• Discussion

The findings propose a marked improvement in the students' Listening Comprehension Skills. This enhancement is likely due to the implementation of a specialized ESP Program based on the ADDIE instructional framework. Selected for its robust approach to educational design, the ADDIE model was employed to craft an ESP program tailored for Faculty of Medicine Delta University's students. The program's analysis stage was crucial as it introduced both the methodologies used and the study's findings for the academic year 2023-2024.

During this initial phase, a comprehensive questionnaire was utilized to pinpoint the specific needs of Faculty of Medicine students at Delta University, ensuring that the program was meticulously aligned with their learning needs. Data analysis offered insightful revelations regarding the students' preferred learning modalities, which informed the creation of a tailored ESP program, aligning with the university's recommendation for its

implementation. The designing phase defined key aims and objectives of the upcoming program, which were formulated through close cooperation with expert instructors. Following this was the development phase that yielded a comprehensive suite of course materials and guidelines, complete with topics and illustrative tasks. The program was executed from February to May for first-level students during the implementation phase. Concluding the process, the evaluation phase in May 2024 entailed deploying a structured methodology to gather and assess students' feedback through questionnaires. The prior findings and discussion demonstrated that the students' EFL Listening Comprehension Skills were enriched as a result of the experimental treatment, which was a customized ESP program built on the ADDIE instructional framework.

The researcher garnered valuable insights from data analysis to refine the program in future iterations. While a vast number of students concurred on the program's straightforward and uncomplicated framework, there is a consensus that its course architecture and visual aids require further refinement. The program's content was largely deemed comprehensible.

However, there is a need for ongoing updates and enhancements to the program materials and assignments, in collaboration with expert educators, to ensure the curriculum remains contemporary and pertinent for student engagement. Substantial efforts are necessary in the realm of evaluation and feedback strategies to align with students' needs more effectively. Crafting an ESP course demands meticulous attention to its goals, learning outcomes, syllabus development, and content—a rigorous process necessitating regular scrutiny and updates to preserve both its precision and caliber. In spite of relentless efforts, cultivating adaptability and ease of access tremendously benefits both the educational experience and pedagogical approaches.

Consistent findings have been documented by researchers like Almelhi (2021), and Alnajdi (2018), who recommended that the application of the ADDIE instructional design framework can enhance the competencies of EFL students across different learning settings.

- **Recommendations**

The research suggests that instructors should integrate the ADDIE model for instructional design when developing and implementing courses in ESP. Using the ADDIE framework in the context of ESP education enables for the creation of tailored English courses that are focused on delivering results and custom-made to meet the distinct needs of learners within their respective professional fields. By adopting this method, there is a notable enhancement in their English language skills and in their ability to effectively communicate in English in real-world scenarios. In

addition, the ADDIE model fosters a dynamic interaction between educators and stakeholders, ensuring ongoing assessments that help keep teaching strategies up-to-date and aligned with the vocational goals and requirements of the students.

- English Instructors should exchange ideas, materials, and insights to foster their professional growth.
- Higher education institutions must ensure robust instructional and technical support is available.
- It is crucial to place greater emphasis on the effective creation and implementation of ESP courses tailored for university learners.
- There should be an intensified focus on designing materials aimed at improving overall English language proficiency, with a special emphasis on enhancing EFL Listening Comprehension Skills.

• Suggestions for Further Research

The results of this research provided recommendations for future research:

- Implementing the ADDIE instructional Model to enhance EFL listening comprehension skills among university students.
- The ADDIE instructional framework may be utilized to improve (EFL) reading and writing skills of university students.
- Conducting studies to investigate the challenges and encounters that instructors and students in ESP classes face.
- Institutions of higher education should establish training sessions and workshops to equip educators with skills in the effective application of the ADDIE instructional Model when creating ESP resources for learners.

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