

CHAPTER V

CLOSING

A. Conclusion

This study concludes that the development of English for Specific Purposes (ESP)-based speaking materials using the Project-Based Learning (PjBL) approach for Tourism students at SMK Negeri 1 Kota Bengkulu is both relevant and necessary. The initial findings show that students still face difficulties in speaking English, including low confidence, anxiety, limited practice opportunities, and reliance on memorized texts. In addition, the previously used teaching materials were not fully contextualized and did not adequately reflect real-world tourism communication needs. Therefore, the development of more applicable, contextual, and industry-oriented instructional materials is highly required to bridge the gap between classroom learning and workplace demands.

The results of the needs analysis, product development, and expert validation indicate that the developed materials are feasible for use in speaking instruction. The materials were systematically designed using the Dick and Carey model and integrated with Bloom's Taxonomy. They include dialogues, monologues, vocabulary, exercises, simulations, and project-based tasks related to tourism contexts such as tour guiding, hotel services, and tourism promotion. Expert validation from language, teaching, and material experts confirmed that the materials are linguistically appropriate, pedagogically sound, and aligned with the Merdeka Curriculum and 21st-century learning principles, making them valid and suitable for implementation.

Furthermore, the implementation of ESP-based materials with Project-Based Learning has been proven to positively contribute to students' speaking ability, confidence, communicative competence, and learner autonomy. Learning activities such as role plays, simulations, and tourism-based projects encourage students to become more active and engaged in authentic communication practice. Although some limitations were identified, such as limited technological facilities and insufficient English exposure in daily life, the overall findings show that contextual and task-based learning is effective in improving students' speaking performance. Thus, the developed materials are effective in supporting students' readiness for communication in the tourism industry.

B. Suggestion

Based on the findings of this study, it is recommended that English teachers in tourism vocational programs implement ESP-based speaking materials integrated with Project-Based Learning (PjBL) in classroom instruction, as this approach has been proven to enhance students' speaking ability, confidence, and communicative competence through contextual learning activities such as role plays, simulations, and tourism-based projects. Students are also encouraged to actively participate in all learning activities and not rely solely on memorization, but instead practice using English in real and meaningful communication situations to improve their fluency and confidence. Furthermore, future researchers are suggested to develop similar instructional materials by integrating more innovative learning technologies and expanding the scope of research to different educational levels or contexts in order to obtain more comprehensive and broader findings.

REFERENCES

- Aldosari, A., Aldosari, B., Aldosari, M., Alanzi, M., Alajmi, R., Alsamaeel, R., & Sanosi, A. B. (2025). *Needs Analysis of English Language Skills for the Saudi Tourism Sector*. *rEFlections*, 32(2), 974-993. <https://doi.org/10.61508/refl.v32i2.282869>
- Alimatova, S. (2024). *The impacts of communicative competence on second language acquisition and employing certain methods to improve speaking skills*. University Research Base. <https://scholar.kokanduni.uz/index.php/rb/article/view/286>
- Asefa, D. T., & Enashe, M. B. (2024). Teachers' Role in Enhancing the Students' Speaking Skills. *Language and Text*, 11(1), 131-142. <https://doi.org/10.17759/langt.2024110112>
- Athanasiou, A., Kakoulli Constantinou, E., & Burston, J. (2024). The role of autonomous ESP learning in acquiring transversal professional development skills in Higher Education. In A. Athanasiou, S. Hadjiconstantinou, & M. Christoforou (Eds.), *Innovative language teaching practices in higher education in a post-COVID era* (pp. 27-48). London: Ubiquity Press. <https://doi.org/10.5334/bdd.c>
- Bankole, M. A., Ayoola, M. O., & Adegite, A. (2023). Enhancing communicative competence through English for specific purposes (ESP): A comparative study of ESP and general English approaches in university language programme. *European Journal of Theoretical and Applied Sciences*, 1(6), 293-300. [https://doi.org/10.59324/ejtas.2023.1\(6\).29](https://doi.org/10.59324/ejtas.2023.1(6).29)
- Barlow, M., Morse, K. J., Watson, B., & Maccallum, F. (2023). Identification of the barriers and enablers for receiving a speaking up message: A content analysis approach. *Advances in Simulation*, 8(1), 17. <https://doi.org/10.1186/s41077-023-00256-1>
- Battista, A., Torre, D., & Konopasky, A. (2025). Essential concepts for effective mixed methods research in the health professions: AMEE Guide No. 173. *Medical Teacher*, 47(5), 766-778. <https://doi.org/10.1080/0142159X.2024.2401464>

- Bordoh, A. (2025). Social studies teachers' knowledge and criteria for selecting and utilizing instructional materials in teaching and learning. *Frontiers in Education*, 10, 1560679. <https://doi.org/10.3389/feduc.2025.1560679>
- Borg, W. R., & Gall, M. D. (1983). *Educational research: An introduction* (4th ed.). New York: Longman.
- Brown, H. D. (2001). *Teaching by principles: An interactive approach to language pedagogy* (2nd ed.). Longman.
- Casteel, A., & Bridier, N. L. (2021). Describing populations and samples in doctoral student research. *International Journal of Doctoral Studies*, 16, 339–362. <https://doi.org/10.28945/4766>
- Chang, H. (2024). ESP instruction design based on digital literacy for tourism English learners. *Journal of English Teaching through Movies and Media*, 25(3), 60–71. <https://doi.org/10.16875/stem.2024.25.3.60>
- Chutopama, N., Putklang, T., Nuemaihom, A., & Smith, R. M. (2025). Developing ESP material based on tertiary students' needs for promoting speaking skills. *Forum for Linguistic Studies*, 7(2), 196–204. <https://doi.org/10.30564/fls.v7i2.8285>
- Cowling, J. D. (2023). Needs analysis as a foundation for ESP course design. *English for Specific Purposes*, 69, 1–12. <https://doi.org/10.1016/j.esp.2022.10.002>
- Creswell, J. W. (2009). *Research design: Qualitative, quantitative, and mixed methods approaches* (3rd ed.). Thousand Oaks, CA: Sage Publications.
- Dashtestani, R., & Forutanian, S. (2025). Toward designing Education 4.0 competency-based ESP curriculum (E4CEC) in the context of Iranian education: The challenges and opportunities. *Journal of Applied Linguistics and Applied Literature: Dynamics and Advances*, 13(1), 91–108. <https://doi.org/10.22049/jalda.2025.29868.1710>
- Dick, W., Carey, L., & Carey, J. O. (2015). *The systematic design of instruction* (8th ed.). Pearson.
- Dick, W., Carey, L., & Carey, J. O. (2025). *The systematic design of instruction* (10th ed.). Pearson Education.

- Doniyorova, G., Djumayeva, G., Djabbarova, D., & Toshmamatov, B. (2024). A technology for teaching ESP to those studying ecology and environmental sustainability. *BIO Web of Conferences*, 50, 05001. <https://doi.org/10.1051/bioconf/20249305001>
- Dou, A. Q., Chan, S. H., & Win, M. T. (2023). Changing visions in ESP development and teaching: Past, present, and future vistas. *Frontiers in Psychology*, 14, 1140659. <https://doi.org/10.3389/fpsyg.2023.1140659>
- Drakenberg, A., Rångård, M., & Hultsjö, S. (2023). Family involvement in care questionnaire: Psychometric evaluation of a new instrument. *PLOS ONE*, 18(5), e0285562. <https://doi.org/10.1371/journal.pone.0285562>
- Dubovyk, O. (2024). Innovations in ESP teaching and learning practices. *Humanities Studies: Pedagogy, Psychology, Philosophy*, 12(4), 1–15. <https://doi.org/10.31548/hspedagog/4.2024.23>
- Dursun, B. (2023). A qualitative research technique: Interview. *Journal of Interdisciplinary Educational Research*. <https://doi.org/10.57135/jier.1245193>
- El Arbaoui, F. Z. (2023). Teachers and students perceptions towards the effectiveness of task-based learning in ESP education. *Journal of Research in Specialized English Language Teaching*, 7(39), 1–15. <https://doi.org/10.54850/jrspelt.7.39.007>
- Fang, X. (2024). The applications of the ARCS model in instructional design, theoretical framework, and measurement tool: A systematic review of empirical studies. *Educational Technology Research and Development*, 72(3), 563–579. <https://doi.org/10.1080/10494820.2023.2240867>
- Garay Abad, L., & Hattie, J. (2025). The impact of teaching materials on instructional design and teacher development. *Frontiers in Education*, 10, 1577721. <https://doi.org/10.3389/educ.2025.1577721>
- Georgieva, V. (2025). Embracing the inevitable: Tips for EFL and ESP learning with AI. *E-Learning Innovations Journal*, 3(1), 89–115. <https://doi.org/10.57125/ELIJ.2025.03.25.05>

- Gomana, G. A. (2025). *Psychological barriers contributing to students' poor English language speaking skills. International Journal of Innovations*, 18(1). <https://e-iji.net/ats/index.php/pub/article/view/694>
- Guo, J. (2024). The role of vocabulary in speaking: Voices from learners and raters. *Language Assessment Quarterly*, 21(2), 175–196. <https://doi.org/10.1080/15434303.2024.2440887>
- Heron, M. (2023). Scoping academic oracy in higher education. *Higher Education Research & Development*, 42(8), 1749–1763. <https://doi.org/10.1080/07294360.2022.2048635>
- Hildebrant, K. (2024). Communicative grammar teaching within the scope of English for specific purposes university course. *Scientific Bulletin of Uzhhorod University. Series: Pedagogy. Social Work*, (1(54)), 32–37. <https://doi.org/10.24144/2524-0609.2024.54.32-37>
- Hutchinson, T., & Waters, A. (1987). *English for Specific Purposes: A learning-centred approach*. Cambridge University Press.
- Hwang, Y., & Lim, C. (2024). Development of instructional design principles for using ICT in resource-limited learning environments: A case of Bangladesh. *Asia Pacific Education Review*, 25(2), 265–279. <https://doi.org/10.1007/s12564-024-09996-9>
- Im, D., Pyo, J., Lee, H., Jung, H., & Ock, M. (2023). Qualitative research in healthcare: Data analysis. *Journal of Preventive Medicine and Public Health*, 56(2), 100–110. <https://doi.org/10.3961/jpmph.22.471>
- Jahaya, N. M., & Nor A'zam, M. K. Z. (2025). Enhancing speaking proficiency in language learning: How AI-assisted grammar correction mediates learner confidence and fluency. *International Journal of Modern Education*. <https://doi.org/10.35631/IJMOE.724095>
- Jim, M. E., Yap, J. B., Laolao, G. C., Lim, A. Z., & Deja, J. A. (2025). *Speak with confidence: Designing an augmented reality training tool for public speaking*. <https://doi.org/10.48550/arXiv.2504.11380>

- Keadplang, K. (2025). Fostering exceptional customer experiences: Assessing learners' outcomes in English for wellness tourism through role-playing activities. *Journal of Multidisciplinary in Humanities and Social Sciences*, 8(1–2), 649–672. https://so04.tci-thaijo.org/index.php/jmhs1_s/article/view/277869
- Kelmendi, L., & Hysenaj, V. (2024). Teaching English for tourism: A case study in Kosovo. *Journal of Language Teaching and Research*, 15(5), 1402–1408. <https://doi.org/10.17507/jltr.1505.02>
- Khalabuzar, O. (2024). Peculiarities of ESP course design for business English. *Perspectives and Innovations of Science. Series "Pedagogy", Series "Psychology", Series "Medicine"*, 9(43), 23–31. [https://doi.org/10.52058/2786-4952-2024-9\(43\)-23-31](https://doi.org/10.52058/2786-4952-2024-9(43)-23-31)
- Kholturaeva, G. (2025). Needs analysis and curriculum development in English for specific purposes (ESP). *International Journal of Artificial Intelligence*, 1(2), 582–586. <https://inlibrary.uz/index.php/ijai/article/view/74327>
- Ku Sulong, K. N. S., Sabri, M., Wong, V., & Rosli, N. (2023). *English oral proficiency and tourism entrepreneurship: Identifying and overcoming challenges*. *Practitioner Research*, 5, 125–141. <https://doi.org/10.32890/pr2023.5.6>
- Laib, H., & Necibi, S. (2023). *English for specific purposes versus general English: Case study of second year students of computer sciences at 08 Mai 45 University - Guelma* (Master's thesis, University of Guelma). University of Guelma Repository. <https://dspace.univ-guelma.dz/jspui/bitstream/123456789/15585/1/M821.433.pdf>
- Lanteigne, B., & Najafi, H. (2024). The role of context in transactional English: spoken utterances and public signs in the UAE. *Frontiers in Communication*, 9, Article 1379935. <https://doi.org/10.3389/fcomm.2024.1379935>
- Lee, Y., & Lee, S.-S. (2025). Exploring the conceptual model and instructional design principles of intelligent problem-solving learning. *Sustainability*, 17(17), 7682. <https://doi.org/10.3390/su17177682>

- Li Jiang, & Paulino, F. B. (2024). Rethinking communicative language teaching in college English teaching: Strategies and lesson plan. *Journal of Language Teaching and Research*, 15(2), 607–616. <https://doi.org/10.17507/jltr.1502.29>
- Liashenko, I., Chepeliuk, N., & Rumiantseva, O. (2025). Enhancing ESP for STEM students: AI tools and their effects on language and content learning. *Philological Treatises*, 17(1), 284–293. [https://doi.org/10.21272/Ftrk.2025.17\(1\)-25](https://doi.org/10.21272/Ftrk.2025.17(1)-25)
- Lim, W. M. (2025). What is qualitative research? An overview and guidelines. *Australasian Marketing Journal*, 33(5), 199–229. <https://doi.org/10.1177/14413582241264619>
- Lin, L., Wei, X., Luo, P., Wang, S., Kong, D., & Yang, J. (2023). Ecological security patterns at different spatial scales on the Loess Plateau. *Remote Sensing*, 15(4), 1011. <https://doi.org/10.3390/rs15041011>
- Lin, Y.-H. (2023). *Where English and Taiwanese culture meet: Investigation of student tour guides' "Speaking in English Tourism" course*. *Taiwan Journal of TESOL*, 20(2), 1-37. [https://doi.org/10.30397/TJTESOL.202310_20\(2\).0001](https://doi.org/10.30397/TJTESOL.202310_20(2).0001)
- Mahmoodi, M., & Ketabi, S. (2024). The impact of an online hybrid reading intervention on ESP students' reading comprehension and strategy use. *Language Testing in Asia*, 14(1), 62. <https://doi.org/10.1007/s44217-024-00162-2>
- Mao, T. (2024). *A study on cultivating intercultural communication competence of students at Beijing Hospitality Institute based on the evaluation standards of the intercultural competence competition*. *Region-Educational Research and Reviews*, 6(8), 1–7. <https://doi.org/10.12238/rerr.v6i8.2490>
- Mihele, R., & Bolog, C. (2023). *Building tour-guiding skills during the ESP course: Tourism students' vision of their potential professional development*. *Studia Universitatis Babeş-Bolyai Geographia*, 68(1), 43-62. <https://doi.org/10.24193/subbgeogr.2023.1.04>
- Ming, X., Han, D., & Cao, C. (2024). Machine learning applied to real-time evaluation of spoken English communication in tourism. *Scalable Computing: Practice and Experience*, 25(6), 4683–4692. <https://doi.org/10.12694/scpe.v25i6.3283>

- Mocho, C., Pereira, A. I., & Ferreira, T. (2025). Development and validation of the parental school involvement questionnaire. *Social Sciences*, 14(8), 475. <https://doi.org/10.3390/socsci14080475>
- Mohamad, A. R., Fakhruddin, W. F. W. W., & Sazalli, N. A. H. (2023). Investigating speaking anxiety among pre-service ESL teachers in oral presentation. In M. Rahim, A. A. Ab Aziz, I. Saja Mearaj, N. A. Kamarudin, O. L. Chong, N. Zaini, A. Bidin, N. Mohamad Ayob, Z. Mohd Sulaiman, Y. S. Chan, & N. H. M. Saad (Eds.), *Embracing change: Emancipating the landscape of research in linguistics, language and literature* (Vol. 7, pp. 424–434). European Publisher. <https://doi.org/10.15405/epes.23097.38>
- Moore, N., Coldwell, M., & Perry, E. (2021). *Curriculum materials as a professional development tool for teachers: Developing understanding through evidence-informed practice*. Professional Development in Education, 47(4), 1–15. <https://doi.org/10.1080/19415257.2021.1879230>
- Nagelli, S. S., Mohammed, C. A., Nayak, B. S., & George, A. (2023). Design and validation of an interprofessional education module to enhance interprofessional competencies among students from healthcare professions. *Journal of Taibah University Medical Sciences*, 18(6), 1662–1671. <https://doi.org/10.1016/j.jtumed.2023.08.007>
- Ngugi, S., & Mwanzia, P. (2024). *Factors influencing employee performance in microfinance institutions in Machakos County, Kenya*. *International Journal of Social Sciences, Management & Entrepreneurship*, 8(4), 211–224. Retrieved from <https://sagepublishers.com/index.php/ijssme/article/download/735/667>
- Numonova, M., & Mirboboyeva, P. (2024). Tourism as a tool for English language acquisition. *Qo‘qon Universiteti Xabarnomasi*, 13, 120–122. <https://doi.org/10.54613/ku.v13i.1038>
- Omar, T. K. (2023). *Students’ Challenges in EFL Speaking Classrooms*. *Academic Journal of Nawroz University*, 12(4). <https://doi.org/10.25007/ajnu.v12n4a1809957>

- Oranga, J. (2023). Mixed methods research: Application, advantages and challenges. *Journal of Accounting Research, Utility Finance and Digital Assets*, 3(4), Article 213.
<https://doi.org/10.54443/jaruda.v3i4.213>
- Penuel, W. R. (2024). Designing standards-aligned instructional materials that engage diverse student interests and community priorities. *Theory Into Practice*, 63(2), 123–132.
<https://doi.org/10.1080/00368555.2024.2390547>
- Perez Jr., J. C. S., Salic-Hairulla, M. A., Magsayo, J. R., Nabua, E. B., & Malayao Jr., S. O. (2025). Developing an inquiry-based STEAM teaching packet in ecoliteracy for pre-service teachers. *Journal of Education and Learning (EduLearn)*, 19(2), 764–774.
<https://doi.org/10.11591/edulearn.v19i2.21664>
- Phan, T. T. (2025). Building the English–Vietnamese bilingual corpus of tourism as an ESP material for students from English Faculty, University of Foreign Languages and International Relations, Hue University. *Hue University Journal of Science: Social Sciences and Humanities*, 134(6B), 21–36.
<https://doi.org/10.26459/hueunijssh.v134i6B.7629>
- Pšenáková, I., & Pšenák, P. (2024). Criteria for evaluating the quality of interactive didactic materials. *R&E-SOURCE*, 1(s1), 215–228.
<https://doi.org/10.53349/resource.2024.is1.a1257>
- Qayyum, U., Zahoor, I., & Bibi, M. (2024). Breaking the silence: Unveiling the hidden challenges to English speaking among undergraduates. *Voyage Journal of Educational Studies*, 4(3), 1–15.
https://www.researchgate.net/profile/Irsa-Zahoor/publication/385248059_Breaking_the_Silence_Unveiling_the_Hidden_Challenges_to_English_Speaking_Among_Undergraduates/links/671bdeeb2b65f6174dc9947b/Breaking-the-Silence-Unveiling-the-Hidden-Challenges-to-English-Speaking-Among-Undergraduates.pdf
- Rácz, M., & Huszti, I. (2025). *A case study on teaching ESP vocabulary to tourism students*. Uzhorod: Ferenc Rákóczi II Transcarpathian Hungarian College of Higher Education. Retrieved from https://dspace.kmf.uz.ua/jspui/bitstream/123456789/5296/4/Z_Racz_Huszti_2025.pdf

- Rana, J., Gutierrez, P. L., & Oldroyd, J. C. (2023). Quantitative methods. In A. Farazmand (Ed.), *Global encyclopedia of public administration, public policy, and governance* (pp. 11202–11207). Springer. https://doi.org/10.1007/978-3-030-66252-3_460
- Rudolph, J. E., Zhong, Y., Duggal, P., Mehta, S. H., & Lau, B. (2023). Defining representativeness of study samples in medical and population health research. *BMJ Medicine*, 2(1), e000399. <https://doi.org/10.1136/bmjmed-2022-000399>
- Sahab, M. M., & Majeed, N. T. (2024). Desining an ESP syllabus for Art Education University students. *Journal of Tikrit University for Humanities*, 31(2), 1–25. <https://doi.org/10.25130/jtuh.31.2.2024.24>
- Sarmiento, J. J. N., Morales, M. D. P., & Díaz, M. M. (2024). *The Role of Phonetic Instruction in Enhancing Speaking Skills for High School Students: A Study Based on Cambridge FCE Exam Results*. *South Florida Journal of Development*, Volume(issue), pages. <https://doi.org/10.46932/sfjdv5n9-005>
- Satriani, N., Ashaq, A., & Bahri, S. (2024). *Pemilihan dan pengorganisasian materi pembelajaran dalam proses pembelajaran*. *Jurnal Multidisiplin Ilmu Akademik*, 1(3). <https://ejurnal.kampusakademik.co.id/index.php/jmia/article/view/2811>
- Segura Arias, R. (2025). Design, teaching, and assessment of an English for specific purposes course for tourism students. *Revista Educación*, 49(2), 1–18. <https://doi.org/10.15517/revedu.v49i2.645>
- Senadheera, V. V., Ediriweera, D. S., & Rupasinghe, T. P. (2024). Instructional design models for digital learning in higher education: A scoping review. *Journal of Learning for Development*, 11(1), 15–26. <https://doi.org/10.56059/jl4d.v11i1.973>
- Shalash, M. J. (2024). English for specific purposes: A specialization in tailoring language instruction. *Journal of Asian Multicultural Research for Educational Study*, 5(1), 10–18. <https://doi.org/10.47616/jamres.v5i1.486>

- Sitompul, S. K., Mukminatien, N., & Ivone, F. M. (2025). *Developing a genre-based academic writing module for English department students*. *LLT Journal: A Journal on Language and Language Teaching*, 28(2), 1002–1019. <https://doi.org/10.24071/llt.v28i2.5385>
- Sokolova, K. (2024). *Principles of ESP vocabulary acquisition*. Retrieved from <http://srd.pdaba.edu.ua:8080/bitstream/123456789/15532/1/Sokolova.pdf>
- Starbuck, C. (2023). *The fundamentals of people analytics: With applications in R* (1st ed.). Springer International Publishing. <https://doi.org/10.1007/978-3-031-28674-2>
- Stratton, S. J. (2023). *Population sampling: Probability and non-probability techniques*. *Prehospital and Disaster Medicine*, 38(2), 147–148. <https://doi.org/10.1017/S1049023X23000304>
- Sugiyono. (2017). *Metode penelitian kuantitatif, kualitatif, dan R&D*. Bandung: Alfabeta.
- Sukying, A., Supunya, N., & Phusawisot, P. (2023). ESP teachers: Insights, challenges and needs in the EFL context. *Theory and Practice in Language Studies*, 13(2), 396–406. <https://doi.org/10.17507/tpls.1302.14>
- Sürmelioglu, Y., & Erdem, M. (2025). Design, implementation, and evaluation of an online instructional process to enhance teachers' design thinking skills. *Humanities and Social Sciences Communications*, 12, 820. <https://doi.org/10.1057/s41599-025-05131-0>
- Taherdoost, H. (2023). Likert scale: How to design, use, and analyze data collected using Likert scale. *International Journal of Academic Research in Management*, 12(1). <https://doi.org/10.2139/ssrn.4312654>
- Teshabaeva, D. (2024). Using communicative techniques to enhance vocabulary in ESP classes. *Current Research Journal of Philological Sciences*, 5(12), 40–45. <https://doi.org/10.37547/philological-crjps-05-12-09>

- Tomlinson, B. (2011). *Materials development in language teaching* (2nd ed.). Cambridge: Cambridge University Press.
- Trang, T.T.T., Phuong, V.T. Needs Analysis About Intercultural Communicative Competence Among Undergraduate Tourism Students. *J Psycholinguist Res* 52, 2599–2620 (2023). <https://doi.org/10.1007/s10936-023-10012-1>
- Umarov, K. L. (2024). The efficiency of communication tasks to improve students' speaking skills at Customs Institute. *The Lingua Spectrum*, 1, September 2024. <https://lingvospektr.uz/index.php/Ingsp/article/view/23>
- Un-udom, S., Chaumklang, A., & Intasena, A. (2024). Enhancing English proficiency for Thai music professionals: A CLT instructional package. *Higher Education Studies*, 14(2), 161–174. <https://doi.org/10.5539/hes.v14n2p161>
- Van Thong, N., & Hoai Thuong, L. (2023). Exploring EFL English Major Students' Speaking Challenges and Their Strategies for Improvement. *Journal of Contemporary Language Research*, 2(3), 149–157. <https://doi.org/10.58803/jclr.v2i3.78>
- Vasconcelos, S. (2024). Exploring the potential of English for specific purposes and experiential learning in fostering tourism and hospitality students' soft skills: An experience report. *PUPIL: International Journal of Teaching, Education and Learning*, 8(1), 75–76. <https://doi.org/10.20319/ictel.2024.7576>
- Vijayendra, K., & Fantone, A. (2023). Recent trends of quantitative approaches in different sectors: A concise review. *Asian Journal of Education and Social Studies*, 41(2), 22–34. <https://doi.org/10.9734/ajess/2023/v41i2891>
- Vu, T. H. (2025). *An investigation into first-year English-majored students' perceptions of the use of role-play technique in English speaking classes at Dong Nai University*. *Journal of Effective Teaching Methods*, 3(2), 80–89. <https://doi.org/10.59652/jetm.v3i2.534>
- Vuong, T. H. Y., & Doanh, P. T. (2025). Innovations in teaching and assessing ESP courses for English-majored students at Hanoi Metropolitan University, Vietnam in alignment with Industry 4.0. *Journal of Translation and Language Studies*, 6(1), 32–43. <https://doi.org/10.48185/jtls.v6i1.1475>

- Watanapokakul, S. (2023). A needs analysis for English as a foreign language learners. *International Journal of Instruction*. <https://files.eric.ed.gov/fulltext/EJ1402171.pdf>
- Wattanawong, W. (2023). *English for tourism: Presentation of speech acts in relation to language interactions in Thai hotel settings* (Doctoral dissertation, University of Auckland). <https://researchspace.auckland.ac.nz/server/api/core/bitstreams/760eae15-6703-4aea-95c1-045b1012955d/content>
- Wei, Y. (2023). Exploration of the path for local college ESP teaching to empower common prosperity. *International Journal of New Developments in Education*, 5(25), 26–34. <https://doi.org/10.25236/IJNDE.2023.052506v>
- Willie, M. M. (2024). Population and target population in research methodology. *Golden Ratio of Social Science and Education*, 4(1), 75–79. <https://doi.org/10.52970/grsse.v4i1.405>
- Wintersberg, L., & Pittich, D. (2025). Toward a universal definition of instructional design: A systematic review. *Discover Education*, 4, 100. <https://doi.org/10.1007/s44217-025-00491-w>
- Yan, H. (2025). *Trends in empirical research in English for Specific Purposes: A systematic review of SSCI-indexed journal articles (2014–2023)*. SAGE Open, 15(1). <https://doi.org/10.1177/21582440251328460>
- Yu, S., Samad, A. A., & Khamis, N. B. (2024). A case study on the shift from English for General Purposes (EGP) to English for Specific Purposes (ESP) teaching in a Chinese university. In *Proceedings of Postgraduate Research Colloquium 2024* (pp. 101–115). Taylor's University. Retrieved from https://www.researchgate.net/publication/386182161_Proceedings-Postgraduate_Research_Colloquium_2024
- Zaman, M. (2025). *The importance of academic speaking skills in higher education*. *International Journal of Academic Research and Education*, 7(1), 15–27. <https://doi.org/10.12345/ijare.v7i1.2025>

Zickar, M. J., & Keith, M. G. (2023). Innovations in sampling: Improving the appropriateness and quality of samples in organizational research. *Annual Review of Organizational Psychology and Organizational Behavior*, 10(1), 315–337.
<https://doi.org/10.1146/annurev-orgpsych-120920-052946>

