



Students' Perception of "English for Nursing" Used at Kolaka Nursing Academy

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Abstract

The objectives of this study were: to identify the students' perception of "English for Nursing" module, to investigate to the extent to which existing syllabus and module have covered those needs, and to select materials that are relevant to students' needs of English at the same institution. The study adopted a qualitative method and was designed as a survey study. Conducted at the Nursing Academy in Kolaka, the study involved 30 subjects, which were selected through a simple random sampling method. The instruments of the study were questionnaires, interview guidelines, documents, audio-visual materials, and field notes. The result of the study indicate that: the students tended to find the module used by the teacher difficult. Meanwhile, in target situations students are demanded to master certain skills, particularly writing and nursing technical terms, as well as the ability to communicate with others in order to obtain and provide information accurately. In terms of syllabus, the one being used in Nursing Academy does yet not cover an area of nursing itself. It can be concluded that the students' perception for English in the Nursing Academy include writing and speaking skills needed to support their profession in the future, so, for this reason, it is necessary that the course syllabus and module are made more specific in the nursing area.

Keywords: students' perception, language skill, syllabus and module

A. Introduction

Professionalism is developed, empowered, and important. Education has been established and to prepare students to continue existing to modernization, where the splitting up of labor is more specialized. To be modern to a great extent is to specialize in a certain field of expertise. Thus, to compete professionally one has to be proficient in the language of the profession.

It is common to distinguish English for general purposes (EGP) from English for specific purposes (ESP), in ESP learner's needs are often described in terms of performance Richard (2012). that is, in terms of what the learner will be able to do with the language at the end of course of study, whereas in a general English course the goal is usually an overall mastery of the language that can be tested on the global language test; the goal of an ESP course is to prepare the learners to carry out a specific task or a set of task.

English for specific purposes has been taught in our higher educational centers for years. For certain reason, however, this course has been marginalized and less exposed to expert's criticism and less exposed and evaluation. In Indonesia, college English as MKDU has failed or it

is not professionally performed, and even it is claimed to be an ESP but in fact that it did not fulfill the criteria of ESP. Alwasilah (2001) assume that the failure of this course as a result of the absence of interesting textbooks which are close related to the substance or field of study, no obvious benefit the students can see, meaning that there is not any direct contribution to shape the students' career and profession. One would expect that the students might praise their teachers in their presence, but what was particularly impressive about these students, was confidence with which they addressed the assembly group. It was this very language proficiency that we had all desired to instill in the students in program.

Prior to establishment what would such teacher need to know in order to be able to handle the ESP situation assigned? The role of ESP practitioner is called for. It seems fairly obvious that if teachers are to be the ones responsible for ESP course, they need time, the skills and support. Support may include curriculum models and guidelines, and may include support from individuals acting in a curriculum advisory position. The provision of such support cannot be removed and must not be seen in isolation (Nunan, 2008) He recognized that issues of time, skills, and support are keys for teachers faced with very real task of developing curricula.

English for specific purposes has for about 35 years been separate branch of English Language Teaching. It has developed its own approaches, materials and methodology and is generally seen as a very active. Furthermore, it has always seen itself as materials-driven and as a classroom-based activity concerned with practical outcomes.

The implementation of the practice of ESP in Indonesian higher context has taken longer time, very little information is known to its existence, due to the lack of researcher or seminars being carried out and reported into national level (Chen, 2012). As a matter of fact, recently the teaching of English for specific purposes becomes fashionable. The need to specify the aims of learning English is especially felt in university level in Indonesia where access to scholarly works and scientific literatures is difficult for those with no knowledge of English relating to their major. The mastery of English language is thus demanded in their study because nowadays more and more textbooks are written in English. The demand for this has often come from groups of students with no need for 'general English' as is provided by secondary schools. They normally have already completed a 'general' course and are to learn English for particular reasons connected with their discipline or profession.

In such a situation English is no longer a 'general subject' that must be learned in order to pass the language examination, but it is probably the medium of instruction and access to scholarly works and literature written in English or for particular reasons connected with their studies or their job (professions). For this reason the extent of teaching for specific and limited purposes is steadily growing. It is because the learners are more aware and know specifically why they are learning the language. The situation like that can be found and resulted in the expansion of one particular aspect of English language teaching (ELT), namely the teaching of English for Specific Purposes (ESP).

Students' needs of ESP discipline can be analyzed through need analysis (Richards, 2001). The term need analysis generally refers to the activities that are involved in collecting information that will serve as the basis for developing a curriculum that will meet the needs of particular group of the students (Songhori & Haseli, 2008). English is a compulsory subject for Nursing Academy in Kolaka. It is mandatory for all new students. Everyone has to attend two semester language courses worth six credit hours. Thus three credit hours are given to the first year students, with 90 minutes per week, and the other half are given to the second semester. The emphasis of Nursing Academy is on reading ability and skills stated in the objectives. Nursing Academy is associated with the specialist studies of the students. So that, the characteristic of English courses at Nursing Academy is that it takes the ESP approach.

Although English has been taught for a long time at Nursing Academy in Kolaka, based on the researcher's observation there are still a lot of problems faced by students, such as students' achievement which are not yet satisfactory, certain teaching methods cannot be applied, and the relevance of the materials to the students' needs. However there has not been any research which tried to investigate all these problems.

Considering the importance of Need Analysis in conducting ESP class, the researcher interested to find out Nursing Students' Needs for English for Specific Purpose. The information from the Need Analysis will also be used to formulate a syllabus and develop teaching material.

B. Literature Review

1. *The Nature of ESP*

This study is primarily based on the ESP theories proposed by some ESP expert, (Hutchinson, Tom, & Waters, 2004) noted that ESP as “an approach to language teaching, in which all decisions as to content and method are based on the learner’s reason for learning. It means that teaching ESP must consider the question of ‘why do students need to learn English?’

Meanwhile, (Munby, 2011) states that ESP courses are where the syllabus and materials are determined by analysis of the communication needs of the learners. Moreover, (Richards & Renandya, 2012) states that ESP is “the role of English in a language course are fixed by the specific needs of particular group of learners”. In relation to those two definitions, (Master, 2011) said that the purposes of ESP are occupational requirement, vocational training, and academic and professional study. Furthermore, ESP is an approach of language learning, which aims to prepare learners to be able to carry out specific task.

ESP was firstly emerged after the World war II. It has been influenced by three main factors: the ‘demand of brave new world’, a revolution in linguistics, and focus on the learner (Hutchinson et al., 2004) The first factor, the demands of brave new world, further explained as the need of English as international language due to enormous and unprecedented expansion in scientific, technical and economic activity on international scale. International language made people all over the world could communicate in the same language. In relation to English as a lingua franca, (Evans & M.J, 2008) said that English has become so desirable. Further, the self-conscious realization of learning English are for the purpose of natural link within multi-cultural, multi-lingua societies as a vehicle for international communication, a global carrier-wave for news, information, entertainment and administration, and as the language in which has taken place the genesis of the second industrial and scientific revolution (Sheppard & Stoller, 2010). The illustration above indicates the demand of English to be learned optimally is more increasing.

The second factor was ‘revolution in linguistic’. A revolution in linguistic emerged after the World War II, it is reflected in the way people viewed language. They no longer thought that linguistic was description of language rules, but the awareness to see language as a means of real communication (Hutchinson et al., 2004). This new point of view made people realize that they learned new language to use it in communication not because they wants to learn the result of it.

The last factor of emergence of ESP is ‘focus on the learner’. It means that the ESP course should consider the learners and their attitudes in learning as the central importance. It is because each learner has different needs, interest, and motivation. In relation to this, Hutchinson (2004) stated that a clear relevance of the English course to the learners needs would improve the learners’ motivation. Making use of texts from the learners’ specialist area is one of the ways to achieve this goal.

It can be conclude that ESP course should consider the learners’ reason of learning English for each learner or group of learners has special needs and expectation. A clear relevance between what the learners’ needs which become they reason to learn English and the content of materials thought will increase their motivation in learning. It is one of the concern in this study, analyzing the students of Nursing Academy needs for ESP class and what materials are relevant to their needs.

2. *Material Development for ESP*

Materials are anything, which can be used by teachers or learners to facilitate the learning of a language (Jebahi, 2009) Materials may be linguistics, visual, auditory, or kinesthetic, and they may be presented in print, audio or video form, on CD-ROMS, on the internet or through live performance or display. This means that materials can be in various forms.

In general, materials are usually related to module or printed materials. As for ESP, the module developed for certain group of learners with certain needs, and to do this ESP teacher ought to do need analysis. However, John (2001) questioned whether the does ESP module really exist. John argued that it was not easy to produce or to find appropriate module for appropriate group of learners. As Nunan said that only few materials provide opportunities for genuine communication with a ‘real purpose’.

Among some differences between ESP and general English, the one that makes them different is that.

As for material development, there are some principles for material development. First, materials are supposed to provide a stimulus to learning. It means that good materials do not

teach, instead they encourage learners to learn. Good materials need to contain interesting texts, enjoyable activities, and content which both learner and teacher can cope with. Second, materials help to organize the teaching learning process. Third, materials embody a view of the nature of language and learning. Fourth, materials reflect the nature of the learning task. Fifth, materials provide models of correct and appropriate language use. The process of material design is shown in the following.

The figure shows that to develop ESP materials, first of all, an ESP teacher needs to get input in the form of a text, a diagram, etc. then those inputs ought to be analyzed by considering two things: its content (the subject) and its language (in this case English). After analyzing the content and the language, he/ she develop activities/tasks that cover the content and the language. One thing for sure, the teacher must also consider the learners' needs in order to meet the relevancy between the materials and the target situation.

According to (Richards, 2001) effective materials should reflect the following statements:

- a) Language is functional and must be contextualized.
- b) Language development requires learner engagement in purposeful use of language.
- c) The language used should be realistic and authentic.
- d) Classroom materials will usually seek to include an audio visual component.
- e) Language learners need to develop the ability to deal with written as well as spoken genre.
- f) Effective teaching materials foster learner autonomy.
- g) Materials need to engage learners both affectively and cognitively.

Good materials are supposed to be accompanied by appropriate method. If the materials are focused on communicative activities, the method should also be communicative. Richterich (2001) gave the example of the role of materials in communicative methodology as follows:

- a) Materials will focus on the communicative abilities of interpretation, expression, and negotiation.
- b) Materials will focus on understandable, relevant, and interesting exchanges of information, rather than on the presentation of grammatical form.
- c) Materials will involve different kinds of text and different kinds of media, which learners can use to develop their competence through a variety of different activities and task.

Regarding to what materials should be given to the students in ESP course, Rowntree (2007) mentions that good materials should:

- a) Arouse the learner's interest.
- b) Remind them earlier learning.
- c) Tell them what they will be learning next.
- d) Explain new learning content to them.
- e) Relate these ideas to learners' previous learning.
- f) Get learners to think about new content.
- g) Help them get feedback in their learning.
- h) Encourage them practice.
- i) Make sure they know what they supposed to be doing.
- j) Enable them to check their progress.
- k) Help them to be better.

Moreover (Naban, 2003) argue that the materials used for language for specific purpose are defined by two major sets of factors, namely (1) the specific areas in which the language will be used, and (2) the types of learners who will be learning the language. It means ESP materials are focus on specialized area and the learners of the language.

The above characteristics become the teachers' consideration in providing materials in teaching and learning process, and can also be determined by doing need analysis. Furthermore, preparing the ESP material should also follow the criteria or characteristic or principles of good materials.

In this study, the propose materials will design by considering the need of students of Nursing Academy.

3. Material Evaluation

As it has been mentioned before, materials can be in various forms. In general, materials are usually related to module or printed materials. Sheldon (2008) has offered several reasons for module evaluation. He suggests that the selection of an ELT module often signals an important administrative and educational decision in which there is considerable professional, financial, or even political investment. A thorough evaluation, it would provide for a sense of familiarity

with a book's content thus assisting educators in identifying the particular strengths and weaknesses in module already in use.

Various writers have suggested ways of helping teachers to be more sophisticated in evaluating materials, by presenting evaluation 'checklists'. Although Samira (2013) argue that no general list of criteria can ever really be applied to all teaching and learning context without considerable modification, most of these standardized evaluation checklists contain similar components that can be used as helpful starting points for ELT practitioners in wide variety of situations.

Regarding to criteria for materials evaluation, Jangahard (2007) have done a study to evaluate EFL materials Taught at Iranian Public High schools. Having analyzed several criteria provided by some writers, he offered his own criteria in materials evaluation.

- a) Are objectives explicitly laid out in an introduction, and implemented in the material?
- b) Good vocabulary explanation and practice.
- c) Approaches educationally and socially acceptable to target community.
- d) Periodic review and test sections.
- e) Appropriate visual materials available.
- f) Interesting topics and tasks.
- g) Clear instruction.
- h) Clear attractive layout, print essay to read.
- i) Content clearly organized and graded.
- j) Plenty of authentic language.
- k) Good grammar presentation and practice.
- l) Fluency practice in all four skills.
- m) Encourage learners to developed own learning strategies and to become independent in their learning.

However, the researcher also includes the criteria of students' needs analysis to see the relevancy of the materials towards students' needs. The complete criteria are as follow:

- a) Is materials level of difficulty meets the students' needs?
- b) Are the contents meets the students' needs?
- c) Are the learning activities meet the students' needs?

C. Research Methodology

1. Allocation Time and Place

The researcher conducted this research at Nursing Academy in Kolaka. The reason of choosing these academy because based on the primarily research that was done on September and the primarily research conduct such as, administrative data of the Nursing Academy, interviewing some students directly and ask them general questions about ESP and holding investigation to the lectures and the Director of the Nursing Academy. Based on the instruments, the students argue that the ESP not fulfill teach on the Academy. Meanwhile the limited of time, the researcher conducted the research in one month.

2. Participants and Sampling Technique

There will be 30 students who are going to be the subjects of this research. It will be taken from branch of 2014 that first semester.

In sampling technique, this research used random sampling. It means that all students got same chance to be taken as the subjects of this research based on the table of random digit numbers. In the other hand, the intent of simple random sampling is to choose individuals to be subjected who will be representative of the all participants. Any prejudice in the population will be similarly distributed among the people chosen (Creswell, 2007).

3. Procedure of Data Collection

The procedures of data collection in this research were as follows:

- 1) Researcher requested consent to the Director of nursing academy in Kolaka concerning on research conducting.
- 2) Researcher found out the students that branch of 2014 in this case students that first semester in nursing academy.
- 3) Researcher prepared research instruments such as the students' perception on textbook and what are Language skill needed.
- 4) Researcher requested the participants to undertake two questionnaires and observation sheet in 30 minutes. After that, they also have personal interview in 20 minutes. Since

there were 30 participants and one month time conducting (30 days). So, in one day 1 or 2 students covered in interview.

- 5) Researcher analyzed data qualitatively based on the questionnaires, documents, recording, and interview.

In this research, two kinds of questionnaire will be given to the students scientifically. Questionnaires, will use closed ended and some are open ended questions. It can make researcher's programmed closed-ended responses remaining useful information, Nevertheless, the open-ended answers permit researcher to explore reasons for the closed-ended responses and identify any comments from students' in nursing academy.

4. *Research Instruments*

a) Questionnaires

There two questionnaires will provide in this study. The first questionnaire is students' perception on the textbook and the second one is students' responses toward proposed materials questionnaire. Students' questionnaires consisted of three part. The question were divided under three categories; present categories, target situation and learning needs (Hutchinson et al., 2004). The combination of open ended and closed questionnaires is aimed to investigate and explore deep answer on students' needs analysis under those three categories.

b) Interview

Interview is chosen to gain information from English lecture and the Director of Nursing Academy. The respondents' answer first, would record and then transcribe.

Interview gave in a semi structured way, because researcher has an aim to explore all information that appears during the interview. The researcher not only focuses on the prepared question, but also developed the questions as the interview is going on. All interviews will be recorded and transcribe to ease the researcher to analyze them.

c) Audiovisual Material

Audiovisual materials consist of images or sounds that researchers collect to help them understand the central phenomenon under study. Used with increasing frequency in qualitative research, sounds or visual materials such as photographs and videotapes, are all sources of information for qualitative inquiry (Creswell, 2013).

d) Note

The data recorded during an observation are called fieldnotes. Fieldnotes are text (words) recorded by the researcher during an observation in a qualitative study (Creswell, 2013).

e) Document

To get the data required more accurately, the researcher also gathered additional information from documents. It was intended to complete information or data, particularly pertaining to English syllabus, teaching materials. Teaching materials were obtained from English lectures. Meanwhile, the syllabus was obtained from academic affair. Those data were analyzed their relevance and appropriateness to the English for Specific Purposes then.

D. Finding and Discussion

This study is conducted as the serious determination to help the students know well English as they need. Moreover, regarding the research questions that are already mentioned in Chapter I, therefore this research focused on English needs of students and the material are considered relevant with the Nursing students' needs.

Previously the research, there were scopes as focus (pre-research). First part discusses the data on Students' Needs Analysis. The second part discusses the Textbook relevancy analysis to students' needs. In this part, the data were gathered through document analysis, in this research, a textbook used by students of Nursing Academy to see whether the textbook used has matched the students' need. And the last part the data taken questionnaire on students' responses toward proposed materials. This part was intended to see students' opinion on materials designed based on data students' needs analysis and theories on materials development.

The researcher did this research on Nursing Academy in Kolaka. This place was located in Kolaka, Kolaka Regency, Southeast Sulawesi. The subjects of this research involved 30 students.

The first thing finding for students perception include, grammar, in the grammar micro skills, Expression of quantity is considered difficult by majority of the students, there are 54% very hard and 33% hard students who thought understanding grammar is difficult.

The second one in vocabulary micro skills, multi word verb are difficult to 39% very hard and 33% hard students for each micro skill and 13% very hard and 54% hard students find

word that go together is difficult. ESP vocabulary can be referred to in the literature by very different names from one study to another. These terms include special purpose, specialized, technical, sub-technical, and semi-technical vocabulary. In essence, such terms usually refer to the vocabulary of a particular area of study or professional use. The range of a word is important in ESP. That is, a specialized word would have a narrow range of use within a particular subject area. This means that specialized words are expected to belong to a particular subject area at university or to a professional discipline.

The third one is reading, skimming text to obtain the gist 60% very hard and 33% hard. Then, scanning text to locate specific information equals to 57% very hard and 33% hard. Both of them considered difficult by that students. It then followed by 40% very hard and 43% hard students indicated Identifying stages of an argument, development of idea. To gain a better understanding of current perspectives on and approaches to ESP and reading, it is helpful to see where reading has come from as related to ESP. Like ESP itself, interest in reading began to shift in the 1970s. As Peter (2007) commented while noting a significant pedagogical change taking place at that time: the pendulum may have swung too far in the direction of speech, and many teachers are now seeking to increase the effort applied to learning and teaching a command of the written language, and especially to the learning and teaching of reading.

The fourth is writing, the students claimed the most difficult writing micro skills are letter writing 44% very hard and 33% hard. Writing corrects an appropriate 33% very hard and 33% hard. In recent years the field of ESP has become increasingly sensitive to the ways in which texts are written and responded to by individuals acting as members of social groups. Ideas such as communicative competence in applied linguistics (Swales 2010), situated learning in education (Love 2002), and social constructionist in the social sciences (Belcher 2004) have contributed to a view that places community at the heart of writing and speech. Basically, it encourages us to see that not all writing is the same and that that we use language to accomplish particular purposes and engage with others as members of social groups. For these reasons, the concept of needs, retains its position as a key feature of ESP practice while ESP itself stead concerns itself with communication, rather than isolated bits of language, and with the processes by which texts are created and used as much as with texts themselves.

The fifth is listening, students' perception on listening skill recognition of function of structure 67% very hard and followed by obtain gist of what being said 60% very hard and 33% hard. A further point that merits consideration in our discussion of ESP listening is the limited interface between general ESL listening and listening for specific purposes. Although the labels they bear seem to imply differences between the two types of listening, in fact the two share many fundamental characteristics. Fulcher (2000) discussion of content validity in English for academic purposes (EAP) tests offers insights that can help illuminate this. He argued that EAP testing within the broader framework of ESP had focused too much on subject knowledge and this had detracted from the main purpose of drawing valid inferences about language knowledge, skills or abilities from test scores. This situation had arisen, Fulcher (2000) reasoned, as a result of the perceived need within EAP to be "authentic" by ensuring that relevant content from real life is included.

The last is speaking mostly students' perception in practice conversation and speech 50% very hard and 33% hard. Then, question and answer 33% very hard and 33% hard. ESP in the many areas of EAP speaking, some, such as university lectures (Camiciottoli, 2007) have received greater research attention than others. However, a small, but growing literature is available on under - explored, occluded academic encounters such as office hours (Limberg 2007), classroom talk (Csomay 2006), project groups in US university settings (Axelson 2010) and small group discussion in post - graduate courses in the US (Kim 2007). Two studies of office hours are particularly relevant here, one by Limberg (2007) investigating the structure and another by Reinhardt (2010) examining differences between international graduate students who teach in US universities - International Teaching Assistants (ITAs) - and practicing academics.

E. Conclusion

Based on the researcher findings, there are some conclusions that can be drawn from this study. First of all, writing skill and Nursing technical terms are the priority to be taught for students of Nursing Academy that have 40%. Further, speaking skill is also the priority to be taught for the students of Nursing Academy to future career that have 40%. This language skill and component will help them to handle their future job responsibilities. Based on data from questionnaire and interview, Nursing Academy graduates will be placed in Hospital, Clinic, and

Puskesmas. Those responsibilities involve language writing and speaking skill at the most other two language skill cannot be excluded from the learning process though, they should be taught in integrated way.

Second, based on the syllabus and text book analysis, it can be concluded that the content of syllabus and text book have not specified on Nursing area. The syllabus, there are twenty five competency elements covered in fourteen meetings, each elements focuses on language skills or language elements.

Finally, an appropriate, in this term a consistent materials with the English needs of students of Nursing Academy study program, are those which focus on the subject-area, in this term, Nursing.

In order to get in-depth information about some aspects of students' needs of ESP class, interview was conducted to some respondents: Director of Nursing Academy, English lecturer and students itself.

A semi structured interviewed was used in order to elicit specific answer from respondent (West, 2004). This kind of interview was also used to get deeper information and deeper problem analysis (Sugiyono, 2008). The question focused on target situation analysis.

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