

## REFERENCES

- Akopova, A. S. (2023). English for Specific Purposes: Tailoring English language instruction for history majors. *Training, Language and Culture*, 7(3), 31–40. <https://doi.org/10.22363/2521-442X-2023-7-3-31-40>
- Al-Malki, E. A. A., Javid, Z. C., Farooq, M. U., Algethami, G. F., & Al-Harthi, A. A. (2022). Analysis of the English Language Needs of the Saudi Tourism Workforce: A First Step into Designing ESP Teaching Materials. *International Journal of Learning, Teaching and Educational Research*, 21(2), 72–88. <https://doi.org/10.26803/ijlter.21.2.5>
- Al-tamimi, A. S., & Bin-Hady, W. R. A. (2024). AI Technology in The ESP Context: Uses and Concerns among Architectural Engineering Students at Hadhramout University. *International Journal of Multilingualism and Languages for Specific Purposes*, 6(2), 55–73. <https://doi.org/10.52919/ijmlsp.v6i02.53>
- Aladsani, H. K. (2025). Developing postgraduate students' competencies in generative artificial intelligence for ethical integration into academic practices: a participatory action research. *Interactive Learning Environments*, 1–19. <https://doi.org/10.1080/10494820.2025.2487517>
- Alwehebi, K. A. I. (2025). The Effectiveness of Using Role-Play in Developing EFL Speaking Skills Among Saudi Preparatory Students. *Theory and Practice in Language Studies*, 15(8), 2750–2758. <https://doi.org/10.17507/tpls.1508.33>
- Anthony, L. (2018). Introducing English for specific purposes. In B. Paltridge & S. Starfield (Eds.), *Introducing English for Specific Purposes*. Routledge. <https://doi.org/10.4324/9781351031189>
- Artini, L. P., Ratminingsih, N. M., & Padmadewi, N. N. (2018). Project based learning in EFL classes. *Dutch Journal of Applied Linguistics*, 7(1), 26–44. <https://doi.org/10.1075/dujal.17014.art>
- Badan Pusat Statistik. (2023, February). Perkembangan Pariwisata Provinsi Bali. *Badan Pusat Statistik Provinsi Bali*, 1–5.
- Balla, A. A. S., AbdAlgane, M., Ahmed, A. O. A., & Osman, E. (2025). AI-Driven Innovations in Adult EFL Learning: Exploring Potentials and Practicalities. *International Journal of Interactive Mobile Technologies*, 19(8), 4–26. <https://doi.org/10.3991/ijim.v19i08.52295>
- Basturkmen, H. (2021). Is ESP a materials and teaching-led movement'. *Language Teaching*, 54(4), 491–501. <https://doi.org/10.1017/S0261444820000300>
- Bellés-Calvera, L. (2024). Innovative Teaching In ESP: The Unexplored Potential Of AI-Generated Visuals in Tourism Language Instruction. In *Learning 4.0: Artificial intelligence, social networks and the role of teachers in the digital age* (1st ed., pp. 50–68). Dykinson S.L.
- Boonmoh, A., & Kulavichian, I. (2023). Exploring Thai EFL pre-service teachers' technology integration based on SAMR model. *Contemporary Educational Technology*, 15(4). <https://doi.org/10.30935/cedtech/13567>

- Branch, R. M. (2009). Approach, Instructional Design: The ADDIE. In *Department of Educational Psychology and Instructional Technology University of Georgia* (Vol. 53, Issue 9). Springer.
- Brown, H. D. (2004). *Language Assessment: Principles and Classroom Practices*. Pearson Education, Inc.
- Chaves-Yuste, B., De-La-Peña, C., & Pérez-Agustín, M. (2024). Improvement in the EFL Learning Process in VET Studies. A Structural Equations Model of Affective Variables: English Language Anxiety, Willingness to Communicate and Self-efficacy in English. *LEARN Journal: Language Education and Acquisition Research Network*, 17(1), 759–788. <https://doi.org/10.14456/learnjournal.2024.31>
- Cheng, W., Lam, P. W. Y., & Kong, K. C. C. (2019). Learning English Through Workplace Communication: Linguistic devices for interpersonal meaning in textbooks in Hong Kong. *English for Specific Purposes*, 55, 28–39. <https://doi.org/10.1016/j.esp.2019.03.004>
- Chiang, F.-K., Shang, X., & Qiao, L. (2022). Augmented reality in vocational training: A systematic review of research and applications. *Computers in Human Behavior*, 129, 107125.
- Chuan, C. W., Pau, L. C., Hui, O. Y., & Yunus, M. M. (2025). Leveraging AI-Generated Audio in the Metaverse for Enhanced English Listening Skills: An Innovative Approach. *Malaysia Journal of Invention and Innovation (MJII)*, 4(4), 71–90. <https://doi.org/10.5281/zenodo.14854932>
- Chung, B., & Bong, K. H. M. (2024). The Effectiveness of AI-Assisted Language Learning : Possibilities of Facilitating the Intelligibility of Korean-Accented English. *The Journal of Asia TEFL*, 21(3), 520–535. <https://doi.org/10.18823/asiatefl.2024.21.3.1.520>
- Clarke, L., & Winch, C. (2007). *Vocational Education: International approaches, developments and systems*. Routledge Taylor & Francis Group.
- Creswell, J. W. (2012). *Planning, Conducting, and Evaluating Quantitative and Qualitative Research* (P. A. Smith (ed.); 4th ed.). Pearson.
- Creswell, J. W., & Creswell, J. D. (2018). Reserach Design: Qualitative, Quantitative, and Mixed-Method Approaches. In D. C. Felts (Ed.), *Writing Center Talk over Time* (5th ed.). SAGE Publications, Inc. <https://doi.org/10.4324/9780429469237-3>
- Davis, F. D., & Granić, A. (2024). *The Technology Acceptance Model: 30 Years of TAM*. Springer. <https://doi.org/doi.org/10.1007/978-3-030-45274-2>
- Dung, D. T. H., Quang, N. N., Quyen, B. T. T., & Tung, N. N. (2025). Innovating the English language curriculum to enhance career readiness in Vietnamese higher education. *International Journal of English Language and Literature Studies*, 14(4), 425–438. <https://doi.org/10.55493/5019.v14i4.5704>
- Fadlia, F., Asra, S., Zulida, E., & Santosa, M. H. (2022). Developing ESP based-digital learning materials support students' needs at Indonesian vocational

- schools: Perceived quality. *Englisia: Journal of Language, Education, and Humanities*, 10(1), 40–53. <https://doi.org/10.22373/ej.v10i1.12166>
- Fajrina, D., Wardana, A., Achmad, D., & Adnin, L. N. (2024). Cross-Cultural Communication Challenges Among Pedicab Drivers and Vendors with Foreign Tourists in Aceh, Indonesia. *Studies in English Language and Education*, 11(3), 1332–1347. <https://doi.org/10.24815/siele.v11i3.37180>
- Fitria, T. N. (2023a). Augmented Reality (AR) and Virtual Reality (VR) Technology in Education: Media of Teaching and Learning: A Review. *International Journal of Computer and Information System (IJCIS) Peer Reviewed-International Journal*, 04(01), 2745–9659.
- Fitria, T. N. (2023b). Using Naturalreader: a Free Text-To-Speech Online With Ai-Powered Voices in Teaching Listening Toefl. *ELTALL: English Language Teaching, Applied Linguistic and Literature*, 4(2), 1–17. <https://doi.org/10.21154/eltall.v4i02.6305>
- Fitria, T. N. (2024). Teaching English for Specific Purposes (Esp): Teachers' Role and Their Challenges. *PRIMACY Journal of English Education and Literacy*, 2(1), 54–70. <https://doi.org/10.33592/primacy.v2i1.3446>
- Gay, L. R., Mills, G. E., & Airasian, P. W. (2012). *Educational Research Competencies for Analysis and Applications* (10th ed.). Pearson Education, Inc.
- Guo, C. (2026). A Knowledge Graph-Based Approach to Aligning ESP Curriculum with Dynamic Industry Needs and Talent Profiles. In *Proceedings of 2025 3rd International Conference on Information Education and Artificial Intelligence, ICIEAI 2025* (Vol. 1, Issue 1). Association for Computing Machinery. <https://doi.org/10.1145/3799457.3799534>
- He, S., & Suvorov, R. (2026). Interactive Videos in Multimodal Listening Assessments: Examining Language Learners' Perspectives. *TESOL Quarterly*, 0(0), 1–32. <https://doi.org/10.1002/tesq.70099>
- Hong, W. C. H. (2023). The impact of ChatGPT on foreign language teaching and learning: opportunities in education and research. *Journal of Educational Technology and Innovation*, 5(1), 37–45. <https://doi.org/10.61414/jeti.v5i1.103>
- Howard, J., & Major, J. (2004). Guidelines for Designing Effective English Language Teaching Materials Why English Language Teachers May Choose to Design their own Materials. *The TESOLANZ Journal*, 12(10), 101–109.
- Huang, X., Zou, D., Cheng, G., Chen, X., & Xie, H. (2023). Trends, Research Issues and Applications of Artificial Intelligence in Language Education. *Educational Technology and Society*, 26(1), 112–131. [https://doi.org/10.30191/ETS.202301\\_26\(1\).0009](https://doi.org/10.30191/ETS.202301_26(1).0009)
- Hutchinson, T., & Waters, A. (1987). *English for Specific Purposes: A learning-centred approach*. Cambridge University Press. <https://doi.org/10.1017/CBO9780511733031>

- Hyland, K. (2022). English for specific purposes: what is this and where is it taking us? *Journal of English for Specific Purposes at Tertiary Level*, 10(2), 1–23.
- Ibrahim, A. I. (2010). ESP at the Tertiary Level: Current Situation, Application and Expectation. *English Language Teaching*, 3(1), 200–204. <https://doi.org/10.5539/elt.v3n1p200>
- Ishak, N., Noordin, N., Ismail, L., & Mustakim, S. S. (2023). Development, Validity, and Reliability of a Theme-based CBI Vocabulary Module for ESL Post-secondary Tourism Management Students at an English-medium University. *Arab World English Journal (AWEJ)*, 14(3), 351–367.
- Izhar, N. I., Zainal, N., Ismail, F. E., Yahya, M. Y., & Azami, N. H. A. R. (2025). Needs Analysis of English Language Skills for the Early Childhood Education Programme: A Case Study of Pre-Service Teachers at Universiti Islam Melaka. *Global Journal Al-Thaqafah*, 1, 150–163. <https://doi.org/10.7187/GJATSI102025-10>
- Jehma, H. (2025). Unlocking EMI Listening Skills: ASIAN EFL Teachers' Insights on the Power of BYOD. *LEARN Journal: Language Education and Acquisition Research Network*, 18(2), 14–46. <https://doi.org/10.70730/LYRO7716>
- Karimi, E., Smith, J., Billard, R., & Veitch, B. (2024). AI-based adaptive instructional systems for maritime safety training: a systematic literature review. *Discover Artificial Intelligence*, 4(1). <https://doi.org/10.1007/s44163-024-00153-0>
- Kim, B.-S., Go, E. J., Moon, W. J., Kim, B. C., & Kim, J. H. (2024). Development and Application of Elementary School AI Education Program Using the International Baccalaureate (IB) Primary Years Programme (PYP) Approach. *Journal of Curriculum and Teaching*, 13(2), 83–97. <https://doi.org/10.5430/jct.v13n2p83>
- Kim, H. S., Kim, N. Y., & Cha, Y. (2021). Is it beneficial to use ai chatbots to improve learners' speaking performance? *Journal of Asia TEFL*, 18(1), 161–178. <https://doi.org/10.18823/asiatefl.2021.18.1.10.161>
- Konstantinidou, L., Madlener-Charpentier, K., Opacic, A., Gautschi, C., & Hoefele, J. (2023). Literacy in vocational education and training: scenario-based reading and writing education. *Reading and Writing*, 36(4), 1025–1052. <https://doi.org/10.1007/s11145-022-10373-4>
- Kostikova, I., Holubnyacha, L., Besarab, T., Moshynska, O., Moroz, T., & Shamaieva, I. (2023). Interactive Mobile Technologies. *International Journal of Interactive Mobile Technologies*, 17(15), 135–154. <https://doi.org/https://doi.org/10.3991/ijim.v18i02.46623>
- Kothari, C. R. (2004). *Research Methodology: Methods and Techniques* (2nd ed.). New Age International.
- Kusuma, I. P. I., Roni, M., Dewi, K. S., & Mahendrayana, G. (2024). Revealing the Potential of ChatGPT for English Language Teaching: EFL Preservice Teachers' Teaching Practicum Experience. *Studies in English Language and*

- Education*, 11(2), 650–670. <https://doi.org/10.24815/siele.v11i2.34748>
- Laksana, I. P. Y., Suciani, N. K., & ... (2022). Students' Perception on E-Portfolio Based Learning Implementation. ... *Riset Linguistik Dan ...*, October. <https://ojs2.pnb.ac.id/index.php/SENARILIP/article/view/869%0Ahttps://ojs2.pnb.ac.id/index.php/SENARILIP/article/download/869/453>
- Lasekan, O. A., Moraga-Pumarino, A. F., & Pachava, V. (2023). Using Needs Analysis to Foster Sustainability of Business English Courses: A Case Study of a University in the South of Chile. *Sustainability (Switzerland)*, 15(22). <https://doi.org/10.3390/su152216074>
- Liando, N. V. F., Tatipang, D. P., Rorimpandey, R., Kumayas, T., Saudah, K., & Iskandar, I. (2025). AI-Powered Language Learning : A Blessing or a Curse for English Language Education? *Studies in English Language and Education*, 12(1), 301–311. <https://doi.org/https://doi.org/10.24815/siele.v12i1.34842>
- Liao, H., Xiao, H., & Hu, B. (2023). Revolutionizing ESL Teaching with Generative Artificial Intelligence—Take ChatGPT as an Example. *International Journal of New Developments in Education*, 5(20), 39–46. <https://doi.org/10.25236/ijnde.2023.052008>
- Lim, W. M., Gunasekara, A., Pallant, J. L., Pallant, J. I., & Pechenkina, E. (2023). Generative AI and the future of education: Ragnarök or reformation? A paradoxical perspective from management educators. *International Journal of Management Education*, 21(2), 100790. <https://doi.org/10.1016/j.ijme.2023.100790>
- Lv, Z. (2023). Generative artificial intelligence in the metaverse era. *Cognitive Robotics*, 3(May), 208–217. <https://doi.org/10.1016/j.cogr.2023.06.001>
- Lv, Z., & Zhang, L. (2025). Investigating the Effectiveness of Artificial Intelligence in English Listening Teaching: A Case Study of the New Concept English AI. *International Journal of Web-Based Learning and Teaching Technologies*, 20(1), 1–20. <https://doi.org/10.4018/IJWLTT.381303>
- Ly, N. N., Thi, N., & Loc, P. (2025). The Impact of Implementing AI-Generated Audio Transcriptions on English Majors ' Cognitive Load. *AsiaCALL Online Journal*, 16(1), 140–158. <https://doi.org/https://doi.org/10.54855/acoj.251617>
- Mackey, A., & Gass, S. M. (2016). *Second Language Research Methodology and Design* (2nd ed.). Routledge Taylor & Francis Group.
- Masruddin, Rusdiansyah, Ananda, A. Z., Ermawati, & Sardi, A. (2025). Designing English Writing Worksheets Incorporating Islamic Moderation Values at an Islamic Senior High School in Palopo. *Studies in English Language and Education*, 12(2), 915–931. <https://doi.org/10.24815/siele.v12i2.38115>
- Maxnun, L., Kristiani, K., & Sulistyaningrum, C. D. (2024). Development of hots-based cognitive assessment instruments: ADDIE model. *Journal of Education and Learning*, 18(2), 489–498. <https://doi.org/10.11591/edulearn.v18i2.21079>
- Meriza, D., Hiltrimartin, C., & Hartono, Y. (2024). Development of Problem Based

- Differentiated Learning Comparison Materials in Junior High School. *Jurnal Pendidikan Matematika*, 18(3), 447–468. <https://doi.org/10.22342/jpm.v18i3.pp447-468>
- Mertens, D. M. (2009). *Research and Evaluation in Education and Psychology Integrating Diversity With Quantitative, Qualitative, and Mixed Methods* (3rd ed.). Sage Publication, Inc.
- Meunchong, W. (2022). The Guidelines for English Learning Media Design for Community-Based Tourism (CBT) through Stakeholders' Needs Analysis in Phetchabun Province. *NRRU Community Reserach Journal*, 16(2), 14–27. <https://doi.org/10.14456/nrru-rdi.2022.22>
- Miles, M. B., Huberman, A. M., & Saldana, J. (2014). *Qualitative Data Analysis*. In *SAGE Publications, Inc.* (3rd ed.). SAGE Publications, Inc.
- Miles, M. B., Huberman, A. M., & Saldaña, J. (2014). *Qualitative data analysis : a methods sourcebook* (3rd ed.). Sage Publication, Inc. <https://ezp.lib.unimelb.edu.au/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=cat00006a&AN=melb.b5411150&site=eds-live&scope=site>
- Minto, T. L. (2024). Material Development in ELT : Principles and Procedures. *Research Journal of English Language and Literature*, 12(1). <https://doi.org/10.33329/rjelal.12.1.316>
- Moyo, J., & Mann, C. C. (2018). Face validity in Esp: A quantitative student validation of an engineering Esp approach. *ESP Today*, 6(2), 228–253. <https://doi.org/10.18485/ESPTODAY.2018.6.2.5>
- Mraković, I., Stanovčić, I., Petrović, I., Kapetanović, V., & Pudar, D. (2025). Pilot Research of AI-Generated Scenarios in Nautical Simulator Training Using ChatGPT Plus. *The International Journal on Marine Navigation and Safety of Sea Transportation*, 19(1), 309–315. <https://doi.org/10.12716/1001.19.01.36>
- Mustapa, M. A. S., Ibrahim, M., & Yusoff, A. (2015). Engaging Vocational College Students through Blended Learning: Improving Class Attendance and Participation. *Procedia - Social and Behavioral Sciences*, 204(November 2014), 127–135. <https://doi.org/10.1016/j.sbspro.2015.08.125>
- Mutohhari, F., Sutiman, S., Nurtanto, M., Kholifah, N., & Samsudin, A. (2021). Difficulties in implementing 21st century skills competence in vocational education learning. *International Journal of Evaluation and Research in Education*, 10(4), 1229–1236. <https://doi.org/10.11591/ijere.v10i4.22028>
- Natalia, T. (2024). Using Ai in Teaching Maritime English. *Education and Science of Today: Intersectoral Issues and Development of Sciences*, 358–360. <https://doi.org/10.36074/logos-18.10.2024.083>
- Nguyen, N. L., & Nguyen, T. P. L. (2025). The Impact of Implementing AI-Generated Audio Transcriptions on English Majors ' Cognitive Load. *AsiaCALL Online Journal*, 16(1), 140–158. <https://doi.org/https://doi.org/10.54855/acoj.251617>

- Nova, M., & Lastari, N. K. H. (2024). Industries' Perspectives on the Need of English for Tourism and Event Learning Design in Hybrid-Technology Era. *Proceedings of the International Conference on Sustainable Green Tourism Applied Science*. <https://doi.org/10.2991/978-94-6463-622-2>
- Nuraini, U., Nagari, P. M., Han, C. G. K., & Nuris, D. M. (2021). Students Perceptions of Digital Disruption in Learning. *Proceedings of the Conference on International Issues in Business and Economics Research (CIIBER 2019) Students*, 161, 115–121. <https://doi.org/10.2991/aebmr.k.210121.018>
- Pallant, J. (2016). Survival Manual SPSS: A step by step guide to data analysis using IBM SPSS. In *McGraw-Hill Education* (6th ed.). Mc Graw Hill Education. [www.openup.co.uk](http://www.openup.co.uk)
- Pinar, A. G. (2019). Multimodality – The driving force for engineering undergraduates in a course of technical english. *Universal Journal of Educational Research*, 7(7), 1580–1589. <https://doi.org/10.13189/ujer.2019.070712>
- Praptono, G. S., Artini, L. P., & Suarnajaya, I. W. (2020). Developing English Learning Materials For Food And Beverage Service in Singaraja Hotel School. *Journal of Education Technology*, 4(1), 7. <https://doi.org/10.23887/jet.v4i1.23524>
- Puentedura, R. R. (2014). Building Transformation: An Introduction to the SAMR Model. [Blog Post], 23. [http://www.hippasus.com/rpweblog/archives/2014/08/22/BuildingTransformation\\_AnIntroductionToSAMR.pdf](http://www.hippasus.com/rpweblog/archives/2014/08/22/BuildingTransformation_AnIntroductionToSAMR.pdf)
- Rahmi, R., Amalia, Z., Andriansyah, & Rodgers, A. (2024). Does It Really Help ? Exploring the Impact of AI-Generated Writing Assistant on the Students ' English Writing. *Studies in English Language and Education*, 11(2), 998–1012. <https://doi.org/https://doi.org/10.24815/siele.v11i2.35875>
- Raj, P., & Al-Qarni, A. (2026). Technology-Assisted Self-Autonomous Listening: Improving Vocabulary Skills. *SiSal Journal*, 17(1), 128–151. <https://doi.org/10.37237/170108>
- Ramendra, D. P., Suyasa, M. D. S., & Susanti, I. L. M. A. (2025). Exploring AI-based Engvit Applications for Vocational High School Students. *International Journal of Elementary Education*, 9(2), 230–236. <https://doi.org/https://doi.org/10.23887/ijee.v9i2.96275>
- Ratminingsih, N. M. (2021). *Metode dan Strategi Pembelajaran Bahasa Inggris* (3rd ed.). Rajawali Pers.
- Ratminingsih, N. M., Agustini, K., Budasi, I. G., Ana, I. K. T. A., & Dewi, I. A. R. (2021). Printed and Digital Dictionary for Multilingual Literacy Development: A Needs Analysis. *Proceedings of the 2nd International Conference on Education, Language, Literature, and Arts (ICELLA 2021)*, 587(Icella). <https://doi.org/10.2991/assehr.k.211021.018>
- Ratminingsih, N. M., Suardana, M., & Martin, A. A. N. Y. (2018). English for Tour Guide: A Need Analysis of a Contextual-Based Language Teaching. *SHS Web*

- of Conferences, 42, 00012. <https://doi.org/10.1051/shsconf/20184200012>
- Resmayani, N. P. A., & Putra, I. N. T. D. (2022). Analysis of Productive and Receptive Skill Languages on The Common ASEAN Tourism Curriculum (CATC) Toolboxes For Vocational Students Hospitals Study Program. *Journal of Language Teaching English and Applied Linguistic*, 1(1), 25–33. <https://doi.org/10.56517/jteal.v1i1.4>
- Robbins, S. P., & Judge, T. A. (2013). *Organizational Behaviour* (15th ed.). Pearson Education, Inc.
- Sahito, J. K. M., Panwar, A. H., & Ramzan, I. (2025). Exploring the Impact of Artificial Intelligence (AI) on the Listening Skill of English as a Second Language (ESL) Learners. *JOURNAL OF APPLIED LINGUISTICS AND TESOL (JALT)*, 8(1), 1059–1067.
- Sakirin, T., & Kusuma, S. (2023). A Survey of Generative Artificial Intelligence Techniques. *Babylonian Journal of Artificial Intelligence*, 2023, 10–14. <https://doi.org/10.58496/bjai/2023/003>
- Santosa, M. H., Harismayanti, I., & Jaya Putra, I. N. A. (2022). Technology in Action: Developing Gamification Handbook in English Teaching and Learning for the 21st Century Learners. *Tesl-Ej*, 26(1), 1–25. <https://doi.org/10.55593/EJ.26101A2>
- Santosa, M. H., & Ratminingsih, N. M. (2026). “It’s cool but ...”: Future Teachers’ Perception of Generative AI in an Under-represented EFL Blended Learning Context. *The Electronic Journal for English as a Second Language*, 29(4), 1–20. <https://doi.org/10.55593/ej.29116a2>
- Santosa, M. H., Ratminingsih, N. M., & Dewi, N. P. E. . (2023). Efektivitas Pelatihan Pemanfaatan Tiktok Berbasis Artificial Intelligence dalam Pembelajaran Vokasi di Konteks Pasca Pandemi. *Proceeding Senadimas Undiksha 2024*, 9(November), 286–307.
- Sari, R. A., Santosa, M. H., Padmadewi, N. N., Ratminingsih, N. M., Nitiasih, P. K., & Budasi, I. G. (2023). Readiness of Gen-X English High School Teachers in Integrating Teaching with Technology. *Journal of Education Technology*, 7(2), 361–371. <https://doi.org/10.23887/jet.v7i2.58077>
- Shikoh, H. (2021). English for Market Research Report Writing: Course Design. *Journal of Teaching English for Specific and Academic Purposes*, 9(4), 561–573. <https://doi.org/10.22190/JTESAP2104561S>
- Shoozan, A., Mohamad, M., & Zahidi, A. B. M. (2025a). Expert and Learner Evaluation of a Mobile-Assisted ESP Speaking Module: A Formative Study. *Arab World English Journal*, 2025-July(11), 235–251. <https://doi.org/10.24093/awej/call11.15>
- Shoozan, A., Mohamad, M., & Zahidi, A. M. (2025b). A Needs Analysis for English for Specific Purposes Speaking Skills Development for Tourism Front-Liners: Targets, Challenges and Learning Preferences. *International Journal of Learning, Teaching and Educational Research*, 24(8), 1058–1075. <https://doi.org/10.26803/ijlter.24.8.47>

- Siegel, J., Kuteeva, M., & Siegel, A. (2026). Bottom-up listening challenges in EMI lectures and a glimpse at the short-term residual problems they can cause. *Journal of English for Academic Purposes*, 81(April), 101687. <https://doi.org/10.1016/j.jeap.2026.101687>
- Simanjuntak, K. N., & Ratmanida. (2024). Crafting Language for Culinary Excellence: Customizing ESP Content to Align with Student and Industry Needs. *Voices of English Language Education Society*, 8(2), 522–531. <https://doi.org/10.29408/veles.v8i2.26093>
- Sudana, P. A. P., Ratminingsih, N. M., Padmadewi, N. N., & Adnyani, N. L. P. S. (2024). Industry-Driven Task Needs and Syllabus Recommendation for Business English Materials. *International Journal of Language Education*, 8(4), 734–748. <https://doi.org/10.26858/ijole.v8i4.70001>
- Suma, V. J., & Pettela, R. (2026). Fostering Learner Autonomy Through an AI-Integrated CALL Framework for Developing Undergraduate Listening, Speaking, Reading, and Writing Skills. *Theory and Practice in Language Studies*, 16(5), 1411–1422. <https://doi.org/10.17507/tpls.1605.01>
- Sumandiyah, S., Purwanti, I. T., & Eliwarti, E. (2023). the Implementation of E-Module in Semantic Class At English Study Program: Students' Perception. *JURNAL PAJAR (Pendidikan Dan Pengajaran)*, 7(2), 365. <https://doi.org/10.33578/pjr.v7i2.9054>
- Takale, D. G., Mahalle, P. N., & Sule, B. (2024). Advancements and Applications of Generative Artificial Intelligence. *Journal of Information Technology and Sciences*, 10(1), 20–27. [https://www.researchgate.net/profile/Dattatray-Takale/publication/378942763\\_Advancements\\_and\\_Applications\\_of\\_Generative\\_Artificial\\_Intelligence/links/66aa4263c6e41359a84fb83b/Advancement-s-and-Applications-of-Generative-Artificial-Intelligence.pdf](https://www.researchgate.net/profile/Dattatray-Takale/publication/378942763_Advancements_and_Applications_of_Generative_Artificial_Intelligence/links/66aa4263c6e41359a84fb83b/Advancement-s-and-Applications-of-Generative-Artificial-Intelligence.pdf)
- Tevdovska, E. S. (2018). Authentic Materials vs Textbooks in ESP (English for Specific Purposes). *The Journal of Languages for Specific Purposes*, 5(1), 57–66.
- Tomlinson, B. (2011). Introduction: principles and procedures of materials development. In *Materials Development in Language Teaching* (Issue 2011). Cambridge University Press. <https://doi.org/10.1017/9781139042789.002>
- Tomlinson, B. (2014). *Developing Materials for Language Teaching : Chapters From The First Edition* (2nd ed.). Bloomsbury Academic.
- Trinh, N. K. (2024). The Use of ChatGPT for Vocabulary Acquisition: A Literature Review. *International Journal of AI in Language Education*, 1(2), 1–17. <https://doi.org/https://doi.org/10.54855/ijaile.24121> ®
- VanderStoep, S. W., & Johnston, D. D. (2009). *Research methods for everyday life: blending qualitative and quantitative approaches* (1st ed., Vol. 24). Jossey-Bass.
- Wang, S. L., Chen, H. P., Hu, S. L., & Lee, C. D. (2019). Analyzing student satisfaction in the technical and vocational education system through collaborative teaching. *Sustainability (Switzerland)*, 11(18), 1–9.

<https://doi.org/10.3390/su11184856>

- Widodo, H. P. (2016). Teaching English for Specific Purposes (ESP): English for Vocational Purposes (EVP). *English Language Education*, 5, 277–291. [https://doi.org/10.1007/978-3-319-38834-2\\_19](https://doi.org/10.1007/978-3-319-38834-2_19)
- Widodo, H. P. (2017). Approaches to needs analysis in esp curriculum development. *The Handbook of English for Specific Purposes*, 6(1), 127–146. <https://doi.org/10.1002/9781118339855.ch17>
- Yeh, H. C. (2024). The synergy of generative AI and inquiry-based learning: transforming the landscape of English teaching and learning. *Interactive Learning Environments*, 33(1), 1–15. <https://doi.org/10.1080/10494820.2024.2335491>
- Yuliantini, N. N., Ratminingsih, N. M., Putra, N. A. J., & Adnyani, N. L. P. S. (2024). The Effect of Job-Related English Learning Materials for Mobile Learning Implementation on Students' English Mastery. *Theory and Practice in Language Studies*, 14(12), 3778–3784. <https://doi.org/10.17507/tpls.1412.11>
- Zelege, E., Arficho, Z., & Mulatu, M. (2023). An Analysis of Ethiopian Federal TVET Institute Trainees' Academic and Professional Needs of the English Language. *Theory and Practice in Language Studies*, 13(1), 8–17. <https://doi.org/10.17507/tpls.1301.02>

