

ALIGNING ESP MATERIALS WITH PROFESSIONAL NEEDS: READABILITY, RELEVANCE, AND COMMUNICATIVE SUPPORT IN INSURANCE ENGLISH

Bagus Suhendar¹, Antonia Junianty Laratmase², Apsari Naila Putri³, Ana Rita Pinto Soares⁴

¹Sekolah Tinggi Manajemen Asuransi Trisakti Jakarta,
bagusspkp@gmail.com; antycesc86@gmail.com

ABSTRACT

English for Specific Purposes (ESP) has become increasingly significant in professional domains where specialized communication is essential. In the insurance industry, learners require materials that not only enhance linguistic competence but also align with real-world professional demands. This study examines the extent to which ESP materials, specifically Daily Insurance English, support learners through three key dimensions: readability, relevance, and communicative support. A mixed-methods approach was employed, combining quantitative survey data from insurance English learners with qualitative insights from open-ended responses. Readability was assessed through learners' perceptions of vocabulary accessibility, grammatical clarity, and instructional comprehensibility. Relevance was evaluated in terms of topical alignment with insurance practice, authenticity of case scenarios, and motivational impact. Communicative support was analyzed through learners' experiences with role-plays, case studies, and opportunities for professional interaction. Findings indicate that learners generally perceive the materials as readable and relevant, with strong support for vocabulary development and contextual applicability. Role-plays and case studies were highlighted as effective in fostering confidence in professional communication. However, challenges emerged in multimedia integration and listening skill development, where responses were more neutral, suggesting areas for pedagogical improvement. This study contributes to ESP pedagogy by emphasizing the need for instructional materials that balance linguistic accessibility with professional communicative demands. It also underscores the importance of multimodal resources to enhance learner engagement and skill transfer. The implications extend beyond insurance English, offering insights into the design of ESP materials across professional domains where clarity, relevance, and communicative competence are critical.

Keywords: English for Specific Purposes (ESP); Insurance English; Readability of ESP Materials; Relevance in Professional Communication; Communicative Support in Language Learning;

ABSTRAK

English for Specific Purposes (ESP) semakin memiliki peran penting dalam berbagai bidang profesional yang menuntut komunikasi khusus. Dalam industri asuransi, pembelajar membutuhkan materi yang tidak hanya meningkatkan kompetensi bahasa, tetapi juga selaras dengan tuntutan profesional di dunia nyata. Penelitian ini bertujuan untuk mengkaji sejauh mana materi ESP, khususnya Daily Insurance English, mendukung pembelajar melalui tiga dimensi utama, yaitu keterbacaan, relevansi, dan dukungan komunikatif. Penelitian ini menggunakan pendekatan metode campuran dengan menggabungkan data kuantitatif dari survei terhadap pembelajar bahasa Inggris asuransi dan data kualitatif dari respons terbuka.

Keterbacaan dianalisis berdasarkan persepsi pembelajar terhadap aksesibilitas kosakata, kejelasan tata bahasa, serta keterpahaman instruksi. Relevansi dievaluasi dari kesesuaian topik dengan praktik asuransi, keautentikan skenario kasus, serta dampaknya terhadap motivasi belajar. Dukungan komunikatif dikaji melalui pengalaman pembelajar dalam aktivitas role-play, studi kasus, dan peluang interaksi profesional. Hasil penelitian menunjukkan bahwa pembelajar secara umum menilai materi sebagai mudah dipahami dan relevan, dengan dukungan yang kuat terhadap pengembangan kosakata dan penerapan dalam konteks nyata. Aktivitas role-play dan studi kasus terbukti efektif dalam meningkatkan kepercayaan diri dalam komunikasi profesional.

Namun demikian, tantangan masih ditemukan pada integrasi multimedia dan pengembangan keterampilan menyimak, di mana respons pembelajar cenderung lebih netral, sehingga menunjukkan adanya kebutuhan perbaikan secara pedagogis. Penelitian ini berkontribusi pada pengembangan pedagogi ESP dengan menekankan pentingnya materi pembelajaran yang menyeimbangkan aksesibilitas bahasa dengan tuntutan komunikasi profesional. Selain itu, penelitian ini menegaskan pentingnya pemanfaatan sumber belajar multimodal untuk meningkatkan keterlibatan dan transfer keterampilan pembelajar. Implikasi penelitian ini tidak hanya terbatas pada bahasa Inggris asuransi, tetapi juga memberikan wawasan bagi pengembangan materi ESP di berbagai bidang profesional yang menuntut kejelasan, relevansi, dan kompetensi komunikatif.

Kata kunci: english for specific purposes, bahasa inggris asuransi; keterbacaan materi esp; relevansi dalam komunikasi profesional; dukungan komunikatif dalam pembelajaran bahasa.

INTRODUCTION

English for Specific Purposes (ESP) has emerged as a vital branch of language education, particularly in professional domains where specialized communication is required (Chan & Win, 2023; Mao & Zhou, 2024; Salmani-Nodoushan, 2020). Since its development in the 1960s, ESP has focused on tailoring language instruction to meet the needs of learners in specific fields, distinguishing it from English for General Purposes (EGP) (Chan & Win, 2023; Wang, 2022; Zaghar & Zaghar, 2021). In the insurance industry, effective communication in English is increasingly critical due to the global nature of financial services and the necessity of cross-cultural interaction (Bolton & Jenks, 2022; Ladegaard & Jenks, 2015).

Evaluating ESP materials is essential because the quality of textbooks and instructional resources directly influences learners' communicative competence (Ennis & Prior, 2020; Pašalić & Plančić, 2018). Rahmawati et al. (2025) argue that three key criteria should guide the evaluation of ESP textbooks: readability, relevance, and communicative support (Rahmawati et al., 2024; Saglam & Tsagari, 2022). Readability refers to the accessibility of vocabulary, grammar, and instructional clarity (Hu & Qiu, 2021; Reid, 2021). Relevance emphasizes the alignment of materials with authentic professional contexts (Ajjawi et al., 2020; Nurmetov et al., 2025), while communicative support highlights the role of interactive activities such as role-plays, case studies, and simulations in fostering professional confidence (Gabdullina et al., 2024; Nguyen et al., 2024).

In the insurance sector, effective ESP materials must integrate technical terminology, business procedures, and authentic scenarios that reflect real-world practice. Evans, Dooley, and Keel (2025), in their textbook *Career Paths: Insurance*, demonstrate that industry-specific contexts can enhance learners' reading, writing, listening, and speaking skills in a more targeted manner (Evans et al., n.d.). This perspective aligns with applied linguistics, which stresses the importance of connecting language theory with workplace demands (Bolton & Jenks, 2022; Pennycook, 2021).

Nevertheless, challenges remain. Several studies indicate that while ESP materials are often perceived as relevant, limitations in multimedia and interactivity reduce their effectiveness, particularly in developing listening skills (Borasheva, 2026; Nguyen et al., 2024). Furthermore, the readability of instructions and explanations can pose difficulties for learners unfamiliar with technical terminology (Miroshnychenko, 2024; Taye & Mengesha, 2024). These issues highlight the need for a systematic evaluation of ESP materials to ensure they meet both linguistic and professional requirements.

This study addresses these concerns by examining *Daily Insurance English*, an ESP textbook designed for insurance learners, through the lens of readability, relevance, and communicative support (Hu & Qiu, 2021; Pajević, 2025). Using survey data, the research explores learners' perceptions of vocabulary accessibility, grammatical clarity, topical alignment, and the effectiveness of communicative activities (Saglam & Tsagari, 2022; Trang & Nhu, 2025). By focusing on these dimensions, the study seeks to determine how well the textbook aligns with professional needs and supports learners in developing confidence in English communication within the insurance field.

The significance of this research lies in its contribution to ESP pedagogy. It emphasizes the necessity of balancing linguistic accessibility with professional communicative demands, thereby advancing discussions on instructional design in ESP (Gabdullina et al., 2024; Hsu et al., 2025). The findings are expected to provide practical recommendations for textbook developers and educators, while also offering theoretical insights into how ESP materials can be adapted to meet the evolving needs of global industries (Mao & Zhou, 2024). Ultimately, the success of ESP instruction depends not only on the provision of technical vocabulary but also on the ability of materials to motivate, engage, and support learners in acquiring communicative competence relevant to their professional contexts (Chan & Win, 2023; Wang, 2022). By evaluating *Daily Insurance English*, this study aims to establish a foundation for designing ESP materials that are comprehensive, multimodal, and responsive to the demands of professional communication across sectors.

English for Specific Purposes (ESP) has long been recognized as a distinct branch of language teaching, emerging in response to the growing demand for specialized communication in professional and academic contexts (Chan & Win, 2023; Salmani-Nodoushan, 2020). Early developments in ESP emphasized tailoring language instruction to meet the needs of learners in specific disciplines, such as science, technology, and business (Dafouz, 2021; Hsu et al., 2025). More recent scholarship has expanded ESP into diverse professional domains, including law, medicine, and insurance, reflecting the globalization of industries and the increasing necessity for English as a lingua franca (Bolton & Jenks, 2022; Mao & Zhou, 2024).

The theoretical foundation of ESP rests on the principle that language learning should be context-driven and purpose-oriented. ESP is not merely about vocabulary acquisition but involves aligning linguistic instruction with the communicative practices of specific fields (Trang & Nhu, 2025; Wang, 2022). This perspective underscores the importance of designing materials that are both linguistically accessible and professionally relevant.

Readability is a critical dimension in evaluating ESP textbooks. It refers to the ease with which learners can comprehend vocabulary, grammar, and instructional explanations. Studies in applied linguistics emphasize that readability directly influences learner motivation and comprehension (Hu & Qiu, 2021; Reid, 2021). In ESP contexts, readability is particularly significant because learners often encounter technical terminology and complex sentence structures that may hinder understanding.

Readability in ESP materials should be assessed not only through linguistic simplicity but also through clarity of instructions and explanations (Dunnnett et al., 2025; Nurmetov et al., 2025). Research further suggests that readability challenges often arise when materials fail to scaffold technical vocabulary adequately, leaving learners overwhelmed by unfamiliar terms (Miroshnychenko, 2024). Thus, effective ESP materials must balance technical accuracy with linguistic accessibility.

Relevance refers to the degree to which ESP materials align with learners' professional needs and real-world contexts. Authenticity is central to relevance; materials must reflect actual practices, scenarios, and discourse patterns within the target profession (Masita et al., 2025; Nurmetov et al., 2025). In the insurance industry, this includes case studies, policy documents, and customer interactions that mirror professional realities.

It has been demonstrated that contextualized materials significantly enhance learner engagement and skill transfer (Yatno, 2025). Learners reported higher motivation when topics directly related to their field of study. Similarly, relevance in ESP is not static but must evolve with industry practices, requiring continuous adaptation of materials to meet emerging professional demands (Ennis & Prior, 2020). Communicative support encompasses the strategies and activities embedded in ESP materials that foster learners' ability to interact professionally. Role-plays, simulations, and case studies are widely recognized as effective tools for developing communicative competence (Gabdullina et al., 2024; Nguyen et al., 2024). These activities provide learners with opportunities to practice language in authentic contexts, thereby building confidence and fluency.

Rahmawati et al. (2024) found that communicative support in ESP textbooks significantly influences learners' willingness to use English in professional settings (Rahmawati et al., 2024). However, Erkin (2025) noted that many ESP materials still lack sufficient multimedia integration, limiting opportunities for listening and interactive practice (Erkin, 2025). This gap highlights the need for multimodal resources that support diverse communicative skills, including speaking, listening, and negotiation.

Insurance English represents a relatively underexplored domain within ESP research. While business English has received considerable attention, insurance-specific communication has unique features, including specialized terminology, regulatory discourse, and customer interaction strategies (Evans et al., n.d.). The limited scholarship in this area underscores the novelty of evaluating materials such as *Daily Insurance English*.

Studies in related fields, such as financial English and legal English, demonstrate the importance of aligning materials with professional discourse communities (Planken, 2023). Applying these insights to insurance English suggests that materials must not only teach technical vocabulary but also prepare learners for professional tasks such as policy explanation, claims negotiation, and customer consultation. Despite the growing body of literature on ESP, several gaps remain. First, most studies focus on academic ESP (e.g., English for Academic Purposes), with limited attention to professional domains like insurance (Supunya, 2023). Second, while readability and relevance have been widely discussed, fewer studies integrate these dimensions with communicative support in a single framework (Dunnnett et al., 2025; Nguyen et al., 2024). Third, the role of multimodal resources in enhancing ESP learning outcomes remains underexplored, particularly in contexts where listening and interactive skills are critical (Borasheva, 2026).

This study seeks to address these gaps by evaluating *Daily Insurance English* across three dimensions—readability, relevance, and communicative support—using empirical data from learners (Stoll et al., 2022; Taye & Mengesha, 2024). By doing so, it contributes to both theoretical discussions in applied linguistics and practical considerations in ESP pedagogy.

The literature suggests that effective ESP materials must balance linguistic accessibility, contextual relevance, and communicative support (Gabdullina et al., 2024; Hsu et al., 2025). This study

builds on existing scholarship by applying these principles to the insurance domain, thereby extending ESP research into a new professional field. The findings are expected to inform textbook design, curriculum development, and instructional strategies, offering insights into how ESP materials can better align with professional needs in global industries (Mao & Zhou, 2024).

RESEARCH METHOD

This study employed a mixed-methods design, integrating quantitative survey data with qualitative insights from open-ended responses. The rationale for using a mixed-methods approach lies in its ability to capture both measurable learner perceptions and nuanced experiences regarding the readability, relevance, and communicative support of ESP materials. Mixed methods provide a more comprehensive understanding of educational phenomena by combining statistical trends with contextual interpretation (Creswell & Creswell, 2018).

The design was primarily descriptive and evaluative, focusing on learners' perceptions of Daily Insurance English as an ESP textbook (Trang & Nhu, 2025; Yang, 2020). Quantitative data were collected through Likert-scale items, while qualitative data were derived from participants' written reflections on their learning experiences.

The participants were insurance English learners enrolled in an ESP course at Sekolah Tinggi Manajemen Asuransi Trisakti (a higher education institution) in Indonesia. A total of 45 respondents completed the questionnaire between October and November 2025, representing diverse backgrounds in insurance studies and professional practice. Most participants were undergraduate students specializing in insurance and risk management, while a smaller proportion were professionals seeking to enhance workplace communication skills.

Participants had varying levels of English proficiency, ranging from intermediate to advanced, ensuring a broad representation of linguistic competence. Their professional orientation toward insurance practice made them an appropriate population for evaluating Daily Insurance English.

A purposive sampling strategy was employed, targeting learners with direct experience using the textbook. This approach ensured that the data reflected authentic engagement with the material and provided a reliable basis for evaluating its readability, relevance, and communicative support (Supunya, 2023).

The primary instrument was a structured questionnaire consisting of 18 items measured on a five-point Likert scale ranging from Strongly Disagree (5) to Strongly Agree (1). The items were designed to capture three dimensions:

- (1) Readability: vocabulary accessibility, grammatical clarity, and instructional comprehensibility (e.g., "The grammar and sentence structures are easy to understand").
- (2) Relevance: topical alignment, authenticity of insurance scenarios, and motivational impact (e.g., "The book reflects real-world insurance situations").
- (3) Communicative Support: speaking, listening, role-plays, and case studies (e.g., "The role-plays and case studies help me feel more confident using English professionally").

The questionnaire was adapted from established ESP evaluation frameworks (Rahmawati et al., 2024; Saglam & Tsagari, 2022).

Data were collected electronically, with timestamps ensuring response authenticity. The questionnaire was administered both in-class and online after several weeks of textbook use, allowing participants to reflect on their learning experiences with Daily Insurance English.

Data analysis combined quantitative and qualitative approaches to provide a comprehensive evaluation. Quantitative data were analyzed using descriptive statistics (frequency, percentage, and mean scores), while qualitative responses were coded thematically to identify recurring perceptions of strengths and weaknesses (Stoll et al., 2022).

To enhance validity, triangulation was employed by integrating both data types, enabling a more holistic interpretation of learners' perceptions of the textbook (Taye & Mengesha, 2024).

RESULT AND DISCUSSION

1. Quantitative and Qualitative Findings

This section presents the findings by integrating quantitative and qualitative data to provide a comprehensive evaluation of *Daily Insurance English*. The analysis is grounded in the distribution of responses presented in Table 1, which serves as the empirical basis for interpreting learners' perceptions across the three core dimensions: readability, relevance, and communicative support. By combining descriptive statistics with learners' qualitative reflections, this section not only reports the data but also interprets it within the framework of ESP material evaluation (Rahmawati et al., 2024; Saglam & Tsagari, 2022).

Table 1: Distribution of responses

Item	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Notes
1. Topics relevant to field	18	20	7	0	0	Strong consensus on relevance
2. Reflects real-world insurance	19	19	7	0	0	Authenticity confirmed
3. Improves insurance vocabulary	20	18	7	0	0	Vocabulary is a major strength
4. Grammar easy to understand	18	19	8	0	0	Some learners found grammar moderately challenging
5. Improves reading skills	17	19	9	0	0	Reading support generally strong
6. Improves writing skills	16	18	10	1	0	Writing support positive but mixed
7. Improves speaking skills	18	17	9	1	0	Speaking confidence supported
8. Improves listening skills	12	16	12	5	0	Weakest area, limited listening practice
9. Apply vocabulary in real contexts	19	18	8	0	0	High applicability
10. Role-plays build confidence	21	17	7	0	0	Very positive impact on speaking
11. Activities are engaging	17	18	9	1	0	Engagement mostly positive
12. Motivates learning	18	17	9	1	0	Motivation generally strong
13. Language appropriate for level	17	18	9	1	0	Appropriate for learners' proficiency
14. Instructions easy to follow	15	20	9	1	0	Some difficulty with clarity of instructions
15. Supplementary materials useful	14	18	10	3	0	Multimedia support not fully effective
16. Need more multimedia	10	15	12	8	0	Clear demand for more interactive content
17. Overall satisfaction	19	18	7	1	0	High satisfaction overall
18. Recommend to peers	20	17	7	1	0	Majority would recommend the textbook

Source : Compiled from research data (2025)

As shown in Table 1, the majority of responses fall within the “Agree” and “Strongly Agree” categories across most items, indicating a generally positive evaluation of the textbook. The strongest areas include vocabulary development (20 strongly agree; 18 agree), topical relevance (18 strongly agree; 20 agree), and role-plays (21 strongly agree; 17 agree). These findings suggest that the material effectively supports both linguistic understanding and professional application, aligning with the principle that ESP materials should connect language learning with real-world contexts (Ajjawi et al., 2020; Gabdullina et al., 2024).

A closer examination of the distribution further reveals that items related to relevance and vocabulary display minimal variation, with no disagreement recorded, indicating strong consensus among respondents. In contrast, items associated with listening skills and multimedia integration show greater dispersion, including neutral and disagree responses. This variation suggests that while the textbook performs strongly in core linguistic and contextual dimensions, certain communicative aspects are less fully supported. These patterns provide a foundation for a more detailed discussion of each dimension.

2. Readability

The findings indicate that readability is one of the strongest aspects of *Daily Insurance English*. Learners consistently rated vocabulary and grammar positively, suggesting that the material is linguistically accessible. High levels of agreement on vocabulary improvement and grammatical clarity demonstrate that the textbook effectively reduces the complexity typically associated with technical insurance terminology. This supports previous research emphasizing that clarity in vocabulary and grammar enhances comprehension and learner motivation in ESP contexts (Hu & Qiu, 2021; Reid, 2021).

The strong ratings for reading skills further indicate that learners are able to process written insurance-related texts effectively. Given the nature of the insurance profession, where practitioners frequently interpret policy documents and formal communication, this finding highlights the importance of readability in facilitating professional competence. Linguistic accessibility, therefore, functions not only as a pedagogical feature but also as a practical requirement for workplace communication.

From a broader pedagogical perspective, the high readability of the material may also contribute to increased learner autonomy. When learners perceive vocabulary and grammar as clear and manageable, they are more likely to engage with the material independently, reducing reliance on instructor support. This reinforces the view that readability plays a critical role in enabling self-directed learning in ESP contexts.

However, the findings also reveal a more nuanced dimension of readability. Responses related to writing skills and instructional clarity show a higher proportion of neutral answers, suggesting that some learners experience difficulty in applying language knowledge or interpreting task instructions. This aligns with studies indicating that readability extends beyond linguistic features to include clarity in task design and instructional guidance (Dunnett et al., 2025; Nurmetov et al., 2025).

Qualitative responses support this interpretation, as some learners reported occasional confusion in understanding instructions. This suggests that readability should be viewed as a multidimensional construct, encompassing vocabulary, grammar, and procedural clarity. While the textbook demonstrates strong foundational readability, further refinement in instructional design could enhance learners’ overall engagement and comprehension.

The findings also suggest that readability contributes to learners’ cognitive processing beyond surface-level comprehension. When vocabulary and grammatical structures are accessible, learners are able to allocate more cognitive resources to higher-level processing, such as interpreting meaning, connecting ideas, and applying information within task contexts. This shift from decoding to interpretation reflects a more efficient engagement with the material, allowing learners to move beyond understanding individual sentences toward constructing meaning across tasks.

In this context, readability appears to support the development of learner autonomy. As learners encounter fewer barriers in understanding the material, they become less dependent on external assistance and more capable of navigating tasks independently. This autonomy is particularly important in ESP settings, where learners are expected to apply language in domain-specific situations that often require initiative and decision-making.

Furthermore, the role of instructional clarity reinforces the broader function of readability. Even when linguistic elements are accessible, unclear instructions may hinder task completion and reduce learning effectiveness. The presence of neutral responses in instruction-related items suggests that some learners may experience uncertainty in task execution. This indicates that readability should encompass

not only linguistic simplicity but also clarity in task design, ensuring that learners can interpret and perform activities as intended.

3. Relevance

Relevance emerges as another major strength of the textbook, with consistently high agreement across items related to topical alignment and real-world applicability. Learners perceive the material as closely aligned with their professional needs, particularly in relation to authentic insurance scenarios. This finding supports the argument that relevance enhances both engagement and knowledge transfer in ESP learning (Ennis & Prior, 2020; Masita et al., 2025).

The inclusion of case studies and industry-specific contexts plays a significant role in establishing this relevance. Learners recognize these elements as reflective of real insurance practices, enabling them to connect classroom learning with professional application. This aligns with the principle that ESP materials should mirror the discourse and practices of target professional communities (Ajjawi et al., 2020).

The strong perception of relevance is also closely linked to learner motivation. When instructional content reflects real-world situations, learners are more likely to perceive the learning process as meaningful and purposeful. This relationship between relevance and motivation suggests that authenticity not only supports comprehension but also encourages sustained engagement with the material.

At the same time, the findings indicate that relevance is not limited to content alone. Learners expressed a need for more multimedia and interactive elements, suggesting that relevance in contemporary ESP contexts also involves the mode of delivery. In line with recent research (Borasheva, 2026; Nguyen et al., 2024), this reflects a shift toward multimodal learning environments where communication extends beyond text-based interaction. Thus, while *Daily Insurance English* demonstrates strong content relevance, the findings indicate that its effectiveness could be further enhanced by adapting to evolving expectations of how professional communication is represented and practiced.

The consistency of responses related to relevance also indicates that learners perceive a strong sense of usefulness in the material. This perceived usefulness plays a critical role in sustaining engagement, as learners are more likely to invest effort in activities that they consider directly applicable to their professional context. When learning tasks mirror real-world practices, learners are able to anticipate how acquired knowledge can be transferred to workplace situations.

In addition, relevance appears to function as a mediating factor between comprehension and application. While readability ensures that learners understand the material, relevance provides the motivation to use that knowledge in meaningful ways. This interaction suggests that relevance does not operate independently but works in conjunction with other dimensions to enhance overall learning effectiveness.

The alignment between textbook content and professional expectations also reduces the gap between classroom learning and workplace communication. By presenting scenarios that reflect authentic insurance practices, the material allows learners to engage with language as it is used in real contexts. This alignment supports not only knowledge acquisition but also the development of practical competence, which is essential in ESP learning environments.

4. COMMUNICATIVE SUPPORT

The analysis of communicative support reveals a generally positive evaluation, particularly in relation to speaking skills. Role-plays and case studies received some of the highest levels of agreement, indicating that these activities effectively build learners' confidence in professional communication. This finding is consistent with the literature emphasizing the importance of interactive tasks in developing communicative competence (Gabdullina et al., 2024; Nguyen et al., 2024). Through these activities, learners are able to simulate real-life professional interactions, such as explaining perils and hazards in insurance policies or engaging with clients, allowing them to apply language in meaningful contexts. This demonstrates that the textbook successfully supports the development of productive language skills and helps bridge the gap between theoretical knowledge and practical use.

However, the findings also reveal a notable imbalance within communicative support. Listening skills received comparatively lower evaluations, with a number of neutral and negative responses. This pattern suggests that learners have limited exposure to spoken input, which plays a critical role in the development of comprehensive communicative competence.

This imbalance becomes more apparent when examining the nature of communicative competence required in professional contexts. While learners demonstrate confidence in producing language, their ability to interpret and respond to spoken input remains less developed. In professional settings such as the insurance industry, communication frequently involves listening to clients, interpreting their needs, and responding appropriately in real time. Limited listening practice may therefore constrain learners' ability to engage effectively in such interactions.

Qualitative responses further support this finding, particularly in relation to the limited availability of audio-visual materials and listening activities. This aligns with previous research indicating that ESP materials often underrepresent listening skills due to limited multimedia integration (Erkin, 2025). These responses indicate that communicative input is not evenly distributed across different skill areas, resulting in a learning experience that emphasizes speaking more strongly than listening.

This pattern also suggests that communicative support cannot be understood solely in terms of task participation. While interactive activities such as role-plays contribute significantly to learner confidence, they do not fully compensate for the absence of sufficient auditory input. As a result, learners may develop a form of communicative competence that is effective in structured or controlled settings but less adaptable to real-world communication demands.

Overall, these findings highlight the need to view communicative support as a holistic construct that integrates both productive and receptive skills. The effectiveness of communicative activities depends not only on their presence but also on the extent to which they are supported by diverse input modes that reflect authentic communication. Without such balance, the development of communicative competence may remain partial, limiting learners' readiness to perform in professional contexts. To provide a clearer overview of the key findings, the main strengths, limitations, and implications across the three evaluated dimensions are summarized in Table 2.

Table 2: Summary of Key Findings Across Dimensions

Dimension	Key Strengths	Identified Limitations	Implications
Readability	Accessible vocabulary; manageable grammar; supports comprehension	Some instructions require clearer guidance	Enhances understanding and supports learner autonomy
Relevance	Strong alignment with professional insurance contexts	Limited multimodal representation	Increases motivation and supports practical application
Communicative Support	Effective role-plays and case-based speaking activities	Limited listening exposure; uneven communicative input	Leads to imbalance in communicative competence development

Source: Developed by the author based on research findings (2025)

As shown in Table 2, the overall effectiveness of Daily Insurance English reflects the interaction between strengths and limitations across the three dimensions.

5. Multimedia and Supplementary Materials

The role of multimedia and supplementary materials further reflects the limitations identified in communicative support. While many learners found these resources useful, responses indicate only moderate satisfaction. The strong agreement on the need for more multimedia highlights a clear expectation for more interactive and digitally enriched learning materials.

This finding reflects broader trends in language education, where learners increasingly engage with multimodal forms of communication. In this context, reliance on primarily text-based materials may limit engagement and reduce instructional effectiveness. Multimedia resources, including audio and visual elements, can enhance both comprehension and interaction, particularly in developing listening and speaking skills simultaneously. Learners' qualitative feedback suggests that multimedia is not merely an additional feature but a necessary component of effective ESP instruction. The limited integration of such resources may therefore constrain the overall communicative potential of the textbook.

6. Pedagogical Implications of the Findings

The findings of this study offer several pedagogical implications related to the design and implementation of ESP materials. These implications emerge directly from the observed interaction between readability, relevance, and communicative support, highlighting the need for a more integrated approach to material development. First, the strong performance in readability suggests that linguistic accessibility should remain a fundamental consideration in ESP materials. However, readability should not be limited to vocabulary and grammar. Instructional clarity must also be emphasized to ensure that learners can interpret and execute tasks effectively. Clear and structured instructions can enhance learners' ability to engage with activities and reduce potential confusion during task completion.

Second, the high level of agreement on relevance indicates that contextual alignment plays a crucial role in sustaining learner motivation. Materials that reflect authentic professional practices allow learners to perceive a direct connection between classroom learning and workplace application. This suggests that ESP materials should prioritize the inclusion of realistic scenarios and domain-specific content that mirror actual communication practices. Third, the imbalance observed in communicative support highlights the importance of balancing productive and receptive skills. While speaking activities are essential for building confidence, they should be complemented by sufficient listening input to ensure comprehensive communicative competence. The integration of listening activities can provide learners with exposure to different accents, speech patterns, and interaction styles commonly encountered in professional settings.

Finally, the demand for multimedia resources underscores the importance of adopting a multimodal approach to ESP instruction. Learners increasingly expect materials that incorporate audio, visual, and interactive elements. The inclusion of such resources can enhance engagement, support diverse learning preferences, and provide a more complete representation of real-world communication. Overall, these implications reinforce the need for ESP materials to move beyond isolated dimensions and adopt a more integrated design. By combining linguistic accessibility, contextual relevance, and balanced communicative support, materials can better prepare learners for the complex demands of professional communication.

The observations related to multimedia support and their pedagogical implications can be more clearly illustrated in Table 3.

Table 3: Multimedia Support and Pedagogical Implications

Aspect	Observed Condition	Pedagogical Implication
Multimedia Resources	Limited use of audio-visual materials	Need for more multimodal learning support
Listening Skills	Greater variation in responses; less consistent exposure	Requires stronger integration of listening activities
Instructional Clarity	Some neutral responses indicating uncertainty in task execution	Clearer and more structured task instructions are needed
Learning Engagement	Strong in speaking tasks; dependent on task support	Activities should include guidance, examples, and feedback

Source: Developed by the author based on research findings (2025)

As summarized in Table 3, the identified limitations point toward the need for a more balanced and multimodal approach to ESP material design.

7. Overall Satisfaction

Despite the identified limitations, overall satisfaction with *Daily Insurance English* remains high. Most learners indicated that they would recommend the material, suggesting that its strengths in readability and relevance outweigh its weaknesses. These findings indicate that the textbook successfully meets core learning needs, particularly in supporting vocabulary development and professional understanding.

However, the presence of some negative responses, particularly related to multimedia and listening, indicates areas where improvements are needed. This suggests that while the material is effective in its current form, its impact could be enhanced through more balanced support across all communicative dimensions.

8. Integrated Discussion

The integration of quantitative and qualitative findings reveals a coherent pattern across the three dimensions. Readability and relevance function as strong foundations, ensuring that learners can access and engage with the material, while communicative support, although generally effective, demonstrates uneven development. A closer examination of the response distribution provides deeper insight into how these dimensions interact.

The distribution of responses indicates an important internal consistency across the three evaluated dimensions. While readability and relevance demonstrate strong agreement, their effectiveness appears to reinforce learners' perceptions of communicative support. In particular, the clarity of vocabulary and the familiarity of professional contexts reduce cognitive load, allowing learners to focus more on participating in communicative tasks. This suggests that readability extends beyond a linguistic feature and functions as a facilitating condition for active engagement.

Furthermore, strong agreement on vocabulary-related items highlights the central role of lexical development in shaping learners' perceptions of material effectiveness. The ability to recognize, understand, and apply insurance-related terminology serves as a bridge between comprehension and communication. When learners feel confident in their vocabulary knowledge, they are more willing to participate in role-plays and case-based discussions, indicating a close relationship between linguistic competence and communicative confidence.

Another important aspect emerging from the data is the relatively low variability in responses related to relevance. The absence of disagreement across several items suggests that the material aligns well with learners' expectations of professional authenticity. This consistency indicates that the textbook successfully captures key elements of insurance discourse, enabling learners to perceive a direct connection between classroom activities and workplace practices. Such alignment plays a significant role in sustaining motivation and engagement.

However, a contrasting pattern is observed in listening and multimedia-related items, which show a wider spread of responses, including neutral and negative evaluations. This variation suggests that learners' experiences are less uniform, pointing to potential inconsistencies in how communicative input is delivered. In this context, communicative support appears to depend on the availability of diverse input modes, particularly auditory exposure.

The findings also indicate that learners may compensate for limited listening input through stronger reading and speaking activities. While this compensatory pattern helps maintain overall satisfaction, it may lead to an imbalanced development of communicative competence. In professional contexts, especially in the insurance industry, communication often involves interpreting spoken information, negotiating meaning, and responding in real time. Limited listening practice may therefore reduce learners' readiness to handle such interactions effectively.

In addition, responses related to instructional clarity provide further insight into how learners engage with the material. Although most learners perceive instructions as generally understandable, the presence of neutral responses suggests that some tasks may require additional scaffolding. This indicates that even when linguistic input is accessible, task execution may still present challenges if procedural guidance is not sufficiently explicit. Instructional clarity should therefore be considered an integral component of readability.

The relationship between engagement and communicative activities also deserves attention. While most learners find the activities engaging, the findings suggest that engagement is influenced not only by task type but also by the level of support provided. Role-plays and case studies are highly valued, yet their effectiveness depends on clear instructions, sufficient examples, and opportunities for feedback. This highlights that communicative support involves not only the presence of interactive tasks but also how they are structured and facilitated.

Moreover, the demand for additional multimedia resources reflects evolving learner expectations. Contemporary learners are increasingly accustomed to multimodal environments in which information is presented through text, audio, and visual elements. In this context, reliance on predominantly text-based materials may limit the perceived completeness of the learning experience. The call for greater multimedia integration therefore reflects changing pedagogical expectations rather than a deficiency in content.

Taken together, these findings emphasize the importance of balance across the three dimensions. Strengths in vocabulary and relevance contribute positively to overall perceptions, but limitations in listening and multimedia support may constrain the development of comprehensive communicative

competence. This balance is particularly critical in professional domains where communication requires the integration of multiple language skills.

Overall, the findings demonstrate that Daily Insurance English effectively supports learners in developing vocabulary, understanding professional contexts, and building confidence in speaking. At the same time, the identified limitations highlight the need for a more balanced and integrated approach to communicative competence, supporting the conclusion that ESP materials must combine linguistic accessibility, contextual relevance, and multimodal communicative support.

CONCLUSION

This study set out to evaluate Daily Insurance English through an integrated framework of readability, relevance, and communicative support, demonstrating that these dimensions function not as isolated criteria but as interdependent components shaping learners' professional language development. The findings confirm that linguistic accessibility and contextual alignment are effectively addressed, enabling learners to engage with domain-specific content and apply it in professional contexts. At the same time, the analysis reveals that limitations in multimodal and listening support create an imbalance that constrains the development of fully integrated communicative competence.

By moving beyond a fragmented evaluation of ESP materials, this study reconceptualizes readability, relevance, and communicative support as a dynamic system in which each dimension reinforces—or, when underdeveloped, weakens—the others. In particular, the findings highlight that relevance in contemporary ESP contexts must be understood not only in terms of topical authenticity but also in terms of multimodal representation, reflecting the realities of professional communication in digital environments.

Theoretically, this research advances ESP scholarship by offering a more holistic evaluative framework that bridges linguistic accessibility and communicative performance. It extends existing models by emphasizing the role of instructional clarity and multimodal design as integral components of material effectiveness. Pedagogically, the study underscores the need for ESP materials that balance accessible language, authentic professional scenarios, and diverse communicative modes, including audio-visual and interactive elements.

While the study is limited by its reliance on perception-based data, it provides a foundation for future research to explore performance-based outcomes and the integration of emerging technologies in ESP contexts. Further investigations may examine how multimodal enhancements influence communicative competence over time and across different professional domains.

In conclusion, the effectiveness of ESP materials depends not only on what is taught but also on how it is delivered. By foregrounding the interplay between readability, relevance, and multimodal communicative support, this study offers a conceptual and practical pathway for designing ESP materials that are responsive to the evolving demands of global professional communication.

ACKNOWLEDGMENTS

This study was supported by an internal research grant from Sekolah Tinggi Manajemen Asuransi Trisakti. The authors gratefully acknowledge this institutional support, which made the research possible.

The authors also extend their sincere appreciation to the third-semester students of STMA Trisakti and to practitioners in the insurance industry who have engaged with Daily Insurance English. Their constructive feedback and evaluative insights, drawn from both academic and professional perspectives, have been instrumental in informing the analysis and strengthening the overall quality of this study.

REFERENCES

- Ajjawi, R., Tai, J., Le, T., Nghia, H., Boud, D., & Johnson, L. (2020). Assessment & Evaluation in Higher Education Aligning assessment with the needs of work- integrated learning : the challenges of authentic assessment in a complex context. *Assessment & Evaluation in Higher Education*, 45(2), 304–316. <https://doi.org/10.1080/02602938.2019.1639613>
- Bolton, K., & Jenks, C. (2022). World Englishes and English for specific purposes (ESP). *World Englishes*, 14(4), 495–511. <https://doi.org/10.1111/weng.12604>
- Borasheva, A. (2026). Social Sciences & Humanities Open Student engagement and language learning in a flipped ESP classroom : The role of Telegram. *Social Sciences & Humanities Open*, 13(November

- 2025), 102382. <https://doi.org/10.1016/j.ssaho.2025.102382>
- Chan, S. H., & Win, M. T. (2023). Changing Visions in ESP Development and Teaching : Past, Present, and Future Vistas. *Frontiers in Psychology*, April, 1–10. <https://doi.org/10.3389/fpsyg.2023.1140659>
- Creswell, J. W., & Creswell, J. D. (2018). Research Design: Qualitative, Quantitative, and Mixed Methods Approaches; Fifth Edition. In *Writing Center Talk over Time*. SAGE Publications, Inc. <https://doi.org/10.4324/9780429469237-3>
- Dafouz, E. (2021). Crossing Disciplinary Boundaries : English-Medium Education (EME) Meets English for Specific Purposes (ESP). *Ibérica*, 41(2021), 13–38.
- Dunnett, J., Holkham, J., Trebacz, A., Baldasera, C., Francis, C., Dawson, L., Swiers, R., & Christie-de Jong, F. (2025). Effectiveness and acceptability of interventions to improve readability of patient healthcare materials : A narrative systematic review ☆. *Public Health*, 248(August).
- Ennis, M. J., & Prior, J. (2020). *Approaches to English for Specific and Academic Purposes: Perspectives on Teaching and Assessing in Tertiary and Adult Education*. Bozen-Bolzano University Press.
- Erkin, E. A. (2025). ESP Pedagogy in Universities : Approaches , Tools , and Learner Outcomes. *World of Semantics: Journal of Philosophy and Linguistics*, 3(6), 6–9.
- Evans, V., Dooley, J., & Keel, S. L. (n.d.). *Career Paths: Insurance*. Express Publishing. <https://www.expresspublishing.co.uk/en/career-paths-insurance-students-book-with-digibooks-application>
- Gabdullina, Z., Yelubayeva, P., Nemtchinova, E., Kunakova, K., & Kulzhanbekova, G. (2024). Integrating Digital Authentic Materials in ESP Classrooms : Effects on Kazakh Students ' Language Proficiency and Student Engagement. *Forum for Linguistic Studies*, 06(04), 300–315.
- Hsu, C., Su, C.-S., & Su, K.-I. (2025). Project-Based Learning in ESP : Exploring Pedagogical Strategies for Engineering Education. *Taiwan International ESP Journal*, 16(1), 59–95. <https://doi.org/10.6706/TIESPJ.202506>
- Hu, J., & Qiu, X. (2021). Lexical Coverage and Readability of Science Textbooks for English-Medium Instruction Secondary Schools in Hong Kong. *SAGE Journal*, January-March. <https://doi.org/10.1177/21582440211001867>
- Ladegaard, H. J., & Jenks, C. J. (2015). Language and Intercultural Communication in the Workplace : Critical Approaches to Theory and Practice. *Language and Intercultural Communication*, 15(1), 1–12. <https://doi.org/10.1080/14708477.2014.985302>
- Mao, F., & Zhou, J. (2024). A Needs Analysis of ESP Courses in Colleges of Art and Design : Consensus and Divergence. *PLOS ONE*, 1–23. <https://doi.org/10.1371/journal.pone.0305210>
- Masita, M., Muhammadiyah, U., Basri, M., Abdu, A., Program, P., Makassar, U. N., Widiyanto, S., Ground, A., Program, B., Penerbangan, P., & Curug, I. (2025). *ESP for Ground staff Training: Need Analysis and Material Development*. 101–117.
- Miroshnychenko, I. (2024). Technical Vocabulary In Foreign Language Acquisition: Seeking Effective Methods For University Students. *PHILOLOGIE UND JOURNALISMUS*, 24, 259–266. <https://doi.org/10.36074/logos-24.05.2024.058>
- Nguyen, T.-B., Silalahi, O., & Liu, G.-Z. (2024). A Systematic Review of Experimental Research on the Integration of Technologies into ESP Courses. *Taiwan International ESP Journal*, 15(2), 55–96. <https://doi.org/10.6706/TIESPJ.202412>
- Nurmetov, D., Mirić, N. B., & Chaklikova, A. (2025). What Makes an ESP Class Authentic ? *The Journal of Teaching English for Specific and Academic Purposes*, 13, 233–244.
- Pajević, M. K. (2025). Language Skills In ESP Textbooks and Students' Needs: A Comparative Analysis of Language Skill Priorities In Medical and Technical Fields. *The Journal of Teaching English for Specific and Academic Purposes*, 13(2), 303–313.
- Pašalić, M., & Plančić, B. (2018). Issues Affecting Selection and Evaluation of ESP Teaching Materials. *Transactions on Maritim Science*, 210–218. <https://doi.org/10.7225/toms.v07.n02.011>
- Pennycook, A. (2021). Critical Applied Linguistics; a critical re ^introduction. In *Second Edition*. Routledge.
- Planken, B. (2023). Commentary on Chan ' s (2019) Investigation of The Communication Needs of Hong Kong Business Professionals : Significance for The Field of ESP and Further Implications for Research and Practice. *English for Specific Purposes*, 71, 51–53. <https://doi.org/10.1016/j.esp.2023.02.011>
- Rahmawati, Y., Fitriati, S. W., & Wahyuni, S. (2024). Evaluating ESP Textbooks : Criteria and Case Studies. *Proceedings of UNNES-TEFLIN National Conference*.

- Reid, A. (2021). Author (s): Amanda Reid READABILITY , ACCESSIBILITY , AND CLARITY : AN ANALYSIS OF DMCA REPEAT INFRINGER POLICIES. *Jurimetrics*, 61(4), 405–442.
- Saglam, A. L. G., & Tsagari, D. (2022). Evaluating Perceptions towards the Consequential Validity of Integrated Language Proficiency Assessment. *Languages*, 7(65).
- Salmani-Nodoushan, M. A. (2020). English for Specific Purposes : Traditions, Trends, Directions. *Studies in English Language and Education*, 7(1), 247–268.
- Stoll, M., Kerwer, M., Lieb, K., & Chasiotis, A. (2022). Plain language summaries : A systematic review of theory , guidelines and empirical research. *PLOS ONE*, 6, 1–28. <https://doi.org/10.1371/journal.pone.0268789>
- Supunya, N. (2023). A Systematic Review on ESP Teachers : Current Focus, Collaboration, and Sustainability. *Reflections Journal*, 30(2), 287–317.
- Taye, T., & Mengesha, M. (2024). Identifying and Analyzing Common English Writing Challenges Among Regular Undergraduate Students. *Heliyon*, 10(17), e36876. <https://doi.org/10.1016/j.heliyon.2024.e36876>
- Trang, & Nhu, T. (2025). Assessing The Effectiveness Of An ESP Course In Higher Education. *IOSR Journal of Research & Method in Education*, 15(1), 41–48. <https://doi.org/10.9790/7388-1501044148>
- Wang, H. (2022). English for Specific Purposes (ESP) Teaching in Chinese University. *Advances in Social Science, Education and Humanities Research*, 637, 492–501.
- Yang, W. (2020). The Development, Adoption and Evaluation of The Integration of An ESP and Clil Textbook: Perspectives From The Clil Learners. *E.S.P. Today: Journal of English for Specific Purposes at Tertiary Level*, 8(1), 68–89.
- Yatno, L. D. (2025). The Influence of Students' Engagement on Learning Comprehension o f Maritime Insurance Course. *Bulletin of Pedagogical Research*, 5(3).
- Zaghar, F., & Zaghar, E. W. (2021). Tailoring Potent Courses for ESP Learners: A Way to Better Fulfil their Demands. *Arab World English Journal (AWEJ)*, 12(June), 414–423.

CURRICULUM VITAE

Complete Name	Institution	Education	Research Interests
Bagus Suhenda	Sekolah Tinggi Manajemen Asuransi Trisakti	S2 Linguistik	Language, Teaching, inclusivity's and Disability
Antonia J. Laratmase	Sekolah Tinggi Manajemen Asuransi Trisakti	S2 Pendidikan Kependudukan dan Lingkungan	Language, Education, Environment
Apsari Naila Putri	Sekolah Tinggi Manajemen Asuransi Trisakti	S1 Manajemen	Management
Ana Rita Pinto Soares	Sekolah Tinggi Manajemen Asuransi Trisakti	S1 Manajemen	Management