

Научная статья

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Учет потребностей обучающихся при создании контекстуализированных учебных ресурсов по английскому языку для студентов неязыковых специальностей

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Аннотация. Целью статьи является разработка контекстуализированных учебных материалов по английскому языку, предназначенных для студентов неязыковых специальностей, в частности специализирующихся в области естественных наук. Следует признать, что в то время, как преподавание английского языка часто опирается на обобщенное содержание, не вполне отражающее академические или профессиональные потребности студентов, данное исследование направлено на преодоление этого разрыва путем разработки учебных материалов, основанных на конкретных нуждах обучающихся, смежных дисциплинах и актуальных коммуникативных задачах. Для разработки использован комплексный анализ потребностей с помощью анкет, интервью и наблюдения за занятиями для сбора данных от студентов и преподавателей неязыковых факультетов. Проведенный анализ выявил явное предпочтение таких учебных материалов, которые соответствуют областям обучения студентов и отдают приоритет таким видам деятельности, как чтение, говорение и академическое письмо. На основе этих результатов в течение трех учебных семестров был разработан, внедрен и оценен набор контекстуализированных модулей по английскому языку. Результаты исследования подтвердили теоретические принципы обучения английскому языку для специальных целей (ESP). Обучающиеся получают наибольшую пользу, когда материалы отражают их академические и реальные языковые потребности. Данное исследование имеет практическое значение для разработки учебных программ по английскому языку в неязыковых учебных заведениях, выступая за интеграцию контекстуальных материалов. Оно также подчеркивает важность сотрудничества между преподавателями английского языка и экспертами в предметной области для обеспечения аутентичности и эффективности. Подход к разработке материалов, основанный на потребностях, значительно повышает качество и актуальность обучения английскому языку студентов неязыковых специальностей.

Ключевые слова: контекстуализированный английский, учет потребностей, английский язык для специальных целей (ESP), разработка материалов, неязыковые специальности, медиа в преподавании английского языка

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Original article

Creating contextualized English resources for non-English majors: a needs-driven methodology

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Abstract. This study explores the development of contextualized English learning materials made specifically for non-English major students focus on educational natural science major, using a needs-based approach. Recognizing that conventional English teaching often relies on generalized content that does not reflect students' academic or professional realities, this research aimed to bridge that gap by designing instructional materials grounded in learners' specific needs, disciplines, and future communication tasks. The development design was employed, involving a comprehensive needs analysis through questionnaires, interviews, and classroom observations to gather data from students and lecturers across various non-English departments. The data revealed a strong preference for English materials that are relevant to students' fields of study, such as educational natural science major, and that prioritize skills like reading, speaking, and academic writing. Based on these findings, a set of contextualized English modules was developed, implemented, and evaluated through three instructional cycles. Qualitative data indicated increased motivation, engagement, and confidence. The findings affirmed the theoretical principles of English for Specific Purposes (ESP) emphasizing that learners benefit most when materials reflect their academic and real-world language needs. This research offers practical implications for English curriculum development in non-English study programs, advocating for the integration of contextual, discipline-based materials. It also highlights the importance of collaboration between language instructors and subject matter experts to ensure authenticity and effectiveness. Ultimately, the study concludes that a needs-based approach to material development significantly enhances the quality and relevance of English instruction for non-English majors.

Keywords: Contextualized English, Needs-Based Approach, English for Specific Purposes (ESP), Material Development, non-english Majors, Media in ELT

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Introduction. Proficiency in English has emerged as an essential asset for students in all fields of study. Nonetheless, English language education in several non-English major programs remains predominantly general, neglecting to cater to the individual linguistic and communicative requirements of learners across various academic and professional settings. This discrepancy frequently results in less engagement, decreased motivation, and restricted practical utilization of language abilities in real-world contexts [30; 31; 37]. English has emerged as a global lingua franca, significantly influencing numerous academic and professional fields [11]. Teaching English to non-English majors,

particularly those in natural science disciplines, has distinct problems, as these students necessitate language abilities customized to their specific areas of study rather than broad competency. In response, contextualized English materials tailored to learners' needs have been prominent in English for Specific Purposes (ESP) teaching [20], [13; 29; 41]. The use of a needs-based approach guarantees that educational resources correspond with students' academic and professional demands, thereby enhancing the relevance and efficacy of English instruction [22].

The conventional English language curriculum frequently employs a uniform approach, which may

inadequately address the linguistic and communicative requirements of students from various disciplines [4]. Students in Non-English disciplines, including natural sciences, engineering, and business, necessitate English ability that corresponds with specialized terminology, academic standards, and professional communication [41].

Tailoring educational resources to align with students' professional and academic contexts improves their engagement and learning results [16]. There is a distinct need of utilizing a contextual approach in the creation of English educational materials [7], [15]. A needs analysis can ascertain learners' requirements and guide the creation of successful English learning resources for a Communication Science Program [34]. A needs-based approach to material development entails a comprehensive examination of students' linguistic needs, encompassing target situation analysis (TSA) and current situation analysis (PSA) [33], [26]. This method assists educators and content creators in pinpointing the precise language competencies learners need to thrive in their particular domains. Studies demonstrate that ESP courses designed to meet learners' specific needs cultivate motivation, improve understanding, and facilitate more efficient language acquisition [3]. Needs-based methodologies for the development of ESP materials are pertinent to the approach of instructional material creation [5]. Kiran and Balan [25] elucidate the methodology for designing English for Specific Purposes (ESP) materials, informed by a requirements study performed on non-English major students [38].

Creating effective teaching materials is a complex endeavor, as it requires a comprehensive needs analysis (NA) to precisely meet the distinct needs of students in a specific setting [17]. Considering the pivotal significance of NA in English

for Specific Purposes (ESP), a multitude of studies have investigated this subject, particularly in higher education contexts. Research has been conducted in Malaysia on English in numerous disciplines, including industrial design [2], healthcare professions [35], and the tourism sector [23]. Correspondingly, studies have been undertaken for engineering students [24], aircraft cabin crew in South Korea [12], tourism-related courses in Japan [45], business administration programs in Thailand [1], and manufacturing students in China [27]. In the Indonesian setting, pertinent studies encompass midwifery [19], pharmacy [41], [39], agricultural sciences [18], and non-English departments [14]. These studies collectively underscore the importance of performing needs analysis to guarantee effective English training across various academic fields.

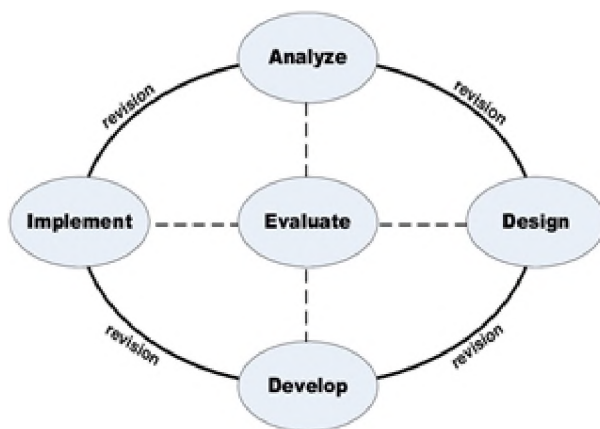
Recent studies have emphasized the importance of English for Specific Purposes (ESP) and the production of needs-based materials. Customizing English training to address learners' particular academic and professional requirements can markedly enhance learning outcomes [6]. ESP-oriented materials grounded in learners' real-world situations improve both motivation and memory [30]. Contextualized English resources enhanced students' communicative competence and confidence in utilizing English in their respective fields of study [42].

This study examines the creation of contextualized English resources for non-English majors, emphasizing a needs-based approach for educational natural science disciplines. The objective is to examine students' language learning requirements, study discipline-specific linguistic characteristics, and develop instructional resources that facilitate significant language learning experiences. The results will enhance the current discourse on efficient ESP material development,

especially in higher education settings where English literacy is essential for academic achievement and professional progression.

Method. This study employed a Research and Development (R&D) methodology to create and generate a set

of English learning materials tailored to the specific needs of non-English major students. The development approach adhered to the ADDIE model: Analysis, Design, Development, Implementation, and Evaluation, which is frequently employed in instructional design [8].



(Source : https://www.riesearchgate.niet/figurie/Gambar-1-Model-Pengembangan-ADDIE_fig1_337326454)

Picture 1. ADDIE Model

The justification for employing this model lies in its systematic and iterative methodology, facilitating ongoing enhancement of content through learner input and expert validation [32]. This approach is considered suitable since it guarantees that the contents are both theoretically sound and practically effective in actual classroom settings.

The subjects of this study were non-English major students (Natural Sciences Major Students) in their second semester in Novosibirsk State Pedagogical University. The students were chosen due to their familiarity with general English courses yet absence of discipline-specific English training. A purposive sampling method was utilized to guarantee that participants could significantly contribute to the identification of their academic and communication requirements [10]. Alongside the students, English instructors and subject-matter experts contributed

insights during the material development and validation phases. The involvement of several stakeholders guaranteed that the produced materials were academically pertinent and linguistically suitable.

This study employed many instruments to gather qualitative and quantitative data. Initially, questionnaires were administered to pupils to ascertain their particular English language requirements, learning preferences, and areas of difficulty. The items were developed utilizing Likert scales and open-ended questions, adhering to the principles established by Hutchinson and Waters about needs analysis in English for Specific Purposes (ESP) [21]. Secondly, semi-structured interviews were performed with a select group of students and English lecturers to provide deeper insights into their expectations and impressions of current English training. This approach facilitated adaptability while guaranteeing the examination of essential subjects [28].

Thirdly, an examination of documents was performed on course syllabi, institutional learning outcomes, and current English textbooks to discern discrepancies between mandated learning content and students' real requirements. During the final phase, observation checklists and student reflection sheets were utilized to collect input on the usability and efficacy of the generated products.

The qualitative data gathered from semi-structured interviews, open-ended questionnaire responses, and observations during material deployment were analyzed utilizing thematic analysis as described [9]. The researcher initially acquainted themselves with the data by reviewing transcripts and notes, subsequently classifying emergent concepts and grouping them into categories such as "discipline-specific vocabulary," "real-life language use," "engagement with materials," and "student motivation." This process yielded comprehensive insights into learners' contextual expectations and views of the material's relevance and usability. Thematic analysis in ESP research reveals underlying concerns that quantitative methods may overlook, like the cultural appropriateness and accessibility of learning materials [36].

Findings. A requirements analysis including 82 non-English major students from the Department of Natural Sciences, indicated that a substantial majority (73.2 %) had a pronounced demand for English learning materials pertinent to their academic fields. Of the four language skills, reading and speaking were deemed the most crucial, especially for engaging with academic literature and participating in classroom discussions. Furthermore, students indicated significant challenges in comprehending subject-specific vocabulary (67.5 %), articulating ideas in English (62.4 %), and generating coherent academic writing (58.5 %). These findings underscore a significant disparity between

the current general English courses and the specific communicative skills demanded in students' academic disciplines.

Moreover, data acquired from both questionnaires and interviews revealed that students favored educational content that integrates real-world, discipline-specific themes, such as environmental challenges for science students or economic case studies for social science students. A significant majority (81 %) preferred interactive learning activities, including role plays, simulations, and problem-solving exercises that mirror their academic and social environments. Students demonstrated a pronounced preference for visual and multimodal materials, such as infographics, films, and diagrams, as these forms were believed to facilitate the understanding of intricate academic subjects. Interviews with lecturers corroborated these findings, indicating that students exhibited increased attention when materials were closely aligned with their academic disciplines.

In response to the stated needs, prototype instructional materials were developed and executed over three instructional cycles with 34 volunteer students. Each cycle included formative evaluation techniques. Feedback obtained from student reflection sheets and classroom observations demonstrated a favorable response to the contextualized learning materials. During the implementation phase, students demonstrated heightened engagement and a more profound comprehension of the material. Post-test results indicated a substantial enhancement in language performance, with an average rise of 18.6 % compared to pre-test scores. Observational data indicated that students exhibited increased confidence in executing academic activities in English when the learning materials were customized to their individual disciplinary settings.

Students' Needs in Learning English. The findings from the needs analysis

questionnaire, administered to 82 non-English major students indicated that a significant majority of students (73.2 %) articulated a pronounced necessity for English learning materials pertinent to their academic disciplines. Of the four language skills, reading and speaking were seen most essential (70.0 %), especially for engaging with academic literature and contributing

to classroom discussions. The students expressed challenges with comprehending subject-specific vocabulary (67.5%), articulating ideas in English (62.4 %), and composing structured academic texts (58.5%). The statistics reveal a disparity between basic English courses and the specific communicative tasks required of students in their respective disciplines.

Table 1

Students' Needs in Learning English

Aspect Assessed	Percentage (%)
Need for field-specific English materials	73.2
Reading and speaking identified as priority skills	70.0
Difficulty understanding subject-specific terminology	67.5
Difficulty presenting ideas in English	62.4
Difficulty writing structured academic texts	58.5

Preferred Learning Content and Format. The findings from the questionnaire and interview sessions indicated that students exhibited a distinct preference for learning material that was contextualized and closely related to their real-life experiences and specific subjects of study. Science students demonstrated enthusiasm for resources addressing current environmental issues, whereas social science students emphasized the significance of economic case studies that mirror real-world challenges. Discipline-based themes were viewed as promoting deeper understanding and increasing the perceived value and application of the learning process.

Alongside content preferences, a substantial majority of the students, 81% as per the survey findings, expressed a pronounced preference for interactive and participatory activities. These encompassed role plays, simulations, and problem-solving exercises intended to replicate both academic and social environments. Students observed that these activities promoted active involvement, critical thinking, and teamwork, which are increasingly acknowledged as vital

competencies in higher education. Furthermore, interview data indicated that interactive tasks fostered a more dynamic learning environment, consequently diminishing passivity and enhancing learner autonomy.

Students repeatedly highlighted the significance of visual and multimodal resources when examining preferred formats for learning materials. Infographics, movies, and diagrams were explicitly identified as instruments that markedly improved the understanding of intricate or abstract subjects. The multimodal characteristics of these materials were deemed very useful in addressing various learning styles and enhancing information retention. This inclination indicates a wider educational transition towards integrating technology-enhanced and visually engaging materials into instructional design.

Lecturers contacted in the study corroborated these findings, observing that students demonstrated significantly greater interest when instructional materials were explicitly linked to their fields and prospective careers. Instructors underscored that contextualized

and interactive resources facilitated knowledge acquisition and prompted students to establish significant links between classroom learning and practical applications in their fields. These findings underscore the pedagogical significance of creating materials that are pertinent, interactive, and multimodal to enhance student motivation, engagement, and learning outcomes.

Material Development Outcomes.

Following the needs study, a series of prototype instructional materials was methodically conceived, produced, and implemented throughout three iterative cycles. The implementation engaged a total of 34 volunteer students who actively participated throughout the process. Each cycle featured formative evaluation approaches, such as classroom observations, student reflection sheets, and feedback sessions, to facilitate the ongoing refinement and enhancement of the contents. This iterative method facilitated the recognition of strengths and shortcomings in the materials, so permitting modifications that enhanced their responsiveness to student requirements and learning environments.

The data gathered regularly indicated a favorable response from the students, especially about the contextualized character of the content. Students indicated that resources aligned with their academic fields increased their motivation and fostered a greater sense of relevance between language acquisition and their area of study. Reflection sheets consistently indicated that students perceived the information as both more interesting and more relevant to their academic and professional goals. The researcher's observations corroborated this viewpoint, indicating increased attentiveness and enthusiasm during classroom sessions utilizing discipline-specific resources.

The implementation of the prototype materials yielded quantifiable

enhancements in student engagement and understanding. Classroom interactions became increasingly dynamic, with a higher number of students actively participating in debates, role plays, and problem-solving activities. Post-test data offered empirical validation for these findings, indicating a significant enhancement in students' language performance, with an average increase of 18.6% relative to their pre-test scores. This increase signifies the efficacy of incorporating contextualized content into language learning resources, especially for non-English majors who frequently find it challenging to recognize the relation of English to their primary fields of study.

Furthermore, observational data indicated that students exhibited increased confidence in executing academic activities in English when utilizing field-specific knowledge. Science students had enhanced proficiency in presenting environmental case studies, but social science students revealed greater aptitude for articulating economic topics in English with clarity and precision. This increased confidence signifies not only linguistic development but also a more profound congruence between language acquisition and academic identity. The contextualized prototype materials served as a conduit, linking English language acquisition with domain-specific knowledge and practice.

Collectively, these findings highlight the educational significance of iterative material production based on needs research and formative evaluation. They illustrate that when students receive contextually pertinent, discipline-specific, and meticulously assessed materials, their motivation, engagement, and linguistic performance can be markedly improved.

Discussion. The research indicated that the English language requirements of non-English major students are significantly context-dependent and cannot be sufficiently addressed by generic

English instructional resources. Over 70 % of students indicated a pronounced preference for learning materials that aligned with their academic disciplines and real-world communication requirements. Quantitative data from questionnaires indicated that students primarily encounter difficulties with comprehending subject-specific vocabulary, engaging in academic debates, and composing structured reports. The application of contextualized English resources across three learning cycles exhibited a considerable enhancement in student engagement and performance. Post-test results demonstrated a substantial enhancement in comprehension and task completion, with an average improvement of 18.6 % compared to pre-test scores. Students expressed increased motivation and confidence when engaging with resources that corresponded with their academic focus.

The findings of this study correspond with fundamental tenets of English for Specific Purposes (ESP) and needs-based curriculum development, emphasizing the necessity of customizing education to reflect learners' practical language use. The results substantiate the idea that when educational material is intricately linked to students' academic and professional environments, it becomes more significant, engaging, and efficacious [20], [4]. The use of context into material design reflects the constructivist learning theory, which asserts that learners acquire knowledge more efficiently when content is pertinent to their experiences [40]. This study demonstrated that contextualized materials fostered active learning, enhanced involvement, and facilitated deeper comprehension, as students saw the practical significance of English in their discipline-specific academic endeavors.

This study is highly pertinent for curriculum developers, English instructors, and higher education institutions [40]. It indicates a transition in instructional design

from dependence on standardized English textbooks to the creation of adaptable, contextualized resources that correspond with the specific linguistic requirements of each department. The materials produced from this study can act as a prototype for the production of English for Specific Purposes (ESP) resources in analogous settings, especially in institutions where English is taught as an ancillary subject for students across diverse academic disciplines. The study advocates for enhanced collaboration between language educators and subject matter experts to guarantee authenticity and relevance in content materials.

This research also contributes to the greater discourse over the quality and significance of English education within non-English programs. It addresses persistent concerns that numerous graduates from these schools lack the requisite communicative competence for academic and professional success. The study illustrates that contextualized materials can improve language skills and increase learner motivation, providing an effective approach to enhancing English proficiency among non-English majors in a more intentional and student-focused manner [40].

In conclusion, the results emphasize the significance of contextualization and learner-centered design in the development of English materials. They affirm that students derive the most advantage from language instruction customized to their particular academic and professional requirements. This research not only corroborates the ideas of ESP but also offers pragmatic insights for enhancing English teaching methodologies in higher education, especially for non-English majors.

Conclusion. The findings indicated that non-English major students in educational natural science programs necessitate English materials that extend beyond basic

grammar and vocabulary. They require resources that are conceptually pertinent, connected with their academic discipline, and furnished with practical exercises that replicate real-world communication within their fields. The created materials, which incorporated academic content, pertinent vocabulary, and context-specific challenges, were favorably welcomed and resulted in quantifiable enhancements in language performance, engagement, and motivation.

In conclusion, the creation of contextualized English resources using a

needs-based approach is an exceptionally effective way for enhancing English training for non-English majors. This method not only connects language education with academic material but also cultivates more active, confident, and competent learners who are better prepared to fulfill the communication requirements of their areas. Future study should broaden this paradigm across many academic disciplines and institutions, and investigate the long-term effects of such materials on learners' academic and professional paths.

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