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Challenges in Designing English Materials for ESP Students: Insights from EFL Undergraduates

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Abstract: This study explores the challenges faced by undergraduate English Education students in designing English for Specific Purposes (ESP) materials. ESP material design requires the integration of field-specific content with general language skills that are contextually relevant. Using a qualitative descriptive approach, data were collected through semi-structured interviews with five students who have experience in designing ESP materials. Thematic analysis revealed that students face challenges in needs analysis, content selection, and technology integration. Limited resources, such as time and technological infrastructure, also posed significant obstacles. Strategies employed to overcome these challenges include collaboration with peers and lecturers, adaptation of existing materials, and utilizing online resources. This study highlights the importance of language simplification and feedback-based evaluation to ensure the relevance and effectiveness of ESP materials. The findings contribute to curriculum development and ESP teaching practices by emphasizing collaborative approaches and strategic use of technology.

Keywords: material design, ESP, EFL students, English education

Abstrak: *Penelitian ini mengeksplorasi tantangan yang dihadapi oleh mahasiswa sarjana Pendidikan Bahasa Inggris dalam merancang materi English for Specific Purposes (ESP). Desain materi ESP membutuhkan integrasi konten bidang khusus dengan keterampilan bahasa umum yang relevan secara kontekstual. Dengan menggunakan pendekatan deskriptif kualitatif, data dikumpulkan melalui wawancara semi terstruktur dengan lima mahasiswa yang memiliki pengalaman dalam merancang materi ESP. Analisis tematik mengungkapkan bahwa mahasiswa menghadapi tantangan dalam analisis kebutuhan, pemilihan konten, dan integrasi teknologi. Sumber daya yang terbatas, seperti waktu dan infrastruktur teknologi, juga menimbulkan hambatan yang signifikan. Strategi yang digunakan untuk mengatasi tantangan tersebut antara lain kolaborasi dengan rekan sejawat dan dosen, adaptasi materi yang ada, dan pemanfaatan sumber daya daring. Penelitian ini menyoroti pentingnya penyederhanaan bahasa dan evaluasi berbasis umpan balik untuk memastikan relevansi dan efektivitas materi ESP. Temuan dalam penelitian ini berkontribusi pada pengembangan kurikulum dan praktik pengajaran ESP dengan menekankan pendekatan kolaboratif dan penggunaan teknologi yang strategis.*

Kata kunci*: desain bahan pembelajaran, ESP, mahasiswa EFL, pendidikan bahasa Inggris*

1. INTRODUCTION

In this era of globalization and rapid technological development, teaching English for Specific Purposes (ESP) has become a crucial element in both educational and professional domains. ESP focuses not only on general language mastery but also emphasizes specific needs based on academic or professional fields. A study by Simkova et al. (2021) shows that the use of web-

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based applications can enhance students' creativity in the context of ESP learning. This approach underscores the importance of integrating technology to create innovative teaching methods that meet modern demands.

Aligned with technological advancements in learning, the blended learning concept is increasingly applied in ESP instruction. Farmati et al. (2023) in their study, highlight that blended learning approaches allow for flexibility in instructional delivery by combining the advantages of online and face-to-face learning. This approach supports the development of language skills more effectively by facilitating students with relevant and easily accessible materials.

In addition, creativity in ESP teaching methods is also an important focus. Shvay et al. (2021) explain how the application of creative personality development methods in learning foreign languages, particularly in natural sciences, can improve students' understanding of the language being studied. These findings emphasize that cross-disciplinary approaches play a significant role in maximizing the effectiveness of ESP instruction.

Furthermore, the role of ESP practitioners in higher education is also noteworthy. Chaovanapricha and Champakaew (2024) explore the multifaceted roles played by ESP practitioners within the transformative paradigm in higher education. They serve not only as teachers but also as facilitators, curriculum designers, and mentors. This highlights that teaching ESP requires specialized expertise to accommodate the specific needs of various disciplines.

On the other hand, vocabulary learning strategies also play a vital role in the ESP context. Zahrani and Chaudhary (2022) emphasize that effective vocabulary learning strategies can enhance comprehension and mastery of language in specific contexts. These skills are essential for students or professionals who require English for work or study purposes in particular fields. This study underlines the importance of developing learning materials tailored to the real needs of learners.

The development of ESP in various countries also shows interesting dynamics. A study by Xue et al. (2022) concludes that ESP research and practice in China have grown significantly over the past two decades. The emphasis in this research shows that the need for culturally and contextually relevant ESP materials presents its own challenges in English language teaching.

In practical contexts, implementing ESP also presents significant challenges, particularly in developing teaching materials. Alshayban (2022) examined ESP teaching for banking employees in Saudi Arabia and found that developing contextual teaching materials is essential to meet the specific needs of the industry. Similarly, challenges are also identified in the study by Ibrahim et al. (2013), which highlights the importance of needs analysis in writing ESP materials. This indicates that a deep understanding of students' needs is a crucial first step in designing effective materials.

Despite extensive research on English for Specific Purposes (ESP) materials, limited studies have explored the perspectives of EFL undergraduate students in designing such materials, particularly regarding content adaptation, technology integration, and evaluation. Therefore, this study aims to investigate the specific challenges faced by students in designing ESP materials, their decision-making process in content selection, the role of technology in material development, and their evaluation strategies. By analyzing their experiences, this

research seeks to provide insights into effective practices and potential improvements in ESP material development within EFL contexts.

2. LITERATURE REVIEW

2.1 English for Specific Purposes (ESP) and its Importance in EFL

English for Specific Purposes (ESP) has emerged as a significant approach in English language teaching, addressing the needs of learners who require English for academic, professional, or technical purposes. The integration of technology has played a vital role in enhancing ESP instruction. According to Simkova et al. (2021), web-based applications have proven effective in developing students' creativity in ESP learning environments. These tools not only enhance engagement but also allow learners to apply language in practical and relevant contexts, fostering innovation and active learning.

Blended learning approaches further support the dynamic nature of ESP instruction. Farmati et al. (2023) conducted a systematic review highlighting the advantages of blended learning in ESP. By combining online and traditional face-to-face instruction, educators can provide more flexible and personalized learning experiences. This approach bridges the gap between theoretical knowledge and practical application, ensuring that learners meet specific language needs efficiently.

Creativity and cross-disciplinary approaches also contribute significantly to ESP pedagogy. Shvay et al. (2021) argue that methods for creative personality development, particularly in the natural sciences, play a key role in teaching foreign languages for specific purposes. Such strategies help learners build a deeper understanding of technical and scientific vocabulary while encouraging critical thinking. Similarly, Chaovanapricha and Champakaew (2024) highlight the multifaceted roles of ESP practitioners, who act as curriculum designers, facilitators, and mentors. This transformative paradigm in higher education positions ESP educators as essential agents in preparing students for the demands of specialized fields.

Vocabulary mastery is another crucial component of ESP. Zahrani and Chaudhary (2022) emphasize that learning strategies tailored to specific contexts are essential for vocabulary acquisition in ESP settings. Their study reveals that effective vocabulary strategies lead to better comprehension and retention, particularly for learners in professional or academic fields. This aligns with the findings of Alshayban (2022), who explored ESP instruction for Saudi Arabian banking employees and underscored the importance of industry-specific materials in improving learners' communicative competence.

ESP research and implementation are also shaped by cultural and contextual factors. Xue et al. (2022) provide an overview of ESP research in China over two decades, demonstrating how localized content and culturally relevant materials contribute to the success of ESP programs. In contrast, challenges arise when teaching materials fail to align with learners' specific needs. Ibrahim et al. (2013) emphasize the role of needs analysis in ESP material writing, stressing that understanding learners' goals and contexts is essential for creating effective instructional resources.

Material development remains a recurring challenge in ESP, particularly for novice teachers. Mukundan (2022) highlights the difficulties educators face in selecting and

developing suitable materials for specific contexts. The challenge extends beyond general EFL to ESP, where learners require tailored resources to meet professional or academic objectives. Similar challenges are identified in STEM-related activities (Lee, 2024) and Arabic pre-service teacher education (Güngenci & Yıldız, 2024), further reinforcing the need for well-designed instructional materials.

Finally, the evaluation of teaching materials and their cohesion with learners' needs has received considerable attention. Teedaaksornsakul & Bowen (2024) emphasize the importance of intersemiotically cohesive teaching materials in agriculture-based ESP courses. In addition, Tatli et al. (2023) discuss the relevance of digital instructional materials, particularly when adapted to different learning styles, as they promote inclusivity and effectiveness in ESP instruction. These studies underscore that materials designed with learner needs in mind can significantly enhance ESP outcomes.

In conclusion, the literature reveals that ESP is critical in addressing learners' specific language needs across diverse fields. While technological advancements and blended learning approaches have enhanced ESP instruction, challenges remain in material design, creativity integration, and addressing contextual factors. A focus on needs analysis, interdisciplinary approaches, and technological tools will continue to shape the future of ESP, ensuring its effectiveness in equipping learners with relevant and practical language skills.

2.2 Challenges in ESP Material Design

Designing effective teaching materials for English for Specific Purposes (ESP) remains a significant challenge for educators due to its specialized nature and diverse learner needs. One recurring challenge involves incorporating creativity and innovation into ESP materials. Simkova et al. (2021) emphasize the role of web-based applications in fostering students' creativity within ESP settings. These tools enable learners to engage with interactive and practical materials that reflect real-world professional contexts. Similarly, Shvay et al. (2021) argue that creative approaches, such as integrating personality development methods from natural sciences, enhance learners' ability to grasp technical language effectively. However, implementing such innovative strategies requires resources and teacher expertise that may not always be available.

The shift towards blended learning has also presented both opportunities and challenges in ESP material design. Farmati et al. (2023) highlight how blended learning allows greater flexibility and personalization in ESP instruction, merging face-to-face teaching with online resources. Despite its benefits, designing cohesive materials that align with the demands of both modalities can be difficult. Additionally, issues such as technological access and teacher training pose obstacles, particularly in under-resourced environments. This is supported by Lee (2024), who identifies challenges in incorporating STEM-related teaching materials into education for sustainable development activities, where technology plays a critical role.

Vocabulary learning strategies are another essential aspect of ESP material design, particularly as learners must master industry-specific terminologies. Zahrani and Chaudhary (2022) demonstrate that tailored vocabulary learning strategies significantly impact learners' comprehension in ESP contexts. However, creating materials that address learners' unique

lexical needs can be time-consuming, requiring thorough needs analysis. Ibrahim et al. (2013) emphasize the importance of conducting needs analyses in ESP material writing to ensure relevance and effectiveness. Nonetheless, the lack of systematic needs assessments often results in materials that fail to align with learners' goals.

Furthermore, contextualizing ESP materials to suit local and professional requirements remains a significant challenge. Alshayban (2022) discusses how ESP materials tailored to Saudi Arabian banking employees enhanced their communicative competence. While this demonstrates the value of localized materials, the process of gathering industry-specific information and adapting it into teachable content can be complex. Similarly, Xue et al. (2022) highlight that ESP research in China over the past two decades underscores the need for culturally relevant materials to meet learners' expectations. However, such localization often lacks consistency across different regions and disciplines.

Teacher preparedness and material development are further areas of concern. Mukundan (2022) explores challenges faced by novice teachers in selecting, developing, and using ESP materials. Many educators struggle to strike a balance between pedagogical principles and the specific demands of professional or academic fields. This difficulty is compounded when teachers are required to create customized materials without sufficient institutional support. Relatedly, Güngenci and Yıldız (2024) reveal that pre-service teachers often face challenges in addressing listening and speaking skills, indicating gaps in their training and preparedness to develop effective materials.

The design of digital instructional materials also plays a critical role in ESP, though it comes with its own set of challenges. Tatli et al. (2023) highlight the need for instructional materials to accommodate different learning styles, particularly when developed in digital formats. Ensuring inclusivity and engagement for diverse learners remains a challenge for material developers. Similarly, Kadioglu et al. (2020) demonstrate how instructional design for e-learning environments, such as obstetrical nursing education, requires a meticulous approach to align content with learner needs while integrating interactive components.

Lastly, the multifaceted roles of ESP practitioners in material design are often overlooked. Chaovanapricha and Champakaew (2024) stress that ESP instructors serve as facilitators, content creators, and mentors, requiring them to navigate complex responsibilities within transformative educational paradigms. Additionally, Teedaaksornsakul and Bowen (2024) emphasize the importance of intersemiotically cohesive materials, particularly in fields like agriculture, where visual and textual elements must align seamlessly. Addressing these challenges requires continuous professional development and collaboration among stakeholders to create high-quality ESP materials.

In conclusion, designing ESP materials involves overcoming challenges related to creativity, contextualization, technology integration, and teacher preparedness. While web-based tools, blended learning, and needs analyses offer solutions, their effective implementation requires institutional support, training, and resources. Future efforts must focus on enhancing teacher competencies, conducting thorough needs assessments, and leveraging innovative tools to create tailored and impactful ESP materials that meet the diverse needs of learners.

2.3 Approaches to Overcoming Challenges in ESP Material Design

Designing effective materials for English for Specific Purposes (ESP) requires overcoming challenges related to creativity, contextualization, technology integration, and teacher preparedness. Various approaches have been explored to address these challenges, ensuring materials meet the diverse needs of learners. Simkova et al. (2021) highlight the use of web-based applications to foster creativity and engagement in ESP. These tools offer interactive platforms that simulate real-world tasks, encouraging students to develop practical skills. Similarly, Shvay et al. (2021) emphasize applying creative development methods, such as integrating techniques from natural sciences, to enhance ESP learners' critical thinking and problem-solving skills. Such approaches ensure that materials not only deliver technical language but also promote holistic skills.

The integration of blended learning represents another strategy to overcome challenges in ESP material design. Farmati et al. (2023) reveal that blended learning environments offer flexibility, allowing educators to combine face-to-face instruction with digital resources. This approach enables the creation of dynamic, multimodal materials that cater to students' varied learning styles. However, as noted by Lee (2024), the successful implementation of such methods requires addressing technological access and ensuring materials align with curriculum goals. Lee also identifies difficulties in integrating STEM-related content into ESP teaching materials, particularly in sustainable development activities.

Needs analysis plays a pivotal role in ensuring ESP materials are relevant and effective. Ibrahim et al. (2013) argue that thorough needs analysis provides insights into learners' professional and linguistic requirements, ensuring materials address their specific goals. This approach is particularly critical in highly specialized fields such as banking. Alshayban (2022) demonstrates how tailored ESP materials for Saudi Arabian banking employees improved their communication skills by directly aligning content with professional contexts. However, conducting effective needs analysis remains time-consuming and requires collaboration with subject matter experts to gather accurate data.

Vocabulary development is another crucial element in ESP material design, given its specialized nature. Zahrani and Chaudhary (2022) emphasize the importance of vocabulary learning strategies to improve learners' proficiency in technical terms. These strategies, such as explicit vocabulary instruction and contextualized practice, allow learners to acquire domain-specific language more effectively. However, challenges persist in designing vocabulary materials that address learners' professional needs while remaining engaging and accessible. Xue et al. (2022) further highlight the importance of tailoring vocabulary instruction to the local and cultural contexts of learners, as seen in their review of ESP practices in China.

Teacher preparedness and material selection are also significant challenges in ESP. Mukundan (2022) explores the struggles novice teachers face when selecting and developing ESP materials, particularly in balancing pedagogical principles with professional content. Without proper training, teachers may lack the skills to create engaging, relevant materials. This issue is echoed by Güngenci & Yıldız (2024), who identify challenges pre-service teachers face in addressing listening and speaking skills within ESP instruction. Professional development programs focusing on material development strategies can help educators bridge this gap.

The design of digital instructional materials further addresses ESP challenges by leveraging technology to enhance accessibility and interactivity. Tatli et al. (2023) evaluate digital materials developed by pre-service teachers, noting that accommodating different learning styles ensures inclusivity. Similarly, Kadioglu et al. (2020) highlight the importance of instructional design in e-learning environments, such as nursing education, where ESP materials must align theoretical knowledge with real-world application. These approaches demonstrate the potential of digital tools to enhance engagement and contextualization in ESP materials.

Lastly, Chaovanapricha & Champakaew (2024) emphasize the evolving roles of ESP practitioners as facilitators, material developers, and mentors within transformative paradigms. This multifaceted role requires teachers to design cohesive, intersemiotic materials that align textual and visual elements for maximum impact. Teedaaksornsakul and Bowen (2024) provide a practical example in agricultural education, where materials must balance technical content with visual aids to ensure clarity and comprehension. Addressing these challenges requires collaboration between educators, material designers, and stakeholders to create high-quality ESP resources.

In conclusion, approaches to overcoming challenges in ESP material design include integrating web-based tools, blended learning, needs analysis, and vocabulary strategies, as well as improving teacher training and leveraging digital instructional design. These strategies, when applied cohesively, ensure that ESP materials are engaging, relevant, and effective in meeting the specific needs of learners across various fields.

3. RESEARCH METHOD

3.1 Research Design

This study employs a qualitative descriptive approach to explore the challenges faced by EFL undergraduate students in designing ESP materials. Semi-structured interviews were conducted to gather in-depth insights into participants' experiences and perceptions. The qualitative design aligns with Creswell and Creswell's (2018) framework for exploring complex phenomena in natural contexts.

3.2 Participant

The study involved five EFL undergraduate students from a university English education program. These participants were selected using purposive sampling to ensure they had direct experience in designing ESP materials.

3.3 Instrument

The primary research instrument was a set of semi-structured interview questions. These questions were designed to explore participants' experiences, challenges, and perspectives on designing ESP materials. The instrument was validated by consulting experts in qualitative research to ensure clarity and relevance.

3.4 Data Analysis

Data were collected through one-on-one semi-structured interviews. Each interview lasted approximately 30–45 minutes and was conducted via video conferencing to ensure accessibility. The interviews were audio-recorded with participants' consent and transcribed verbatim for analysis. Thematic analysis was used to identify key patterns and themes in the interview data. Braun and Clarke (2006) six-step framework guided the analysis, including familiarization, coding, and theme development. NVivo software was utilized to organize and code the data efficiently.

4. RESULTS

The interviews provided valuable insights into the challenges, strategies, and practices in designing English for Specific Purposes (ESP) materials. One of the main challenges identified was ensuring that the materials align with students' proficiency levels and specialized fields. Participants highlighted difficulties in adapting content to match the students' prior knowledge and linguistic abilities. One participant noted:

Excerpt 1: "The main challenge is adjusting the material to the students' abilities in their field of study. For example, I need to ensure that students understand the grammar structures used in the materials."

Another participant emphasized time constraints and limited resources, stating:

Excerpt 2: "The biggest challenge is the lack of time and resources. Teaching students using new materials requires extra effort because it differs from the usual teaching approach."

Additionally, the need to accommodate students with varying English proficiency levels was frequently mentioned, as one participant that explained below:

Excerpt 3: "The difficulty lies in the diversity of students' English proficiency levels. Some students grasp the material quickly, while others struggle with basic concepts."

Selecting appropriate content was also a crucial aspect of ESP material design. Participants noted that content must be both relevant and applicable to real-world scenarios in students' fields of study. One participant explained as follows:

Excerpt 4: "I always consider whether the content will be useful and applicable in daily professional situations for the students."

Another emphasized the importance of simplifying materials.

Excerpt 5: "It is essential to adjust the language level so that students can understand and apply the content effectively."

Some participants relied on textbooks and other reference materials as a foundation for their designs, with one mentioning as follows.

Excerpt 6: "Most of the time, I rely on textbooks to structure the material. Nowadays, books also include QR codes for additional resources, making it easier to provide students with extra material."

Technology played both a beneficial and challenging role in material design. While participants acknowledged that digital tools helped provide easier access to resources, some also faced technical limitations. One participant stated that:

Excerpt 7: "Technology makes it easier to design materials because I can find various relevant references online."

However, another participant pointed out the difficulties of integration as follows.

Excerpt 8: "Sometimes technology makes it harder, especially when the necessary facilities and internet access are not available."

A participant who actively used online platforms shared their experience below.

Excerpt 9: "Recently, I have been using Alison, a website that provides free materials in different contexts, including ESP. It makes it easier to access quality content anytime, anywhere."

Evaluation was considered essential for assessing the effectiveness of ESP materials. Participants described various methods for measuring student progress, including assignments and projects. One participant stated:

Excerpt 10: "The best way to evaluate is by assigning tasks or projects. This way, I can assess how well students apply what they have learned."

Another emphasized the importance of student feedback as follows.

Excerpt 11: "After using the materials, I check with students to see if they find them useful. Their feedback helps improve future materials."

Some participants preferred assessing comprehension through recall exercises, as one explained below.

Excerpt 12: "I often use recall activities to test students' understanding and memory of the material. This helps determine whether they truly grasp the concepts."

Participants also shared recommendations for improving ESP materials. A common suggestion was the simplification of language to accommodate students with different levels of proficiency. One participant noted that:

Excerpt 13: "Simplifying the language is important because not all students have the same level of proficiency. Avoiding overly complex terms makes learning easier."

Another emphasized the need for industry-specific content is that:

Excerpt 14: "The material must directly relate to students' professional fields so they can apply it immediately in their careers."

Collaboration among educators was also suggested as a way to enhance ESP materials, with one participant stating as follows.

Excerpt 15: "Working together with other teachers and practitioners can help create better and more effective materials."

This study identified five main areas of concern in ESP material design. First, aligning materials with students' needs remains a major challenge, particularly due to varied proficiency

levels and limited resources. Second, content selection must ensure relevance and applicability while also being adaptable to different student needs. Third, technology plays a crucial role in supporting material design but is limited by infrastructure constraints. Fourth, evaluation through projects and student feedback is essential to refining and improving materials. Finally, simplifying language and fostering collaboration among educators can contribute to more effective ESP material development. These findings reinforce the importance of a strategic and flexible approach to ESP material design that considers students' language abilities, professional requirements, and available resources.

5. DISCUSSION

The findings of this study revealed several significant challenges and practices in designing English materials for ESP students, which align with and expand upon existing literature. One of the primary challenges identified was adapting materials to the diverse needs and proficiency levels of students. This finding supports previous research by Chaovanapricha & Champakaew (2024), who emphasized the importance of tailoring materials to students' specific academic or professional needs within higher education. Additionally, the participants noted the difficulty of creating engaging content while adhering to the constraints of limited resources and time, echoing similar concerns raised by Mukundan (2022) about novice teachers facing material development challenges.

Another key finding was the role of technology in material design. While participants acknowledged its benefits, such as providing easier access to resources and innovative tools, they also highlighted the challenges of integrating technology due to infrastructure limitations. This duality mirrors the insights of Farmati et al. (2023), who discussed the potential of blended learning in ESP instruction but also noted its dependency on institutional support and accessibility. For example, some participants utilized online platforms like Alison to source ESP-specific materials, demonstrating how technology facilitates independent resource acquisition despite systemic limitations.

The study also highlighted content evaluation as a critical aspect of ESP material development. Participants emphasized the importance of evaluating materials based on students' feedback and learning outcomes. This aligns with Zahrani and Chaudhary (2022) findings, which stressed the role of iterative evaluation in ensuring material relevance and effectiveness in vocabulary learning strategies for ESP contexts. Furthermore, participants stressed the necessity of simplifying language and contextualizing content to students' fields of study, reflecting the findings of Ibrahim et al. (2013), who underscored the significance of needs analysis in ESP material design.

Finally, the study underscored the importance of fostering collaboration among educators to overcome challenges. The participants suggested that peer collaboration and resource-sharing could mitigate time and resource constraints, a recommendation that resonates with the findings of Shvay et al. (2021), who emphasized creative methods and teamwork in designing foreign language materials.

These findings contribute to the broader discourse on ESP material design by providing practical insights into the complexities of adapting, integrating, and evaluating materials. They

also highlight areas for further research, such as exploring how digital tools can be optimized for ESP contexts in resource-limited settings or investigating the long-term impacts of simplified language on students' professional language proficiency.

6. CONCLUSION

This study explored the challenges faced by educators in designing English materials for ESP students, focusing on content selection, technology integration, evaluation, and the simplification of language. The findings revealed that adapting materials to meet the diverse needs of students is a significant challenge, especially when considering the wide range of proficiency levels and specialized fields within ESP education. Additionally, while technology provides valuable resources and innovative approaches, its integration remains limited by access and infrastructure issues. This underscores the importance of institutional support and adequate resources to fully harness the potential of digital tools in material design.

The evaluation of materials based on student feedback and learning outcomes emerged as a key practice to ensure that the materials meet the specific needs of students. Simplification of language to align with students' academic and professional contexts was also emphasized as a necessary strategy to enhance comprehension and retention. These practices highlight the importance of a thoughtful and context-driven approach to ESP material development.

Overall, the findings suggest that while challenges persist in designing effective ESP materials, collaboration among educators and the strategic use of technology can help overcome these barriers. Future research could explore how to optimize technology for ESP contexts, particularly in resource-limited settings, and examine the long-term effects of language simplification on students' ability to apply English in their professional lives. This study provides valuable insights that can inform the development of more effective and accessible ESP materials, ultimately improving the learning experiences and outcomes for students.

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