

## **ANALYZING VISUAL IMAGES OF ENGLISH FOR MARITIME VOCATION TEXTBOOK**

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**Abstract:** This study aims to identify the types of visual images in English for Specific Purposes (ESP) of English for Maritime Vocation. This research used a qualitative research method using content analysis. The researchers used Kress and van Leeuwen's (2006) Visual Grammar framework to analyze the visual design from English in Maritime Vocation book written by Kurniawan et al. (2023). The book contains 33 visual images. The analysis from the representational modes has revealed that non-human elements were more prevalent with 31 images (93.9%) and 2 images (6.1%) depicted human elements. The finding shows that the visual images in this textbook are related to the objects that the students in Maritime Industry vocational school learn. In terms of interactive modes, visual images in this textbook use a lot of long-shot with 17 images (51.5%) and oblique perspective with 22 images (66.7%). Additionally, the book predominantly utilizes color for 22 images (66.7%) to enhance materials, accompanied by contextualization pictures depicting actual events. Then, for the compositional mode, illustrative images have an enormous value, providing concrete evidence so readers can understand the picture more effectively. The findings implied that this ESP textbook has a precise function for educational material and contains educational value for English in Maritime Industry which makes this book suitable because the visual images in this book show the real situation of the professional world. This study could help ESP teachers develop their content knowledge skills and understand the value of images in language learning by selecting images aligned with the pedagogical objectives.

Keywords: visual images, English for Maritimes, ESP textbook

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### **INTRODUCTION**

English for Specific Purposes (ESP) is a branch of English Language Teaching (ELT) which connect the use of English and industries. English is used as a means of communication in the workplace where ESP learners will work. To be able to speak and use English effectively in their workplace, these learners need to attend a number of ESP courses for their field. In preparing the courses, one of the crucial components for both teachers and learners is the learning materials. ESP teachers should ideally provide appropriate and interesting materials for the learners. Interesting materials could include visual images to help them learn English in context. Visual images are usually portrayed by photographs, paintings, drawings, graphs, charts, diagrams, maps, and logos. Research has shown that visual images play an important role in language learning, making it a critical subject of study. According to Rahikummahtum et al. (2022), visual images in textbooks are essential in helping students learn and understand the materials presented in the text. In the English for Specific Purposes (ESP) learning environment, for example, in terms of English for Maritime, visual images could help students learn vocabulary in a practical context, such as navigation, emergency conversation, communication in marine activities, and anything related to the visual representations within ESP textbooks. This study aims to contribute to the analysis of more appropriate functional educational materials and strategies for ESP by evaluating the educational value of visual images in ESP textbooks.

According to Rahikummahtum et al. (2022), pedagogical visual images refer to visual representations or illustrations used in educational settings to enhance teaching and learning experiences. Pedagogical visual images can take various forms, such as diagrams, charts, graphs, maps, illustrations, photographs, videos, animations, and infographics. These images are specifically designed to support and facilitate the acquisition of knowledge and understanding among learners. They are used across different disciplines and subjects, including science, mathematics, language arts, social studies, and more (Basal et al., 2016).

English for Specific Purposes (ESP) textbooks are designed to cater to the specific language needs of students in different fields (Hutchinson & Waters, 1987) such as medicine, law, maritime, engineering, and others. Textbook analysis is needed to make sure that the textbooks used by teachers match the student's needs. In the context of textbook analysis, some fields can be identified such as materials, exercises, text, instruction, visual images, etc. A previous study from Tahririan and Sadri (2013) analyses the role and function of images in Iranian high school general EFL course books and their suitability and efficiency using Kress and van Leeuwen (2006) theory of visual grammar. This research focuses on three EFL course books that are used in Iranian secondary schools for grades 1 to 3. A total of 296 images were collected from these books. The findings of this research indicate that, on a representational level, the visual images in these course books suggest that the intended audience is more familiar with high school students between the ages of 15-17. In terms of the interactive level, the meaning of the visual images gives equality and objectivity and is associated with students. At the compositional level, the visual images give real information about the content and function from exercise and verbal units. The research predominantly positions visual images in the right or bottom layout, enhancing their capacity to convey real-life impact and provide fresh information in conjunction with the accompanying text.

In China, Haiyan (2018) conducted a study about the relationship between image-text and EFL textbooks. This study uses a mix of qualitative case study and quantitative analysis, following Martinec and Salway's (2005) framework of 13 categories of verbiage-image relations. The goal is to examine the relationship between images and text in six EFL general English textbooks for junior high schools in Mainland China. The findings show that visual images play a key role in EFL textbooks for junior high school students, and understanding the relationship between images and text is beneficial for foreign language learners, EFL professionals and textbook designers.

In Indonesia, another research has also examined visual image analysis, especially in general English textbooks. Rahikummahtum et al. (2022) held a micro-multimodal analysis about pedagogical visual images using Kress and van Leeuwen (2006) Visual Grammar Theory, they analyse Two English textbooks for Senior High School Grades 10 and Grade 11, and they state that English textbooks use visual images or text to have the full potential to serve pedagogical information in explaining materials and tasks rather than decorative function. This statement is supported by Nuriskia et al. (2021). They also find the compositional meaning of the visual images is more informative than the illustrative and decorative functions.

There are some relevant studies on evaluating the educational purposes of visual images in English textbooks, however, they focused solely on analyzing general English textbooks. There is limited similar research identify the types visual images on textbooks for English for specific purposes (ESP). The other previous research focused on EFL textbooks in general for high school students (i.e., Tahririan and Sadri, 2013; Haiyan, 2018; Elmiana, 2019;

Nuriskia et al., 2021; Rahikummahtum et al., 2022). They have not yet explicitly focused on ESP textbooks or use the visual grammar approach proposed by Kress and van Leeuwen (2006). Practical implication of this study includes showing ESP teachers the role of visual images in language learning, help them learn the visual images in their textbooks, and select the most appropriate function for their students. Meanwhile, theoretical implication of this study includes contributing to the existing research on visual images used in language learning, especially in ESP textbook.

This study then identifies the types of visual images in English for Specific Purposes (ESP) of English for Maritime Vocation. Textbook analysis is needed to make sure that the textbooks match the student's needs. In the context of textbook analysis, some fields can be identified such as materials, exercises, text, instruction, visual images, etc. The main problem addressed in this study is how the use of visual images in English for Specific Purposes textbooks affects student learning. The following problem is formulated: *What are the types of visual images in English for the Maritime Vocation textbook?*

#### **METHOD**

This study used a qualitative research method using content analysis. Content analysis is a research technique that analyzes the texts and visual images of the contents and interprets them (Krippendorff, 2018). The researchers used Kress and van Leeuwen (2006) framework to identify the visual design elements in English in Maritime Vocation, a book by Kurniawan et al. (2023) which was published in March 2023. This book was chosen since it was developed and used by Indonesian ESP teachers in maritime industry in several maritime colleges. This book has ten chapters, contains general maritime information, the purpose of studying ships, navigation, ship knowledge, the activities in ships, marine communication, emergencies, and the importance of English in a maritime vocation in Indonesia. The data of 33 images were found in this book to represent the visual images. Kress and van Leeuwen's (2006) framework was chosen as it provides a comprehensive analysis of visual images. A number of researchers have also used this framework to analyze English textbook. Therefore, it is suitable to be used in this study as it aims to analyze English for Specific Purposes textbook.

Kress and van Leeuwen's (2006) discuss the principles of visual design from a social perspective, highlighting three modes: (1) the representational mode, (2) the interactive mode, and (3) the compositional mode, which govern the grammar of visual representation. The representational mode, according to Kress and van Leeuwen (2006), refers to visuals that have details of places, animals, objects, locations, and people. Therefore, to analyse the meaning of visual images, we have to know about the type of objects, human, gender, animal, kids and adults, and frequency. The interactive mode refers to how visual images connect, how to deliver them, and how to communicate them to the viewers. In this mode, the writers analyzed modality, perspective, and distance. The perspective assesses the level of authority and engagement by analyzing the visuals. Modality is how reality is shown in a visual display against the viewer's point of view and also pertains to the trustworthiness of the visual image processing. Distance mode is the size of the visual frame, and it defines the social distance and the familiarity between the image and the audience's perspective. It can be shown in horizontal or vertical angles. Lastly, the compositional mode correlates to representation, and the interactive mode, such as information value, includes layout elements or image zones like left/right or top/bottom. Moreover, text-image status includes illustration, information, and decoration. Illustrative function means the image enhances the evidence and helps the reader

fully comprehend the topic. In information criteria, pictures have a function to deliver understanding to the reader through the materials in the picture, and decoration pictures have no function other than decoration on the textbook.

**FINDING AND DISCUSSION**

**1. Representational mode**

In this study, the analysis revealed that 33 visual images were found in the textbook, i.e., two visual images consisted of human criteria, and 31 visual images consisted of non-human criteria (24 objects and 7 locations). Table 1 shows the frequency of the pictures in the English for maritime textbook. The data below show that this textbook is dominated by non-human visual images, which shows marine ship knowledge.

**Table 1.**

Category	Sub-category		N(total)	%(percentage)
Human	Child		0	0
	Adult	Male	2	6.1
		Female	0	0
Non-human	Object		24	72.7
	Animal		0	0
	Location		7	21.2

Referring to the data from Table 1, the finding in this study revealed that the number of non-human categories is more significant than the human criteria. Based on 33 visual images, there are 31 non-human and two human visual images. The number of non-human objects is 31 and is distributed into two types of visual images, i.e., 24 objects and 7 locations. There is no animal image in this textbook because it focuses on ship acknowledgment. The number of human objects in this textbook consists only of 2 males, without females or children. This aspect might happen because it is rare for females or children to work in the maritime industry. Two human images, i.e., students of maritime studies in the academy and the marine staff working in the maritime industry are found in the book. This finding is different from the result of Tahririan and Sadri (2013), who found that the general EFL course books presented more human elements in the books they studied.

Additionally, non-human images in this book mostly show the object of the ship's knowledge, the directions, and the location of the ships. The picture in Figure 1 below is an example of the function of the non-human visual images in this textbook. Figure 1 is a multi-purpose vessel arrangement plan. Figure 1 is an example of non-human pictures in location. It shows the location of the ships, and the picture provides numbers and context for the reader to learn about the ships' location. This picture was chosen for the book because it provides a realistic illustration of the vessel. It is highly relevant for the Maritime Industry, as students must be familiar with the vessel's appearance. The picture ensures that students have a clear understanding of the vessel's design and features, enhancing their learning experience.



**Figure 1. Vessel arrangement plan (Multi - purpose vessel (Capricorn) -Van dokkum (2011))**

Additionally, Figure 2 shows an object called a buoy, which is a marker for any watercraft. A buoy is a floating object used in the maritime industry to mark specific locations or to warn of hazards. They are often brightly colored and have distinctive shapes or patterns, making them easily visible to ships and other watercraft. This image serves as a valuable visual aid for readers to comprehend the appearance of a buoy.



**Figure 2. Buoys**

The findings of the representational mode show non-human pictures appear more frequently, which means that in this book the pictures focus more on objects related to the marine industry, such as general knowledge about the ship in the textbook. Apart from that, only 2 human pictures were found which show two males. Both pictures show information about ship officers who is currently studying and also those who is already working. Meanwhile, women and children are not found in this book because women or children might rarely exist in this field. This finding is in contrast to the research of Tahririan and Sadri (2013), who found that the general EFL course books used brought out more humans in the books they studied. This is interesting because the book used in this present study is an ESP textbook, while in the previous study, the book was an EFL course book that was used for general purposes. The readers of this Maritime textbook is different; this ESP textbook is more focused on professional purposes and used by students in certain majors, while the EFL course book is used for general purposes by students in a public school. That is why in the EFL textbook, human pictures were found more than in the ESP textbook because general English students have more interaction with humans in their daily lives while workers in the marine industry do not have much interaction with other humans, especially the workers that use this textbook to learn.

## 2. Interactive mode

In terms of interactive mode, the data were analysed by the relation of the connection between readers or learners with the visual images and how the book communicates and interacts with them. Table 2 shows the frequency of the pictures in the English for maritime textbook. This section found that longshot distances have a big number followed by horizontal perspective and color modality.

**Table 2. Type and frequency of interactive mode pictures in English for Maritime textbook**

	Category	Sub-category	N(total)	%(percentage)
Distance	Close up		14	42.4
	Medium shot		2	6.1
	Long shot		17	51.5
Perspective	Horizontal		28	
		Frontal	6	18,2
		Oblique	22	66.7
	Vertical		5	
		High	0	0
		Low	0	0
	Eye-level	5	15.2	
Modality	Color		22	66.7
	non-Color		11	33.3
	Contextualization		11	33.3

In this stage, the researchers had some criteria to analyze. In the Distance, 14 close-up visual images, two medium-shot visual images, and 17 long-shot visual images were found. Distance by Kress and van Leeuwen (2006) is shown by the participant's body appearing in the visual images. The Close-up visual refers to the personal and detailed interaction between the visual and the reader or learner, the medium shot refers to the social interaction, and the long shot refers to the impersonality of the participants' relationship. Figure 3 shows an example of a medium shot, showing the participant's body only from the head to the waist. This image provides a representation of a marine industry officer. In addition, it can be seen in Figure 4 that there is a long-shot visual image because it shows almost all of the persons' body. This picture is provided to help the readers understand how marine students learn and communicate in the academy. Distance analysis is likely related to the impersonal connection or how the reader understands the content in the textbook.



Figure 3. Medium shot



Figure 4. Long shot

According to Kress and van Leeuwen (2006), the frame shot from the eye- sight angle shows the perspective, there are horizontal and vertical, the number of horizontal visual images was 28 and divided into two parts, 6 frontal, and 23 oblique visual images. There are only 5 visuals that meet the vertical criteria, and they are all at eye level. Horizontal criteria are how the readers are involved and relate to the visual images. In the frontal perspective, the reader is involved in the picture, but in the oblique perspective, the reader is not involved. Vertical criteria show the power of the picture. A high angle means the reader has more power over the picture. A low angle means the picture has more power over the reader, and an eye- level angle means equal and no power is involved between the readers and pictures. Figure 5 is an example of an oblique perspective. The picture shows an oblique angle, which describes what a compass looks like, so the reader is not involved in this picture. Figure 6 is an example of an eye-level angle. The picture shows an eye-level angle of the engine room and conveys power equality between the readers and the pictures. The result of this stage reveals that the reader is not involved in any power, and so do the pictures.



Figure 5. Oblique



Figure 6. Eye-level

According to Kress and van Leeuwen (2006), modality refers to the ability to manipulate visual reality in a way that contradicts the viewer's perception. It is closely

linked to the credibility of the visual image's structures. The modality criteria are the stage that determines the color and contextualization of the picture. This book contains 22 colored pictures and 11 pictures with contextualization. The number of colored pictures is higher than the non-colored ones, indicating a high visual modality in this book. The high-color visual modality in this book has been used to improve the content. For instance, in Figure 3, a man in the marine industry was shown wearing a high-contrast wear pack on a ship. The high contrast- colored (orange) wear pack symbolized safety and contrasted with the sea's color (Fat Rabbit Creative, n.d.). Additionally, Figure 7 shows the migration and expansion of the Austronesians, colors in this map help differentiate water, arable land, and deserts. This may involve iconic elements, only sometimes (Kress & Van Leeuwen, 2002). The colors used in this picture are contrasting colors like yellow, red, orange, purple, and green. Contextualization is analyzed by observing the background and sets in the visual images (Elmiana, 2019). In this study, there were only 11 images that had contextualization, and the other 22 images did not have any background. The visuals with blank backgrounds or no contextualization in this book display detailed things from the marine industry, such as various decks, a ship map, and the visualization of grammar for navigation. Conversely, the visual with contextualization in this book needed to show the details. This means that visual images without contextualization help readers study books and enhance visual images with contextualization.



**Figure 7. Color**

In interactive mode, the longshot (51.5%) in the distance category has a considerable number, this shows that the pictures in this book are impersonal because most of the content in this book shows locations or parts of the ship. In the perspective category, it was found that horizontal oblique (67%) had a more significant number, which indicates that the reader or learner was not involved in the pictures in this book. Additionally, vertical eye level (15%) showed that the pictures in this book were equal and no power was involved. In the modality criteria, this book uses color (67%) dominantly, which shows that this book improves the materials using color, as well as pictures accompanied by contextualization (33%), which contain pictures showing actual events. Unfortunately, 67% of pictures have no context, but this does not reduce the function this book should have. This finding differs from Elmiana (2019), who found more contextualization criteria in the ELT books in her study because in Elmiana's study, since it is an EFL course book, there are many pictures of social situations and interaction with information context.

Meanwhile, in this present study, the researcher does not find many images with contextualization, for example, there is no background or contextualization in some pictures, this book displays detailed things such as various decks, a ship map, and the visualization of grammar for navigation. It seems the writers of the book do not pay much

attention to the contextualization and their main goal is to have learners know and understand the picture to apply it in their workplace.

### 3. Compositional mode

The compositional mode is analyzed by the arrangement of the visual layout in the textbook to deliver the meaning of the visual elements. Table 3 shows the frequency of this book's information value and text-image status. The table shows top/bottom and illustration visual images dominate this textbook.

**Table 3. Type and frequency of compositional mode pictures in English for Maritime textbook**

Category	Sub-category	N (total)	% (percentage)
Information value		33	
	left/right	2	6
	top/bottom	31	94
Text- image status		33	
	Illustration	30	91
	Decoration	0	0
	Information	3	9

Information value based on Kress and van Leeuwen (2006) has a more significant impact on delivering the meaning of compositional mode. This mode has two criteria for the pictorial zone: left/right or top/bottom. Kress and van Leeuwen (2006) suggest that a small picture is better placed on the right side of the text, while a larger picture is usually placed below the text. It is common practice to place a picture with little information on the left, while the picture on the right usually contains relevant information. In addition, the placement of a picture at the top of a page indicates that it provides ideal information, while a picture at the bottom provides factual information. After analyzing the images in this book, it was observed that two images are placed on the left or right, while the remaining 31 are placed at the top or bottom. The visual images in this book are placed based on their function, with the top or bottom position utilized for images that explain visualizations in writing. The left or right position is mainly used for images that decorate or complement an object.

Text-image status based on Kress and van Leeuwen (2006) refers to the correlation between the text and the picture in the textbook. This category has three criteria: illustration, information, and decoration. Illustrative function means the image enhances the evidence and helps the reader fully comprehend the topic. In illustrations, pictures have a function to gain and give proof of the materials effectively, as shown in Table 3, 30 pictures were found in this category, meaning this book engages students to engage and relate the materials effectively. Figure 9 gives the example of the picture in illustration criteria, which shows the illustration of an open container vessel. In information criteria, pictures have a function to deliver understanding to the reader through the materials in the picture, 3 pictures were found in these criteria. For example, in Figure 8 there is information included in the picture. From this picture, students can do the task by only referring to the picture. Lastly, the picture decorations criteria do not have any function regarding the materials in the book. Hence, there are no decorative pictures in this book, which implies that all the pictures have their function.



**Figure 8. Information (job vacancy)**

**Figure 9. Illustration (Open container vessel)**

In compositional mode, the picture in information value criteria is often found at the top/bottom (94%), which means the picture in this book has ideal and authentic content, which helps readers or learners study this book. The image at the bottom of a written piece assists the reader or learner comprehend the material. This statement is supported by Rahikumahtum et al. (2022), who found that 56% of the pictures in the books they studied were in the top/bottom position. Pictures in the top/bottom of textbooks can help students understand the materials more effectively. In the text-image status, illustration (91%) has an enormous value, in this book, illustrations are often used as explanations for existing text, as well as providing concrete evidence so that readers can understand the picture more effectively, apart from that, there is only a little information (9%) criteria presented in this book, this is because this book has a function to not only to deliver but also to understand the material effectively, as evidenced by the absence of pictures with decorative functions in this book. Supported by Viana et al. (2018) statement on their study, ESP textbooks are mostly selectively focused, they have informative, transactional, and formal types of books. This finding contradicts several studies with higher picture information values and a picture in decorative criteria (Tahririan & Sadri, 2013; Rahikumahtum et al., 2022). However, it is in line with a study from Elmiana (2019), who states that the picture in her study can help students engage with the exercises and emphasize linguistic assertions.

## CONCLUSION

This study analyzes the educational materials for ESP by identifying the visual images in ESP textbooks. The findings on the representational mode show that the picture presents mostly non-human objects in the marine industry just like reality and is specially designed for Marine students. In the interactive mode, pictures convey impersonal relations with the reader also the picture has no relation and power through the reader or learner, it was assumed that the picture from this textbook would help the students to learn the materials solely in a maritime context supported by the high color modality that could help the reader or learner understand the materials. In the compositional mode, illustrative images have an enormous value, providing concrete evidence so readers can understand the picture more effectively. The absence of pictures with decorative functions in this book proves that pictures in this book are more efficient in giving understanding materials to the reader or learner. In short, this ESP textbook has a precise function for educational material and contains educational value for teaching English for Maritime. This book is suitable for teaching ESP in the Marine industry because the visual images in this book show the real situation of the professional world.

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