



REFLEKSI PEMBELAJARAN
INOVATIF

P-ISSN. 2654-6086

E-ISSN. 2656-3991

Direktorat Pengembangan
Akademik (DPA), Universitas
Islam Indonesia (UII)

Riwayat Artikel:

Diterima: September 10, 2025

Direvisi: 31 Desember 2025

Diterima: 31 Desember 2025

Jenis Artikel: Penelitian Empiris

Banatul Murtafi'ah
Program Studi Pendidikan
Bahasa Inggris

Universitas Islam Indonesia
Jalan Kaliurang Km 14,5
Yogyakarta, Indonesia

Corresponding Author:
Banatul Murtafi'ah
✉ 193220102@uui.ac.id



This is an open access under
CC-BY-SA license

From the field to the classroom: ESP practitioners' contributions to ESP teacher education

Abstrak

Keterlibatan praktisi dalam dunia akademis saat ini menjadi tren di pendidikan tinggi Indonesia, termasuk di Jurusan Pendidikan Bahasa Inggris. English for Specific Purposes (ESP) adalah bidang dalam pengajaran bahasa Inggris yang sangat erat kaitannya dengan dunia industri. Beberapa penelitian telah membahas peran praktisi di PT, namun hanya sedikit yang membahas keterlibatan praktisi ESP profesional dalam pendidikan guru ESP di perguruan tinggi. Untuk mengisi kekosongan ini, penelitian ini bertujuan untuk menyelidiki kontribusi praktisi ESP terhadap pendidikan guru ESP di PBI. Penelitian ini merupakan studi kasus yang didasarkan pada kursus ESP tatap muka selama 14 minggu yang melibatkan 19 mahasiswa dari Departemen Pendidikan Bahasa Inggris dan seorang praktisi bahasa Inggris untuk kapal pesiar yang berpengalaman. Ini adalah penelitian kualitatif di mana data dikumpulkan dari esai reflektif mahasiswa. Data yang dikumpulkan kemudian dianalisis secara tematis. Penelitian ini telah mengungkap empat kontribusi yang diberikan praktisi kepada dunia akademis, yaitu: 1) membawa pengalaman dunia nyata ke dalam kelas, 2) menjembatani kesenjangan antara teori dan praktik dalam penilaian ESP, 3) menciptakan lingkungan belajar yang menarik, dan 4) membantu mahasiswa mempersiapkan diri untuk karier masa depan mereka. Penelitian ini tidak hanya menjelaskan bagaimana praktisi berkontribusi pada pendidikan guru ESP, tetapi juga merekomendasikan implikasi pedagogis yang dapat meningkatkan kontribusi praktisi dalam pendidikan guru ESP.

Kata kunci: English for Specific Purposes, ESP teacher education, pendidikan tinggi, praktisi

Abstract

The involvement of practitioners in academia is currently trending in Indonesian Higher Education (HE), including in the English Language Education Department (ELED). English for Specific Purposes (ESP) is a field in English language teaching that is closely related to industry. Some studies have discussed the role of practitioners at HE, but few of them discuss the involvement of professional ESP practitioners in ESP teacher education at universities. To fill this gap, this study aims to investigate the contributions of ESP practitioners to ESP teacher education at the ELED. This present study was a case study based on a 14-week onsite ESP course involving 19 students from the English Language Education Department and one experienced English for Cruise Ship practitioner. This is a qualitative study in which the data were collected from students' reflective essays. The collected data were then analyzed thematically. This study has revealed four contributions that the practitioner has to academia, i.e., 1) bringing real-world experiences to the classroom, 2) bridging the gap between theory and practice in ESP assessment, 3) creating an engaging learning environment, and 4) helping students prepare for their future careers. This study not only explains how practitioners contribute to ESP teacher education but also recommends a pedagogical implication that could enhance the contribution of practitioners to ESP teacher education.

Keywords: English for Specific Purposes, ESP teacher education, higher education, practitioner

Sitasi: Murtafi'ah, B. (2025) From the field to the classroom: ESP practitioners' contributions to ESP teacher education *Refleksi Pembelajaran Inovatif*, 5 (2), 739-751 <https://doi.org/10.20885/rpi.vol5.iss2.art3>

Introduction

In 2024, the Ministry of Higher Education, Science, and Technology of the Republic of Indonesia massively encouraged universities and other higher education (HE) stakeholders to invite practitioners to come to the classrooms and teach students. One of the goals of this program is to bring the real-life insights of the industry that the students are going to work on in the future to the classrooms. Practitioners are experts in a certain area of the profession who are highly qualified. The practitioners might come from an industry that is related to the department or the study program that they are going to teach. For example, the Informatics department might invite a professional programmer to teach a coding course in the classroom. Based on the guidelines from the Ministry, these practitioners are required to teach from six to twelve hours in one semester at a certain department at the higher education level. Though involving practitioners in academia is relatively new in Indonesian HE, having them teach at HE levels is already common in other countries, such as the United Kingdom (Leith & McInnes, 2011; Beaton, 2015) and the United States (Posner, 2009). The UK has a long-standing concern about how government, industry, and education are working together to ensure that students graduating from HE are employable and skillful for the industry (Leith & McInnes, 2011).

A practitioner is defined as a person who has worked for a couple of years and is skillful in a certain profession. Some examples of practitioners who teach at universities are including, but not limited to fashion designers for Fashion and Textile Department (Leith & McInnes, 2011); senior nurses for Nursing Department (Beaton, 2022; Hodgson, 2023); NGO manager for Business and Management Schools (Johnson & Ellis, 2023); and criminal justice practitioners (CJPs) for the Criminology Department (Cadet, 2023). Involving practitioners at HE teaching and learning can be carried out in different ways (Posner, 2009) such as (1) team teaching; (2) developing course materials and syllabus; (3) playing roles as teachers and advisers; and (4) having practitioner-in-residence programs. An example of practitioners developing course materials and activities was deliberated by Cadet (2023) when the lived experiences of nine criminal justice practitioners (CJPs) who were engaged in co-designing and delivering a simulation module for a criminology undergraduate course were studied.

Previous studies have examined practitioner teaching in the classrooms. Leith and McInnes (2011) have explored how practitioners facilitate students' learning in fashion and textile majors in the UK. Having both practitioners and students as the participants in their research, Leith and McInnes (2011) found that the practice of having practitioners as teachers in the classroom has existed for decades, and that even these practitioners have a vivid memory of being taught by fashion designers when they were students. They believe that practitioners support the lectures in teaching the main skills for the fashion industry. In the same vein, the students also consider that experiences from the professionals are important since they present them with a broader perspective about the industry they will work in later. Leith and McInnes (2011) have revealed that practitioners have enlivened the classroom atmosphere since they bring real-life experiences, inspiration, and motivation to the students. Working in another context, Beaton (2015), who focused on the practitioners as his participants, has also found that students get many benefits from professional practitioners who teach them. Those advantages include having exposure to real-

world opportunities for work experience, appreciating the profession or jobs that students are going to work in, and having opportunities to get into professional networks (Beaton, 2015).

Literature Review

English for Specific Purposes (ESP) Practitioner and ESP Teacher Education

In the context of English Language Teaching (ELT), there is a field that focuses on teaching English for specific areas called English for Specific Purposes (ESP) (Hutchinson & Waters, 1987). ESP is closely related to industry, especially for the English for Occupational Purposes since it includes English for Hospitality, Nursing, Aviation, Maritime, Business, Legal purposes, and Tour Guides (Dudley-Evans & St. John, 1998; Woodrow, 2018). Those who are skillful in the ESP field are considered ESP practitioners (Dudley-Evans and St. John, 1998). The roles of an ESP practitioner extend beyond merely teaching English (Constantinou, 2024), they also involve developing materials and designing curricula tailored to specific ESP programs (Hutchinson & Waters, 1987). Dudley-Evans and St. John (1998) added five more roles to be accomplished by an ESP practitioner, i.e., teacher, collaborator, course designer and materials provider, researcher, and evaluator.

ESP as a course is usually offered for students majoring in the English Language Education Department (ELED) at universities where they are trained and prepared to be English teachers, either general English or ESP teachers, after graduating. However, the teaching of ESP in this context tends to emphasize theoretical foundations delivered by lecturers from academic backgrounds, with relatively limited exposure to practical, field-based experiences. As a result, students of the ELED, also known as prospective ESP teachers, may lack opportunities to engage with the real-world demands of ESP practices. One of the essential skills for these prospective ESP practitioners in the context of ESP course design is the ability to create lesson plans and develop course materials (Douglas, 2000; Basturkmen, 2017), which they can get from ESP practitioners. In response to this limitation, involving ESP practitioners in teaching ESP courses for the ELED students can help to bridge the gap between theory and practice. They can provide authentic insights, share real-world experiences, and demonstrate practical skills, which are often lacking in ESP teacher training.

ESP teacher training has been a significant topic in ESP research (Xu et al., 2018). However, there is a paucity of research and literature specifically focused on ESP teacher education, indicating that this area has not been sufficiently studied (Basturkmen, 2014; 2017; Papadima-Sophocleous et al., 2019). In addition to that, little research on teacher education discusses ESP teacher education at universities and the involvement of professional ESP practitioners in teaching them. Therefore, this present study aims to investigate the contributions of ESP practitioners to ESP teacher education at HE by proposing two research questions: 1) How do students perceive the presence of the ESP practitioner in the ESP course? and 2) How do the practitioners facilitate the students in accomplishing the course?

Research Methods

Research Design

This present study was a case study based on a 14-week onsite course namely Assessment in Teaching ESP. This is an elective course for the third-year students of the English Language Education Department at a private university in Indonesia.

Participants

The students were prospective ESP teachers who are projected to be ESP teachers in the future. The research was conducted for one semester from March to July 2024, with 19 students joining the course. An ESP practitioner, who is an academic director, English teacher, and owner of a specialized training institute for cruise ship crew, with over 10 years of experience teaching English for cruise ship workers, was involved in this study. The practitioner (also called Ms. A) holds a bachelor's degree in English education and a master's degree in English Studies, making her well-suited to teach this course.

The practitioner was involved in three ways as suggested by Posner (2009), i.e., teaching, developing materials, and giving advice on course planning. During the planning process, the researcher engaged in discussions and coordination with a practitioner. The practitioner's contributions to the planning process included developing the lesson plan and syllabus for each session. While the researcher designed the teaching activities, the practitioner suggested the types of assignments to be given to students. Additionally, the practitioner proposed five scenarios for the five different groups. The practitioner was involved in seven sessions (equal to 12 hours) for one semester and taught in person with the following details: 4 sessions before the mid-term test, delivering best practices in English for cruise ship courses, and 3 sessions after the mid-term test, giving feedback to the students' final projects. By the end of this course, the students working in groups were able to design assessment guidelines for teaching English to cruise ship staff.

Data Collection and Analysis

In this study, the data were collected from 19 students' reflective essays submitted at the end of the semester after week 14. The students wrote 300-500-word reflective essays covering four points: (a) the easiest and most difficult parts of the course, (b) the contribution of each student in every group assignment, (c) how the course helped them in their future career, and (d) how the practitioner helped them learn the course materials. The collected data were then analyzed using thematic analysis based on the six stages outlined by Braun and Clarke (2021). This process began with transcribing the data into written form, followed by repeatedly reading the students' answers, identifying and coding the main themes, reviewing the themes, defining and naming them, and finally, writing the report. To ensure the trustworthiness of the analysis, the researcher enhanced credibility by involving participants in verifying the interpretations. This method of establishing trustworthiness corresponds to the concepts of credibility as defined by Stahl and King (2020).

Findings and Discussions

This study aims to address two key questions about the contributions of the ESP practitioner in an ESP course. Four major themes manifested from the students' final reflections. They believed that the ESP practitioner has contributed to their learning by: 1) bringing real-world

experiences to the classroom, 2) bridging the gap between theory and practice in ESP assessment, 3) creating an engaging learning environment, and 4) helping students prepare for their future careers.

Bringing real-world experiences to the classroom

The practitioner has brought a lot of authentic English materials that cruise ship workers learn and use in their workplace. She also invited two cruise ship staff to the classroom to share their live experiences in using English for their job. Students, who are also pre-service ESP teachers, mentioned that the experience of meeting the practitioner helped them get a real picture of ESP in real life. This is what Leith and McInnes (2011) mean by having real-life exposure from having a professional practitioner teaching in the classroom.

Student 1

“Ms A helped me a lot to understand all the types of assessment and supported me with the examples, and there are some authentic materials examples. She explained in detail and always involved the students in discussing and trying to practice, too. Also, she invited her students who work on the ship to the classroom. They shared their experiences on the cruise ship, and it helped me imagine “how it is going to be” when working on the cruise ship and imagine “what kind of material I will be assessing”.

Student 4

“The presence of an ESP practitioner in this course really helped me in understanding what ESP is like in real life. She also shared real-life experiences that helped me visualize the challenges and solutions in designing ESP assessments.”

Student 7

“The ESP practitioner added real-world insights that made the course more practical and relevant.”

The first session focuses on the introduction to the cruise ship industry. The practitioner explained how a cruise ship differs from another type of ship. She explained that a cruise ship is actually a hotel on the sea. Her explanation is in line with how Bolt and Lashley (2015) define a cruise ship. A cruise ship is actually a floating hotel that provides leisure facilities and entertainment for the customers (Mancini, 2011; Bolt & Lashley, 2015). The practitioner further explained the difference between sea-based hotels (a cruise ship) and land-based hotels in terms of services. Cruise ship crews could work up to 24 hours a day, seven days a week, to serve their guests. Hotel staff can be contacted outside of working hours if required (Bolt & Lashley, 2015). In addition to giving a brief picture of a cruise ship, the practitioner also explained the working sectors of a cruise ship, which include food and beverage (F&B) products, food and beverage services, and housekeeping services. Diadori (2014) added that other sectors in cruise ships also include the officer department, entertainment department, technical department, and service department, which covers bar, restaurant, galley, housekeeping, and storage crews.

The common language used in the cruise ship industry is English since the crews come from various countries in the world (Diadori, 2014). Then, the practitioner also attempted to bring

her experiences in teaching English for cruise ship staff by pointing out technical terms in English used on board and emphasizing the degree of formality the staff used in communicating with the guests or customers. In giving directions, instead of ‘floor’, the cruise ship crew used the word ‘deck’. While the word ‘kitchen’ is rarely used there, ‘galley’ is the one referring to the kitchen on board. These specific terms then lead to an ability to use English effectively in communication for the crews. The practitioner also explained further about this test. The English language test requirement for those who work on board is called the Marlins Test. This Maritime English test is addressed to three different areas of professions on board, i.e., seafarers, cruise ship workers, and offshore workers. As cited from its official website, the Marlins English test for cruise ship staff is intended for all sea-based hotel staff from any nationality in any location in the world. The main aim of the test is on the interactions between the staff and the guests or customers (Marlins, n.d.).

Bridging the gap between theories and practices in ESP

By bringing real-life experiences to the classroom, the practitioner has also successfully bridged the gap between theories and practices in ESP. The students taught by Ms. A described her effectiveness in connecting theories in ESP with real-world practices. By linking theoretical concepts to practical experiences, the practitioner made complex ideas easier to understand and offered valuable insights into their application in ESP contexts.

Student 2

“She linked theory to actual practices from her work, thus making complicated concepts more approachable.”

Student 4

“The practitioner provides quite authentic insights that are very useful in understanding how theory is applied in the real world.”

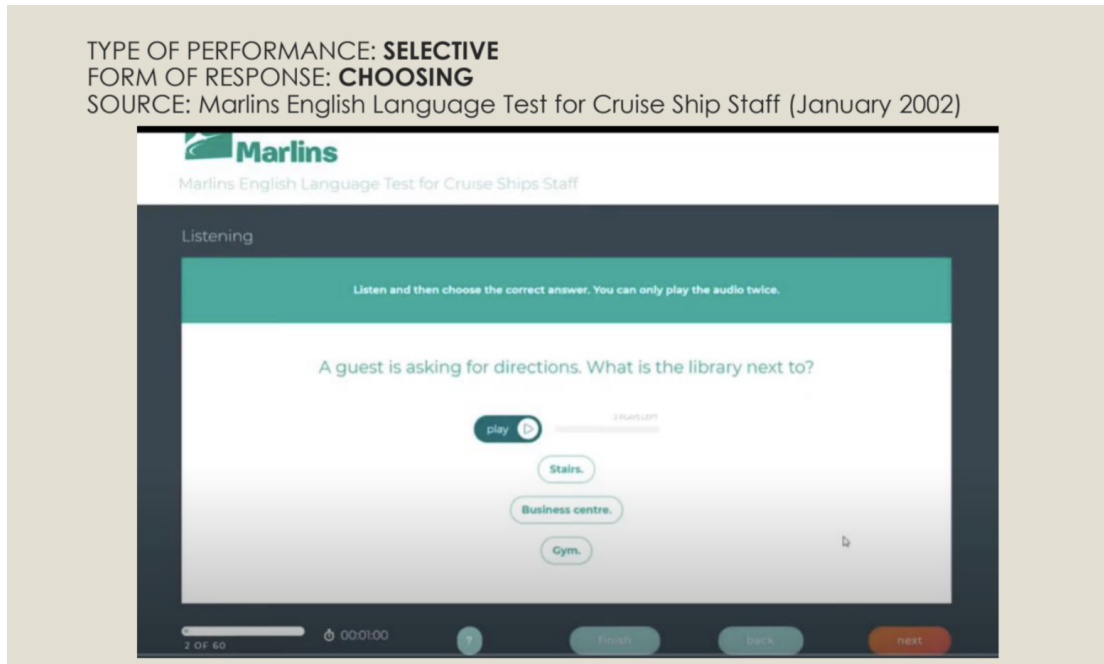
Student 7

“The ESP practitioner’s experiences provided a clear link between theory and practice, helping me understand how to apply concepts in real ESP settings.”

One of the best examples of this was when the practitioner provided a sample of listening tests for English for cruise ship staff. Theoretically, there are some types of listening performance in English language testing. In addition to the definition, Ms. A showed the students examples of each type. For example, Figure 1 shows an example of a selective listening type that requires students to choose the correct response from the speaker in the recording.

Figure 1

Sample of a listening test given by the practitioner



Source: author's document

The practitioner also delivered a sample of a formative test for reading skills. She did not even explain the definition of a formative test but pointed out when she gave the test to her students. Seen from her example in Figure 2, Ms. A also included examples of objectives and indicators of the test without telling the students what the objective is or what indicator is. She also gives a context and a picture of a notice on the board as an example. She does not need to explain what is meant by notice to the prospective ESP teachers she taught in this study. She provided an example instead. What the practitioner did in this case is in line with Rawson et al. (2015), who have revealed that giving examples has enhanced students' understanding of a certain concept instead of only providing definitions to them.

Figure 2

Sample of a reading test given by the practitioner

READING FORMATIVE TEST 2

OBJECTIVE : The students are able to comprehend the details of short functional texts (i.e. *notice*, *room service menu*, and *directory*) in land-based hotels and cruise ships.

INDICATORS :

- a.) The students are able to identify the intention of a notice.
- b.) The students are able to identify the proper location of a notice.
- c.) The students are able to paraphrase a notice using their own vocabulary.
- d.) The students are able to identify the details of a notice.
- e.) The students are able to identify the details of a room service menu and hotel directory.

Number 1-4:
Choose the correct answer by crossing the statement in a, b, c, or d.

Below is a notice found in the area on board.

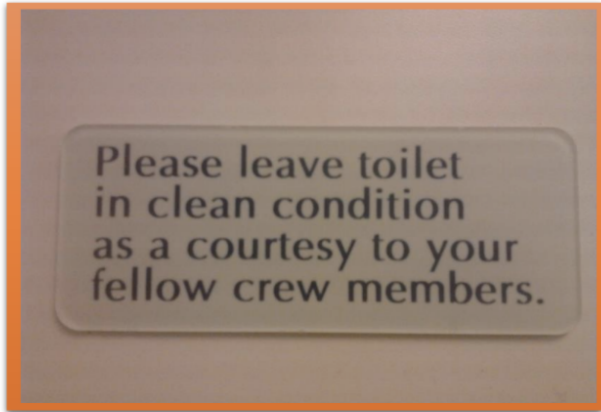


Figure 1. a notice in Holland America Line Cruise Ship

1. The notice above will most likely be found in...

- a. the public toilet in the guest area
- b. the public toilet in the crew area
- c. the toilet inside the guest room
- d. the toilet in the public area

Source: author's document

Creating an engaging learning environment

Students found that Ms. A's teaching was highly effective and engaging. Her use of visuals and examples made the materials easier to comprehend. For example, she showed interesting pictures, videos, and maps of decks on board (see Figure 3). In addition to showing pictures, Ms A also provided an interesting activity such as assessing curriculum vitae (CV) of candidates who will apply for some jobs on cruise ships. Ms A created an engaging and practical learning experience

by asking the students to assess the CVs in terms of the content and, more importantly, the English language by the candidates in writing the CVs. The learning environment was also engaging especially when the practitioner gave feedback to the students' projects.

Student 6

"Ms A's explanation when delivering the materials was very easy to understand. She used a lot of pictures and examples."

Student 7

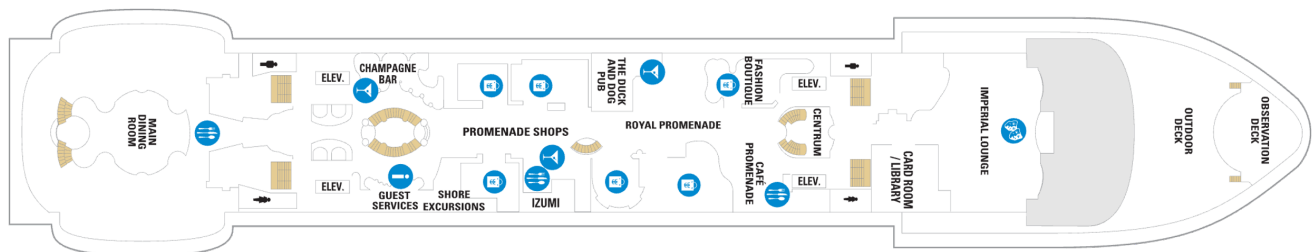
"The learning environment with Ms A is engaging and interesting. My favorite part was when she gave us examples of a good CV and asked us to assess her students' CV."

Student 8

"I am very happy when there is a practitioner coming to the class. It was very fun when she explained every deck on the ship. Ms A also helped my group when working on Task 4. I was taught and given an example of how to make questions for the Marlins test and was given feedback to provide a picture of a ship's deck to make it easier for students when working on the questions."

Figure 3

Sample of a deck plan



Source: <https://www.royalcaribbean.com/cruise-ships/adventure-of-the-seas/deck-plans/2336/05>

What Ms A did during the teaching and learning process were in line with some experts such as Tomlinson (2010) and Ramírez Ortiz and Artunduaga Cuéllar (2018). Presenting the materials using pictures and videos for teaching corresponds to Tomlinson (2010) who frequently mentions pictures as teaching media to arouse students' interest and engagement. Furthermore, Tomlinson (2010) also includes giving feedback as one of the activities to build engagement in an English classroom. Lastly, when asking students to assess CVs, Ms. A has actually been giving an authentic task to them. In the near future, when applying for a job, each of the students is required to write a CV. Then, by assessing a good or poor CV, students will learn something they will really face in real life. Ramírez Ortiz and Artunduaga Cuéllar (2018) are in agreement with this as they have revealed that authentic tasks that relate to the students' real lives bring good impact to the students, are engaging, and build their confidence.

Helping the students prepare for their future careers

Students consider the ESP course and the practitioner's guidance to have a meaningful impact on their future careers. The practical feedback on their final project was particularly relevant and helped them prepare for their roles as ESP instructors. Some of these students aspire to a career in industry in addition to teaching. Therefore, having sessions with professionals has opened their viewpoint for more career opportunities.

Student 2

“Her advice on course design, material development, and assessing student performance was directly relevant to my future as an ESP instructor. Interacting with her gave important networking possibilities as well as insights into current industry trends. Overall, their presence helped me prepare to teach English effectively in various professional settings.”

Student 3

“Overall, the ESP course was a transformative experience, equipping me with specialized skills and knowledge that will have a significant impact on my teaching career.”

Student 5

“Many things they shared have become valuable lessons for our future, preparing us to enter the real world of work.”

Student 7

“The “Assessment in Teaching ESP” class has significantly impacted my future learning and career. The practitioner's input enriched the learning experience and will support my future career in ESP.”

There are three career opportunities that the students could have based on the sessions from the practitioner in this ESP course, i.e., English teacher, entrepreneur, and cruise ship worker. This is in line with a number of job prospects that English students might have, according to Bani-Khaled (2014), such as working in some areas, including teaching, tourism, working abroad, and others. Though an entrepreneur was not included there, it is clear that the practitioner involved in this course is an entrepreneur herself. She (and her husband) established their own institute, preparing for those who want to work on cruise ships. She develops the curriculum for the institute, teaches, and prepares students' English skills by herself (and some other staff working with her). Engaging with this practitioner has indeed broadened students' perspective and exposure to the real-world professions that they could apply after graduating from HE (Beaton, 2015).

Pedagogical Implication

As can be seen from the findings, involving practitioners in HE brings several meaningful contributions to students. To enhance the benefits for the students, the researcher proposes a pedagogical implication in relation to the practitioner involvement in HE. In the context of teaching English for Specific Purposes (ESP), the researcher offers a more authentic experience that students will have from the practitioner, i.e., a mentoring program with the practitioner. The program, which could be integrated into the ESP course, has three major stages, i.e., pre-, whilst-, and post-mentoring activities.

1. Pre-mentoring stage

This stage covers an introduction session where the lecturer introduces the program to the students, including the learning expectations, goals, objectives, and schedules. In this phase, the lecturer also has to decide the practitioner and which field they are teaching, e.g., English for hospitality, English for health workers, English for cabin crew, or others.

2. Mentoring stage

In this phase, the researcher presents four major activities:

a. Observation

The mentoring program will go beyond the classroom. Students will be expected to come to the institute or schools where the practitioners work. Therefore, in this stage, the students will be expected to observe a real ESP classroom. This activity will give them a glimpse of how English is taught in a specific field.

b. Guided-lesson planning

The mentoring starts from this activity, where students will be asked to create a lesson plan after observing the teaching and learning process. The practitioners are expected to give feedback and suggestions for the lesson plan that is developed by the students.

c. Co-teaching activity

To experience a more authentic learning, students could also implement their lesson plan and assist the practitioners in teaching actual ESP students.

3. Post-mentoring stage

To wrap up the whole mentoring activities, at the end of the program, after teaching, students are expected to write a short journal reflecting on their learning and how they might apply it in their teaching.

Conclusion

A recent program involving practitioners teaching at the higher education level has been released by the Ministry of Higher Education, Science, and Technology of the Republic of Indonesia. Though it is relatively new in Indonesia, other countries have initiated this program for quite a long time. Having been known to bring a number of advantages, this present study aims to investigate the contributions of practitioners to ESP teacher education at the higher education level. As has been shown from the results of this study, four contributions of practitioners seen from students' point of view were revealed, i.e., practitioners could: 1) bring real-world experiences to the classroom, 2) bridge the gap between theory and practice in ESP assessment, 3) create an engaging learning environment, and 4) help students prepare for their future career. Acknowledging these contributions, this study, therefore, suggests that lecturers in English Language Teaching involve more practitioners in the classroom to open the students' perspectives, in this case, prospective English teachers, to the real-world industry. Despite some contributions, this study also has some limitations. First, it only used written data from the students' reflective essays. To gain a deeper perception from the students, an in-depth interview could be conducted for further study. Second, it was conducted only in one ESP course involving only one ESP practitioner from one field. ESP fields, on the other hand, cover a wide range of industries. Thus, further research could be conducted by inviting practitioners from other fields.

Acknowledgement

This work is a part of a teaching grant funded by the Directorate of Academic Development of Universitas Islam Indonesia.

References

- Bani-Khaled, T. A. (2014). Career intentions of Jordanian undergraduate students of English. *Middle-East Journal of Scientific Research*, 21(1), 249–262.
- Basturkmen, H. (2014). LSP teacher education: Review of literature and suggestions for the research agenda. *Ibérica*, 28, 17–34.
- Basturkmen, H. (2017). ESP teacher education needs. *Language Teaching*, 50(3), 1–13. <https://doi.org/10.1017/S0261444817000398>
- Beaton, F. (2015). *Practitioners who teach: Professional identities and professional development*. Paper presented at the International Conference on Educational Development, Stockholm, Sweden.
- Beaton, F. (2021). How do I know who I am? Academic professional development, peer support, and identity for practitioners who teach. *International Journal for Academic Development*, 27(3), 234–248. <https://doi.org/10.1080/1360144X.2021.1910953>
- Bolt, E. E. T., & Lashley, C. (2015). All at sea: Insights into crew work experiences on a cruise liner. *Research in Hospitality Management*, 5(2), 199–206. <https://doi.org/10.1080/22243534.2015.11828345>
- Braun, V., & Clarke, V. (2021). *Thematic analysis: A practical guide*. SAGE.
- Cadet, N. (2023). Those who can, do (and teach): Developing simulations to bring practitioners and students together. In *Professional development for practitioners in academia: Pracademia* (pp. 195–209). Springer International Publishing.
- Constantinou, E. K. (2024). The multidimensional role of the English for specific purposes practitioner in today's changing societies: Voices from around the globe. *Journal of Teaching English for Specific and Academic Purposes*, 12(3), 621–635. <https://doi.org/10.22190/JTESAP230811048K>
- Diadori, P. (2014). Language learning on board vocational training of plurilingual cruise ship crew. *US-China Foreign Language*, 12(6), 498–513.
- Douglas, D. (2000). *Assessing language for specific purposes*. Cambridge University Press.
- Dudley-Evans, T., & St John, M. J. (1998). *Developments in ESP: A multi-disciplinary approach*. Cambridge University Press.
- Hodgson, S. (2023). From expert to novice: A lecturer's tale. In *Professional development for practitioners in academia: Pracademia* (pp. 25–38). Springer International Publishing. https://doi.org/10.1007/978-3-031-33746-8_3
- Hutchinson, T., & Waters, A. (1987). *English for specific purposes*. Cambridge University Press.
- Ibrahim, H. H. (2019). The role of an ideal ESP practitioner. *Open Journal of Modern Linguistics*, 9, 76–91. <https://doi.org/10.4236/ojml.2019.92008>
- Johnson, S., & Ellis, M. (2023). How pracademics can help to address the rigour-relevance gap in business and management schools. In *Professional development for practitioners in academia: Pracademia* (pp. 165–178). Springer International Publishing.

- Leith, J., & McInnes, M. (2011, February). Co-working: Exploring the ways teacher-practitioners shape students' learning experience in fashion and textiles higher education. Paper presented at the UKADIA 2011 Conference.
- Mancini, M. (2011). *The CLIA guide to the cruise industry*. Cengage Learning.
- Marlins. (n.d.). *Maritime English*. <https://marlins.co.uk/maritime-english/>
- Papadima-Sophocleous, S., Kakoulli Constantinou, E., & Giannikas, C. N. (2019). Introduction. In S. Papadima-Sophocleous, E. Kakoulli Constantinou, & C. N. Giannikas (Eds.), *ESP teaching and teacher education: Current theories and practices* (pp. 1–12). Research-publishing.net. <https://doi.org/10.14705/rpnet.2019.33.922>
- Posner, P. L. (2009). The pracademic: An agenda for re-engaging practitioners and academics. *Public Budgeting & Finance*, 29(1), 12–26. <https://doi.org/10.1111/j.1540-5850.2009.00921.x>
- Ramírez Ortiz, S. M., & Artunduaga Cuéllar, M. T. (2018). Authentic tasks to foster oral production among English as a foreign language learners. *HOW*, 25(1), 51–68. <https://doi.org/10.19183/how.25.1.362>
- Rawson, K. A., Thomas, R. C., & Jacoby, L. L. (2015). The power of examples: Illustrative examples enhance conceptual learning of declarative concepts. *Educational Psychology Review*, 27, 483–504. <https://doi.org/10.1007/s10648-014-9273-3>
- Stahl, N. A., & King, J. R. (2020). Expanding approaches for research: Understanding and using trustworthiness in qualitative research. *Journal of Developmental Education*, 44(1), 26–28. <http://www.jstor.org/stable/45381095>
- Tomlinson, B. (2010). Engaged to learn: Ways of engaging ESL learners. *Advances in Language and Literary Studies*, 1(1), 29–55. <https://www.proquest.com/scholarly-journals/engaged-learn-ways-engaging-esl-learners/docview/2188098446/se-2>
- Viana, V., Bocorny, A., & Sarmento, S. (2018). *Teaching English for specific purposes*. TESOL Press.
- Woodrow, L. (2018). *Introducing course design in English for specific purposes*. Routledge.
- Xu, X., Chan, F. M., & Yilin, S. (2018). Personal learning environment: An experience with ESP teacher training. *Interactive Learning Environments*, 28(6), 779–794. <https://doi.org/10.1080/10494820.2018.1552872>