

IMPLEMENTING MODELED WRITING IN ESP WRITING COURSE: A CLASSROOM PRACTICE AND STANCE

Susilawati^{1*}, Rina Riniawati², Nurhasanah Halim³, Baiatun Nisa⁴, Retno Dwigustini⁵

^{1,3,4,5}English Literature Study Program, Universitas Bina Sarana Informatika, Indonesia

²Information System Study Program, Universitas Bina Sarana Informatika, Indonesia

susilawati.sxw@bsi.ac.id^{1*}, rina.rr@bsi.ac.id², nurhasanah.nhl@bsi.ac.id³, baiatun_nisa@bsi.ac.id⁴, retno.rgu@bsi.ac.id⁵

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ABSTRAK

Abstrak: Penelitian ini bertujuan untuk menjelaskan tentang penggunaan model writing dalam mata kuliah English for Specific Purposes (ESP) dan bagaimana pandangan mahasiswa terhadap model writing tersebut. Penelitian ini menggunakan studi deskriptif kualitatif. Sebanyak 11 mahasiswa dari semester 3 jurusan administrasi perkantoran di salah satu universitas swasta di Depok, Jawa Barat, Indonesia, berpartisipasi dalam penelitian ini. Analisis dokumen dan wawancara langsung dilakukan untuk mengumpulkan data. Hasil analisis dokumen menunjukkan bahwa model penulisan yang ditawarkan dalam mata kuliah ini sebagian besar terdiri dari penyajian teks model, termasuk surat, bagian surat yang terperinci, kalimat yang relevan, istilah teknis, dan gaya surat. Hasil wawancara menunjukkan pandangan positif mahasiswa terhadap strategi ini, terutama mengenai materi yang tidak otentik, pemahaman, dan pengajaran deduktif dosen. Temuan penelitian menunjukkan bahwa model pembelajaran menulis diimplementasikan dengan menyajikan teks model dan pendekatan pengajaran deduktif. Penelitian ini merekomendasikan adaptasi strategi ini dalam mata kuliah menulis ESP, konsistensi dan intensitas penyajian teks model yang memadai, urgensi untuk memperbarui materi pembelajaran, dan investigasi keefektifan strategi ini dalam mata kuliah berbasis ESP di tingkat universitas.

Abstract: This study aims to shed light on utilizing modeled writing in English for Specific Purposes (ESP) courses and how the students view the modeled writing. The study employed a qualitative descriptive study. 11 students from the 3rd semester of the office administration department of one private university in Depok, West Java, Indonesia, participated in this study. Document analysis and in-person interviews were administered to collect data. The document analysis results signified that the modeled writing offered in the course mainly consisted of presenting modeled texts, including letters, detailed letter parts, relevant sentences, technical terms, and letter styles. The interview results indicated the students' positive stance of the strategy, mainly regarding non-authentic materials, comprehension, and the lecturer's deductive teaching. The findings indicated that modeled writing is implemented by presenting model text and deductive teaching approaches. The study recommends the adaptation of this strategy in ESP writing courses, the consistency and intensity of presenting adequate model texts, the urgency to update the learning materials, and the investigation of the strategy's effectiveness in ESP-based courses at the university level.

A. INTRODUCTION

In this current era, students should be equipped with 21st-century skills as a bridge for them to compete and conquer the recent challenges (Trilling & Fadel, 2009). The 21st-century skills are categorized into learning and innovation skills, information; media and technology skills; and life and career skills (P21, 2019). The category of learning and innovation skills encompass creativity and innovation, critical thinking and problem-solving,

communication, and collaboration. Whilst, information, media, and technology skills cover literacy of information, media, and ICT (Information, Communications, and Technology). And, the last category includes students' flexibility and adaptability, initiative and self-direction, social and cross-cultural skills, productivity and accountability, and leadership and responsibility.

In the future, students must be willing to change positions and adapt to new opportunities for

those skills development (van Laar et al., 2020), including for written communication. Written communication as a part of learning and innovation skills is key for students. Their ability to write professional documents will be very much needed for academic and professional demand in the workplace, even in their personal lives (Graham, 2019). It allows them to deliver or transmit information for effective communicative performance (Huber et al., 2020, based on IMA, 2019) and, thus, be considered potential in developing industry (van Laar et al., 2020). Educational Testing Center (ETS) in their report (Lee & Schmidgall, 2020) highlighted that global professional workers value effective written communication in the workplace. It is workplace skills (Lee & Schmidgall, 2020) that many people around the world notice as pivotal and significant (Kim, 2019; Schmidgall & Powers, 2020a, 2020b). Such professional correspondence as e-mails, business reports, and contract documents are instances listed in the report.

However, notwithstanding the significance of written communication, many students struggle when required to compose appropriate and well-crafted professional documents. Being less exposed to the documents, they are clueless about the construct. Relevant studies found students lack knowledge of lexical choice, sentence construction, and writing structure (Wahyuni et al., 2021); grammar and vocabulary (Jitpanich et al., 2022); less writing practice (Luan et al., 2024) and the absence of feedback (Almathkuri, 2022) remain a challenge for students to conquer. In short, ESP students still receive insufficient input for their learning.

On this basis, ESP instructors are supposed to find solutions to enable students to write appropriate and acceptable professional documents. It aligns with Hyland (2022) that the idea of delivering ESP courses is to equip students with new ways of knowledge they will need to enter a higher level of education and pursue their careers. A strategy to teach the construct of professional documents is the modeled writing strategy which highlights the specific elements being studied (Hyland, 2019).

This modeled writing strategy is conceptualized to demonstrate a simple writing procedure for students (Herrell & Jordan, 2015), starting from choosing a topic to finishing the draft. This infers that teachers demonstrate how the text is

built for students in a scaffolding way. Students might be exposed to the process of writing intensively. Further, in the context of the genre-based approach (GBA), the modeling strategy is the beginning step to creating scaffolding activities (Aunurrahman et al., 2017) to guide students to compose their texts. Therefore, it is reasonable to say this strategy helps students even at the beginner level, as suggested by Herrell and Jordan (2015). This strategy is also believed to increase students' cognitive and metacognitive knowledge (Matondang & Samosir, 2021).

Several studies have reported how the modeled writing strategy helps students learn to write. Generally, the modeled writing strategy can provide support to students' learning (Alston & Danielson, 2020). As one of the four stages of genre-based learning (Aunurrahman et al., 2017), modeled writing is preferred for students' guidance in gathering and organizing ideas, and managing relevant content based on topics (Rohiyatussakinah & Oktaviana, 2018). This strategy is statistically proven to improve students' writing ability and promote their learning enthusiasm (Efrianto et al., 2022). In brief, this strategy is beneficial in fostering students' competence as students are presented with ample models and completed by demonstrations.

Nonetheless, the comprehensive implementation of modeled writing in ESP writing programs has not been thoroughly examined in previous studies, despite the fact that giving a model writing is critical to strengthening students' writing skills. More crucially, in ESP learning, where students should have a balanced intake of language and content, modeled writing would be an effective way for lecturers to improve students' writing skills. Students will learn how to write and use standardized templates that are prevalent in today's business world, along with mastering technical terminology and linguistic style. With swift changes in today's business, corporate documents are becoming more complex and diverse. As a result, students who study ESP require some extra exposure to the target language (Patarapongsanti et al., 2022), in this case, English, to such standardized documents as a way of being qualified when they enter employment. Furthermore, regarding students' limited exposure, it is worthwhile to investigate students' stances on the modeled writing used in their ESP courses.

In light of the above description, the current study views the urgency of the implementation of modeled writing strategy in ESP writing courses and the exploration of students' stances on the strategy. The research questions are formulated as follows: 1) How is modeled writing implemented in ESP writing courses? 2) How do students view the modeled writing implemented in their courses?

The answers to both questions are predicted to theoretically contribute to alternative teaching methodologies for ESP writing courses at the university level. Practically, the findings of this study might enlighten lecturers in designing effective and efficient lesson plans for the ESP writing courses, providing students with sufficient exposure, and executing appropriate strategies to guide students in writing professional and standardized documents.

B. RESEARCH METHOD

A qualitative descriptive design was employed for the current study (Creswell & Creswell, 2018). The researchers adopted this design intending to portray a comprehensive practice of modeled writing strategy in an ESP writing class and to investigate the students' stance on the strategy.

The participants involved in this study were 11 students of an ESP writing course at a private university in Depok, West Java, Indonesia. They enrolled as the third-semester students in the Office Administration study program. They were chosen according to the following criteria: 1) length of encounter with the strategy; the students joined the course of English correspondence for one semester in which the lecturer applied modeled writing, and 2) positive learning atmosphere in class; the students actively engaged and participated during classroom sessions.

The researchers opted for two types of instruments: document analysis and interviews. To answer the first research question, the researchers utilized document analysis. The documents analyzed in this study consisted of the materials handouts and modeled letters provided by the study program and the ones designed by the lecturer, concerning templates, style, and several modeled letters presented to the students. The summary of elements analysed and sources are presented in Table 1.

Table 1. The Document Analysis Blueprints

Element for analysis	Document
Templates or formats of modeled letters	Handouts from the study program
Style of modeled letters	Handout prepared by the lecturer
Number of modeled letters	

To investigate the answer to students' stances, in-person interviews were administered with all students. Interviews were chosen with consideration that the researchers could dig up details and reveal more information. Having gained students' approval, the interviews were then conducted with five questions regarding the learning materials they received and the lecturer's teaching delivery. The questions encompass the following points summarized in Table 2.

Table 2. The Interview Blueprints

Question	Blueprint
1	Assistance provided by non-authentic materials
2	Preference for authentic and non-authentic materials
3	Comprehension of lecturer's prepared materials (including modeled letters)
4	Appropriateness of the materials' delivery
5	Assistance provided by the lecturer's teaching technique

The data from the documents were specifically analyzed using the READ approach suggested by Dalglish et al. (2021). As its name says, the approach includes: 1) Ready the materials, 2) Extracting data, 3) Analyzing data, and (4) Distilling the results. In the first stage of preparing the materials, the researchers grouped the materials handouts and modeled letters from the study program and the lecturers. After checking the completeness, data extraction was applied by classifying the data into some categorizations including elements of modeled letters and descriptions, and inserting additional valuable information into the elements. Afterward, data analysis was conducted by reading all extracted data, to get a comprehensive picture of the data. In this stage, the researchers also widened the analysis by interpreting the findings and comparing them to relevant previous research. In the stage of data distillation, the researchers re-sorted what had been written in the data analysis to ensure that the results presented were in line and stayed focused on the research questions. Tables and narration were used

to present the findings, completed by the researchers' concluding statements for the findings.

The interview data were studied using content analysis proposed by Elo et al. (2014) with the following phases: 1) preparing data, 2) organizing, and 3) reporting findings. First, having assured the interview data completeness, the researchers chose group units of analysis based on the interview questions. Second, at the stage of organizing data, the complete data were coded according to the research questions. This was conducted to avoid overlapping data identified during the document analyses and interviews. The third step was data reporting. The researchers used tables and narration to explain the data, then continued with findings interpretation and justification with the relevant current literature. To guarantee the data validity, the method triangulation proposed was employed (Creswell and Creswell (2018). The document analysis and interview data showed conformity, inferring acceptable data validity.

C. FINDINGS AND DISCUSSION

1. Modeled writing implementation

The document analysis results signify that the modeled writing is first implemented by presenting modeled texts. As the course materials mainly talk about letters, the text presented to the students is modeled letters. The document analysis points out the modeled letters given to the students include letter formats and letter styles. The results are summarized in Table 3.

Table 3. The Modeled Letters Presented to The Students

Element	Description	Additional information
Format of letters	Heading Recipient/addressee Salutation Body (including relevant expressions and technical vocabularies or terms) Complimentary close Signature Enclosures	1. Before presenting the modeled letters, the students were presented with materials covering a. purpose of letters b. language features c. relevant expressions d. technical vocabularies e. generic structure of letters f. tips and tricks to write effective business letters
Style of letters	Full block Semi block	2. The learning materials handout including the

Modified block Hanging	modeled letters were first uploaded into the university learning management system (LMS) before the learning sessions began.
Number of letters presented	Between 2-3 letters (provided by the study program and the lecturer)
	Source of letters: Modeled letters from the study program: fully taken from the internet Modeled letters from the lecturer: the adaptation from the internet and letters created by the lecturer.

Table 3 signifies the following information related to the modeled letters, the style, the numbers of modeled letters, and the materials presented to the students prior to the modeled letters. From the number of documents analyzed, it was found that first, the students were exposed to the template or format of modeled letters, containing complete elements (heading, recipient/addressee, salutation, body, complimentary close, signature, and enclosures). They also got enlightened to relevant expressions or sentences they could adapt to compose their letters, and technical vocabularies or terms. Second, they were regularly presented with the style of letters they could use in business correspondence. Typical styles found in the modeled letters comprised full block, semi-block, modified block, and hanging style. Third, the students usually received more than one model, provided by the study program and the lecturer. The sources of these modeled letters were different. The study program took the model from the internet, while the lecturer gave her prepared letters. Fourth, the students got the modeled letters; beforehand, the learning materials were uploaded into the LMS. The materials covered the purpose of letters, language features, relevant expressions, technical vocabularies, generic structure or format of letters, and tips and tricks to write effective letters.

The first element to discuss is the template or format of modeled letters. The template used in the class is observed to be found in many professional and standardized documents. To follow the current trend in business English correspondence, the students should be introduced to how acceptable or standardized business correspondence is composed. Their familiarity with the correspondence template should be promoted by providing abundant models of

correspondence templates. Although some similarities are found, different types of letters will require specific templates. By providing the complete template as presented in Table 1, the students are projected to be able to easily identify parts of letters and create various but standardized correspondence as approved by professionals. Within this context, providing students with the complete template is a sort of exposure to promote their skills. Lecturers cannot neglect this exposure solely since it will help the students develop their skills (Mansour, 2018). Using a template or text structure will also help to ameliorate students' comprehension (Hudson et al., 2021). In addition to improving students' writing achievement (Syazali et al., 2023), using templates in teaching writing professional documents is also trusted to facilitate students who are accustomed to old traditional teaching methods (Akdemir & Eyerci, 2016). As such, offering templates will greatly benefit the ESP students.

In the modeled letters, the students are presented with different expressions used in every part of the letters. Besides, with more modeled letters offered, the students will see different language styles used in each letter. By seeing and identifying various language styles, the students will get more creativity in choosing dictions, using proper expressions, applying correct grammar, and organizing their ideas. Previous research has proved that this modeled text could promote students' writing skills due to the presence of language elements such as vocabulary (Kang, 2020), structure, content, and mechanics (Wu et al., 2023), as a model for composing similar or relevant documents. Modeled texts also assist students in being alarmed of the language elements they write in their texts (Villarreal & Lázaro-Ibarrola, 2022). Another important point presented in the modeled letters is technical vocabulary or terms. Technical vocabulary referred to as words related to a particular and specialized field, is of great importance to be acquired by ESP students to develop their insight and ability into the field (Tongpoon-Patanasorn, 2018). Moreover, regarding students' remaining challenge of learning technical vocabulary (Al-Jarf, 2022), providing much exposure to technical vocabulary should be done in every way possible, including in the modeled letters.

The next element of the modeled text presented to the students is the style of letters. The document

analyses reveal that the students are introduced to four letter styles in business correspondence: full block, semi-block, modified block, and hanging style. For those who intend to work in the business area such as secretaries, styling letters serve as a crucial matter since official letters will require specific templates or structure (Ellis, 2022). Giving models of letter style will also alarm students about the different purposes of each document written to show professionalism in business. Particularly, business correspondence follows a specific writing style and communicates with formality (Antonio & Briones, 2022). Given this, the practice of providing modeled documents to the students with a standardized format or template is vigorously encouraged. What is more lies in the style of modeled letters are the principles of writing as re-highlighted by Yingying (2020), "7Cs"- courtesy, consideration, completeness, clarity, conciseness, concreteness, correctness. In business correspondence, those principles should be assigned the top priority respecting that the letters play the role of representing one company's image.

The next point is about the number of modeled letters given to the students. The letters provided by the study program are fully taken from the internet, while the letters offered by the lecturer are adapted from the internet sources and her prepared letters. This indicates the use of authentic and non-authentic resources. The study program presents authentic materials, whereas the lecturer creates the non-authentic version. The non-genuine materials differ slightly from the authentic materials due to their simplicity. The original resources appear thick but rich in language style, but the non-authentic materials appear to be more understandable. The materials organization of authentic materials is considered more sophisticated, whereas non-authentic materials utilize simple organization. Combining these two is expected to provide students with detailed materials that can be grasped in a scaffolding way to meet the learning objectives. This corresponds to the research conducted by Čolakovac and Borucinsky (2020), that the combination of these types in university ESP courses will help maintain motivation and comprehension. More positively, the more modeled letters are presented, the more insight the students will gain. The varieties will enlighten the students with different contexts and styles, although there is a thought that modeled writing might solely lead

students to write without a comprehensive process of thinking (Alston, 2020).

Additionally, the students are introduced to the learning materials that have been uploaded into the LMS before their learning sessions are conducted. They are enlightened about the purpose of particular business letters, language features, relevant expressions, technical vocabulary, the generic structure of the letters, and tips for writing effective business correspondence. Presenting those elements in the learning materials signifies the integration of content and language, which indicates the objective of ESP learning, which is to study and utilize professional work-based materials (Mohamed & Alani, 2022). Additionally, uploading the materials before the class begins enables the students to have a wide opportunity to read and study the materials in advance. When they attend their class, they can deepen their understanding by listening to the lecturer’s presentation, questioning about the materials, and finally practicing writing the letters. This phase can be categorized into pre-class preparation (Bassett et al., 2020), although the course discussed in this present research does not adopt a flipped classroom model. In this case, the students are solely prepared with the materials, and the lecturer still delivers the materials before the writing practice sessions.

2. Students’ stance on modeled writing

Moving to the in-person interview data, in which the students were given 5 questions. The questions range from their acceptance and preference about the learning materials and the modeled writing strategy. The results are displayed in Table 4.

Table 4. The students’ interview results

Questions	Students’ answers
Do the materials (including models of letters) provided by the study program and prepared by the lecturers assist you?	S.1-S.11 agree

Which one do you prefer, materials (including models of letters) provided by the study program, taken directly from the internet, or the one prepared by your lecturer?
 S.1-S.11 prefer the materials prepared by the lecturer
 S.2: the study program materials are considered less current
 S.4: materials from the internet need a more comprehensive explanation from the lecturer

Do you think the lecturer-prepared materials (including models of letters) are easy to comprehend?
 S.1-S.11 agree

Do you think your lecturer delivers the materials properly?
 S.1-S.11 agree
 S.1: Easy to understand
 S.3: I think the way materials are delivered is not intricate
 S.4: I feel motivated by the way my lecturer teaches

Does the delivery technique help you to comprehend the materials better?
 S.1-S.11 agree

From Table 4, it is evident that first, the students agreed that the modeled letters assisted them, both materials and modeled letters provided by the study program and the lecturer. However, when given questions about preferences, between materials and modeled letters provided by the study program, the lecturer, or authentic materials from the internet, they chose the lecturer-prepared materials (non-authentic materials). Student 2 confirmed that the study program materials were obsolete, while student 4 said the authentic materials from the internet were not that easy to grasp. In the 3rd question about the lecturer-prepared materials, the eleven students agreed that what was prepared by the lecturer was easy to comprehend and simple. When answering the 4th question about the lecturer’s teaching or materials demonstration, all students acknowledged the lecturer delivered the materials properly, and easily understood; even one said to feel motivated to learn. In the last question, they approved the idea that the lecturer’s teaching method has assisted them in comprehending the materials better.

There are three points to discuss from the findings. The first is the students’ feedback on the modeled text. The second is the student’s preference for the source types of modeled text. The last part is

about their opinions about the lecturer's technique of material delivery.

All students share positive feedback on the modeled text provided by the study program and the lecturer; they feel assisted by the models. As proven by the document analysis, the assistance provided by the modeled text typically revolves around the template of letters, relevant expressions, vocabularies, language, and letter styles. Those aspects contribute greatly to the business correspondence composition that they will use in their futuristic career. As underlined by Al Hilali and McKinley (2021), ESP students should be prepared with workplace writing style. Moreover, consistently offering modeled texts to students will better sustain classroom practices as the key to ESP learning (Hyland & Jiang, 2021). It is also expected that the students will be competent in written communication when they enter the business industry. As underlined by Lee and Schmidgall (2020), English writing proficiency will assist in achieving efficient corporate communication.

Nevertheless, the findings suggest that the students prefer non-authentic to authentic materials. This corresponds to the study conducted by Prošić-Santovac and Popović (2021), that EFL students might choose non-authentic materials. Two reasons are revealed by the students. Firstly, they need more current materials. Regrettably, they find obsolete materials provided by the study program. As some of the interviewed students are working students, they might have found a more current format of letters in their workplace, which requires them to learn the newest trends in business correspondence. The lecturer addresses the student's needs by providing them with more up-to-date materials. Regarding this fact, there is an urgency for the study program to update the materials to the latest trends. They should refer to the main core of ESP teaching that targets the current trend of academic or professional needs (Oviedo & Charpentier, 2023, cited from Laurence, 2011). What is more, the curriculum including materials should be tailored based on the student's needs for the sake of creating an effective teaching (Dou et al., 2023). Secondly, they do not prefer authentic materials due to the intricate language style used. Therefore, they need more confirmation from the lecturer to understand it. This is understandable

as authentic materials are not intended to serve pedagogical objectives (Umirova, 2020).

Regarding the lecturer's delivery technique, the students showed a strong agreement with the technique used by their lecturer. Inferring from the materials and modeled letters that were initially given before the writing process, the lecturer applies deductive teaching, in which lecturing of letter general concepts comes first, and then continues with specific writing practice. Referring to the idea of deductive teaching from Thornbury (2007), this technique practically allows the students to be firstly exposed to the materials, move to the examples, and finally begin to draft their documents. This technique is considered effective in writing courses (Maharani et al., 2022; Sabello & Oxillo-Oted, 2023). The students consider it as an appropriate teaching due to the easy-to-comprehend explanation, which enhances their understanding of the materials. Modeled writing does not only offer modeled texts to the students but also provides a combination of suitable teaching delivery. This further infers that when the students grasp the materials well, they will also successfully produce similar text based on the context provided. The modeling or demonstrating stage during material presentations performed by the lecturer helps the students reconstruct good business correspondence. As revealed by Badriyah et al. (2023), demonstration plays a critical role for ESP students in executing their writing tasks. The feeling of students being motivated is also interesting to discuss since it shows encouragement in classroom learning. This is a good sign and potential for the students' writing improvement. A previous study uncovered that positive feelings correlate to advanced learning outcomes of ESP (Hu & Chen, 2022).

D. CONCLUSION AND RECOMMENDATION

The current study demonstrates that the modeled writing strategy in ESP classes can be implemented by presenting a substantial number of modeled texts and implementing a deductive teaching approach. These two will complement each other in assisting students to construct documents with a professional tone. The students react positively to the strategy, preferring non-authentic materials for their ease of comprehension and believing that the materials, including the modeled

texts supplied (prepared by the lecturer) and the lecturer's delivery technique, are valuable to them.

This study implies that ample modeled text and deductive teaching are significant components of the modeled writing strategy. It is highly recommended for ESP lecturers to consider this strategy when planning and implementing the course. The strategy may not seem intricate therefore, it works for students especially those with limited English proficiency. To familiarize students with professional documents and allow them to compile such documents with more acceptable or standardized document organization, lecturers are strongly advised to consistently and intensively implement this strategy. Updating the curriculum with the latest materials should also be conducted to align the course objectives with recent trends in business correspondence. Future researchers might address the issue of modeled writing effectiveness for ESP university students with a representative population.

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