

Designing and Developing a Humanistic ESAP Coursebook: A Case Study of Insurance Management

¹Nastaran Sadeghi Ghahroudi, Ph.D. Candidate, Department of Teaching English & Translation, Ka.C., Islamic Azad University, Karaj, Iran

nas.sadeghi@gmail.com

0009-0006-4412-4090

^{*2}Mohadeseh Amini Harsini, Assistant Professor, Department of English Language & Literature, Ka.C., Islamic Azad University, Karaj, Iran

M.amini@kiaui.ac.ir

0009-0006-2805-2664

³Zohre Mohammadi Zenouzagh, Associate Professor, Department of Teaching English & Translation, Ka.C., Islamic Azad University, Karaj, Iran

zohreh.zenooz@gmail.com

0000-0001-8430-2695

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Abstract

The development of specialized coursebooks plays a vital role in improving English for Specific Academic Purposes (ESAP) education. In the field of insurance management, the lack of localized and practical materials has hindered students and professionals from acquiring the necessary language skills for effective communication in real-world contexts. Most available books are general, translated, and disconnected from the actual needs of Iran's insurance industry. This study aimed to design and develop a localized, humanistic ESAP coursebook for insurance management, guided by humanistic principles and the Text-Driven Approach (TDA). The coursebook incorporates authentic texts such as policies, claim reports, and professional correspondence collected directly from workplace settings. Findings indicate that the new coursebook significantly improves authenticity, localization, variety of activities, and relevance to professional needs. It is both practical and engaging, bridging the gap between academic instruction and workplace demands. Furthermore, this book can serve as a model for developing specialized English coursebooks in other fields, promoting more effective and motivating ESAP teaching and learning.

Keywords: Coursebook Design, ESAP, Humanistic Approach, Insurance Management, Text-driven Approach

Introduction

English for Specific Academic Purposes (ESAP) plays a central role in bridging the gap between general English proficiency and the specialized language skills needed in academic and professional contexts. In Iran, many students depend on ESAP programs to gain the linguistic and communicative competencies required to excel in their chosen fields. The insurance industry, as a specialized and globally connected sector, demands accurate and effective English communication for activities such as policy writing, international correspondence, risk assessment, and claims handling. However, there is a significant mismatch between the language taught in universities and the real-world communicative needs of insurance professionals.

Many ESAP textbooks used in Iranian universities are direct translations of foreign books. These materials lack authenticity and are disconnected from the local cultural and professional context. As a result, graduates often face challenges when applying their academic English skills in real insurance workplaces. Studies by Atai and Tahririan (2003) and Javadi and Tahmasbi (2019) have repeatedly highlighted these problems and stressed the importance of localized materials developed through systematic needs analysis.

The humanistic approach to language teaching provides a comprehensive solution to these challenges. Humanistic principles emphasize treating learners as whole individuals whose cognitive, emotional, and social needs must be addressed (Tomlinson, 2013, 2023). This approach seeks to create learning experiences that are meaningful and relevant to learners' lives, increasing their motivation and engagement. A humanistic coursebook incorporates authentic and localized content, encourages learner autonomy, and fosters creativity and reflection. Alongside humanistic principles, the Text-Driven Approach (TDA) offers a practical framework for developing such materials. TDA places meaningful texts at the heart of the learning process, guiding the design of activities and tasks to promote deep engagement and authentic communication. In this study, both TDA and humanistic principles were combined to create a new ESAP coursebook specifically for insurance management.

The present study had three main objectives: first, to conduct a comprehensive needs analysis to identify gaps in the current ESAP coursebook; second, to design a localized and humanistic coursebook aligned with the needs of students, instructors, and professionals; and third, to pilot the new coursebook and evaluate its effectiveness. By doing so, this research aimed to provide a model for bridging the gap between academic English instruction and workplace communication in specialized fields.

Literature Review

In this section, the theoretical foundation of the study is presented. It covers the definitions and differences among ESP, EAP, and ESAP, explores the humanistic principles of materials development based on Tomlinson (2013), and explains the Text-Driven Approach (TDA) as the guiding framework for coursebook design. Finally, it addresses the Task-Based Approach (TBA), which supports communicative and authentic learning in ESP contexts. No examples from the coursebook are included here to maintain the focus on theory and previous studies.

English for Specific Purposes (ESP)

English for Specific Purposes (ESP) emerged in the 1960s in response to the increasing need for English instruction tailored to particular academic and professional domains (Hutchinson & Waters, 1987; Dudley-Evans & St. John, 1998). Unlike General English, ESP is highly focused on

learners' target situations and is built around the language skills, genres, and communicative practices relevant to specific fields. The fundamental characteristics of ESP include goal-orientation, needs-based curriculum design, and context-driven content. ESP is generally divided into two main branches: English for Academic Purposes (EAP) and English for Occupational Purposes (EOP). EAP prepares learners for success in academic environments, while EOP focuses on workplace communication and professional settings. This distinction helps teachers and curriculum designers determine which skills, texts, and tasks are most relevant for their learners.

English for Academic Purposes (EAP)

English for Academic Purposes (EAP) addresses the specialized academic needs of learners. Its focus is on equipping students with the skills necessary to succeed in academic contexts, such as reading scholarly articles, writing research papers, giving presentations, and participating in seminars (Hyland, 2006). EAP is further divided into English for General Academic Purposes (EGAP) and English for Specific Academic Purposes (ESAP). EGAP provides general academic skills applicable across various disciplines, while ESAP concentrates on the language and communication skills specific to a single discipline or field. For example, EGAP may include general essay-writing strategies, while ESAP for insurance management might involve teaching learners how to write insurance policies, claims, and risk assessment reports.

This distinction ensures that students not only develop universal academic competencies but also gain specialized skills that directly relate to their academic and professional futures.

English for Specific Academic Purposes (ESAP)

ESAP plays a critical role in countries like Iran, where English exposure is limited outside the classroom. In these contexts, ESAP serves as the bridge between theoretical knowledge gained at universities and the practical skills required in the professional world (Hyland, 2018). However, research in Iran has repeatedly shown weaknesses in existing ESAP materials. Studies such as Atai and Tahririan (2003) and Javadi and Tahmasbi (2019) highlight several issues:

- There is heavy reliance on translation-based texts that lack relevance to learners' local contexts.
- A strong focus on reading comprehension at the expense of speaking, listening, and writing.
- A lack of authenticity and limited opportunities for real-world communication practice.

These shortcomings have led to a gap between what is taught in ESAP classrooms and the skills required in actual professional environments. This study aims to address these issues by designing a localized, humanistic coursebook for insurance management students and professionals.

Humanistic Principles in Materials Development

Humanistic approaches to language learning emphasize the treatment of learners as whole individuals, addressing both cognitive and emotional dimensions of learning. According to Tomlinson (2013), effective materials must connect with learners personally, fostering intrinsic motivation and meaningful engagement. This study adopts Tomlinson's 11 Humanistic Tenets, each of which plays a vital role in coursebook design.

a. Writing in Large and Varied Teams

Coursebooks should be developed collaboratively by diverse teams of educators, content experts, and subject specialists. This ensures that the materials reflect multiple perspectives and meet a wide range of learner needs.

b. Using a Text-Driven Approach

Authentic texts should serve as the central foundation of learning. Texts guide the design of activities, ensuring that learning is meaningful and directly connected to real-world language use.

c. Using a Multidimensional Approach

Language learning must go beyond vocabulary and grammar, integrating cultural, cognitive, and communicative skills to foster comprehensive development.

d. Using Literature

Incorporating literature and authentic written works exposes learners to rich language and helps them experience emotional and cultural depth in communication.

e. Varying the Text Focus

Using a wide range of text types—such as reports, emails, dialogues, and case studies—prevents monotony and increases learner motivation.

f. Talking to the Learners

Designers should actively gather learners' feedback and insights during the coursebook development process to ensure that the content addresses real needs.

g. Connecting to Learners' Views and Opinions

Coursebook content should resonate with learners' personal experiences, values, and professional realities to make learning more relevant.

h. Providing Text-Free Generalizable Activities

Activities should not be tied to a single text but rather be transferable to different contexts, encouraging independent learning.

i. Including Awareness Activities

Tasks should raise learners' awareness of language patterns, cultural nuances, and communication strategies.

j. Providing Alternatives

Offering alternative tasks and pathways within the coursebook gives learners autonomy and accommodates diverse learning styles.

k. Localizing Coursebooks

Coursebooks must reflect the cultural, social, and professional realities of the target learners to ensure maximum relevance and effectiveness. These principles guided every stage of the

coursebook development in this study, ensuring that the final product was learner-centered, motivating, and directly applicable to real-world insurance communication.

Text-Driven Approach (TDA)

The Text-Driven Approach (TDA), proposed by Tomlinson (2013), provides a structured model for designing materials centered on authentic, meaningful texts. TDA views texts as the driving force behind learning, encouraging learners to interact holistically with the material before analyzing linguistic features. Tomlinson outlines two models within TDA: a simpler four-stage model and a comprehensive nine-stage model. This study adopted the nine-stage model because it offers a detailed and systematic process for full coursebook development. The stages include:

- a. Text Collection – Gathering authentic materials such as insurance policies, claims, and professional correspondence.
- b. Text Selection – Choosing the most relevant and engaging texts for learners' needs.
- c. Text Experience – Encouraging learners to engage deeply with texts, focusing on meaning rather than isolated language forms.
- d. Readiness Activities – Preparing learners for deeper comprehension by introducing key concepts and vocabulary.
- e. Experiential Activities – Providing immersive, meaningful tasks related to the text.
- f. Intake Response Activities – Identifying and analyzing language features present in the text.
- g. Development Activities – Expanding skills through integrated, multi-skill tasks.
- h. Input Response Activities – Encouraging learners to reflect on what they have learned and how it applies to new contexts.
- i. Flexibility of Framework – Allowing adaptation based on learners' feedback and evolving needs.

By following these stages, the coursebook was designed to promote authentic learning experiences and ensure systematic development.

Task-Based Approach (TBA)

The Task-Based Approach (TBA) is another foundational framework for ESP and ESAP teaching. TBA emphasizes learning through tasks that mirror real-world communication. Rather than focusing solely on linguistic accuracy, it prioritizes communication, problem-solving, and learner interaction (Ellis, 2003). Tasks are designed to be meaningful and goal-oriented, often involving negotiation, discussion, or collaboration. This aligns closely with humanistic principles, as it encourages autonomy, creativity, and relevance. In the context of insurance management, TBA supports activities such as role-plays between clients and agents, group projects analyzing risk reports, and writing professional correspondence. The integration of TDA and TBA in this study ensured that the coursebook not only included authentic texts but also provided learners with opportunities to use language in realistic, purposeful ways.

The theories discussed above form the foundation for the methodology of this study. By combining humanistic principles, TDA, and TBA, the research aimed to design a coursebook that

was both localized and learner-centered. The next section outlines the steps taken to conduct the needs analysis, develop the coursebook, and evaluate its effectiveness through pilot testing.

Methodology

This study employed a design-based research (DBR) framework (Anderson & Shattuck, 2012) integrating both qualitative and quantitative methods to ensure a comprehensive understanding of the context and to guide the development of a localized, humanistic ESAP coursebook for insurance management. The methodology was divided into three main phases: needs analysis, coursebook development, and pilot testing. Each phase was carefully planned and executed to systematically address the research objectives.

Participants

The study involved 220 participants from Tehran, encompassing various stakeholders in the insurance industry and academic institutions. The sample included 100 undergraduate students majoring in insurance management, 100 staff members from insurance companies, 10 instructors, and 10 managers.

--Questionnaires were distributed to all four groups, while semi-structured interviews were conducted exclusively with instructors and managers to gain deeper insights into instructional practices and workplace language needs.

--Additionally, classroom observations of ESAP classes and workplace observations of insurance offices were carried out to directly examine real-world communication practices and teaching methods.

Instruments

Five instruments were used to gather data during the needs analysis phase:

Questionnaires: Designed to capture participants' perceptions of language needs, preferred skills, and current coursebook evaluation. These were distributed to all four groups.

Semi-structured interviews: Conducted with instructors and managers to collect qualitative insights about current challenges and required competencies in the insurance field.

Classroom Observations: Focused on teaching styles, instructional methods, and learner engagement in ESAP classes.

Workplace Observations: Provided real-world examples of English language use in insurance settings, including meetings, reports, and client interactions.

Book Evaluation: The only existing ESAP textbook for insurance management, *Insurance English for Students*, was evaluated using McDonough and Shaw's (2013) framework, which examines factors such as authenticity, skill integration, task variety, and visual appeal.

Needs Analysis Procedure

The needs analysis served as the foundation for the coursebook design, ensuring that the new material addressed actual academic and professional requirements. Data were collected and analyzed in three steps:

Step 1: Quantitative Data Collection

Questionnaires were administered to all 220 participants. Responses were statistically analyzed using descriptive and inferential methods to identify priority skills, preferred learning strategies, and areas of dissatisfaction with the current book.

Step 2: Qualitative Data Collection

Interviews with instructors and managers were recorded and transcribed. Thematic analysis was conducted to extract recurring themes such as communication barriers, preferred types of texts, and gaps between academic preparation and workplace needs.

Step 3: Triangulation through Observations and Book Evaluation

Data from classroom and workplace observations were compared with questionnaire and interview results. The book evaluation revealed significant weaknesses in the current coursebook, further justifying the need for a new localized and humanistic coursebook.

Summary of Needs Analysis Results

The following table summarizes the key findings from the needs analysis.

Table 1

Summary of key needs analysis findings

Focus Area		Findings
Priority Skills		Speaking and writing were identified as the most critical for workplace success.
Authenticity		There is strong demand for real-world texts such as claims, policies, and reports.
Localization		Participants highlighted the need for content reflecting the Iranian insurance context.
Current	Book	The existing book relied heavily on translation and theoretical texts, with limited visuals and repetitive tasks.
Evaluation		

Coursebook Development Process

The new coursebook was designed based on Tomlinson’s Humanistic Tenets (2013) and the Text-Driven Approach (TDA) nine-stage model. The integration of these two frameworks ensured that the material was both learner-centered and systematically organized. The coursebook consisted of multiple units, each starting with an authentic text and progressing through tasks that encouraged reflection, analysis, and production. Special attention was given to localization, with real Iranian insurance documents and case studies used as core content.

--*Examples include:* loss reports, insurance policies, and real-world cases such as the Sanchi oil tanker disaster.

Each unit also included:

- Inspirational quotes or relevant advertisements at the beginning to create emotional engagement.
- Numerous authentic and relevant images to support understanding and motivation.
- Opportunities for learners to contribute their ideas and experiences, promoting learner voice.

Application of the TDA Nine-Stage Model

Table 2

Illustration of how each stage of TDA was applied in this study

Stage	Description	Example from New Coursebook
Text Collection	Gathering authentic insurance-related texts.	Collecting real claim forms and policy documents.
Text Selection	Choosing the most relevant and engaging texts.	Selecting a case about the Sanchi tanker disaster.
Text Experience	Learners holistically engage with texts.	Reading a loss report and sharing initial thoughts.
Readiness Activities	Preparing learners for deeper text interaction.	Pre-reading vocabulary questions.
Experiential Activities	Involving learners in meaningful real-world tasks.	Role-playing insurance agent and client dialogue.
Intake Response Activities	Identifying and analyzing key language features.	Highlighting specialized insurance terms.
Development Activities	Expanding skills through integrated tasks.	Writing a professional email about a claim.
Input Response Activities	Reflecting on learning outcomes.	Group discussion on international insurance cases.
Flexibility of Framework	Adapting based on feedback and proficiency levels.	Adding advanced tasks for more skilled learners.

Pilot Testing

To test the effectiveness of the new coursebook, a five-week pilot study was conducted with a small group consisting of 10 students, 10 staff members, four instructors, and three managers. Selected units from the new book were implemented in real classrooms and workplace training sessions. Data were collected through observation and post-pilot interviews. Key findings from the pilot included:

- Increased learner motivation and engagement compared to the old coursebook.
- Improved participation in speaking and writing tasks.
- Positive feedback on the relevance and authenticity of materials.

Instructors reported that the localized and humanistic approach helped bridge the gap between theoretical learning and workplace application. The pilot results provided preliminary evidence of the coursebook’s effectiveness. These findings are discussed in detail in the next section, along with a comparison of the old and new coursebooks to highlight improvements.

Coursebooks Used in the Study

Two coursebooks were central to this study: the previous ESAP coursebook and the newly developed humanistic coursebook. The previous book, titled (English for the Students of Insurance Management), was the only available ESAP textbook for insurance management in Iran. It primarily focused on reading comprehension and vocabulary, with limited attention to speaking and writing. Most texts were direct translations of foreign materials and lacked authenticity and localization, making them less relevant to the real professional needs of learners.

The newly developed coursebook, titled English for Insurance Management: A Humanistic Approach, was designed specifically for this study based on the findings from the needs analysis phase. It was created following Tomlinson’s (2013) Humanistic Principles and the nine-stage Text-Driven Approach (TDA). This book included authentic materials such as insurance policies, claims, and reports, localized to reflect the Iranian insurance industry. It also featured colorful visuals, inspiring quotes, and diverse tasks to enhance learner engagement and motivation. The comparison between these two coursebooks formed a critical part of the evaluation process. The old book was assessed using McDonough and Shaw’s (2013) evaluation framework to identify its weaknesses. These findings directly informed the design and structure of the new book, ensuring it addressed the gaps identified in the previous materials.

Results

The results of the needs analysis phase have been previously reported in detail in Sadeghi Ghahroudi and Amini Harsini (2024). This study builds upon those results by using them as the foundation for developing and piloting a new humanistic ESAP coursebook for insurance management. The findings of this study are divided into three parts: the evaluation of the old coursebook, the design and implementation of the new humanistic coursebook, and the feedback gathered during the pilot phase. These findings are based on data collected from questionnaires, interviews, class and workplace observations, and the pilot study with a smaller group of participants.

Evaluation of the Old Coursebook

The only available ESAP book for insurance management prior to this project was titled "English for the Students of Insurance". This book has been in use for several years in Iranian universities. The evaluation revealed major shortcomings that strongly highlighted the need for a new, localized, and humanistic coursebook.

Table 3

Comparison between the previous and the New Coursebooks

Criteria	Previous Coursebook: English for the Students of Insurance Management	New Coursebook: English for Insurance based on a humanistic approach
Authenticity	Mostly translated texts with little real-world relevance	Real insurance documents, such as policies, claims, and reports
Localization	Generic, foreign examples not aligned with the Iranian context	Specific to Iranian insurance practices and policies
Skill Coverage	Primarily reading comprehension-focused	Integrated four skills: reading, writing, speaking, listening
Visual Appeal	Minimal, black-and-white with few illustrations	Colorful, engaging visuals, including graphs and photographs
Task Variety	Repetitive and traditional exercises	Diverse, interactive tasks promoting learner engagement

The old book was found to lack authenticity and real-world application. Participants repeatedly mentioned during interviews that the texts were “outdated” and “disconnected” from their everyday work. For example, one manager stated:

“This book doesn’t help our employees write emails or understand international insurance treaties. It feels more like a general English book than a professional tool.”

Similarly, students expressed frustration with the heavy focus on translation exercises, which did not improve their ability to communicate in professional contexts.

Design of the New Humanistic Coursebook

The new coursebook, titled "English for Insurance based on humanistic approach", was designed based on the principles of Tomlinson’s Humanistic Tenets (2013) and the Text-Driven Approach (TDA). Authentic texts were collected from actual insurance companies, including real claims, accident reports, and correspondence. The TDA nine-stage model was applied systematically to ensure the new book was structured, engaging, and adaptable. Below is a detailed table showing the nine stages of TDA with examples from the new coursebook.

Table 4

Application of TDA Nine Stages in Coursebook Development

Stage	Description	Example from New Book
Text Collection	Gathering authentic texts from real insurance contexts	Collecting claim forms, policy documents, and emails
Text Selection	Choosing relevant and engaging texts	Selecting the case of the <i>Sanchi oil tanker</i> disaster

Stage	Description	Example from New Book
Text Experience	Learners engage with texts holistically	Reading a real loss report and sharing impressions
Readiness Activities	Preparing learners for deeper interaction with the text	Pre-reading insurance terminology exercises
Experiential Activities	Performing meaningful, real-world tasks	Role-play between an insurance agent and a client
Intake Response Activities	Focusing on language features within the text	Highlighting technical terms and reporting verbs
Development Activities	Expanding skills through integrated tasks	Writing a professional email about a claim
Input Response Activities	Reflection and evaluation of learning	Group discussion on global insurance challenges
Flexibility of Framework	Adapting activities based on learner feedback	Adding advanced tasks for higher-level learners

Each unit of the new book started with an engaging, authentic text and built towards production tasks. For example, one lesson began with an actual report about the *Sanchi oil tanker accident*, followed by discussions, vocabulary building, and role-plays simulating real-world insurance negotiations.

Feedback from the Pilot Phase

The pilot phase involved a smaller group of participants: 10 students, 10 staff members, four instructors, and three managers. Over five weeks, selected units from the new coursebook were implemented in classrooms and workplace settings. Feedback was collected through interviews and observation. Participants consistently reported higher levels of motivation and engagement compared to their experiences with the old book. Instructors noticed a visible improvement in classroom interaction, with students actively participating in role-plays and group tasks.

One instructor commented:

“For the first time, I saw my students excited about using English in class. The texts felt real, and the tasks were practical.”

Managers also noted improvements among staff members. After practicing with the new materials, employees showed greater confidence in writing emails, preparing reports, and communicating with international clients.

Visual and Motivational Features

The new coursebook included colorful images, advertisements, and inspirational quotes at the beginning of each unit. These elements were designed to create a more pleasant and motivating learning environment. Unlike the old black-and-white book, the new visuals helped contextualize language and provided learners with cultural cues. For example, each unit begins with a quote, which may be motivational or humorous, to capture learners' attention and set the tone for the lesson. Additionally, authentic insurance advertisements are included as warm-up activities to stimulate discussion and prepare learners for the upcoming lesson.

Discussion

The findings of this study provide valuable insights into the development of a humanistic, localized ESAP coursebook for insurance management. The results reveal several critical issues with the existing coursebook, including a lack of authenticity, minimal localization, and insufficient focus on real-world insurance communication. These shortcomings are consistent with previous research conducted by Atai and Tahririan (2003) and Javadi and Tahmasbi (2019), who found that many ESAP materials in Iran rely heavily on translations and theoretical content, leaving learners unprepared for professional tasks.

The pilot implementation of the newly designed coursebook demonstrated a significant shift toward learner-centered and contextually relevant materials. Participants reported higher levels of engagement and motivation when working with authentic texts, such as insurance policies, claims, and reports. This aligns with Tomlinson's (2013) humanistic principles, particularly the emphasis on authenticity, learner voice, and localization. For instance, integrating real-world case studies like the *Sanchi oil tanker disaster* allowed learners to connect course content with practical insurance scenarios, fostering deeper understanding and active participation. These findings also support the Text-Driven Approach (TDA) framework proposed by Tomlinson, which emphasizes experiential engagement with texts before focusing on language analysis. The nine-stage process applied in this study ensured systematic and flexible coursebook development. The results indicate that this approach effectively addressed the gaps identified during the needs analysis, especially the need for balanced skill coverage and varied tasks.

A key contribution of this study is demonstrating how humanistic tenets can be operationalized in ESAP material design. For example, the principle of "talking to learners" was applied by including reflective activities and open-ended discussion questions that encouraged students to share their opinions and experiences. Similarly, the tenet of "providing alternatives" was achieved by offering multiple pathways for completing tasks, catering to different learning styles and proficiency levels. These strategies resonate with Tomlinson's framework and extend its application to the field of insurance management.

The study also highlights the importance of collaboration between academic and workplace stakeholders. Discrepancies between instructors, students, staff, and managers were evident in the needs analysis, indicating a lack of unified goals for ESAP instruction. By involving all groups in the design and piloting process, the new coursebook successfully bridged this gap, resulting in materials that are both pedagogically sound and professionally relevant.

Finally, the comparison between the old and new coursebooks, as shown in Table 1, underscores the transformative potential of this approach. The old book, titled *English for Students of Insurance Management*, relied primarily on reading comprehension and theoretical exercises. In contrast, the new book, *English for Insurance, based on a humanistic approach*, integrates

authentic documents, interactive tasks, and localized content. This comprehensive design supports the development of both linguistic and professional competencies.

Conclusion

The present study aimed to design, develop, and evaluate a localized, humanistic ESAP coursebook for insurance management students and professionals in Iran. The project was motivated by the pressing need to address the gap between the academic English instruction offered in Iranian universities and the actual communicative requirements of the insurance industry. Findings from the comprehensive needs analysis indicated that the existing coursebook, *English for the Students of Insurance Management*, which was the only ESAP textbook available for this field, was insufficient for meeting learners' needs. Participants described the book as overly theoretical, lacking authentic and localized content, and primarily focused on reading comprehension while neglecting critical skills such as speaking and writing. Both students and insurance professionals consistently expressed dissatisfaction and highlighted the urgent need for a more practical, engaging, and contextually relevant coursebook.

In response to these findings, the new coursebook, *English for Insurance*, based on a *humanistic approach*, was carefully designed using Tomlinson's humanistic principles and the nine-stage Text-Driven Approach (TDA). These frameworks ensured that the material addressed learners as complete individuals by considering their linguistic, emotional, cognitive, and cultural dimensions. The new coursebook incorporated authentic texts such as actual insurance policies, claim forms, and real workplace reports. Localization was achieved by adapting the content to reflect the realities of the Iranian insurance sector, including specific regulations, cultural references, and industry terminology. Each unit began with an engaging, real-world text designed to stimulate interest and provide context. This was followed by readiness activities to prepare learners, experiential tasks for active engagement, analytical exercises to develop language awareness, and reflective activities for deeper learning. Additionally, each unit included inspirational quotes and relevant visual elements such as images and advertisements to enhance motivation and create a more humanized learning experience.

The pilot testing of the coursebook yielded positive results. Students, instructors, managers, and staff members reported higher motivation, stronger engagement, and greater relevance of the new coursebook compared to the previous one. Instructors noted a shift from passive, lecture-based teaching to interactive, learner-centered classrooms. Students were particularly enthusiastic about role-plays, group discussions, and case study analyses, such as exploring real-world events like the Sanchi oil tanker disaster or reviewing recent insurance-related news. These activities encouraged creativity, critical thinking, and collaborative learning while enhancing key language skills. Managers confirmed that employees involved in the pilot demonstrated improved workplace communication, especially in writing professional emails, managing claims, and conducting negotiations with international stakeholders.

The implications of this study extend beyond the immediate context of insurance management. It highlights the critical importance of integrating humanistic principles into ESAP coursebook design. Authenticity and localization emerged as essential factors for ensuring that educational materials align with learners' real-world needs. By incorporating learner voices and diverse activities, this study demonstrates how coursebooks can foster deeper learning, greater

autonomy, and more meaningful engagement. Furthermore, the study underscores the necessity of conducting systematic needs analyses prior to material development. Without a clear understanding of learners' specific goals, tasks, and challenges, ESAP materials are unlikely to succeed in bridging the academic-professional divide.

For instructors, this research provides a practical framework for implementing humanistic, text-driven methodologies in their classrooms. Teachers are encouraged to move away from translation-heavy and lecture-dominated approaches, instead adopting interactive, authentic, and learner-centered practices. For researchers, the study offers evidence supporting the effectiveness of Tomlinson's humanistic principles and TDA in specialized academic settings. Future studies could expand upon this work by evaluating the coursebook in other geographical regions, comparing its effectiveness across different branches of the insurance field, or exploring long-term impacts on learners' professional performance.

Ultimately, *English for Insurance Management Students* represents a significant advancement in ESAP material design in Iran. By combining global pedagogical principles with local industry needs, the coursebook bridges the gap between theory and practice, laying the foundation for more meaningful and effective English education. This research not only addresses the immediate needs of Iranian insurance professionals but also serves as a model for similar initiatives in other specialized disciplines.

Limitations

Like all educational research, this study faced certain limitations that must be acknowledged. First, no coursebook, regardless of how carefully designed, can fully meet every learner's needs. While *English for Insurance Management Students* aimed to provide a comprehensive resource, it was not possible to address every aspect of the insurance profession or cater to all learning preferences. Second, the research relied heavily on questionnaires and interviews for data collection during the needs analysis. Although these instruments were carefully designed and administered in Persian to avoid misunderstanding, there remains the possibility of participant bias or inaccurate responses. Participants may have misunderstood certain items or provided answers they thought were expected rather than expressing their true opinions. Although strategies such as including both positive and negative items were employed to reduce bias, this limitation could not be entirely eliminated.

Third, the qualitative analysis of interview data involved some degree of subjectivity. To mitigate this, data were transcribed manually and cross-checked with observational findings, but interpretation still required the researcher's judgment.

Another limitation was the small sample size used in the pilot phase. Due to time and access constraints, only 10 students, 10 staff members, four instructors, and three managers participated in the pilot study. While their feedback was valuable, a larger sample would provide a more robust evaluation of the coursebook's effectiveness.

Lastly, developing a humanistic ESAP coursebook is a time-intensive and complex process. Although expert feedback and close supervision were incorporated, external factors such as limited resources and institutional constraints affected the development timeline.

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