

Developing English Rhetoric Learning Materials Using the 7E Model for Islamic Banking Students

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ABSTRACT

Islamic Banking students often face difficulties in mastering English rhetorical skills needed for academic and professional communication, particularly in organizing ideas, developing arguments, and applying appropriate academic language. However, few studies have developed rhetoric-focused English for Specific Purposes (ESP) materials specifically tailored to Islamic Banking students. Therefore, this study aimed to develop English rhetoric learning materials for Islamic Banking students using the 7E learning cycle model. The study employed a Research and Development (R&D) design adapted from Borg and Gall, involving needs analysis, material development, expert validation, revision, and limited field testing. The needs analysis involved 32 Islamic Banking students, semi-structured interviews with five Islamic Banking lecturers and two English instructors, and a focus group discussion with five Islamic bank managers in Bengkulu City. Three experts—a language expert, a teaching expert, and a subject-matter expert—validated the developed materials. Data were collected through student questionnaires, lecturer interviews, an FGD guide, and expert validation sheets. A limited try-out was conducted with ten Islamic Banking students enrolled in an English course. The materials incorporated the seven stages of the 7E learning cycle: elicit, engage, explore, explain, elaborate, evaluate, and extend. The findings from expert validation and student responses indicated that the materials were pedagogically feasible, contextually relevant, and appropriate for Islamic Banking students. The materials also supported students' rhetorical competence, critical thinking, and learning engagement by helping them generate ideas, organize arguments coherently, and apply rhetorical strategies in academic presentations and professional communication related to Islamic banking practices.

Keywords: *ESP, English Rhetoric, 7E Learning Model, Learning Materials Development, Islamic Banking Students*

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INTRODUCTION

Mastery of English rhetorical skills is a crucial aspect of language learning in higher education, particularly for students who are prepared to meet academic and professional communication demands. In academic discourse, rhetoric refers to the ability to organize ideas logically, construct persuasive arguments, and employ appropriate linguistic and discourse structures to achieve communicative purposes (Hyland, 2009). Rhetorical competence therefore involves not only linguistic accuracy but also the strategic use of language to present claims, support arguments with evidence, and engage readers or audiences effectively. Previous studies have highlighted that rhetorical competence plays a significant role in supporting students' success in academic communication, including academic writing, presentations, and professional interaction (Kurinna et al., 2022). Consequently, developing rhetorical skills has become an essential objective in English language instruction at the tertiary level.

Despite its importance, numerous studies reports that students in English as a Foreign Language (EFL) contexts continue to experience difficulties in developing rhetorical competence (Barrett & Liu, 2016; Fitria, 2025). These difficulties include limited ability to generate ideas, weak critical thinking skills, and challenges in constructing coherent and persuasive arguments (Albuhmedee, 2025; Atmojo, 2025; Fiallos et al., 2025; Liu & Sihes,

2025; Taheri et al., 2025). Within ESP contexts, the problem becomes more complex because students are expected to integrate disciplinary knowledge with appropriate rhetorical structures in English. As a result, students' texts often remain descriptive rather than argumentative and fail to demonstrate clear rhetorical organization (Apairach, 2025; Canagarajah, 2024; Diriba, 2025; Mudau, 2025). These findings suggest that rhetorical difficulties are not merely linguistic issues but are also related to cognitive processes and pedagogical approaches used in language learning.

In the field of English for Specific Purposes (ESP), language instruction is designed to meet the specific academic and professional needs of learners. According to Hutchinson & Waters, (1987), ESP emphasizes the importance of aligning teaching materials, learning activities, and language skills with the target situations in which learners will use the language. This approach highlights the role of needs analysis in identifying learners' necessities, lacks, and wants to design relevant instructional materials. Consequently, ESP learning materials should integrate disciplinary knowledge, authentic communication contexts, and appropriate rhetorical structures to support learners' academic and professional communication needs (Basturkmen, 2010). However, previous studies on ESP material development have largely focused on general academic writing or professional communication skills, while research on rhetoric-focused ESP materials tailored for specific disciplines remains relatively limited.

Several studies have explored instructional approaches to improve rhetorical competence, including the process approach and the product approach in writing instruction. The process approach helps students understand stages of idea generation, drafting, and revision; however, it is often time-consuming and challenging for EFL learners with limited linguistic resources (Hamida & Siham, 2025; Kahlerras & Bennacer, 2025; Levrints & György, 2025). Conversely, approaches that emphasize final products tend to overlook the development of critical thinking and active engagement in the learning process (Chen et al., 2019; Faison, 2025; Kassenkhan et al., 2025). These limitations indicate the need for a more integrative pedagogical model that combines conceptual understanding, active learning, and reflective thinking.

One instructional model that has the potential to support such learning is the *7E Learning Cycle*, which consists of seven stages: elicit, engage, explore, explain, elaborate, evaluate, and extend. The model is grounded in *constructivist learning theory*, which emphasizes that learners actively construct knowledge through interaction, inquiry, and reflection rather than passively receiving information (Bybee et al., 2006). Within this framework, learning occurs when students connect prior knowledge with new experiences, engage in exploration, and reflect on their understanding. The 7E model facilitates this process by guiding learners through structured stages that encourage curiosity, investigation, explanation, and application of knowledge.

The characteristics of the 7E learning cycle make it particularly suitable for rhetoric learning. Rhetorical competence requires students to generate ideas, analyze arguments, organize discourse structures, and critically evaluate their own communication. The stages of the 7E model support these processes by encouraging learners to activate prior knowledge (elicit), engage with rhetorical problems (engage), explore ideas and evidence (explore), construct explanations and arguments (explain), expand and refine their reasoning (elaborate), assess the effectiveness of their arguments (evaluate), and apply rhetorical strategies in new contexts (extend). Previous studies have shown that learning cycle models can enhance students' critical thinking, conceptual understanding, and engagement in both science and language learning contexts (Chen et al., 2019). Nevertheless, research examining the application of the 7E learning cycle in ESP material development, particularly for teaching English rhetoric in discipline-specific contexts, remains limited.

Therefore, there is a need to develop rhetoric-focused ESP learning materials that integrate constructivist learning principles and are tailored to the disciplinary needs of Islamic Banking students. Addressing this gap, the present study aims to develop English rhetoric learning materials for Islamic Banking students by implementing the 7E learning

cycle model. The developed materials are expected to support students in improving their rhetorical competence, critical thinking skills, and engagement in learning. Theoretically, this study contributes to ESP and English Language Teaching (ELT) research by integrating constructivist learning models with rhetoric instruction. Practically, the findings are expected to provide guidance for English lecturers in designing more contextualized and discipline-relevant rhetoric learning materials for students in Islamic Banking programs.

METHOD

This study employed a Research and Development (R&D) design adapted from the model proposed by [Borg & Gall, \(1983\)](#) to develop English rhetoric instructional materials for Islamic Banking students using the 7E learning model. The original Borg and Gall model consists of ten stages: (1) research and information collecting, (2) planning, (3) developing a preliminary form of product, (4) preliminary field testing, (5) main product revision, (6) main field testing, (7) operational product revision, (8) operational field testing, (9) final product revision, and (10) dissemination and implementation.

Considering the scope of the study and practical constraints, the ten stages were modified and simplified into six stages. The first two stages of the original model (research and information collecting and planning) were integrated into *needs analysis*. The third stage (developing a preliminary form of product) was adapted as *product development*. The fourth and fifth stages (preliminary field testing and main product revision) were combined into *expert validation* and *product revision*. The sixth stage (main field testing) was implemented as a limited try-out involving a small group of students. Finally, the stages of operational product revision, operational field testing, final product revision, and dissemination were simplified into *finalization of the product*. Therefore, the development process in this study consisted of six stages: (1) needs analysis, (2) product development, (3) expert validation, (4) product revision, (5) limited try-out, and (6) finalization.

Needs Analysis

Needs analysis constituted the initial stage of this study and served as the foundation for the development of the instructional materials. This stage aimed to identify students' necessities, lacks, and wants in learning English rhetoric, as proposed by [Macalister & Nation, \(2019\)](#). The needs analysis focused on determining the characteristics of instructional materials that align with the academic and disciplinary needs of Islamic Banking students within the context of English for Specific Purposes (ESP). Specifically, the analysis examined five main variables: students' levels of English rhetorical competence, existing instructional practices, preferred rhetorical skills at macro and micro levels, the need for learning materials relevant to the Islamic banking workplace, and preferred learning activities. These variables were adapted from needs analysis frameworks proposed by [\(Alharby, 2005; Flowerdew, 2012; Hossain, 2013; Massouleh & Jooneghani, 2012\)](#). Data were collected through academic document analysis, closed-ended questionnaires distributed to 32 Islamic Banking students, semi-structured interviews with 5 Islamic Banking lecturers and 2 English course instructors, and a focus group discussion (FGD) involving five Islamic bank managers in Bengkulu City. The FGD aimed to confirm students' needs related to English use in professional Islamic banking contexts and to obtain input on instructional material characteristics that meet workplace demands.

Product Development

The product development stage focused on designing instructional materials capable of addressing students' difficulties in organizing ideas, constructing arguments, and applying critical thinking in English rhetoric ([Tomlinson, 2011](#)). During this stage, the researcher considered learning approaches, content frameworks, and task design to ensure alignment with ESP principles ([Macalister & Nation, 2019](#)). The instructional materials were developed by integrating the seven stages of the 7E learning model: elicit, engage, explore, explain, elaborate, evaluate, and extend. Each stage was systematically embedded within

instructional units to promote active student engagement, idea development, and critical reflection. Tasks were sequenced progressively from guided activities to more independent ones. In addition, unit titles, task types, and time allocation were adjusted to match course duration, ensuring that the materials could be used effectively both independently and in classroom instruction.

Expert Validation and Product Revision

Following the development stage, the instructional materials were validated by three experts: one teaching expert with experience in English for Academic Purposes instruction, one English language expert with expertise in the development and implementation of ESP, and one subject-matter expert in Islamic Banking. The validation aimed to evaluate the feasibility of the materials in terms of learning objectives, content relevance, language use, material presentation, and pedagogical effectiveness. The validation of research instruments employed expert judgment, in which expert evaluation questionnaires were designed to assess the instructional materials based on content, language, presentation, and pedagogical effectiveness, as conducted in previous studies ([Abdelmohsen, 2020](#); [Sitompul et al., 2025](#)). Feedback and suggestions from the experts were analyzed and used as the basis for revising the product to improve its quality and suitability prior to implementation with students.

Limited Try-Out

The limited try-out was conducted to determine the practicality and effectiveness of the developed instructional materials for the target users. This stage aimed to evaluate the extent to which the materials assisted students in developing English rhetorical skills, particularly in idea generation and argument construction. The try-out involved 10 Islamic Banking students enrolled in an English course. During the try-out, students used the instructional materials as references to complete rhetorical tasks. At the end of the activity, students were asked to complete a response questionnaire to provide evaluations regarding clarity, ease of use, and usefulness of the materials. The results of the try-out served as the basis for further product refinement.

To analyse each aspect of the questionnaire (material presentation, delivery, learning, benefits), the average score from all statements in that aspect were summed and then divided by the total number of statements in that aspect ([Kanoksilapatham, 2005](#)):

$$\text{Aspect Average: } \frac{\text{Total average of statements in the aspect}}{\text{Number of statements in the aspect}}$$

Based on the calculated average scores, the results can be systematically categorized into distinct performance levels as follows:

- 3.5 - 4.0: Excellent
- 2.5 - 3.49: Very Good
- 1.5 - 2.49: Good
- 1.0 - 1.49: Poor

Finalization

The finalization stage represented the concluding phase of the instructional material development process. At this stage, a comprehensive review of unit structure, task types and distribution, and the alignment between learning objectives and learning activities was conducted. The purpose of finalization was to ensure that the instructional materials were feasible for use and capable of effectively supporting the development of English rhetorical competence among Islamic Banking students within the ESP context.

FINDINGS AND DISCUSSION

This section presents and discusses the results of developing English rhetoric learning materials based on the 7E instructional model for Islamic Banking students. The

discussion focuses on need analysis result, description of developed learning materials, experts' validation results, and field-testing result.

Need Analysis Result

The findings indicate that English proficiency is considered an essential competence for Islamic Banking students due to the increasing demands of professional communication in the financial sector. Participants emphasized that future professionals in Islamic banking are required to understand and use English banking terminology and to communicate effectively in various professional situations. These situations include writing professional correspondence, using banking applications, participating in managerial meetings, interacting with corporate partners, communicating with senior managers, and providing services to foreign clients. Such findings highlight the importance of English competence as a key skill for Islamic Banking students in preparing for their future careers.

The needs analysis also revealed that the use of English in Islamic banking contexts becomes more prominent at the managerial level. Professional activities often involve handling transactions with international companies, preparing reports, and conducting centralized reporting processes. Therefore, the mastery of English language skills, including speaking, listening, reading, and writing, is considered necessary for effective communication in Islamic financial institutions.

With regard to learning needs, respondents suggested that English learning materials should integrate language skills with authentic professional contexts. The instructional materials are expected to include authentic audio-visual resources, Islamic banking terminology, and communication practices relevant to workplace situations. Suggested learning activities include listening to authentic materials, learning and practicing Islamic banking vocabulary, participating in dialogues, and delivering presentations in English related to banking topics.

Furthermore, communicative learning strategies were strongly recommended in the learning process. Activities such as peer collaboration, role-play, and simulated professional communication tasks were considered effective in motivating students to practice English more actively. These activities allow students to internalize language use in practical contexts and to develop their communication competence more effectively.

Another important finding concerns the need for a constructivist-oriented learning approach that encourages active participation, collaboration, creativity, and critical thinking. In this regard, respondents suggested that learning activities should allow students to explore ideas, construct arguments, and engage in meaningful communication practices relevant to Islamic banking contexts.

Based on these findings, the development of instructional materials focusing on professional rhetorical communication is considered highly necessary for Islamic Banking students. Such materials should support students in organizing ideas, presenting arguments, and communicating effectively in professional contexts. To address these needs, the present study adopts the *7E Learning Cycle model*, which emphasizes active, student-centered learning aligned with constructivist principles. Through stages such as *elicit*, *engage*, *explore*, *explain*, *elaborate*, *evaluate*, and *extend*, the model is expected to facilitate the development of students' rhetorical competence and professional communication skills in English within the Islamic banking context.

Description of Developing Learning Materials

Characteristics of 7E Model-Based Rhetoric Learning Materials

The developed learning materials are organized into eight instructional units that are systematically integrated with the seven stages of the 7E model: *elicit*, *engage*, *explore*, *explain*, *elaborate*, *evaluate*, and *extend*. Each unit represents a complete rhetoric learning cycle, beginning with the activation of prior knowledge, and culminating in application within new contexts. The initial units focus on strengthening fundamental academic rhetoric

competencies, such as presentation, discussion, and negotiation, integrated with relevant linguistic features and rhetorical techniques. Subsequent units incorporate specific Islamic Banking topics, including *Ijara* (Asset Financing in Islamic Banking), *Murabaha* (Cost-Plus Financing), *Musharaka* (Join Venture), and *Mudaraba* (Profit Sharing), enabling students to practice rhetoric contextually in alignment with their disciplinary field.

Operationally, each instructional session follows the syntax of the 7E model through sequenced learning activities. The *elicit* and *engage* stages are implemented through Socratic questioning and conceptual introductions designed to build students' initial awareness. The *explore* and *explain* stages are facilitated through group-based experiments, creative projects, and thematic presentations that promote collaborative knowledge construction. The *elaborate* stage emphasizes the practical application of rhetorical skills in academic and professional Islamic Banking contexts. *Evaluation* is conducted through rhetorical practice tasks, thematic vocabulary tests, and self-reflection activities, while the *extend* stage directs students to apply the acquired competencies to new and more complex communication contexts.

The primary focus of these learning materials is to assist students in developing the ability to organize ideas, construct logical arguments, and use academic language accurately and persuasively in accordance with disciplinary demands and future professional needs. Pedagogically, the materials position students as active learners who are directly involved in the process of knowledge construction through authentic learning experiences. Thus, the materials not only introduce rhetorical structures and techniques conceptually but also train students to practice them repeatedly and reflectively. This approach aligns with the principles of *English for Specific Purposes* (ESP), which emphasize material relevance, professional context, and the real needs of Islamic Banking students (Dou, 2024).

Implementation of the 7E Model Stages in Rhetoric Learning Elicit and Engage

This section presents the findings and discussion focusing on the implementation of the *Elicit* and *Engage* stages in the English rhetoric learning module based on the 7E model. The discussion aims to explain how these initial stages function to activate students' prior knowledge and build cognitive readiness before they engage in more complex rhetorical practices. The analysis emphasizes the role of these stages in fostering students' awareness of rhetorical functions in academic and professional communication contexts, particularly within the field of Islamic Banking.

B. Presentation: Rhetoric, Linguistic Features, And Technique

Elicit: *Socratic Questions to Reflect View*



Direction: Discuss these questions with your partner to reflect on mastering presentation skills' importance in daily life and the workplace, especially in Islamic Banking. Consider how effective presentations enhance communication and professional success in this field.

1. How can mastering presentation skills contribute to clearer communication and improved decision-making in the context of Islamic Banking?

.....

.....

Figure 1. Elicit Stage in Chapter 1 (Focus on Rhetoric, Linguistic Features, and Technique of Presentation)

B. Presentation On The Topic “Ijara”

Elicit: *Socratic Questions to Reflect View*



Direction: Discuss these questions with your partner to reflect on the importance of mastering presentation skills in daily life and the workplace, particularly in Islamic Banking. Consider how effective presentations enhance communication and contribute to professional success in this field.

1. How do the fundamental principles of Ijara financing differ from conventional leasing practices?

2. What key assumptions about the client's Islamic Banking knowledge should guide your English presentation on Ijara financing for clarity?

Figure 2. Elicit Stage in Chapter 2 (Focus on Presentation on the topic “Ijara”)

As shown in Figures 1.1 and 1.2, the Elicit stage is designed to encourage students to generate initial arguments that can be used as an outline or idea-mapping point before undertaking rhetorical tasks. At this stage, students are engaged in guided brainstorming activities through reflective questions aimed at activating prior knowledge while simultaneously stimulating critical thinking (Balta & Sarac, 2016). This instructional design positions students as active learners who connect personal experiences, disciplinary knowledge, and current issues with the academic and professional use of English.

In Chapter 1, the Elicit stage focuses on understanding rhetoric, linguistic features, and academic presentation techniques. Students are guided to produce logical and well-organized ideas about effective presentations and to examine how these initial ideas can be structured coherently. Meanwhile, in Chapter 2, the Elicit stage is applied in the context of presentations on the topic of *Ijara* (*Asset Financing in Islamic Banking*), encouraging students to integrate their conceptual understanding of Islamic Banking with rhetorical skills. These activities involve peer discussion and collaborative reflection to generate initial arguments relevant to authentic professional contexts.

Engaging: *Overviewing the Topic to Clarify Concept*



Direction: Begin by reviewing the principles of presentation rhetoric, linguistic features, and techniques outlined below. Next, discuss one or two concepts that interest you the most with your partner. Demonstrate your understanding by simulating or illustrating the chosen concept.

Participate actively in classroom discussions and contribute to further clarifying these concepts.

Figure 3. Engage Stage in Chapter 1

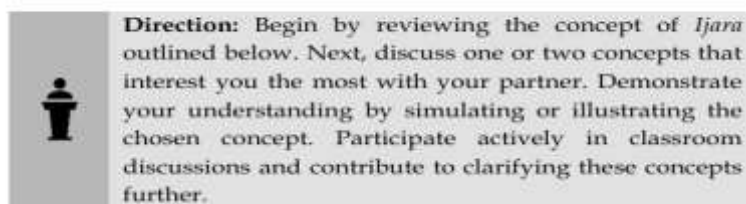
Engaging: Overviewing the Topic to Clarify Concept

Figure 4. Engage Stage in Chapter 2

The Engage stage, as illustrated in Figures 1.3 and 1.4, is designed to strengthen students' initial involvement and to build cognitive readiness before entering the material exploration stage (Balta & Sarac, 2016; Istiqomah et al., 2025). Through triggering questions, brief discussions, and responses to visual or textual stimuli, students are trained to identify key issues and to organize basic ideas systematically. This stage functions as a bridge between the activation of prior knowledge and the development of more structured ideas in subsequent learning stages.

The findings from the Elicit and Engage stages indicate that these two stages contribute significantly to helping students generate initial ideas while simultaneously developing basic-level linguistic awareness, particularly in constructing meaningful phrases. Emphasizing phrase construction from the early stages helps students become more attentive in selecting and using language when expressing ideas orally. These findings are consistent with views that highlight the importance of early idea organization in supporting discourse coherence (Kawabata & Fenton-Smith, 2025; Talakoob et al., 2025).

Furthermore, discussion activities and the exchange of ideas during the Engage stage promote the development of students' critical thinking skills. Students are not only asked to put forward ideas, but also to consider the relevance, clarity, and logical coherence of the ideas expressed. These results reinforce previous research findings indicating that early cognitive engagement plays a crucial role in enhancing students' readiness to produce academic and professional discourse (Ayuni et al., 2025; Ilhami & Laksono, 2022).

Feedback from expert validators and students during the trial phase indicates that the Elicit and Engage stages are perceived as effective in building learning motivation and students' initial awareness of learning objectives. Students reported that these stages helped them understand the direction of learning and reduced initial barriers when they were required to express ideas orally. Active engagement through discussion and idea exchange also fostered a more participatory and reflective learning atmosphere.

Nevertheless, the research findings show that not all students were able to optimally utilize the Elicit and Engage stages to generate diverse and in-depth ideas. Some students continued to experience difficulties in expressing initial ideas despite explicit scaffolding. These limitations are presumed to be influenced by factors such as limited disciplinary vocabulary, differences in levels of prior knowledge, and low self-confidence in expressing opinions. This finding aligns with previous studies indicating that the activation of prior knowledge does not always function optimally without the support of follow-up strategies and intensive instructor guidance (Lou & Jaeggi, 2020). Therefore, the Elicit and Engage stages should be viewed as an initial foundation that still requires continuous reinforcement in subsequent learning stages.

Explore and Explain

This section discusses the research findings that focus on the implementation of the *Explore* and *Explain* stages in the development and application of the rhetoric learning module. The discussion is directed toward examining how these two stages facilitate idea development, the understanding of rhetorical concepts, and the enhancement of students' critical thinking and linguistic abilities. The analysis of the findings is conducted by

examining the learning activities designed for each stage as well as students' responses throughout the learning process.

The findings are analyzed with reference to the structured learning stages, particularly Explore and Explain, which are positioned as a transitional phase from idea exploration to more systematic conceptual understanding. This analytical framework enables the researcher to examine in depth the interrelationship between instructional design, student activities, and the expected pedagogical outcomes.

Explore: *Direct Group Experiments*

	Direction: Take part in group experiments to observe and test the concept of opening and closing presentations (rhetoric, linguistic features, and techniques) by engaging in the following activities: 1. A group consists of 3-4 students for discussion and collaboration in exploring the concept.
	2. Create research questions to explore and experiment for answers. 3. Gather data to build a deeper understanding. 4. Identify patterns and link practical experience with theoretical concepts in the data. 5. Discuss and organize your thoughts and share findings with the group.

Figure 5. Explore Stage in Chapter 1

Explore: *Direct Group Experiments*

	Direction: Take part in group experiments to observe and test the concept of <i>liara</i> by engaging in the following activities: 1. Form a group of 3-4 students to discuss and explore the concept together.
	2. Create research questions that you will answer through exploration and experiments. 3. Gather data to build a deeper understanding. 4. Look for patterns in the data and connect what you observe with the theoretical concepts. 5. Discuss and organize your thoughts and share findings with the group.

Figure 6. Explore Stage in Chapter 2

Explain: *Exploration results in a creative project*

	Direction: Create a project to show your understanding in a creative way. In your group of 3-4 members, do these activities: 1. Organize the key concepts you have chosen.
	2. Create a creative project using tools like Canva to illustrate the concept. Use models, visual aids, diagrams, or charts. Make sure the project fits on one page and effectively highlights the overall concept. 3. Present your project to your classmate. 4. Discuss your findings with the class to hear different perspectives.

Figure 7. Explain Stage in Chapter 1& 2

At the Explore stage, the instructional design in Chapters 1 and 2 is intended to encourage students to develop and map their ideas more deeply before formulating rhetorical discourse. As shown in Figures 1.5 and 1.6, students are engaged in various exploratory activities, such as analyzing sample texts, participating in group discussions, creating concept maps, and elaborating ideas. This stage serves as a bridge between the elicitation of initial ideas and the organization of more structured arguments. Student activities at the Explore stage include exploring argument structures, identifying relationships among ideas, and constructing meaningful phrases as the basis for forming sentences and paragraphs. Through discussion and group work, students are encouraged to break down complex ideas into more specific units, thereby achieving discourse coherence. This design aims to develop students' critical thinking skills in evaluating the relevance and quality of the ideas they construct.

The findings at the Explore stage indicate that exploratory activities play an important role in helping students develop ideas into more logical and organized arguments. Text analysis, group discussions, and concept mapping enable students to reflect on the interrelationships among ideas and to justify the arguments they construct. These findings reinforce the view that the exploration stage is a crucial phase in process-based language learning for building systematic lines of thinking (Efriyandika et al., 2025; Istiqomah et al., 2025).

The subsequent Explain stage is designed to facilitate explicit conceptual understanding through targeted explanations from the lecturer. Based on Figure 1.7, this stage is implemented consistently in Chapters 1 and 2 with different instructional focuses, namely presentation practice and the topic of *Ijara (Asset Financing in Islamic Banking)*. Learning activities include concept explanations, the provision of model examples, clarification of key terms, and guided discussions that help students connect the outcomes of idea exploration with appropriate rhetorical principles.

At the Explain stage, explicit explanations and conceptual clarification have been shown to help students understand the relationship between ideas, structure, and communicative purpose. Through model examples and directed feedback, students become more aware of how to construct coherent arguments and how to use phrases and sentence structures appropriate to academic contexts. These results are consistent with previous studies emphasizing the importance of the explanation stage in strengthening conceptual understanding before students independently produce discourse (Alotaibi & Ishak, 2025; Putri et al., 2024).

Overall, the implementation of the Explore and Explain stages demonstrate strong pedagogical value in promoting active student engagement. Group discussions and idea exploration enhance participation and learner autonomy, while conceptual explanations help students structure their ideas more systematically. Student responses during the trial phase also indicate that the combination of exploration and explicit explanation makes it easier for them to understand rhetorical concepts that were previously perceived as abstract.

Another strength of these two stages lies in the integration of idea development and the reinforcement of linguistic aspects. Students are not only guided to generate ideas but are also trained to express those ideas using accurate and logical language. This suggests that the instructional design can accommodate cognitive and linguistic development simultaneously.

Nevertheless, the research findings also show that the Explore and Explain stages have not yet been able to optimally facilitate all students. Some students continue to experience difficulties in elaborating ideas in depth during the Explore stage or in internalizing conceptual explanations into complete arguments during the Explain stage. These limitations indicate variations in students' vocabulary knowledge, academic experience, and analytical thinking skills.

These differences in achievement are consistent with previous studies stating that the effectiveness of process-based learning is strongly influenced by learning contexts and learner characteristics (Guo et al., 2021; Sounthornwiboon et al., 2025; Wu, 2024). Therefore, although the instructional design has been developed explicitly, individual factors and learning culture continue to play a role in determining the success of implementing the Explore and Explain stages.

Elaborate

This section discusses the research findings that focus on the implementation of the Elaborate stage in the 7E Model-based learning module. The discussion is directed toward examining how the Elaborate stage provides opportunities for students to develop and expand their ideas through more complex rhetorical tasks and the application of concepts within more authentic academic writing contexts.

The findings are analyzed with reference to the syntax of the 7E Model, particularly the Elaborate stage as a reinforcement phase after students have completed the Explore and

Explain stages. At this stage, students are expected to be able to transfer their conceptual understanding into more independent and meaningful language practice.

Elaborate: Practical Application Skill

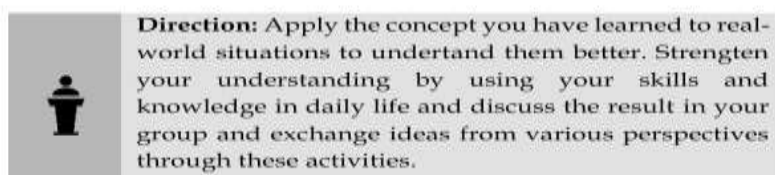


Figure 8. Elaborate Stage in Chapter 1& 2

Based on the instructional design presented in Figure 1.8, the Elaborate stage in Chapters 1 and 2 is designed to facilitate students in collaboratively developing and refining arguments. Although both chapters employ the same instructional procedures, the difference lies in the instructional focus, namely the development of presentation rhetoric in Chapter 1 and the thematic context of *Ijara* (*Asset Financing in Islamic Banking*) in Chapter 2. This design allows students to apply the concepts they have learned in more contextualized academic communication situations. Student activities at the Elaborate stage include group discussions, extended brainstorming, meaning negotiation, and the construction of phrases, clauses, sentences, and ultimately more complete paragraphs. Through these activities, students not only expand the ideas generated previously but also organize them into more coherent discourse. The pedagogical aim of this stage is to strengthen idea development, linguistic accuracy, and critical thinking skills through collaborative practice.

The findings indicate that the Elaborate stage makes a significant pedagogical contribution to improving the quality of students' arguments and their language proficiency. Through discussion and idea enrichment, students are encouraged to expand their arguments by providing definitions, conceptual explanations, and logical reasoning that are relevant to the goals of academic communication. This process helps students connect conceptual understanding with authentic language practice. These results are consistent with previous studies emphasizing that the elaboration stage in process-based learning can deepen conceptual understanding and enhance students' critical thinking skills (Alotaibi & Ishak, 2025; Ayuni et al., 2025). In addition, students' engagement in collaborative discussions also supports the simultaneous development of linguistic aspects and argumentative logic (Albuhmedee, 2025).

The validation results from two experts and student feedback from the small-scale trial indicate that the Elaborate stage has several strengths. This stage is perceived as effective in increasing students' active participation in discussions and reducing dependence on the lecturer. Students are encouraged to exchange ideas, refine arguments, and independently evaluate language use within their groups. Moreover, the Elaborate stage enables students to integrate idea development and linguistic aspects simultaneously. Students focus not only on the content of their arguments but also on discourse coherence and the accuracy of language structures. This suggests that the Elaborate stage plays an important role in supporting learner autonomy and the quality of students' academic discourse production within the 7E Model framework.

Nevertheless, the findings of this study show that not all students are able to optimize the Elaborate stage evenly. Student feedback indicates differences in their ability to elaborate ideas and to participate actively in group discussions. These limitations were not examined further in this study, considering the possible influence of other factors such as academic background, vocabulary mastery, and prior learning experience. The findings also reveal differences from previous studies that reported collaboration challenges in group-based learning, such as low willingness to share ideas and difficulties in teamwork (Afzal & Tumpa, 2025; Tverdokhlib et al., 2025). These differences indicate that the effectiveness of the Elaborate stage is strongly influenced by task design, group dynamics, and the learning context. Therefore, the implementation of the Elaborate stage within the 7E Model needs to be adapted to students' characteristics and the existing learning environment.

This section focuses on the outcomes of the *Evaluate* and *Extend* stages. The discussion is directed toward examining how these two stages function as phases of reflection, reinforcement, and learning expansion after students have completed the Engage, Explore, Explain, and Elaborate stages. The findings are analyzed with reference to the principles of the 7E learning cycle, which emphasizes active, reflective, and continuous learning. Within this framework, the Evaluate stage is positioned as a means of assessing and reflecting on the learning process, while the Extend stage serves to ensure the transfer of knowledge and the application of rhetorical skills in new contexts relevant to the field of Islamic Banking.

C. Evaluation

Evaluate: Presentation Practice & Reflection



Direction: Complete your presentation practice and fill the reflection journal based on the instruction!

Practice 1: Presentation



Direction: Write a group report outlining your presentation on Islamic banking by the following activities listed below. Then, practice your group presentation in the classroom.

Reflection: Students' Individual Reflection Journal.



Direction: Here is a reflection journal column for recording your thoughts, reflections, and personal experiences related to the chapter's activities. In the "Reflection" column, note any thoughts and feelings that arise during or after the activities.

Figure 9. Evaluation Stage in Chapter 1

C. Evaluation

Evaluate: Vocabulary Test 1, Presentation Practice 2, and Reflection



Direction: Complete your vocabulary test, presentation practice, and fill the reflection journal based on the instruction!

Vocabulary Test 1: Identifying meaning and contextual usage.



Direction: Identifying the meanings of the vocabulary in your language (Part 1-3). Choose 10 words and use each word in a simple sentence to understand its context of use (Part 4).

Practice 2: Presentation on the topic "Ijara"



Direction: Write a group report outlining your presentation on Islamic banking by the following activities listed below. Then, practice your group presentation in the classroom. The audience will act as your customers. Ensure your presentation persuades them to use your "Ijara" products.

Reflection: Students' Individual Reflection Journal.



Direction: Here is a reflection journal column for recording your thoughts, reflections, and personal experiences related to the chapter's activities. In the "Reflection" column, note any thoughts and feelings that arise during or after the activities.

Figure 10. Evaluation Stage in Chapter 2

Based on the instructional design presented in Figures 1.9 and 1.10, the Evaluate stage in Chapters 1 and 2 is designed to comprehensively assess students' learning outcomes. The assessment covers students' understanding of rhetorical concepts, the quality and coherence of arguments, and the accuracy of language use. Although both chapters employ similar evaluation procedures, the different instructional contexts—presentation in Chapter 1 and *Ijara* in Chapter 2—provide an evaluation framework that is adapted to the characteristics of each topic. Student activities at the Evaluate stage include self-assessment, peer assessment, and lecturer feedback. Students are required to review their work based on

predetermined criteria, reflect on the process of idea development, and revise their arguments and language structures. Pedagogically, this design aims to develop metacognitive awareness, critical thinking skills, and learner autonomy.

The findings indicate that the Evaluate stage within the 7E cycle provides significant pedagogical benefits. Students' involvement in reflective evaluation processes helps them understand the quality standards of academic discourse and enhances their ability to assess arguments systematically. This process encourages students not only to improve linguistic aspects but also to strengthen the logic and coherence of ideas. These results are consistent with previous studies emphasizing that formative and reflective evaluation plays a crucial role in cycle-based and constructivist learning (Nuutinen et al., 2025; Torun & Pektaş, 2025). In addition, self- and peer-assessment practices have been shown to support the development of students' critical thinking and learning awareness (Aisarova & Amangazina, 2025; Angwaomaodoko, 2025; Zitoun, 2025). Thus, the Evaluate stage functions as an integral part of the learning cycle rather than merely as a final assessment stage.

Expert validation results indicate that the Evaluate stage is considered feasible and effective in supporting rhetoric learning based on the 7E cycle. The experts assessed that the evaluation activities were systematically designed and capable of encouraging students to engage in reflective and independent learning. Student responses in the small-scale trial also indicate that this stage helped them identify the strengths and weaknesses of their own work and increased their confidence in revising their outputs.

The main strength of the Evaluate stage lies in the increased intensity of reflection and academic discussion. Students do not merely wait for lecturer feedback; instead, they actively evaluate and improve their work through ongoing evaluation processes. This demonstrates that the Evaluate stage reinforces the principles of active and responsible learning within the 7E cycle.

Despite its positive contributions, the findings of this study show that not all students are able to provide critical and constructive feedback optimally. Some students still experience difficulties in identifying weaknesses in arguments and linking them to the assessment criteria used. These findings indicate that students' evaluative abilities are still influenced by their language proficiency and prior academic experience.

The differences in levels of success suggest that the effectiveness of the Evaluate stage within the 7E cycle is strongly influenced by the learning context and the quality of scaffolding provided by the lecturer. Therefore, more structured guidance is needed to develop students' assessment literacy so that the evaluation process can be conducted more evenly.

Extent: Conclusion & Applying New Contexts.

Direction: Participate in group discussions to conclude the lesson in this part by doing the following activities:

1. Share your further conclusions on presentation in Islamic Banking Workplace!
2. Summarize tasks and evaluate what you have discovered!
3. Provide your personal insight on how these skills influence your thoughts and perspectives on presentation in Islamic Banking Workplace!
4. Describe daily life situation that reflect the values in the material and explain their relevance to your experiences or Islamic Banking Workplace!
5. Explain your idea in applying this knowledge broadly in new contexts!

Figure .11. Extent Stage in Chapter 1 & 2

Based on the instructional design presented in Figure 1.11, the **Extend** stage in Chapters 1 and 2 is designed to guide students through the process of drawing conclusions and applying learning to new contexts. This stage emphasizes in-depth reflection on prior learning experiences and the connection of rhetorical concepts to real-life situations beyond the classroom. The different instructional foci—presentation in Chapter 1 and *Ijara* in Chapter 2—provide application contexts that are relevant to the academic and professional needs of Islamic Banking students. Student activities include reflective discussions, the writing of learning conclusions, and tasks that apply concepts to workplace and everyday-life contexts. Pedagogically, the Extend stage aims to broaden students' understanding and ensure the sustained transfer of knowledge.

The findings indicate that the Extend stage contributes positively to the development of students' reflective abilities and knowledge transfer. Students reported that this stage helped them understand the practical relevance of rhetorical skills and thematic concepts within professional Islamic banking contexts. These results are consistent with views emphasizing that the Extend stage in the 7E cycle plays a crucial role in ensuring learning sustainability through the application of knowledge to new situations (Evangelou & Xenos, 2025; Käpylä & Palvalin, 2025).

Nevertheless, some students still require further guidance to elaborate their reflections more deeply. This limitation suggests that the success of the Extend stage is strongly influenced by students' reflective abilities and the quality of lecturer facilitation. Therefore, strengthening reflective scaffolding is a key aspect to ensure that the Extend stage functions optimally within the 7E learning cycle.

Pedagogically, the findings of this study indicate that the development of rhetoric learning materials based on the 7E model has the potential to support improvements in rhetorical competence, critical thinking skills, and student learning engagement within the ESP context. The integration of systematic learning stages enables students to learn actively and reflectively, in line with constructivist approaches to language learning.

Despite these contributions, this study has several limitations. The trial of the learning materials was conducted on a limited scale and over a relatively short period, so the long-term impact on students' rhetorical abilities could not be comprehensively measured. In addition, this study did not examine the effectiveness of the materials in broader and more diverse classroom contexts. Therefore, future research is recommended to implement the learning materials on a larger scale and to explore their effects on various aspects of students' language skills.

Experts' Validation Results

After the development stage, the instructional materials entitled *English Communication in Islamic Banking Workplace: Rhetoric, Linguistic Features, and Technique* were evaluated by three expert validators consisting of a language expert, a teaching expert, and a subject-matter expert in Islamic Banking. The purpose of the validation was to ensure the feasibility, accuracy, and pedagogical effectiveness of the developed materials before they were implemented in the learning process.

The language validation was conducted by a professor in Applied Linguistics. The evaluation focused on several aspects, including language clarity, grammatical accuracy, appropriateness of vocabulary, consistency of terminology, sentence coherence, and the effectiveness of instructions provided to students. The results of the evaluation indicated that the language used in the instructional materials was generally clear, coherent, and appropriate for the target learners. Minor revisions were recommended in terms of simplifying several long sentences, improving lexical consistency, and providing clearer explanations for several technical terms related to Islamic banking. After revisions were conducted, the language quality of the materials was considered very good and appropriate for instructional use.

The teaching validation was carried out by a professor in English language teaching. The evaluation emphasized pedagogical aspects such as alignment with curriculum

principles, student-centered learning design, integration of Higher Order Thinking Skills (HOTS), development of 21st-century skills, clarity of learning objectives, organization of learning activities, and the availability of exercises and evaluation tasks. The expert also assessed the presence of supporting components such as illustrations, summaries, learning reflections, and competency-based assessments. Based on the evaluation, the instructional materials were considered pedagogically sound and capable of promoting active learning. Some revisions were suggested, including improving the clarity of learning objectives, strengthening reflective activities, and adding several supporting visual elements. After revision, the materials were evaluated as highly appropriate for classroom implementation.

The content validation was conducted by a professor in Islamic law and Islamic banking studies. The evaluation focused on the accuracy and relevance of Islamic banking concepts, consistency in the use of sharia-related terminology, integration of Islamic ethical values, and the authenticity of communication scenarios used in the learning materials. The validator also assessed whether the materials reflected current practices in Islamic banking, including digital banking and sharia-based financial technology. The results indicated that the materials successfully integrated English communication skills with authentic Islamic banking contexts. Several suggestions were provided to enrich the materials with additional real-world case studies and references to current Islamic banking regulations. After the recommended revisions were implemented, the content quality was considered very relevant and academically appropriate.

Overall, the expert validation process was conducted through three cycles of revision based on the feedback provided by the validators. Each cycle focused on improving language clarity, pedagogical organization, and content relevance. After the third revision, the validators agreed that the developed instructional materials had achieved a high level of quality in terms of language accuracy, pedagogical effectiveness, and disciplinary relevance. Therefore, the materials were considered feasible and ready to be implemented in the limited try-out stage with students.

Field Testing Result

The questionnaire was used to collect students' perceptions of the learning material taught and their learning experiences during the 14-session of treatments.

Clarity, Organization, and Comprehensibility Aspects

This section evaluates material presentation clarity, organization, comprehensibility, and exercise relevance for supporting students' learning engagement.

Table 1. The Result of Students' Perception on Clarity, Organization, and Comprehensibility Aspects of Learning Materials

No.	Statements	Alternative Choices			
		SA	A	D	SD
1	The instructions in this teaching material make it easier for me to learn the content.	17	7	6	0
2	The material in the teaching resource is organized and systematic.	15	6	9	0
3	I can easily understand the content.	18	4	8	0
4	I can follow the learning activities step by step with ease.	17	6	6	0
5	I easily understand the sentences used in this teaching material.	14	6	10	0
6	There are no sentences that cause ambiguity in this teaching material.	14	10	6	0
7	I can understand the terms used in this teaching material.	15	14	1	0
8	The exercises and evaluations are relevant to the material provided.	16	6	8	0
9	The exercises and evaluations reinforce the material.	14	8	8	0
<i>Total</i>		140	67	62	0
<i>Score (total x score each item)</i>		560	201	124	0
Total Score		885			

Notes:

SA: Strongly Agree
Disagree

A: Agree

D: Disagree

SD:

Strongly

Average Score of the Material Presentation Aspect: $\frac{875}{9(30)} = 3.27$

Based on the average score in table 1 above, the results for the students' perception regarding the learning material presentation aspects including into the "Very Good" category, indicating a high level of effectiveness and clarity.

Legibility and Relevance Aspects

This evaluation focuses on the legibility and relevance of learning materials to ensure accessibility, clear visual support, systematic presentation, and effectiveness in enhancing students' English comprehension and engagement.

Table 2. The Result of Students' Perception on Learning Material Legibility and Relevance Aspects

No.	Statements	Alternative Choices			
		SA	A	D	SD
10	The background on the cover is clear and does not interfere with the legibility of the text.	17	10	3	0
11	The cover background represents/illustrates the content of the teaching material.	14	10	6	0
12	The text on the cover is clear.	30	0	0	0
13	The text in this teaching material is easy to read.	25	5	0	0
14	The choice of font type and size in this teaching material is appropriate.	17	13	0	0
15	The images, examples, and illustrations presented are relevant to the material.	13	13	4	0
16	The presentation of the subject overview is clear.	19	11	0	0
17	The presentation of the introduction is clear.	26	4	0	0
18	The presentation of learning activities is clear and systematic.	23	7	0	0
19	The presentation of student activities or exercises is clear and reinforces the material.	22	8	0	0
20	The presentation of the summary reinforces the material.	20	9	1	0
21	The presentation of evaluations is clear and helps assess my abilities.	24	4	2	0
22	The presentation of feedback or follow-up helps in understanding my abilities.	20	9	1	0
23	The presentation of the glossary helps me understand unfamiliar terms.	20	10	0	0
24	The inclusion of a bibliography helps me seek more information.	26	4	0	0
Total		316	117	17	0
Score (total x score each item)		1264	351	34	0
Total Score		1649			

Average Aspect of Presentation: $\frac{1649}{15(30)} = 3.66$

Based on the average score showed in table 2 above, the results for the students' perceptions on learning material's legibility and relevance were included into "Excellent" category. It indicated a high level of clarity and effectiveness.

Students' Interest, Clarity of the Study, and the Effectiveness of Exercise & Evaluation Aspects Benefit Aspects

This evaluation examines students' interest, clarity of the materials, and effectiveness of exercises and assessments in supporting understanding and improving students' learning outcomes.

Table 3. The Result of Perception on Students' Interest, Clarity of the Study, and the Effectiveness of Exercise and Evaluation Aspects

No.	Statements	Alternative Choices			
		SA	A	D	SD
25	I am interested in using this teaching material as a learning resource.	14	16	0	0
26	I am interested in using this teaching material to understand the subject matter.	16	12	0	0
27	This teaching material makes it easier for me to study the material.	14	16	0	0
28	The practice questions and exercises help me understand the material quickly.	12	18	0	0
29	The evaluation questions help me understand the learning material quickly.	14	16	0	0
Total		70	78	0	0
Score (total x score each item)		280	234	0	0
Total Score		514			

Average of the Learning Aspect: $\frac{514}{5(30)} = 3,43$

Based on the average score showed in Table 3 above, the results of perception on students' interest, clarity of the study, and the effectiveness of exercise and evaluation aspects of learning materials were included into "Very Good," indicating a high level of effectiveness and student satisfaction with the learning materials.

Benefit Aspects

Benefit aspects examine how learning materials support comprehension, stimulate students' interest, and improve task efficacy, contributing to effective classroom learning engagement.

Table 4. The Result of Students' Perception on Benefit Aspects

No.	Statements	Alternative Choices			
		SA	A	D	SD
30	I can easily understand English communication material in the Islamic Banking workplace regarding rhetoric, language features, and communication techniques using this learning material.	22	8	0	0
31	I am very interested in using this learning material.	26	4	0	0
32	I can work quickly to complete tasks and problems using this learning material.	19	11	0	0
Total		67	23	0	0
Score (total x score each item)		268	29	0	0
Total Score		337			

Average Score of Learning Benefit Aspect: $\frac{337}{3(30)} = 3,74$

Based on the average scores showed in table 11 above, the results students' perception on benefit aspects were included into "Very Good" category. It indicated that the learning materials gave many benefits for the students as the users.

Based on the calculations above, the survey results from the students clearly indicate a "Very Good" category. The students stated that the teaching materials used in the English communication learning process within the Islamic banking workplace are very good, requiring no further improvement. This conclusion affirmed that the learning materials and teaching model applied have met their expectations for Islamic Banking students. In addition, it gave positive contribution to the learning process in Islamic Banking field.

CONCLUSIONS

This study concludes that English rhetoric learning materials based on the 7E Learning Cycle Model effectively enhance rhetorical competence, critical thinking, and learning engagement among Islamic Banking students in an ESP context. The needs analysis showed that English proficiency is essential for professional tasks, including report writing, managerial discussions, corporate communication, and services for international clients. Accordingly, the materials were developed into eight instructional units following the 7E stages: elicit, engage, explore, explain, elaborate, evaluate, and extend. These stages encouraged students to construct knowledge through brainstorming, collaboration, conceptual clarification, and contextual application of rhetorical skills. Expert validation confirmed that the materials were linguistically accurate, pedagogically appropriate, and relevant to

authentic Islamic banking practices. Field testing also revealed highly positive student perceptions regarding clarity, organization, comprehensibility, relevance, interest, and benefits. Despite these positive findings, the study was limited by its small-scale implementation and short trial period. Future research should involve broader contexts and examine long-term effects on professional communication competence. Overall, the 7E-based model offers an effective approach to contextualized English rhetoric instruction in discipline-specific higher education.

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