

A HANDBOOK OF ENGLISH FOR SPECIFIC PURPOSES

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PREFACE

This book has been started with a long journey from all of the authors because it needs hard work and long time to finish the book. Thanks to the Almighty God for giving blessing till this book chapter has been written completely. This book is a compilation of a handbook of English for Specific Purposes that consists of 16 chapters. The implementation of this book is an effort to bring the insight of the future of english for specific purpose perspective from various types such as English for Academic Purposes (EAP), English for Business Purposes (EBP), English for General purposes (EGP), etc. Thank you for all the parties who contributes to the publication of this book chapter. May God Almighty bless upon us.

Pematang Siantar, Oktober 2024
Editor,

Bertaria Sohnata Hutaaruk

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CHAPTER 1

AN INTRODUCTION OF ENGLISH FOR SPECIFIC PURPOSE

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1.1. INTRODUCTION

Language is the most important thing that we can communicate with each other especially for students as (Simarmata & Lestari, 2023). Each language has its own characteristics and types. In today's development, we can no longer distort the language we need to understand. In the field of language education, this is very important to achieve learning goals. In the field of education, the language conveyed must be consistent with the person we are talking to. English is a very important language in today's development. The specific language or English for a specific part here is English for Specific Purposes. English for Specific Purposes refers to English learning that can be used or spoken according to the location or professional subject. For example, when speaking English with students in the medical field, we need to use a language that can be understood or studied in the health/medical field.

This is done to find out how each person's ability to speak. Use language that is appropriate to the place, if you are in the field of accounting then you will use English which refers to accounting, if you are talking about law then the English you will use is legal English. This is done to be more specific. That's what we call English for specific purposes (ESP). According (Hijuelos et al., 2020) ESP is a method used by a teacher to

make the learning carried out in the classroom more effective in accordance with the field he handles. Hutchinson and Waters (1987) define that ESP is an approach to language learning and it is based on learners' needs. It shows that ESP does not involve a particular kind of language, teaching material or methodology", but they suggest that the foundation of ESP involves the learners, the language required and the learning contexts which are based on the primacy of need in English for Specific Purposes (ESP).

1.2. THE PURPOSE OF ESP

English specific purpose refers to the use of English language for a particular goal or objective, usually related to a specific context or field of study. This could include using English for academic purposes, business communication, scientific research, or other specialized areas where precise and technical language is required. The focus of English for specific purpose is to teach language skills that are relevant and practical for a specific professional or academic context. A person's goal in learning ESP is so that the language or what is conveyed matches the goals or objectives to be conveyed. In learning English, the aim of ESP is to convey English according to the place or what is being discussed.

When learning English, the goal of ESP is to teach English according to the place or subject. When learning English, it is difficult or hard to communicate well. ESP makes it easier for teachers or individuals to communicate their goals according to (Hyland, 2022) goals. The goals of teachers teaching ESP are:

a. What students need

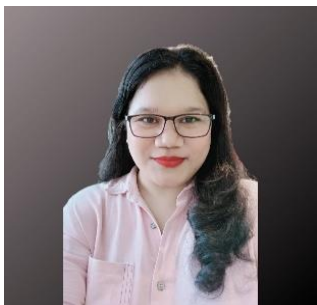
It means what students need, whether they are middle school students, high school students, vocational students, to use English according to their respective majors. (For

matter material is conveyed in English in ESP lessons. Instructors can benefit students by utilizing their expertise of the subject to the fullest extent possible.

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AUTHOR'S PROFILE



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The author has been a lecturer since since 2012 at HKBP Nommensen University in the Medan English Language department study program. The author was born in Wonosari, 18 October 1988. Graduated in 2011 with an undergraduate degree at HKBP Nommensen University and continued her Master's in Education at

HKBP Nommensen University, graduating in 2013. After graduating, the author continued his Doctoral program at State University Medan graduates 2022. Currently the author is a permanent lecturer lecture at HKBP Nommensen university until now.

CHAPTER 2

ENGLISH FOR ACADEMIC PURPOSES

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2.1. INTRODUCTION

English for Academic Purposes (EAP) is a specialized branch of English language teaching that focuses on equipping learners with the language skills necessary for academic study. Unlike General English, which covers everyday communication skills, EAP is tailored to the specific needs and contexts of academic environments (Pandey, 2019). It encompasses a range of skills, including reading academic texts, writing research papers, understanding lectures, and participating in academic discussions. The importance of EAP cannot be overstated, as proficiency in academic English is crucial for success in higher education, particularly for non-native English speakers (Flowerdew, 2012).

The historical development of EAP reflects the increasing globalization of education and the growing number of international students in English-speaking universities. Initially, EAP emerged as a response to the linguistic challenges faced by these students. Over time, it has evolved into a comprehensive field of study, incorporating insights from linguistics, pedagogy, and disciplinary-specific conventions (Hyland & Shaw, 2016; Shi, 2022). Key milestones in the development of EAP include the establishment of specialized EAP courses, the publication of foundational texts, and the integration of EAP into mainstream academic programs (Ting & Ting, 2017). This chapter will delve into the theoretical foundations of EAP, exploring how

academic literacy is cultivated through targeted instruction. It will examine the core skills essential for academic success, such as critical reading, academic writing, listening to lectures, and engaging in scholarly discussions. Additionally, the chapter will address the needs analysis process, which identifies the specific requirements of learners in various academic disciplines, ensuring that EAP courses are tailored to meet these needs effectively.

Furthermore, we will explore the principles of curriculum design for EAP, highlighting how objectives are set, and syllabi are developed to balance language skills with academic content. The chapter will also cover teaching methodologies, showcasing effective approaches and classroom techniques that enhance learner engagement and proficiency. Finally, we will discuss assessment and evaluation methods in EAP, providing insights into how learners' progress is measured and how feedback is utilized to foster improvement.

By the end of this chapter, readers will have a comprehensive understanding of EAP, its theoretical underpinnings, practical applications, and the critical role it plays in supporting academic achievement. This foundational knowledge will equip educators and learners alike to navigate the complexities of academic English and excel in their respective academic endeavors.

2.2. THEORETICAL FOUNDATIONS OF ENGLISH FOR ACADEMIC PURPOSES

2.2.1. ACADEMIC LITERACY AND EAP

Academic literacy is a comprehensive concept that encompasses the ability to understand, evaluate, and engage with academic content effectively. In the context of English for Academic Purposes (EAP), academic literacy is the cornerstone that supports the development of skills required for academic

methodologies not only enhance language proficiency but also promote critical thinking, collaboration, and independent learning. For EAP practitioners, the practical takeaways from this chapter emphasize the importance of a needs-based approach to curriculum design, the integration of core academic skills, and the adoption of effective instructional strategies. By doing so, EAP educators can ensure that their students are well-prepared to meet the demands of their academic disciplines and succeed in their academic pursuits.

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CHAPTER 3

ENGLISH FOR BUSINESS PURPOSES

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3.1. INTRODUCTION

In today's worldwide economy, mastering English is vital for business professionals. As globalization advances, the capability for cross-border communication becomes increasingly crucial. English acts as the global business language, playing an essential role in this context. Whether crafting a compelling email, conducting a meeting, negotiating a contract, or preparing an analytical report, the ability to use English precisely and confidently can significantly impact professional achievements. This is encompassed within Business English (EBP), a specialized branch of English for Specific Purposes (ESP) that focuses on the linguistic skills needed in business settings (Hyland and Wong, 2019). EBP involves more than basic English knowledge; it includes a comprehensive set of skills tailored to business requirements. These skills involve mastering business vocabulary, effective written and verbal communication, and a solid understanding of cultural differences. As companies grow internationally, the importance of EBP rises, making it crucial for career growth, operational effectiveness, and successful global engagements.

The significance of EBP is clear in its role in facilitating international communication. In global commerce, English serves as the primary language for negotiations, contracts, and correspondence (Rachmawati and Hastari, 2022). Proficiency in EBP ensures that business professionals can produce clear and

legally binding documents, reducing the likelihood of misunderstandings and legal complications. This guide aims to provide learners with essential tools and strategies to improve their business English skills. From mastering professional communication and expanding business terminology to understanding cultural differences and developing effective negotiation techniques, each section is crafted to address the real-world challenges learners may face in the business world. Additionally, the rise of digital communication tools has cemented English as the standard for emails, video conferences, and online collaborations. EBP skills enable professionals to communicate concisely and effectively in these digital arenas, enhancing coordination and decision-making.

Professional growth is another area where EBP is invaluable. In numerous international companies, proficiency in business English is crucial for career advancement (Rachmawati et al., 2022). It unlocks opportunities for positions that require communication with global clients, partners, and colleagues. Additionally, many international firms have adopted English as their official language, necessitating high EBP proficiency for employees to succeed. In a competitive job market, this skill can distinguish candidates, indicating their ability to handle global assignments and communicate effectively with international stakeholders. Moreover, accessing professional development opportunities, such as industry conferences, seminars, and online courses, often requires a good command of English, enabling professionals to stay informed about global trends and advancements in their field.

Operational effectiveness is heavily reliant on clear communication. Misunderstandings and miscommunications can lead to costly errors, delays, and disruptions. EBP proficiency helps prevent these issues by ensuring that internal and external communications are clear, precise, and professional (Herlina and

aligned with industry requirements. EBP instruction should incorporate state-of-the-art technologies and real-life scenarios to prepare individuals for the challenges of contemporary business environments. Moreover, proficient Professional Workplace Communication nurtures stronger connections both within and between organizations. Clear and accurate communication enhances collaboration, problem-solving, and decision-making, ultimately leading to heightened productivity and achievement. Additionally, mastery in EBP unlocks a plethora of career opportunities worldwide. Whether individuals are involved in global trade, marketing, finance, or other business sectors, effective communication skills are priceless assets that propel career advancement and success. In summary, Professional Workplace Communication goes beyond language proficiency; it's about empowering individuals with the abilities to thrive in today's interconnected and competitive business landscape. By investing in EBP education and training, individuals and organizations position themselves for success, fostering impactful communication, expanding horizons, and driving growth in the global economy.

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CHAPTER 4

ENGLISH FOR GENERAL PURPOSES

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4.1. INTRODUCTION

Given that English is the most widely used language in the world, its significance cannot be overlooked. One of the languages that is most widely used worldwide is English. English is spoken by more than 1.4 billion people worldwide, both native speakers and non-native speakers (Statista, 2024). As a result, having a strong command of the English language can facilitate effective communication with people around the globe.

English is the language of knowledge and learning in the realm of education. Learners may access a wide range of academic content, research materials, and instructional resources using it as a medium. English becomes an essential subject in higher education and should be studied by students pursuing any major. In this context, the course is called English for General Purposes (EGP) which aims at educating students the fundamentals of English, so that they can communicate in daily situations. It provides students with general language proficiency: reading, writing, speaking, and listening; so, they may use their language abilities in social, professional, and personal settings. Here, EGP is contrast to English for Specific Purposes (ESP), which focuses on specific professions or contexts.

Many scholars claim that EGP and ESP complement each other (Li & Heron, 2021). Moreover, Zohrabi (2015) suggests

that any curriculum should include EGP as a foundation course to help students prepare for ESP. Therefore, it becomes undeniable reality that EGP serves as a fundamental component in every educational program, with the primary objective of preparing students for ESP. It implies that for the purpose of pursuing studies in a specialized field, a learner must have a basic understanding of the English language. In the following sections, the writer explores more about the importance of EGP in English language learning, key components of EGP, teaching approaches and strategies for EGP, and assessment and evaluation in EGP.

4.2. THE IMPORTANCE OF EGP IN ENGLISH LANGUAGE LEARNING

As mentioned early, EGP cannot be separated from ESP. Students who have a basic understanding of the English language will be able to comprehend language relevant to their subject of study. Therefore, dividing English into EGP and ESP is superfluous. The way that EGP is positioned as a crucial course in colleges across multiple nations will be explained in the paragraphs that follow.

In Taiwan, EGP has been identified by Hua and Tsai (2024) as a compulsory course included in the general education program for university students. The primary aim of EGP is centered on cultivating students' enthusiasm and routines in acquiring knowledge of the English language. Here, EGP courses, essential for the majority of first- and second-year university students and comprising of 4–6 credit hours, are designed with the objective of enhancing students' general English language skills, with a specific focus on fluency, accuracy, and competence in managing daily interactions in English. The courses are designed to provide essential linguistic

Task-based Learning (TBL) to support the program. In CLT, language acquisition is viewed as a social process where the primary goal is communication. Meanwhile, TBL emphasizes the importance of completing activities that support language learning. According to the assessment, the purpose of the EGP is to gauge students' overall proficiency in the English language, encompassing their speaking, listening, writing, and reading skills. A range of evaluation and assessment methods, including formative, summative, diagnostic, authentic, self-, and technology-enhanced assessments, can be used to evaluate and assess EGP learners.

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CHAPTER 5

LANGUAGE SKILLS IN ENGLISH FOR SPECIFIC PURPOSE

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5.1. INTRODUCTION

English for Specific Purpose (ESP) in Indonesia is primarily delivered in vocational schools and higher education institutions. Vocational schools emphasize on practical language skills for communication and language training for specific occupational requirements. Similarly, higher education institutions offer ESP courses designed to equip students with the language proficiency needed to excel in their chosen disciplines. ESP has emerged as a learner-cantered approach in language teaching that focuses on equipping students with the language skills tailored to their needs. Woodrow (2018) describes that the learners and the learning purposes are what makes ESP unique. The ESP learners are commonly adults who already have some basic English mastery and have basic knowledge of their professional fields. Their learning goal is to obtain communicative competence to perform in their professional context. This implies that the need analysis process is important in developing an ESP course. The result of the needs analysis is the basis to determine the learning goals, and the method to teach the materials (Anthony, 2018).

The methods used in the classroom commonly reflect the teachers' beliefs about language and learning (Brown & Lee, 2015). Even when teachers share identical learning goals, their classroom practices can be different due to the difference in

beliefs about language learning. A teacher who views language as a system of rules, for instance, might prioritize grammar drills and explicit instruction. On the other hand, a teacher who sees language as a means of communication is likely to create opportunities language use and interaction. These pedagogical choices are shaped by various factors, such as experiences as a language learner and exposure to teaching methodologies.

In this chapter, the selection of activities for each language skill was guided by the principles of communicative language teaching (CLT). Richards & Rodgers (2010) defines CLT as the goals and processes of language teaching. The primary aim of CLT is to achieve communicative competence, the capacity to use language effectively for meaningful communication. This entails not only knowing "what to say," but also "when and to whom." In the current model of communicative competence, Celce-Murcia (2007) offers a more comprehensive view on communicative competence. Building upon previous models, it consists of six key components:

1. **Discourse Competence:** This refers to the ability to produce and comprehend coherent and cohesive texts beyond the sentence level. It involves understanding how sentences connect to form meaningful units of discourse.
2. **Linguistic Competence:** This is the understanding of grammar, vocabulary, and pronunciation. It is the knowledge of the language system and its rules.
3. **Sociocultural Competence:** This dimension is related to social and cultural factors on language use. It involves understanding and adapting language to different social contexts, including cultural norms, politeness, and register.
4. **Formulaic competence:** The ability to use prefabricated language chunks (idioms, collocations, etc.).

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CHAPTER 6

NEEDS ANALYSIS

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6.1. INTRODUCTION

In the dynamic field of English for Specific Purposes (ESP), needs analysis stands as a cornerstone, guiding course design, material development, and instructional approaches. This chapter explores the critical role of needs analysis in ESP, exploring its theoretical foundations, methodological approaches, and practical applications. As language demands in academic and professional contexts continue to evolve in our rapidly changing global landscape, the importance of conducting thorough and nuanced needs assessments has never been more pronounced. From traditional survey methods to cutting-edge technological tools, needs analysis has transformed to meet the complex requirements of diverse learner populations. This chapter aims to equip ESP practitioners, researchers, and curriculum designers with the knowledge and skills to effectively analyze, interpret, and apply learner needs in various ESP contexts. By examining current trends, challenges, and best practices in needs analysis, we will explore how this fundamental process continues to shape the future of ESP education, ensuring that courses remain relevant, targeted, and impactful for learners across different disciplines and professions.

6.2. NEEDS ANALYSIS IN ESP

English for Specific Purposes (ESP) is a learner-centered approach to teaching English, focusing on developing communicative competence in a specific discipline or profession. At the heart of ESP lies the concept of needs analysis, a crucial process that shapes the entire course design and implementation. Needs analysis in ESP can be defined as the systematic collection and analysis of all subjective and objective information necessary to define and validate defensible curriculum purposes that satisfy the language learning requirements of students within the context of particular institutions that influence the learning and teaching situation (Brown, 2016).

The importance of needs analysis in ESP cannot be overstated. It serves as the foundation upon which all subsequent decisions about course content, materials, and methodologies are built. Without a thorough understanding of learners' needs, ESP practitioners risk developing courses that fail to meet the specific language requirements of their students, potentially leading to ineffective learning outcomes and dissatisfaction among stakeholders.

In recent years, the role of needs analysis has evolved to become even more central to ESP practice. As Serafini et al. (2015) note, needs analysis is not just a preliminary step but an ongoing process that informs and refines ESP courses throughout their duration. This dynamic approach to needs analysis reflects the rapidly changing nature of many professional and academic fields, where language needs may shift in response to technological advancements, globalization, and changing workplace demands.

5. Stay informed about emerging trends and technologies that can enhance the needs analysis process.

As the field of ESP continues to evolve, needs analysis must adapt to meet the changing demands of global communication, technological advancements, and shifting workplace dynamics. By maintaining a flexible, learner-centered approach grounded in rigorous needs analysis, ESP practitioners can ensure their courses remain relevant, effective, and responsive to the diverse needs of learners in an increasingly complex and interconnected world.

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CHAPTER 7

ESP COURSE DESIGN

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7.1. INTRODUCTION

English has been growing rapidly and is used as an international language for various purposes such as science and technology, business and commerce, travel and tourism, general administration, medicine, and education (Rao, 2020). Many scientific references, such as books, journals, and research articles are written in English. Therefore, students with lack of English skills will find it difficult particularly in learning technical terms in the class. This requires an approach in English language teaching, namely English for Specific Purposes (ESP). ESP is one of the approaches in teaching English, where it is different from General English (GE). General English focuses on linguistic aspects, while ESP primarily focuses on the needs, goals, and interests of the students. Teaching and activities in ESP are designed and developed based on an analysis of students' English language needs (Gestanti, Mufanti, & Nimasari, 2019).

ESP is an appropriate approach for adult learners who learn English to support professional and academic activities (Bortnyk, 2017). Starting around the 1960s (Tzoannopoulou, 2015), ESP is a learner-centered teaching approach aimed at accommodating students' needs to master English in their specific fields (Arifin, Norain, & Ridwan, 2022), to educate them in communicative competence using the English language in any situations (Raximova & Raximov, 2021). There are two

branches of ESP, namely English for Academic Purposes (EAP) and English for Occupational Purposes (EOP). EAP focuses on learning English to support the student's academic and research activities that use English as a medium (Rao, 2020), while EOP prepares for their future careers (Sumartini, 2023). ESP is increasingly developing, but one of the areas where ESP is particularly relevant is in non-English language departments, especially at the secondary and higher educational levels (Arifin et al., 2022).

There are two main elements in ESP according to (Ahmed in Asri, Ulfa, & Suryadi, 2019), namely the teacher and the materials. The first element means that those who can teach ESP are professional teachers who are experts in teaching English for all professions and can design teaching materials to enhance students' competence in authentic settings and real-life situations. The teaching materials elements are that the materials used in ESP can stimulate students to use their basic knowledge to support their current learning.

To support the students in their academic learning, ESP needs to be carefully designed by considering students' needs in learning English. Therefore, developing an ESP course design that aligns with students' needs, objectives, and characteristics is also crucial. ESP course design will be successful as long as it provides clear goals and an understanding of what is expected and required by the students (Lee, 2016). The first step in developing an ESP course design is to conduct a Needs Analysis. Needs Analysis (NA) is the backbone of ESP course design, where students' necessities, lacks, and wants related to language skills can be identified. After conducting a needs analysis, ESP course design can be continued by conducting a series of processes, including determining the most appropriate syllabus, materials development, selecting methods and activities, as well as assessment and evaluation. This article

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CHAPTER 8

ENGLISH FOR ECONOMICS AND ACCOUNTING

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8.1. INTRODUCTION

English for Specific Purposes (ESP) plays a crucial role in facilitating the English language skills required in the context of economics and accounting. ESP for these fields focuses on developing language skills tailored to professional needs, including the ability to read financial reports, write business documents, and communicate in meetings. This study identifies effective approaches and teaching methods in ESP for economics and accounting, emphasizing needs analysis, the development of context-based teaching materials, and the implementation of task-based teaching methods. The evaluation of language skills through context-based tasks and constructive feedback is considered critical in this process. The study also highlights recent trends in ESP that impact English language teaching in the fields of economics and accounting. The findings of this research are expected to enhance teaching practices and the relevance of teaching materials in meeting the specific needs of students in these fields. Research on "specific English purposes for economics and accounting" is essential due to the increasing demand for English proficiency in these fields. English has become the international language in both business and academia. Strong English language skills enable professionals in economics and accounting to communicate with colleagues, understand scientific literature, and access relevant global information. Therefore, a deep understanding of specific

English purposes in this context is crucial to enhancing individual competence and competitiveness in the international job market.

Moreover, many previous studies have not specifically addressed the practical application of specific English purposes in the fields of economics and accounting. Most research tends to focus on the general aspects of English language learning without considering the specific needs of each field of study or profession. This research aims to fill that gap by offering a new perspective that is more focused and relevant to professionals in the economics and accounting sectors. Consequently, this study will not only provide academic contributions but also practical benefits that can be directly applied.

Another objective of this research is to identify and develop more effective and efficient English teaching strategies within the context of economics and accounting. Higher education and professional training often face challenges in aligning learning materials with the specific needs of different fields. Therefore, by identifying the specific English needs for economics and accounting, this research is expected to provide more accurate recommendations for educational and training institutions. This will help improve the quality of learning and the outcomes achieved by learners.

This research also aims to highlight the long-term benefits of mastering specific English for economics and accounting. English proficiency not only enhances communication skills but also opens up broader career opportunities and increases professionalism in an international work environment. With strong English language skills, professionals can stay updated on the latest developments in their field, participate in international conferences, and collaborate with foreign institutions or companies. Therefore, this research seeks to demonstrate how

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CHAPTER 9

ENGLISH FOR TOURISM

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9.1. INTRODUCTION

English language, which is the most often spoken and used language in international travel in the twenty-first century, can directly be impacted by the tourist and hospitality industries' rapid growth. English for tourism has a main role in the delivery of quality service. People who work in the tourism and hospitality industry are aware of its importance. They need to have a good command of English to support their job. Since English for tourism and hospitality has been categorized under English for Specific Purpose (ESP), it is an important and dynamic area of specialization within the field of English language teaching and learning. Language skills is very important and essential in all professional fields especially in the tourism and hospitality industry because of its specific concepts. Therefore, it is a must for the learners to understand the practical applications of this skill. In order to improve learners' understanding, this chapter looks particular at the language of tourism and hospitality. The purpose of this chapter is to provide an overview of the purpose of teaching ESP in terms of tourism and hospitality to the learners. Also, it helps learners to improve their English skills in understanding the current tourism potential in the world.

9.2. WAYS TO IMPROVE LEARNERS' ENGLISH SKILLS IN THE FIELD OF TOURISM

There are some important ways to improve learners' English skills. They consist of vocabulary development, reading comprehension, structure, speaking skill, and writing skill.

9.2.1. VOCABULARY DEVELOPMENT

For English learners, building vocabulary is a highly demanding process. However, as stated by Alharbi (2015), learners usually develop vocabulary incidentally through conversation as they network socially with English speakers inside schools or out (Peregoy & Boule, 2013). In doing so, learners must select the right strategy to reach a better understanding of the new text they read or study. Hence, it becomes important to develop vocabulary in order to improve learners' English skills especially in terms of tourism and hospitality. This activity gives learners the opportunity to develop some vocabularies related to tourism and hospitality that they have not known before. These are some useful words and phrases to improve learners' vocabulary.

Table 9.1. Vocabulary for tourism and hospitality

No.	Word/phrase	Definition
1.	A leisurely stroll	A slow, relaxing walk.
2.	Accommodation	Buildings or rooms where people live or stay.
3.	Admission fee	The price you pay to get through the main gate or door and into an event, venue, or facility you are seeking to visit or attend.
4.	Backpackers	People without much money, who travel on holiday carrying all their belongings in a backpack.
5.	Breathtaking	Very beautiful, exciting or impressive.

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CHAPTER 10

ENGLISH FOR HOTEL MANAGEMENT

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10.1. INTRODUCTION

The tourism industry is closely related to foreign-language proficiency. As an international language, English is crucial to hotel management. English is often used as an international language to communicate with guests from various countries. A good command of English allows hotel staff to provide better services and be more responsive to guest needs. English can improve the quality of service for guests and make it easier to handle complaints and resolve problems in a professional manner. Many operational systems and procedures in the hospitality world use English. With English proficiency, service providers can provide customer satisfaction. In internal hotel management relationships, English is also important for maintaining consistency and professionalism, because standard operating procedures use English. Coordination between departments, training, and development also require English language skills. By having English skills, one will have the opportunity to have a career in international hotels and a global network.

Nowadays, hotels are no longer just a place to stay but also a place for healing, which is commonly known as a “staycation”. Staycation is a combination of stay and vacation. A staycation is a time when an individual or family stays at home and engages in leisure activities close to their home, finding relaxation and relieving stress from their job routines

without traveling to distant locations (Mathew & Sridevi, 2022). Families stay at a hotel for fun. They choose a vacation in a close location and a hotel that has good facilities and services. Because of this, hotels have now changed their function from being just a place to staying in a place to having fun.

Hotel management is professional management techniques used in the hospitality sector, including hotel administration, accounts, marketing, housekeeping, front office (or front of house), food and beverage management, catering, and maintenance (Yiu et al., 2015). This chapter provides scenarios to help learners apply their language skills in authentic situations in the field of hotel management. This chapter aims to provide a guide for teaching English in the context of hotel management.

10.2. OVERVIEW OF THE HOTEL INDUSTRY

Typically, the description of hotel staff is divided into hotel management/executive office, receptionist, concierge, housekeeping, laundry, restaurant staff, and tour guides (Hermawan, 2018). Iswahyuni and Sari (2020) also added restaurant staff to explain hotel management in English. This chapter refers to the Guide to ASEAN Mutual Recognition Arrangement on Tourism Professionals (ASEAN MRA-TP) (2022). In this chapter, hotel services are divided into the following categories.

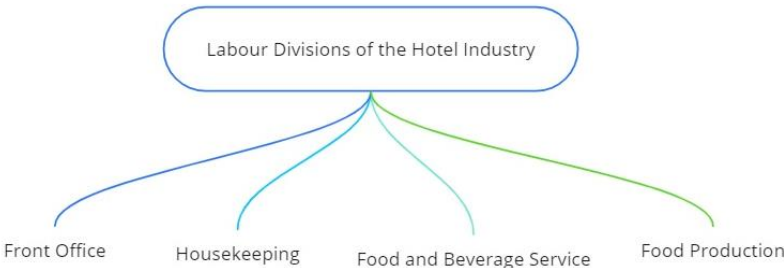


Figure 10.1. Labour Divisions of Hotel Industry

educators design learning that meets students' needs and industry expectations. Having excellence service will not only increase guest satisfaction, but also stimulate repeat visit and positive reviews, which in turn boost profits and competitiveness.

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CHAPTER 11

ENGLISH FOR TRANSPORTATION

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11.1. INTRODUCTION

The concept of English for Specific Purposes (ESP) is crucial in language education, especially with the rise of international languages. It is present in various theories and holds different meanings. ESP does not simply require specialists to use an international language; instead, it focuses on providing professional communication skills to those already knowledgeable in their fields (Syakur et al. 2020). Different professional groups have specific language needs, and ESP aims to cater to these requirements. Government employees, for example, use English in various sectors such as health, law, and engineering (Lemeshko et al.2020). The goal is to equip federal employees with the necessary language skills for their job roles and improve communication abilities. Specialized materials are essential for effective learning in ESP.

English for Transportation (EFT) is a specialized form of English that aids individuals in communicating within the transportation industry. Despite the abundance of resources available for EFT, research on this domain remains limited. Investigating EFT is crucial to understanding its objectives, challenges, and effective learning methods. Originating from English for Specific Purposes (ESP), EFT equips professionals in the transportation sector with the necessary skills for effective communication. Other ESP fields such as Academic English, Law, and Hospitality have been well-researched, showcasing the

importance of specialized language training in various industries. Engineering played a significant role in kickstarting ESP research.

11.2. ENGLISH FOR TRANSPORTATION DISCOURSE

The transportation sector is a complex domain characterized by specialized language use across various modes of transport. Effective communication is crucial for safety, efficiency, and coordination within this industry. This section delves into the unique linguistic features of English used in aviation, maritime, and land transportation, highlighting the specific discourse characteristics and challenges faced by language users in each mode.

11.2.1. INTRODUCTION TO AVIATION ENGLISH

Effective language use is vital during all stages of aircraft flight for the many individuals involved in air traffic activities daily (Pacheco, 2022). Miscommunication can lead to mistakes, sometimes resulting in accidents (Alharasees et al.2023). Inadequate understanding of air traffic control language can cause frustration and a loss of control, increasing the risk of accidents (Lin, 2021). It is crucial for air traffic control authorities and airline management to enhance English language training not only in aviation but also in other sectors to meet the linguistic requirements of aircraft crews for air traffic control. In most non-English-speaking countries, the national air traffic control authority mandates the use of English to address communication challenges arising from the growth of national and international air traffic, complex aircraft, and diverse airports (Fowler et al.2021). These policies aim to enhance safety standards and regulate various professions in the industry to ensure the safety and efficiency of air traffic.

formative and summative assessments, professionals in transportation can excel in their roles and contribute to industry success. In conclusion, the paper emphasizes the significance of EFT in facilitating effective communication and enhancing operational efficiency in the transportation sector.

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CHAPTER 12

ENGLISH FOR NURSING

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12.1. INTRODUCTION

In the era of globalization, English has become a universal language that is not only important in the world of business and diplomacy, but also in the health sector. Proficient English language skills for nurses are essential in providing quality health services. Nurses as the frontline in the medical world, have a crucial role in communicating with patients, patients' families, fellow medical personnel, and even with international health institutions. Effective and accurate communication is key in building trust, understanding patient needs, and providing appropriate health education. However, limited English proficiency is often an obstacle for nurses in performing their duties optimally. This can lead to misunderstandings, miscommunication, and even fatal medical complications. Nursing English is one of English for Special Purposes (ESP) that concentrates on comprehending and explaining the use of English in clinical settings and nursing education. Furthermore, it assists nursing students improving their English skills in specific nursing concepts, such as comprehending technical terminology and communicating effectively with doctors and patients. (Bosher, 2012). Nursing English courses are created for nursing students to fulfill their the technical and specific needs, taking into account their different English proficiency levels. Moreover, The objective is to supply them with the language skills so that they have

effective communication in their future nursing careers. Some of topics needed by nursing students such as: healthcare teams, human organs, about hospital, drugs, diseases and symptoms (Pradana et al., 2022)

12.2. INTRODUCING SELF AND OTHERS

12.2.1. Self Introduction

Self introduction skills are the first step in communication between nurses and patients. The most important things in self-introduction are greetings, saying the time, and saying your name.

Dialogue: Read the example of the dialogue below! (Salam, 2009)

Nurse : Good morning, Ms. Dewi. I'm Nuri. I'm in charge of you this morning.

Patient : Good morning.

Nurse : How do you feel right now?

Patient : I feel better, thank you.

Nurse : That's good. See you later Ms. Dewi.

Patient : See you.

12.2.2. Introducing Others

Introducing someone to other team members, on the other hand, is an important in professional practice for a nurse. In professional contexts, introductions play a crucial role in establishing relationships and facilitating effective communication.

12.2.3. Dialogue

Read the example of the dialogue below! (Fatimah, 2020)

Sari : Hello, good morning, Ms Puspa.

Puspa : Hello Nurse Susan, good morning.

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CHAPTER 13

ENGLISH FOR SECRETARY

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13.1. EMPHASIZING THE IMPORTANCE OF ENGLISH PROFICIENCY FOR SECRETARIES IN INTERNATIONAL BUSINESS CONTEXTS

ESP is a branch of language education, which deals with the particular needs of certain professions or groups. It is very important for secretarial students to have a good command of English while they are studying and taking up courses that will enhance their professional development and career progression. This ESP for Secretary program aims at advising Secretarial students and teachers in an ideal manner so as to help them improve their skills in English especially when it comes to carrying out their tasks as secretaries. The target is to equip future secretaries with enough information on English so that they can efficiently work in an environment where English is the official language. Language Proficiency: For Secretary Job-Related Skills (Reading, Writing, Speaking & Listening); Professional Communication; For instance secretaries must learn how to email, write reports or present information Industry-Specific Vocabulary; Encompassing a vast range of words used only by the secretary profession Practical Exercises: Consisting of practical tasks and exercises, which allow them apply their knowledge in reality By giving these specific details regarding secretarial learners or practitioners are well-equipped with the necessary English language skills to perform their

duties efficiently and effectively in an English-speaking environment.

Furthermore, secretaries now require the abilities of a secretary with other administrative skills too; Secretaries are required to be effective in communicating well and simply using English both spoken and written while dealing with fellow work mates, clients and the stakeholders. These specific language skills can be called the most important for secretaries. The ability to present information convincingly as well as write concise e-mails, efficient reports and other professional documents. Recognizing terminologies from relevant industries such as technology-based words, administrative terms as well as general business language that apply to secretarial work. Understand problems fast and provide solutions that work practically even when there is no time or resources available. Adapting to different cultures therefore ensuring communication is done effectively through teamwork also becomes handy for a secretary in his or her daily routines. Examples of practical exercises and activities include role-playing, case studies, simulations etc., which employ the use of these language skills in real-life situations. Therefore, this requires secretaries who possess these skills since they have various duties ranging from administrative tasks to communication and problem-solving in globalized digital workplace environments.

13.2. WHAT KINDS OF ACTUAL SECRETARIAL RESPONSIBILITIES ARE THERE THAT CAN BE INCLUDED IN ESP COURSES?

Actual secretarial tasks that can emulate secretarial tasks and challenges can be included in ESP lessons to prepare the secretarial students for real life experiences. Some of the examples of these duties include making phone calls, sending emails, scheduling, developing and presenting information,

communication methods needed to perform their duties effectively by doing this. Because they are practicing skills that are important to their profession, secretaries who utilize this strategy may also become more enthusiastic and confident. In summary, in order for secretaries to succeed in their field, they need to improve their ability to communicate in English for usage in international business settings, address common problems with their English language proficiency, and include real-world secretarial tasks in ESP courses. By focusing on these areas, secretaries can develop the language skills and communication strategies required to engage with international clients, colleagues, and stakeholders.

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Juitania

The author is a lady with a Masters in English Education degree. Since 2019, she has been a lecturer at Pamulang University, where she made significant contributions to teaching students in English. Aside from her academic profession, the author works as an editor for Happy Holy Kids Editorial Team, a well-known children's book publisher. In his proposal as editor, she suggested creating instructive and entertaining content for children, so helping to shape a young generation that enjoys reading and learning. With vast expertise in education and publishing, the author is committed to improving the quality of children's education and literacy through her work.

CHAPTER 14

ENGLISH FOR MATHEMATICS

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14.1. INTRODUCTION

English is a worldwide language. Math should also be taught in English. English for Mathematics addresses the special language needs of mathematical discourse, with the goal of providing students with the linguistic abilities required for practical expression and knowledge of mathematics (Cesaria et al., 2024). In Indonesia, where English is a second language, learning mathematics in English remains a significant barrier to comprehending mathematical concepts.

Furthermore, students' greatest barrier to communicating in English is their limited knowledge of English mathematical topics (Ersanli, 2017). Several terms in mathematics differ from the general terms. To teach mathematics in English, the lecturer needs to have at least a basic understanding of mathematics words and vocabulary in order to describe it using familiar sentences from a mathematical standpoint. The mathematical language has its own syntax and structure that differs from normal English, complicating the arrangement of symbols, equations, and statements (Osterholm, 2008). Beyond language, effective communication in this discipline necessitates the capacity to explain complicated mathematical reasoning coherently and logically (Cesaria et al., 2024). Likewise, mathematical notions stated in speech frequently sound different from those expressed in symbols (Dewi et al., 2018).

According to Collins Dictionary, a symbol is something that stands for, depicts, or implies another thing. Meanwhile, a mathematical symbol is a figure or a set of figures that is used to represent a mathematical object, an action on mathematical objects, a relationship between mathematical objects, or to structure the other symbols in a formula. Equation and expression are not the same. What differentiates them is that expressions do not have an equal sign and are essentially mathematical "phrases." Equations contain an equal sign and indicate equivalence between two mathematical expressions. For instance, $5x - y$ is an algebraic expression, but $5x - y = 6$ is an algebraic equation.

Furthermore, terminology refers to the collection of terms used in a specific technical application within a field of study, profession, etc. As a consequence, bilingual activities in English-language mathematics education are commonplace. However, teachers continue to make efforts to simplify mathematics concepts so that pupils can understand them when explained in English. Some teachers used tools, images, graphs, and/or videos. To ensure that all students, from high to low English proficiency, understand mathematical ideas, the bilingual teacher typically uses code switching with the pupils. Code switching is the use of the native language as necessary to ensure that pupils understand what they are learning. (Dewi et al., 2018).

Therefore, it is common to have bilingual activities in teaching mathematics in English. But this also still make teacher made efforts to simplify mathematics concept so that the students could understand the concept when teacher explains it using English. Some of teacher used tools, pictures, graphs and/or video. In order to ensure all students, high until limited English proficiency students, could get the mathematical concepts, the bilingual teacher usually do code switching to the

result, learning mathematics in English requires twice as much effort as learning traditional mathematics. The vocabulary of mathematical terms or terminology, as well as mathematical expressions, must be mastered by both teachers and pupils. The language used by the teacher to explain the subject must be compatible with the ones understood by the students. Reading mathematical expressions aloud to explain differs from reading them for comprehension. When reading mathematical expressions for comprehension, you simply glance at the symbols, whereas when reading for explanation, you must pay attention to what the symbols represent by the speaker. As an outcome, teachers need to add a "how to read" column to every mathematics expression in English on their modules/handbook or their presentation slide in order to help pupils understand by synchronizing what the teacher says with what they capture.

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Born on November 15, 1988, in Surabaya. I am married to an Indonesian Air Force officer and am now living in Yogyakarta. I work as a math lecturer at the Institut Teknologi Dirgantara Adisutjipto, an aerospace campus below Air Force Foundation. I received my bachelor's degree in mathematics education from Universitas Negeri Malang in 2010. In 2013, I graduated with a master's degree on mathematic education from a sandwich scholarship collaboration with Ditjen Dikti and Nuffic Neso Indonesia on a program called IMPoME (International Master Program on Mathematics Education) for lecturer candidates, which was held alternately at Freudenthal Institute-University Utrecht in the Netherlands and Universitas Negeri Surabaya. Working as a bilingual teacher at SMPN 1 Malang after graduating with a bachelor's degree, as well as at SD Al Azhar 31 Yogyakarta after earning a master's degree before becoming a lecturer, has made me love English. I

believe that English is one of my support systems for my career as a mathematician.

CHAPTER 15

ENGLISH FOR AGRICULTURE

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15.1. INTRODUCTION TO ENGLISH FOR AGRICULTURE

English for Agriculture in the context of English for Specific Purposes (ESP) refers to a specialized area of ESP that focuses on teaching English language skills tailored to the specific needs of students or professionals in the agricultural sector. This specialized approach is designed to equip learners with the necessary linguistic tools to effectively communicate and operate within various agricultural contexts, whether in academic, scientific, or practical fields. The primary aim of English for Agriculture is to develop the communicative competence of learners in specific agricultural domains, such as crop production, livestock management, agricultural economics, and sustainable farming practices. This involves teaching relevant vocabulary, technical terms, and expressions commonly used in the agriculture industry, as well as enhancing the learners' ability to engage in professional discussions, read and comprehend agricultural texts, write reports, and communicate effectively in their field of expertise. For instance, as highlighted in the case study at the Agricultural University of Tirana, ESP courses are essential for students in agriculture-related study programs to acquire the specialized vocabulary and communication skills needed for their academic and future professional activities (Jata, 2018). This includes learning terminology related to various agricultural practices and

engaging with topics pertinent to agriculture and the environment, thereby enabling them to use English effectively for both employment and research purposes within the agricultural sector (Jata, 2018). Thus, English for Agriculture serves as a crucial educational tool that supports the professional and academic development of individuals in the agricultural sector, enhancing their ability to engage with global discussions, advancements, and collaborations in agriculture.

15.2. THE OBJECTIVES OF ENGLISH FOR AGRICULTURE

The objectives of English for Agriculture in the context of English for Specific Purposes (ESP) are primarily focused on equipping students and professionals in the agricultural sector with the necessary English language skills to function effectively in their field. These objectives can be detailed as follows:

1. **Enhancing Communication Skills:** One of the primary objectives is to improve the ability of students and professionals to communicate effectively in English within the agricultural context. This includes both verbal and written communication skills, which are essential for interacting with international peers, stakeholders, and experts in the field (Arias-Contreras & Moore, 2022).
2. **Accessing and Understanding Technical Information:** English for Agriculture aims to enable learners to access, understand, and use English-language resources and literature pertinent to agriculture. This is crucial for staying updated with the latest research, technological advances, and best agriculture practices (Arias-Contreras & Moore, 2022).
3. **Facilitating International Collaboration:** The program seeks to prepare learners for international collaboration by

tailored to the specific needs of the agricultural sector, focusing on both the technical aspects of agriculture and the communication skills necessary for professional success in this field. The main issues and challenges in English for Agriculture within ESP encompass the need for specialized knowledge, pedagogical adaptation, material and technological support, addressing learners' proficiency and motivation, accurately conducting needs analysis, integrating ESP with agricultural content, and leveraging digital learning tools effectively. The era of digital advancement presents numerous opportunities for English for Agriculture in ESP to enhance the learning experience through hybrid learning models, mobile learning, internet-based applications, digital-mediated reading, content creation and sharing, and the development of specialized ESP materials. These opportunities leverage technology to make ESP education more accessible, engaging, and effective for students in the agricultural sector.

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CHAPTER 16

ENGLISH FOR BUSINESS COMMUNICATION

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16.1. GENERAL OVERVIEW OF ENGLISH FOR BUSINESS COMMUNICATION (EBC)

English has become the universal language, especially for commercial communications such as international trade, finance, and corporate communications. Business English proficiency is essential for people and companies doing business internationally. English for Business Communication (EBC) is a specialized area within English for Specific Purposes (ESP) focusing on the language skills and communicative competence required in business contexts. The EBC concept was developed in response to the growing need for effective communication in multinational business environments. Early research underscored the importance of customised language training for business professionals in order to improve their effectiveness in a variety of communication situations (Charles, 1996). A wide variety of communicative practices, including negotiations, presentations, and written correspondence, have been incorporated into the field (Bargiela-Chiappini & Harris, 1997).

In today's rapidly evolving business environment, effective communication is very important. Whether it's between colleagues, with clients, or across departments, the ability to convey information clearly and professionally can significantly impact an organization's success. There are three primary reasons why English is important for business communication. **First of all**, English is the most widely spoken second language

in the world. According to Crystal (2003), English is used as an official or semi-official language in over 70 countries and is the dominant language in international business, science, technology, and aviation. This global reach makes English a vital tool for businesses aiming to operate internationally. Another reason why English is essential in business communication is because of the standardization of communication tool. Using English as a standard language for business communication facilitates consistent and clear communication across multinational organizations. It helps bridge the language gap between employees from diverse linguistic backgrounds, enhancing collaboration and efficiency (Nickerson, 2005). Additionally, in the competitive tradition of today, corporate communication is essential. Proficiency in English can give businesses a competitive edge. It enables better negotiation, marketing, customer service, and networking opportunities, which are essential for gaining and maintaining international clients and partners (Louhiala-Salminen, Charles, & Kankaanranta, 2005).

EBC training enhances professional effectiveness and career prospects by improving essential communication skills. In academic settings, EBC courses prepare students for global business environments, making them competitive in the job market (Zhu, 2004). Businesses that invest in EBC training for employees see improved efficiency, better teamwork, and stronger international relations (Bargiela-Chiappini & Harris, 1997).

16.2. ELEMENTS OF BUSINESS COMMUNICATION IN ENGLISH

16.2.1. ORAL COMMUNICATION

Oral Communication Skills in EBC oral communication are essential for virtual meetings, presentations, and in-person

market (Zhu, 2004). Moreover, businesses that invest in EBC training for their employees often see improved efficiency, better team collaboration, and enhanced international relations (Bargiela-Chiappini & Harris, 1997).

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A HANDBOOK OF ENGLISH FOR SPECIFIC PURPOSES

A Handbook of English for Specific Purposes (ESP) consists of 16 chapters which organizes similarly from chapter to chapter with an (1) introduction of ESP, (2) english for academic purposes, (3) english for business purposes, (4) english for general, (5) language skills in ESP, (6) need analysis, (7) ESP course design, (8) english for economics and accounting, (9) english for tourism, (10) english for hotel management, (11) english for transportation, (12) english for nursing, (13) english for secretary, (14) english for mathematics, (15) english for agriculture, and (16) english for business communication

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