

Editor :

Dr. Bertaria Sohnata Hutauruk, S.Pd., M.Hum



FUTURE SCIENCE

THE HANDBOOK OF ENGLISH FOR SPECIFIC PURPOSES IN THE LAST TREND ERA

Penulis :

Rahma Pitria Ningsih | Loso Judijanto | Juvrianto Chrissunday Jakob

Ika Sulis Setianingsih | Vonny Ardiel | Andri Suherman | Vera Nurlia | Dwi Indarti

Anggit Laesa Oktaviani | Ida Cahyani | Saidah | Tiara Kristina Pasaribu

Tenny Murtiningsih | Theodore Alexander Atmaja | Nurti Rahayu

Fransisca Meyla Aryawati | Athiyah Salwa | Yuti Yuniarti | Surip Haryani | Irene



INFORMASI SELENGKAPNYA

Silahkan order dan hubungi kami:

Website Future Science:

<https://book.futuresciencepress.com>

Whatsapp:

+62 852-9761-9179

THE HANDBOOK OF ENGLISH FOR SPECIFIC PURPOSES IN THE LAST TREND ERA

Author:

Rahma Pitria Ningsih
Loso Judijanto
Juvrianto Chrissunday Jakob
Ika Sulis Setianingsih
Vonny Ardiel
Andri Suherman
Vera Nurlia
Dwi Indarti
Anggit Laesa Oktaviani
Ida Cahyani
Saidah
Tiara Kristina Pasaribu
Tenny Murtiningsih
Theodore Alexander Atmaja
Nurti Rahayu
Fransisca Meyla Aryawati
Athiyah Salwa
Yuti Yuniarti
Surip Haryani
Irene

Editor: **Dr. Bertaria Sohnata Hutaaruk, S.Pd., M.Hum**

Desain Cover: **Nada Kurnia, S.I.Kom.**

Tata Letak: **Samuel, S.Kom.**

Ukuran: **A5 Unesco (15,5 x 23 cm)**

Halaman: **xvi, 358**

e-ISBN: **978-634-7216-38-0**

Terbit Pada: **Juni 2025**

Hak Cipta 2025, Pada Penulis

Isi diluar tanggung jawab percetakan

Copyright © 2025 by Future Science Publisher

All Right Reserved

Hak cipta dilindungi undang-undang
Dilarang keras menerjemahkan, memfotokopi, atau
memperbanyak sebagian atau seluruh isi buku ini
tanpa izin tertulis dari Penerbit.

**PENERBIT FUTURE SCIENCE
(CV. FUTURE SCIENCE)**

Anggota IKAPI (348/JTI/2022)

Jl. Terusan Surabaya Gang 1 A No. 71 RT 002 RW 005, Kel. Summersari, Kec. Lowokwaru, Kota
Malang, Provinsi Jawa Timur.
www.futuresciencepress.com

TABLE OF CONTENTS

PREFACE.....	v
TABLE OF CONTENTS	vi
CHAPTER 1 AN INTRODUCTION TO ENGLISH FOR SPECIFIC PURPOSES.....	1
Rahma Pitria Ningsih.....	1
1.1. DEFINITION AND SCOPE OF ESP	1
1.2. HISTORICAL DEVELOPMENT OF ESP	5
1.3. CHARACTERISTICS OF ESP	7
1.4. THE ROLE OF TECHNOLOGY IN MODERN ESP	8
1.4.1. Digital Learning Platforms and Online Resources	9
1.4.2. Computer-Assisted Language Learning (CALL)	9
1.4.3. Virtual Reality (VR) and Augmented Reality (AR) in ESP	9
1.4.4. Artificial Intelligence (AI) and Adaptive Learning ..	10
1.4.5. Mobile Learning and ESP Applications	10
CHAPTER 2 THE FUTURE OF ENGLISH FOR SPECIFIC PURPOSE.....	13
Loso Judijanto.....	13
2.1. INTRODUCTION	13
2.2. THEORETICAL FOUNDATIONS OF ESP	17
2.3. CURRENT TRENDS IN ESP	20
2.4. CHALLENGES IN ESP	24
2.5. FUTURE DIRECTIONS FOR ESP.....	27
2.6. IMPLICATIONS FOR STAKEHOLDERS	31

2.7.	CONCLUSION	35
CHAPTER 3	TYPES OF ENGLISH FOR SPECIFIC PURPOSES	45
	Juvrianto Chrissunday Jakob	45
3.1.	INTRODUCTION	45
3.2.	CHARACTERISTICS OF ENGLISH FOR SPECIFIC PURPOSES	47
3.3.	ENGLISH FOR ACADEMIC PURPOSES	49
3.4.	ENGLISH FOR RESEARCH PUBLICATION	50
3.5.	ENGLISH FOR BUSINESS ADMINISTRATION	51
3.6.	ENGLISH FOR COMPUTER.....	53
3.7.	ENGLISH FOR SCIENCE AND TECHNOLOGY	53
3.8.	ENGLISH FOR MUSIC.....	54
3.9.	ENGLISH FOR NURSING.....	55
3.10.	ENGLISH FOR MATHEMATIC	56
3.11.	ENGLISH FOR TOURISM	57
3.12.	ENGLISH FOR AGRICULTURE	58
3.13.	ENGLISH FOR AVIATION.....	59
3.14.	ENGLISH FOR TRANSPORTATION.....	59
3.15.	ENGLISH FOR CIVIL ENGINEERING.....	60
3.16.	ENGLISH FOR LAW	61
3.17.	CONCLUSION	62
CHAPTER 4	OVERVIEW OF ENGLISH LANGUAGE SKILLS IN ENGLISH FOR SPECIFIC PURPOSES	69
	Ika Sulis Setianingsih	69
4.1.	INTRODUCTION	69

4.2.	LISTENING SKILLS IN ESP	71
4.3.	SPEAKING SKILLS IN ESP	73
4.4.	READING SKILLS IN ESP	77
4.5.	WRITING IN ESP	80
4.6.	CONCLUSION.....	82
CHAPTER 5	NEED ANALYSIS FOR ENGLISH FOR SPECIFIC PURPOSE.....	87
	Vonny Ardiel	87
5.1.	INTRODUCTION	87
5.2.	TARGET NEEDS.....	88
5.3.	LEARNING NEEDS	90
5.4.	COMPONENT OF ESP NEEDS ANALYSIS	91
5.5.	METHODS OF CONDUCTING NEED ANALYSIS.....	93
5.6.	IMPLEMENTING NEED ANALYSIS IN ESP COURSE DESIGN	95
5.7.	CASE STUDIES IN ESP NEED ANALYSIS	97
5.8.	FUTURE DIRECTIONS IN ESP NEED ANALYSIS.....	99
5.9.	CONCLUSION.....	100
CHAPTER 6	ASSESSMENT AND EVALUATION IN ESP	103
	Andri Suherman.....	103
6.1.	INTRODUCTION	103
6.2.	ASSESSMENT METHODS IN ESP	104
6.3.	ASSESSMENT STANDARDS IN ESP COURSES	107
6.4.	STANDARDIZED ASSESSMENT IN ESP	112

6.5.	CONCLUSION	115
CHAPTER 7	ENGLISH FOR ACADEMIC PURPOSES	119
	Vera Nurlia	119
7.1.	INTRODUCTION TO EAP	119
7.2.	IMPORTANCE OF EAP IN HIGHER EDUCATION.....	120
7.3.	DIFFERENCES BETWEEN GENERAL ENGLISH AND EAP	122
CHAPTER 8	ENGLISH FOR RESEARCH PUBLICATION	137
	Dwi Indarti.....	137
8.1.	INTRODUCTION	137
8.2.	THE GLOBAL ROLE OF ENGLISH IN ACADEMIC PUBLISHING	138
8.3.	KEY CHALLENGES FOR ESL/EFL RESEARCHERS IN RESEARCH PUBLICATION.....	141
8.4.	CORE COMPONENTS OF ENGLISH FOR RESEARCH FOR PUBLICATION	143
8.5.	STRUCTURING RESEARCH ARTICLES: IMRAD FORMAT.....	144
8.6.	CONCLUSION	150
CHAPTER 9	ENGLISH FOR BUSINESS ADMINISTRATION.....	155
	Anggit Laesa Oktaviani	155
9.1.	INTRODUCTION	155
9.2.	WRITING FOR DIGITAL PLATFORMS	156
9.3.	ARRANGING MEETING AND WRITING MINUTES	158
9.4.	WRITING A REPORT.....	160

9.5.	SUPPORTED DIGITAL APPLICATION OR AI USING IN ENGLISH FOR BUSINESS ADMINISTRATION.....	161
9.6.	EXERCISES	162
9.7.	CONCLUSION.....	164
CHAPTER 10	ENGLISH FOR COMPUTER IN THE LAST TREND ERA	167
	Ida Cahyani.....	167
10.1.	INTRODUCTION	167
10.2	EXPLORING MATERIALS OF ENGLISH FOR COMPUTER SCIENCE.....	168
10.3.	APPLICATION OF ESP FOR COMPUTER SCIENCE.....	173
10.4.	EXERCISE OF ESP FOR COMPUTER SCIENCE.....	176
10.5.	CONCLUSION.....	177
CHAPTER 11	ENGLISH FOR SCIENCE AND TECHNOLOGY	181
	Saidah	181
11.1.	INTRODUCTION	181
11.2.	VOCABULARY DEVELOPMENT	183
11.3.	READING SKILL FOR SCIENTIFIC AND TECHNICAL TEXTS	184
11.4.	IMPACT OF SCIENCE AND TECHNOLOGY ON DAILY LIFE	187
11.5.	EXERCISES	189
11.5.1.	ESSAY: ANSWER THESE FOLLOWING QUESTION CORRECTLY	189
11.5.2.	GRAMMAR IN SCIENTIFIC WRITING	190

11.5.3.	LISTENING SKILL	194
11.6.	CONCLUSION	199
CHAPTER 12	ENGLISH FOR MUSIC.....	201
	Tiara Kristina Pasaribu	201
12.1.	INTRODUCTION	201
12.2.	MUSIC’S ROLE IN COMMUNICATION.....	202
12.3.	ESP’S RELEVANCE IN THE MUSIC FIELD	203
12.4.	KEY PROBLEMS IN TEACHING ESP MUSIC..	204
12.5.	NEEDS ANALYSIS IN ESP FOR MUSIC	208
12.6.	TEACHING METHODOLOGIES.....	211
12.7.	KEY COMPONENTS OF A MUSIC CURRICULUM.....	213
12.8.	CONCLUSION	214
CHAPTER 13	FROM WORDS TO WORLD: HOW ENGLISH EMPOWERS NURSING	219
	Tenny Murtiningsih	219
13.1.	INTRODUCTION	219
13.2.	ENGLISH SUPPORTS ORAL COMMUNICATION THROUGH NURSING INTERVENTION SCENARIO	220
13.3.	ENGLISH SUPPORTS WRITTEN NURSING COMMUNICATION	223
13.4.	ENGLISH SUPPORTS WRITING ARTICLE AND ITS PUBLICATION.....	223
13.5.	ENGLISH GIVES AN ACCESS TO MEDICAL TECHNOLOGY	224
13.6.	ENGLISH PROFICIENCY RESPONDS GLOBALIZATION.....	225

13.7.	CONCLUSION.....	227
CHAPTER 14	ENGLISH FOR MATHEMATICS	235
	Theodore Alexander Atmaja.....	235
14.1.	INTRODUCTION	235
14.2.	THE ROLE OF LINGUISTICS RECOGNITION IN LEARNING	236
14.3.	ICT-BASED LEARNING PARADIGM	237
14.4.	DIGITAL APPLICATIONS IN SUPPORTING MATHEMATICS TEACHING.....	238
14.5.	LANGUAGE AND TECHNOLOGY COLLABORATION IN TEACHING MATHEMATICS	240
14.6.	LINGUISTICS CHALLENGE IN THE FUTURE TOWARDS MATHEMATICS	242
14.7.	CONCLUSIONS	243
CHAPTER 15	ENGLISH FOR TOURISM: STAKEHOLDERS’ PERCEPTION, CHALLENGES, AND FUTURE DIRECTION.....	247
	Nurti Rahayu.....	247
15.1.	INTRODUCTION	247
15.2.	STAKEHOLDERS’ PERCEPTION.....	249
15.3.	CHALLENGES	253
15.3.1.	INSUFFICIENT ENGLISH PROFICIENCY	253
15.3.2.	LIMITED ACCESS TO QUALITY ENGLISH EDUCATION AND TRAINING	254
15.3.3.	SOCIO-CULTURAL CHALLENGES IN ENGLISH TEACHING IN REMOTE AREAS	254
15.4.	FUTURE DIRECTION	255

15.4.1.	CURRICULUM ENHANCEMENTS	255
15.4.2.	PRACTICAL ENGLISH TRAININGS	256
15.4.3.	TECHNOLOGY INTEGRATION FOR TEACHING ENGLISH	256
15.5.	CONCLUSION	257
CHAPTER 16	ENGLISH FOR AGRICULTURE	265
	Fransisca Meyla Aryawati	265
16.1.	INTRODUCTION	265
16.2.	FOOD PROCESSING (COOKING METHODS)..	271
CHAPTER 17	ENGLISH FOR MARITIME	283
	Athiyah Salwa.....	283
17.1.	INTRODUCTION	283
17.2.	DEFINITION.....	285
17.3.	THE ROLE OF ENGLISH IN MARITIME INDUSTRY	288
17.4.	ESSENTIAL MARITIME TERMINOLOGY.....	292
17.5.	COMMUNICATION SKILLS IN MARITIME ENGLISH	295
17.6.	EXERCISES	299
17.7.	CONCLUSION	305
CHAPTER 18	ENGLISH FOR TRANSPORTATION.....	309
	Yuti Yuniarti.....	309
18.1.	INTRODUCTION	309
18.2.	TYPES OF TRANSPORTATION	314
CHAPTER 19	ENGLISH FOR CIVIL ENGINEERING.....	325
	Surip Haryani.....	325

19.1.	INTRODUCTION	325
19.2.	THE ROLE OF ENGLISH IN CIVIL ENGINEERING	328
19.3.	NEED ANALYSES.....	330
19.4.	TRENDS IN ENGLISH FOR CIVIL ENGINEERING	331
19.5.	LANGUAGE SKILLS FOR CIVIL ENGINEERS	333
19.5.1.	READING AND COMPREHENSION.....	333
19.5.2.	WRITING.....	334
19.5.3.	SPEAKING AND LISTENING	334
19.5.4.	TECHNICAL VOCABULARY	335
19.6.	RESOURCES FOR IMPROVING ENGLISH IN CIVIL ENGINEERING.....	335
19.7.	CONCLUSION.....	341
CHAPTER 20	ENGLISH FOR LAW	345
	Irene	345
20.1.	INTRODUCTION	345
20.2.	DEFINITION OF LAW AND BRIEF HISTORICAL DEVELOPMENT OF ENGLISH FOR LAW	346
20.3.	LEGALESE VERSUS PLAIN ENGLISH	348
20.4.	THE CURRENT TREND AND CHALLENGE FOR ENGLISH FOR LAW	351
20.5.	CONCLUSION.....	352
20.6.	EXCERCISES	353
20.6.1.	EXERCISE 1: MATCH THE WORD(S) OR PHRASE WITH	
20.6.2.	EXERCISE 2: WRITE THE SUITABLE PREPOSITION.....	353

20.6.3. EXERCISE 3: FILL IN THE BLANKS WITH THE
SUITABLE WORD(S)..... 354

20.6.4. EXERCISE 4: REWRITE INTO PLAIN ENGLISH
(ANSWER MAY VARY)..... 354

CHAPTER 1

AN INTRODUCTION TO ENGLISH FOR SPECIFIC PURPOSES

Rahma Pitria Ningsih
Politeknik Negeri Banjarmasin
E-mail: Rahmapitria@poliban.ac.id

1.1. DEFINITION AND SCOPE OF ESP

Over the past three decades, the field of English for Specific Purposes (ESP) has evolved. As a learner-centered approach, its main purpose has been that of fulfilling the specific needs of target learners to satisfy either their professional or vocational demands. Dudley-Evans and St John (1998) addressed three of the most widely-recognized definitions in the field in their book *Developments in ESP: A Multi-disciplinary Approach*. The first is the one provided by Hutchinson and Waters (1987), who viewed ESP as an approach, not a product, which means that it does not involve a particular kind of language, teaching material, or methodology. This might be considered the most general of the definitions. Dudley-Evans (2001) also cited Strevens' definition, which aims at de-fining ESP by distinguishing both its absolute and variable characteristics. Among some of the absolute features, he mentioned ESP's relationship with other disciplinary areas and occupations by using their methodologies and activities, its focus on and analysis of the language related to a particular area, and its contrast to General English. Anthony (1997) stated that, during Japan's Conference on ESP, Dudley-Evans included another feature within this definition, that "ESP is defined to meet specific needs of the learners".

Moreover, Dudley-Evans (2001) briefly explained Robinson's view of ESP as a goal-directed approach that has a limited time period and is aimed at adults in homogeneous learning environments. According to Anthony (1997), Dudley-Evans also stated that ESP is usually aimed at professionals or tertiary-level students with some target language basic knowledge but is not limited to these populations exclusively. All these absolute and variable features emphasize the purposeful nature of ESP as an approach that shapes itself according to the learner's needs.

However, for the last decades, the definitions of ESP have evolved; each of them has evidenced the changes in theoreticians', researchers', and practitioners' views. However, all the definitions given have had common elements, sometimes referred to as "absolute features", that embrace ESP's aim at meeting the very specific needs of a very specific group of learners. English for Specific Purposes (ESP) is a branch of English language teaching (ELT) that focuses on developing language skills tailored to the specific needs of learners within particular professional, academic, or technical fields. Unlike General English (GE), which emphasizes overall linguistic competence, ESP is need-driven and customized to the learners' field of study or work (Dudley-Evans & St. John, 1998). ESP can be broadly categorized into two main areas, THAT IS English for Academic Purposes (EAP) AND English for Occupational Purposes (EOP).

1. ENGLISH FOR ACADEMIC PURPOSES (EAP)

English for Academic Purposes (EAP) is designed for students and researchers who need to develop their English proficiency for academic study. It focuses on the language skills necessary to succeed in higher education, including reading

linguistics allowed researchers to analyze large datasets of specialized texts, leading to more precise and data-driven ESP course design (Biber et al., 1998). Additionally, computer-assisted language learning (CALL) emerged as an effective tool for enhancing ESP learning through simulations, virtual training modules, and industry-specific software (Chapelle, 2001).

5. The 21st Century – The Digital Era and Multimodal Learning

The 21st century has witnessed the integration of artificial intelligence (AI), online learning platforms, and interactive digital resources into ESP instruction. Advances in AI-powered language tools, such as automated feedback systems and adaptive learning technologies, have revolutionized personalized ESP education (Chapelle & Sauro, 2017). The widespread use of multimodal learning, which incorporates text, audio, video, and virtual reality (VR), has further enhanced the engagement and effectiveness of ESP courses.

ESP continues to evolve in response to changes in global industries, academic research, and technological advancements, ensuring that learners acquire the specialized English proficiency necessary for success in their respective fields.

1.3. CHARACTERISTICS OF ESP

ESP stands apart from General English due to its goal-driven and specialized nature. Below are its defining characteristics:

1.3.1. Needs-Based Approach

ESP instruction is designed based on a comprehensive needs analysis that identifies learners' specific language requirements (Hutchinson & Waters, 1987).

1.3.2. Specialized Content

Unlike General English, ESP includes vocabulary, discourse structures, and communicative functions tailored to specific disciplines or professions (Swales, 1990).

1.3.3. Context-Driven Learning

In Context-Driven Learning, ESP courses incorporate authentic materials, case studies, and practical tasks that reflect real-world academic or workplace contexts (Dudley-Evans & St. John, 1998).

1.3.4. Task-Oriented Approach

In this approach, it is believed that Learning is structured around tasks and problem-solving activities that mirror professional or academic tasks, helping learners develop relevant skills for their fields (Hyland, 2006).

1.3.5. Learner-Centered Instruction

ESP emphasizes active participation and interaction, allowing learners to engage in role-plays, simulations, and projects that enhance their language proficiency within their specialized domain. By focusing on these characteristics, ESP ensures that learners develop English skills that are directly applicable to their academic and professional needs.

1.4. THE ROLE OF TECHNOLOGY IN MODERN ESP

Technology has significantly transformed English for Specific Purposes (ESP) instruction by introducing innovative tools and methodologies that enhance learning effectiveness, engagement, and accessibility. The integration of digital resources has allowed for more flexible, personalized, and interactive learning experiences that cater to the unique needs of ESP learners.

1.4.1. Digital Learning Platforms and Online Resources

The rise of Learning Management Systems (LMS) such as Moodle, Blackboard, and Google Classroom has enabled educators to design and deliver ESP courses that include multimedia resources, discussion forums, and interactive assignments. These platforms facilitate self-paced learning, allowing students to access course materials anytime, anywhere.

Moreover, specialized ESP websites and online repositories, such as academic journal databases, technical glossaries, and professional training modules, provide learners with authentic materials relevant to their fields of study or work.

1.4.2. Computer-Assisted Language Learning (CALL)

Computer-assisted language learning (CALL) has become a fundamental aspect of ESP instruction. CALL tools, such as grammar checkers, vocabulary-building apps, and pronunciation software, offer immediate feedback and adaptive learning pathways. These tools help learners master discipline-specific terminology and communication skills more efficiently.

Examples of CALL applications in ESP include:

- a. Corpus-based tools like AntConc, which analyze specialized language use in different professions.
- b. Speech recognition software, such as ELSA Speak, for practicing pronunciation in medical, business, or technical English.
- c. Interactive simulations, such as virtual lab environments for medical or engineering students.

1.4.3. Virtual Reality (VR) and Augmented Reality (AR) in ESP

Emerging technologies like VR and AR have revolutionized ESP by offering immersive learning experiences that simulate real-world professional environments. VR applications allow

learners to practice workplace interactions in a risk-free, controlled setting. For example:

- a. Medical students can engage in VR-based patient diagnosis simulations.
- b. Aviation English learners can use AR headsets for flight communication training.
- c. Engineering students can explore 3D models of machinery and technical systems.

1.4.4. Artificial Intelligence (AI) and Adaptive Learning

AI-powered tools enhance ESP instruction by offering personalized learning experiences based on learners' proficiency levels and individual needs. AI-driven chatbots, like Duolingo's AI tutor, provide contextualized conversation practice relevant to specific industries. Additionally, adaptive learning platforms use AI to track learner progress and adjust content accordingly. This ensures that students focus on areas where they need improvement, optimizing their learning outcomes.

1.4.5. Mobile Learning and ESP Applications

Mobile technology has made ESP learning more accessible and flexible, particularly through ESP-specific mobile applications and podcasts. Apps such as:

- a. Busuu and Babbel (with industry-specific English courses),
- b. FluentU (which uses real-world videos for contextual learning), and
- c. TED-Ed (which offers subject-specific listening exercises)

REFERENCES

Anthony, L. (2018). *Introducing English for Specific Purposes* (1st ed.). Routledge.
<https://doi.org/10.4324/9781351031189>

- Dudley-Evans, T., & St. John, M. J. (1998). *Developments in English for Specific Purposes: A Multi-Disciplinary Approach*. Cambridge, UK: Cambridge University Press.
- Flowerdew, J., & Peacock, M. (2001). *Research Perspectives on English for Academic Purposes*. Cambridge University Press.
- González Ramírez, C. (2015). English for Specific Purposes: Brief History and Definitions. *Revista De Linguas Modernas*, (23). <https://doi.org/10.15517/rlm.v0i23.22359>
- Hutchinson, T., & Waters, A. (1987). *English for Specific Purposes: A Learning-Centered Approach*. Cambridge University Press.
- Indriyani, N., Ningsih, R. P., Adika, D., Hidayah, A., Prasakti, A. W., Thalib, N., Anindita, W. K. (2025). The ESP Spectrum: from Campus to Career. *PT Akselerasi Karya Mandiri*. Diambil dari <https://e-publisher.my.id/index.php/ptakm/article/view/114>
- Salmani-Nodoushan, M. (2020). English for specific purposes: Traditions, trends, directions. *Studies in English Language and Education*, 7(1), 247-268. doi:<https://doi.org/10.24815/siele.v7i1.16342>
- Strevens, P. (1988). *ESP after Twenty Years: A Reappraisal*. SEAMEO Regional Language Centre.
- Swales, J. M. (1990). *Genre Analysis: English in Academic and Research Settings*. Cambridge University Press.

THE HANDBOOK OF ENGLISH FOR SPECIFIC PURPOSES IN THE LAST TREND ERA

The Handbook of English for Specific Purposes in the Last Trend Era consists of 20 chapters: (1) An Introductory of English for Specific Purposes, (2) The Future of English for Specific Purposes, (3) Types of English for Specific Purposes, (4) English Language Skills in English for Specific Purposes, (5) Needs Analysis, (6) Assessment and Evaluation in English for Specific Purposes, (7) English for Academic Purposes, (8) English for Research Publication, (9) English for Business Administration, (10) English for Computer, (11) English for Science and Technology, (12) English for Music, (13) English for Nursing, (14) English for Mathematics, (15) English for Tourism, (16) English for Agriculture, (17) English for Maritime, (18) English for Transportation, (19) English for Civil Engineering, (20) English for Law



FUTURE SCIENCE

Jl. Terusan Surabaya, Gang 1 A No. 71 RT 002 RW 005,
Kel. Sumbersari, Kec. Lowokwaru, Kota Malang,
Provinsi Jawa Timur.
Website : www.futuresciencepress.com



IKAPI
IKATAN PENGAJAR INDONESIA

No. 348/JTI/2022

ISBN 978-634-7216-38-0 (PDF)



9

786347

216380