

Editor: Nelvia Ibrahim

TEACHING ENGLISH FOR SPECIFIC PURPOSES

Authors:

Ni Luh Putu Ning Septyarini Putri Astawa, Muhamad Hasbi,
Neneng Islamiah, Syifa Fadhilah Hamid, Hendrikus Male, Kurniati,
Khairatunnisa, Annisa Khairir Rizki, Kartika Marta Budiana,
Afifah Linda Sari, Hidayah Nor, Tryanti R. Abdulrahman,
Theodesia Lady Pratiwi, Sri Wahyuningsih, Zainuddin Hasibuan,
Riza Nurhana, Nurul Hasanah Fajaria, Leil Badrah Zaki,
Ida Ayu Oka Purnami, Chusnul Chotimah, Nurizzi Rifqi Ferdian,
Restu Arini, Erna Wardani, Al Ikhwan Fadqur Rohqim,
Lisa Rakhmanina, Nurohman, Noor Rachmawaty,
Agung Guritno, Tenny Murtiningsih, Perwi Darmajanti



TEACHING ENGLISH FOR SPECIFIC PURPOSES

Authors : Ni Luh Putu Ning Septyarini Putri Astawa, Muhamad Hasbi, Neneng Islamiah, Syifa Fadhilah Hamid, Hendrikus Male, Kurniati, Khairatunnisa, Annisa Khairir Rizki, Kartika Marta Budiana, Afifah Linda Sari, Hidayah Nor, Tryanti R. Abdulrahman, Theodesia Lady Pratiwi, Sri Wahyuningsih, Zainuddin Hasibuan, Riza Nurhana, Nurul Hasanah Fajaria, Leil Badrah Zaki, Ida Ayu Oka Purnami, Chusnul Chotimah, Nurizzi Rifqi Ferdian, Restu Arini, Erna Wardani, Al Ikhwan Fadqur Rohqim, Lisa Rakhmanina, Nurohman, Noor Rachmawaty, Agung Guritno, Tenny Murtiningsih, Perwi Darmajanti

Editor :

Nelvia Ibrahim

Cover Design :

Fitrianto

Layout : Faishol

Publisher and Agency

CV. Rizquna

Karangsalam Kidul, Kedungbanteng,

Banyumas,

Jawa Tengah

Email: cv.rizqunaa@gmail.com

Penerbit Rizquna

Anggota IKAPI No. 199/JTE/2020

Jl. KS Tubun Gang Camar RT 05/04,

Karangsalam Kidul, Kedungbanteng,

Banyumas, Jawa Tengah

Email: cv.rizqunaa@gmail.com

Cetakan I, Maret 2026

Find Us at :

 www.rizquna.id

 cv_rizqunaa@gmail.com

 [cv_rizquna](https://www.instagram.com/cv_rizquna)

 085257288761

Hak Cipta dilindungi Undang-undang

All Right Reserved

xiv + 356 hlm; 14.8 x 21

ISBN : -

Dilarang memperbanyak sebagian atau seluruh isi buku ini dalam bentuk apapun tanpa izin tertulis dari Penerbit Rizquna

Apabila menemukan kesalahan cetak dan atau kekeliruan informasi pada buku harap menghubungi redaksi Rizquna. Terima kasih.

Table of Contents

FROM THE EDITOR V

TABLE OF CONTENTS IX

CHAPTER 1

REVISITING ENGLISH FOR SPECIFIC PURPOSES IN TODAY'S
EDUCATIONAL LANDSCAPE 1

Ni Luh Putu Ning Septyarini Putri Astawa

CHAPTER 2

TEACHING ENGLISH FOR PROFICIENCY TESTS 17

Muhamad Hasbi

CHAPTER 3

TEACHING ENGLISH FOR ENGINEERING..... 31

Neneng Islamiah

CHAPTER 4

TEACHING ENGLISH FOR COMMUNICATION SCIENCE 41

Syifa Fadhilah Hamid

CHAPTER 5

TEACHING ENGLISH FOR PRE-SERVICE TEACHERS: A TASK-BASED ESP APPROACH..... 57

Hendrikus Male

CHAPTER 6

TEACHING ENGLISH FOR ACADEMIC PURPOSES 67

Kurniati

CHAPTER 7

TEACHING ENGLISH FOR HEALTH INFORMATION MANAGEMENT 77

Khairatunnisa

CHAPTER 8

TEACHING ENGLISH FOR NUTRITIONIST 87

Annisa Khairir Rizki

CHAPTER 9

TEACHING ENGLISH FOR ECONOMICS 97

Kartika Marta Budiana

CHAPTER 10

TEACHING ENGLISH FOR SUSTAINABLE DEVELOPMENT..... 107

Afifah Linda Sari

CHAPTER 11

TEACHING ENGLISH FOR IELTS LISTENING PREPARATION... 117

Hidayah Nor

CHAPTER 12

**TEACHING ENGLISH FOR YOUNG LEARNERS' LITERACY
DEVELOPMENT..... 129**

Tryanti R. Abdulrahman

CHAPTER 13

TEACHING ENGLISH FOR YOUNG LEARNERS 139

Theodesia Lady Pratiwi

CHAPTER 14

TEACHING ENGLISH FOR DA'WAH..... 149

Sri Wahyuningsih

CHAPTER 15

**TEACHING ENGLISH FOR TRANSLATION: CULTURAL TERMS IN
COUNTRY ROADS BY JOHN DENVER SONG..... 165**

Zainuddin Hasibuan

CHAPTER 16

TEACHING ENGLISH FOR NURSING 179

Riza Nurhana

CHAPTER 17

TEACHING ENGLISH FOR PRIMARY SCHOOL TEACHERS: AN ESP-BASED B1 MODULE FOR CLASSROOM INTERACTION..... 189

Nurul Hasanah Fajaria

CHAPTER 18

TEACHING ENGLISH FOR OCCUPATIONAL PURPOSES..... 201

Leil Badrah Zaki

CHAPTER 19

TEACHING ENGLISH FOR DIGITAL LITERACY..... 213

Ida Ayu Oka Purnami

CHAPTER 20

TEACHING ENGLISH FOR EDUCATION AND TEACHER TRAINING..... 221

Chusnul Chotimah

CHAPTER 21

TEACHING ENGLISH FOR MECHANICAL ENGINEERING..... 235

Nurizzi Rifqi Ferdian

CHAPTER 22

TEACHING ENGLISH FOR MANAGEMENT STUDIES 247

Restu Arini

CHAPTER 23

TEACHING ENGLISH FOR CULINARY ARTS 259

Erna Wardani

CHAPTER 24

TEACHING ENGLISH FOR ENVIRONMENTAL HEALTH..... 273

Al Ikhwan Fadqur Rohqim

CHAPTER 25

ENGLISH FOR PUBLIC SPEAKING..... 283

Lisa Rakhmanina

CHAPTER 26

TEACHING ENGLISH FOR INFORMATION TECHNOLOGY 295

Nurohman

CHAPTER 27

**TEACHING ENGLISH FOR ENTREPRENEURSHIP: AN ESP-BASED
INSTRUCTIONAL DESIGN FOR PROFESSIONAL
COMMUNICATION 309**

Noor Rachmawaty

**CHAPTER 28 ENGLISH FOR CUSTOMER SERVICE IN ISLAMIC
BANKING..... 319**

Agung Guritno

CHAPTER 29

TEACHING ENGLISH FOR LAW 327

Tenny Murtiningsih

CHAPTER 30

TEACHING ENGLISH FOR SHIPBUILDING ENGINEERING 341

Perwi Darmajanti

ABOUT CO-WRITERS 349

CO-WRITERS BOOK COLLECTION..... 351

ABOUT MAIN AUTHOR..... 355

CHAPTER 22

Teaching English for Management Studies

Restu Arini

Universitas Mercu Buana Yogyakarta

arini@mercubuana-yogya.ac.id

1. INTRODUCTION

The rapid globalization of business and the increasing use of English as the lingua franca of management have positioned *English for Management Studies* as a crucial branch of *English for Specific Purposes* (ESP) in higher education. Management students are no longer expected to master general English only, but to develop discipline-specific communicative competence required for professional tasks such as business presentations, meetings, negotiations, report writing, and intercultural communication. Recent ESP research emphasizes that effective English instruction for management programs must be grounded in needs analysis and aligned with real academic and workplace demands faced by future managers (Hutchinson & Waters, 1987; Dudley-Evans & St John, 1998; Wulandari, 2023).

Although its significance continues to rise, the teaching of English for Management Studies still faces considerable challenges. Several studies report a mismatch between course content and students' actual academic and professional needs where instruction remains overly focused on General English rather than management-specific language use (Syamsinar & Yusuf, 2020; Nuraeningsih, 2021). In addition, ESP instructors often encounter difficulties related to limited authentic materials, insufficient integration of management content, and a lack of

pedagogical training specifically designed for ESP contexts. These issues frequently result in low student engagement and limited transfer of language skills to real management situations.

A deeper examination of instructional design for English for Management Studies is essential. A well-structured ESP course that integrates management content, communicative tasks, targeted vocabulary, and relevant language skills can significantly enhance students' academic performance and professional readiness. Therefore, this chapter emphasizes the importance of systematically designing English instruction for management students by considering course objectives, teaching methods, materials, and assessment that reflect both disciplinary knowledge and communicative competence. Such an approach is expected to bridge the gap between language learning and the practical needs of management education in a global context.

2. INSTRUCTIONAL DESIGN

The instructional design of *English for Management Studies* is developed to address the specific academic and professional communication needs of management students. As a branch of ESP, this course integrates language learning with management-related content and practices. The design follows a learner-centered and outcomes-based approach ensuring that students acquire both linguistic competence and practical communication skills relevant to management contexts within a one-semester course.

2.1 Course Objective and Content

The primary learning objective of this course is to enable management students to use English effectively for academic and professional communication as well as introduce them to leadership, problem-solving, critical thinking through integrated skills in business and management-related contexts. By the end of the course, students are expected to be able to:

- Demonstrate an understanding on fundamental concepts of management and business communication and apply them in management-related contexts.

- Analyze management texts and produce professional written documents, including emails, reports, and proposals, using appropriate vocabulary and grammar.
- Participate effectively in discussions and deliver structured business presentations using professional English.

To achieve these learning outcomes, the course is structured around the following recommended topics:

- Introduction to Management and Business Communication
- Career Planning and Personal Branding
- Digital Job Search: CVs, LinkedIn & Online Etiquette
- Public Speaking and Professional Communication
- Company Overview: Profiles & Organizational Structure
- Workplace Communication: HR & Customer Interaction
- Business Writing: Emails, Reports & Proposals
- Business Presentations on some topics: Marketing Mix, Product Development and Packaging etc

Each major topic may be allocated one to two meetings depending on complexity and skill integration. For example, introductory topics may require one meeting, while presentation or business writing topics need to be discussed in multiple meetings due to their practical and performance-based nature.

The selection and sequencing of topics are based on their relevance to management studies, frequency of use in real professional settings, and their potential to integrate multiple language skills. Optional topics such as entrepreneurship, intercultural business communication, or digital business communication may be included depending on institutional goals and student needs.

2.2 Teaching Method

The teaching of English for Management Studies requires pedagogical approaches that go beyond the mastery of grammatical structures and focus on the functional use of language in professional and academic contexts. Since management students are expected to communicate effectively in meetings, presentations, negotiations, and written business communication, therefore, a combination of Communicative Language Teaching (CLT), Task-Based Language

Teaching (TBLT), and Content-Based Instruction (CBI) is particularly appropriate. These approaches can be further enhanced through blended learning strategies to support flexible and autonomous learning.

CLT focuses on developing learners' communicative competence, grammatical, sociolinguistic, discourse, and strategic by treating language as a tool for meaningful interaction (Canale & Swain, 1980; Richards & Rodgers, 2014). In English for Management Studies, CLT supports learner-centered and authentic activities such as meetings, negotiations, discussions, and presentations that reflect real workplace communication. TBLT, meanwhile, organizes learning around meaningful tasks that mirror real-life professional activities (Ellis, 2003; Nunan, 2004). Through tasks like case studies, business proposals, and problem-solving projects, students use English purposefully while developing communication skills alongside critical thinking, teamwork, and decision-making abilities.

Further, CBI integrates language learning with subject matter allowing students to develop English through engagement with meaningful academic content (Brinton, Snow, & Wesche, 2003). In this case, CBI uses management topics such as leadership, organizational behaviour, marketing, and HR as the context for language learning while English serves as the medium for learning disciplinary knowledge while supporting motivation, field-specific vocabulary, and academic communication skills (Snow & Brinton, 2017).

2.3 Activity Types

ESP learning activities should vary to support different topics, skills, and learning goals. Common methods include discussions, role plays, simulations, case studies, presentations, and project-based tasks that reflect authentic management contexts. For example, meetings and negotiations are effectively taught through role play and simulations to facilitate students to practice professional language functions such as proposing ideas, negotiating, clarifying, and decision-making within realistic scenarios. A balanced combination of individual, pair, and group activities promotes both fluency and accuracy by encouraging reflection, interaction, and meaningful communication (Ellis, 2003).

Integrating diverse activity types also addresses varied learning styles and enhances engagement through multiple cognitive and interactional processes (Nunan, 2004).

2.4 Materials and Media

Materials for English for Management Studies can be delivered in both printed and digital formats to support diverse learning contexts and instructional goals. Printed resources such as textbooks, lecturer-developed modules, authentic business texts, journal articles, company profiles, reports, and professional emails provide structured input and stable references for systematic language and content development. Meanwhile, digital materials that include e-texts, slides, instructional videos, podcasts, and LMS-based resources offer multimodal input that enhances engagement, comprehension, and retention, especially for complex management concepts (Mayer, 2009). Further, the main principle in material selection is authenticity so that real-world business documents are recommended as they help learners engage with professional discourse, discipline-specific vocabulary, and target workplace communication (Hutchinson & Waters, 1987; Dudley-Evans & St John, 1998). It is also suggested to combine printed and digital materials enables instructors to balance depth, flexibility, and varied learner preferences while promoting both linguistic competence and pragmatic professional awareness.

2.5 Vocabulary and Grammar Building

Vocabulary instruction in this ESP branch focuses on management and business-related lexical clusters, such as marketing terms, human resource vocabulary, finance-related expressions, and functional language for meetings and presentations. Vocabulary is introduced contextually through texts, discussions, and tasks rather than isolated memorization (Hasbi et al., 2025a). For example, in a marketing topic, students may encounter terms like “market segmentation,” “brand positioning,” “target audience,” “unique selling proposition (USP),” and “product lifecycle” within a case study.

Grammar instruction targets functional grammar needed for professional communication, including verb tenses for reporting, modal verbs for suggestions and obligations, passive voice for formal reports, and sentence structures for presentations and written communication. Vocabulary and grammar development can be reinforced through recycling, task repetition, guided practice, and reflective feedback.

For example, in writing a product description, students may practice the present simple tense to describe features (“*The smartphone features a high-resolution camera and long-lasting battery*”), the passive voice for emphasizing functions or production processes (“*The device is equipped with the latest security software*”), and modal verbs to suggest use or highlight benefits (“*Users should install the app for optimal performance*”). The grammatical structures applied in realistic product descriptions facilitate learners develop functional accuracy while using professional language relevant to marketing and management contexts.

2.6 Targeted Language Skills

Language teaching in English for Management Studies strongly recommends integrating skills rather than teaching them in isolation. By combining productive skills (speaking and writing) with receptive skills (listening and reading) through task-based and authentic activities, students develop the ability to use English effectively in real-world management contexts, making learning meaningful, practical, and professionally relevant (Dudley-Evans & St John, 1998; Nunan, 2004).

For example, when working with a “company profile” topic, students can engage in activities that simultaneously develop multiple skills. They may analyze a company’s profile or annual report (reading) to understand its structure, products, and services, while pay attention to a recorded presentation or watch a video about the same company (listening) to practice comprehension of professional spoken English. Students then summarize or write a short report (writing), reinforcing grammar and vocabulary in context. Finally, they can present the company profile orally to the class or in small groups (speaking), practicing public speaking, summarization, and professional vocabulary.

How all four skills are applied in integrated tasks is summarized in Table 1.

Table 1. Integrated Skills Activities in English for Management Studies

Skill	Sample Activities	Purpose / Focus
Listening (receptive)	Listen to a recorded presentation or watch a video of a company profile or a business video about the company	Improve comprehension of professional spoken English and extract main points
Speaking (productive)	Present a company profile to the class or in a small group	Practice professional vocabulary, public speaking, and summarizing key information
Reading (receptive)	Read a company profile document, annual report, or website content	Build vocabulary, understand organizational structure, products/services, and prepare for discussion or presentation
Writing (productive)	Write a short summary or report about the company profile	Reinforce grammar and vocabulary, organize information logically, practice formal business writing

2.7 Assessment and Evaluation

Assessment in this course should be conducted continuously and systematically through formative and summative methods (Table 2). Formative assessment is carried out throughout the semester to provide ongoing feedback; it includes participation, quizzes, assignments, peer evaluation, and performance-based tasks conducted throughout the semester. Summative assessment evaluates overall achievement at key points which commonly is administered two to three times, such as a mid-term test, final test, and final project or presentation.

Assessment criteria should evaluate language accuracy, communicative effectiveness, content relevance, and professional performance.

Table 2. Formative vs Summative Assessment for Management Studies

Aspect	Formative Assessment	Summative Assessment
Purpose	Monitor ongoing learning and provide feedback for improvement	Evaluate overall achievement and learning outcomes
Focus	Individual progress, skill development, comprehension	Mastery of learning objectives, final performance
Frequency / Timing	Continuous, throughout the semester	2-3 times (mid-term test, final test, final project/presentation)
Forms / Activities	Participation, quizzes, assignments, peer evaluation, role-plays, presentations	Written tests, final reports, oral presentations, final projects
Aspect to Assess	Language accuracy, communicative effectiveness, content relevance, teamwork, professional behavior (Dudley-Evans & St John, 1998)	Language accuracy, communicative effectiveness, content mastery, professional performance (Dudley-Evans & St John, 1998)
Feedback	Immediate, constructive, guides learning	Summative, usually at the end of a module or course, informs final grade

Source: Dudley-Evans & St John (1998); Nunan (2004), Brown (2004); Hutchinson & Waters (1987)

Evaluation of Learning in English for Management Studies

Evaluation in this course aims to assess the effectiveness of teaching, learning activities, and course design to ensure continuous improvement. Unlike assessment which focuses on individual student performance, evaluation is course-centered (Dudley-Evans & St John, 1998; Hasbi et al., 2026; Nunan, 2004). Here, the evaluation focuses on improving the overall effectiveness of teaching and course design that includes instructor reflection on teaching methods and activities, student feedback on learning experiences, and review of course materials and curriculum relevance to professional needs. This process should be systematic and continuous to ensure that instructional

strategies and content remain aligned with students' academic and workplace communication requirements.

3. FURTHER DISCUSSION

English for Management Studies has developed a clearer approach to teaching over time. However, some debates remain within ESP scholarship. One central issue concerns the balance between language instruction and content instruction. While Content-Based Instruction (CBI) enriches contextual learning and increases authenticity, critics argue that excessive emphasis on management content may reduce systematic language focus, potentially weakening grammatical accuracy and linguistic development (Brinton, Snow, & Wesche, 2003; Richards & Rodgers, 2014). Conversely, courses that prioritize linguistic forms without sufficient disciplinary integration risk failing to prepare students for real professional communication. Studies on ESP implementation in higher education have also highlighted practical challenges, including insufficient instructor training, limited authentic materials, and misalignment of course content with professional needs, which affect the effectiveness of language and content integration (Suri & Bawamenewi, 2025; Indrapuri, Mahdum, Azhar, & Erni, 2025).

Another important consideration involves the growing role of digital communication and global business interaction. With the expansion of remote work, virtual meetings, and intercultural collaboration (Hasbi et al., 2025b), English instruction for management students must increasingly incorporate digital literacy, intercultural communicative competence, and multimodal communication skills. Scholars argue that ESP programs should move beyond traditional business correspondence and face-to-face presentations to include virtual presentations, email pragmatics, cross-cultural negotiation strategies, and online professional identity management (Dudley-Evans & St John, 1998; Snow & Brinton, 2017). In conclusion, English for Management Studies should adopt a flexible, needs-based, and technology-integrated

approach to remain aligned with the evolving demands of global management practice.

Author



Restu Arini is an educator or lecturer of English Education at Universitas Mercu Buana Yogyakarta, Indonesia. She earned her bachelor's degree from Universitas Sanata Dharma and her master's degree in English Education from Universitas Negeri Semarang. With over 17 years of teaching experience, her academic work focuses on teacher professionalism, teaching strategies, instructional materials development, integration of digital platforms in EFL classrooms, learner autonomy. She is actively involved in research and community engagement projects aimed at strengthening and youth development through education and personal growth.

References

- Brinton, D. M., Snow, M. A., & Wesche, M. B. (2003). *Content-Based Second Language Instruction*. University of Michigan Press.
- Dudley-Evans, T., & St John, M. J. (1998). *Developments in English for specific purposes: A multi-disciplinary approach*. Cambridge University Press.
- Ellis, R. (2003). *Task-Based Language Learning and Teaching*. Oxford University Press.
- Hasbi, M., Perdana, M. T., Madkur, A., Sari, E. D. P., Nor, H. (2025). *Powerful Vocabulary and Grammar Classroom Activities*. Rizquna. <http://e-repository.perpus.iainsalatiga.ac.id/23749/>
- Hasbi, M., Islamiah, N., Sulistyono, T., Marhaban, S., Sari, A. L., Nor, H. (2025). *Deep Learning: A Handbook for English Language Teachers*. Rizquna.

- Hasbi, M., Fata, I. A., Maknun, L., Hasanah, N. I., Budiana, K. M., Susyetyana, A., Sulisty, T. (2026). *Teaching University-Level English Courses: A Practical Guidebook*. Rizquna.
- Hutchinson, T., & Waters, A. (1987). *English for specific purposes: A learning-centred approach*. Cambridge University Press.
- Indrapuri, R. S. A., Mahdum, M., Azhar, F., & Erni, E. (2025). *Challenges and strategies in implementing English for specific purposes learning in higher education: A systematic literature review (2018-2023)*. International Journal of Innovative Research and Scientific Studies, 8(6), 1348-1357.
- Mayer, R. E. (2009). *Multimedia learning* (2nd ed.). Cambridge University Press.
- Nunan, D. (2004). *Task-based language teaching*. Cambridge University Press.
- Nuraeningsih, N. (2019). *Students' perspective on teaching materials of English for Management Business II in Management Department, Universitas Muria Kudus*. Vision: Journal for Language and Foreign Language Learning, 8(1), 38-52. <https://doi.org/10.21580/vjv8i13296>
- Richards, J. C., & Rodgers, T. S. (2014). *Approaches and Methods in Language Teaching*. Cambridge University Press.
- Salam, M. Y., & Luksfinanto, Y. (2024). *A comprehensive review of communicative language teaching (CLT) in modern classrooms*. Lingeduca: Journal of Language and Education Studies, 3(1), Article 1338. <https://doi.org/10.70177/lingeduca.v3i1.1338> (Adra Research)
- Snow, M. A., & Brinton, D. M. (2017). *The Content-Based Classroom*. University of Michigan Press.
- Suri, E. M., & Bawamenewi, D. K. (2025). *Implementasi English for Specific Purposes (ESP) dalam pembelajaran bahasa Inggris pada program studi pendidikan bahasa Inggris Universitas Ekasakti Padang*. Ekasakti Jurnal Penelitian dan Pengabdian, 5(2), 278-287. <https://doi.org/10.31933/ejpp.v5i2.1312>

- Syamsinar, & Yusuf, M. J. (2020). ESP-based instructional materials for management students: A needs analysis. *Exposure: Journal of English Education*, 9(2), 302–315. <https://journal.unismuh.ac.id/index.php/exposure/article/view/2728> (journal.unismuh.ac.id) DOI: 10.26618/exposure.v8i2.2728
- Wulandari, M. F. (2023). English for business management students: A needs analysis in ESP context. *International Journal of Research on English Teaching and Applied Linguistics*, 4(1), 45–57. <https://jurnal.iain-bone.ac.id/index.php/ijretal/article/view/5011> DOI: 10.30863/ijretal.v4i1.5011