

## Systematic Literature Review: English for Specific Purposes (ESP) in Business Communication

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ARTICLE INFO	ABSTRACT
<p><b>Keywords:</b> English for Specific Purposes, Business, Business Communication</p> <p><b>DOI:</b> <a href="https://doi.org/10.22437/langue.v1i2.23590">https://doi.org/10.22437/langue.v1i2.23590</a></p> <p><b>Received:</b> April 20, 2023</p> <p><b>Reviewed:</b> May 11, 2023</p> <p><b>Accepted:</b> May 11, 2023</p>	<p><i>This systematic literature review provided several journal articles that contain about English for Specific Purposes (ESP) in Business Communication. This article used two databases, namely Google Scholar and Scopus. A total of 223 articles were appeared, and only 8 of them were chosen after considering the criteria for exclusion and inclusion. The articles under consideration were published between 2018 and 2022. In general, this review is beneficial for practitioners because it allows them to learn which journal articles are prepared to be used in determining the gaps of ESP in business communication.</i></p>

### 1. Introduction

Learning Business English can develop your new knowledge and enhance your current English skills. You will study terminology and expressions that are particular to your field, learn how to compose business correspondence and complete other real-world tasks relating to your line of work, and have the opportunity to brush up on your general English grammar and pronunciation. A business English course will also provide you practice speaking English and interactive exercises that will boost your confidence. Both general and professional conversations will be possible for you to have.

Our globalization, interconnection, and intercommunication are all constantly increasing. The requirement for a common language in communication is quite clear given the international economic relationships between organizations. You will discover how multinational businesses cooperate, conduct business, and develop business partnerships while studying business English. Concurrently, enhancing your business English abilities might have a significant impact on your future career and enable you to develop more quickly than you ever imagined.

English is used for business reasons and is a language that is particularly tied to international trade; as a result, it is regarded as a subset of English for Specific Purposes. English has become more prevalent as the business world has become more globalized. Additionally, it is anticipated that there would be an increase in multinational and international business companies. A lot of worldwide native to non-native or non-native to native conversations take place in corporate settings these days. Business people must learn how to use English to execute tasks they already know how to do in their native tongue, such as making presentations, negotiating deals, attending meetings, striking up small conversation, writing letters and reports, etc.

The Oxford Business English Dictionary defines the term Business English as covering a broad range of topics, including accounting, business, e-business, economics, finance, human resources, insurance, IT, law, manufacturing, marketing, and production, as well as real estate, the stock exchange, (international) trade, and transportation. Writing emails and reports, giving presentations, negotiating, utilizing the phone, attending and actively participating in meetings or telephone conferences, receiving visitors, etc. are all abilities that most people require to do well in business situations.

Hutchinson & Waters (1987) stated ESP is a phenomenon that has arisen as a result of human activity. The purpose of this paper is to concentrate on English for Business Purposes which will assist business students or people in career in discovering and reviewing their requirements for and usage of the English language.

## **2. Research Method**

This article used flow diagram or called PRISMA (Preferred Reporting Items for Systematic Review and Meta-Analyses). The flow diagram (referred to flowchart or flow chart) is the first graphic in the results section of a systematic review. A PRISMA flow diagram represents the process of locating published data on the issue and deciding whether or not to include it in the review.

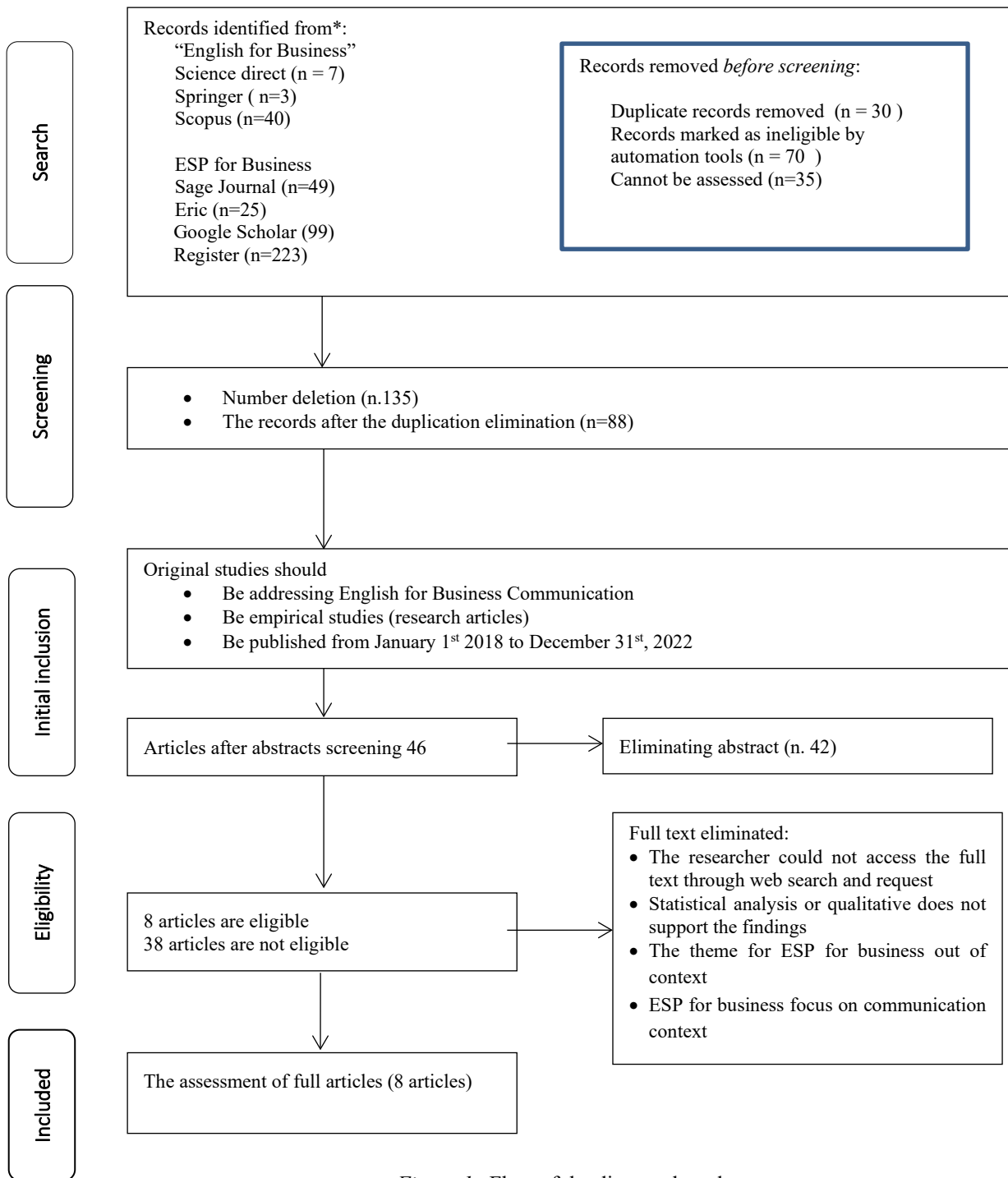


Figure 1. Flow of the diagram based

The first figure above is called systematic review which is also called a flowchart or flow chart. A PRISMA (Preferred Reporting Items for Systematic Review and Meta-Analyses) flow diagram reported how the reviewers found published information about English for business communication and decided whether or not to include the articles in the review. The explanation shown in the flow diagram in this article is done in five steps namely: 1) search the articles related to the topic, 2) screening the articles to review, 3) sorted with inclusion and exclusion criteria, 4) reviewing the articles whether eligible or not, and 5) writing the review.

The first step is searched the articles related to the English for business. Reviewers use well-known databases like Science direct, Springer, Scopus, Sage Journals, Eric, and Google Scholar to find the journals from 2018 to 2022. The reviewers used Harzing's Publish or Perish application to sort the data from Scopus and google scholar. In addition, reviewers limit the data search into 200 maximum articles. Reviewers also searched manually on the other website (Science direct, Springer, Sage journals and Eric) because reviewers did not have full access on Perish app. When reviewers typed "English for Business" into the search column of some websites with the quote marks (" "), it appeared 50 articles, 7 articles from Science Direct, 3 articles from Springer, and 40 articles from Scopus. Reviewers also searched "ESP for Business" without the quote mark (" ") it was appeared about 173 journals total.

Next step is screening. Reviewers read the title and abstract of the articles, then chose article data from the original studies, such as references to English for Business, empirical studies published from January 1, 2022, to December 31, 2022, and journals published before those dates. As a result, automated technologies found that 70 records did not qualify, 30 entries articles were already in other databases (duplicated), and 35 articles could not be assessed. So, after deletion screening, there are still 88 journals left.

Then, initial conclusion and eligibility stage was made in order to choose articles based on "include and exclude criteria". Five reviewers performed the full-text screening. Each of reviewer read the full text of all articles and made an "include/exclude" decision which articles should include and which are not. However, the criteria were; 1)Be addressing English for Business Communication; 2)Be empirical studies (research articles); 3)Be published from January 1st 2018 to December 31st, 2022. There were several obstacles were found while reading the articles such as the article could not access the full text through web search, Statistical analysis or qualitative does not support the findings, The theme for ESP for business out of context. For those reasons, the reviewers excluded the articles.

In last stage, after excluding the irrelevant articles in flow diagram, in can be conclude that there are eight articles that can be included in a quantitative synthesis. 38 articles were categorized as ineligible article because of some reasons above. These databases were chosen because of the high caliber of the content, especially in the Business communication. From those result, the reviewers then input the article into the table and reviewed intensively the articles, especially the research results section. Lastly, the reviewers made conclusions.

Table 1. Search in Google scholar

Keywords	Year	n.	Name	Journals	n.
1 “English for business”	2016		Business Communication and Public Speaking in the ESP Domain: Some Considerations	Linguistics and Literature Studies	
	2020		Using English as a lingua franca to engage with investors: An analysis of Italian and Japanese companies' investor relations communication policies	English for Specific Purposes Vol. 58	
	2020		University graduates' transition into the workplace: How they learn to use English for work and cope with language-related challenges	Pre-Proof <a href="https://doi.org/10.1016/j.system.2021.102530">https://doi.org/10.1016/j.system.2021.102530</a>	

Table 2. Search in Scopus

Keywords	Year	n.	Name	Journals	n.
ESP for business	2018		CEF Professional Profile as an Instrument in Language Needs Assessment for Business Companies	Journal of Educational and Social Research Vol. 8 No. 2	
	2018		Student presentations as a means of teaching and learning English for Specific Purposes: an action research study	Teaching in Higher Education vol. 25	
	2019		Long-term workplace communication needs of business professionals: Stories from Hong Kong senior executives and their implications for ESP and higher education	English for Specific Purposes	
	2021		Helping university students discover their workplace communication needs: An eclectic and interdisciplinary approach to facilitating on-the-job learning of workplace communication	English for Specific Purposes Vol. 64	
	2022		The Gap between Perceived and Achieved English Communication Needs of Saudi Management and Business Administration Students: An ESP Paradigm.	International Journal of Learning, Teaching and Educational Research Vol. 21 No. 1	

### 3. Result

Table 3. Themes

Title	Focus	Sources
Business Communication and Public Speaking in the ESP Domain: Some Considerations	Introducing Public Speaking as a specific domain in teaching and learning. The study underlines the strong need for a focused reflection on the impact of good oratorical skills in business English.	Linguistics and Literature Studies No (4 ) October, Part (5), 2016
Using English as a lingua franca to engage with investors: An analysis of Italian and Japanese companies' investor relations communication policies	Investors relations policies of Japanese and Italian companies using English are examined in the context of their respective national and business culture.	English for Specific Purposes ISSN: 08894906
University graduates' transition into the workplace: How they learn to use English for work and cope with language-related challenges	Language educators helps university students be better prepared for workplace communication in English after graduation.	<a href="https://doi.org/10.1016/j.system.2021.102530">https://doi.org/10.1016/j.system.2021.102530</a> ELSEVIER Ltd. ISSN: 0346251X
CEF Professional Profile as an Instrument in Language Needs Assessment for Business Companies	Teaching English for Specific Purposes on the communications situation mostly needed and used in companies.	Journal of Educational and Social Research ISSN : 22400524
Student presentations as a means of teaching and learning English for Specific Purposes: an action research study	Chinese University students are taught English for Specific Purposes (ESP) to complement their knowledge and abilities. ESP needs to progress beyond the monological Chinese Confucian model of education.	Publisher : Taylor & Francis ISSN : 14701294
Long-term workplace communication needs of business professionals: Stories from Hong Kong senior executives and their implications for ESP and higher education	English language and communication needs of three senior Hong Kong business professionals over a 20-year period.	English for Specific Purposes ELSEVIER Ltd. ISSN : 08894906
Helping university students discover their workplace communication needs: An eclectic and interdisciplinary approach	Work-Integrated Learning (WIL) programmes such as internships and placements can provide valuable opportunities for students to learn much about workplace	10.1016/j.esp.2021.07.002 ELSEVIER Ltd. ISSN : 08894906

to facilitating on-the-job learning of workplace communication	communication.	
The Gap between Perceived and Achieved English Communication Needs of Saudi Management and Business Administration Students: An ESP Paradigm.	Despite efforts, discrepancy between perceived and achieved needs of learners in English communication is observed. This is specifically true of specific course students such as Management and Business Administration students.	10.26803/IJLTER.21.1.15 International Journal of Learning, Teaching and Educational Research Vol. 21 ISSN : 16942116

Table 4. Result of the review

No	Author	Aim	Method	Findings	Recommendation
1	Annalisa ZANOLA (2016)	To see extensively from a rhetorical point of view as well as from a political and law perspective, or from the conversation analysis angle.	Descriptive narrative	This reflection generates two implications. The first is that, within the vast business arena, the speaker's professional role influences the pathos associated with public speaking performance. In turn, this establishes the emotional precondition for the process of meaning construction between the speaker and the audience during a speech. The second implication that emerges from our analysis is more pragmatic and is directed at public speaking trainers.	In the context of ESP research, we need to think more about how good public speaking skills affect business communication in English. Due to the complexity and variety of business communication, however, studies and programs on public speaking should be tailored to the audience and not standardized or copied from models that work in a non-business setting. Based on what we say in our paper, it might be worth looking into how the pathos of public speaking changes for different business roles (e.g. sales

					person, buyer, consultant, etc.). Also, future research needs to look at how social factors like gender, age, etc., can affect how studies on public speaking turn out.
2	Belinda Crawford Camiciottoli (2020)	The purpose of this study is to compare the linguistic features of English IRCP produced by Japanese versus Italian enterprises, two cultures with a significant impact on the global economy.	Mix method (qualitative analysis & quantitative)	The results revealed that the Italian dataset was characterized by keywords emphasizing social relations, while the Japanese dataset was characterized by keywords emphasizing the normative aspects of financial communication. The subsequent qualitative analysis revealed that the approaches of the Italian and Japanese companies were both aligned and misaligned with their assumed cultural orientations.	The findings of this study can be applied in business communication courses to provide students with authentic and up-to-date materials for learning to engage with emerging financial genres.
3	Clarice S. C. Chan (2021)	To understand what factors can cause language difficulties for graduates, and to figure out	Qualitative (Semi Structured Interview)	Graduates from university often have difficulty with nonspecialist genres, such as newspapers or	First, ESP/EBP courses and university curricula should focus on helping students develop the skills they



		ways to help them adjust to the professional world. While the transition into the workforce can be a challenging time, it's also an opportunity to learn and improve your English skills.		magazines. This is because they don't have the knowledge about the subject matter that is required to understand them, and they also don't have the English skills necessary to understand them. The study found that the graduates use various strategies to try to learn workplace communication in English, but that they sometimes struggle because they feel like they are not good enough professionals. This paper has implications for language educators who want to help university students become better prepared for working in English after they graduate.	need to communicate effectively in different contexts. Second, ESP/EBP practitioners can help students, including those taking non-practice-based degree programmes, by incorporating more real-life business practices and more scenarios related to specific fields and professions into their learning tasks and teaching materials. Third, ESP/EBP practitioners could help students learn more effectively and efficiently when it comes to learning a new language and communicating effectively.
4	Elsa Zela (2018)	The paper will try to set up a framework for the language skills that economics	Mix method (Interview and questionnaires)	Table 1 describes the first part of the professional profile where general	Similar profiles can be made for other fields so that we end up with a lot of information that would be

		<p>graduates need to do their jobs every day, as well as the foreign language skills they need to get a job.</p>		<p>information about the graduates, participating in the study is given. Furthermore, the table provides details on the job positions the Business graduates usually get. The last part deals with methods used to collect the data for the designation of the profile. Table 2 summarises occupational information about the professional activities each job performs for business graduates. There is a description of tasks every job requires to carry out as a part of job routine. This data provides an input for material development, classroom activities and the ESP course design in general and BE in particular. Table 3 also</p>	<p>useful for most courses on professional communication..</p>
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				contains the communication situations that those professionals encounter in their workplace. This is the most extensive section of this profile part as it can provide valuable knowledge for materials development. Table 4, 5 and 6 concern the most frequent routines, most demanded situations and snap shots from the language audit that was carried out during the ethnographic research. They provide the real life use and context of the communicative situations of the language for professional purposes.	
5	Bin Ai, Alexander Kostogriz, Daorong Wen & Lifei Wang (Ai et al., 2018)	To see the developments present challenges for English language educators, prompting the development of new curricula and teaching materials, as	Action research study (Group discussion).	The students were willing to do their group presentations and were able to do it, even though some of them were not sure of their English skills. Most students were able to	One problem with this study is that even though a lot of data was collected to document and evaluate it, not enough direct data from these students was collected, which could be a

		well as investments in teacher development and capacity building.		learn how to think critically and finish a piece of writing, even though their papers were not perfect in terms of sentence structure, grammar, expressions, and so on. When choosing topics, making presentations, and writing papers, these students showed that they understood and could use critical thinking. Some of them needed help organizing their presentations, and some students said that some group members were lazy and relied on others to finish the group work.	direction for future research.
6	Clarice S.C. Chan (2019)	This study wants to find out not only what the senior executives' communication needs are now at work, but also how those needs have changed since they graduated. The long-term	Qualitative (Interview)	Several themes can be seen in the statement told by the informants. They have to do with how the informants' roles have changed when it comes to technical reports, the	In the future, ESP research may also look at other fields, such as business education, higher education, and workplace learning, to learn more about how to communicate in the workplace and find more ways to

		view in this paper has consequences for teachers in ESP and higher education.		problems they have had with non-technical genres, the communication skills they think are important, and how they improve themselves and deal with problems.	prepare university students for their future careers.
7	Clarice S.C. Chan(2021)	To show how ESP researcher-practitioners in higher education can build a link between ESP and WIL. It talks about how a researcher made a diverse and cross-disciplinary WIL module for students in the English department of a university in Hong Kong. The goal was to help them figure out their own communication needs in the workplace.	Research and Development (RnD)	The paper shows that the students were able to set goals and make plans to improve their language and communication skills both during their WIL and afterward because they understood some or all of these things better. The paper shows that there is a link between WIL and ESP. This link has the following implications for research and practice in ESP:	First, ESP teachers in higher education settings could look into how WIL programs can be made to help students in different fields learn more about the language of their future jobs. Second, people who work in ESP and people who study it could look into and try out different cross-disciplinary ways to help students become better language learners in the workplace. Third, ESP practitioners and researchers who work in university settings should be able to make a big difference in higher education by coming up with new ways to help people learn workplace communication skills on the job. It

8	Abdullah Ahmad M. Alfaifi, Mohammad Bahudhailah, and Mohammad Saleem (2022)	The Gap between Perceived and Achieved English Communication Needs of Saudi Management and Business Administration Students: An ESP Paradigm.	mixed methods, employing both quantitative and qualitative approaches (Questionnaire and Narrative)	he statistical analysis of data from MBA students showed that there was a difference between what the students actually knew and what they thought they knew and what was expected of them. The answer to the first research question can be found in the analysis of the University's rules for teaching English to Management and Business Administration students and the analysis of how the students see the subject, which shows that the two views are different. The answer to the second research question is "no." Neither the University nor the students think that the teaching session has met the needs of the students. There is a strong desire for a change to be	Most of the students who took part have suggested changes to the current schedule for teaching English to students with specific skills, like Management and Business Administration students. They want English to be taught for four semesters, with the fourth semester being devoted to business report writing, a mini project based on fieldwork/industry site visits and a report on it, and the addition of morsels.
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				made to the system, especially one that will help the chosen students get ESP.	
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#### 4. Discussion and Conclusion

Business communication is communication that is intended to help a business achieve a fundamental goal, through information sharing between employees as well as people outside the company. It includes the process of creating, sharing, listening, and understanding messages between different groups of people through written and verbal formats. The way that people communicate and operate within a business is very vital to how successful the company will be in the business world.

English for Business Purposes, will assist business students in discovering and reviewing their requirements for and usage of the English language in the workplace. It also covers the ESP Approach, which is employed for business purposes particularly connected to the fields of management and business.

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