
ENHANCING PROFESSIONAL READINESS THROUGH LEARNER-CENTERED ENGLISH FOR SPECIFIC PURPOSES IN BUSINESS ENGLISH LEARNING

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Abstract

This study aims to analyze the implementation of English for Specific Purposes (ESP) in English for Business learning for English Literature students at Bosowa University, focusing on instructional planning, learning strategies, and students' perceptions of professional readiness. A qualitative case study approach was employed involving [X] lecturers and [Y] students who were purposively selected due to their direct engagement in the learning process. Data were collected through in-depth interviews, non-participant classroom observations, and document analysis, and analyzed using the Miles, Huberman, and Saldaña interactive model complemented by thematic analysis. Trustworthiness and research ethics principles ensured data validity. The findings indicate that ESP implementation was effective and systematic, as reflected in the alignment between needs analysis, authentic business-oriented materials, contextual learning activities, and observable improvements in students' linguistic competence, learning engagement, self-confidence, and perceived professional readiness. The integration of learner-centered ESP principles, experiential learning, social constructivist interaction, and motivational support contributed to meaningful professional language development. Although challenges persist in mastering business terminology and formal discourse structures, the study highlights the importance of adaptive and reflective ESP design that responds to learner needs and workplace communication demands.

Keywords

English for Specific Purposes (ESP), English for Business, English language learning, Bosowa University.



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INTRODUCTION

English plays a crucial role in academic and professional communication, particularly in higher education, where it functions as the primary medium for scientific literature, scholarly publication, and workplace interaction (Fauzi et al., 2023) (Roinah, 2022). This role requires not only general communicative competence but also precise terminology and context-specific language use aligned with disciplinary and professional practices (Hyland, 2006b) (Flowerdew, 2013). Such demands have driven the development of English for Specific Purposes (ESP), an approach to language learning designed to address particular academic and occupational communication needs (Hutchinson & Waters, 1987) (Dudley-Evans & St John, 1998b). Within this perspective, language is understood not merely as a linguistic system but as a functional competence integrated with disciplinary knowledge and workplace performance (Basturkmen, 2010).

The urgency of implementing ESP in Indonesian higher education continues to grow alongside the increasing number of students and graduates entering the job market. Data from PDDIKTI indicate that more than seven million students are currently enrolled in higher education, with over 1.5 million graduates produced annually (Sitepu, 2021). A substantial proportion of these graduates is expected to enter professional sectors, including business environments that require effective, context-appropriate English communication (Evans, 2013; Nickerson, 2005). However, many graduates, including those from English Literature programs, still experience difficulty applying their academic language competence to the specific, practice-oriented communication demands of the workplace, such as business correspondence, negotiation, and professional presentation. This mismatch indicates that mastery of English for General Purposes (EGP) alone is insufficient to meet the functional, persuasive, and goal-oriented language requirements of business contexts (Belcher, 2006; Anthony, 2018; J. R. Estep et al., 2018), thereby reinforcing the necessity of ESP-oriented learning aligned with professional realities.

In response to these demands, the implementation of ESP in English for Business at Bosowa University is directed toward developing students' ability to use English in authentic professional situations rather than focusing solely on general language acquisition (Hwang, 2022). Students are expected to perform practical communicative tasks such as composing business emails, delivering presentations, engaging in negotiations, and participating in formal meetings using linguistically and pragmatically appropriate English (Syahputra, 2014). This contextual orientation reflects an

effort to align English Literature students' competencies with real communication practices in the business sector, ensuring that academic language skills can be effectively transferred into workplace settings (Bhatia, 2004); (Johns, 2013).

Within the institutional context, the English Literature Study Program at Bosowa University is designed to produce graduates who demonstrate linguistic competence, academic literacy, and professional readiness, with the English for Business course functioning as a key integrative component between language mastery and workplace-oriented skills. Nevertheless, the extent to which ESP principles are enacted in instructional planning, learning materials, pedagogical strategies, and students' classroom experiences has not been widely examined through empirical research. Existing ESP studies in Indonesia largely emphasize material development, needs analysis, or learning outcomes, while offering limited process-oriented and classroom-based analysis of how ESP is implemented in authentic learning environments (Rahman, 2020); (Widodo, 2016). Moreover, empirical investigations exploring how ESP learning contributes to students' emerging professional readiness, particularly among English Literature students, remain scarce. These methodological and conceptual limitations highlight the need for an in-depth qualitative exploration of ESP implementation in real instructional contexts.

In addition to the studies mentioned above, several other scholars have also examined the effectiveness of ESP implementation in higher education contexts. Dudley-Evans and St John (1998) emphasize that ESP instruction becomes effective when teaching materials, learning objectives, and classroom activities are directly aligned with learners' target professional situations (Dudley-Evans & St John, 1998b)(Dudley-Evans & St John, 1998a). Similarly, Basturkmen (2010) argues that ESP pedagogy must integrate authentic professional discourse and situational language use in order to prepare students for real workplace communication (Basturkmen, 2010). Empirical evidence from Hyland (2006) also suggests that discipline-specific language instruction helps learners understand rhetorical conventions and communicative practices within professional communities (Hyland, 2015)(Hyland, 2006a). Furthermore, Flowerdew (2013) highlights that contextualized discourse-based instruction enables students to develop a deeper awareness of professional language practices and genre conventions (Flowerdew, 2013). In addition, Anthony (2018) notes that contemporary ESP learning increasingly emphasizes experiential and task-based approaches that mirror authentic workplace communication, allowing students to develop both linguistic competence and professional communication skills simultaneously (Anthony, 2018).

Within the institutional context, the English Literature Study Program at Bosowa University is designed to produce graduates who demonstrate linguistic competence, academic literacy, and professional readiness, with the English for Business course functioning as a key integrative component between language mastery and workplace-oriented skills. Nevertheless, the extent to which ESP principles are enacted in instructional planning, learning materials, pedagogical strategies, and students' classroom experiences has not been widely examined through empirical research. Several previous studies have examined ESP implementation from different perspectives. For instance, Rahman (2020) investigated ESP curriculum development in Indonesian universities and found that the integration between academic English instruction and workplace communication needs remains limited (Rahman, 2020). Similarly, Widodo (2016) highlighted that ESP teaching practices often emphasize material preparation rather than classroom interaction and contextual language use (Widodo, 2016). In another study, Tsou and Chen (2014) reported that ESP instruction that incorporates authentic professional tasks significantly improves students' communicative competence and workplace readiness (Tsou & Chen, 2014). Meanwhile, Hyland (2015) emphasized that discipline-specific language instruction enhances students' ability to participate in professional discourse communities (Hyland, 2015). Additionally, Ali and Salih (2013) demonstrated that ESP-based business communication training contributes positively to students' confidence and effectiveness in performing professional communication tasks (Ali & Salih, 2013).

Despite these contributions, most ESP studies still focus on curriculum design, needs analysis, or learning outcomes, while offering limited process-oriented and classroom-based analysis of how ESP is implemented in authentic learning environments. Moreover, empirical investigations exploring how ESP learning contributes to students' emerging professional readiness—particularly among English Literature students—remain scarce. These methodological and conceptual limitations highlight the need for an in-depth qualitative exploration of ESP implementation in real instructional contexts.

Accordingly, a clear research gap emerges: the lack of holistic qualitative studies examining how ESP is implemented in English for Business learning, how pedagogical strategies operate in classroom practice, and how students interpret their learning experiences in relation to professional readiness. Addressing this gap, the present study aims to explore in depth the

implementation of ESP in English for Business learning among English Literature students at Bosowa University, focusing on instructional planning, learning strategies, and student perceptions. This investigation is expected to contribute theoretically to the development of a more contextual and adaptive ESP implementation model while also providing practical insights for designing professionally oriented English language learning in higher education.

Preliminary observations within the English Literature Study Program at Bosowa University indicate that the English for Business course has incorporated several ESP-related practices, including the use of authentic business materials, presentation-based assignments, and formal communication simulations. Lecturers have attempted to integrate experiential and practice-based learning activities; however, their implementation varies across sessions and has not yet formed a systematically structured ESP model. Students demonstrate strong engagement during simulations and collaborative projects but continue to encounter challenges related to business terminology and formal discourse structures, suggesting a gap between instructional objectives and linguistic readiness. These conditions confirm that ESP learning has been initiated but requires deeper investigation to understand its implementation patterns, pedagogical dynamics, and implications for professional preparation.

The novelty of this study lies in proposing an ESP implementation model grounded in experiential learning and professional readiness within the context of English for Business for English Literature students. Rather than concentrating solely on needs analysis or material design, this research adopts a process-oriented perspective that examines instructional planning, learning strategies, and students' perceived professional preparation as an integrated pedagogical system. Conceptually, the study synthesizes learner-centered ESP, experiential learning, social constructivism, and motivation theory to position ESP as a pathway of academic–professional transformation. Through this perspective, the research extends Indonesian ESP scholarship beyond instructional design toward a deeper understanding of how ESP facilitates students' transition from academic learning to workplace competence.

Academically, this study enriches ESP discourse by offering contextual, implementative, and pedagogical insights into English for Business instruction in higher education. Practically, the findings provide an empirical foundation for lecturers and curriculum developers to design ESP learning that is adaptive, contextual, and oriented toward graduate employability. Institutionally and at the policy level, the study supports stronger alignment between higher education outcomes

and workplace demands, contributing to the development of professionally grounded English language curricula in an increasingly global and competitive environment. Therefore, this research seeks to analyze the implementation of English comprehensively for Specific Purposes in English for Business learning for English Literature students at Bosowa University, encompassing instructional planning, learning strategies, and student perceptions of professional readiness.

METHOD

This study employed a qualitative approach with a single instrumental case study design to obtain an in-depth understanding of how English for Specific Purposes (ESP) is implemented in English for Business learning for English Literature students at Bosowa University (F. Roosinda et al., 2021) (F. W. Roosinda et al., 2021). The case is considered instrumental because the investigation of a bounded classroom context is intended to provide broader insight into ESP implementation related to experiential learning and professional readiness, rather than merely to understand the uniqueness of the setting itself.

The researcher acted as an external non-participant observer who had no instructional or evaluative role in the course. This positioning minimized power relations with participants and reduced potential bias. Reflexive field notes, audit trails, and triangulation across multiple data sources were used to maintain analytic neutrality.

The research site was Bosowa University. Participants were selected purposively based on their direct involvement in ESP learning. The study involved one lecturer responsible for the English for Business course and twenty-four English Literature students enrolled in the current semester. Most students were in their fifth semester, had completed general English courses, and had limited prior exposure to formal ESP instruction, making them appropriate participants for examining ESP implementation and emerging professional readiness.

Data were collected using three complementary techniques (Sugiyono, 2021): in-depth semi-structured interviews, non-participant classroom observations, and document analysis. The interviews were conducted with one lecturer and twelve selected students to explore their experiences and perceptions of the English for Business course. The lecturer participated in two interview sessions lasting approximately 60–75 minutes each, while the student interviews lasted between 30–45 minutes. The interviews focused on several key themes, including instructional planning and the integration of ESP orientation, learning activities, and teaching materials used in the classroom, the perceived relevance of course content to business communication, students'

engagement during learning activities, the development of professional communication skills, and challenges encountered in implementing ESP-based instruction.

Classroom observations were conducted as non-participant observations across six class meetings during one academic term. These observations aimed to capture the actual implementation of ESP-oriented teaching practices within the classroom environment. Particular attention was given to how ESP principles were enacted during instruction, including the use of experiential and learner-centered activities, patterns of interaction between lecturers and students, the integration of authentic business communication tasks, and observable indicators of students' developing professional readiness.

In addition to interviews and observations, document analysis was conducted to provide supporting evidence of ESP implementation within the course. The analyzed documents included lesson plans, teaching modules, assessment rubrics, and samples of student work produced during the course. These materials, such as business emails, presentations, and written reports, were examined to understand how ESP-oriented learning objectives were reflected in instructional design and assessment practices.

The collected data were analyzed using the interactive model proposed by Miles, Huberman, and Saldaña. The analysis began with data condensation, in which interview transcripts, observation field notes, and institutional documents were reviewed and coded line by line to identify initial patterns related to ESP-oriented instructional planning, classroom learning processes, and indicators of students' professional readiness. This stage involved generating open codes that captured significant statements, instructional practices, and learning experiences observed during the study.

Following this process, the coded data were organized and presented through data display techniques. Codes were grouped into broader categories and arranged in thematic matrices to facilitate systematic comparison across different data sources, including lecturers' perspectives, students' experiences, and classroom observation records. This stage enabled the researcher to identify emerging patterns and relationships among instructional practices, learning activities, and the development of professional communication skills.

The final stage involved conclusion drawing and verification, in which the identified patterns were synthesized into broader thematic interpretations. Themes such as experiential ESP practices, learner engagement, and the relevance of learning activities to workplace

communication were refined through constant comparison among data sources. Cross-source validation was also conducted to ensure the credibility and consistency of the findings. In addition, thematic analysis supported the interpretation process by linking the emerging themes to the study's conceptual framework, allowing the findings to be understood within the broader perspective of ESP-oriented learning and professional communication development.

FINDINGS AND DISCUSSION

Findings

ESP Implementation in English for Business Learning

Table 1. Planning, Materials, and Learning Activities in ESP Implementation

No	Aspect	Empirical Findings
1.	Needs-based planning	Learning objectives aligned with the curriculum, graduate profile, and workplace communication demands
2.	Professional competencies targeted	Business email writing, presentations, discussions, negotiations
3.	Learning materials	Authentic documents, professional videos, real business cases, digital media
4.	Learning methods	Role-play, case study, project-based learning
5.	Final task	Business plan and professional presentation

Table note: Data derived from interviews, classroom observations across six meetings, and document analysis of lesson plans and student assignments.

Interview excerpt (Lecturer):

"The course is designed to simulate real business communication so students are not only learning English, but preparing for workplace interaction."

Interview excerpt (Student):

"Through presentations and negotiations, I feel more confident using English in professional situations."

ESP Learning Strategies in English for Business

Table 2. Core Learning Strategies and Observed Outcomes

No	Strategy	Classroom Evidence	Student Response
1.	Authentic tasks	Writing emails, reports, proposals, and presentations	Higher engagement and contextual vocabulary use
2.	Business simulations	Meetings, negotiations, job interviews, and product pitching	Improved fluency, politeness, and confidence
3.	Collaboration	Group discussion, role distribution, joint projects	Stronger interaction and professional readiness

Table note: Observed during six classroom sessions and confirmed through student interviews.

Interview excerpt (Student):

“Working in teams and simulating meetings made learning feel like real work, not just classroom exercises.”

Student Perceptions of ESP Implementation

Table 3. Main Dimensions of Student Perception

Dimension	Evidence from Data
Language confidence	Increased participation and willingness to speak
Workplace relevance	Tasks perceived as realistic and meaningful
Linguistic challenges	Difficulty with business terminology and formal structures

Table note: Based on semi-structured interviews with twelve students and reflective learning documents.

Interview excerpt (Student):

“ESP helps me imagine my future job, but business vocabulary is still challenging.”

The findings presented in Table 1 indicate that the implementation of English for Specific Purposes (ESP) in the English for Business course is systematically integrated into instructional planning, learning materials, and classroom activities. The planning process demonstrates a clear alignment between learning objectives, the curriculum framework, the graduate profile of the study program, and the communication demands commonly encountered in professional business environments. The competencies targeted in the course emphasize practical workplace communication skills, including business email writing, professional presentations, discussions, and negotiations. This orientation reflects a shift from general language instruction toward functional language use that supports students’ future professional roles. The use of authentic learning materials, such as professional documents, business-related videos, real business cases, and digital media, further strengthens this contextual approach by exposing students to language forms and discourse patterns commonly used in business settings. The final task, which requires students to develop a business plan and present it professionally, also demonstrates an effort to integrate linguistic competence with professional performance, reinforcing the experiential nature of ESP-based learning.

The data in Table 2 highlight the central role of experiential learning strategies in supporting the implementation of ESP within the classroom. Authentic tasks, including writing emails, reports, proposals, and delivering presentations, provide students with opportunities to practice language in meaningful and context-specific situations. These tasks encourage students to use vocabulary and expressions relevant to business communication, thereby increasing engagement and contextual language awareness. In addition, business simulations, such as

meetings, negotiations, job interviews, and product pitching, serve as interactive learning activities that mimic real workplace communication scenarios. Through these simulations, students are able to practice fluency, develop politeness strategies, and build confidence in using English in formal professional contexts. Collaborative learning also emerges as an important strategy, as group discussions, role distribution, and joint project work encourage active interaction among students while simultaneously fostering teamwork skills that are essential in professional environments.

The findings presented in Table 3 reveal that students generally perceive the ESP-oriented learning approach positively, particularly in relation to language confidence and workplace relevance. Many students reported increased willingness to participate in classroom communication activities, indicating that experiential tasks and simulations help reduce anxiety and promote active language use. Students also viewed the learning activities as meaningful because they closely resemble real business communication practices, enabling them to imagine how English might be used in their future careers. However, the findings also highlight several linguistic challenges faced by students, especially in relation to mastering specialized business terminology and using formal structures required in professional communication. These challenges suggest that while ESP-based learning effectively enhances contextual understanding and professional awareness, additional instructional support may still be necessary to help students develop a deeper mastery of specialized vocabulary and formal business discourse conventions.

Discussion

ESP Implementation as Academic–Professional Alignment

The findings reveal that the implementation of English for Specific Purposes (ESP) in English for Business learning at Bosowa University is systematically structured through needs-based instructional planning, the integration of authentic materials, and participatory learning strategies that simulate professional communication practices. This configuration indicates a pedagogical shift from general language instruction toward workplace-oriented communicative competence, positioning ESP not merely as curriculum enrichment but as an academic–professional alignment mechanism.

From a theoretical standpoint, these results strongly confirm the foundational ESP principle articulated by Hutchinson and Waters (1987), which emphasizes that language instruction must originate from learner needs and target-situation demands (Hutchinson & Waters, 1987). The

explicit linkage observed between curriculum objectives, graduate profiles, and business communication competencies demonstrates the operationalization of a learner-centered ESP framework within a real classroom context. This also resonates with Basturkmen's (2010) assertion that ESP effectiveness depends on its situational authenticity and professional relevance, both of which were evident in the use of business documents, simulations, and project-based outputs (Basturkmen, 2010).

Beyond confirming classical ESP assumptions, the study provides process-oriented empirical evidence that remains limited in Indonesian ESP scholarship, which has predominantly focused on needs analysis, material development, or outcome measurement rather than classroom enactment. Earlier studies (Ghafar, 2022); (Sari et al., 2022) (Suri & Bawamenewi, 2025) documented the importance of contextual materials and professional relevance, yet offered minimal insight into how ESP pedagogy unfolds dynamically through interaction, experience, and reflection. The present findings, therefore, extend prior literature by demonstrating that ESP operates as a transformative learning pathway bridging academic competence and professional readiness, rather than functioning solely as an instructional design principle.

This transformative dimension becomes clearer when interpreted through Kolb's (1984) experiential learning theory, where knowledge develops through cycles of concrete experience, reflective observation, conceptualization, and active experimentation (Kolb, 2005). Role-play, case studies, and business projects observed in this study exemplify this experiential sequence, allowing students to practice professional discourse, reflect on performance, and reapply improved communication strategies. Simultaneously, collaborative interaction patterns align with Vygotsky's (1978) social constructivism, indicating that professional language competence emerges through social mediation, negotiation of meaning, and shared problem-solving rather than isolated grammatical mastery (Vygotsky, 1978).

However, the findings also introduce a critical nuance absent in much classical ESP literature. Although needs-based planning was carefully conducted, linguistic difficulties persisted, particularly in mastering business terminology and formal discourse structures. This observation challenges McDonough's (1984) relatively static conception of needs analysis, suggesting that target needs identification alone is insufficient without ongoing adaptive pedagogical support (McDonough, 1984). Thus, the study contributes a conceptual refinement: ESP effectiveness depends not only on initial needs alignment but also on continuous experiential-

linguistic scaffolding throughout instruction.

Learning Strategies Bridging Language and Workplace Practice

A central contribution of this study lies in demonstrating how authentic tasks, business simulations, and collaborative learning function collectively as a pedagogical bridge between linguistic knowledge and professional performance. Authentic assignments, such as business emails, reports, and presentations, situate language within functional communicative purposes, thereby transforming English from an academic subject into a tool for professional action. This supports earlier ESP findings emphasizing task authenticity and contextualization (Majid et al., 2025) (Nawir et al., 2021), while providing deeper classroom-based validation.

Business simulations further strengthen this bridge by enabling students to rehearse workplace interactional norms, including politeness strategies, negotiation discourse, and persuasive presentation. Such experiential rehearsal aligns not only with Kolbian experiential learning but also with situated learning theory, where competence develops through participation in practice-like environments. Compared with previous Indonesian ESP studies that highlighted simulation benefits descriptively, the present research clarifies their integrative pedagogical role in shaping confidence, fluency, and professional identity simultaneously.

Motivational analysis deepens this interpretation. Students' increased engagement and confidence correspond with Gardner's (1985) (Gardner, 1985) instrumental motivation and Dörnyei's (2001) (Dörnyei, 2001) L2 Motivational Self System, particularly the emergence of a future professional self-image. Earlier research acknowledged motivation as supportive of ESP success (Syamsudin, 2025); (Widanta et al., 2025), yet rarely connected it explicitly to authentic professional imagination. This study, therefore, advances prior work by evidencing that professional visualization, enabled through simulations and projects, acts as a core motivational engine in ESP learning.

Nevertheless, persistent terminology-related difficulty indicates that experiential exposure alone does not guarantee linguistic mastery. This limitation invites dialogue with Cognitive Load Theory, implying that ESP pedagogy must balance authentic complexity with structured scaffolding. Consequently, the study proposes a dynamic ESP strategy model integrating experience, motivation, and linguistic support, thereby extending beyond traditional needs-based instructional paradigms.

Student Perception and Professional Identity Formation

Student perceptions provide crucial insight into ESP's affective and identity-forming dimensions. Increased confidence, perceived workplace relevance, and sustained engagement suggest that ESP learning contributes not only to competence development but also to psychological readiness for professional participation. This supports constructivist and experiential perspectives while reinforcing findings from prior ESP perception studies that link authenticity with learner empowerment.

However, this study moves further by interpreting perception through professional identity formation. When students begin to imagine themselves as future business communicators, language learning shifts from academic requirement to identity practice; such a transformation aligns with motivational self-system theory and situated learning, yet has been underexplored in Indonesian ESP discourse. Therefore, the present findings mark an important conceptual extension: ESP functions as a site of identity transition, not merely skill acquisition.

Simultaneously, reported linguistic challenges highlight the interaction between cognition and affect. While experiential learning lowers anxiety (consistent with Krashen's affective filter hypothesis), high terminology complexity increases cognitive load, indicating the necessity of graduated linguistic scaffolding. This dual dynamic suggests that effective ESP must harmonize emotional support, cognitive manageability, and professional authenticity—a triadic balance seldom articulated in earlier ESP frameworks.

Theoretical Synthesis and Novel Contribution

Synthesizing the preceding discussions, this study proposes that English for Specific Purposes (ESP) in English for Business functions as a holistic experiential–professional ecosystem that integrates several complementary theoretical dimensions, including needs-based orientation from classical ESP, experiential engagement as conceptualized by Kolb, social knowledge construction grounded in Vygotskian theory, motivational future self-development derived from Gardner and Dörnyei, and cognitive–affective regulation informed by Sweller and Krashen. The convergence of these perspectives culminates in the formulation of the ESP Experiential–Professional Model, in which authentic experience, collaborative interaction, sustained motivation, and structured linguistic scaffolding collectively shape students' professional communication readiness.

In addition to the theoretical perspectives previously discussed, several contemporary studies further strengthen the argument that ESP-oriented instruction must integrate authentic professional practices with contextualized language learning environments. Research by Anthony (2018) highlights that modern ESP pedagogy increasingly emphasizes the integration of disciplinary discourse practices and real-world communicative tasks, enabling learners to develop both linguistic competence and professional literacy simultaneously (Anthony, 2018). Similarly, Hyland (2006) explains that disciplinary communication requires mastery of specialized rhetorical conventions, which can only be effectively developed when language instruction is closely connected to authentic professional discourse communities (Hyland, 2006b). Within business communication contexts, Nickerson (2005) also demonstrates that workplace English differs significantly from general academic English because it requires pragmatic sensitivity, intercultural awareness, and context-specific communicative strategies (Nickerson, 2005).

Empirical ESP research in higher education further supports the importance of authentic learning environments in preparing students for professional communication. For instance, Belcher (2006) argues that ESP learning becomes more meaningful when students engage in tasks that mirror professional problem-solving situations (Belcher, 2006). In line with this perspective, Bhatia (2004) emphasizes that professional discourse competence emerges when learners are exposed to genre-based communication practices, such as business reports, negotiations, and professional presentations (Bhatia, 2004). Meanwhile, Johns (2013) notes that the integration of disciplinary discourse practices in ESP classrooms can help students internalize professional communication norms more effectively (Johns, 2013). These insights reinforce the present study's findings that simulations, collaborative projects, and authentic tasks function as important mechanisms for bridging classroom learning with workplace communication practices.

Recent studies in ESP pedagogy also highlight the importance of contextual relevance and learner engagement in shaping effective learning outcomes. Flowerdew (2013) points out that ESP instruction must address the specific communicative expectations of professional communities, particularly in globalized workplaces where English functions as a lingua franca (Flowerdew, 2013). Likewise, Evans (2013) emphasizes that business communication courses should incorporate authentic workplace scenarios to develop pragmatic competence and professional interaction skills (Evans, 2013). Supporting this view, Estep et al. (2018) argue that experiential tasks and project-based activities contribute significantly to students' ability to apply language knowledge in real

professional contexts. These perspectives further corroborate the findings of the present study, suggesting that ESP implementation in English for Business learning not only enhances linguistic competence but also fosters professional communication awareness and workplace preparedness (T. Estep et al., 2018).

The principal novelty of this research lies in repositioning ESP from a framework traditionally centered on instructional materials and initial needs analysis toward a dynamic model of academic–professional transformation and identity formation. Whereas previous Indonesian ESP studies have largely emphasized instructional design or measurable learning outcomes, the present study foregrounds process, lived learning experience, and professional becoming as the central mechanisms of ESP pedagogy. Consequently, this research contributes theoretically by extending classical ESP into an experiential–identity paradigm, challenging static assumptions of needs analysis through the proposal of adaptive and continuous pedagogy, and integrating cognitive, affective, and professional dimensions into a unified conceptual model. Through these contributions, ESP is positioned not merely as language instruction for specific purposes but as a transformative educational pathway that supports students’ transition toward meaningful participation in the global professional landscape.

CONCLUSION

This study demonstrates that the implementation of English for Specific Purposes (ESP) in English for Business learning at Bosowa University effectively supports students’ transition from academic language learning to professional communication practice. The findings highlight three key outcomes: the alignment of learning with workplace communication demands, the development of students’ confidence and engagement in professional language use, and the emergence of professional readiness despite ongoing linguistic challenges related to business terminology and formal discourse. These results indicate that ESP effectiveness depends on adaptive, experience-based, and learner-centered pedagogical processes rather than solely on initial needs analysis or material design.

The principal theoretical contribution of this research is the formulation of the ESP Experiential–Professional Model, which conceptualizes ESP learning as an integrated ecosystem combining needs-based orientation, experiential learning, social constructivist interaction, motivational future-self development, and cognitive–affective scaffolding. This model positions

ESP not merely as specialized language instruction but as a transformative pathway linking academic learning, professional identity formation, and workplace participation.

Practically, the study suggests that higher education institutions should design ESP instruction through continuous needs analysis, authentic professional tasks, adaptive linguistic support, and stronger collaboration with industry to enhance graduate readiness. Given the single-institution case study design, further research across diverse institutional contexts and longitudinal learning trajectories is recommended to validate and refine the proposed model and to expand ESP theory in broader professional domains.

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