

ENGLISH FOR SPECIFIC PURPOSE IN THE LAST TREND ERA

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dan dengan cara apapun tanpa izin tertulis dari penerbit.

FOREWORD

All praise and gratitude for the presence of Allah SWT on all occasions. Sholawat along with greetings and prayers we convey to the Prophet Muhammad SAW. Alhamdulillah, for His Grace and Grace, the author has completed this book, English for Specific Purpose in The Last Trend Era dapat diselesaikan dengan kerjasama tim penulis. This book discusses ESP in the last trend era, need analysis in the contemporary workplace, digital literacy in esp, technological integration in ESP, enhancing digital communication skills for contemporary success, inclusive language in the last trend era, professional networking in the digital age, future proofing language skills in ESP, and challenges and opportunities in the last trend era.

The author would like to thank all parties who have supported in completing this book. Especially those who have helped the publication of this book and have been entrusted with encouraging and initiating the publication of this book. Hopefully this book can be useful for the Indonesian people.

Padang, July 2024

Author

TABLE OF CONTENTS

TABLE OF CONTENTS..... ii

LIST OF FIGURES vi

CHAPTER 1 INTRODUCTION TO ESP IN THE LAST TREND ERA 1

1.1 Introduction1

1.2 Understanding the Dynamic Landscape of ESP4

1.2.1 Key characteristics of ESP6

1.2.2 Subcategories of ESP8

1.2.3 Recent Issue of ESP10

1.3 Relevance of ESP in the Digital Age.....11

1.3.1 Historical Relevance of ESP13

1.3.2 ESP Adaptation to Technological Advances16

REFERENCES..... 19

CHAPTER 2 NEED ANALYSIS IN THE CONTEMPORARY WORKPLACE..... 21

2.1 Introduction23

2.2 The Symbiotic Relationship between the Contemporary Workplace and ESP26

2.3 Understanding the Contemporary Workplace Identifying Tech-driven Language Needs.....30

2.3.1 The Evolving Landscape of the Modern Workplace34

2.3.2 Challenges and Opportunities in the Digital Age.....36

2.4 What are the Challenges in the Contemporary Workplace?.....37

REFERENCES..... 39

CHAPTER 3 DIGITAL LITERACY IN ESP 41

3.1 Introduction41

3.2 Navigating Online Communication Platforms43

3.2.1 Definition of Online Communication.....43

3.2.2 Kinds of Online Communication Platforms44

3.2.3 Ethical Navigation in Social Media Use	45
3.3 Incorporating Social Media Language Skills	48
3.3.1 Social Media Language Skills	48
3.3.2 The Influence of Social Media Language on Forming Cultural Norms.....	50
3.3.3 The Influence of Social Media Language on Today's Generation.....	51
3.3.4 Conclusion: Social Media Language Leads to Foster a Sense of Community	52
REFERENCES.....	54
CHAPTER 4 TECHNOLOGICAL INTEGRATION IN ESP	57
4.1 Introduction.....	57
4.2 Principles of Technology Integration in ESP	58
4.3 Benefits of Technology Integration in ESP	61
4.4 Challenges and Strategies for Technology in ESP.....	63
4.5 Conclusion	64
REFERENCES.....	66
CHAPTER 5 ENHANCING DIGITAL COMMUNICATION SKILLS FOR CONTEMPORARY SUCCESS	69
5.1 Introduction.....	69
5.2 Types of Digital Communication	71
5.3 Importance of Digital Communication Skills in the Workplace.....	74
5.4 Strategies for Enhancing Digital Communication.....	76
5.5 Conclusion	80
REFERENCES.....	82
CHAPTER 6 INCLUSIVE LANGUAGE IN THE LAST TREND ERA	87
6.1 Introduction.....	87
6.2 Addressing Diversity and Inclusion in Digital Communication.....	89
6.2.1 Understanding the Significance of Inclusive Language among the Diversity.....	89

6.2.2 The Role of Language in Shaping Societal Norms93

6.2.3 The Evolving Landscape: Inclusivity in the Last
Trend Era.....95

6.3 Culturally Sensitive Language in A Globalized World98

6.3.1 Understanding Cultural Sensitivity.....99

6.3.2 Strategies for Culturally Sensitive Language Use.....101

REFERENCES..... 107

**CHAPTER 7 PROFESSIONAL NETWORKING IN THE
DIGITAL AGE..... 111**

7.1 Utilizing Social Media for Career Advancement111

7.1.1 Choosing the Right Platform.....112

7.1.2 Building a Strong Online Presence.....118

7.1.3 Engagement Strategies121

7.1.4 Showcasing Professional Achievements.....125

7.1.5 Networking Etiquette on Social Media.....128

7.1.6 Utilizing Advanced Features.....130

7.2 Elevator Pitches and Online Professional Profiles.....133

7.2.1 Crafting an Effective Elevator Pitch134

7.2.2 Tailoring Pitches for Different Platforms136

7.2.3 Incorporating Pitches into Online Profiles140

7.2.4 Leveraging Multimedia for Impact.....142

7.2.5 Feedback and Iteration.....146

7.2.6 Dynamic Updating of Pitches147

7.3 Conclusion.....149

REFERENCES..... 151

**CHAPTER 8 FUTURE PROOFING LANGUAGE SKILLS IN
ESP 159**

8.1 Introduction159

8.2 The Future Of English For Specific Purposes.....164

8.3 Language Skills In English For Specific Purposes167

REFERENCES..... 172

**CHAPTER 9 CHALLENGES AND OPPORTUNITIES IN THE
LAST TREND ERA 173**

9.1 ESP in the Era of Technology	173
9.2 Challenges of ESP in the Last Trend Era.....	174
9.2.1 A Mismatch Between the Graduate Competence and The Demand from Industry	174
9.2.2 ESP Curriculum Development and Multiliteracies....	176
9.2.3 Teacher Training	177
9.2.4 Resource Availability	178
9.2.5 Adaptation to Technological Advancements.....	179
9.3 Opportunities of ESP in the Last Tren Era.....	180
9.3.1 Globalization and Market Demand.....	180
9.3.2 Professional Development Opportunities	181
9.3.3 Interdisciplinary Collaboration	182
9.3.4 Technological Integration : Innovative Teaching Method	183
9.3.5 Assessment and Evaluation.....	185
9.4 Conclusion	187
REFERENCES.....	188
AUTHOR'S BIOGRAPHY.....	193

LIST OF FIGURES

Gambar 1. 1 *ESP Subcategories*9

Gambar 2. 1 English for Specific Purposes and Jobs’ Trend22

Gambar 2. 2 English for Work.....24

Gambar 2. 3 Intercultural Communication28

Gambar 2. 4 Contemporary Workplace.....28

Gambar 2. 5 Technological Advancements, Globalization34

Gambar 7. 1 The Social Media Platforms Categories..... 114

Gambar 7. 2 Social Media Activities by Platform in 2023 115

Gambar 7. 3 The Things Should be Avoided on Your Photo Profile 120

Gambar 7. 4 Top Strategies for Engaging Your Audiences 122

Gambar 7. 5 The Most Engaging Social Media Content 124

Gambar 8. 1 Classification of ESP..... 160

Gambar 9. 1 Challenges in Resource Availability for ESP..... 179

CHAPTER 1

INTRODUCTION TO ESP IN THE LAST TREND ERA

By Riski Zulkarnain

1.1 Introduction

In an increasingly interconnected and globalized world, English has emerged as the lingua franca of international communication. However, as societies evolve and specialize, the demand for English skills tailored to specific fields and professions has grown significantly. This demand has led to the development and expansion of English for Specific Purposes (ESP), a specialized branch of English language teaching and learning that focuses on meeting the linguistic needs of learners in particular contexts, disciplines, or professions.

English for Specific Purposes (ESP) has been a cornerstone of modern language education since its emergence in the late 20th century. The concept of ESP arose from several significant shifts in the fields of linguistics and educational psychology, which led to a more nuanced understanding of language learning and teaching (Amel, Z, 2017).

One of the primary driving forces behind the emergence of ESP was the recognition that language is not just a set of rules to be memorised but is actively engaged in for effective communication. This shift in perspective led to the development of English courses tailored to the context of use, where the needs of learners were central to the curriculum.

English for Specific Purposes (ESP) has emerged as a vital component of language education, particularly in the last trend era, which is characterized by rapid globalization, technological advancements, and the increasing demand for intercultural competencies. The evolution of ESP has been driven by a multifaceted approach that integrates language teaching with specialized knowledge and skills required in various professional and academic fields.

The development of ESP has seen several branches and sub-branches, including English for Academic Purposes (EAP), English for General Academic Purposes (EGAP), English for Specific Academic Purposes (ESAP), and English for Occupational Purposes (EOP). Each of these branches has further expanded into sub-branches such as English for Vocational Purposes (EVP), English for Medical Purposes (EMP), English for Business Purposes (EBP), English for Legal Purposes (ELP), and English for Science and Technology (EST) (Dou, A. Q et al, 2023). This proliferation of sub-branches reflects the growing significance of ESP in aligning language learning with the demands of various work disciplines, especially in light of the global economy's expansion and the increasing need for intercultural communication.

The teaching of ESP has moved away from traditional rote memorization towards a more contextualized and practical approach. This change has been facilitated by a deeper understanding of the learner's needs and the integration of technology into the learning process. The use of authentic

materials, such as real-world documents, videos, and simulations, has become a hallmark of ESP instruction. This approach allows learners to encounter the language in contexts that mimic real-life situations, thereby enhancing their language skills and their ability to function effectively in their chosen professional or academic fields.

Furthermore, the methodology of ESP instruction has evolved to include a variety of teaching strategies, including task-based learning, communicative language teaching, and problem-solving activities. These strategies aim to develop learners' language skills through meaningful communication, critical thinking, and collaborative learning experiences. The focus is on promoting language fluency and comprehension, as well as on fostering learners' confidence in using English for specific purposes.

In addition to pedagogical innovations, the landscape of ESP has been influenced by changes in the broader educational system. There has been a shift towards more flexible learning environments that accommodate individual differences and learning styles. This shift has been reflected in ESP through the use of blended learning models, which combine online and face-to-face instruction, and the incorporation of assessment techniques that measure not just language proficiency but also learners' ability to apply their language skills in real-world contexts.

The role of ESP in contemporary language education is not confined to academic or professional settings; it extends to the everyday lives of individuals and communities. With the increasing prevalence of English as a global lingua franca, ESP plays a crucial role in facilitating cross-cultural dialogue and cooperation. As such, ESP programs are becoming increasingly relevant as they equip learners with the skills to navigate and contribute to multicultural societies.

The last trend era has brought about notable shifts in the way English for Specific Purposes is approached and utilized. From advancements in technology to changes in global business practices, the landscape of ESP has adapted to meet the evolving needs of learners in diverse fields. In this introduction, we will explore the key principles, methodologies, and trends shaping ESP in the last trend era.

The introduction to ESP in the last trend era is marked by a commitment to contextualising language learning and fostering language skills that are relevant to the learners' specific purposes. This approach recognises the dynamic nature of language use and the importance of integrating language instruction with learners' professional, academic, and personal goals. As the global community continues to grow more interconnected, the relevance and importance of ESP will continue to be underscored, positioning it as a pivotal element in the field of language education.

1.2 Understanding the Dynamic Landscape of ESP

Understanding the dynamic landscape of English for Specific Purposes (ESP) requires an appreciation of the evolving nature of language education and the increasingly diverse range of contexts in which English is used. ESP is a learner-centred approach that adapts English language teaching to the specific needs of learners across various disciplines or industries.

Understanding the dynamic landscape of English for Specific Purposes (ESP) involves grasping the multifaceted nature of language learning within the context of specialized domains. ESP has evolved to respond to the ever-changing demands of society, industry, and academia, necessitating a deep dive into the historical development, theoretical frameworks, and practical applications of ESP.

a. *Historical Development of ESP*

The history of ESP is rooted in the recognition that language is not merely a set of rules to be learned but is actively engaged in for effective communication. Over time, ESP has transitioned from a focus on language acquisition to a focus on language application, reflecting the shift from a teacher-centered approach to a learner-centered approach.

b. *Theoretical Frameworks in ESP*

Theoretical frameworks such as Humanism Theory have guided the development of ESP, emphasizing the importance of addressing the needs of learners rather than imposing a standard curriculum. This approach recognizes that the language needed by learners varies based on their objectives, subjective needs, and the physical and human contexts in which they will use English.

c. *Needs Analysis in ESP*

Needs analysis is a critical component of ESP, distinguishing between target needs and learning needs. Target needs refer to the specific language skills required in a particular situation, whereas learning needs pertain to the skills needed to achieve the target situation. This analysis takes into account the necessities of the learner, such as the areas of English needed for their studies or work, the lack of certain skills, and the wants or aspirations of the learner.

d. *Content Areas in ESP*

ESP courses are tailored to specific subjects and professions, covering a broad spectrum of disciplines. Subjects may include medicine, biology, commerce, shipping, and more, with varying levels of expertise required, from technicians to craftsmen. This customization ensures that the language skills acquired are directly applicable to the learner's professional or academic pursuits.

e. Where Language Will Be Used

The use of ESP is not limited to formal settings but also extends to various physical and human contexts. Learners may use English alone, in meetings, during demonstrations, or over the phone. The location of the language use, such as an office, lecture theater, hotel, workshop, or library, shapes the delivery and assessment of ESP courses.

f. The Role of ESP in Enhancing English Language Skills

ESP plays a crucial role in enhancing English language skills for teachers and students alike. It equips educators with the knowledge and tools to provide effective language instruction that meets the unique needs of their learners. Similarly, students benefit from ESP by acquiring the specialised language skills necessary for their studies or careers (Nazeer I et al., 2023).

1.2.1 Key characteristics of ESP

Key characteristics of ESP programs include:

1. Focus on Communicative Competence

Unlike general English language courses, ESP places a priority on communicative aspects of language, which means that learners are encouraged to use English in ways that are natural and functional for their intended contexts.

2. Content Relevance

ESP courses are related in content to particular disciplines or occupations. This means that the material covered is directly relevant to what the learners will need to communicate in their professional or academic settings.

3. Authentic Work-Specific Documents

The use of authentic work-specific documents and materials in ESP helps learners to practice English in a way that closely mirrors real-world scenarios. This

authenticity ensures that the skills developed are transferable and immediately useful.

4. *Cultural Awareness and Intercultural Competency*

ESP programs also promote cultural awareness and seek to improve intercultural competency. This aspect is essential in today's globalised world, where effective communication often transcends borders and requires an understanding of different cultures.

5. *Level of Language Training*

ESP courses deliver intermediate and advanced-level language training, which aligns with the assumption that learners entering these programs already have a certain level of proficiency in English.

ESP can be delivered in various formats, including on company premises, online, or in a mixed format combining both. This flexibility allows ESP programs to be tailored to the needs of different learners and organisations, whether they operate in traditional brick-and-mortar settings or in the digital space.

The dynamic landscape of ESP is also shaped by the rapid pace of technological change and globalization. As English continues to be a dominant language in international commerce, science, and culture, the demand for ESP continues to grow. This growth is reflected in the increasing diversity of ESP courses offered, ranging from English for IT to English for Dentistry and beyond.

Zulkarnain, R. (2019) said that the new development of ESP for dentistry that contains a syllabus and course material must be based on specific needs analysis. The analysis and implementation of products is an important aspect to be done in developing the material. Because the process can help lecturers know the effectiveness of the product. The perception of students to the products must be considered in developing material because their

perceptions can influence their motivation in learning or using the products.

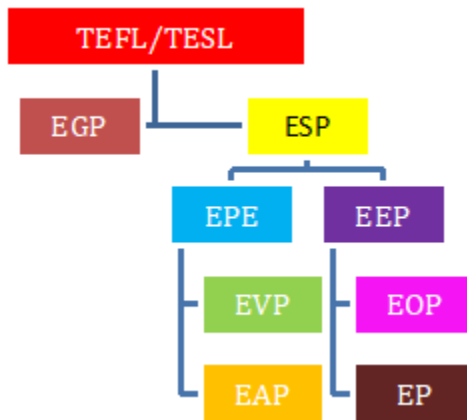
1.2.2 Subcategories of ESP

English for Specific Purposes (ESP) is a broad field with numerous subcategories that cater to the specialized language needs of different groups. Here are some of the subcategories of ESP (Khudaverdiyeva M et al, 2017):

1. *English for Academic Purposes (EAP)*: Focuses on improving the English language skills of students studying at universities or colleges. It covers a wide range of academic subjects and includes literacy, academic writing, and research skills.
2. *English for General Academic Purposes (EGAP)*: Similar to EAP, but with a wider scope that includes general English language development alongside academic skills, often targeting students with varying levels of English proficiency.
3. *English for Specific Academic Purposes (ESAP)*: A branch of EAP that focuses on specific academic disciplines such as law, medicine, engineering, or computer science, providing language skills relevant to those fields.
4. *English for Occupational Purposes (EOP)*: Courses designed to improve English language skills for people who want to work in specific occupations. This category includes English for Technical English (ETE), English for Social Studies (ESS), and English for Business English (EBE).
5. *English for Vocational Purposes (EVP)*: A subset of EOP, EVP focuses on language skills needed for vocational training and employment in specific sectors like healthcare, construction, or hospitality.
6. *English for Medical Purposes (EMP)*: Tailored to medical professionals, covering language skills necessary for patient care, research, and communication within the healthcare sector.

7. *English for Business Purposes (EBP)*: Aims to improve English language skills for people working in business or management positions, including negotiation, presentation, and communication in a business setting.
8. *English for Legal Purposes (ELP)*: Designed for legal professionals, offering language skills relevant to the legal field, such as contract review, client consultation, and court proceedings.
9. *English for Science and Technology (EST)*: Focuses on the English language skills required for people working in science and technology fields, including research, technical writing, and patent drafting.
10. *English for International Students (EIS)*: Provides English language skills to international students to help them succeed academically and integrate into university life.
11. *English for Tourism and Hospitality (ETH)*: Targets professionals in the tourism and hospitality industry, teaching language skills necessary for customer service, marketing, and event planning.

Each of these subcategories of ESP is designed to address the unique language needs of different professional and academic fields, ensuring that learners are prepared to communicate effectively in their specific areas of interest or career paths.



Gambar 1. 1 ESP Subcategories, (Lomperis A, 1996).

EGP	: English for General Purposess
ESOL	: English for Speakers of others Languages
ESP	: English for Specific Purposes
EPE	: English in Preparation for employment
EEP	: English for Employment Purposes
EVP	: English for Vocational Purposes
EAP	: English for Academic Purposes
EOP	: English for Occupational Purposes
EPP	: English for Professional Purposes

1.2.3 Recent Issue of ESP

ESP landscape has continued to evolve and expand to address new areas of professional and academic need. (Kırkgöz, Y., & Dikilitaş, K. 2018) some recent developments suggest the following trends:

1. *English for Higher Education (EHE)*: This subcategory has seen increased attention, with ESP courses designed specifically for higher education institutions to enhance the language skills of faculty and students alike.
2. *English-Medium Instruction (EMI)*: EMI focuses on providing education in English for students whose native language is not English. This subcategory has grown in popularity as institutions around the world recognize the importance of bilingual education and the benefits of learning in English.
3. *English for International Students (EIS)*: Programs tailored for international students to help them navigate the academic environment, communicate effectively, and integrate into university life have likely expanded, given the global increase in international student populations.
4. *Computer-Assisted Language Learning (CALL)*: As technology becomes more integrated into education, ESP programs that utilize computer-assisted language learning tools have likely developed to incorporate

digital resources and interactive platforms for language acquisition.

5. *English for Environmental Studies (EES)*: Given the growing importance of environmental issues, ESP courses focused on environmental studies and sustainability may have been developed to train language users in these specific areas.
6. *English for Business and Management (EBM)*: As businesses become more global, the need for effective business communication in English has increased, suggesting the development of ESP courses tailored to business management and leadership.

These trends indicate that ESP has been adapting to the changing educational landscape, incorporating technology and addressing the specific language needs of various demographics and professions. While the search results do not provide a comprehensive list of new ESP subcategories, they do reflect the ongoing efforts to refine and expand the ESP field to better serve learners in the last trend era.

In summary, the dynamic landscape of ESP is characterized by a learner-centered approach, a focus on communicative competence, content relevance to specific disciplines, the use of authentic materials, and a commitment to cultural awareness and intercultural competency. The evolution of ESP reflects the changing demands of the global workforce and the need for English language skills to be applied in a wide array of professional and academic contexts.

1.3 Relevance of ESP in the Digital Age

The relevance of English for Specific Purposes (ESP) in the digital age is paramount due to several key factors that intersect with the dynamics of contemporary communication, professional demands, and educational paradigms. As the world becomes increasingly connected and digital, the need for

effective communication in English is paramount. ESP programs are designed to equip individuals with the English language skills necessary for success in various industries, especially in the technology sector, where English is the global language for communication and documentation.

Here are several reasons why ESP is crucial in the digital age:

a. Global Communication

English serves as the lingua franca in the globalised world, facilitating communication between different countries and cultures. This is particularly important in the technology industry, where international collaboration is the norm.

b. Project Collaboration

Fluency in English enables technology professionals to collaborate more effectively with global teams, accelerating project completion times, and reducing the time spent on translation. This is vital for keeping up with the fast pace of technological innovation.

c. Access to Training and Certification

Most training, certifications, and technical documentation in the technology field are available in English. Therefore, having ESP skills is essential for accessing these valuable resources and advancing one's career.

d. Improved Professional Growth

Mastering English can open doors to leadership roles in technology. It also provides opportunities for more frequent one-on-one meetings with colleagues from different cultures, giving feedback, and interviewing potential candidates.

e. Overcoming Miscommunication

Effective communication is crucial in the technology industry, and miscommunication can lead to serious consequences. Proficiency in English can prevent

misunderstandings and ensure clear and accurate communication within teams.

f. Staying Current with Industry Trends

Without proficiency in English, professionals may lag behind in understanding the latest trends in technology. Access to English-language resources is essential for staying up-to-date and for participating in the global conversation about technology.

g. Expanded Network

English proficiency allows individuals to interact with the best talent globally, gaining insights from experts in their field and contributing to a shared pool of knowledge.

1.3.1 Historical Relevance of ESP

The relevance of English for Specific Purposes (ESP) has indeed changed over time, reflecting the evolution of the global economy, the shift in academic focus, and the rise of technology. Here's a detailed look at how ESP has evolved and its current relevance:

Early Development of ESP (1962 - 1981)

Three key factors drove the early development of ESP:

1. Post-World War II Demands:

The end of the war led to a surge in international trade and scientific exchange, necessitating English as a lingua franca. The Oil Crisis in the early 1970s further amplified this need, as Western currency and knowledge flowed into oil-rich nations .

2. Linguistic Revolution:

The linguistic revolution during this period saw a shift from structuralist views of language to a focus on how language is used in real-world communication scenarios. This shift contributed to the birth of ESP as a field dedicated to analyzing the use of language in specific contexts.

3. Focus on the Learner:

A newfound emphasis on the learner, rather than on the language itself, led to the development of ESP courses that were tailored to the needs of students and professionals in various fields. This shift from a teacher-centered approach to a learner-centered approach was instrumental in the evolution of ESP.

Emergence of ESP Branches and Sub-branches

The 1980s and 1990s saw the emergence of ESP branches and sub-branches, such as English for Academic Purposes (EAP), English for General Academic Purposes (EGAP), English for Specific Academic Purposes (ESAP), and English for Occupational Purposes (EOP). Further sub-branches, like English for Vocational Purposes (EVP), English for Medical Purposes (EMP), English for Business Purposes (EBP), English for Legal Purposes (ELP), and English for Science and Technology (EST), have since been developed to cater to the specific needs of various work disciplines.

1. Modern ESP: Integration with Technology and Globalization

With the advent of technology, ESP has become increasingly intertwined with the digital age. Integrating technology into ESP instruction has been recognized as a crucial step in preparing students for the technologically advanced world. This includes the use of student response systems, computer-assisted language learning tools, and digital resources that simulate real-world scenarios.

2. Globalization and the Role of ESP

As the world becomes more globalized, the importance of English as a lingua franca has grown. ESP has adapted to this reality by developing courses that equip students with the necessary language skills to communicate effectively in international settings.

This includes the study of English for International Organizations (EIO), English for International Students (EIS), and English for Global Business (EGPB).

3. Needs Analysis in ESP

Needs analysis has been a cornerstone of ESP development. Initially, it focused on identifying the techniques required to achieve appropriate teaching objectives. However, over time, the objectives of needs analysis have become more complex, involving the collection of information from various dimensions of students' experiences. This has led to the development of more nuanced ESP courses that address the evolving needs of learners in both academic and professional contexts.

4. ESP and Genre Analysis

The integration of genre analysis into ESP has also been significant. Understanding the different genres of language used in various professional and academic fields has helped ESP courses to focus on the types of discourse that are most relevant to the learners' needs. This has resulted in ESP courses that are more closely aligned with the way language is actually used in the real world.

The relevance of ESP has evolved to meet the changing demands of learners and the professional and academic world. Today, ESP is not just about teaching English but about developing language skills that are applicable in specific contexts. The field has grown to include a wide range of specialized courses that address the unique communication needs of students and professionals across various disciplines. As the global landscape continues to evolve, the importance of ESP will undoubtedly continue to grow, positioning it as a vital component of language education for the foreseeable future.

1.3.2 ESP Adaptation to Technological Advances

One of the most significant influences on the landscape of ESP is the rapid advancement of technology. In the last few decades, technological innovations have transformed the way English language teaching and learning are conducted. ESP educators now have access to a plethora of digital tools, online resources, and interactive platforms that enhance the learning experience.

Virtual classrooms, multimedia materials, and computer-assisted language learning (CALL) programs enable learners to engage with authentic language materials and simulated professional contexts. These technological advancements not only enhance learners' language proficiency but also foster autonomy and self-directed learning.

Furthermore, the rise of online communication platforms and virtual collaboration tools has facilitated global connections among ESP learners and practitioners. Through online forums, webinars, and virtual conferences, individuals can exchange ideas, share best practices, and collaborate on research projects, transcending geographical boundaries and fostering a sense of international community within the field of ESP.

As technology continues to evolve, ESP has had to adapt to incorporate digital tools and methods into its instructional design. Here are some ways ESP has been adapted to technological advances (Takacs, G, 2017):

1. Online Platforms:

ESP courses are now commonly delivered online, utilizing platforms that offer interactive learning experiences. Online ESP courses can reach a wider audience and provide flexible scheduling options for learners.

2. Virtual Classrooms:

Video conferencing technology allows for virtual classrooms where learners can interact with instructors and peers from anywhere in the world. This facilitates real-time communication and collaborative learning.

3. Mobile Learning Apps:

Mobile apps offer convenient and accessible learning opportunities. They can include gamified activities, quizzes, and interactive exercises that reinforce language skills in a fun and engaging way.

4. Artificial Intelligence (AI):

AI-powered tools can provide personalized learning experiences, automatically assessing and adapting content based on the learner's proficiency level. This can make learning more efficient and tailored to individual needs.

5. Interactive Whiteboards and Projectors:

These technologies enable instructors to display dynamic content, such as presentations, videos, and animations, to enhance teaching and learning experiences.

6. Social Media Integration:

Social media platforms can be integrated into ESP instruction to promote language use in authentic social contexts. This can include tasks that require learners to post comments or status updates in English.

7. Data Analytics:

Data analytics tools can be used to gather insights into learners' performance, identifying strengths and areas for improvement. This information can then be used to fine-tune instruction and support strategies.

8. Collaborative Tools:

Software that facilitates group work, such as Google Docs, can be used in ESP courses to encourage collaborative writing and communication skills. This simulates real-world scenarios where teamwork is essential.

These technological advances have transformed the way ESP is taught, making it more engaging, accessible, and effective. The integration of technology into ESP instruction allows for a more immersive learning experience, promotes active learning, and supports the development of critical thinking and problem-solving skills.

In conclusion, ESP is essential in the digital age because it facilitates global communication, collaboration, and professional growth in the technology industry. It allows for quick access to information, resources, and opportunities, ultimately enabling individuals to thrive in a rapidly Evolving technological landscape.

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CHAPTER 2

NEED ANALYSIS IN THE CONTEMPORARY WORKPLACE

By Dian Heriani

This book provides a comprehensive guide to needs analysis in the contemporary workplace, offering practical insights, strategies, and tools for organizations seeking to maximize the potential of their workforce in an ever-changing environment by using English for Specific purposes. In the last few years, English for Specific Purposes (ESP) has seen a notable evolution in response to various industries and professionals' changing trends and demands. The modern workplace is always changing because of several variables, including sociological changes, shifting market dynamics, and technology improvements. Because of this, businesses are finding that it is more necessary to perform a detailed examination of the abilities and skills needed in the workplace.

The importance of English for Specific Purposes (ESP) has grown in the quickly changing landscape of today's professional environment. In order to fulfil the unique demands of students in their specialised sectors of interest or employment, English language instruction is customised, or ESP. Trending domains have seen an increase in demand for ESP as new industries arise and old ones undergo changes. (Basturkmen, H. 2022)

Here are some key aspects of ESP in the last trend era. Since the workplace is evolving globally more than ever owing to

economic globalization, students and professionals need appropriate and relevant English to communicate effectively in various business situations. Here lies the question of needs analysis to equip students for the journey towards their future careers. To this end, ESP courses should comprise communication skills not solely for the office but also for use in specific workplaces, such as factories, hotels, laboratories, or corporate organizations.

Technology and IT rapidly changes advance, As the technology industry propels global innovation, there's an increasing demand for English language skills specific to the complexities of IT and technology. Specialised vocabulary, technical writing abilities, and communication techniques related to software development, cybersecurity, artificial intelligence, and other fields are the main of ESP programmes in this sector.



Gambar 2. 1 English for Specific Purposes and Jobs' Trend

ESP training is essential for professionals in these fields because they must effectively convey complicated concepts to a range of audiences. (Basturkmen, H. 2022). Accurate communication can be significant for business, knowledge, and information in a variety of fields. ESP is fundamental in this situation. Professionals receive English language instruction with a focus on intercultural competency, theoretical, technical, and practical terminology. Professional workers need ESP training to collaborate with colleagues, interact with individuals from diverse backgrounds, and stay up to speed on the most recent multidisciplinary research published in English, as human

contact and socialisation grow more worldwide. For instance, as new industries arise and conventional ones advancement, consider the healthcare, business and finance, green and sustainable industries, digital marketing, social media, and other sectors. (Basturkmen, H, 2022)

Teaching ESP is to fulfil the students' specific needs and sustainable competency. English for Specific Purposes (ESP) has its driving and defining characteristic stance, leading to a focus on the learners' specific objectives or ESP Learners' needs related to learning in the workplace (Liton, 2015).

2.1 Introduction

Technological breakthroughs, shifting market dynamics, and sociological trends all contribute to the continuous evolution of the modern workplace. As a result, there is an increasing requirement for organisations to do a thorough examination of the skills and abilities necessary in the workplace (Ganie, A., S., & Saleem, I., 2018). This need analysis assists organisations in understanding the gap between the abilities acquired in education and those required in the industry. This need analysis is critical for ensuring that individuals are appropriately prepared to fulfil the challenges and demands of their various roles (Cross, M. 1984). Furthermore, the need analysis helps to identify any skill shortages or areas for improvement in the workforce (Ganie, A., S., & Saleem, I., 2018). Employers can undertake a need analysis.

The 21st century has brought demands for a new workplace in which everyone must adapt to a rapidly changing society with constantly shifting expectations and opportunities (Le, 2021). Learning and speed are in; habit and complacency are out. Organizations are evolving, as is the nature of work itself. The global economy is sustained by innovation and technology. Even the concept of success, personal and organizational, is changing as careers take new forms and organizations transform to serve new customer expectations. Such developments affect us all, offering both unparalleled opportunity and unprecedented

uncertainty. In this age of continuous challenge, we must hear a compelling message: Smart people and smart organizations create their futures (fisher and Walker, 2022). They also excel at supporting them in a high-performance culture workplace so that their talents are fully used and their contributions highly valued. Today's dynamic new workplace also greatly affects how individuals manage and shape their careers. Employees are increasingly committed to their development. Their aim is continuous improvement in order to optimize their chances of employment. Fewer and fewer employees depend on an organization for their identity and are no longer committed to just one employer. In the dynamic landscape of the contemporary workplace, where advancements in technology, globalization, and evolving market demand constantly reshape organizational structures, the role of need analysis has become increasingly paramount (Edwards, 1998); the need analysis serves as the compass guiding organizations towards effective decision-making, resource allocation, and talent management strategies. This essay explores the significance of need analysis in the modern workplace and elucidates its multifaceted impact on organizational success by considering English for specific purposes (English for work).



Gambar 2. 2 English for Work

First, need analysis is a diagnostic tool that enables organizations to identify gaps between current and desired states. By conducting thorough assessments of various facets such as skills, knowledge, resources, and infrastructure, organizations can pinpoint areas requiring improvement or

development, especially personal performance in using English for work. For instance, a software company conducting a need analysis may discover a need for more employees proficient in emerging programming languages, especially English, prompting targeted training programs or recruitment drives to address the gap. Organizations can enhance their competitiveness and adaptability in a rapidly evolving business environment through this proactive approach.

Moreover, need analysis is pivotal in strategic planning and resource allocation. By aligning organizational goals with identified needs, decision-makers can prioritize investments and allocate resources judiciously. For instance, a manufacturing firm aiming to enhance product quality may allocate funds towards upgrading machinery or providing specialized training to employees. By investing resources where they are most needed, organizations can optimize performance, minimize inefficiencies, and achieve sustainable growth by having great communication in English in any workplace setting. Furthermore, need analysis serves as the cornerstone of effective talent management strategies. In today's knowledge-based economy, attracting and retaining top talent is critical for organizational success. Organizations can tailor their recruitment, retention, and development initiatives by understanding employees' evolving needs and aspirations. For instance, a comprehensive need analysis may reveal a growing preference among employees for flexible work arrangements or opportunities for skill diversification (focus on language skills) for specific purposes (Alharby, 2005). By accommodating such preferences, organizations can foster a positive work culture, boost employee performance, and enhance productivity and communicative purposes (English competency and proficiency) related to rapidly growing trends in ESP areas (Aniroh, 2017).

Additionally, need analysis fosters innovation and continuous improvement within organizations. By soliciting feedback from stakeholders at all levels, organizations can identify emerging trends, anticipate future challenges, and explore new opportunities. For instance, a retail company conducting a need analysis may uncover shifting consumer and

client preferences towards sustainable workplace activities, prompting the development of social-friendly language needs (Liton, 2015). By embracing innovation driven by need analysis, organizations can stay ahead of the curve, differentiate themselves in the market or industry, and sustain long-term success. However, despite its undeniable benefits, effective need analysis requires a holistic and systematic approach. Organizations must ensure the involvement of key stakeholders, including employees, customers, and partners, throughout the process. Additionally, need analysis should be an ongoing endeavour, continuously evolving in response to internal and external dynamics. Furthermore, organizations must leverage appropriate methodologies and tools, such as surveys, interviews, and data analytics, to gather accurate and actionable insights into what their employees need in English for specific purposes to run and be involved in business settings.

In conclusion, need analysis is indispensable in the contemporary workplace, serving as a compass guiding organizations towards informed decision-making, strategic planning, and talent management, working and performing as an active learner in implementing English business for special settings (Bakker, 2012). Organizations can enhance their competitiveness, agility, and sustainability by identifying and addressing gaps between current and desired states. As organizations navigate the complexities of the modern business landscape, the importance of need analysis in driving organizational success must be addressed. English educators should realize the changes in modern technology and workplaces for business professionals (Chan, 2019).

2.2 The Symbiotic Relationship between the Contemporary Workplace and ESP

The contemporary workplace, characterized by globalization, technological advancements, and a diverse workforce, has fostered a strong and mutually beneficial relationship with English for Specific Purposes (ESP) added by

(Maria, 2020). Here is how ESP plays a crucial role in navigating the complexities of modern professional life:

Meeting the Needs of a Specialized Workforce: Different professions have their unique vocabulary, jargon, and communication styles. ESP tailors language learning to specific industries, equipping individuals with the linguistic tools they need to excel in their fields. This includes understanding technical terms in engineering, medical terminology in healthcare, or legal jargon in law firms and business.

Enhancing Communication and Collaboration: The contemporary workplace often involves collaboration across borders and cultures. ESP fosters effective communication by teaching participants the specific language used within their chosen field, regardless of their native tongue. This ensures clear and concise communication, minimizing misunderstandings and maximizing productivity in multinational teams.

Bridging the Gap Between Technology and Human Interaction: Technology plays a central role in modern workplaces, requiring employees to interact with software, platforms, and digital tools. ESP can equip individuals with the necessary skills to understand technical instructions, navigate software interfaces, and communicate effectively with AI systems.

Upskilling and Reskilling for the Future: The rapid pace of technological change necessitates continuous learning and adaptation. ESP programs can be designed to address the evolving needs of specific industries, providing targeted training in new technologies and their associated vocabulary. This helps individuals stay competitive and relevant in the ever-changing job market.



Gambar 2. 3 Intercultural Communication

Promoting Cultural Understanding: The globalized workplace requires sensitivity to cultural nuances and effective communication across diverse backgrounds. ESP incorporates cultural awareness into language learning, helping individuals navigate cultural differences, build rapport with colleagues from different backgrounds, and foster a more inclusive work environment.

In conclusion, the contemporary workplace and ESP are intricately linked. ESP provides the specialized language skills and cultural awareness necessary for individuals to thrive in today's dynamic professional landscape. ESP plays a vital role in ensuring success in the contemporary workplace by equipping individuals with the tools for effective communication, collaboration, and adaptation.



Gambar 2. 4 Contemporary Workplace

English for Specific Purposes (ESP) in the Last Trend Era is more than a complex transformation. ESP is the practice of teaching and mastering English language skills that are directly applicable to specific industries or disciplines. Several changes have altered the practice of ESP over the last trend era:

The integration of technology in any sector of life. The incorporation of technology has transformed ESP instruction and training. Virtual reality, artificial intelligence, and internet platforms have enabled novel means to deliver individualised language training to learners in a variety of professional settings. Technology integration in ESP is an ongoing process with constantly changing possibilities. As technology advances, we may expect more inventive and personalised learning experiences, increasing the effectiveness and accessibility of ESP education. By embracing these technology developments, ESP instructors may create exciting and effective learning environments, allowing students to gain the specialised language skills required for success in their chosen professions in today's dynamic world. Here's a look at some of the most recent technological advancements transforming ESP: personalised learning, gamification and interactive learning, AI-powered language learning tools, collaborative learning platforms, mobile learning and accessibility, big data and analytics, content creation and sharing, virtual and augmented reality.

Moreover, globalisation relates to ESP trend and demands. Globalisation promotes cross-cultural collaboration in a variety of businesses, resulting in an increased demand for persons who can communicate successfully in certain professional contexts. This needs ESP programmes customised to different disciplines including engineering, medical, law, and business, providing learners with the appropriate technical vocabulary and communication styles. As the world becomes more interconnected, there is a greater need for English language

fluency in specialised professional fields including business, medical, engineering, and hospitality. ESP programmes have evolved to meet the linguistic needs of professionals in various sectors. Customisation and flexibility grow fast in the ESP programmes.

The programmes have become more customisable. ESP programmes have become more customisable and flexible in order to fulfil the different demands of learners. Institutions and language providers provide specialised courses that are customised to specific sectors, professions, or work responsibilities, allowing students to obtain language skills that will be immediately useful to their vocations. Customisation and flexibility are emerging as defining features in ESP, owing to technological improvements and learners' ever-changing needs in a globalised workplace. By embracing these trends, ESP educators may build dynamic and effective learning environments that enable individuals to develop the specialised language skills required for success in their chosen professions, independent of their specific learning styles or professional backgrounds. In other words, focus on communication skills; in the previous trend era, there has been a change towards a communicative approach in ESP instruction. ESP programmes emphasise the development of communication skills applicable to professional contexts, such as giving presentations, participating in meetings, producing reports, and negotiating contracts, rather than simply grammar and vocabulary. To summarise, ESP has evolved to meet the evolving needs of professionals in a globalised society, with a focus.

2.3 Understanding the Contemporary Workplace

Identifying Tech-driven Language Needs

Technology is fundamentally changing the way we work. The modern workplace is undergoing a rapid transformation driven by technology. This evolution necessitates a shift in the

way we communicate and interact within professional settings, especially the ESP (English for specific purposes) field (Basturkmen, 2022). To thrive in this new landscape, it is crucial to identify and adapt to the tech-driven language needs that are shaping contemporary work, areas where tech-driven language skills are becoming increasingly important for effective communication and collaboration in the contemporary workplace. Here are some key aspects to consider:

The Rise of Technical Jargon: Across industries, specific technical terms and acronyms are increasingly used in daily communication. From project management tools like Agile and Scrum to software development lingo like API and UI/UX, understanding these terms becomes essential for effective collaboration. This terminology has improved rapidly in ESP used to use in the industry.

Data-driven Communication: Data analysis and visualization are now central to decision-making processes. Employees must be able to interpret data reports, understand key metrics, and communicate findings clearly and concisely.

The Nuances of Virtual Collaboration: The rise of remote work and virtual teams necessitates effective communication through digital platforms. This includes mastering email etiquette, online meeting protocols, and utilizing collaborative tools efficiently.

Adapting to AI and Automation: Understanding their capabilities and limitations becomes crucial as artificial intelligence and automation become more integrated into workplaces. Employees need to communicate effectively with AI systems and explain complex processes in a way that these systems can comprehend.

Evolving Communication Styles: The contemporary workplace demands a more concise and direct communication style. Information overload requires clear, focused written and verbal messages to ensure efficient information flow.

Strategies for Adapting to Tech-driven Language Needs:

Upskilling and Training: Organizations should prioritize training programs that equip employees with technical vocabulary and data literacy skills.

Promoting Open Communication: Encourage employees to ask questions and clarify any technical jargon they encounter. Fostering a culture of open communication helps bridge knowledge gaps. It is needed to involve and work in global networking and successfully to

Leveraging Technology for Learning: Utilize online resources, tutorials, and e-learning platforms to provide employees with readily accessible learning materials on relevant tech-driven language skills.

Prioritizing Clarity and Conciseness: Emphasize the importance of clear and concise communication in all forms, whether written, verbal, or through digital platforms. ESP equips professionals with industry-specific language skills and communication tactics, allowing them to prosper in an increasingly linked world.

By understanding and adapting to the tech-driven language needs of the contemporary workplace, individuals and organizations can ensure effective communication, collaboration, and, ultimately, success in the evolving professional landscape. In today's globalised and interconnected world, the workplace language environment is continually changing. With worldwide enterprises and multicultural teams becoming the norm, good communication across linguistic boundaries has emerged as a critical necessity for success. This paper investigates the linguistic needs of the modern workplace, emphasising their importance for both individuals and organisations. First and foremost, the modern workplace requires proficiency in English, which is frequently referred to as the corporate language franca. English proficiency facilitates

international collaboration, communication with clients and stakeholders throughout the world, and access to a plethora of resources, such as research, publications, and online information. In this way, As a result, both individuals and organisations recognise the need of investing in English language abilities in order to compete in today's global market.

However, the language needs of the contemporary workplace extend beyond English proficiency. In multicultural and multilingual work environments, diversity of language skills is highly valued. Organizations operating in regions with diverse linguistic backgrounds or conducting business with international partners often require employees who are proficient in languages other than English. Multilingual employees can bridge cultural gaps, build rapport with clients from different linguistic backgrounds, and facilitate smoother communication in global teams.

Furthermore, the modern workplace prioritises specialised language skills adapted to certain businesses or professions. Professionals in technology, healthcare, finance, and law, for example, must be fluent in broad business English as well as knowledgeable about industry-specific vocabulary and communication procedures. Language training programmes targeted to these specific needs provide employees with the vocabulary, writing skills, and communication tactics required to flourish in their respective areas. Intercultural training provides employees with the cultural sensitivity and awareness needed.

Addressing the linguistic demands of today's workplace is a strategic priority for attaining business objectives, not only for individual achievement. Effective communication is critical for promoting innovation, encouraging cooperation, and maintaining great connections with clients and stakeholders. Organisations that invest in language training and develop a culture of linguistic diversity and inclusion can uncover new growth prospects, expand their worldwide reach, and gain a competitive advantage in the market.

2.3.1 The Evolving Landscape of the Modern Workplace

The evolving landscape of the modern workplace: a paradigm shift. Is it a big question? The modern workplace is no longer yesteryear's familiar nine-to-five, office-bound environment. Technological advancements, globalization, and changing societal values, the professional landscape is undergoing a seismic shift. This article delves into the key trends shaping this evolution and its implications for individuals and organizations.



Gambar 2. 5 Technological Advancements, Globalization

Technological Transformation: Technology is at the forefront of this change, with automation and artificial intelligence transforming industries. While repetitive tasks are increasingly automated, the demand for human skills like creativity, problem-solving, and critical thinking is rising.

The Rise of the Gig Economy: The gig economy challenges Traditional employment models, where independent contractors and freelancers offer their services on a project-by-project basis. This trend offers flexibility and autonomy for workers but also presents challenges in terms of job security and benefits.

Remote Work Revolution: The rise of remote work and virtual teams blurs geographical boundaries. This allows for collaboration across continents but necessitates effective

communication strategies and digital tools to bridge physical gaps.

Globalization and Cultural Diversity: Globalization has interconnected the world, creating a more diverse workforce. This presents opportunities for intercultural collaboration and innovation but necessitates sensitivity to cultural differences and effective communication across borders.

Adapting and Thriving in the New Era: Individuals and organizations must adapt to this evolving landscape to thrive. Key skills for the future work include:

1. **Lifelong Learning:** Continuous learning and upskilling are crucial to stay relevant in a rapidly changing environment.
 2. **Digital Competence:** Data analysis, digital literacy, and the ability to leverage technology effectively are essential tools.
 3. **Creativity and Problem-solving:** As routine tasks become automated, the ability to think outside the box and solve complex problems becomes paramount.
 4. **Emotional Intelligence:** Building strong relationships, managing teams, and navigating social dynamics are crucial for success.
 5. **Building a Future-Proof Career:** Individuals can navigate the evolving landscape by answering industries' needs
 6. **We are identifying Career Goals:** Understanding your aspirations and developing a roadmap.
 7. **Building a Strong Personal Brand:** Showcasing your skills and achievements effectively.
 8. **Networking and Building Relationships:** Connecting with others in your field opens doors to opportunities.
 9. **Maintaining Work-Life Balance:** Setting boundaries and prioritizing well-being in the ever-connected world.
- (Fischer, S., and Walker, A., 2022)

ESP nowadays has a goal to be ready in preparing learners who ready with any changes in the future. The future of work will likely see further technological

advancements, the rise of human-machine collaboration, and a shift towards flexible work contracts and even a universal basic income. In the same time, educators should make an innovation the teaching and learning process inside or outside the classroom.

By understanding these trends and developing the necessary skills, individuals and organizations can embrace the exciting possibilities of the evolving workplace and ensure their continued success in this dynamic new era.

2.3.2 Challenges and Opportunities in the Digital Age

The digital age, characterized by the ubiquity of technology and the internet, has undeniably transformed every facet of our lives. While it has ushered in a wave of unprecedented opportunities, it also presents many challenges that demand our attention and proactive solutions.

One of the most significant opportunities the digital age offers is the democratization of information and communication. Once confined to libraries and academic institutions, knowledge is now readily accessible at our fingertips. This fosters innovation, collaboration, and global understanding. Additionally, digital platforms have empowered individuals to connect with others across geographical boundaries, fostering stronger social networks and facilitating global collaboration.

The digital age has also revolutionized commerce and business practices. E-commerce has opened new business markets, while online platforms allow faster and more efficient transactions. Additionally, digital tools have streamlined operations, improved data analysis, and enabled businesses to reach wider audiences.

However, the digital age also presents significant challenges. The rapid pace of technological advancement can lead to job displacement as automation replaces repetitive tasks. This necessitates constant upskilling and reskilling to remain competitive in the workforce.

Furthermore, the pervasiveness of digital technologies can lead to information overload, making it difficult to discern credible information from misinformation.

The digital landscape also presents privacy concerns. As we increasingly rely on digital platforms, our data becomes vulnerable to misuse and exploitation. Additionally, the rise of social media has led to issues of cyberbullying, online harassment, and the spread of negativity.

To navigate the challenges and maximize the opportunities of the digital age, we must prioritize digital literacy and critical thinking skills. Individuals must learn to evaluate information effectively, identify reliable sources, and practice responsible online behaviour. Governments and organizations must also implement robust data protection laws and ethical frameworks for technology development and usage.

In conclusion, the digital age is a double-edged sword. While it presents immense opportunities for innovation, communication, and economic growth, it also necessitates vigilance against the potential pitfalls of job displacement, misinformation, and privacy violations. By fostering digital literacy, prioritizing ethical practices, and adapting to the ever-evolving landscape, we can harness the power of technology to create a more connected, informed, and equitable future.

2.4 What are the Challenges in the Contemporary Workplace?

The contemporary environment challenges everyone to understand and embrace continuous changes and developments in a new, information-driven global economy. Work in the new economy is increasingly knowledge-based, and people who can bring valuable intellectual capital to the workplace are the ultimate foundation of organizational performance. The forces of globalization are bringing increased interdependencies among

nations and economies as customer markets and resource flows create intense business competition.

Ever-present developments in information technology and the continued expansion of the internet are reshaping organizations, changing the nature of work, and increasing the value of people capable of performing as knowledge workers. Organizations must value the talents and capabilities of a workforce whose members are increasingly diverse in gender, age, race and ethnicity, able-bodiedness, and lifestyle.

Society has high expectations for organizations and their members to perform with commitment to high ethical standards and in socially responsible ways, including protection of the natural environment and human rights. Careers in the new economy require great personal initiative to build and maintain skill 'portfolios' that are always up to date and valuable to employers challenged by intense competition and the opportunities of the information age.

This article provides a starting point for further research into the specific language needs of different industries and professions. Additionally, exploring the impact of cultural and generational differences on adopting and interpreting tech-driven language within the workplace offers valuable insights for effective communication strategies. ESP is ready to face any challenges, innovations, and transformations to world English and global citizen cross the world. Transferring, sharing, and cascading all information easily and flexibility with advancement technology with integrating in ESP lessons.

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CHAPTER 3

DIGITAL LITERACY IN ESP

By Yetty Faridatul Ulfah

3.1 Introduction

Digital literacy pertains to an individual's capacity to utilize digital technology, such as computers, smartphones, and the internet, to access, evaluate, understand, create, and share information (Hague & Payton, 2010). It encompasses understanding how to use hardware and software, basic concepts in information technology, and the skills to manage information effectively in a digital environment. Thus, digital literacy is crucial in contemporary society, where digital technology is ubiquitous. This skill enables individuals not only to use technology proficiently but also to mitigate risks and challenges that may arise in the digital realm.

Fraillon et., al. (2014) suggests the main components of digital literacy, encompassing:

1. Access Skills: The ability to access and enter the digital world, including skills in operating hardware (computers, tablets, and smartphones) and software (applications, programs).
2. Evaluation Skills: The ability to evaluate information found on the internet, including the ability to identify credible

sources, assess the veracity of information, and understand the concepts of privacy and security.

3. **Understand Skills:** The ability to understand digital language, including an understanding of terms, concepts and procedures related to information technology.
4. **Create and Share Skills:** The ability to create and share digital content in an effective and ethical manner, including skills in using social media, blogs and other sharing platforms.
5. **Critical Thinking Skills:** The ability to think critically about digital information, including the ability to analyze, assess, and filter information found on the internet.
6. **Communication Skills:** The ability to communicate effectively in a digital environment, including skills in writing emails, participating in online forums, and using other digital communication tools.

Digital literacy in English for Specific Purpose (ESP) learning plays a very important role in the world of education today. Mudure-Iacob (2019) defines it as the ability to use digital technology effectively in understanding, analyzing, evaluating and creating information in an ESP learning context. In the context of digital literacy, ESP learning can be improved in various ways. First, access to online resources such as e-books, scientific journals, and dedicated ESP websites can assist students in developing a deeper understanding of topics relevant to their field of study. Additionally, the ability to use digital tools such as translate apps, online dictionaries, and speech recognition software can help ESP students practically improve their language skills. They can expand their vocabulary, understand technical vocabulary, and improve their speaking and listening skills in an ESP context.

Digital literacy also allows ESP learners to interact with online communities who share similar interests and goals. They can join discussion forums, social media groups, or follow blogs

that focus on specific areas of ESP. This gives them the opportunity to share experiences, expand their network, and learn from others who have different skills and knowledge (Fraillon et al., 2014). In other words, digital literacy also supports ESP learning by providing various types of interactive and interesting learning materials. For example, ESP learners can use mobile applications, video tutorials, or e-learning platforms to improve their speaking, listening, reading, and writing skills in contexts relevant to their field of study.

In conclusion, digital literacy plays an important role in learning English for Specific Purposes. It provides access to rich resources, enables interaction with online communities, and provides interactive learning materials. By developing digital literacy skills, ESP learners can improve their English skills in an effective and relevant way to their field of study.

3.2 Navigating Online Communication Platforms

3.2.1 Definition of Online Communication

Dvorak, JC., et., al (2004) argue that online communication is the process of interacting and communicating via the internet or digital platforms. It allows people to connect and communicate with other people from different parts of the world using various tools and technologies such as text messages, voice calls, video calls, emails, social media, and chat platforms.

In addition, online communication has several advantages (Best et al., 2014). First, it overcomes geographic and time constraints. You can communicate with other people in various locations and time zones without having to meet physically. Second, online communication enables fast and efficient exchange of information. Messages can be sent and received in seconds, enabling faster collaboration and instant responses. Third, online communication facilitates easy sharing of media such

as images, videos, and files, which enriches the communication experience.

However, online communication also has challenges. As stated by Maloney et al., (2020), the challenge involves the complexity of interpreting non-verbal cues like body language and facial expressions, which play a crucial role in conveying important contextual information in communication. In addition, privacy and security risks are also a concern in online communications.

Thus, it is important to practice good online communication etiquette, such as speaking politely, respecting others' privacy, and checking the veracity of information before sharing it. By taking advantage of technological advances, online communication continues to grow and plays an important role in connecting people around the world.

3.2.2 Kinds of Online Communication Platforms

Some examples of online communication platforms are as follows:

1. **Email:** Email is the most commonly used online communication platform. With email, users can send and receive text messages, files, and documents over the internet. Typically, email is used to communicate formally, both in business and personal settings.
2. **Chatting:** Chatting platforms such as WhatsApp, Facebook Messenger, or Telegram allow users to communicate instantly in the form of text, voice, and image messages. Other features such as voice and video calling are also often available on this platform.
3. **Video Conference:** Video conferencing platforms such as Zoom, Microsoft Teams, or Google Meet allow users to communicate directly via video calls. Through this feature, users can conduct online meetings,

presentations, or discussions with individuals located in different places.

4. **Social Media:** The users are allowed to communicate with others publicly or privately by utilizing social media platforms such as Instagram, Facebook, LinkedIn and Twitter. They can also share thoughts, photos, videos and interact with others through comments, direct messages or through community groups.
5. **Online Forums:** Online forums like Reddit or Quora are platforms that allow users to share and discuss certain topics. Users can create posts, answer questions, or participate in conversations with people who share their interests.

3.2.3 Ethical Navigation in Social Media Use

As explained above, social media is a part of online communication where currently, almost all people around the world, from children to adults, have this media. Taprial & Kanwar (2012) define social media as a platform of communication and marketing enabling individuals to exchange their ideas, thoughts, and experiences with others. It constitutes an electronic media format that empowers people to generate content and share it openly. Miller, D., et. al (2016) argue that social media usage has become integral to our daily lives, emerging as a significant aspect of human existence. It also helps them to connect with others who share their interests. In simpler terms, social media aids individuals in promoting businesses or brands effectively by offering a platform that enables businesses to effortlessly reach their target audience without the need for extensive spending on advertising campaigns. Numerous individuals engage with social media on a daily basis, making it convenient for businesses to effortlessly market their products or services through these platforms without encountering significant challenges.

In recent years, more and more social media platforms have emerged and become popular communication tools, such as Facebook, Instagram, WhatsApp, twitter etc. However, the use of social media also requires a good understanding of ethics so that users can be responsible in using it.

Navigation Ethics regarding the use of social media is a responsible attitude and considering the impact of every action that users take on the platform. Social media users must have self-awareness in interacting with other people and convey messages with courtesy. Thus, ethical Navigation is very important in social media. When users do not follow proper etiquette, they can cause harm to themselves and others. By following ethical navigation guidelines, users can maintain their good reputation on social media platforms and help create a positive online environment.

Kvalnes (2020) claims the reasons why navigation ethics is necessary for social media users, encompassing (1) to avoid misleading or fraudulent incidents, (2) to prevent spreading invalid information or false news, (3) to respect other users' privacy and boundaries, (4) to build positive relationships with employees and colleagues, and (5) to support a healthy and civilized online environment.

Moreover, the following are guidelines for using social media wisely and correctly in accordance with online communication ethics (Gamayanto et al., 2020., Wati, 2023., Widiyanti & Yuliandari, 2023).

1. Understand the Platform Rules

Every social media platform has rules that users must follow. Make sure you understand the rules and policies of each platform and follow them properly to ensure a positive experience on social media.

2. Think before Clicking or Sharing

Before clicking or sharing content on social media, think first. Make sure the content is valid and relevant, and does not offend or violate ethics. If you are in doubt, it is better not to click or share it.

3. Avoid Trolling or Cyberbullying

As a responsible social media user, it is important to avoid behavior such as trolling or cyberbullying. Do not insult or attack others online. Give support and respect other people's opinions with courtesy.

4. Use Appropriate Language

Make sure to use appropriate and polite language when communicating on social media. Maintain politeness and avoid using harsh or offensive words that could cause conflict with other users.

5. Honor the privacy of others

Always respect other people's privacy on social media. Do not upload or share other people's personal information without their permission. Protect your personal information and be wise when using social media.

6. Be a trusted source of information

As a responsible social media user, be a trusted source of information. Verify and ensure the correctness of the information before sharing it. Do not spread false news or invalid information.

3.3 Incorporating Social Media Language Skills

3.3.1 Social Media Language Skills

Seargeant, P., & Tagg (2014) argue that social media language refers to the distinctive vocabulary, structure, and writing conventions that have developed on various social media platforms. This form of communication is recognized for its informal demeanor, inclusion of slang, and conciseness, often involving the abbreviation or truncation of words and phrases. It is a dynamic language continually adjusting to emerging trends and fashions, heavily influenced by the cultural norms and values of the present generation.

Furthermore, social media language reflects the identity of the today's generation and provides a means to reveal thoughts, emotions, and opinions in an authentic and relatable way to peers. It cultivates a feeling of community and belonging among users by employing features like memes, hashtags, and other vernaculars. This fosters a shared language and culture, bringing together individuals from diverse locations and backgrounds (Kern et al., 2016). Thus, as social media plays an increasingly important role in our lives, its language is likely to shape the way we communicate both online and offline.

Language skills in social media involve the ability to use language effectively and appropriately in context when interacting on social media platforms. According to Page, R., Barton, D., et., al, (2022), there are several aspects of language skills that are relevant to the use of social media, encompassing:

1. **Short writing skills.** Short and concise writing skills are very important in social media. Limited characters on platforms like Twitter or Instagram require the ability to convey messages concisely and clearly.

2. Ability to use appropriate language style. Each social media platform has a different culture and communication style. The skill to adapt language style to a particular context and audience is needed to make messages more effective and acceptable.
3. Emojis and special punctuation application. Integrate emojis, special punctuation, or abbreviations according to the context and purpose of the communication. The use of these elements can give an extra dimension to a message, depict emotions, or emphasize meaning.
4. Proper tone management. Adjust the tone of the message to the context and audience. Understanding when to use a relaxed, humorous, serious, or formal tone can increase communication effectiveness.
5. Engagement with audience. Build engagement with the audiences through questions, polls, or requests for feedback. Skills in creating interesting content and responding to comments or messages from followers can increase engagement.
6. Awareness of Policy and Ethics. Understand and comply with the policies and ethics of using social media platforms. This includes avoiding content that violates the rules, and communicating with respect and responsibility.
7. Use of Images and Multimedia. Use images, videos, or other visual media to enrich messages and attract attention. Skills in selecting or creating relevant visual content can increase the appeal of messages.

3.3.2 The Influence of Social Media Language on Forming Cultural Norms

Social media is now an integral aspect of our daily routines, significantly impacting our modes of communication. The language employed on these platforms has undergone a transformative process, playing a pivotal role in shaping cultural norms (Sawyer & Chen, 2012). Common usage of abbreviations and acronyms has become prevalent, altering the dynamics of interpersonal communication. For instance, expressions like "FOMO" for "fear of missing out" and "CMIW" for "correct me if I'm wrong" have seamlessly integrated into our everyday language, influencing both personal and professional communication.

Furthermore, the impact of social media language extends to the realm of expressing emotions. Daniel, T. A., & Camp (2020) claim that emojis, as popular symbols of emotional expression, have superseded traditional communication methods. Their usage is not confined to personal interactions but has also permeated the business landscape. Companies leverage emojis to establish a more personal connection with customers, fostering a unique and relatable relationship. In addition, the influence of social media language extends beyond communication, affecting our self-perception and how we view others. In addition, Çömlekçi (2020) underlines that users often modify the social media tools they use to align with their evolving social and cultural surroundings, as well as to cater to their changing usage objectives. They have also instrumentalized social media within the realm of language learning, broadening their social environment, enhancing cultural interactions, and sustaining cultural and social connections with their homeland.

In summary, the language used on social media has become a fundamental aspect of our daily lives, significantly molding cultural norms. It has not only shaped the way we

communicate and express emotions but has also impacted our self-perception and the perception of others. Recognizing the influence of social media language is crucial, emphasizing the need to wield it responsibly.

3.3.3 The Influence of Social Media Language on Today's Generation

The ascendancy of social media has profoundly transformed how individuals engage and communicate. Miller, D., et., al (2016) state that the swift emergence of various social media platforms has led to a rapid evolution in our language and communication styles. The influence of social media language on the present generation is substantial and should not be underestimated. The language employed on social media platforms has significantly impacted interpersonal communication. The prevalence of abbreviations, acronyms, and shortened words has become so widespread that traditional writing and communication styles now appear outdated. Additionally, the increased popularity of emoji has introduced a visual language that effectively conveys emotions and feelings.

Moreover, social media has spawned the creation of novel words and slang that were previously nonexistent. The younger generation, in particular, has readily adopted these new expressions, incorporating them as integral components of their everyday language (Kern et al., 2016). Consequently, this has resulted in a linguistic generation gap, with older generations finding it challenging to grasp the continually evolving social media language.

Overall, the influence of social media language on the present generation is noteworthy. This phenomenon has introduced novel vocabulary, abbreviations, and emojis that have seamlessly integrated into contemporary communication. It will be intriguing to observe the ongoing

evolution of social media language and its continued impact on our communication methods in the future.

3.3.4 Conclusion: Social Media Language Leads to Foster a Sense of Community

The language employed on social media platforms has engendered a distinct sense of community among its users. The utilization of hashtags, emojis, and acronyms has evolved into a form of communication specific to these platforms. This unique language serves as a means for individuals to connect with others who share akin interests, beliefs, or experiences. By employing hashtags, individuals actively participate in conversations or movements, signifying their association with a specific group and fostering a profound sense of belonging.

In contrast, emojis have evolved into a universal language that surpasses cultural and linguistic boundaries. They possess the ability to express emotions and convey messages in ways that words alone cannot. Emojis inject a personal element into messages, fostering a sense of closeness among individuals. Simultaneously, acronyms like OTW (on the way) or BRB (be right back) have gained such widespread usage that they have seamlessly integrated into the daily language of many. These acronyms offer a swift and effective means of communication, establishing a feeling of familiarity and mutual understanding among users.

In summary, social media language has forged an exclusive sense of community among its users, serving as a means of self-identification with particular groups and fostering a profound sense of belonging. The adoption of hashtags, emojis, and acronyms has transformed into a universal language, transcending cultural and background differences to connect individuals worldwide. This evolution in language has not only altered our modes of

communication but has also become an essential component of contemporary interaction.

In addition, the influence of social media language has been significant for the present generation and is poised to further mold our society in the times ahead. As social media platforms undergo continuous evolution, the language employed on these platforms will also undergo changes, emphasizing the necessity for us to stay abreast of these developments. Although social media language brings advantages like overcoming language barriers and fostering a sense of community, it also carries drawbacks, such as the propagation of negativity and the potential for harm to mental health.

Therefore, it is our individual responsibility to employ social media language judiciously and encourage positive communication. Social media platforms, too, bear a responsibility to oversee and regulate the language utilized on their platforms, fostering a secure and inclusive space for all users. Moving forward, acknowledging the influence of social media language and its potential societal impact is crucial. Through staying informed and attentive to the language prevailing on these platforms, we can contribute to cultivating a more positive and constructive online community.

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CHAPTER 4

TECHNOLOGICAL INTEGRATION IN ESP

By Andi Haerati Alimuddin

4.1 Introduction

Teaching ESP has always included a large amount of technology, and its affordances have proven to be very beneficial in ESP pedagogy because of its well-defined focus on needs assessment, material creation and adaptation, ongoing course and/or material evaluation, and methodology that draws from target situations and disciplines. Teaching practitioners used interactive multimedia packages, Internet resources, and other technologies to produce tailored materials when technology entered ESP classrooms. The goal was to encourage learners' participation with relevant target circumstances (Arnó-Macía, 2012).

Due to the significantly varied nature of language in different contexts (tourism, commerce, engineering, medicine, etc.), the activities and resources utilized in English as a Second Language (ESP) classes in these particular fields should be carefully selected with the needs and preferences of the students in mind. Due to the difficulty in accomplishing this, ESP teachers attempted to include technology into their lessons; ultimately, this had an impact on ESP teaching (Lesiak-Bielawska, 2015). Language acquisition and ESP have not been exempted from the profound changes brought about by technology, which has an

impact on all aspects of life, whether positively or badly. Language teachers' desire to fully incorporate computer and mobile phone technology into the language learning process, coupled with technological advancements, made this process inevitable (Warschauer & Healey, 1998). This is because language learning and technology development have always kept up with each other (Vukićević-Đorđević, 2015). In particular, incorporating technology into ESP curricula offers students a multitude of benefits and learning opportunities, from tools for self-evaluation and feedback on that particular context to interactive and communicative activities relevant to their careers (Butler-Pascoe & Wiburg, 2003).

This chapter explores the ways in which technology and ESP work in concert, showing how different technical advancements enhance language learning, competency, and practical application. By examining the principles, benefits, and challenges of technology integration in ESP, educators can devise effective strategies to optimize language instruction in specialized contexts.

4.2 Principles of Technology Integration in ESP

Ensuring that technology is incorporated into ESP teachers' practice rather than just used is crucial, necessitating the application of a set of integration principles. In other words, technology integration principles are necessary to ensure that ESP courses are pedagogy-driven as opposed to technology-driven (S Cédric, 2021). Therefore, effective integration of technology in ESP necessitates a nuanced understanding of pedagogical principles that underpin language learning.

Li, L. (2018) proposed five basic principles in integrating technology in ESP:

1. Principle 1: Understanding the Benefits and Roles of Technology

To successfully integrate technology in ESP teaching, teachers must recognize the diverse benefits of technological tools for language learning. While technology generally enhances language acquisition, it cannot merely supplement or substitute the teacher's role. Instead, educators must discern the specific functions of different tools. For instance, collaborative platforms like wikis and blogs foster cooperative learning, while software and videos aid individual skill development. Online forums and social networks facilitate immersion in real discourse communities, while corpora assist in identifying student needs. Understanding the unique advantages of each tool empowers teachers to select the most suitable options to achieve their pedagogical objectives.

2. Principle 2: Linking Technology to Learners' Needs

In the realm of ESP (English for Specific Purposes), prioritizing a learner-centered approach necessitates a deep understanding of learners' needs. This understanding comprises three essential components. Firstly, educators must grasp the learning objectives and how technology can facilitate achieving them, thereby aligning instructional strategies with learners' future language requirements. Secondly, teachers should assess current language proficiency levels and expectations, enabling tailored instruction to bridge the gap between learners' current abilities and desired outcomes. Lastly, educators must be cognizant of the learning environment, encompassing technological infrastructure, available resources, and learners' familiarity with technology, to optimize the efficacy of ESP instruction. By addressing these aspects comprehensively, educators can effectively design and

deliver ESP courses that cater to the specific linguistic needs and technological contexts of their learners.

3. Principle 3: Integrating Rather Than Adding Technology in Teaching

Integrating technology into pedagogy necessitates viewing it as an intrinsic component of teaching rather than an optional addition. This integration places emphasis on aligning technology usage with pedagogical objectives. Teachers must be cognizant of their pedagogical beliefs, as research indicates that technology utilization often mirrors these beliefs. By understanding their own beliefs, educators can effectively incorporate technology into their teaching methods instead of treating it as an accessory. Integration also extends to assessment, where technology is seamlessly woven into evaluation methods, such as through authentic assessments that reflect real-world application of knowledge and skills. For instance, tasks like email communication exercises can foster the development of students' communication abilities, both internally and externally.

4. Principle 4: Considering the Role of the Teacher

In essence, when technology is seamlessly integrated into teaching and learning, it inevitably reshapes the role of the teacher. One crucial factor shaping how teachers embrace technology lies in their understanding of their own role. Teachers must recognize the varied roles they undertake when employing different technological tools in educational activities. The key challenge for educators lies in relinquishing control to learners and empowering them to explore their own agency in the learning process. Rather than assuming a position of authority and sole knowledge dissemination, teachers must embrace a supportive role, utilizing technology as a tool to facilitate learning. This shift entails a departure from traditional classroom dynamics towards a more

collaborative and student-centered approach. Moreover, the evolving nature of students' needs and tasks further underscores the fluidity of teachers' roles in leveraging technology for effective teaching and learning.

5. Principle 5: Enhancing Authenticity of Both Language and Task

Technology must be brought into the process of teaching and learning to address authenticity—both at the language and task aspects. Teachers can use technology as a tool to access authentic materials to prepare teaching so that students experience and learn the authentic discourse they are expected to encounter in their profession. Teachers should also use technology to increase the authenticity in learning tasks. These tasks should resemble the kinds of tasks students are expected to carry out in a real-life work environment, for example, discussing a project with a senior colleague or solving a problem with colleagues. Technology can give students an authentic environment to some extent; for example, in Second Life, law students can have a virtual courtroom and business students can do virtual business.

4.3 Benefits of Technology Integration in ESP

Studies on the use of technology in language learning have demonstrated that its implementation helps make teaching and learning English easier. This also applies to the teaching of English for specific purposes. The integration of technology in ESP yields multifaceted benefits for both educators and learners.

Firstly, technology expands access to diverse learning resources, including e-books, digital libraries, and online databases, thereby accommodating the diverse needs and interests of ESP learners. Moreover, digital tools such as language learning apps, virtual tutors, and speech recognition software offer personalized support and immediate feedback,

accelerating language acquisition and proficiency development. In addition, Surani, Septiyani and Islami (2023) stated that incorporating technology into English instruction will also help English teachers address law students' need for specific English proficiency in their field of study. Many ESP instructors may find the use of technology advantageous throughout the course design phase, as it helps them to circumvent learner and/or sponsor-imposed limits regarding the course's content, time, and location. Since that time, the internet has significantly altered the methods of teaching and learning foreign languages. The emergence of various technological tools has facilitated language learning and established platforms for communication. Specifically, digital modules, such as the electronic module, enable students to conveniently access language learning resources using Android smartphones, regardless of location or time.

Furthermore, technology facilitates authentic language use through teleconferencing, virtual internships, and online collaboration platforms, enabling learners to engage in real-world communication within their specialized fields. This immersive exposure enhances learners' communicative competence, intercultural awareness, and professional networking skills, preparing them for success in globalized professional environments. It can be ensued since incorporating technology into ESP curricula offers students a multitude of benefits and learning opportunities, from tools for self-evaluation and feedback on that particular context to interactive and communicative activities relevant to their careers (Butler-Pascoe & Wiburg, 2003).

Additionally, technology-enhanced assessment tools, such as online quizzes, automated grading systems, and data analytics, provide educators with valuable insights into learners' progress, learning patterns, and areas for improvement. This data-driven approach enables targeted intervention strategies

and adaptive instruction, fostering continuous improvement and achievement among ESP students.

4.4 Challenges and Strategies for Technology in ESP

One expert perspective on the challenges and strategies for technology in English for Specific Purposes (ESP) can be found in the work of Dudley-Evans and St. John (1998). They highlight several challenges faced in integrating technology into ESP contexts, including access to technology, training for both teachers and students, and adapting technology to meet specific ESP needs.

Access to technology poses a significant challenge, particularly in contexts where resources are limited. Without adequate access to computers, software, and the internet, implementing technology-enhanced ESP activities becomes difficult. Additionally, providing training for teachers and students on how to effectively utilize technology in ESP instruction is crucial. Many educators may lack the necessary skills and knowledge to integrate technology seamlessly into their teaching practices.

Moreover, the importance of adapting technology to suit the specific needs of ESP learners is emphasized. Unlike general English language learners, ESP students require specialized language and content relevant to their particular field of study or profession. Therefore, technological tools and resources must be tailored to address the specific language and communicative needs of ESP learners.

To address these challenges, several strategies are suggested. Firstly, they recommend providing adequate resources and infrastructure to ensure widespread access to technology. This may involve securing funding for computer labs, software licenses, and internet connectivity. Secondly, they advocate for comprehensive training programs for teachers and

students to enhance their digital literacy skills. Professional development workshops, online courses, and peer learning communities can all contribute to building educators' and learners' confidence in using technology effectively.

Lastly, the importance of collaboration between ESP practitioners and technology developers is stressed. By working together, educators can provide insights into the specific needs of ESP learners, guiding the design and development of technology-enhanced ESP materials and tools (Dudley-Evans and St. John, 1998).

4.5 Conclusion

In conclusion, the integration of technology in English for Specific Purposes (ESP) instruction represents a dynamic and evolving field that offers numerous benefits but also presents challenges. The principles of technology integration in ESP, as outlined by Li (2018), emphasize the importance of understanding the diverse roles and benefits of technology, aligning it with learners' needs, integrating it seamlessly into teaching practices, recognizing the evolving role of the teacher, and enhancing authenticity in language and tasks.

The benefits of technology integration in ESP are manifold, including expanded access to diverse learning resources, personalized support for learners, facilitation of authentic language use, and enhanced assessment capabilities. However, these benefits are accompanied by challenges such as limited access to technology, the need for training, and the necessity of adapting technology to suit the specific needs of ESP learners.

To address these challenges, strategies such as providing adequate resources and infrastructure, offering comprehensive training programs, and fostering collaboration between ESP practitioners and technology developers are essential. By adhering to these principles and employing effective strategies, educators can harness the potential of technology to optimize

language instruction in specialized contexts, ultimately enhancing the learning experience and outcomes for ESP students.

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CHAPTER5

ENHANCING DIGITAL COMMUNICATION SKILLS FOR CONTEMPORARY SUCCESS

By Fuad Hasyim

5.1 Introduction

Communication skills are the capacity to communicate messages and information in a clear and concise manner, leading to favorable interactions and outcomes. This capability encompasses adapting communication styles based on the audience and context. As defined by Staley and Shockley-Zalabak, communication proficiency refers to the effectiveness and expertise with which a professional communicates, ultimately resulting in successful interactions and outcomes (Staley & Shockley-Zalabak, 1986). Additionally, Joshua Kelly defined communication proficiency as the ability to communicate effectively and efficiently with others, including being able to express oneself clearly, listen actively, understand others' perspectives, and adapt communication style to various situations and audiences (Kelly, 2007).

Thus, communication proficiency is more than just being fluent in a language. It also includes the ability to convey messages clearly, understand other people's perspectives, and

adjust communication strategies to fit different contexts and audiences. Communication proficiency involves not only verbal communication but also nonverbal cues, active listening, empathy, and cultural awareness. All of these skills are essential for building trust, resolving conflicts, and facilitating cooperation. Therefore, developing and enhancing communication proficiency skills is essential for professionals seeking to excel in their respective fields and contribute meaningfully to their organizations and communities.

In the context of digital communication, to thrive in today's tech-driven world, people need to be adept at using different digital platforms and comprehending the intricacies of online engagements. Consequently, digital communication implies the transmission of data via electronic gadgets and technology, including the internet, smartphones, and computers. It encompasses the transfer of information in a digital form, making communication faster and more efficient (Lapidoth, 2017). Digital communication has become an integral part of our daily lives, revolutionizing the way we interact with one another.

In the modern era, effective communication is the key to success in personal and professional relationships, as well as in navigating the complexities of a globalized world. Effective communication allows individuals to connect with others, convey their ideas clearly, and build strong relationships. The following highlights the importance of having effective communication abilities, especially in modern times. *First*, it fosters learning and growth by sharing knowledge and resources. Digital communication is an essential element in creating a collaborative environment that encourages learning and growth among communities. Additionally, it encourages individuals to share ideas and perspectives as part of learning activities. It is also vital for building strong relationships and fostering innovation within a community.

Second, in an educational context, digital communication plays an important role in improving productivity and efficiency. It enhances the understanding between students, teachers, and

other stakeholders, leading to better collaboration and coordination (Salamondra, 2021). Improved digital communication also fosters a positive classroom environment, which can boost student engagement, motivation, and overall learning performance (Brinia et al., 2022). Furthermore, it enhances the overall educational experience for all involved. Additionally, it allows for more personalized and efficient support for students.

Third, building trust and relationships among team members requires effective digital communication that creates an environment where team members can openly express their thoughts and ideas (Hall, 2023). This foster increased collaboration and innovation within the team. By communicating clearly and openly, team members can address conflicts, establish boundaries, and hold each other accountable, leading to better alignment and a shared focus on common goals (Gallo, 2019). When team members communicate honestly and openly about challenges, they demonstrate reliability and build credibility within the group, which further strengthens trust and relationships.

Fourth, effective digital communication navigates diverse cultural contexts by mastering cultural nuances, embracing language barriers, and understanding differences in values and beliefs (Hall, 2023). It is essential to step out of one's comfort zone, try new things, and be open-minded to better understand the perspectives of others in cross-cultural communication. By doing so, individuals can build stronger relationships and foster mutual respect in diverse settings.

5.2 Types of Digital Communication

Digital communication is the basis of contemporary human interaction, and it manifests in various forms, primarily categorized into verbal and non-verbal digital communication. Together, these two categories form a complex system through

which individuals negotiate meanings, shares experiences, and build relationship across diverse contexts. Understanding both verbal and non-verbal digital communication is essential for effective communication and is a field of study that continues to evolve with our changing modes of interaction.

1. Verbal communication

Verbal communication is the process of using spoken words to express ideas, thoughts, and feelings to others. It involves using our voices to communicate with people around us, whether it's through conversations, presentations, or speeches (Coleman, 2024). It serves as a primary means of interaction, enabling individuals to engage with others in various contexts, including informal conversations, formal presentations, and public speeches. Verbal communication relies on the effective use of language, encompassing vocabulary, grammar, tone, and intonation, to articulate messages clearly and comprehensively.

Verbal digital communication can be effective or ineffective depending on various factors, such as the speaker's clarity, confidence, and ability to engage the audience. These factors play a crucial role in the successful transmission of the message and the audience's reception and interpretation of the information presented. Additionally, the speaker's body language and tone of voice also play a vital role in ensuring effective communication. As a result, we must carefully choose our words. We will most likely need to use various terms in different settings, even when describing the same subject.

For example, what we say to a close colleague will differ greatly from how we present a topic at a large conference. Our tone of voice and tempo of speech are important aspects of how we talk. These, like nonverbal communication in general, convey crucial information to our audience, such as our degree of attention and

dedication or whether we are concerned about their reaction to what we are saying. It is essential to be conscious of these factors in order to effectively communicate our intended message.

In a digital context, verbal communication applied through digital platforms such as voice calls, video conferencing, or online chat allows for real-time interaction and immediate feedback. Within the digital medium, it is important to consider the tone of our voice and the use of emojis to convey emotions accurately. Additionally, it is crucial to be mindful of cultural differences and potential misunderstandings that could arise from language barriers.

2. Non-verbal communication

Non-verbal communication includes all aspects of communication except the use of words. It involves gestures, body movements, and the way words are expressed, affecting the meaning of words. Non-verbal communication is more reliable, multi-faceted, continuous, and can have a positive impact on teaching success (Nasrin, 2017). Unlike verbal communication, which primarily relies on language, non-verbal communication operates on a subconscious level and often communicates messages that may contradict or enhance the spoken word. For example, a smile paired with positive affirmations can reinforce sincerity and friendliness, while crossed arms and a frown may convey defensiveness or disagreement, even if the words spoken are neutral.

Factors affecting the communicative meaning of non-verbal behavior include physical-environmental factors like interpersonal spacing, cultural differences in interaction patterns, and the social climate of the environment. Stressful versus unstressful situations and formal versus informal settings also determine the degree to which many non-verbal behaviors are suppressed or performed. The type, level, and frequency of non-verbal behaviors produced will also differ in competitive versus cooperative interaction settings. These are some

examples of the factors that influence effective non-verbal communication (Gordon et al., 2006).

Therefore, communication within digital platforms needs to recognize and understand non-verbal communication cues for effective communication, interpersonal relationships, and instructional success in diverse personal, professional, and academic settings. This will help ensure that messages are accurately conveyed and received in an online environment. It is important to be mindful of how non-verbal cues may be interpreted differently in a virtual setting compared to face-to-face interactions. This will help prevent misunderstandings and maintain effective communication.

5.3 Importance of Digital Communication Skills in the Workplace

1. Efficiency and productivity

Digital communication offers numerous advantages, one of which is enhanced efficiency and productivity. By enabling swift and seamless transmission of information, digital communication streamlines processes and tasks, saving time and resources (Soni, 2023). The ability to share data effortlessly among team members is a key factor in boosting efficiency, which, in turn, leads to better collaboration and synergy within groups. By working together more effectively and efficiently, team members can achieve enhanced outcomes and overall performance. The seamless sharing of data helps to eliminate duplication of effort, reduce errors, and save time, enabling teams to focus on delivering high-quality results.

Moreover, the accessibility and convenience of digital communication tools contribute to increased work-life balance by allowing individuals to communicate and work from anywhere, reducing the need for physical travel, and providing greater flexibility (Roberts, 2023). Digital

communication has opened up new opportunities for global interaction and collaboration, providing individuals and groups with the ability to connect and exchange ideas across geographical boundaries. With the power to break down traditional barriers, digital communication has expanded opportunities for networking and knowledge sharing, making it possible for people from all over the world to come together and work towards common goals.

2. Collaboration and teamwork

Digital communication over the internet has changed the way we collaborate and work together. It allows people from different parts of the world to communicate seamlessly, regardless of distance or time zones. This has made it easier for people to work together on projects, share their ideas and creativity, and achieve common goals (Eisenberg et al., 2019). With the rapid evolution of technology, the concept of virtual teams has become increasingly popular. This approach allows for collaboration between individuals who are located in different parts of the world and work together to achieve common objectives. By utilizing digital tools and platforms, virtual teams can communicate and cooperate efficiently despite being geographically dispersed. This approach has revolutionized the way we work and has opened up new opportunities for businesses, enabling them to tap into a larger pool of talent and expertise, regardless of where they are located. (Lane et al., 2023). This has led to increased flexibility, productivity, and innovation in the workplace.

This digital landscape has made it easier for organizations to design teams around project-based tasks that require diverse skills and expertise, allowing for dynamic team formations that adapt to changing project needs over time (Morrison-Smith & Ruiz, 2020). Moreover, effective communication is essential for organizational success. Digital platforms can help foster transparency, trust, and innovation among team members. By using

digital communication tools, teams can work together to overcome obstacles, improve decision-making, and solve problems more efficiently. Simplifying sentences and keeping them short and to the point can help ensure that the text is easy to understand and follow. Additionally, using everyday language and avoiding jargon or complicated words can make the text more accessible to different audiences (Hall, 2023).

5.4 Strategies for Enhancing Digital Communication

1. Practice clear and concise communication.

Communicating effectively can be difficult for most people because different channels, audiences, and objectives require different styles, tones, and formats. To make sure our messages are clear and concise across all media and contexts, what strategies can we use? Of course, we have to tailor our communication to suit the audience's profile and avoid using jargon, slang, or assumptions that may confuse or offend them.

Clear and concise communication is essential, either in digital or non-digital communication. Being able to adapt our communication style based on the audience's preferences and needs is crucial for effective communication. It is crucial to convey our ideas in a way that can be easily understood by our audiences. Simplicity is key, so we should break down complex concepts into easily digestible terms that can be grasped by individuals at various levels of expertise and knowledge (Leader, 2024). This will help ensure clarity and foster engagement with our message. Ultimately, this leads to greater understanding and impact.

The power of clear and concise verbal communication cannot be overstated. Elevate our communication skills by embracing strategies that cut through the noise, ensuring

our message not only reaches our audience but resonates powerfully. The following are actionable practices for clear and concise communications:

- Use plain language; communicate in a way that everyone can understand. Avoid using technical terms or jargon that might confuse our audience. Aim for simplicity while ensuring the accuracy of our message.
- Customize our message. Recognize that our audience may have different knowledge levels. Tailor our communication to suit their needs. This involves evaluating our audience's familiarity with the topic and adjusting our language and information accordingly.
- Engage in active listening; remember that communication is bidirectional. By actively listening to our customers and letting their feedback inform our communication, we not only improve comprehension but also show dedication to addressing their unique needs.
- Utilize visual aids to complement verbal communication. Incorporating charts, graphs, or straightforward illustrations can greatly strengthen your message. This approach is particularly beneficial when presenting complex data.
- Structure our message: to structure the message effectively, we should organize our thoughts to establish a clear framework. Start with a brief introduction, present the main points, and end with a summary. This approach will help our audience easily understand and follow the information presented.
- Seek feedback: Actively get feedback on our communication style. This can include casual conversations with colleagues or more formalized feedback gatherings. Comprehending how others view our communication facilitates ongoing enhancement.

Avoid information overload and recognize the importance of brevity. Avoid overwhelming our audience with excessive information. Focus on the key points, and be prepared to provide additional details if necessary.

- Continuous learning is a key to mastering the art of clear and concise communication, which is constantly evolving. Remain dedicated to this pursuit by seeking out resources, participating in workshops, and keeping abreast of the latest best practices in effective communication (Conrad, 2024).

2. Learn at personal pace

The rapid development of online technology for digital communication necessitates that individuals continuously upgrade their skills and embrace new tools to communicate effectively in today's digital era (Singh, 2021). Learning current digital technology is crucial for staying relevant and competitive in the constantly evolving digital landscape (Haleem et al., 2022). To keep up with our constantly evolving digital world, it's important to take the initiative to learn new skills at your own pace. By seeking out courses, webinars, and workshops, you can gain the knowledge you need to adapt effectively to modern information sources. By becoming proficient in essential information technology skills, you can increase your job prospects and advance your career. Independent learning can help you better prepare for today's job market (Singh, 2021). This will ultimately lead to a more successful and fulfilling professional life, as well as overall personal growth and development. Additionally, being proficient in information technology can also open up new possibilities for remote work and flexible job opportunities.

3. Master remote work skills.

In today's fast-paced digital era, mastery of remote work skills has become increasingly important. With the rise of remote work arrangements, it has become crucial to adapt to working in virtual environments and to continuously improve your technological proficiency. This will enable you to navigate the constantly evolving work landscape and excel professionally, regardless of your physical location (Bear, 2023). When working remotely, it is important to possess certain skills that enable you to work efficiently. These skills include the ability to communicate effectively, manage time precisely, and collaborate adeptly with your teammates in a virtual environment. Being adept at these skills will help you succeed in your remote work and ensure that you remain productive and efficient while working remotely. (Aber, 2023). By honing these competencies, individuals can excel in remote work scenarios, foster strong relationships with colleagues, and contribute significantly to organizational success.

4. Actively work on addressing weaknesses.

To overcome weaknesses in effective communication, a multifaceted approach is necessary, encompassing self-awareness, education, practice, and feedback. The following steps can assist in addressing common communication shortcomings:

- **Identifying Weaknesses:** Begin by recognizing the specific areas that require enhancement. These may encompass challenges such as rapid speech, a restricted vocabulary, inadequate listening abilities, or a tendency to be overly passive or aggressive when expressing opinions or ideas (Christopher et al., 2011). Understanding these areas will help tailor individualized strategies for improvement. These strategies may include speech therapy, social skills training, or cognitive behavioral therapy.

- **Education:** Once we recognize our weaknesses, it's vital to enhance our communication skills. This can involve reading pertinent books, signing up for courses, or attending workshops on communication (Sobhi, 2022)(Dennis et al., 2000). Alternatively, seeking the help of a professional, such as a communication coach or therapist, can also be beneficial. Ultimately, improving our communication skills can lead to stronger relationships and greater success in both personal and professional settings.
- **Practice:** Developing effective communication skills requires regular practice. In order to enhance your communication abilities, you can participate in public speaking engagements, join debate clubs to improve your argumentative skills, or simply make a conscious effort to engage in more conversations with a diverse group of people. By exposing yourself to different communication styles and perspectives, you can become a more confident and articulate communicator (Robinson, 2024). This will not only help you in your personal and professional relationships but also make you a more well-rounded individual. Ultimately leading to greater success and fulfillment in all aspects of life.

5.5 Conclusion

Improving our digital communication skills is a valuable investment in ourselves that can have a lasting impact on our overall happiness and success. By improving our digital communication skills, we can build stronger relationships, advance in our careers, and effectively navigate today's digital landscape. Moreover, we are better equipped to handle conflicts and misunderstandings that may arise. By resolving issues efficiently, we can maintain positive connections with others.

Therefore, it is crucial for individuals to continuously improve their digital communication skills to navigate the complexities of modern society. This can be achieved by learning autonomously and seeking feedback from peers and mentors. Staying up to date on current trends and technologies in digital communication is also essential. Joining online courses or workshops can be very helpful in improving communication skills.

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CHAPTER 6

INCLUSIVE LANGUAGE IN THE LAST TREND ERA

Oleh Melania Priska Mendrofa

6.1 Introduction

Language plays a vital role in conveying messages and constructing meaning as the primary means of communication. Collaboratively, both the speaker and the listener engage in this process. Language has a social nature. It creates interconnected and mutually dependent relationships between the occurrence of language and society, along with its ingrained culture (Sirbu, 2015). However, people live in diversity. Aspects such as culture, educational background, gender, and economic condition can create obstacles in constructing clear communication. Moreover, due to technological advancements, the geographical dispersion of language is no longer a concern.

In the contemporary era, language is continuously developing, and technological advancements facilitate this transformative process. Irrespective of how technology aids language evolution, every instance of language use—whether written or spoken—expresses the author's position within the social framework of a particular culture (Sirbu, 2015). This statement reflects the perspective that language, shaped by technological advancements, should be readily adoptable and adaptable to prevent the emergence of divergent meaning

constructions within society. It should consistently reflect the social and cultural characteristics of the new speakers.

An interesting question arises regarding whether a newly developed language under the control of advanced technology will gain acceptance among the entire population of a country. Recently, digital communication has dominated the process of language change. Social media, as one example of a digital communication tool, has enhanced societal access to information and knowledge. It amplifies the visibility of biases, slang, and various expressions that may not align with one's cultural norms. Even social media users have employed language formats in their communication without encountering any restrictions on the transfer of words (Raja, 2015). It underscores the facile assimilation of language, facilitating concurrent cultural transformations.

In order to successfully incorporate and apply a new language within society, it is crucial to consider the cultural differences and various perspectives that have developed over time. One key aspect to consider when assimilating a new language is how society can accept and embrace it. Recognizing and respecting the diverse cultural backgrounds and viewpoints that shape society as they have evolved over many years is essential. Effective communication necessitates inclusivity, wherein individuals experience a sense of belonging to the community and can engage in activities without encountering language or expressions perceived as demeaning or disparaging to any group.

Language should function as a medium for effective communication rather than becoming a barrier that isolates or humiliates others. It serves as the medium through which inclusive communication and culture are forged.

6.2 Addressing Diversity and Inclusion in Digital Communication

Diversity covers many aspects and must become crucial in constructing an inclusive community. Cross-cultural communication aims to bridge interaction between people of any social background. Mishandling differences can lead to conflict. Thus, according to Barker et al. (2017), recognizing and respecting diversity now requires a thoughtful understanding of the value of effective cross-cultural communication in various settings worldwide. Concerning digital communication, being mindful of our language is crucial, as it can unintentionally exclude or marginalize certain groups. Multiple platforms for connecting with individuals from diverse cultures, backgrounds, and experiences necessitate users to adjust to changes and communicate appropriately.

6.2.1 Understanding the Significance of Inclusive Language among the Diversity

Language is not merely a communication tool; it can shape our thoughts, behaviors, and beliefs. It also reflects people's personality, identity, and historical background through accents, diction, mother tongue, and other aspects. In both written and spoken communication, language is a vital information conduit. The intriguing element lies in its connection with pluralism. Can language transcend barriers and become a unifying force among diverse groups of people? How can linguistic inclusion foster harmony in this heterogeneous landscape?

To address the issue of inclusive language among diversity, we need to focus on specific diversity topics. Gender and multiculturalism are ongoing concerns, especially in the current era, and they demand serious attention. While all diversities matter, tackling the language challenge starts with addressing the fundamental issues related to gender and multiculturalism. The ubiquity of these two elements is evident across various situations and

locations. Beyond multiculturalism, considering gender differences has emerged as a significant concern in language inclusion. Demonstrating the proper usage of language by both males and females can shape the trajectory of communication. Particularly in interactions influenced by psychological factors, it becomes essential to incorporate inclusive language that resonates with groups experiencing marginalization or low self-esteem.

Using inclusive language is essential for creating a welcoming environment. It promotes respect, dignity, and equal participation for individuals from diverse backgrounds. The three significances of inclusive language among diversity will be described as follows:

1. Promoting Respect and Dignity

Enhancing respect and dignity is crucial, and inclusive language plays a pivotal role in achieving this goal by clarifying stereotypes and offensive expressions. It cultivates a positive perspective for both the speaker and listener and fosters a mutually respectful interaction. By employing inclusive language, the speaker upholds respect and dignity, eliciting appreciation from the listener and thus establishing a harmonious and reciprocal exchange.

Moreover, people may be involved in multi-language communication. This situation enumerates the concern of language inclusivity among diversity. Interpersonal communication raises questions about prevailing societal beliefs and attitudes (Burgers & Beukeboom, 2016). This statement signifies that the failure to employ inclusive language can inadvertently create social stereotypes. For instance, Indonesia's linguistic and cultural diversity has contributed to social stereotypes associated with specific tribes. The Batak language, for example, may perpetuate a stereotype of a society characterized as rugged and tough, while the Sundanese language might imply a gentler society. Such categorizations can be detrimental. As a united nation, fostering an inclusive

language that embraces diversity becomes imperative, promoting respect and dignity across the entire society. Thus, it posits the national language as a unifying force that embraces diversity.

In international communication, we should also address the diversity and inclusivity of language. In today's interconnected global landscape, it is crucial to transcend language and cultural barriers to achieve worldwide harmony. Efforts to promote respect and dignity on a global scale can be achieved through various means. Fostering intercultural relationships, enhancing business prospects, and enriching educational experiences effectively minimize miscommunication and dispel cultural misconceptions. Engaging in extensive social relationships enables individuals to connect with diverse cultures and understand how to address others through language appropriately. For example, the English language can be inclusive concerning international relationships. Schulzke (2014) highlighted the potential for global English to transform into an inclusive language, safeguarding differences among groups rather than suppressing them. He claimed that this transformation could involve loosening its current power dynamics and serving as a medium for previously marginalized groups to articulate their interests to a global audience. As a result of those, inclusive language can empower marginalized communities.

An inclusive language is a powerful tool for empowering marginalized communities. It gives them a voice and validates their experiences. By using inclusive and respectful language, we can foster a sense of belonging and uplift those traditionally marginalized or silenced. Besides that, inclusive language helps us to recognize the power of words. Words can shape our perceptions and influence how we view others. By choosing our words carefully, we can challenge biases

and create a more accepting society, free from discrimination.

2. Encouraging Equal Participation and Representation

Another significance of inclusive language among diversity is encouraging equal participation and representation in all aspects of life, breaking down barriers, and challenging biases. Meanwhile, language can be a barrier to access and inclusion. Engaging in various activities, which is the definition of participation, still necessitates meeting specific requirements, one of which is language proficiency. One is supposed to master a particular language to be able to participate in an occasion. Let us take an example. In an international business company or organization, diversity is the main issue. They have diverse experiences, backgrounds, and even expectations. There must be an organizational culture that values diversity to achieve the same goal. Communication is the key, and the inclusive language is the driving force. However, does this usage ensure equal participation and representation of minority and marginal groups? Absolutely! People come from diverse backgrounds, speaking different languages and embracing various cultures. However, it is essential to align with the goals of a place. If a company allows everyone to use language without structure, it creates chaos and misunderstandings. This situation disproportionately affects marginalized groups, including women and lower-level employees, perpetuating inequality.

Meanwhile, this raises the question: Does this approach erase individual identity? The critical point in language inclusion is that it should be a tool for effective communication and personal growth. By addressing language inclusion, we can tackle gender and multicultural issues. Everyone must have an equal chance to voice their opinions. Efforts towards language inclusion should prioritize promoting a

positive environment, avoiding words that are racist or belittling, and not favoring those in power.

Cooperation from involved parties is needed to achieve participation goals, which can encompass various activities and vary in meaning across different national contexts. By fostering a culture of inclusive language, organizations and companies can ensure that everyone feels valued and accepted. It cultivates an environment where equal participation is encouraged, granting each individual an equal right to engage in activities. This approach ensures representation for everyone and addresses the lingering sense of being unnoticed and underappreciated as a human being.

Thus, we should realize that inclusive language fosters a sense of belonging for everyone. By using inclusive and affirming language, we create an environment where everyone feels valued and accepted. This sense of belonging extends beyond language to all aspects of life, creating a more inclusive society.

6.2.2 The Role of Language in Shaping Societal Norms

Social norms, serving as the unspoken regulations that dictate conduct within social groups and societies, play a pivotal role in establishing social order and coordination (Bicchieri, 2018). Its purpose lies in the pursuit of a common societal objective by overseeing the establishment of dignified rules and norms to promote social well-being. It is crucial to recognize that social norms are an outcome of social construction, inherently adaptable, and responsive to the evolving dynamics of society. However, how do societal norms garner acceptance amidst diversity? In what ways do these norms transform into tools that guide individuals from diverse cultural backgrounds, facilitating their comprehension and effective implementation of regulations?

Certainly, societal norms are subtly conveyed and propagated through various communication channels, whether through written means or oral tradition. As a means of communication, language plays a critical and immediate role in shaping societal norms. Cojocaru (2012) mentioned that social constructionism asserts that individuals, by means of language-mediated communication, actively shape realities, with each person exerting influence on and imposing constraints upon the reactions of others. This argument also emphasizes the importance of a network of interaction between individuals. A network of interaction may result in effective and comprehensive communication within a community; one of the ways is by employing the same vocabulary. Effective communication, where individuals comprehend the spoken words both literally and psychologically, contributes to the establishment of robust social norms. Language catalyzes shaping and pioneering the creation of these norms and functions as a medium for their implementation. The mutual understanding of language among individuals facilitates the smooth operation of social norms, ensuring that societal goals are met as anticipated.

Furthermore, the use of a shared community language is crucial to engage and support people's participation in the societal context. To garner attention and followership from a diverse audience, individuals must leverage the flexibility of language. In other words, employing an inclusive language is essential to encompass all groups from various backgrounds. Throughout history, certain groups have faced systemic discrimination and marginalization due to the language used to describe and address them. Discrimination and marginalization are the impacts of diversity. This diversity appears to be the issue of how inclusivity in language should be constructed. By integrating inclusive language into our daily interactions, we aim to reduce prejudice and discrimination, promoting empathy and understanding among individuals of different backgrounds.

Additionally, language is inherently intertwined with the evolution of a new era. By progressing in language development, individuals acquire the skill to employ a diverse range of normative expressions, enabling them to convey requests, authorize actions, and underscore necessities effectively. Consequently, language plays a role in molding individuals' inclinations, convictions, and behaviors (Kuang & Bicchieri, 2024). When an individual experiences a new culture and situation, there will be a manifestation of unfamiliar, vague, implicit regulations and standards (Zhang et al., 2023). Undeniably, it has an impact on people's perspectives and behavior.

Nevertheless, it is crucial to be mindful of how we employ this new language for communication. The terms we choose to address individuals significantly impact how we interact with them. This underscores the profound influence of language on the shaping and manifestation of social norms within a community group. To sum up, language serves not only as a tool for shaping social norms but also as an evaluator of how these norms are enacted through the behavior and language of its users.

6.2.3 The Evolving Landscape: Inclusivity in the Last Trend Era

Inclusivity has taken center stage in various aspects of society in this last trend era. In today's rapidly changing society, embracing inclusivity has become more critical than ever. The Last Trend Era is no exception, focusing on diversity, equality, and respect. The rise of diverse technological communication methods has led to the proliferation of varied forms and interpretations of language. In the digital age, where digital communication platforms prevail, the physical spaces of communication shift to shared digital realms, blending the conventional distinctions between spoken and written discourse and reducing the temporal and social gaps between the sender and receiver in communication (Tsvevkova, 2019).

Moreover, the digital era facilitates the dissemination of new cultures through language, exerting positive and negative influences. In light of this matter, it becomes imperative to underscore the dynamic significance of inclusive language as a crucial aspect of the discussion.

The development of inclusive language is a gradual process. According to Markov et al. (2023), language evolution is influenced by three key factors: the physical environment, socio-demographic elements, and technological advancements. Nevertheless, among these three factors, the technological aspect stands out as the most prominent. The cross-cultural variances introduced by communication technology underscore the significance of inclusive language in mitigating the escalation of gender and multicultural issues. At times, during the last trend era, the function of language is to generate innovative and creative forms and meanings (Crystal, 2011, as seen in Bhebhe & Shongwe, 2020). Conversely, in this new era, the positive aspect of language development also lends support to gender balance initiatives and promotes respect for marginalized groups. Amidst this persistent issue, language in the modern era strives to offer inclusive alternatives, creating room for new choices that align with human rights.

Considering the imperative to address gender issues and marginalized groups through inclusive language, it is crucial to deliberate on suitable strategies that facilitate effective communication across diverse cultures. The first way to go is through developing inclusive language algorithms. Technology and society affect each other: Society shapes how technology produces, and technology affects the interactions people can have (MacKenzie & Wajcman, 1999, as seen in Kelan, 2023). Kelan (2023) further mentioned that algorithmic inclusion is about how the design and utilization of AI can promote inclusivity. Algorithms are commonly used to predict something and to map groups of people for specific purposes. It is applied to identify diversity, resulting in more accurate language usage. In other words, the results will provide information

about how the language is employed and the various contexts in which it is applicable or relevant. This argument is supported by Chonka et al. (2023), affirming that technologies have a degree of influence in shaping social and political relationships. For example, AI algorithms detect all issues published online, including gender issues and marginalized communities, which have long been subjects of societal attention and analysis. The abundance of information promoting understanding of these topics represents a positive trend, providing valuable algorithm input. As a result, this content is transformed into language materials with positive connotations, ultimately contributing to the advancement of language inclusion across search engine results and social media news platforms.

The following strategy for promoting inclusive language in technology is providing language support for minority languages. Technology enables the advancement of major languages and provides a platform for the development and promotion of minor languages. We notice that the users of Instagram, YouTube, and TikTok promote their country and language on social media. In the same way, websites and many language applications offer opportunities for people to learn indigenous languages. Duolingo, for example, allows almost 40 languages to learn. There's a clear rationale behind the emergence of minority languages striving to become more inclusive. For instance, there has been significant growth in the educational sector, accompanied by students' remarkable ability to absorb and learn from diverse sources worldwide. In such a scenario, proficiency in language becomes indispensable. In the given situation, minority community languages can play a dual role, both as subjects of learning and as mediums of instruction. Hornberger (1998, as seen in Dooly, 2010) once clarified that frequently, individuals belonging to minority language communities who lack social and political acknowledgment find themselves confronting seemingly insurmountable social, political, and economic pressures to

adopt the language of their host nations – frequently forsaking their language in the process. If the minority is given the chance for inclusivity, potential students can create bilingual materials to educate their peers from minority backgrounds. This approach indirectly enhances students' readiness to engage in global competitions. Moreover, besides contributing to language preservation, they also gain proficiency in international languages, which are increasingly essential components of modern curricula.

Minority language communities should not be seen as disadvantaged or benefiting only from technology. They can actively shape technology, making their tools, customizing existing ones to fit local needs, and creating culturally authentic content (Cunliffe & Herring, 2005). The opportunities afforded by technology allow diversity to be widely acknowledged and facilitate a deeper understanding of diverse cultures. In this context, technological advancements enhance algorithms, leading to the expansion of datasets encompassing various languages and cultures as well. In summary, it's imperative to recognize that minority language communities are not merely passive recipients of technological advancements but rather active participants who can shape technology to their advantage, broadening datasets to encompass a more diverse array of languages and cultures.

6.3 Culturally Sensitive Language in A Globalized World

However, challenges and critiques may arise along with the inclusivity of language. The literature frequently acknowledges that the diversity of languages has the capacity to disturb social interaction (Mcall, 2003, as seen in Canestrino et al., 2022). Introducing new terms in writing or speech can either expand understanding or lead to conflict. In practice, the introduction of new language and jargon is, at times, inappropriate for certain cultures. The excessive creativity and innovation associated with it may, in fact, erode established cultural values and substitute

them with a modern culture that has not yet been fully embraced by society. Not all communities readily embrace novel knowledge, as illustrated by controversies surrounding concepts like the acknowledgment of a third gender beyond the traditional male-female binary. In some cultures, the pressure to adopt such terminology to stay relevant in contemporary discourse can be bewildering.

It is crucial to emphasize that the use of sensitive language significantly impacts language inclusion.

6.3.1 Understanding Cultural Sensitivity

Inclusive language is not just a trend; it is a fundamental aspect of creating a more inclusive future. As we navigate the last trend era, it is our responsibility to be mindful of our language choices and ensure that our words reflect an inclusive mindset. In our interconnected world, cultural sensitivity plays a crucial role in digital communication. Cultural sensitivity can be interpreted as recognizing the existence of cultural differences and similarities among people without attributing any value judgments – whether positive or negative, superior or inferior, right or wrong (*Cultural Sensitivity Respect for People's Strength, Culture and Knowledge*, n.d.). It's essential to view other cultures with perspective, recognizing their unique characteristics.

Cultural sensitivity must be complemented by cultural awareness. It entails not only recognizing diversity but also understanding and actively positioning oneself in relation to these differences. Meanwhile, it is not easy to be aware of cultural dynamics. Values that are deeply embedded and rooted require time to adapt to the fast-paced changes of modern times. Cultural pluralism involves embracing others, fostering tolerance, promoting coexistence, while also maintaining the ability to uphold one's viewpoints (Cucos, 2000, as seen in Constantin et al., 2015). In a landscape of cultural pluralism, effective communication hinges on astute language usage to foster meaningful exchanges. It involves introducing new sets of grammar, vocabulary, and cultural nuances to others, promoting a rich tapestry of linguistic diversity. Central to this dynamic is

the concept of pragmatic awareness, where social interactions are guided not only by linguistic accuracy but also by interpersonal courtesy (Dufva, 1994). Consequently, it becomes imperative for language users to recognize and respect the cultural sensitivities embedded within language, emphasizing the importance of politeness in communication over mere grammatical correctness.

Globalization, however, shapes the cultural awareness. We interact with multicultural people in every aspect of our lives: work, school, and business. In this diversity, of course, we need to arise the use of inclusive language. Bias, slang, and other expressions we have in our culture should not discriminate against others. If we expand our view, then intercultural sensitivity should be developed in order to succeed in the inclusivity of language. Bhawuk and Brislin (1992, as seen in Altan, 2018) stated that to succeed in diverse cultures, people need to genuinely care about other cultures, be sensitive to cultural differences, and be willing to adjust their behavior out of respect for others. If individuals exhibit this behavior, it can diminish negative perceptions of other cultures, such as those related to gender and marginalized groups. It is supported by Chen and Starosta (1998, as seen in Altan, 2018), who mentioned that intercultural sensitivity means people actively want to understand, appreciate, and accept cultural differences. Understanding and respecting diverse cultures is crucial for language inclusion and achieving shared objectives. Cultural shifts have led to the emergence of numerous new languages and gender terms, often accepted selectively. It's important to recognize and embrace this trend. Whether we prefer it or not, we will encounter situations where adapting to new languages is necessary for effective communication. Thus, fostering cultural sensitivity and awareness is vital for promoting language inclusion.

6.3.2 Strategies for Culturally Sensitive Language Use

While it may seem complex, crafting culturally sensitive language is achievable to foster linguistic inclusivity. Being mindful of our language is crucial, as it can unintentionally exclude or marginalize certain groups. Given that the emphasis lies on awareness and behavior, certain activities can facilitate the cultivation of language inclusivity, as it is presented below:

1. Language Adaptation and Localization

The importance of language adaptation and localization cannot be overstated in an increasingly interconnected world where communication transcends borders and cultures. Language adaptation, which requires incorporating a linguistics aspect group, exists to meet certain necessities (The Role of Language Adaptation in Cultural Identification, n.d.). Schools and workplaces exemplify the critical environments where language adaptation is imperative. Diversity is paramount in these settings, as individuals from varied backgrounds, encompassing aspects such as economics, psychology, culture, and habits, converge. These factors play pivotal roles in facilitating successful language adaptation endeavors.

In line with the case of diversity, Vojinović-Kostić (The Role of Language Adaptation in Cultural Identification, n.d.) also mentioned that language can reveal the speakers' identity. It underlines that the language we use depends on the context or situation we find ourselves in. Language reflects the context and intent of communication. In professional settings, such as the workplace, the language used with superiors versus subordinates naturally differs. However, this distinction is not about creating gaps or marginalization; rather, it underscores the importance of language adaptation. In any community, inclusivity is desired, and this extends to language usage.

Superiors should adjust their language to suit their subordinates, fostering a sense of belonging and mutual respect. We should underline that successful communication is about literal understanding and cultivating a positive atmosphere through word choice.

Another example is teachers tailor their language to students, employing polite terms like "could" and "would," along with phrases like "please" to create a favorable impression. Conversely, a more informal language may be appropriate among colleagues, reflecting the collaborative nature of their interactions. In essence, successful language inclusion necessitates adaptive communication that considers the dynamics and goals of the interaction. It is crucial to emphasize that language adaptation fosters harmony and progress within a pluralistic society.

In the context of different language users, the problem will be more complicated. The community should possess a sense of cultural awareness. Language adaptation will not effectively work without the speakers' cultural awareness, which ensures that communication respects and aligns with societal norms and avoids unintentional offense or disrespect. As one tool of social change, digital platforms have constructed a digital society where all language users can interact globally. It is true that digitalization in all human life sectors, in fact, boosts prosperity. The spread of cultural concepts of labor and values, which promise to become the new standard, is actually facilitated by digital technologies (Gapsalamov Et Al., 2020). Society has become technology-savvy. Information provided by digital platforms allows people to develop their communication skills in various ways, using and combining sounds, images, and texts. Therefore, how effectively can the digital era guarantee users' safety concerning mutual and cultural respect, the management of offensiveness, and the mitigation of hidden biases?

Responding to the question, we should understand first that the term technology-savvy does not merely reflect the success of technology adaptation in society. Technology adaptation should be understood as the success of advanced gadgets and a thousand platforms in gnawing people's lives and as cultural adaptation. In addressing this issue, localization emerges as a pivotal element in closing language gaps and promoting language inclusivity alongside language adaptation. As a tool to overcome language diversity, localization has become a complex process involving various aspects, such as technology, text, communication, and cognition, aimed at adapting digital texts to fit different linguistic and socio-cultural contexts from their original production (Jimenez-Crespo, 2022). Localization transfers products or content into the target language. One example of localization's product is translation. The concept of 'locale' proposed by Jimenez-Crespo (2022) combines language, region, and culture. This argument highlights the role of localization in promoting language inclusivity. Advanced digital platforms utilize algorithms to cater to evolving lifestyles, consequently giving rise to new forms of language within society. For example, various websites have provided language preferences for the users. Netflix enables viewers to absorb accurate information about a film without diminishing the cultural significance of its audience. Moreover, Netflix caters to children as well. Therefore, language localization is crucial, ensuring appropriate translation that enables children to grasp the intended message of the story in alignment with their cultural knowledge.

In conclusion, the necessity of language adaptation and localization in our increasingly interconnected world cannot be overstated. These practices are indispensable in bridging communication gaps across borders and cultures, particularly evident in critical environments such as schools and workplaces where

diversity thrives. However, the complexities presented by diverse language users demand not only linguistic adaptation but also cultural awareness to ensure communication aligns with societal norms and values. Through effective language adaptation and localization, we can strive towards a more harmonious and inclusive global society where communication transcends linguistic barriers and fosters mutual understanding and respect.

2. Cultural Competence Training

In today's rapidly evolving landscape, minorities continue to encounter barriers to accessing essential services. Therefore, there is a pressing need for cultural competence training to bridge these gaps. Within the educational sphere, e-learning stands out as a beacon of promise for a future of learning unbound by physical constraints. Through e-learning, individuals gain access to a vast array of information, knowledge, and cultural resources, regardless of their geographical location or socioeconomic status. This democratization of education not only provides a more affordable option for marginalized communities but also sparks increased interest and engagement through diverse multimedia formats like audio and video materials.

When discussing freedom within the realm of media accessibility, we must address inherent risks, one being the use of sensitive language. Proficiency in various foreign languages carries the potential to either enhance users' comprehension or leave them with a negative perception. Furthermore, some e-learning providers or data may perpetuate cultural insensitivity, disrespect, and discrimination (Williams, 2005). Embracing the diversity of learners is essential, enabling them to glean valuable insights about other cultures through language learning.

It is undeniable that the information within e-learning platforms can have psychological

repercussions. With the absence of face-to-face interaction, there is a heightened risk of language misunderstandings. How can we address this? Cultural competence training emerges as a solution. Teachers and other facilitators, often involved in application-based roles, must deeply understand cultural nuances. While we may not have direct control over algorithms that may inadvertently disseminate harmful content, we can undoubtedly influence instructors. Equipping them with specific skills enables them to guide learners in appreciating diversity through language. Strategies like fostering discussions, group projects, and mentoring activities facilitate the sharing of cultural perspectives, thus promoting cultural diversity within e-learning environments.

3. Promotion of Intercultural Communication Skills

In the contemporary era of global connectivity, intercultural interactions have evolved into an inherent and essential aspect of everyday life (Ilie, 2019). Ilie additionally noted that global occurrences, such as the progression of information technologies, international employment opportunities, educational exchange initiatives, interconnected economies, travel abroad, political collaborations, and global security concerns, are increasingly uniting individuals from diverse cultures and religions with unparalleled frequency and significance. From this point, it can be seen that the heightened interconnectedness reflects the evolving dynamics of our interconnected world and emphasizes the importance of fostering mutual understanding, respect, and collaboration among people of different backgrounds.

The last point above underscores the importance of taking action to achieve successful language inclusivity. With the proliferation of digital media, people now have unprecedented opportunities to learn various languages, which can significantly accelerate both language acquisition and cultural understanding.

In promoting intercultural communication skills, active participation in discussions is crucial for language learners. Engaging in projects, group discussions, and role-plays among learners can facilitate the exchange of experiences and cultures through the medium of language. Criticism of the limited interaction between people on digital platforms is necessary. However, technology has rapidly evolved with the concept of borderlessness, providing marginalized groups, who may face psychological barriers to direct communication, with avenues for natural interaction. It is where language inclusivity becomes vital. We must consider those who may lack confidence or feel stressed when communicating directly with others. Technological advancements have led to the creation of online platforms for communication, enabling the successful implementation of language inclusivity. Additionally, it expands social networking opportunities, allowing introverted individuals to participate in activities without the need for face-to-face interaction.

In conclusion, language stands as a dynamic force intricately woven into the fabric of society and culture. As technology continues to advance, the evolution of language becomes increasingly complex, shaping and reshaping our modes of communication. Yet, amidst this evolution, it is essential to remain mindful of the diverse perspectives and cultural nuances that influence how language is understood and accepted within society. Inclusivity should be the guiding principle as we navigate the integration of new linguistic forms, ensuring that language serves as a conduit for effective communication rather than a barrier that divides or marginalizes. By embracing linguistic diversity and fostering a culture of respect and understanding, we can harness the power of language to unite and empower individuals within our interconnected global community.

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CHAPTER 7

PROFESSIONAL NETWORKING IN THE DIGITAL AGE

By Eka Grana Aristyana Dewi

7.1 Utilizing Social Media for Career Advancement

In a landscape where every tweet, post, or comment becomes a representation of professional identity, mastering the language of social media is not just an advantage; it is a strategic imperative. The subsequent exploration in this subchapter will navigate the intricacies of choosing the right platforms, building a compelling online presence, engaging strategically, showcasing achievements effectively, and adhering to networking etiquette on social media. Together, these elements weave a narrative that goes beyond language proficiency, encapsulating the essence of ESP adaptability in the context of career advancement through digital engagement.

In today's rapidly evolving professional world, social media has become a game-changer for career growth (Roman, 2014; Cassimy, 2020; Harvard Business School Publishing Corporation, 2022). It is no longer just about attending networking events; now, platforms like LinkedIn, Twitter, and Instagram play a crucial role in connecting professionals and opening up opportunities. But in this digital landscape, mastering the right language skills is key. English for Specific Purposes (ESP) is all

about tailoring your communication for specific goals, and on social media, it is no different.

In this section, “Utilizing Social Media for Career Advancement,” we will explore how language proficiency and strategic engagement on social platforms go hand in hand. It is not just about chatting online; it is about crafting a professional image that speaks directly to your career objectives (Keith and Raz, 2014; Harvard Business School Publishing Corporation, 2022). We will dive into the details of what makes social media language different and how you can adapt your communication to stand out in a crowded digital space.

The focus here is on understanding the nuances of language needed to thrive on social media. We are not just talking about generic communication skills; we are talking about honing your language to fit the unique demands of professional interactions online. It is about going beyond the basics and mastering the art of adapting your tone, vocabulary, and style to connect with different audiences across various platforms.

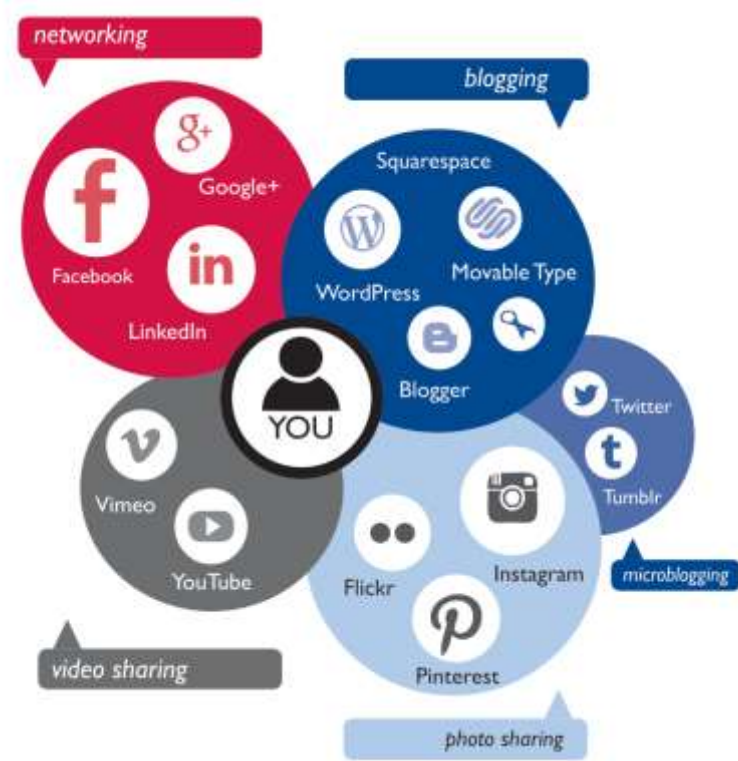
In today’s digital world, everything you say or share online reflects your professional identity. That is why mastering social media language is not just a nice-to-have skill—it is essential for success. In the rest of this section, we will break down the key steps to leveraging social media effectively for your career: choosing the right platforms, building a strong online presence, engaging strategically, showcasing your achievements, and navigating social etiquette. Together, these strategies will help you not only improve your language skills but also harness the power of social media to advance your career goals.

7.1.1 Choosing the Right Platform

Navigating social media platforms in today's last trend era demands professionals to align their language and communication strategies with the unique needs of

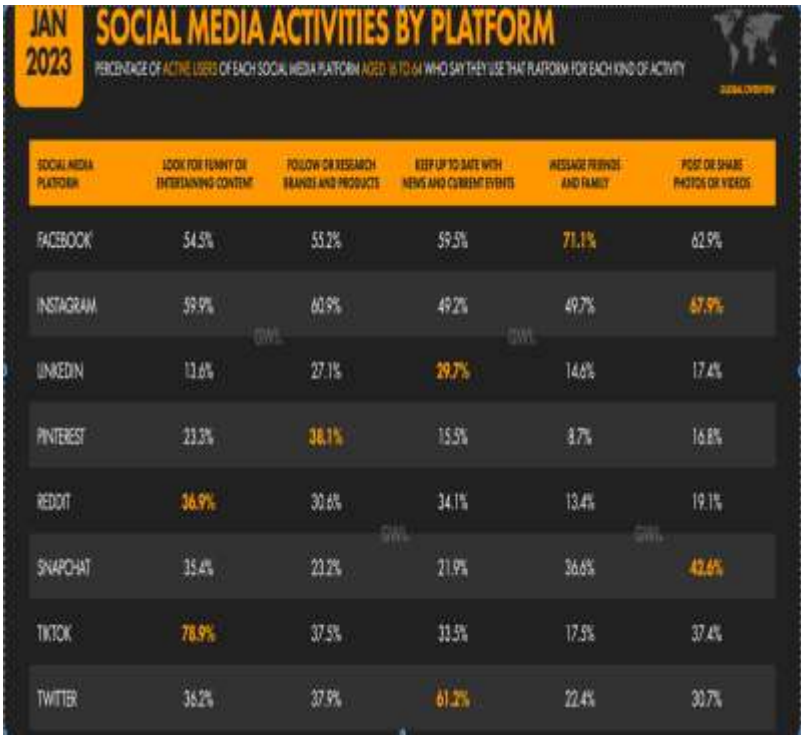
different industries. Choosing the right platforms is not random; it requires professionals to adapt their language to suit their industry's expectations. This means being like linguistic chameleons, adept at tailoring their language to fit the specific requirements of their field.

Actually, what is social media? Some people say social media is some digital mediums to get in touch to each other's by sharing information, photos, or videos using internet (Lutkevich, 2023; The Editors of Encyclopaedia Britannica, 2024; Times, 2024). Some experts say social media is the applications and websites in real-time interaction through highly interactive global and regional social networks (Taprial and Kanwar, 2012; Yesayan *et al.*, 2014; McKinsey & Company, 2023). In line with these meaning, in simply say social media is digital platforms that allow you to interact with people, businesses, and contents in real-time all over the world. There are some kinds of social media platforms and they can be categorized by their functions: networking, blogging, video sharing, and photo sharing (Yesayan *et al.*, 2014). According to Yesayan *et al.* (2014) the social media platforms can be described as a picture below.



Gambar 7. 1 The Social Media Platforms Categories
(Source: Yesayan *et al.*, 2014)

Furthermore, based on data by Meltwater in 2023, the most common social media platforms for active users that are used worldwide in 2023 are Facebook, Instagram, LinkedIn, Pinterest, Reddit, Snapchat, Tiktok, and Twitter (currently named X) (We Are Social Meltwater, 2023).



Gambar 7. 2 Social Media Activities by Platform in 2023
(Source: We Are Social Meltwater, 2023)

In this context, English for Specific Purposes (ESP) involves understanding the subtle differences in language across social media platforms. For instance, LinkedIn, known as the professional hub, calls for formal language rich in industry-specific terms and a focus on achievements. Twitter (currently named X), with its character limit, demands concise yet impactful language, while Facebook, Instagram, Youtube, and TikTok maintains a more relaxed tone but still requires professionalism to broader your networking.

Each platform serves as a unique linguistic ecosystem for professional networking. Professionals must grasp not only the broader language trends but also the specific dialects used in their industry. This section aims to guide professionals in understanding how to choose the right platforms, emphasizing the importance of linguistic adaptation for career advancement. Some literatures mention the steps in choosing the right platform for your networking (Taprial and Kanwar, 2012; Yesayan *et al.*, 2014; Lyfe Marketing, 2015; LifeWave, 2022) such as:

- 1) Knowing your goals: You know what are you looking for, such as brand awareness, traffic on your social platform, increasing sales, developing networking, and so on.
- 2) Knowing your audiences: Knowing your target markets are important to support your networking and choose an appropriate social media platform, whether they are individuals, companies, segmented ages, interests, gender, geographic region, income level, education level, and more. For example, if you want to develop networking for your career growth, you can choose LinkedIn since on that platform you can connect others with similar interests and some companies who are looking for employees.
- 3) Making your profile: Your profile showing what you are so it should be developed carefully. Put some relevant details on your profile to make it searchable. If your target markets are professional on LinkedIn, for example, put your professional picture and add some hashtags of your interests, and showcase your portfolio and achievements.

- 4) **Knowing your contents:** Choosing an appropriate social media platform based on the what contents that you make whether short video, long video, pictures, infographics, written explanation, and so on. Add some hashtags or keywords of your contents to make them easier to find. For instance, your contents are about your ability in drawing, you can use Instagram, Facebook, and TikTok to show your masterpiece in a video making a picture or you can use LinkedIn to showcase your achievements.
- 5) **Keep engaging:** Engagement is the of success. People follow you on social media for reasons that is why you have to keep engaging to your followers by giving relevant contents, discussion or conversation, commenting, responding, liking and making scheduled contents. These engagements make they realize your are presence.
- 6) **Monitoring and analysing:** Once you have chosen your social media platform, people talk about you or your own business. Listening to your target markets can give you deep and broader insights about them, about you, about your business and products. Understanding the language trends by listening these can help you to design a better plan in managing your social media. Tracking the important metrics, such as engagement, followers, reach, impressions, video views, profile visits, mentions and tags, reposts, and shares (Gateway, 2020). Some social media platforms, for example, Instagram has its own analytics to help you monitoring and analysing your engagement. Moreover, some tools can be used to monitor and analyse your metrics, such as Google Analytics, Buffer Analyze, Hootsuite Insights, and many more.

Understanding the language demands of each platform allows professionals to tailor their communication effectively. It is more than just being proficient; it is about knowing the unspoken rules of each digital space. Professionals who understand this ESP connection gain a competitive edge by seamlessly integrating their language use with their industry's expectations and the features of each platform.

As we delve deeper into integrating ESP into social media for career advancement, the next section will explore how to build a strong online presence. Here, the language chosen becomes the brushstroke that paints a professional's digital portrait.

7.1.2 Building a Strong Online Presence

Crafting a strong online presence in today's last trend era goes beyond simply filling out a digital profile. It requires applying English for Specific Purposes (ESP) principles thoroughly, using language as a powerful tool to shape a compelling narrative for career growth. This section, "Building a Strong Online Presence," highlights the strategic use of specific vocabulary, industry-related terms, and a professional tone to create a digital persona that resonates with modern professional networking demands.

In the digital world, where first impressions often come from online profiles, applying ESP principles is like choosing the right colours for an artist's masterpiece. Professionals must navigate the linguistic landscape carefully, selecting words that not only showcase their expertise but also meet the language expectations of their industry (Polańska, 2014; Silalahi, Tanabara and Wene, 2023). Every word, from the summary to the detailed descriptions of experiences, contributes to crafting a

narrative that reflects their proficiency and relevance in their field.

Applying ESP in this context goes beyond using generic language. It means immersing oneself in industry-specific language trends, understanding key terminologies, and strategically incorporating them into the online profile. For example, a finance professional might use terms like “capital markets” or “risk management” to align their language with the financial sector’s expectations. Here are three points which are should be considered when developing and optimising your professional identity (Beckingham, 2019):

1) Identity (who you are)

As you explore your professional identity more deeply, think about what you do in your job, the skills you have, what makes your career fulfilling, and the qualities that others admire in you. It is important to choose positive and powerful words in describing your identity to build trust. For example, you can use the words, “insightful”, “innovative”, “skilful” to describe yourself professionally. Besides your achievements and skills showcasing, your photo profile does matter since people will see this picture and it indicates their first impression about you. Here are the things should be avoided on your picture (Jagger, 2017).



Gambar 7.3 The Things Should be Avoided on Your Photo Profile

(Source: Jagger, 2017)

2) Networks (who you know and who knows you)

Your close friends and colleagues make up your everyday network, providing easy access to information. However, it is also valuable to build weaker connections through networking. As they can introduce you to new ideas and make it simpler for others to reach out to you.

3) Knowledge (what you know)

Showcasing your expertise can begin with sharing your educational background and credentials. It is also beneficial to highlight tangible results from your work,

like projects completed, publications, awards received, or successful funding obtained. Clearly defining the focus of your specialization or research will make it easier for others to understand your experience.

Additionally, the tone of the online profile is crucial for effective ESP application. It involves finding a balance between formality and approachability, projecting an image that matches industry standards while fostering connections with potential contacts (Polańska, 2014; Yesayan *et al.*, 2014; Beckingham, 2019; Silalahi, Tanabara and Wene, 2023). A legal professional's profile, for instance, might use a more formal tone to convey authority and credibility.

As professionals work on building their online presence, integrating ESP principles becomes essential. This section assists individuals in expressing their professional journey while using language that resonates well within their industry. The next part will explore active engagement strategies in the digital realm, where language plays a vital role in fostering meaningful interactions and solidifying one's position in the competitive landscape of career advancement.

7.1.3 Engagement Strategies

In the fast-paced world of social media, advancing in your career is not just about sitting back and waiting—it is about actively engaging with your digital audience. This section, “Engagement Strategies,” emphasizes the crucial role of English for Specific Purposes (ESP) in fostering meaningful interactions in today's diverse professional landscape. It explores how actively participating, sharing relevant content, and engaging in professional conversations demand specific language skills that go beyond just being good with words.

Effective engagement revolves around using language strategically to fit different contexts. Professionals navigating the digital world need to not only express themselves clearly but also be able to adapt their language to different professional conversations. Whether it is participating in industry forums, commenting on articles, or joining online discussions, the language you use determines the impact of your digital presence (Perreault and Mosconi, 2018). Being an active part of online communities requires mastering the art of ESP in conversation. This means understanding the vocabulary, terms, and communication norms in your industry. For example, a tech professional discussing artificial intelligence might need to seamlessly integrate terms like “machine learning algorithms” or “neural networks” to establish credibility. Jagger (2017) mentions top strategies for engaging your audiences.



Gambar 7. 4 Top Strategies for Engaging Your Audiences

(Source: Jagger, 2017)

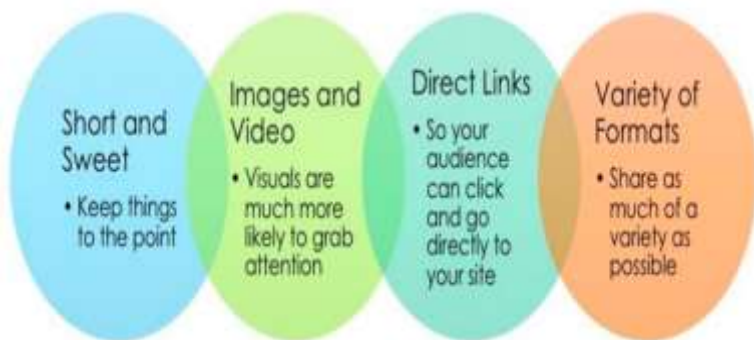
- 1) **Conversations:** get to know your audience so you relate to their interests or focus and it can encourages comments and engagement.

- 2) Recognition: pay attention to your audience and ‘shout out’ them by commenting, sharing their contents, or tagging them when it is appropriate.
- 3) Feedback: handling positive and negative feedback well so they know you listen to them.

Sharing relevant content is another key aspect of effective engagement, and it requires a strategic approach to language use (Jagger, 2017; Gateway, 2020; Bansal and Bansal, 2022). As a content curator, professionals select material that reflects industry trends and resonates with their audience. The captions, comments, and descriptions accompanying shared content are opportunities to showcase language finesse and contextualize information within the industry’s linguistic landscape. Positivity, authenticity, and emotions are the three impactful things in your contents (Jagger, 2017). *Positivity* means make positive interactions online such as use positive expressive punctuation; use positive languages, terms, and words; reference community members; ask the community questions; use bright, colourful, and cheerful images. *Authenticity* refers to your genuine and authentic contents. The last is *emotions*, connecting to powerful emotions, such as curiosity, humour, wonder, and interest. You may share images or videos with those emotions, in instance, an image with an inspirational quote on it. Furthermore, according to Jagger (2017) the most engaging social media content is

- 1) Short and sweet: your audiences like contents which are interesting, short and to the points.
- 2) Images and videos: images and videos are easily to get audiences attentions.
- 3) Direct Links: make sure whenever you share a link, it is a direct link so your audiences can click and go directly to your site.

- 4) Variety of formats: make schedules contents for images, videos, texts to stimulate your audiences.



Gambar 7. 5 The Most Engaging Social Media Content

(Source: Jagger, 2017)

When using social media, it is important to know how to communicate effectively. This includes understanding the right tone, level of formality, and cultural awareness for different professional situations. Cruthers (2021) states some points to help you in communicating on social media to support your career:

- 1) Context, choosing suitable platforms since each social media platform has its own context and always changing.
- 2) Purpose, what is your objectives on using a certain social media platform, whether to meet a new client, establish yourself as an expert in particular area, sell particular product, etc.
- 3) Audience, define your audiences by analysing the online interaction so you can develop your contents better.
- 4) Message, your purpose and your audience will determine your message. By analysing them, you can

build an impactful message. Do trial to know engagement by posting some pictures or texts on scheduled posts.

- 5) Product, your context, audience, and message will lead you to your product. On social media this usually consists of what platforms you are using, how the message will differ based on the platforms, whether it visual or video, timing, frequency of messages, whether you have paid to promote or amplify a post.

ESP (English for Specific Purposes) plays a key role in engagement strategies, ensuring that professionals can participate online with language skills that match industry standards, making their digital presence more impactful and meaningful (Xia, 2020).

As we dive into the intricacies of engagement strategies online, the next section will explore how to showcase professional achievements, highlighting how language becomes a powerful tool in the art of self-promotion in today's dynamic career landscape.

7.1.4 Showcasing Professional Achievements

In the digital realm of advancing your career, highlighting your professional achievements on social media platforms is like performing a graceful dance of language and impact. This section, "Showcasing Professional Achievements," shines a spotlight on English for Specific Purposes (ESP) by exploring the nuanced language needed to effectively present accomplishments, projects, and skills within specific industries on social media.

Here, ESP goes beyond simply listing achievements—it involves using language strategically to align with the expectations of different professional fields (Neville, 2017; Xia, 2020). Professionals need to become skilled linguists, using language to amplify the significance of their achievements and create compelling narratives ((TCEC), 2024).

Language nuances are key in conveying not just what was achieved but also how it was accomplished. This section discusses how professionals can use industry-specific terminology, technical jargon, and project-specific language to provide detailed descriptions of their accomplishments. For example, an engineer might use precise language to describe project intricacies, highlighting technical skills and problem-solving approaches.

Choosing the right words is crucial for communicating the impact of achievements within specific industries. Professionals must strike a balance between humility and confidence, crafting narratives that showcase their skills while resonating with their professional community's language expectations. Whether highlighting successful project outcomes, innovations, or collaborations, language becomes a tool for conveying the broader implications of one's contributions. However, how to choose the right words to showcasing your professionalism? Before it, you have to know what professionalism is. The keywords of professionalism (Team, 2024)are:

- 1) Competence: get the job done and exceed expectation.
- 2) Knowledge: expertise yourself and show what you know to help others.

- 3) Conscientiousness: being industrious and organized and holding your accountable for your thoughts, words, and actions.
- 4) Integrity: being honest to yourself and to the people you meet.
- 5) Respect: being politeness and good manners, taking the people needs into account, by helping to uphold their rights.
- 6) Emotional Intelligence: managing your emotions and having awareness of people's feeling.
- 7) Appropriates: knowing what is appropriates in different situations, such as how you dress-up, personal grooming, body language, how you speak and write, the topics you choose to discuss, and how you behave with others.
- 8) Confidence: well-founded confidence reassures and motivates other people, it also pushes you to take new challenges because you are not afraid if your professional reputation damage if things go wrong.

By knowing the keywords, you can choose the right words when showcasing your professionalism on social media. ESP also extends to portraying skills effectively. Professionals need to articulate their skill set clearly, using industry-specific language to communicate expertise in a particular domain. For instance, a marketer might emphasize proficiency in “target audience segmentation” and “campaign analytics,” using language that aligns with the marketing industry's expectations. The words ‘tech-savvy’, ‘meticulous’, ‘resourceful’, ‘libraries’, ‘cloud native platform’, ‘voice-of-user interface (VUI)’ can help you in describing your professionalism on IT field. Other example, ‘volunteered’, ‘Health Insurance Portability and

Accountability (HIPAA)', 'trained', when you work on healthcare industry .

As we delve deeper into showcasing professional achievements, the next section will explore networking etiquette on social media platforms. It will show how professionals can navigate the digital social landscape with linguistic finesse, ensuring that their achievements shine and resonate within their industry's specific linguistic contexts.

7.1.5 Networking Etiquette on Social Media

In today's interconnected world of social media, knowing how to navigate networking etiquette is crucial for career growth online. This section, "Networking Etiquette on Social Media," focuses on English for Specific Purposes (ESP) by exploring the subtle language etiquette needed for effective online networking. It discusses how using the right language can help build meaningful connections, communicate effectively, and navigate professional networks within specific contexts.

At the core of networking etiquette is the ability to communicate clearly, professionally, and with cultural sensitivity (Jagger, 2017; Serdula, 2017; Oral, 2023). This section highlights the importance of understanding the unwritten rules of digital communication within your industry and professional community. Professionals must navigate language etiquette to ensure their interactions match industry expectations and norms. Based on Nursing and Midwifery Board of Ireland (2013), the norms of social media networking etiquette consist of 6 P's:

- 1) Professional: act professionally all the time, always respect professional dan personal boundaries.
- 2) Positive: keep post positive.

- 3) Client/Person free: keep post client/person free.
- 4) Protect yourself: protect your professionalism, your reputation, and yourself.
- 5) Privacy: keep your personal and professional life separate; check your privacy settings and respect privacy of others.
- 6) Pause before you post: consider the implications of what you are posting; avoid posting in haste or in anger; don't respond to other post in haste.

Align with the 6 P's, a key part of ESP etiquette in online networking is knowing how to connect with peers, colleagues, and potential collaborators appropriately. This involves using language that shows sincerity, relevance, and professionalism when reaching out (Jagger, 2017; Oral, 2023). Whether it is through personalized messages, thoughtful introductions, or mutual connections, the language you use sets the tone for future interactions.

Effective communication in professional networks requires more than just language skills; it requires understanding power dynamics, hierarchies, and cultural nuances online (Jagger, 2017; Serdula, 2017). Professionals need to use language that promotes inclusivity, respect, and authenticity, ensuring their communication resonates with diverse audiences while maintaining professionalism. For example, instead of saying "Hello guys" you can say "Hello everyone" or "Greetings all" to show inclusive greetings; you can say "chairperson" instead of "chairman" to avoid gender-specific language; you can say "Wishing everyone celebrating a happy [specific holiday]" to acknowledge cultural holidays and celebration respectfully; avoid using "person with disabilities", use "disabled person" instead; say "thank you for sharing your perspective" to appreciate

and acknowledge different point of view during discussions. Furthermore, some acts should be considered in professional networking on social media, such as avoid discriminatory language and stereotypes in post and comment; treat all the followers with respects and dignity, regardless of their background and identity; share genuine experiences and insights related to your professional journey; admit mistakes and take responsibility when necessary, demonstrating honesty and integrity.

Navigating professional networks means being aware of language nuances that vary across industries, sectors, and cultures. This section explores how professionals can adapt their language to fit their industry's expectations, whether by using industry-specific terms, adjusting communication styles, or following professional norms.

As professionals dive into the digital realm of networking, mastering ESP etiquette becomes a key factor that sets them apart in their careers. The next section will explore using advanced features on social media platforms, showing how language proficiency can maximize networking potential and establish a strong online presence.

7.1.6 Utilizing Advanced Features

In today's fast-paced world of social media, professionals looking to advance their careers must navigate a digital landscape filled with sophisticated features aimed at enhancing networking experiences. This section, "Utilizing Advanced Features," focuses on English for Specific Purposes (ESP) by emphasizing the importance of advanced language skills when using the complex functionalities found in social media platforms. It explores how mastering these skills is essential for maximizing the potential of these features in the current trend era.

Using advanced features goes beyond just knowing the basics of language; it requires a higher level of proficiency that allows professionals to effectively navigate, communicate, and strategize within the intricacies of these digital tools. As social media platforms introduce features like targeted advertising and live video streaming, professionals need to elevate their language skills to make the most of these tools (Ibrahim, 2021).

One aspect of advanced language skills is the ability to create compelling and targeted content. Professionals must move beyond generic messaging, using language that is not only relevant to their industry but also tailored to their specific audience (Jagger, 2017; Serdula, 2017; András and Papp, 2022). Whether it is writing an advertisement or scripting a live video, advanced language proficiency is crucial for capturing and holding the attention of a digital audience.

Additionally, using advanced features often involves participating in specialized conversations. Professionals engaging in webinars or industry-specific forums need to use language that showcases their understanding and mastery of industry-specific terms (Neville, 2017; Gateway, 2020; Dwivedi *et al.*, 2021). Advanced language skills on your contents show your professionalism and it can help you to contribute meaningfully to discussions in several ways and strengthening your role in specific area. Some points that are beneficial when you advance your language skills:

- 1) Using accurate articulation and complex ideas on your field. These can help you involve in depth discussions and they show you are the experts.

- 2) Communicating effectively in certain knowledge based on your field. You can use some specific terms on your field appropriately.
- 3) Engaging in subtle discussions since you deliver your thought critically and effectively in the discussion.
- 4) Building credibility and authority by demonstrating mastery language skills on your field indicates you are expert of the field that make people respect to you.
- 5) Inspiring and motivating others using your advance language skills effectively. You can help others by share some inspiring stories, providing guidance, and encouraging other with your words efficiently.
- 6) Facilitating collaboration and knowledge sharing by mastering your language skills. You can collaborating, bridging, mediating in a discussion effectively with your professional networks.

Advanced features also enable direct communication with a global audience. Professionals using features like multilingual content creation or international collaboration tools must have language skills that transcend linguistic and cultural barriers (Voigt, 2020; Chettiar, 2023). By advancing your language skills on your field, you can communicate in multicultural background, adapt in multicultural cultures, share your ideas, engage an effective and meaningful communication, and establish connection in diverse cultures and backgrounds. Thus, help you in solving the communication barriers and effectively handle the complexities of cross-cultural communication with confidence and proficiency.

As we delve into the connection between advanced features and language proficiency, the next section will focus on crafting effective elevator pitches and integrating them seamlessly into online professional profiles. It will demonstrate how advanced language skills are crucial for creating a digital identity that aligns with the demands of today's professional networking landscape.

7.2 Elevator Pitches and Online Professional Profiles

In today's fast-paced digital world, mastering English for Specific Purposes (ESP) is essential for professionals looking to make a mark. Elevator pitches, those short yet powerful introductions, represent the fusion of language precision and personal branding. Likewise, online professional profiles act as visual resumes, demanding a nuanced use of language. This section sheds light on how these two aspects of professional communication work together, emphasizing the need for specialized language skills that go beyond basic proficiency.

Crafting an effective elevator pitch requires more than just fluency; it demands an understanding of industry-specific terms, the ability to convey expertise succinctly, and knowing how to grab attention in the digital realm (University, 2020; Guinigundo, 2021b; Caromile *et al.*, 2023). We will explore these details further, guiding professionals on how to tailor their pitches to suit their industry's language demands in today's ever-changing professional landscape.

At the same time, we will delve into how language intertwines with visual elements in online profiles. These profiles, often the first impression a professional makes online, need careful attention to language (Petruca, 2016; SAGE, 2017; Das *et al.*, 2022). From wording career achievements to selecting the right phrases, language plays a crucial role in shaping a

narrative that aligns with personal goals and current professional trends. We will look beyond traditional resumes, exploring how to seamlessly blend language with visuals to create profiles that resonate with digital audiences.

As we dive into this journey of ESP integration, our aim is clear: to equip professionals with the language skills needed to craft impactful elevator pitches and compelling online profiles. Through this, we recognize the significant role language plays in shaping individual career paths and overall success in today's professional world.

7.2.1 Crafting an Effective Elevator Pitch

In today's fast-paced professional world, crafting a compelling elevator pitch is like creating a powerful business card—you need to convey your value quickly and effectively. This section, "Crafting an Effective Elevator Pitch," focuses on the precision and specificity required by English for Specific Purposes (ESP) when creating these short yet impactful introductions tailored for specific industries and career goals.

ESP precision in elevator pitches goes beyond just using language—it is about choosing the right words, understanding industry-specific terms, and being aware of current trends in professional communication. Professionals need to craft pitches that not only reflect their career goals but also match the language expectations of their industry (SAGE, 2017; University, 2020). In particular, in medical care field, instead of saying general term "healthcare provider", you may specify "as a board-certified paediatrician with a focus on preventative medicine, I strive to promote lifelong wellness in children and adolescents"; rather than a broad claim such as "I possess strong communication skills" you might offer a-context specific illustration "My ability to communicate complex medical

information in layman's terms has been instrumental in fostering trust and collaboration among patients, their families, and interdisciplinary healthcare teams." For IT fields, the words choosing are different, for example, rather than saying "I have experience in computer programming" you could say "My background includes extensive experience in developing scalable software solutions and implementing innovative coding practices to optimize system performance"; instead of using general term like "IT specialist" you could say "As a certified cloud architect with expertise in AWS, I excel in designing and implementing cloud-based solutions tailored to meet the unique needs enterprise clients". Being precise with ESP means delivering key messages concisely. Elevator pitches are often short and delivered in a limited time, so every word counts. Professionals must condense their expertise, achievements, and aspirations into a few sentences, using language that grabs attention and leaves a strong impression.

Moreover, being specific in crafting elevator pitches today involves tailoring language to fit evolving industry needs (SAGE, 2017; Brandeis International Business School, 2020; Guinigundo, 2021a). Whether adapting to digital advancements or addressing environmental concerns, professionals must use ESP that reflects a deep understanding of the language trends in their field. For instance, a professional in IT fields might need to be use ESP to discuss topics like artificial intelligence or cyber security. They should be able to express their understanding of these topics using industry-specific terminology and trends. Similarly, in medical care field, the professionals have to be able to articulate their understanding of the latest technological advancement in treatments or diagnostic tools when discussing innovations in patient care.

As we dive into crafting effective elevator pitches, the following sections will explore tailoring pitches for different online platforms, using multimedia for impact, and the continuous process of getting feedback and improving. Each aspect will show how ESP precision forms the foundation for creating introductions that not only engage but also strategically position professionals in today's ever-changing professional world.

7.2.2 Tailoring Pitches for Different Platforms

In today's dynamic digital landscape, customizing elevator pitches for different online platforms is crucial for professionals navigating the ever-changing trends. This section, "Tailoring Pitches for Different Platforms," explores English for Specific Purposes (ESP) by emphasizing the need for a nuanced understanding of platform-specific language.

Each online platform has its own language norms, audience expectations, and communication styles (Gateway, 2020; András and Papp, 2022). Professionals must adapt their elevator pitches to fit these unique linguistic ecosystems. You need to know each social media platform and its characteristics to help you at the relevant point to your audiences.

In particular, LinkedIn, being a professional hub, requires language rich in industry-specific terms and formal communication (Gateway, 2020). Elevator pitches here should highlight achievements concisely, matching the platform's formal atmosphere. The main purpose of this platform is connecting professionals, business and potential employees. It also provides a place where people within an industry can share each other's idea and interact via LinkedIn Groups. By using LinkedIn, people can customize their own brand or profile to showcasing professionalism.

This platform can help to build trust and authority, build thought leadership and professionalism by sharing content-pieces and cultivate an involved network. Gateway (2020) shares tips on managing your LinkedIn account:

- 1) Create a healthy page: create a professional looking cover photo and a well thought about your profile description—choosing specific terms of your industry is needed to show your expertise.
- 2) Monitor how well your posts do: monitor impressions, clicks, and shares, and adapt your contents based its performance.
- 3) Consider targeting specific audiences when you post: if you have a varied audiences, you can choose specific groups to target your content, such as by industry, interests, expertise, location, etc.
- 4) Update regularly: posting contents regularly is beneficial to keep engagement. The importance aspect is to consistently offer valuable information over time.

Twitter, with its character limit and fast pace, demands brief yet impactful pitches (Jagger, 2017; Eurodesk, 2018). Professionals must use hashtags and trending topics to catch attention amidst rapid-fire conversations. On Twitter, people can tweet informative contents and re-tweet the same contents as much as possible using different image or content but sharing the same link/content. Thus, make the engagement arise and build the trending topics. The best contents types on Twitter would be links to guides, news updates, images, re-tweeting Twitter messages of key influencers within a given industry (Gateway, 2020). Here are useful tips on using Twitter (Gateway, 2020).

- 1) Twitter Ads, it can help you to promote your content to a targeted audience.
- 2) Hashtags, use relevant hashtags to categorize your content with certain theme, use terms based on your professional field.
- 3) Monitoring, monitor keywords and hashtags to have an eye on what people are saying about your topics (contents). It is an opportunity for you to proactively pitch your business or expertise. It is also help you to find relevant contents which you may want to share.
- 4) Short and sweet, ensure that your tweet copy concise and impactful, leaving ample space for an accompanying image. If you plan to include both a link and an image, allocate 46 for them, leaving only 96 characters for your copy.
- 5) Use images, incorporating images enhances engagement with the post.
- 6) Optimise images, where possible, optimise images to 1024x512 on Twitter.
- 7) Respond, reply to all queries, comments, feedback received through Twitter to enhance professional network and interest.
- 8) Post consistently, don't hesitate to tweet more than once a day, but try not to leave long gaps in between tweet, since Twitter's pace is rapid.
- 9) Vary content, develop a content calendar to schedule a mix content for the next month and add in reactive content as needed.
- 10) Monitor trending topics and be proactive, regularly monitoring them allows you to leverage these

opportunities on your professional networking by adding your own interpretation or perspective when appropriate.

On platforms like Instagram and Facebook, which focus on visual content and informal interactions, pitches should be engaging and authentic. A conversational tone coupled with compelling visuals works well here (Eurodesk, 2018; Gateway, 2020). When using Instagram, professionals have to concern on some points ((Gateway, 2020):

- 1) High quality visuals, focus on sharing visually captivating and engaging content.
- 2) Controlled use of hashtags, do not overuse hashtags, stick to 4-5 relevant hashtags to expand the reach of your videos or images.
- 3) Engage, interact with accounts that are related to your interests and professionalism, commenting on a high profile account's image or video will give more visibility to your audiences.
- 4) Monitor, track hashtags and keywords to see who is discussing the topics of your field and interests.

While on Facebook, Facebook's News Feed provides as highly visible platform for social media content distribution, offering an excellent opportunity to enhance your professional visibility and drive traffic to your account. Some valuable tips on Facebook used to enhance your career networking (Gateway, 2020):

- 1) Optimise: enhance content to stimulate sharing and interaction, limit the characters to 150-200.
- 2) Use images, videos, gifs: accompany every post with an image or video to enhance content visibility and interaction.

- 3) Links: include links to your professional website or your social media accounts in different platforms frequently to drive traffic back to your sites.
- 4) Promoted posts: increase the visibility of key posts by promoting them to reach a targeted and new audiences.
- 5) Call to action: include a call to action in every post, even it is small, to maintain audience engagement.
- 6) Frequency: maintain a consistent posting schedule, ideally once a day. Avoid posting multiple times in a single day followed by long periods of inactivity.

Adapting elevator pitches for different platforms means mastering industry-specific language while also understanding each platform's audience and trends. This ensures that pitches resonate with users and blend seamlessly into the linguistic landscape.

As professionals tailor pitches for Instagram, LinkedIn, and other social media platforms, they embrace a journey where language complements visuals to amplify impact. Subsequent sections will explore how these pitches integrate into online profiles and maximize networking potential in the current trend era's digital landscape.

7.2.3 Incorporating Pitches into Online Profiles

The marriage of elevator pitches and online professional profiles within the digital realm necessitates a careful arrangement of words, where each step contributes to the harmonious dance of professional identity. This sub-subchapter, "Incorporating Pitches into Online Profiles," spotlights the indispensable role of English for Specific Purposes (ESP) by illustrating how the language in elevator pitches should seamlessly align with the language used in

online profiles. The result is a cohesive and unified representation of a professional's identity within the dynamic landscape of the last trend era's professional networking.

Unified language representation starts by crafting elevator pitches that reflect the specific language of a professional's industry (Beltrán-Palanques, 2023). The terms, jargon, and style used in the pitch should match the language used in the online profile. Whether it is LinkedIn, Twitter, Instagram, or another platform, using consistent language creates a recognizable and authentic professional identity.

This section emphasizes the significance of maintaining consistency in language between elevator pitches and online profiles for a cohesive professional identity. It underscores the need for a unified tone, ensuring that the language used in elevator pitch harmonizes with the overall narrative presented in the online profile (Jagger, 2017; Gateway, 2020). It is essential for the professional to be mindful of avoiding any mismatch in language, where the pitch may showcase industry-specific terminology while the profile adopts a different language style. For illustrations, professional in IT field, if the elevator pitch uses technical jargon related cloud computing and cyber security, the online profile should maintain this language consistency by elaborating on experiences with cloud platforms such as AWS or Google Cloud and discussing expertise in implementing security measures and compliances standards; professionals in medical care, if the elevator pitch uses medical terminology related to cardiology and surgical procedures, the online profile should uphold this language consistency by detailing experience in cardiac care, surgical outcomes, and advanced certifications in procedures such as bypass surgery or angioplasty.

Moreover, unified language representation goes beyond mere consistency; it involves a strategic infusion of key elements from the elevator pitch into the online profile.

Professionals can strategically embed achievements, skills, and career objectives articulated in the pitch into the various sections of their online profiles (Council, 2013; Petruca, 2016; Beckingham, 2019; Guinigundo, 2021a). This creates a synchronized narrative that reinforces the professional's expertise and aspirations.

As professionals integrate pitches into online profiles, they embark on a journey where language acts as a bridge connecting the concise essence of an elevator pitch to the comprehensive nature of an online profile. The following discussion will explore the use of multimedia to enhance impact, demonstrating how visuals and interactive elements can enrich the linguistic dimension of online profiles, thereby improving the overall portrayal of a professional's identity in the dynamic realm of contemporary professional networking.

7.2.4 Leveraging Multimedia for Impact

In today's dynamic professional arena, communication is evolving into a multisensory experience, where words are just one part of the equation. This section, "Leveraging Multimedia for Impact," explores English for Specific Purposes (ESP) by showing how incorporating multimedia elements into elevator pitches requires a broader range of language skills. In this era, professionals need to master verbal, visual, and auditory communication to truly stand out.

Multimodal language skills transform elevator pitches into immersive experiences. Professionals must not only craft compelling narratives but also select visuals and audio elements that enhance their message (Beltrán-Palanques, 2023). Whether it is a video pitch, infographic, or presentation slide, language now includes visual and auditory components that enrich communication.

Visual communication is key when incorporating multimedia. Professionals must choose visuals that complement their message, whether it is showcasing past projects or skills. This involves mastering the art of visual storytelling, where images and graphics speak alongside words. For instance, a software developer wants to incorporate visuals into his online profile to highlight his programming skills. He could include screenshots or snippets of code from past projects to demonstrate his coding proficiency. Additionally, he could add infographics or diagrams to illustrate his knowledge of different programming languages, frameworks, and technologies. He might create a graphic showing architecture of a web application he developed, with labelled components indicating his role in the project. He could also include visual representations of his proficiency levels in various programming languages using charts or graphs.

Another illustration, in medical care, a surgeon aiming enhance his online presence could use visuals like images or videos of surgeries he has done to showcase his expertise and successful results. He might also create infographics or diagrams explaining procedures his specialize in, offering an overview with key details. In addition, he could include visuals presenting patient outcomes or success rates, such as before-and-after photos or statistical data, to demonstrate the effectiveness of his treatments. Incorporating these visuals not only makes his profile visually appealing but also provide concrete proof of his skills and achievements in healthcare, helping him build credibility and attract patients and collaborators.

Auditory skills matter in video pitches or presentations. Language extends beyond the script to voice modulation, pace, and intonation. Professionals must engage and captivate their audience not just with words but

also through their voice since by adding your voice, the audiences feel closer to the professionals (Barcelos, Dantas and Sénécal, 2017; Zhang *et al.*, 2021; Community, 2024). According to Barcelos, Dantas and Sénécal (2017), the tone of voice and communication style extend beyond our choice of words, it represents how we convey our personality and professionalism through communication. These are seven essential things should be considered for your voice professionals (Zhang *et al.*, 2021).

- 1) Personality: your personality shines through in your audio content, for example, a professional, on IT field, whether you are conveying enthusiasm about new a technology or showing your expertise in a specific programming language; if you are a professional on medical care, whether you are expressing empathy for patients, discussing the importance of preventive care, or sharing insights about medical advancements.
- 2) Pitch: varying your pitch can emphasize the key points and different emotions in your contents, such as highlighting the benefits of a new software solution or explaining complex technical concepts; expressing concern on patient's well-being or highlighting the benefits of particular treatment approach.
- 3) Accent: embracing your natural accent fosters trust and authenticity on your contents, allowing the audiences connect with you on personal.
- 4) Emotion: infusing emotion on your voice, such as excitement of upcoming project or empathy for common challenges faced by developers; compassion when discussing patient care or enthusiasm for medical breakthrough.

- 5) Naturalness: aim for a conversational and approachable tone in your audio content, ensuring that it feels relatable and easy to understand for your audience.
- 6) Accuracy: maintain accuracy on your contents by ensuring certain terms on your field, providing reliable information.
- 7) Clarity: speak clearly and articulate your words to ensure your message is understood easily. Avoid mumbling or speaking too quickly, and make use of pauses and emphasis to enhance clarity and comprehension.

Proficiency in multimedia tools is crucial. Professionals must be fluent in various software for video editing, graphic design, or presentations. For example, when you need to make a social media presentation, infographic, videos, you may use Canva, there are plenty of designs that you can use to make your content. Additionally, when making a software design or UI/UX design, you may choose Figma to help you boosting your content. Lastly, InVideo is one of software to help you in creating your video content, it has millions templates and stock media. Knowing how to use these tools effectively is essential in today's visually rich professional landscape.

As professionals explore leveraging multimedia for impact, they step into a world where language goes beyond traditional verbal communication. The next sections will dive into refining multimedia-rich elevator pitches through continuous feedback and iteration, showing how professionals can adapt their language skills to stay ahead in the ever-evolving landscape of professional networking.

7.2.5 Feedback and Iteration

In the ever-changing world of professional communication, crafting impactful elevator pitches and refining online profiles is an ongoing process guided by the principles of English for Specific Purposes (ESP). This section, “Feedback and Iteration,” highlights the importance of continuously improving language skills and refining elevator pitches to stay relevant in today’s fast-paced professional landscape.

Continuous improvement in language skills is essential for professionals navigating the shifting linguistic terrain. Elevator pitches, being concise snapshots of professional identity, greatly benefit from ongoing language refinement. Professionals need to see language as a dynamic tool that requires constant adjustment to remain effective in professional communication (Roman, 2014; SAGE, 2017; Xia, 2020).

Seeking feedback plays a crucial role in this process. Professionals should actively seek constructive feedback from peers, mentors, and their target audience. This feedback helps refine the nuances, tone, and effectiveness of elevator pitches, offering valuable insights into how language can better connect with specific audiences and evolving industry standards (Diamond, 2019; Guinigundo, 2021a). Iterating on elevator pitches based on feedback showcases a professional’s adaptability to changing communication trends. In the last trend era, professionals must embrace a mindset of constant adaptation, recognizing that language is dynamic and requires continual adjustment to stay relevant.

Language improvement for elevator pitches goes beyond grammar. It involves understanding evolving linguistic trends in industries, cultural nuances, and diverse

linguistic expectations globally (Xia, 2020; Mehdipour and Shirini, 2021; Kovacs and Zarandne, 2022). Professionals must be aware of these changes, positioning themselves as flexible linguists capable of navigating the complexities of modern professional networking.

As we explore the relationship between feedback, iteration, and continuous language improvement, we will delve further into how professionals can adapt their language skills to the multifaceted trends of professional communication in today's dynamic landscape.

7.2.6 Dynamic Updating of Pitches

In the world of professional networking, updating elevator pitches is not a one-time task—it is a dynamic process. This section, “Dynamic Updating of Pitches,” focuses on English for Specific Purposes (ESP) and how professionals adjust their pitches to match evolving career goals and industry trends.

Adapting language for dynamic pitch updates shows a professional's ability to respond quickly to changes in their career path. Elevator pitches should not stay the same; they should change to reflect a professional's evolving objectives, aspirations, and industry shifts (University, 2020; Guinigundo, 2021a; Caromile *et al.*, 2023). This adaptability is crucial in today's fast-paced world, with technology advancing rapidly and industries experiencing constant changes. Professionals need to know current industry terms and be flexible enough to incorporate new language, trends, and innovations into their pitches. Here are the examples for IT and medical care fields:

“As an IT professional, I am well-versed in cloud computing, AI driven analytics, and cyber security protocols. I continuously update my skills to stay ahead of emerging trends

such as blockchain technology and internet of things (IoT) applications. My ability to seamlessly integrate these innovations into our projects ensure that our solutions remain cutting-edge and effective in meeting the evolving needs of our clients."

"As a healthcare provider, I stay informed about the latest advancements in medical technology and treatments modalities. From precision medicine and telemedicine solutions to minimally invasive surgical techniques, I leverage new innovations to enhance patient care and outcomes. My commitment to incorporating these advancements into my practice allows me to deliver high-quality, patient-centered care while staying at the forefront on medical advancement."

Keeping pitches updated also requires understanding linguistic trends within specific professional circles (Voigt, 2020; Ibrahim, 2021; Chettiar, 2023). Professionals should anticipate changes in language use, driven by industry advancements, cultural shifts, or global events. Adapting language for pitch updates is not just about reacting to career shifts—it is also about being proactive. Professionals should strategically update their pitches to align with emerging industry trends, technological changes, and personal growth by doing research industry trends, highlighting new skills and achievements, tailoring to specific audience, and updating language and tone in current industry trends.

As we explore adaptive language use in pitch updates, the following sections will feature case studies and success stories. These examples will illustrate how professionals have navigated career transitions, industry changes, and the evolving linguistic landscape of professional networking in today's fast-paced world.

7.3 Conclusion

In the current era, where social media plays a vital role in career advancement, and crafting compelling elevator pitches and online profiles is crucial, English for Specific Purposes (ESP) emerges as a dynamic guiding force. These subchapters highlight the importance of ESP adaptability, showing that proficiency goes beyond merely knowing current language trends. It is about how professionals navigate and succeed in the ever-changing landscape of professional communication.

Using social media for career growth goes beyond just speaking correctly. It involves selecting platforms strategically, using industry-specific language, and building an online presence that fits specific professional circles. Professionals need to not only use language effectively but also adapt to each platform's unique linguistic style.

Similarly, crafting effective elevator pitches and online profiles requires ESP adaptability in personal branding. It is not just about being precise with language but also being responsive to changing industry trends. The integration of language in pitches and profiles emphasizes the need for a consistent and flexible linguistic approach across different digital platforms.

Throughout these subchapters, the central theme is ESP adaptability, which is crucial for success in the current era. Professionals are not just passive users of language; they are continually refining and adapting their linguistic skills to match evolving career goals, technology changes, and new industry standards. ESP adaptability serves as a compass, guiding professionals through social media networks and the strategic process of crafting and updating pitches and profiles.

In conclusion, mastering English for specific purposes today means more than just knowing the language. It is about being adaptable—a continuous journey of refining linguistic skills to fit the dynamic professional landscape. Professionals who embrace ESP adaptability position themselves not just as language experts but as adaptable leaders ready to navigate the ever-changing currents of professional networking.

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CHAPTER 8

FUTURE PROOFING LANGUAGE SKILLS IN ESP

By Bertaria Sohnata Hutaauruk

8.1 Introduction

English for Specific Purposes has been a new trend how the knowledge which is targeted on the subject content. It has been growth since World WAR II for the tool of communication. At this period, people use English language in the whole aspects of condition such as at place of business, electronic mail coresspondence, business, administration management, seminar and presentation and many others. ESP is a study that has been designed based on the learners' needs. ESP is a teaching design made to help the learners study based on what they need or focus on the target (Hyland, 2022).

According to the experts, English has been a valuable lesson for ESP learners for a variety of reasons, including communication and job searches. For teachers, there are various critical components that ESP students must grasp, including as learning resources, media, procedures, and unique and creative teaching tactics in the classroom. Teachers regularly employ ESP techniques to create communication with pupils, capture their attention, and assess their enthusiasm for learning English. It is

the most effective way for ESP teachers to achieve learning objectives in the classroom.

Belcher (2009) recognises several branches and sub-branches in the genesis of ESP. The English for Academic Purposes (EAP) course has several subcategories, including General Academic Purposes (EGAP), Specific Academic Purposes (ESAP), and Occupational Purposes (EOP). ESP arose as a result of the expansion of business and technology following WWII. The rapid and continual advancement of these two forces necessitated the development of a universal language.

As a result, English became a prominent lingua franca in technology and trade. The necessities of a Brave New World, a linguistic revolution, and a focus on the learner are the three causes that have resulted in the development of all ESP. Hutchinson and Waters (1987) note that two key historical periods breathed life into ESP.



Gambar 8. 1 Classification of ESP (Dudley- Evans and St John 1998: 6)

ESP is classified into multiple levels, each with varying degrees of specificity in course design. A side from the broad categories of English for Academic Purposes (EAP) and English for Occupational Purposes (EOP), the above classification of professional domains deviates into increasingly finer differences.

Examples include the distinctions between English for General Academic Purposes (EGAP) vs. English for Specific Academic Purposes (ESAP) on the one hand, and English for General Business Purposes (ESBP) vs. English for Specific Business Purposes (ESBP) on the other. The latter difference is useful since it combines professional criteria, such as pre-experience, in-service, or post-experience training. Examples include the distinctions between English for General Academic

Purposes (EGAP) vs. English for Specific Academic Purposes. (ESAP) on the one hand, and English for General Business Purposes (ESBP) vs. English for Specific Business Purposes (ESBP) on the other. The latter distinction is useful because it combines professional criteria, such as pre-experience, in-service, or post-experience training, with pedagogical ones, such as course duration (intensive or extensive), participants (in-company or open-registration courses), group size (one-on-one or small groups), location (in-house, residential, or non-residential courses), trainers (employed by the company or external), or mode of learning (class teaching, self-study).

Placement of English for Business Purposes under English for Occupational Purposes rather than English for Academic Purposes is problematic, as "[t]he academic business English required by students on courses in disciplines such as business, finance, accounting, and banking has more in common with the study of other EAP disciplines" (Dudley-Evans and St John 1998: 53).

Making a lesson plan is one of the most efficient ways to teach an ESP class. It has a major impact on learning. Lesson plans enable the lecturer to create activities that encourage students to participate in class, fully absorb the topic, and be able to use English while learning. ESP instruction include developing courses, materials, and activities that address the language needs of students in their chosen field or area of study. This may entail teaching particular vocabulary, communication

skills, and discourse patterns specific to the professional context in which the learners will use English.

The goal of ESP training is to equip students with the language skills they need to communicate effectively and confidently in their particular fields of career or study. ESP encompasses all language talents, including listening, speaking, reading, and writing. The purpose of the ESP course is to help students become more adaptive in their language use to the specific discipline of their professional lives (Abuklaish, 2014). One essential element of ESP courses is that the content and goals are tailored to the participants' needs.

The key concept of ESP (Dudley-Evans, 1997). Absolute Characteristics:

1. ESP is defined to meet specific needs of the learners
2. ESP makes use of underlying methodology and activities of the discipline it serves
3. ESP is centered on the language appropriate to these activities in terms of grammar, lexis, register, study skills, discourse and genre.

Variable Characteristics

1. ESP may be related to or designed for specific disciplines
2. ESP may use, in specific teaching situations, a different methodology from that of General English
3. ESP is likely to be designed for adult learners, either at a tertiary level institution or in a professional work situation. It could, however, be for learners at secondary school level
4. ESP is generally designed for intermediate or advanced students.
5. Most ESP courses assume some basic knowledge of the language systems

Dudley-Evans' definition is clearly influenced by Stevens' (1988), but he has greatly improved it by removing the absolute trait that ESP is "in contrast with 'General English'" (Johns et al., 1991: 298) and adding more variable traits. The distinction between absolute and variable properties in ESP is especially relevant in resolving conflicts over what is and is not ESP. According to the definition, ESP can be focused on a single discipline but does not have to target a specific age group or ability range. ESP should be considered simply as a 'method' of teaching, or, as Dudley-Evans describes it, a 'attitude of mind'.

This is consistent with the conclusion reached by Hutchinson et al. (1987:19), who explain that "ESP is an approach to language teaching in which all decisions about content and method are based on the learner's reason for learning". Most ESP courses require some basic knowledge of the language system, but they can be utilised by beginners.

Other sub-fields of ESP include:

1. English for Specific and academic purposes(ESAP)
2. English for Professional and Academic purposes(EPAP)
3. English as a Lingua Franca in Academic settings(ELFA)
4. English for occupational purposes(EOP)
5. English for Business communication(EBC)
6. English for socio-cultural purposes(ESCP)
7. English for General Business Purposes(EGPB)
8. English for Medical Purposes(EMP)
9. English for Legal Purposes(ELP)
10. English for Academic Legal Purposes(EALP)
- 11.English for research Publication Purposes(ERPP)

The ESP (Past, Present, Future) approach does not limit researchers to a certain sub-field, despite the large number of specialists.

8.2 The Future Of English For Specific Purposes

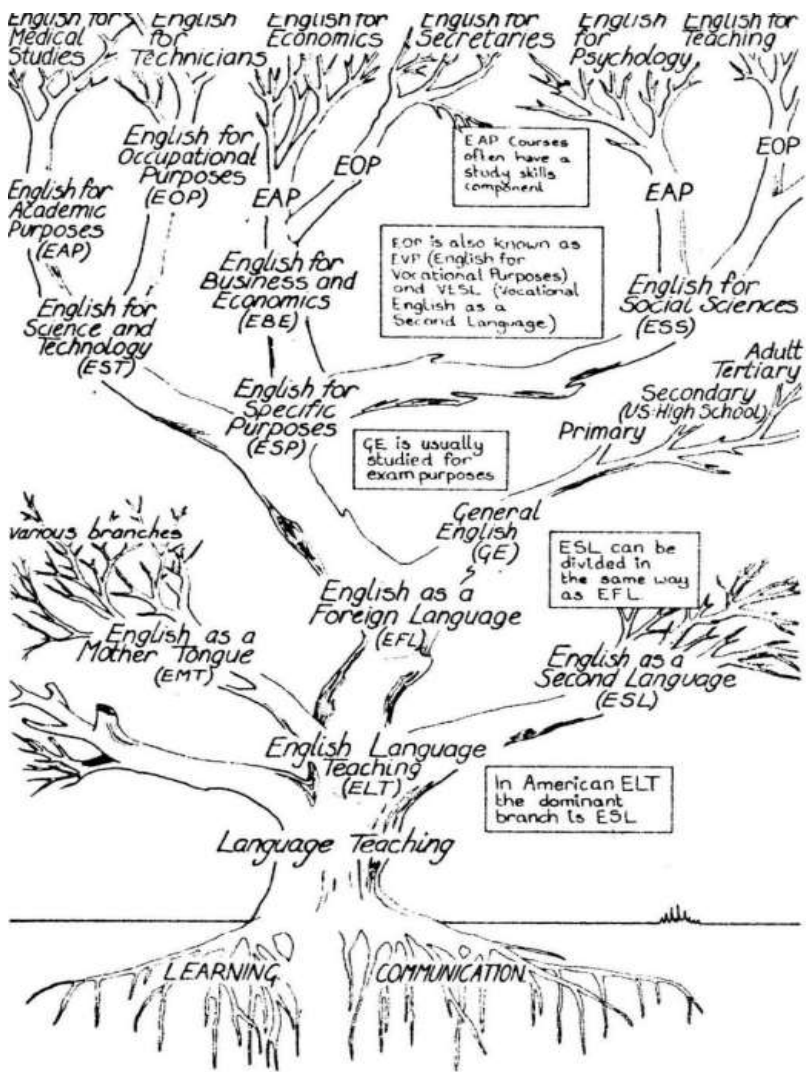
The advancement of technology has caused substantial changes in language training. The use of information and communication technology (ICT) in language training is inevitable. This study aims to examine the difficulties surrounding ESP education and how ICT might help to overcome them. There are businessmen and businesswomen who want to expand their businesses in other countries, doctors who need to study and stay up to date on the latest medical knowledge, engineers who must read English-language instruction manuals, seafarers who must work on a ship with a multinational crew, and logistics managers who must negotiate contracts with foreign clients.

People recognised that General English does not match their communication needs in the fields where they work. A request for more specific English is required. English for Specific Purposes (ESP) is useful in this case. The growing realisation of the relevance of ESP originates from the fundamental notion that "language is a tool of communication, rather than a set of phonological, grammatical, and lexical items to be memorised". Because technology is viewed as a tool, it is vital to personalise training to the needs of the students. Doctors and seafarers, for example, would have different language requirements, thus they should receive separate English courses.

However, it is difficult to differentiate between ESP and EGP. In actuality, General English can assist someone learn ESP. In other words, ESP considers learners' demands to be important sources for teachers when selecting resources and structuring learning activities to satisfy students' communication needs in their future fields of work. If the ESP community is to grow and

prosper in the future, it is vital that everyone understands what it truly means.

Only then can new members join with confidence, while existing members maintain the practices that have brought ESP to its current position in EFL training. In Japan, in particular, ESP is still in its early phases, therefore now is a perfect time to establish an agreement. Perhaps this is due to Dudley-Evans' definition in this paper, but I believe a more rigorous version will be published in his book on ESP in 1998. Of course, interested parties are encouraged to attend the next Japan Conference on ESP, which will certainly revisit this topic.



The tree of ELT: Hutchison, T. & Waters, A. (1987).
English for Specific Purposes

The ESP teaching approach prioritises learners' needs and goals, while the General English approach focuses on language learning from a broad perspective, including cultural aspects of the English-speaking community. "the general with which we

are contrasting the specific is that of General education for life, culture and literature oriented language course in which the language itself is the subject matter and the purpose of the course" Robinson (1980, pp. 6–7).

However, in ESP, after identifying and analysing unique learning needs, students acquire "English en route to the acquisition of some quite different body of knowledge and set of skills". In the future, ESP will incorporate the phenomenon of multimodality, which refers to the different types of online communication that contain digital media elements (texts, images, sound, animation, and video) that the new generation is familiar with. New study will be conducted based on an analysis of this new multimodal technology, which is becoming increasingly integrated into classroom lessons. This is something that researchers consider in the 21st century ESP environment.

Current research still overemphasises questions about language forms in monomodal specialised texts, but this may change as free materials become more widely available on the internet, altering learning processes. An ESP text may no longer be print-based, but rather a digital media element, opening up new avenues for research into the development of multimodal communicative ability.

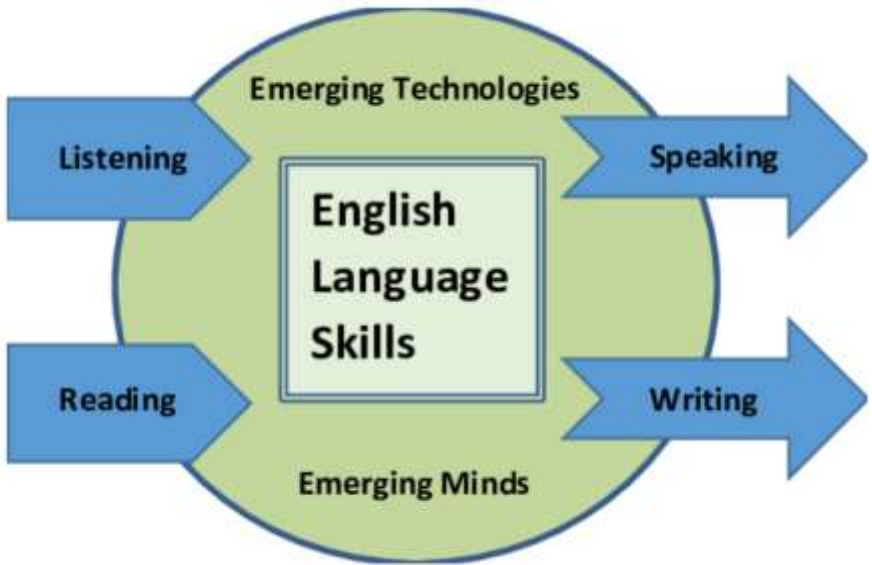
8.3 Language Skills In English For Specific Purposes

English for Specific Purposes (ESP) is specialised English language instruction that attempts to build the learner's specific abilities in response to needs identified or suggested by various stakeholders. This specificity includes providing students with 'not simply mastery of a specific aspect of English knowledge, but also competency in the abilities required to use this language' (Orr, 2002).

Furthermore, ESP learners come from practically every adult age group and have diverse cultural, linguistic, professional, and intellectual backgrounds. Since the early 1960s, English for Specific Purposes (ESP) has emerged as one of the most significant fields of English foreign language teaching. This evolution is mirrored in an increasing number of papers, conferences, and journals devoted to ESP topics.

Similarly, more traditional broad English courses gave way to courses focused on specialised topics, such as English for Business Purposes. Writing may not be one of students' favourite tasks, yet it is one they must deal with on a regular basis. What is required for an accurate assessment of writing skills is adequate input as well as the specification of purpose and audience.

The input must be relevant to the students' interests, have a practical application in real life, and engage the students' vocabulary in terms of specific terminology. In technical English, input is frequently in the form of a graph, scheme, diagram, table, sketch, or pie chart. The aim and audience of the writing work are particularly crucial since they assist learners in terms of register choice and specialised language, as well as creating a standard for the teacher to facilitate evaluation (Katz 2014).



Fundamental English language skills and their interactions with emerging technologies.

The practice of reading skills in the context of teaching foreign languages to learners shares many similarities with the Content Language Integrated Learning (CLIL) approach. The connecting thread is the clear emphasis on content and motivating the learner to acquire not only language skills but also specialised information.

While mainstream English education is typically focused with reading material that is intriguing and piques students' interest, the professional learning setting includes much more (Katz, 2014). The criteria for selecting reading texts for teaching and assessment are based on two main factors: carrier and real content (Dudley-Evans and St John, 1998).

It may be considered that ESP reading texts must primarily meet the carrier material and teach the special language, however Dudley-Evans and St John emphasise the importance of true substance, language to communicate the carrier content, instant relevance to goals, ease of comprehension, and so on. As a result, when selecting ESP reading books for evaluation, the same criteria should be applied. In terms of writing assessment,

genre knowledge is essential, as is a comprehension of the expectations of the discourse community that reads the text (Dudley-Evans & St John, 1998, p. 115). Aside from genre understanding, two methods to writing instruction inform writing assessment.

Speaking skills should be practiced and assessed with equal significance in ESP classes. Because it is a unique, mostly participatory talent, its design, practice, and assessment techniques may pose a challenge to the ESP language educator. This unique status is formally acknowledged and treated accordingly in methodological literature: There is a lot of interest presently in oral testing, partially because teaching is more focused on speaking and listening abilities, especially in the early stages.

Of course, this should be represented in the testing. To relieve oral examinations from the burden of conventional language testing wisdom, they should be treated as a separate class (Underhill, 1998). The choice of input is critical for the language educator. They must choose them in such a way that the subject is related to the overall goal of the ESP class while also being generous enough to promote discussion, which can be difficult to accomplish with primarily technical issues.

Among the most common assessment methods for ESP purposes are presentation, interviews, group discussion tasks, reacting to a stimulus (describing pictures and other types of visual inputs, compare and contrast, explain trends in graphs, offer opinion, give instructions in a given situation etc). The assessment of the speaking skill should focus on various aspects such as fluency, accuracy, specialized lexical range, grammatical structure, pronunciation. To accurately assess all of these, the language instructor may use rating scales, which are objective standards against which students' English speaking abilities are measured (Underhill, 1998). ESP should be based on direct evaluation of language competence in acts of communication (reading, speaking, writing, and listening) as well as assessment

of topic knowledge in settings and activities that are as engaging and realistic as feasible for students. From this perspective, teachers should provide assignments that allow students to see the link between language uses required in assessments and real-life language uses.

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CHAPTER 9

CHALLENGES AND OPPORTUNITIES IN THE LAST TREND ERA

By Ira Mutiaraningrum

9.1 ESP in the Era of Technology

As the old trend fades, creating room for innovations such as new technologies and artificial intelligence in education, various challenges and opportunities emerge in teaching and learning English for Specific Purposes (ESP). Dynamic industry requirements are one of the reasons why ESP learning must quickly respond to times. ESP curricula must adapt to keep pace with changing industry trends, technologies, and job roles, for up-to-date industry-specific competencies. ESP strives to prepare graduates to have industry-specific language proficiency that ESP learners acquire not only general English proficiency but also specialized language skills relevant to their respective industries. This chapter presents challenges and opportunities of teaching and learning ESP during the most recent phase or period characterized by prevailing trends, the advancement of technology.

Challenges

- A mismatch between the graduate competence and the demand from industry
- Esp curriculum development and multiliteracies

- Teacher training
- Resource availability
- Adaptation to technological advancements

Opportunities

- Globalization and market demand
- Professional development opportunities
- Interdisciplinary collaboration
- Technological integration: Innovative teaching method
- Assessment and evaluation

9.2 Challenges of ESP in the Last Trend Era

9.2.1 A Mismatch Between the Graduate Competence and The Demand from Industry

The mismatch between graduate competence and demand from industry has become an inherent problem in education. Times continue to evolve as the latest innovations are discovered, particularly in terms of technology. With the latest technological innovations, the industry will also adjust to benefit from the advancement of technology. This influences human resource needs, which must also keep up with time. Unfortunately, the development of technology and industry is often not accompanied by the advancement of education. The curriculum is trying to catch up with and adjust to technological developments, but the pace is not as fast as industrial development. This causes a mismatch between the skills of graduates and the needs of the industry. Ultimately, this leads to unemployment. Therefore, it is important to identify and address discrepancies between the skills graduates possess and those required by industries, especially in rapidly evolving sectors (Moghaddam et al., 2023). Rapidly evolving sectors experience rapid development, for example, in terms of

technological innovation, changing market trends, regulations, and shifting consumer preferences (Srivinas et al., 2018).

ESP can be a solution to overcome this problem. The need for English in the industry is vital. Industries often require employees who have English skills not only to operate tools but also as a means of communicating and negotiating amid global competition. English may be studied in all institutions, but ESP provides an opportunity for graduates to have specialized English skills to communicate effectively and use tools correctly in specific job contexts because ESP is designed to meet specific industry needs. Thus, the ESP curriculum has also been tailored to the communication skills of professionals in the field. ESP not only responds to the needs of the industry but also increases the competitiveness of graduates in the job market (Chaikovska et al., 2022). Ultimately, ESP can reduce the mismatch between graduate competencies and industrial needs.

Therefore, it is important to ensure that graduates have the necessary language proficiency and specialized knowledge to meet industry-specific demands. However, This also suffers from challenges because we still have limited industrial input. ESP programs may fail to meet industry requirements in the absence of input from stakeholders, resulting in misalignment with industry expectations (Polmear et al., 2018). Lack of direct input from industry stakeholders in designing ESP programs results in misalignment between educational offerings and industry expectations. TESOL-trained ESP instructors should be involved in course planning to ensure alignment with industry expectations, as immature course planning leads to a mismatch between graduate competence and industry needs (Paramita, 2018). To teach ESP, the one who must plan the course is the English teacher, not the teacher of the major/core science of the study program. This intends to ensure language expertise, ESP pedagogy, and the integration of language and content (Huang et al., 2022). However, ESP educators must still consult with study

program lecturers so that the ESP course is in line with the courses taught and adjusts to the needs of graduates.

Although currently (2024) the Ministry of Education through the Independent Curriculum and the Directorate General of Vocational Education has implemented many initiatives, including internship programs at home and abroad to increase industry input, in terms of ESP, it still needs support so that English learning can be in accordance with industry needs. This is because English is a general course available in every study program. So far, the focus of the match has been more on core courses (study programs) than general courses such as ESP. It is important to note that ESP also requires ensuring that the curriculum aligns seamlessly with both core courses and industry demands. The ESP curriculum ought to synchronize with industry requirements, particularly practical communication skills (Arnautović, 2022; Enesi et al., 2021; Nguyen, 2017; Stoyanova. 2021).

9.2.2 ESP Curriculum Development and Multiliteracies

Even before the rapid development of technology, educators and policymakers had difficulty creating curricula catering to specific professional or academic needs. This problem has become more apparent with the development of technology, which has now been extended to the use of AI in almost all areas of life. In addition, the view of literacy has changed. In the past, traditional literacy referred to the ability to read and write only, and the media was limited to printed materials such as books and newspapers, focusing on reading comprehension, writing, and text criticism. However, the London Group (1996) introduced multiliteracies that must be addressed in ESP learning. Multiliteracies refer to the ability to understand and communicate through various forms of communication modes such as written, visual, audio, digital, and multimedia texts (Cazden et al., 1996). This includes an understanding of

diverse cultural contexts and technologies. In multiliteracies, the key skills are not just reading and writing but also multimodal comprehension, digital communication, online collaboration, and media criticism.

Internet platforms foster the development of critical thinking and communication skills in students as they learn to proficiently navigate and assess digital texts online (Mesquita-Romero et al., 2022). Our challenge today is to ensure students are proficient in navigating and critically evaluating digital texts, multimedia, and online communication platforms. Multiliteracy includes digital, visual, audio, and multimedia texts that demand understanding and skill in various forms of communication and technology. It entails proficiency in digital, visual, audio, and multimedia texts, necessitating adeptness in various communication forms and technologies (García-Barroso & Fonseca, 2023; Seglem & Garcia, 2022; Trivisiol & Ticks, 2021). ESP programs can utilize a multiliteracy approach to cover various forms of communication relevant to specific fields. Multiliteracies teaches skills to understand and produce different forms of text and media. For example, an ESP course for tourism may involve the use of digital media, visual presentations, and communication through online advertising platforms. By considering multiliteracies, educators can prepare contextualized lessons that focus on authentic learning experiences and tasks according to the specific needs of a particular field using materials drawn from real professional or academic environments (Seglem & Garcia, 2022).

9.2.3 Teacher Training

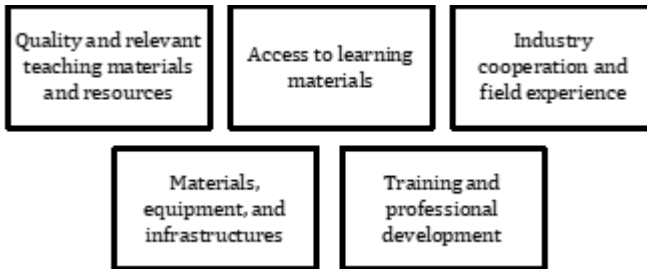
ESP teachers require specialized knowledge in their specific fields; however, professional development programs tailored to ESP are scarce. Most English majors are trained to become school-level English Language Teachers, while those pursuing higher degrees are prepared for roles within English language

departments, resulting in a scarcity of ESP-proficient human resources. Therefore, ESP teachers often do not have a deep background in industry-specific fields. ESP requires a good understanding of the terminology and professional practices in the field, which may not be possessed by all English teachers. In addition, owing to the lack of training for ESP lecturers, they struggle to customize relevant and authentic learning materials for various professional contexts, which requires effort and creativity. ESP teachers need to use different pedagogical approaches compared to general English teaching, including the use of simulations, role plays, and tasks and projects relevant to specific fields, including multimodal skills. Incorporating various forms of literacy (text, visual, digital) in teaching requires additional skills. Authenticity is also important in ESP teacher training. ESP teachers must find or develop materials that truly reflect real-world situations in a specific field. Therefore, learning media should also be taken from the industry. Authentic materials are learning materials taken from original documents/artifacts from a particular industry. This medium was not originally created for educational purposes. This is what makes it an authentic medium. Examples include brochures, advertisements, documents, publications, social media, and presentations.

9.2.4 Resource Availability

Resource availability remains a problem in education, especially in developing countries. The relationship between ESP and resource availability is important because resource availability can affect the quality and effectiveness of ESP programs. ESP still lacks high-quality, relevant teaching materials and resources, access to learning materials, technology, and infrastructure such as internet connections and computer devices, availability of training and professional development, materials, and equipment such as demonstration practice materials, and access to professional skills and

knowledge such as industry cooperation and field experience. Insufficient funding for developing and accessing specialized content is another reason that hampers the development of ESP teaching.



Gambar 9. 1 Challenges in Resource Availability for ESP

9.2.5 Adaptation to Technological Advancements

Many educators are not acquainted with recent technological tools that can potentially be used to teach ESP. Nowadays, applications and web sources, media, and assistants are freely accessible on the Internet. For example, many web applications and AI can be used to create presentations. Educators should be aware of this to help students use the platform wisely. If students do not learn how to use technology well, they will use it without considering the negative effect of their use of technology. Thus, it is incumbent upon educators to be mindful of the tools and platforms that can be employed in ESP.

The emergence of artificial intelligence, especially the widespread use of ChatGPT since 2023 marks the beginning of the massive use of AI, especially in education. To respond to AI, which makes learning easier but is also a double-edged knife because of ethical issues, ESP curricula and teaching methodologies should be updated to reflect emerging industry trends and language usage patterns (Dou et al., 2023). While there is still a lot of controversy surrounding the use of AI in education, incorporating AI tools and platforms into ESP

instruction while ensuring that they align with language learning objectives is a must. Those who do not embrace AI can be defeated by those who do so. Rather than banning AI, we should find ways to use it wisely. Hence, the challenge in ESP learning is to address concerns about over-reliance on AI and maintaining a balance between human interaction and technology-mediated learning experiences.

9.3 Opportunities of ESP in the Last Tren Era

9.3.1 Globalization and Market Demand

Opportunities Today's ESP are heavily influenced by globalization and market demand. With the increasing global demand for English proficiency in various professional fields, there are opportunities to develop ESP programs tailored to the needs of the international market. The increasing global demand for English proficiency in various professional fields has resulted in many industries and companies experiencing increased international engagement. This creates a high demand for professionals who have strong English language skills to communicate with business partners, clients, and colleagues from different parts of the world (Hu, 2015; Rao, 2019). The rising demand for ESP courses reflects the increasing necessity for English proficiency driven by market demand (Bortnyk, 2021; Maouche, 2021). The market demand for workers with English proficiency in their field of instruction opens opportunities for ESP learning to become more developed and in demand. ESP programs can be customized to cater to international markets and specific language requirements, addressing the distinct needs arising from global market demand (Mišić-Ilić & Đorđević, 2022). With the growing market demand for specialized foreign languages, there are

opportunities to develop ESP programs tailored to international markets and needs.

9.3.2 Professional Development Opportunities

ESP programs often provide practical experience through projects, simulations, or internships, which help students develop the necessary skills in their professional field. Intensive experiential ESP programs offer practical language learning experiences (De Prada Creo, 2023). ESP programs utilize students' professional experiences to enhance practical relevance, fostering the cultivation of skills that align with real-life professional requirements (Koenig & Guertler, 2018). Through training and professional development, ESP educators can acquire better teaching skills to teach English in specific contexts, such as the use of relevant and effective teaching techniques. With the development of technology, professional development opportunities can be enhanced by offering training programs and workshops to ESP educators to enhance their proficiency in teaching industry-specific English skills and integrating AI technology into instruction. This will encourage educators to engage in industry placements, continuing education programs, and professional networking activities to enrich their understanding of the industry context (Schüller, 2013). Additionally, professional development can be fostered by collaborating with industry professionals, language experts, and AI developers to innovate ESP solutions. This will enable ESP educators to pursue professional development and stay updated on industry trends and requirements. This also opens research and development opportunities. This is an opportunity for ESP research to identify best practices and emerging trends, advancing new teaching materials and methodologies.

In conclusion, professional development opportunities in ESP in the technological era involves:

- Practical experience through projects, simulations, or internships
- Training and professional development
- Professional networking activities
- Integrating technologies and ai into instruction
- Research and development opportunities

9.3.3 Interdisciplinary Collaboration

Significant opportunities also exist for cross-disciplinary collaboration. ESP and cross-disciplinary collaboration, including internship programs and collaborative research, are intertwined and provide many opportunities for professional and academic development (Artaud et al., 2021; Mavri & Hadjiconstantinou, 2018; McNamara et al., 2016). Through interdisciplinary collaboration, ESP teachers and researchers can collaborate with experts in specific fields to develop more relevant and accurate ESP content. Collaboration can also be performed between institutions. Partnerships between educational institutions and industry for practical learning experiences.

Collaboration between institutions will foster cross-cultural and interdisciplinary collaboration to enhance language development and professional skills (Jaleniauskienė et al., 2019). Ultimately, this will foster partnerships between educational institutions and industry stakeholders to co-create an ESP curriculum that meets the industry's current and future needs. Industry inputs inform the design of internship programs and practicum experiences, bridging the academia-world of work gap through collaborative projects (Kelly et al., 2024). From this collaboration, industry inputs can be obtained to design internship programs, practicum experiences, and collaborative

projects that bridge the gap between academia and the world of work. Interdisciplinary collaboration encourages work-based learning initiatives (Roper, 2021). Implement work-integrated learning approaches, such as internships, cooperative programs, and industry-sponsored projects, to give students hands-on experience and exposure to real-world challenges (Shibani and Buck, 2021). Integrating authentic industry assignments and case studies into ESP instruction to enhance the relevance and applicability of learning outcomes.

To sum up, interdisciplinary collaboration in ESP enables:

- Develop more relevant and accurate ESP content
- Practical learning experiences
- Foster cross-cultural and interdisciplinary collaboration
- Bridge the gap between academia and the world of work
- Encourages work-based learning initiatives

9.3.4 Technological Integration : Innovative Teaching Method

Another opportunity in ESP is technological integration, which is the use of digital tools and platforms (e.g., mobile apps, online courses) to enhance learning experiences. Innovative teaching methods are an important opportunity in the ESP development. ESP instruction should keep up with the changing trends and incorporate recent advancements for effectiveness toward learners. The use of digital technologies makes ESP more flexible, portable, interactive, and responsive to individual students' needs. It creates lifelike workplace situations to promote real-world skills and lifelong learning. Some learning models that have been incorporated into the Merdeka Curriculum in Indonesia are case-based, project-based, and task-based learning. Implementation of case-based, project-based, and task-based learning to improve practical skills. It uses real-

world scenarios and case studies to enhance learning relevance and applications. This enables students to engage with real-world materials and scenarios to develop contextual language skills.

Educators can use devices and applications that are already widespread and can be downloaded. Educators can also choose applications that students use most, for example WhatsApp applications and social media. In addition, the use of mobile-assisted language learning (MALL) can be another option in that students can access learning materials anytime and anywhere, allowing them to learn outside formal class hours. Through mobile devices, which make learning materials easily available, students can find time to study. Technology also provides new ways for blending and online education, thus giving educators more options and the convenience in ESP teaching.

AI is one of the alternatives for integrating technology in ESP learning. For example, in using chatbots, learning experiences are customized by AI based on unique data for students they are recommending study materials that align with their strengths, weaknesses, and interests. With AI, students can also perform self-paced learning. AI also provides convenience because students can be more private without anyone knowing. This is especially true for those who are comfortable learning alone. AI also provides real-time feedback so that it is always ready for students. In addition, AI is adaptive because it can respond according to the student's ability based on the learner's previous performance. AI also provides real-world simulations and immersive experiences, for example, using AI-driven simulations and virtual reality (VR) environments to create immersive language learning experiences that simulate real-world industry contexts (Korhonen et al., 2023). This allows ESP learners to practice communication skills in simulated workplace scenarios, such as business meetings or technical presentations.

To recap, technological integration enables innovative teaching methods in ESP in terms of

- Students use technology the most for ESP teaching and learning, such as WhatsApp and Instagram.
- Use of mobile-assisted language learning (MALL).
- Exploration of artificial intelligence (AI) in ESP.

9.3.5 Assessment and Evaluation

With the trend of technological advancement, appropriate assessment tools are being developed to accurately measure students' ESP proficiency. For educational success, we should ensure that assessments are aligned with real-world applications of the language. There are several important aspects of ESP assessment and evaluation: performance-based assessment, authentic assessment, and the use of technology. Performance-based assessment in ESP emphasizes participants' practical ability to use target language in specific contexts relevant to their field of expertise or profession. Performance-based assessment in ESP places emphasis on practical language usage and evaluating participants' abilities in relevant professional contexts (Menggo & Gunas, 2023). It involves assignments that require participants to complete tasks or projects that reflect the real situations they encounter at work or in their professional lives (Long, 2022; Kniep, 2022). This allowed the measurement of students' ability to relate the theory learned to practical applications in the real world.

Example of performance-based assessment in ESP:

In an English for Tourism course, students are tasked with creating and delivering professional presentations on advertising tourism destinations in the area using technology. Students are evaluated based on their ability to effectively communicate information, engage the audience, and demonstrate mastery of tourism terminology and registers.

ESP assessment increasingly emphasizes the use of authentic materials and situations that reflect work or real-life contexts in specific fields. Authentic assessment involves tasks that mimic real-life situations and professional work encountered by students. It is also recommended that the use of authentic materials and tasks, as well as simulations, be drawn from authentic materials (see the sub-chapter "Teacher Training" for an explanation of teacher training). This allows ESP learning to be more relevant to industrial needs.

Example of authentic assessment in ESP:

In an English for Tourism course, students are presented with an authentic tourism brochure from a travel agent. The authentic assessment could involve students in planning an itinerary based on the information provided in the brochure by using technology. Students are directed to justify their choice in making the itinerary.

ESP increasingly utilizes technology in the assessment process, including the use of online platforms to collect and evaluate assignment results and multimodal assessment as well as the use of technological tools such as voice or video recording to assess communication skills. Finally, the use of technology allows multimodal assessment. Multimodal assessment uses

multiple modes of communication and representation to assess students' understanding and skills. It also accommodates various learning styles, provides a more comprehensive picture of students' abilities, and encourages creativity and innovation. This supports the implementation of the Merdeka Curriculum, which values learning differentiation. Assessments that support the curriculum will improve learning effectiveness.

To Summarize, ESP assessment and evaluation in the era of technological advancement involves:

- Performance-based assessment
- Authentic assessment
- Use of technology
- Multimodal assessment

9.4 Conclusion

These challenges and opportunities highlight the dynamic and evolving nature of ESP, underlining the importance of ongoing adaptation and innovation in the field. To maintain the development of ESP curricula, all trends in industry, technologies, and job roles should be considered so that competencies are always relevant to the needs of the industry. By interacting with these opportunities and solving the problems that emanate from the mismatch between the job-market requirements and what the graduates have acquired together with advances in technology support, the stakeholders in ESP would increase chances of employment as well as preparation for success in different professions by new graduates. Technology should be treated as a friend rather than a foe to support learning and help students learn more conveniently.

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She is a dedicated lecturer in the English Literature program whose scholarly pursuits delve deeply into the intersections of feminism, culture, and society. Through her writing, she offers insightful analyses and thought-provoking reflections on these vital topics, shedding light on the complexities of gender dynamics, cultural diversity, and social justice. As a scholar and educator, her contributions extend beyond the confines of the classroom. She also embodies a profound dedication to advancing equity, diversity, and inclusion in both academia and society at large. Her work serves as a beacon of inspiration for those striving to create a more just and equitable world for all.

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I earned my Bachelor's degree in English Education from Ganesha University in 2010, followed by a Master's degree in English Education from the same university in 2015. During my academic journey, I conducted research and authored a thesis entitled "Developing Authentic Listening Materials for Food and Beverage Service Students of Monarch Bali" in 2015. This project led to the creation of a comprehensive listening handbook tailored for Food and Beverage students at Monarch Bali.

My professional experience encompasses a diverse range of roles in teaching and training. I began my career as an English Tutor at Easy Speak, where I provided private instruction to professionals seeking to enhance their language skills for career advancement. Subsequently, I transitioned to roles at Monarch Hospitality and Training Center Dalung, serving as a Training Coordinator and English Instructor from 2013 to 2018. During my tenure, I also held administrative responsibilities as the Head of Administration Academic and Students' Affairs.

In 2019, I joined STMIK Primakara (now Primakara University) as the Head of Academic Administration, contributing significantly to academic management. Currently, I serve as the Director of Career Development and Alumni at Primakara University, overseeing initiatives to support students' transition into the workforce.

As an English Lecturer at Primakara University, I am dedicated to enhancing teaching strategies, utilizing innovative media, and fostering employability skills among my students. I am passionate about preparing students for the challenges of the workplace environment.

I have demonstrated my commitment to professional development through various certifications, including being recognized as an Edpuzzle Coach (2022-2023) and earning the title of Quizizz Certified Game Changer in 2023. I was also honoured as the runner-up for the creation of inclusive and creative teaching materials by the Regional Office of the Directorate of Taxes Bali in 2021.

With my diverse background and expertise, I bring a unique perspective to the field of education, continually striving to empower students for success in their future careers.

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Penulis lahir pada tanggal 29 Maret 1983 berasal dari kota Pematangsiantar-Sumatera Utara dan aktif mengajar sebagai dosen tetap Program Studi Pendidikan Bahasa Inggris, Universitas HKBP Nommensen Pematangsiantar. Penulis aktif menulis bidang linguistik dan pengajaran bahasa Inggris. Penulis menyelesaikan studi S1 Pendidikan Bahasa Inggris dari Universitas HKBP Nommensen Medan, S2 bidang Linguistik Terapan Bahasa Inggris dari ATMAJAYA Jakarta, S3 bidang Linguistik dari UNIMED Saat ini juga aktif menjadi penulis dalam jurnal reviewer jurnal nasional, jurnal internasional dan jurnal terakreditasi Sinta. Selain itu penulis juga aktif sebagai editor buku dan jurnal bidang Pendidikan Bahasa Inggris. Pada tahun 2022, beliau menyelesaikan tulisan kajian penelitian bidang forensic linguistics dalam persidangan.

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