

English for Specific Purposes Establishing the Relationship Between English for Specific and General Purposes

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Abstract: English for Specific Purposes (ESP) has emerged as a distinct approach to language instruction, shifting focus from general linguistic competence to targeted communication in academic and professional contexts. This review examines ESP's historical development, its defining characteristics, and its relationship with English for General Purposes. Central to ESP is systematic needs analysis, which ensures that course content, methodology, and assessment align with learners' specific goals. ESP pedagogy is closely linked to adult education principles, emphasizing learner autonomy, relevance, and practical application. Methodological approaches integrate communicative language teaching, form-focused instruction, and authentic materials, often enhanced by technology. Additionally, intercultural communicative competence has become essential as English serves as a global lingua franca in multicultural workplaces. While ESP offers significant benefits in motivation and efficiency, challenges remain in implementation, including resource limitations and the need for ongoing teacher development.

Keywords: *Communicative Language Teaching, English for Specific Purposes (ESP), Needs Analysis, English for General Purposes (EGP), Communicative Competence.*

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I. INTRODUCTION

Throughout history, various philosophers and thinkers have put forward the idea that a specific language could be used for global communication. These early views supported the development of an artificial language [1]. In 1668, John Wilkins presented the system of a "philosophical language." In particular, unlike natural languages, his proposal was based on an extensive classificatory system of knowledge, in which each word was not arbitrary but incorporated information about the object it referred to, functioning almost as a micro-definition of it. This language was organized as a kind of "encyclopedic lexicon," in which concepts were hierarchically categorized and words were derived from this structure, aiming not only to eliminate language barriers but also to improve the representation and transmission of knowledge. Although he did not seek to create a perfect or fully functional global language, Wilkins' project constituted one of the most comprehensive early attempts to develop an artificial, universal language, directly linking language with logic and the scientific classification of the world [2].

For centuries, the notion of a global language was based on the belief that such a language would have to be artificially constructed, since people in the past did not believe that a

naturally occurring language could achieve universal acceptance for global communication [1]. This perception was, in fact, rooted in purely historical causes. During the fifteenth century, due to advancements in shipbuilding, large-scale empires began to emerge, attempting to impose their languages as dominant. However, the collapse of one empire led to its replacement by another whose populations spoke a different language. Thus, the Spanish Empire initially dominated, followed by the Netherlands and subsequently Britain. After World War II, Britain was succeeded by the United States as the dominant global power. This marked, for the first time in human history, a transition between two global powers sharing the same language, thereby contributing to the widespread use and acceptance of English [3].

Historically, this transition coincided with the shift from industrial society to information society, which highlighted the necessity of a global language. This necessity arose as markets evolved from local and regional into global ones. As global markets prevailed and modern technologies enabled immediate communication between people from different parts of the world, the need for communication through a common language became evident. All these conditions ultimately led to the dominance of English at a global level [4].

Clearly, the English language became a global language because it served specific purposes (e.g., trade). However, over time, English became integrated into Western and global culture, resulting in its dominance as a language of general use. This does not negate its specialized nature or its ability to be used for specific purposes. Within this context, the present study examines the use of English for Specific Purposes (ESP).

II. OVERVIEW

English's quick rise to prominence as a universal language has drastically changed the face of language instruction across the globe. Higher education, research, business, technology, and international professional collaboration are just a few of the many fields where English is currently the main language of communication [5]. Because of this, the requirements for English language learners have changed dramatically, going beyond broad communication proficiency to encompass the capacity to function well in extremely specialized academic and professional settings. ESP has emerged as a unique and significant area of English language instruction as a result of this change.

English for General Purposes (EGP), which emphasizes the development of broad linguistic competence suitable to ordinary conversation and general academic usage, has historically dominated English language training. It relates to contexts such as schools where needs cannot be readily specified – EGP provides a broader foundation rather than a detailed and selective specification of goals [6]. Even though EGP is still crucial for developing fundamental language abilities, it frequently falls short of meeting the exact communication requirements of particular fields or occupations [7]. Targeted language resources, such as specialized vocabulary, genre-specific discourse patterns, and context-sensitive communicative methods, are often needed for learners who must participate in professional or academic groups. These demands led to the development of ESP, which emphasizes the direct application of language skills, relevance, and learner-centeredness [5].

The term "English for Specific Purposes" refers to a method of teaching languages that is intended to address the unique communication requirements of students in certain academic, professional, or occupational contexts. ESP views language as a functional instrument that is shaped by context, purpose, and use rather than as an abstract system that must be fully understood [8]. This method focuses on developing procedures appropriate to learners whose fundamental purpose is to learn English for mainly educational or professional reasons and not simply to study the language system [9]. The focus here is on the context: the English language is taught as a subject-matter related to the learners' needs in a particular field of human activity – consequently, learners are highly motivated as they are aware of the specific purposes for learning English [10]. The idea of requirements / needs analysis, which methodically determines what students must do with English in their target settings, is fundamental to ESP and influences all facets of course design, including material selection, methodology, and assessment

[11]. This needs-driven approach highlights the practical and pragmatic aspect of ESP and sets it apart from broader methods.

ESP's close tie to adult education is another characteristic that sets it apart. As a movement, ESP is closely related to adult education, a form of education involving professional and vocationally-oriented programmes at advanced levels, taken for purposes such as qualification or mainly the development of new skills for work purposes [12]. The most relevant ESP features are the following: the focus on training, English is intended to be used in specific vocational contexts, the selection of appropriate content is easier and the aim is to create a restricted English competence [10]. ESP learners are usually adults or young adults with prior learning experiences, well-defined objectives, and strong instrumental motivation associated with career or academic success [13]. As a result, andragogy's tenets - which prioritize learner autonomy, self-direction, experiential learning, and the applicability of course material to real-world situations—are strongly related to ESP pedagogy [14]. According to research, teaching strategies based on adult learning theory improve student engagement and help them acquire communicative competence, which goes beyond grammatical accuracy to encompass pragmatic and strategic language use [15]. ESP learners are inherently autonomous, which renders them responsible decision-makers; they are fully-grown psychosocially and culturally, with an established respect for others (i.e. the teacher and their fellow learners) and with a sense of discipline in the learning process [16]. Research indicates that adult learning theory-based teaching methods increase student engagement and aid in the development of communicative competence, which encompasses pragmatic and strategic language use in addition to grammatical accuracy [15].

The link between EGP and ESP has received more attention in recent studies, especially with regard to the degree to which general English competence is necessary for effective participation in ESP contexts. The general consensus is that a foundational level of general proficiency provides crucial linguistic and cognitive scaffolding for specialized language development, although some academics contend that ESP can be introduced at early stages of language learning for narrowly defined communicative purposes (5, 7). In order to effectively create curricula and assist students in making the shift from general to specialized language use, it is essential to comprehend this link.

Modern ESP frameworks increasingly acknowledge the significance of learner autonomy and intercultural communication competence in addition to language proficiency. Effective communication in international professional settings necessitates not just proficiency in specialist language but also awareness of various communicative expectations, cultural norms, and interactional conventions [17]. Additionally, encouraging learner autonomy gives ESP students the tools they need for lifetime learning and ongoing professional growth in dynamic and changing industries [18].

Under this scope, the goal of the present paper is to investigate and analyse ESP as a theoretical and pedagogical concept. It examines how ESP has evolved historically, what makes it unique, how it relates to EGP, the importance of needs analysis, and the methods used in adult ESP instruction. This paper, also, aims to illustrate both the potential and the difficulties of ESP in meeting the intricate communicative needs of contemporary academic and professional environments by summarizing important findings from recent research.

III. ENGLISH'S HISTORICAL DEVELOPMENT AND ESP DEFINITION

A unique and well-established subfield of English language instruction, ESP focuses on the unique communication requirements of students working in certain academic, professional, or occupational contexts. ESP is based on the idea that language use is influenced by context, purpose, and function, in contrast to general language teaching (EGP), which seeks to build broad linguistic competence usable across a variety of settings. Therefore, ESP is best understood as an approach to language education that is motivated by learners' particular aims and communicative requirements rather than as a product or a set methodology [5].

Many academics attempted to define ESP, focusing on various facets of its orientation and scope. According to a commonly held perspective, ESP is a learner-centered approach wherein the methods and content of instruction are decided by a systematic examination and analysis of the needs of learners in target circumstances [8]. According to this viewpoint, ESP places a high value on applicability and relevance, guaranteeing that language training directly enhances students' academic achievement or professional efficacy. Adding to that, as per Azalmad [7], ESP should be viewed as a method that chooses and arranges language characteristics according to their functional significance within particular situations rather than as a distinct variant of English. This functional perspective emphasizes how language plays a crucial role in accomplishing well-defined communicative goals. As stated by Sifakis [19], each of the three letters of ESP stands for the following: "E" stands for language issues, the need to analyse language in different ways, depending on the focus; "S" stands for specificity which distinguishes it from general English language situations and "P" which refers to the notion of purposes, knowing the learner needs, their preferred strategies that help learners learn more efficiently.

The mid-20th century's wider historical, economic, and social changes are intimately related to the rise of ESP. Rapid developments in science, technology, and global trade after World War II led to an unparalleled need for a common language of communication. English has taken on this function more and more, especially in professional training, academic research, and international trade. As a result, learners increasingly pursued English as a useful tool for accessing specialized knowledge and engaging in professional communities rather than only for general

communication or cultural enrichment [5]. This change revealed the shortcomings of conventional EGP courses, which frequently failed to meet the unique linguistic requirements of new fields and occupations. To sum it up, EGP relates to contexts such as schools where needs cannot be readily specified – it provides a broader foundation rather than a detailed and selective specification of goals [6]. Its main focus is on education and as the learners' needs are impossible to predict, the course content is more difficult to select. They mainly focus on grammar, language structure and general vocabulary; they help students to cope with any subject-matter course [10].

Due to these shifting demands, ESP was officially recognized as a separate field within English language instruction by the 1960s. During this time, Needs Analysis was introduced as a fundamental basis for course design, which was one of the most important advancements. Teachers were able to methodically determine the linguistic characteristics, communicative functions, and discourse practices needed in certain target scenarios, including academic writing, medical consultations, or technical documentation, thanks to needs analysis [8]. Needs Analysis, i.e. the process of establishing the "what" and "how" of a course is one of the key stages of ESP [20]. At the initial stages of ESP, needs analysis consisted in assessing the communicative needs of the learners and the techniques of achieving specific teaching objectives [21]. Nowadays, needs analysis aims at collecting information about the learners and at defining the target situation and environment of studying ESP. As a result, language instruction underwent a dramatic change from a one-size-fits-all strategy to one that is more adaptable and context-sensitive. Instead of being taught as an abstract system, language was now taught as a socially contextual practice influenced by academic and professional norms.

In the decades that followed, ESP's theoretical and instructional development persisted. Register analysis, which looked at the lexical and grammatical characteristics of specialized texts, was the main focus of early ESP research. Gradually, though, the field grew to include genre-based techniques and discourse analysis, which highlighted how crucial it is to comprehend the way language works within larger communicative events and institutional practices. This development was a result of a growing understanding that proficient communication in specialized contexts necessitates mastery of genre conventions, rhetorical structures, and pragmatic standards in addition to technical terminology [11].

Strong ties to adult and higher education are another distinctive feature of ESP movement. ESP learners are usually adults or young adults with clear instrumental motives related to academic accomplishment or career progress, as well as prior educational experiences. ESP pedagogy has been greatly impacted by this learner profile, which closely aligns it with andragogical ideas. Adult education is a form of education that involves professional and vocationally oriented programmes at advanced levels, taken for purposes such as qualification or mainly the development of new skills for work purposes [12].

The needs-based and practical orientation of ESP closely aligns with the traits of adult learners, who are typically self-directed, goal-oriented, and driven by the immediate relevance of learning content [14]. Adult students-learners, according to Rogers [12], have some general characteristics: they define themselves as adults; they bring with them a package of experience and values; they are in the middle of a process of growth; they come to education with intentions and bring with them their own expectations about the learning process; they might have competing interests and they already have their own set of patterns of learning. Because of this, problem-solving exercises, hands-on learning, and genuine materials that reflect real-world communication situations are frequently highlighted in ESP education. ESP is a materials-led movement and, consequently, part of the role of the ESP instructor/practitioner has been to develop teaching material to meet the specific learners' need [9].

Additionally, the scope of ESP has grown to encompass a variety of subfields, each of which focuses on the unique requirements of certain learner groups. These include professional and occupational varieties like English for Medical Purposes, Business English, Legal English, and Aviation English, as well as English for Academic Purposes (EAP), which emphasizes academic literacy skills like research writing and academic discourse [5]. These subdomains are committed to learner-centered course design, needs analysis, and contextualization notwithstanding their disparities. This variety demonstrates how flexible ESP is as a method that can adapt to changing communicative needs across different disciplines.

Rigid differences between ESP and EGP have been questioned more and more in academic debate in recent years, with a more integrated approach being suggested in their place. Azalmad [7] contends that as language acquisition is impacted by learners' objectives and expected contexts of usage, ESP and EGP should be seen as a continuum rather than as mutually exclusive categories. This viewpoint recognizes that even though ESP places a strong emphasis on particular, it yet depends on the larger linguistic system created through general language acquisition. These observations demonstrate the development of ESP as a field, which is defined by theoretical adaptability and reactivity to educational realities rather than rigid limitations.

All things considered, the evolution of ESP across time shows a slow but significant shift in language instruction. The practical challenges of a globalized world gave rise to ESP, which has developed into a thorough and theoretically sound methodology that puts learner needs, relevance, and context first. ESP is positioned as an essential feature of modern English language instruction, especially in academic and professional contexts, thanks to its focus on functional language use, needs-driven instruction, and alignment with adult learning concepts.

IV. ENGLISH FOR SPECIFIC PURPOSES AND ENGLISH FOR GENERAL PURPOSES

The teaching of English with the goal of fostering wide communicative ability in a variety of everyday and general contexts is known as EGP. Without focusing on a particular academic or professional subject, EGP courses emphasize vocabulary, grammar, reading, writing, speaking, and listening abilities that are useful in a variety of contexts. The objective is to provide students with confidence and functional fluency in everyday English communication. Discussions, comprehension tests, and general text generation are common activities. Beginners or students who don't need specialization right away can benefit greatly from EGP. ESP, on the other hand, emphasizes language and abilities suited to certain academic, professional, or functional situations. ESP is need-driven, meaning that learners' real-world needs dictate content, approach, and assessment. English for Academic Purposes (EAP), English for Medical Purposes, and English for Business Communication are a few examples. ESP places a strong emphasis on specific vocabulary, registers, and abilities that are closely related to the learners' objectives, such as academic presentations, technical writing, and negotiation.

➤ *Comparative Study: ESP vs. EGP*

• *Goals*

The goal of EGP is to improve general language proficiency for extensive communication. ESP focuses on language needed for academic or professional work and aims to increase skill in particular circumstances.

• *Aim*

EGP learners aim to acquire general language abilities that are not immediately applicable.

ESP students need specific skills for academic or professional skills.

• *Content*

EGP includes generic grammar and vocabulary that can be applied in a variety of contexts. ESP requires communication skills specific to the target field as well as domain-specific vocabulary.

• *Techniques*

Standard texts and general skill-building exercises are the foundation of EGP. ESP, on the contrary, reflects real language use in context through needs analysis, real-world tasks, and authentic resources.

➤ *The Argument of the Continuum*

From EGP to ESP Research, especially Steinhausen's "From General English to ESP: Bridging the Gap" [22], views EGP and ESP as points on a continuum rather than discrete approaches. Learners may start with general language learning and gradually advance toward specialized situations along this continuum. Instead of treating EGP and ESP as rigidly sequential stages, the continuum model proposes that the shift should be progressive, integrating

specialized skills as learners' general proficiency develops. This method encourages a more adaptable and responsive learning route by bridging the conventional gap between general English training and the urgent and immediate needs of ESP learners.

Does ESP Require EGP? The issue of whether EGP is necessary for ESP is complex. A general English foundation is traditionally thought to be beneficial for meeting the lexical and structural requirements of ESP. Learners' engagement with specialized content might be facilitated by a certain amount of broad English language competency.

But as Steinhausen contends [22], EGP is not always a necessary condition. Depending on the immediate demands and circumstances of the learners, ESP instruction may occasionally start concurrently with or even before comprehensive general English training. In order to reflect the continuum approach, where EGP and ESP coexist and dynamically inform one another, it is crucial to evaluate learners' needs and adjust instruction accordingly.

V. ENGLISH NEEDS ANALYSIS FOR SPECIAL PURPOSES

The systematic process of determining what students need to do using English in their academic or professional contexts is known as needs analysis (NA) in ESP. ESP is purpose-driven, in contrast to traditional English instruction, which means that course materials, techniques, and skills are adapted to students' real-world assignments. NA ensures that classes are effective, pertinent, and in line with students' communication objectives. Without Needs Analysis, ESP programs run the danger of not being in line with students' needs, which lowers instructional effectiveness [23].

Three primary kinds of needs are usually distinguished in ESP research: learning needs, present situation needs, and target needs. What students must do in their target scenario is outlined in their target needs. These consist of wants (learners' perceptions of their goals), lacks (gaps between current and necessary ability), and needs (critical abilities). For instance, reading professional books, making reports, and interacting with patients and coworkers are frequently highlighted as target needs in ESP courses [24].

PSA, or present situation analysis, focuses on students' present skills. PSA highlights gaps in the curriculum by pointing out its strengths and faults. According to studies conducted in vocational and engineering ESP contexts, learners may possess sufficient general English skills but lack the domain-specific vocabulary or speaking abilities needed for professional duties [25].

The way that students want to learn is related to their learning needs. These consist of classroom preferences, learning tactics, and incentives. According to research, students frequently prefer interactive and technologically advanced teaching strategies that increase retention and engagement [26].

Both quantitative and qualitative techniques are usually used in robust NA. Typical methods include: surveys, in order to collect opinions regarding linguistic requirements and preferences; interviews with students or subject-matter specialists to gain in-depth knowledge about academic and professional requirements; The language, genres, and functions that students will encounter in their areas can be identified through observations and authentic text analysis [23]. Because mixed-method approaches triangulate data to ensure a more accurate picture of learners' needs, they are recommended.

Program Design and NA is essential to curriculum creation and course design. Learning needs influence teaching strategies, target needs direct the choice of skills and content, and PSA influences depth and sequencing. In order to guarantee that students are assessed on the skills they will require in real-world situations, assessment tasks are also created using Needs Analysis [23]. For instance, NA found that students emphasized speaking and pronunciation in vocational ESP courses, which encouraged designers to substitute task-based exams and communicative methods for traditional tests. Similar to this, NA demonstrated the necessity of emphasizing professional writing and patient communication in medical ESP, which had a direct impact on curriculum material and instructional strategies [27].

VI. LEARNER FEATURES AND METHODOLOGICAL STRATEGIES IN ESP

Adult Learners and ESP Adult learners with particular academic, professional, or occupational goals are frequently the focus of ESP courses. In terms of motivation, prior knowledge, learning methodologies, and time restrictions, adults and younger learners are different. Designing successful ESP programs requires an understanding of these traits. Adult learners are usually self-directed, goal-oriented, and need learning to be relevant [6]. Because ESP emphasizes immediate application and functional outcomes, it easily aligns with the ideas of adult education.

A key component of ESP technique is the contrast between pedagogy (child-focused training and instruction) and andragogy (adult learning). Andragogy - a term popularized in the 1960s by Malcolm Knowles, an American educator - is one of the most commonly applied frameworks to explain adult learning. As previously mentioned, it is often compared to pedagogy, which is used to describe teaching techniques for children [28, 29]. Andragogy is based upon the following 6 assumptions [30]: i) adults need to know why they need to learn something, ii) the motivation to learn is internal rather than external, iii) there is a change in time perspective as people mature, from future application of knowledge to immediacy of application, iv) the readiness of an adult to learn is closely related to the developmental tasks of his/her social role, v) adults accumulate a growing reservoir of experience, which constitutes a valuable resource for learning and vi) adults' self-concept move to that of a self-directing human being. It is not uncommon to view these six assumptions – the core of andragogy - as principles, but as stated by Knowles [31] these were intended only as guiding

assumptions. Stated in a different way from that above (i-vi), they are as follows: i) the need to know (adults strongly need to know why they need to learn something in before becoming part of the learning process), ii) the learner's self-concept (adults have a self-concept of being responsible for their own decisions and they resent situations in which they feel others are imposing or trying to impose their will on them), iii) the role of learners' experiences (adults come into an educational activity and a learning context with both a greater volume and a different quality of experience), iv) readiness and eagerness to learn (adults become ready to learn those things they need to know and be able to do in order to effectively handle their real-life situations), v) orientation to learning (in contrast to children's and youths' subject-centered orientation to learning, adults are life-centered, task-centered or problem-centered in their orientation to learning and finally vi) motivation (adults are responsive to some external motivators such as better professional opportunities, but the strongest motivators are internal pressures such as the need for increased job satisfaction, self-esteem and quality of life [32].

Andragogy places a strong emphasis on students' past experiences, self-directed learning, a focus on problem-solving, and the practical application of information. Pedagogical approaches, on the other hand, are frequently teacher-centered and concentrate on broad content. In order to ensure that training satisfies learners' unique communicative requirements and respects their autonomy, ESP technique strongly relies on andragogical concepts. Consequently, the andragogical process aims at establishing a suitable physical and psychological learning climate (mutual respect, collaborativeness, supportiveness, openness) and involving adult learners in mutual planning. In this context, the notion of the "learning contract" was promoted as a tool for assisting adult learners to exercise self-direction through personally identifying goals, resources, implementations and means of evaluating their learning [29]. A learning contract in andragogy is a tailored, negotiated agreement between a learner and a facilitator that outlines what, how, when, and by what criteria learning will be achieved. Based on Malcolm Knowles' principles, it fosters self-directed learning by allowing adults to set personal goals, select resources, and determine assessment methods, bridging the gap between personal interest and external requirements [33].

As for the objectives, one of the main objectives of ESP is the development of communication skills. Courses emphasize the ability to utilize language effectively in academic or professional contexts in addition to grammatical precision. ESP is based on Communicative Language Teaching (CLT), which emphasizes meaningful communication, task fulfillment, and interaction. Communicative Language Teaching focuses on another fundamental dimension of language, its functional and communicative potential [34]. It is fundamentally an approach and not a method aiming to: i) make communicative competence the goal of language teaching and ii) develop procedures for the teaching of the four language skills (reading, listening, speaking, writing) that acknowledge the

interdependence of language and communication [34]. The learning theory underlying CLT has the following principles: i) the communication principle - the designed activities to be used involve real communication promote learning, ii) task principle - the activities in which language is used focus on carrying out meaningful tasks and they promote learning and iii) meaningfulness principle - learning activities are selected according to how well they engage learners in meaningful and authentic language use rather than having the learners employed in mechanical practice of language patterns. All these principles refer back to adult learners and to their need for studying ESP. CLT gave a major impetus to the development of learner-centered language teaching: learners are assisted to gain the communicative and linguistic skills required for carrying out real-world tasks [35]. According to research, learners' performance on real-world language problems is improved by CLT-based ESP activities, such as simulations of academic conversations or workplace meetings [36].

In ESP, form-focused instruction is still crucial even while communication is crucial. Learners can develop accurate and context-appropriate language when grammar, vocabulary, and disciplinary registers are explicitly taught. For instance, precise reporting in medical settings or technical writing in engineering require close attention to form in addition to functional practice [37]. By combining communicative tasks with form-focused education, students may employ accurate language in real-world contexts.

Especially in higher education, ESP frequently interacts with English Medium Instruction (EMI) and Content and Language Integrated Learning (CLIL). In these situations, students simultaneously improve their language skills and topic understanding. Contextualized learning is supported by the use of real materials, such as professional reports, academic publications, manuals, or simulated workplace documents. Role-plays, case studies, and problem-solving tasks are examples of realistic activities that help close the gap between professional requirements and classroom practice [38, 39]. This method improves disciplinary and pragmatic literacy.

It should also be noted that technology is now a crucial part of teaching ESP. Learners can access authentic materials and practice in real-world settings using online corpora, learning management systems, virtual simulations, and interactive platforms. Additionally, digital tools facilitate individualized learning by allowing students to practice asynchronously, concentrate on domain-specific abilities, and get instant feedback. Research shows that incorporating technology improves task-based learning outcomes, autonomy, and participation in ESP courses [40].

Aligning learner characteristics, theoretical frameworks, and methodological procedures is also necessary for effective ESP design. Goal-oriented, pertinent, and real learning experiences that integrate CLT, form-focused instruction, and CLIL/EMI techniques are beneficial for adult learners. Technology should be used to create flexible, genuine, and interactive learning possibilities, and tasks

should mirror the communicative demands of the actual world. ESP programs satisfy disciplinary or professional requirements while achieving practical communicative competence by focusing education on the needs of learners. By balancing theory, pedagogy, and practical application, this integration guarantees that ESP courses are effective, learner-centered, and outcome-focused [41].

VII. LEARNER AUTONOMY AND INTERCULTURAL COMMUNICATION SKILLS IN ESP

The ability to successfully and appropriately communicate across cultural boundaries by fusing language knowledge with cultural awareness, attitudes, and abilities is known as intercultural communicative competence, or ICC. ICC is especially important in the context of ESP since students are frequently expected to work in global academic or professional settings where English serves as a *lingua franca*. “*Lingua franca*” and “language of wider communication” refer to the use of a language in international or multilingual contexts. Initially – as a term - it was generally limited to contact languages developed by sea traders and the workers of diverse linguistic backgrounds in coastal trading centers around the world. However, *lingua franca* eventually came to refer to the language chosen as the means of communication among people without a shared home language. In the contemporary world, English most frequently serves as an international *lingua franca* anywhere in the world or as a language of wider communication in multilingual regions [42]. Therefore, intercultural awareness, pragmatic competence, and sensitivity to cultural differences in communication are all included in modern ESP training, which goes beyond technical language skill [43].

ICC helps learners in ESP situations to correctly comprehend meaning, prevent misunderstandings, and modify their language use in accordance with professional practices, cultural norms, and expectations. In industries like business, healthcare, engineering, and academia, where collaboration and performance are directly impacted by communication efficacy, this is crucial.

Multicultural workplaces are also worth attention. Professionals must communicate with coworkers, clients, and stakeholders from a variety of cultural backgrounds in today's increasingly multicultural and multilingual workplaces. Although English is widely used as a common language, shared language does not imply shared meaning. According to research, cultural disparities in discourse patterns, hierarchy, politeness techniques, and nonverbal communication frequently result in miscommunication in professional contexts more than just linguistic problems [44].

By raising awareness of cultural differences in communication patterns, ESP courses that focus on multicultural professional contexts equip students to handle such complications. For instance, cultural norms about decision-making, directness, formality, and taking turns may vary greatly. The development of flexibility, tolerance, and strategic competence — all essential for successful

engagement in international professional communities — is facilitated by the integration of ICC into ESP education.

Because language choices reflect societal norms, values, and contextual expectations, language use and culture are inextricably linked. Language usage in particular disciplines or occupations is influenced by cultural variables in ESP. Workplace contact patterns, professional email etiquette, and academic writing traditions are all influenced by culture. As a result, learners need to know not just what language to use, but also how and when to use it correctly in context [43]. By integrating cultural aspects into ESP training, students can gain pragmatic competence, which enables them to decipher implicit meanings and modify their communication tactics accordingly. Both linguistic and intercultural growth can be supported by exposing students to actual instances of culturally situated language usage through authentic materials and case- based assignments.

Autonomy and motivation are also important. More specifically, the ability of learners to take charge of their own education, including goal-setting, strategy selection, and progress evaluation, is known as learner autonomy. Since learners in ESP are usually motivated by specific, useful goals pertaining to their academic or professional growth, autonomy and motivation are tightly intertwined. According to Lakawa et al. [45], autonomous learners are more likely to deeply engage with knowledge that is pertinent to their needs and settings. By promoting reflective learning, self-evaluation, and task-based activities that simulate real- world difficulties, ESP courses promote autonomy. Students' motivation rises when they see the immediate benefits of what they are learning, which promotes longer-term skill development and more sustained engagement.

Finally, ESP should be considered as a lifelong learning instrument. Because workers must constantly upgrade their abilities in response to changing industry needs, technological advancements, and global mobility, ESP plays a critical role in fostering lifelong learning. ICC and learner autonomy – when - combined give students transferable skills that they can use outside of their classroom. Self-directed learning abilities, multicultural awareness, and the capacity to modify language use in various situations and professional phases are some of these competences. ESP helps students become self-reliant, introspective, and flexible communicators by promoting autonomy and intercultural competency. This is in line with modern educational perspectives that place an emphasis on lifelong learning and professional growth.

VIII. LITERATURE SYNTHESIS AND DISCUSSION SYNOPSIS OF THE MAIN RESULTS

The literature on ESP frequently emphasizes how learner- centered and needs-driven it is. According to numerous research, ESP is a strategy that links language training with the demands of real-world communication while giving priority to learners' particular academic or professional goals. The significance of needs analysis, the

function of adult learner characteristics, the integration of communicative and form-focused approaches, and the increasing focus on intercultural communicative skills and learner autonomy are some of the major themes that emerge from the research.

When taken as a whole, these components present ESP as an adaptable and practical method of teaching languages that directly addresses disciplinary and contextual needs. ESP efficacy is frequently found to depend on how well course design, instructional strategies, and learners' requirements are aligned. Research highlights that learners exhibit more engagement and better communication performance when ESP courses are based on systematic needs analysis and bolstered by realistic challenges and authentic resources.

The literature generally agrees that needs analysis is the cornerstone of ESP. In order to create pertinent and successful ESP programs, researchers concur that determining target needs, current abilities, and learning preferences is crucial. Likewise, there is agreement on the significance of learner-centered approaches, authenticity, and communicative ability, especially in adult and professional learning settings.

On the other hand, disagreements arise when methodological balance is discussed. While many studies advocate for communicative and task-based techniques as the foundation of ESP training, others emphasize the ongoing significance of explicit form-focused instruction, particularly in fields like academic writing, engineering, and medicine that demand linguistic accuracy. Another area of disagreement is the order in which general and specialized language teaching should be given. While some studies see General English as a precondition for ESP, others take a continuum view in which general and specialized language skills develop simultaneously.

Numerous benefits of ESP are highlighted in the literature. First, by providing instantly relevant and goal-oriented content, ESP increases learner motivation. Acquiring language skills that help them succeed academically or professionally is directly valued by learners. Second, because instructional time is concentrated on critical abilities rather than extensive language learning, ESP encourages efficiency. Third, ESP promotes transferable skills that are becoming more and more crucial in international workplaces, such as autonomy, intercultural awareness, and lifelong learning abilities.

Even with these benefits, ESP has a lot of drawbacks. The difficulty of carrying out precise and thorough Needs analysis is a significant obstacle, especially in diverse learner groups or quickly evolving professional contexts. Additionally, a lack of specialized resources, inadequate institutional support, or limited subject-matter expertise are common challenges faced by ESP instructors. Another ongoing instructional difficulty is achieving a balance between communicative fluency, linguistic accuracy, and academic conventions.

Both advantages and disadvantages are shown by a

critical analysis of the literature. Numerous studies offer insightful empirical information about learners' demands and successful ESP techniques, however many of them mostly rely on self-reported data, such as surveys, which could not accurately reflect language use in professional contexts. Additionally, some research concentrates on specific circumstances, which restricts the findings' applicability to other academic fields or educational institutions. There are still few longitudinal studies examining the long-term effects of ESP training on career performance and lifelong learning.

IX. CONCLUSIONS

The theoretical underpinnings, methodological tenets, and pedagogical consequences of ESP, a dynamic and needs-driven approach to language instruction, have all been highlighted in this literature review. ESP is a learner-centered framework that matches language education with particular academic, professional, and occupational contexts, according to the examined studies. It has been demonstrated that key ideas including learner autonomy, communicative competence, needs analysis, authenticity, and intercultural communicative competence are essential to the success of ESP programs.

The fundamental significance of requirements analysis in ESP course design is one of the review's main conclusions. Instructors can create programs that are pertinent, effective, and context-sensitive by methodically identifying target needs, current linguistic abilities, and learning needs. The relevant literature, also, emphasizes how approaches that respect prior knowledge, professional expertise, and goal-oriented motivation of ESP learners - who are frequently adults or students in an advanced level - help them. Because of this, methods like form-focused instruction, CLIL/EMI, Communicative Language Teaching, and the use of authentic materials are widely acknowledged as successful pedagogical techniques in ESP environments.

Ongoing globalization, greater academic mobility, and changing workplace needs all serve to highlight the importance of ESP in modern education. ESP helps students acquire transferable abilities including multicultural awareness, autonomy, and lifelong learning competency in addition to language accuracy and fluency. The capacity to use English effectively across disciplines and cultures is now crucial in multicultural professional settings. As a result, ESP serves as a link between language learning and practical communication, allowing learners to engage more successfully in academic and professional settings.

There are a number of implications for educational practice based on the literature presented. Instead of relying solely on one-time evaluations, ESP course design should be based on ongoing and iterative Needs Analysis. To modify resources and approaches to fit particular situations, educators need institutional support in addition to linguistic and pedagogical knowledge. To guarantee disciplinary relevance and authenticity, cooperation between language instructors and subject-matter experts is, also, strongly recommended. Technology integration can, also, improve

access to real resources, flexibility, and learner engagement.

Lastly, further mixed-methods studies that examine the long-term effects of ESP education on academic achievement, professional performance, and lifetime learning trajectories are needed. The development of intercultural communication ability across disciplines, digital and hybrid ESP learning environments, and teacher education in ESP all require more study. By addressing these issues, ESP will be more understood and supported as a crucial part of contemporary language instruction.

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