



ENGLISH **FOR** **SPECIFIC** PURPOSES

Mastering Speaking Skills Across Professions

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StarDigital Publishing
www.stardigitalpublishing.com

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Penerbit : PT. Star Digital Publishing, Yogyakarta-Indonesia

Email : ptstardigitalpublishing@gmail.com

Website : www.stardigitalpublishing.com

Anggota IKAPI : No. 202/DIY/2024

ISBN : 978-634-7693-15-0

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Cetakan Pertama, April 2026

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PREFACE

First and foremost, we would like to express our sincere gratitude to Almighty God for His blessings and grace, which have enabled us to complete this book entitled *“English for Specific Purposes: Mastering Speaking Skills Across Professions.”*

This book is written in response to the growing need for English language learning that goes beyond general usage and focuses on specific professional contexts. In today’s era of globalization and rapid technological advancement, the ability to communicate effectively in English—particularly speaking skills—has become an essential competence across various fields, including business, healthcare, law, tourism, and academic research.

Through this book, the authors aim to present comprehensive, systematic, and practical materials on English for Specific Purposes (ESP), with a primary focus on developing speaking skills in professional settings. Each chapter is designed to provide both theoretical understanding and real-world applications that are relevant to workplace demands, including cross-cultural communication, professional ethics, and field-specific language use.

We fully realize that this book is not without limitations. Therefore, we sincerely welcome constructive feedback and suggestions for future improvement. We hope that this book will serve as a valuable reference and contribute to enhancing readers’ professional English communication skills.

Finally, we would like to express our appreciation to all those who have contributed to the completion of this book.

We hope you enjoy reading this book.

Yogyakarta, April 2026

Author

TABLE OF CONTENTS

PREFACE.....	ii
TABLE OF CONTENTS	iii
CHAPTER 1 INTRODUCTION TO ESP SPEAKING SKILLS.....	1
A. Defining ESP Speaking Skills	3
B. The Primacy of Speaking in Professional Contexts.....	6
C. Needs Analysis: The Foundation of ESP Speaking	7
D. Key Characteristics of ESP Speaking Instruction.....	8
E. Key Characteristics of ESP Speaking Instruction.....	13
F. Challenges in Developing ESP Speaking Skills.....	14
G. The Role of Technology in ESP Speaking Development	16
H. Looking Ahead: Speaking Across Professions	17
CHAPTER 2 CROSS-CULTURAL COMMUNICATION IN GLOBAL WORKPLACES	20
A. Introduction.....	21
B. Theoretical Foundations of Cross-Cultural Communication	23
C. Importance of Cross-Cultural Communication in Global Workplaces.....	25
D. Challenges in Cross-Cultural Communication	27
E. Cross-Cultural Communication in the Digital Era.....	30
F. Strategies for Effective Cross-Cultural Communication	31
G. Establishing Clear Communication Norms	33
H. Case Perspectives and Global Insights	34
I. Conclusion	37
CHAPTER 3 ETHICS AND PROFESSIONALISM IN ESP SPEAKING	39
A. The Ontological Integration of Linguistic Competence and Morality in ESP.....	40
B. Theoretical Framework: Professionalism through the Lens of Applied Linguistics.....	41

C. Fundamental Dimensions of Ethics in ESP Oral Communication	42
D. Linguistic Modalities for Ethical Engagement: The Role of Hedging.....	44
E. Accountability and the Socio-Professional Impact of Utterances.....	45
F. Ethical Imperatives in Digitally Mediated Communication ..	45
G. Case Study: Ethical Ambiguity in Engineering Discourse	46
H. Pedagogical Implications for ESP Instruction.....	46
I. Conclusion	47
CHAPTER 4 BUSINESS COMMUNICATION SKILLS	48
A. Introduction.....	49
B. Core Speaking Competencies in Business	50
C. Business Communication in Practice	51
D. Integrated Business Speaking Activity: <i>“Create and Sell Your Product”</i>	63
CHAPTER 5 ENGLISH FOR NURSING AND HEALTHCARE PROFESSIONALS.....	65
A. Introduction.....	66
B. Vocabularies of Patient Journey	67
C. Useful Expressions.....	73
D. Scenario of Patient Journey	78
E. Practice	80
CHAPTER 6 SCIENTIFIC COMMUNICATION AND RESEARCH PRESENTATIONS.....	83
A. Introduction.....	84
B. Scientific Communication in the ESP Framework.....	87
C. Research Presentations as an Academic Genre: a GBA Perspective	91
D. Delivery and Interaction	96
E. Common Challenges and Pedagogical Implications	99
F. Conclusion	103

CHAPTER 7 ENGLISH FOR ECONOMIC AND FINANCIAL DISCUSSIONS.....	105
A. Introduction to Economic and Financial Discussion.....	106
B. Material for Speaking Skill	107
CHAPTER 8 ENGLISH FOR LEGAL PROFESSIONALS	116
A. Introduction.....	117
B. Strategy 1: Understand the Context and Purpose of Legal Communication	119
C. Strategy 2: Learn Key Legal Vocabulary Through Contextualised Phrases	119
D. Strategy 3: Develop Legal Reasoning Through Case-Based Discussions	126
E. Strategy 4: Practice Oral Advocacy Through Moot Court Simulations.....	129
F. Strategy 5: Strengthen Client Communication Skills	132
G. Strategy 6: Use Plain Language to Explain Legal Concepts	133
H. Strategy 7: Practice Negotiation and Persuasive Communication	133
I. Strategy 8: Engage in Collaborative Communication Activities.....	136
J. Strategy 9: Develop Professional Small Talk Skills.....	137
K. Strategy 10: Prepare an Effective Elevator Pitch.....	138
L. Strategy 11: Introduce Others Into a Conversation.....	139
M. Strategy 12: End Conversations Politely and Professionally	139
N. Strategy 13: Exchange Contact Details to Maintain Professional Relationships.....	140
O. Strategy 14: Reflect on Your Speaking.....	141
P. Conclusion	141
CHAPTER 9 ENGLISH FOR HOSPITALITY AND TOURISM PROFESSIONALS.....	143
A. Introduction.....	144
B. Common Topics in Hospitality and Tourism Industry	145

CHAPTER 10 ENGLISH FOR PHARMACY PROFESSIONALS..... 158

- A. Introduction..... 159
- B. English for Specific Purposes in Pharmacy
Communication 160
- C. Pharmacy as a Specialized Discourse Community..... 162
- D. Communication Framework for Pharmacy Professionals... 164
- E. Core Speaking Functions in Pharmacy Practice..... 165
- F. Typical Communication Tasks in Pharmacy Practice..... 169
- G. Speaking Expressions in Pharmacy Practice..... 170

**CHAPTER 11 ENGLISH FOR PUBLIC HEALTH
PROFESSIONALS..... 174**

- A. Introduction..... 175
- B. Vocabularies of Public Health..... 176
- C. Useful Expressions Based on Public Health Activities
and Communication Functions 178
- D. Role Play Dialogs in Public Health Promotion 184
- E. Exercise..... 186

REFERENCES..... 191

ABOUT THE AUTHOR..... 208

CHAPTER 1

INTRODUCTION TO ESP SPEAKING SKILLS

In today's interconnected world, English has become the undisputed lingua franca of international business, science, technology, and professional collaboration. As you read these words, thousands of professionals across the globe doctors consulting with colleagues, engineers presenting projects, nurses comforting patients, and financial analysts negotiating deals are using English to communicate in their specialized fields. But the English they use is not the same English we use to order coffee or chat about weekend plans.

English for Specific Purposes (ESP) emerged precisely because General English, while valuable for everyday communication, often falls short in preparing professionals for the linguistic demands of their specific workplaces . As Prodanovska-Poposka (2022) explains that Since General English knowledge seem to be not satisfactory in helping professionals function well at work or at vocational educational settings, therefore the necessity for English for Specific Purposes or English as a Professional Language arose.

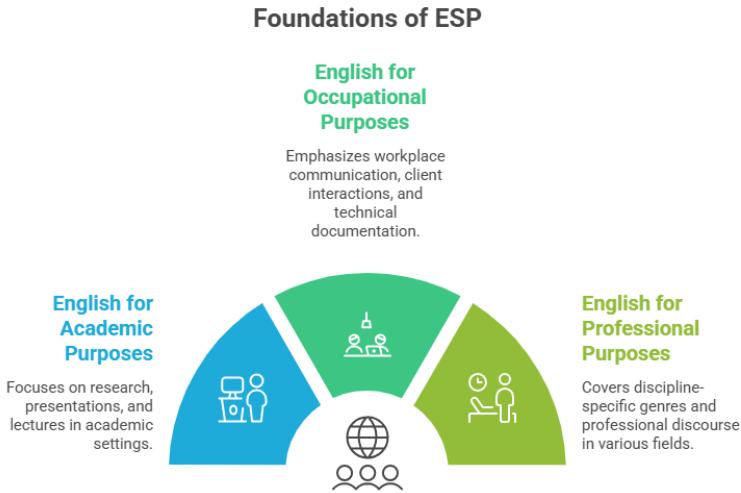


Figure 1.1 The ESP Umbrella
Source: Adapted from Prodanovska-Poposka (2022)

Hutchinson and Waters (1987), foundational scholars in the field, provided what remains one of the most cited definitions of ESP that ESP is an approach to language learning, which is based on learners' needs. This seemingly simple definition carries profound implications. Unlike General English, which typically follows a predetermined syllabus based on grammatical progression or everyday topics, ESP starts with a fundamental question: *What does the learner need to do with English in their professional or academic context?*

The answer to this question shapes everything that follows -the vocabulary taught, the skills emphasized, the materials selected, and the tasks designed. As Anthony (2018) emphasizes, ESP is not about teaching specialized varieties of English but rather about understanding the specific purposes for which learners need English and designing instruction accordingly.

A. Defining ESP Speaking Skills

Within the broader framework of ESP, speaking skills occupy a unique and increasingly important position. When researchers asked university students about their priorities in ESP courses, speaking skills consistently emerged as the highest expectation. This finding, from a study of 208 students across multiple disciplines, reflects the reality that in most professional contexts, our speaking competence is immediately visible to colleagues, clients, and supervisors.

But what exactly do we mean by “ESP speaking skills”? Let us break this down into its components.

What Makes Speaking “Specific”?

What exactly makes ESP speaking different from everyday conversation? Is it just technical vocabulary? Not quite.

When a doctor talks to a patient, a lawyer questions a witness, or an engineer explains a project to clients, they are not simply using different words. They are communicating with different purposes,

different audiences, and different expectations. The stakes are higher, the language is more precise, and success is measured by professional outcomes-not just being understood.

See Table 1.1 below compares General English and ESP speaking. Notice how each aspect shifts when language moves from casual conversation to professional communication.

Table 1.1 General English vs. ESP Speaking Compared

Aspect	General English Speaking	ESP Speaking
Primary Goal	Social interaction, everyday communication	Professional task accomplishment
Vocabulary Focus	High-frequency general vocabulary	Field-specific terminology and jargon
Contexts	Personal, social, transactional	Professional, disciplinary, occupational
Genres	Casual conversation, storytelling, opinions	Presentations, consultations, negotiations, reports
Accuracy Focus	Grammatical correctness	Communicative effectiveness in context
Success Criteria	Being understood socially	Achieving professional objectives
Needs Basis	General communicative needs	Specific, analyzed professional needs

Source: Compiled from (Anthony, 2018; Prodanovska-Poposka, 2022)

The table above illustrates a fundamental distinction. In ESP speaking, the measure of success is not merely whether you can form grammatically correct sentences, but whether you can achieve professional goals through spoken language. Can you explain a

complex medical condition to a patient's family? Can you persuade a client to accept your proposal? Can you present research findings to skeptical colleagues?

The Nature of ESP Speaking Competence

Yusupaliyeva (2025) argues that developing speaking competence in ESP requires effective strategies that integrate both acquisition and practical application. This integration points to the multifaceted nature of ESP speaking skills, which encompass:

1. **Linguistic competence** -Mastering the specialized vocabulary and grammatical structures of your field
2. **Discourse competence** - Organizing spoken communication according to professional genres
3. **Strategic competence** - Using communication strategies to handle challenges
4. **Sociolinguistic competence** -Adapting language to professional contexts and relationships
5. **Pragmatic competence** -Understanding and conveying meaning appropriately in professional situations

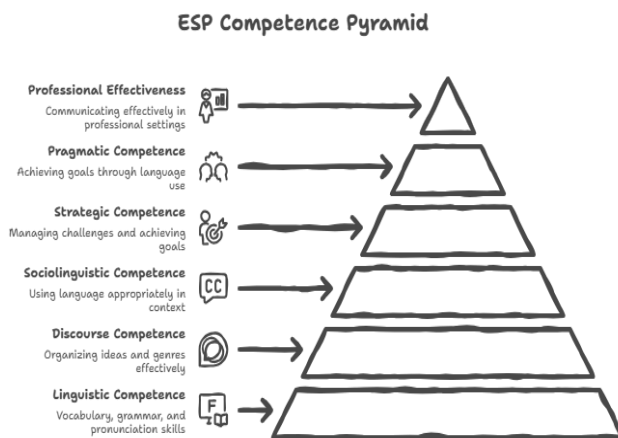


Figure 1.2 The ESP Speaking Competence Pyramid
(Source: Adapted from communicative competence models in ESP contexts (Prodanovska:2022)).

B. The Primacy of Speaking in Professional Contexts

Historically, written communication was considered the priority in ESP because written genres were considered essential to professional success. However, contemporary research reveals a shifting landscape. Students across disciplines now prioritize speaking skills above reading, writing, and even listening .

Several factors explain this shift:

First, globalization has made oral interaction across borders routine rather than exceptional. Professionals regularly participate in international conference calls, video meetings, and face-to-face negotiations where spoken English is the medium of interaction.

Second, many professions have become more client-and patient-centered. Healthcare professionals must explain treatments, legal professionals must advise clients, and business professionals must persuade customers -all through spoken language.

Third, technological advancements have created new speaking contexts. Video conferencing, podcasts, webinars, and digital presentations require sophisticated oral communication skills that combine traditional speaking competence with new technological affordances.

Pardayeva (2025) emphasizes that among four main language skills (reading, writing, speaking, and listening), speaking remains the most difficult to master in second language acquisition. This difficulty arises because speaking is a productive skill that operates in real-time, requiring simultaneous attention to content, form, and interaction while leaving little time for planning or revision.

C. Needs Analysis: The Foundation of ESP Speaking

If ESP is fundamentally an approach based on learners' needs, then needs analysis becomes the essential starting point for any ESP speaking course. Hutchinson and Waters (1987) established needs analysis as the cornerstone of ESP curriculum development, a principle that continues to guide the field.

Chutopama et al. (2025) reaffirm that needs analysis is a critical step in ESP curriculum design to ascertain learners' linguistic requirements. In their study of tertiary students, they found that learners needed ESP materials with an emphasis on speaking skills with the topics relevant to their specific professional contexts.

Components of Needs Analysis for Speaking

Needs analysis stands as the foundation of ESP speaking instruction. But what does this actually look like in practice? How does one move from the general concept of "understanding learner needs" to actually gathering useful information that shapes teaching?

A comprehensive needs analysis for ESP speaking examines multiple dimensions-because professional communication is never just about language. It concerns who one speaks to, what needs to be accomplished, where communication happens, and how success is measured in a specific field.

See Table 1.2 below presents a framework capturing these different dimensions. For each aspect, key questions that require answers are identified, along with data sources that can provide those answers. This framework can guide both teachers designing ESP courses and professionals seeking to assess their own speaking needs.

Table 1.2 Needs Analysis Framework for ESP Speaking

Dimension	Key Questions	Data Sources
Target needs	What speaking tasks will learners perform in their professions?	Job descriptions, workplace observations, professional literature
Learning needs	How do learners best acquire speaking skills?	Learner questionnaires, learning style assessments
Current proficiency	What can learners already do in spoken English?	Speaking assessments, diagnostic tests
Professional context	What are the communication norms of the profession?	Professional associations, workplace informants
Genre requirements	What spoken genres are common in the field?	Discourse analysis, authentic recordings
Cultural factors	What cross-cultural considerations affect communication?	International professionals, cultural informants

Source: Synthesized from needs analysis literature

The Dynamic Nature of Needs

Importantly, needs are not static. Belcher (2006) advocates for a more dialogic model of ESP that treats learner needs as dynamic rather than static, emphasizing co-construction of content and continuous pedagogical responsiveness. This means that needs analysis is not a one-time event conducted before a course begins, but an ongoing process of dialogue between instructors and learners throughout the learning experience?

D. Key Characteristics of ESP Speaking Instruction

Research has identified several characteristics that distinguish effective ESP speaking instruction from general speaking instruction.

Authenticity

Authenticity is a hallmark of ESP. Unlike General English, which may use simplified or invented materials, ESP draws on authentic texts and tasks from the target profession. For speaking instruction, this means:

1. Using recordings of real professional interactions
2. Simulating authentic workplace tasks
3. Practicing with genuine professional scenarios
4. Engaging with field-specific terminology in context

Yusupaliyeva (2025) emphasizes that one of the most effective approaches is using authentic materials such as newspapers, podcasts, videos, and dialogues to introduce technical vocabulary in context. When learners encounter specialized language in authentic contexts, they better understand how words are used and are more likely to retain and apply them effectively.

Relevance

Thematic relevance directly impacts learner engagement. In a study of vocational students, Putri and Seinsiani (2025) found that project-based learning (PjBL), role-play, group discussions, and drilling practices all contributed to different dimensions of student engagement -behavioral, emotional, and cognitive . When speaking tasks connect clearly to learners' professional futures, motivation and participation increase.

Task-Based Approach

ESP speaking instruction increasingly adopts a task-based approach, where learners work toward completing meaningful tasks rather than simply practicing language forms. Hildebrant (2024) identifies the implementation of interactive tasks as one of the key practices that enhance ESP learners' speaking ability .

Tasks might include:

1. Conducting a patient intake interview
2. Presenting quarterly financial results
3. Negotiating a contract clause

4. Explaining a technical process to non-experts
5. Participating in a multidisciplinary team meeting

Integration of Technology

Contemporary ESP speaking instruction leverages digital tools to enhance learning. Pardayeva (2025) discusses Technology-Enhanced Speaking Development (TESD) as a framework for improving speaking skills through technological tools . These include:

1. Recording and playback tools for self-assessment
2. Video conferencing platforms for authentic interaction
3. Speech recognition software for pronunciation practice
4. Virtual reality for simulating professional contexts
5. Online platforms for connecting with international professionals

Technology, as discussed above, offers powerful tools for developing speaking skills. However, technology must be placed within a systematic pedagogical framework. Figure 1.3 presents this framework-an instructional cycle that integrates technology at every stage.

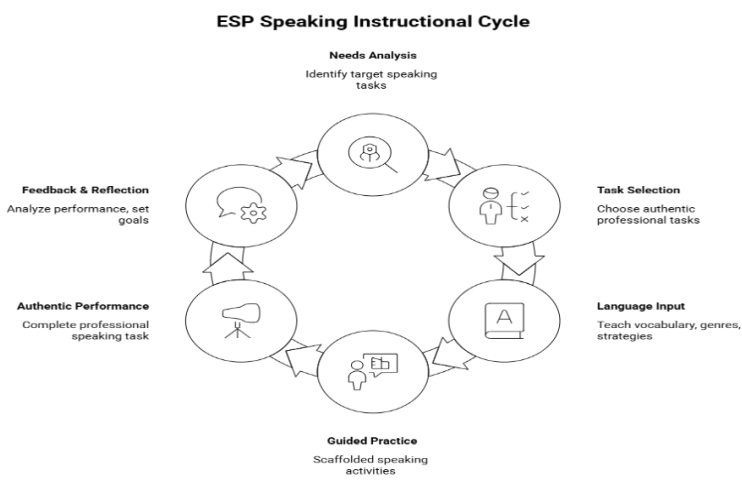


Figure 1.3 The ESP Speaking Instructional Cycle
(Source: Adapted from ESP pedagogical frameworks (Hutchinson & Waters, 1987; Anthony, 2018))

The ESP Speaking Instructional Cycle represents a learning-centered approach to developing oral proficiency. Unlike linear models that treat instruction as a one-time transmission of knowledge, this cycle acknowledges that professional speaking competence emerges through repeated engagement with authentic tasks, each cycle building upon the lessons of the previous one.

Stage 1: Needs Analysis

The cycle begins-and perpetually returns to-needs analysis. As established earlier in this chapter, understanding what learners need to do with spoken English in their professional contexts is the foundation of all ESP instruction. This stage involves gathering data through questionnaires, interviews, workplace observations, and analysis of professional discourse.

Technology integration: Online surveys, digital recording of workplace interactions, and video conferencing with industry professionals can enrich the needs analysis process.

Stage 2: Task Selection

Based on identified needs, instructors select or design speaking tasks that mirror authentic professional activities, providing the organizing framework for instruction where learners acquire language not for its own sake but to accomplish meaningful professional objectives-a process greatly enhanced by technology integration through digital repositories of authentic materials, video recordings of professional interactions, and industry-specific online resources that inform and enrich task selection.

Stage 3: Language Input

Before learners can perform tasks independently, they require targeted input on the linguistic resources they will need-specialized vocabulary, genre conventions, discourse strategies, and pragmatic norms-as this stage provides the "raw materials" for effective communication, a process significantly enhanced by technology integration through interactive vocabulary applications, online

corpora for exploring word usage, and multimedia presentations of genre examples that enrich language input.

Stage 4: Guided Practice

With necessary language resources introduced, learners engage in scaffolded practice activities that build confidence and competence by reducing the cognitive load of authentic performance through support structures such as templates, models, partial scripts, and focused feedback-a process greatly enhanced by technology integration through recording tools for self-assessment, AI-powered pronunciation feedback, and collaborative platforms for pair practice that support guided practice.

Stage 5: Authentic Performance

Learners now attempt the target speaking task under conditions approximating professional reality in the "moment of truth" where language knowledge transforms into communicative action, with performance observed, recorded, or evaluated by peers and instructors-a process greatly enhanced by technology integration through video conferencing for simulated remote interactions, virtual reality environments for immersive practice, and digital portfolios for capturing performances.

Stage 6: Feedback and Reflection

The cycle completes-and renews-with systematic feedback and reflective analysis where learners examine their performance, identify strengths and areas for improvement, and set goals for the next cycle, a metacognitive dimension essential for continuous development that is greatly enhanced by technology integration through video playback for self-analysis, peer feedback through online platforms, and digital journals for tracking progress..

The Cyclical Nature of Development

Crucially, this is not a one-time journey through six stages. Professional speakers continuously cycle through these phases as they encounter new contexts, new genres, and new challenges. A business

professional preparing for an international negotiation, for example, might:

1. Analyze needs: Research the cultural background of counterparts and the technical vocabulary required
2. Select tasks: Identify specific negotiation scenarios to practice
3. Gather input: Study models of successful cross-cultural negotiations
4. Practice: Engage in role-plays with colleagues
5. Perform: Conduct the actual negotiation
6. Reflect: Analyze what worked and what could improve for next time

Technology supports each phase of this ongoing professional development journey.

E. Key Characteristics of ESP Speaking Instruction

One size does not fit all in ESP speaking. Research by Feak (2025) demonstrates that disciplinary background shapes skill priorities in significant ways. A business professional, a nurse, and a journalist may all need strong speaking skills, but the nature of those skills differs dramatically.

Speaking Across Professions

No two professions communicate in exactly the same way. A business executive persuading investors uses language very differently from a nurse comforting a worried family member. A lawyer cross-examining a witness speaks with precision and strategy that contrasts sharply with a journalist conducting a live interview. What counts as effective speaking in one field may fall short-or even cause harm-in another.

Understanding these differences is essential for anyone preparing to communicate professionally in English. Table 1.3 below summarizes speaking priorities across eight professional fields, highlighting the primary genres each profession relies on and the key challenges professionals face in oral communication.

Table 1.3 Speaking Priorities Across Professional Fields

Profession	Primary Speaking Genres	Key Challenges
Business	Meetings, negotiations, presentations, pitches	Persuasion, cross-cultural communication, handling objections
Healthcare	Patient consultations, handovers, family explanations	Empathy, clarity, breaking bad news, interdisciplinary communication
Law	Client interviews, court arguments, negotiations	Precision, logical argumentation, questioning techniques
Journalism	Interviews, press conferences, broadcasts	Question formulation, neutrality, time constraints
Hospitality	Guest interactions, problem resolution, information giving	Discourse analysis, authentic recordings
Science	Conference presentations, lab meetings, public engagement	Explaining complexity, data presentation, handling questions
Finance	Client consultations, team meetings, presentations	Explaining complex concepts, building trust, regulatory awareness

(Source: Compiled from disciplinary ESP research)

Understanding these variations is crucial because, as Feak (2025) note, usefulness and enjoyment often diverge, requiring balanced, engaging activity design. Activities must be both professionally relevant and pedagogically engaging

F. Challenges in Developing ESP Speaking Skills

Despite the recognized importance of speaking in ESP, developing oral proficiency presents significant challenges.

Learner Challenges

Anxiety and confidence, Speaking in a second language, particularly in professional contexts where stakes are high, can provoke significant

anxiety. Meristo (2026) found that anxiety-related concerns shape learner expectations, with students desiring supportive classroom environments and realistic practice sessions to build confidence.

Proficiency variation, In any ESP classroom, learners enter with varying levels of general English proficiency. Putri and Seinsiani (2025) observed that learners with the highest levels of proficiency reported the highest levels of confidence; while learners that participated with lower levels of proficiency reported that they benefited from more direct guided instruction.

Terminological competence, Mastering field-specific terminology while simultaneously developing speaking fluency presents a dual challenge. Yusupaliyeva (2025) notes that without a strong grasp of field-specific vocabulary, learners may struggle to communicate effectively in professional settings.

Instructional Challenges

Time constraints, ESP courses are often time-limited, yet developing speaking proficiency requires extensive practice. Putri and Seinsiani (2025) identify poor instructional time as a significant challenge in ESP speaking instruction.

Large classes: Many ESP instructors face large classes that limit opportunities for individual speaking practice. The same study notes large class sizes as an impediment to effective speaking instruction.

Teacher preparation: ESP instructors must navigate subject-specific content that may be outside their expertise. Research emphasizes the need for additional support for ESP teachers, particularly in navigating subject-specific content and selecting appropriate materials.

Assessment Challenges

Assessing speaking skills remains a pressing issue in ESP . Traditional assessment methods often suffer from inconsistencies among evaluators, undermining reliability. Alternative approaches, such as group discussions and authentic performance assessments, are

increasingly viewed as effective, though research in this area remains limited.

G. The Role of Technology in ESP Speaking Development

The digital revolution has transformed possibilities for ESP speaking instruction. Pardayeva (2025) provides a comprehensive analysis of how modern digital technologies now enable students to learn foreign languages almost as if they were acquiring their native language.

Technology-Enhanced Speaking Development (TESD)

TESD encompasses various technological applications for developing speaking skills:

Recording and analysis tools, Applications like Flipgrid allow learners to record themselves, review their performance, and receive feedback. Lys (2013) demonstrated the effectiveness of conversation-based lessons conducted using iPads in improving L2 oral communication skills, noting that such tools enabled students to record and analyze conversations, providing access to modern and user-friendly learning strategies.

Virtual reality (VR): Emerging research suggests VR can reduce speaking anxiety. Chen (2022) highlights that virtual reality (VR) technologies have the potential to reduce public speaking anxiety (PSA) during English conversations.

Artificial intelligence: AI-powered applications like ELSA Speak provide personalized pronunciation feedback, while intelligent tutoring systems adapt to individual learner needs.

Balancing Technology and Pedagogy

While technology offers powerful tools, Pardayeva (2025) cautions that well-planned and pedagogically structured exercises remain essential. Technology should serve pedagogical goals, not drive them. The most effective ESP speaking instruction integrates technological

tools within a coherent pedagogical framework that addresses learner needs and professional requirements.

H. Looking Ahead: Speaking Across Professions

This chapter has introduced the foundations of ESP speaking skills-the definition, characteristics, needs analysis, and instructional principles that shape this specialized area of language teaching. As we have seen, ESP speaking is not merely about learning to speak English but about learning to accomplish professional purposes through spoken English.

The chapters that follow explore how these principles apply across specific professional domains. Each profession makes unique demands on speakers and presents unique opportunities for developing speaking competence. In healthcare, speaking involves empathy and precision. In business, it involves persuasion and relationship-building. In law, it involves logical argumentation and strategic questioning. In journalism, it involves questioning and synthesizing information in real-time.

Yet beneath these surface differences lie common principles -the centrality of needs analysis, the importance of authenticity, the value of task-based practice, and the recognition that speaking is not an isolated skill but an integrated competence that draws on linguistic, discourse, strategic, sociolinguistic, and pragmatic knowledge.

Summary

English for Specific Purposes (ESP) represents an approach to language teaching fundamentally rooted in learners' specific professional or academic needs, with speaking skills emerging as the highest priority for many ESP learners due to the demands of globalized professional contexts. Unlike General English, ESP speaking focuses on professional task accomplishment, field-specific vocabulary, and workplace genres, requiring communicative competence that encompasses linguistic, discourse, strategic, sociolinguistic, and pragmatic dimensions. At the core of effective ESP

speaking instruction lies needs analysis-an ongoing, dialogic process that identifies what learners truly require-combined with authentic materials and tasks that develop relevant skills for real-world professional situations. Given the significant disciplinary variation across professions, speaking instruction must be carefully tailored to specific occupational contexts, with technology offering powerful tools for development through recording, analysis, and simulation. Despite these resources, challenges persist in ESP speaking instruction, including learner anxiety, time constraints, large classes, and assessment difficulties-all of which must be addressed through thoughtful pedagogical design. Together, these foundational principles establish the framework for understanding and mastering ESP speaking skills across diverse professional domains, providing the basis for the profession-specific chapters that follow.

Key Terminology

Table 1.4 Key Terminology

Term	Definition
English for Specific Purposes (ESP)	An approach to language teaching based on learners' specific professional or academic needs
Needs analysis	The systematic process of identifying what learners need to do with language in their target situations
Communicative competence	The ability to use language appropriately and effectively in specific contexts
Authentic materials	Texts, recordings, and tasks drawn from real professional contexts rather than created for teaching
Task-based learning	An approach where learners complete meaningful tasks rather than practice isolated language forms

Term	Definition
Genre	A conventionalized form of communication with specific features (e.g., business presentations, patient consultations)
Technology-Enhanced Speaking Development (TESD)	The use of technological tools to develop speaking proficiency

CHAPTER 2

CROSS-CULTURAL COMMUNICATION IN GLOBAL WORKPLACES

A. Introduction

Globalization, digital transformation, and the rise of remote work have significantly reshaped how organizations operate. Modern workplaces increasingly consist of culturally diverse teams collaborating across borders, time zones, and communication platforms. As a result, cross-cultural communication has become a critical competency for organizations seeking to maintain productivity, innovation, and competitive advantage. As noted by William B. Gudykunst (2003), *“cross-cultural communication refers to the process by which individuals from different cultural backgrounds exchange information, ideas, and meanings.”*

Cross-cultural communication involves understanding differences in language, values, norms, and communication styles. In global workplaces, *“ineffective intercultural communication can lead to misunderstandings, reduced collaboration, and organizational inefficiency,”* whereas effective communication *“fosters inclusion, creativity, and performance”* (Gudykunst, 2003). These contrasting outcomes demonstrate the importance of communication competence in diverse environments.

Recent research emphasizes that *“cultural intelligence, empathy, and digital communication skills are essential in navigating multicultural work environments”* (Soon Ang & Christopher Earley, 2003), particularly in hybrid and remote settings. In today’s rapidly evolving professional landscape, workplaces are no longer confined by geographical boundaries. Globalization, combined with advances in digital technology and the widespread adoption of remote and hybrid work models, has transformed how organizations function. Employees from different parts of the world now collaborate in real time, often without ever meeting face-to-face.

This shift has created teams that are rich in cultural diversity, bringing together individuals with different languages, beliefs, values, and ways of communicating. While this diversity can be a powerful asset, it also introduces new challenges, making cross-cultural communication an

essential skill for both individuals and organizations. In this context, *“cross-cultural communication goes beyond simply speaking a common language; it requires an understanding of how culture shapes the way people think, behave, and interact”* (Hofstede, 2011).

For instance, some cultures value direct and explicit communication, where messages are conveyed clearly and straightforwardly, while others prefer a more indirect approach, where meaning is implied and harmony is prioritized. As explained by Edward T. Hall (1976), *“without awareness of these differences, even simple interactions can lead to confusion or misinterpretation.”*

In global workplaces, ineffective cross-cultural communication can have serious consequences. Misunderstandings may arise when messages are interpreted differently than intended, leading to frustration, decreased trust, and weakened collaboration. Over time, these issues can reduce team efficiency and hinder organizational performance. Conversely, *“when cross-cultural communication is handled effectively, it becomes a source of strength,”* enabling diverse perspectives to foster creativity and innovation (Hofstede, 2011).

To navigate these complexities, certain skills have become increasingly important. Cultural intelligence *“the ability to function effectively in culturally diverse settings”* (Ang & Earley, 2003) allows individuals to recognize differences and adapt their behavior accordingly. Empathy also plays a crucial role, as it enables individuals to understand and respect perspectives that differ from their own. In addition, strong digital communication skills are essential in remote and hybrid environments, where much of the interaction occurs through written messages or virtual meetings.

Clear and thoughtful communication helps minimize misunderstandings and ensures that ideas are conveyed accurately despite the absence of physical cues. Ultimately, the modern global workplace demands more than technical expertise; it requires the ability to communicate effectively across cultures in an increasingly interconnected world.

B. Theoretical Foundations of Cross-Cultural Communication

The study of cross-cultural communication is grounded in a range of theoretical frameworks that help explain how people from different cultural backgrounds interact and make meaning. These theories explore how culture influences communication styles, perceptions, values, and behaviors, providing insight into why misunderstandings may occur across cultural boundaries. By examining concepts such as cultural dimensions, context, identity, and intercultural competence, scholars and practitioners can better understand the dynamics of communication in diverse settings (William B. Gudykunst, 2003). These theoretical foundations not only deepen our awareness of cultural differences but also offer practical guidance for navigating communication more effectively in a globalized world.

1. Cultural Dimensions Theory

One of the most influential frameworks in cross-cultural studies is Hofstede's Cultural Dimensions Theory, developed by Geert Hofstede. This theory provides a structured way to understand how cultural values shape behavior, communication styles, and workplace expectations across different societies (Hofstede, 2011). Hofstede identifies several key dimensions, including individualism versus collectivism, power distance, uncertainty avoidance, masculinity versus femininity, long-term orientation, and indulgence versus restraint.

For instance, in highly individualistic cultures, employees tend to prioritize personal achievement and direct communication, whereas collectivist cultures emphasize group harmony and indirect communication. Similarly, power distance affects how comfortable individuals are with hierarchy and authority, influencing decision-making processes and communication flow within organizations. By applying this framework, organizations can better anticipate potential misunderstandings and design

more culturally sensitive communication strategies (Hofstede, 2011).

2. High-Context and Low-Context Communication

Another foundational concept in cross-cultural communication is the distinction between high-context and low-context communication, introduced by Edward T. Hall. In high-context cultures, such as Japan and China, communication relies heavily on implicit messages, shared experiences, and nonverbal cues like tone, facial expressions, and body language. Meaning is often embedded in the context rather than explicitly stated (Hall, 1976).

In contrast, low-context cultures, such as the United States and Germany, favor direct, clear, and explicit communication where the message is conveyed primarily through words. These differences can create challenges in global teams; for example, individuals from low-context cultures may perceive high-context communicators as vague or ambiguous, while high-context communicators may view their counterparts as overly blunt or insensitive. Understanding these distinctions is essential for minimizing misinterpretations and fostering effective collaboration in multicultural environments (Hall, 1976).

3. Intercultural Communication Competence (ICC)

Intercultural Communication Competence (ICC) refers to the ability to communicate effectively and appropriately with people from different cultural backgrounds. This competence encompasses a combination of knowledge, skills, attitudes, and adaptability. Key components include cultural awareness, empathy, open-mindedness, and the ability to adjust communication styles based on cultural context (Darla K. Deardorff, 2006).

Several theoretical models contribute to the understanding of ICC, including Anxiety/Uncertainty Management (AUM) Theory and Identity Negotiation Theory, developed by scholars such as William B. Gudykunst and Stella Ting-Toomey. These models

emphasize managing uncertainty in intercultural interactions and negotiating cultural identities to achieve mutual understanding (Gudykunst, 2003; Ting-Toomey, 1999).

Recent studies highlight that developing ICC is increasingly important in globalized workplaces, as it enhances collaboration, reduces conflict, and improves overall organizational effectiveness (Deardorff, 2006).

C. Importance of Cross-Cultural Communication in Global Workplaces

In today's increasingly interconnected world, global workplaces bring together individuals from diverse cultural backgrounds, making cross-cultural communication more important than ever. Effective communication across cultures goes beyond language proficiency; it involves understanding different values, beliefs, behaviors, and social norms. When employees can navigate these differences with awareness and respect, organizations benefit from stronger collaboration, reduced misunderstandings, and enhanced innovation (Geert Hofstede, 2011; Fons Trompenaars and Charles Hampden-Turner, 2012).

As businesses expand across borders, the ability to communicate effectively in multicultural environments becomes a critical skill for fostering inclusivity, building trust, and achieving long-term success (Nancy J. Adler, 2008). Cross-cultural communication plays a vital role in:

1. Enhancing Team Collaboration

Cross-cultural communication is essential for fostering effective collaboration in increasingly diverse and multicultural teams. When employees from different cultural backgrounds work together, they bring a wide range of perspectives, experiences, and problem-solving approaches that can significantly enhance creativity and innovation (Adler, 2008). However, without clear

and culturally sensitive communication, these differences may lead to misunderstandings or conflict.

Effective cross-cultural communication helps bridge these gaps by promoting mutual understanding, respect, and trust among team members. It enables individuals to share knowledge openly, align expectations, and collaborate more efficiently on complex tasks (Gudykunst, 2003). As a result, organizations that prioritize intercultural communication are better equipped to leverage diversity as a strategic advantage rather than viewing it as a challenge.

2. Improving Organizational Performance

Strong cross-cultural communication practices contribute directly to improved organizational performance. When employees feel understood and respected regardless of their cultural background, they are more likely to be engaged, motivated, and committed to their work (Deardorff, 2006).

Clear communication also reduces the likelihood of conflicts arising from cultural misunderstandings, which can otherwise disrupt workflows and decrease productivity. Moreover, effective intercultural communication enhances decision-making processes by ensuring that diverse viewpoints are considered and integrated (Hofstede, 2011). Organizations that invest in building these competencies often experience higher levels of collaboration, smoother operations, and better overall outcomes. In a globalized business environment, the ability to communicate across cultures is no longer optional but a critical factor for achieving sustainable success.

3. Supporting Global Expansion

For organizations operating across international markets, cross-cultural communication is a key driver of successful global expansion. Companies must adapt their communication strategies to align with local cultural norms, values, and expectations in

order to build strong relationships with customers, partners, and employees in different regions (Edward T. Hall, 1976).

This includes understanding language nuances, communication styles, and business etiquette specific to each market. Failure to do so can result in miscommunication, reputational damage, or lost business opportunities. Conversely, organizations that demonstrate cultural sensitivity and adaptability are more likely to gain trust and establish a strong global presence (Trompenaars and Turner, 2012). By integrating cross-cultural communication into their global strategies, companies can navigate cultural complexities more effectively and achieve long-term growth in international markets.

In an increasingly globalized world, cross-cultural communication has become essential, yet it is often accompanied by a range of challenges. Differences in language, cultural norms, values, and communication styles can lead to misunderstandings and misinterpretations among individuals from diverse backgrounds (Hofstede, 2011; Hall, 1976). What may be considered polite or appropriate in one culture might be perceived differently in another, creating potential barriers to effective interaction. These challenges can impact collaboration, productivity, and relationships in both professional and social settings, making it crucial to recognize and address them in order to foster clearer and more respectful communication (Gudykunst, 2003).

D. Challenges in Cross-Cultural Communication

Cross-cultural communication presents a range of challenges that arise from differences in language, values, norms, and social behaviors across cultures. Misunderstandings can easily occur when individuals interpret messages through their own cultural lens, leading to confusion or even conflict. Variations in nonverbal cues, such as gestures, eye contact, and tone of voice, further complicate interactions, as these signals may carry different meanings in different cultural contexts. Additionally, differing attitudes toward hierarchy,

time, and communication styles whether direct or indirect—can create barriers to effective dialogue. Understanding and navigating these challenges is essential in an increasingly globalized world, where successful collaboration depends on cultural awareness, sensitivity, and adaptability.

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2. Cultural Differences in Communication Styles

Cultural variations in communication styles significantly influence how messages are delivered and interpreted. Some cultures prefer direct and explicit communication, where clarity and straightforwardness are valued, while others rely on indirect and nuanced expressions to maintain harmony and avoid confrontation (Hall, 1976).

Additionally, attitudes toward hierarchy can shape communication patterns; in high-power-distance cultures, employees may hesitate to speak openly with superiors, whereas in low-power-distance cultures, open dialogue is encouraged

(Hofstede, 2011). Differences in politeness norms, such as how disagreement or criticism is expressed, can further complicate interactions. Without awareness of these variations, individuals may misjudge others' intentions, leading to misunderstandings or interpersonal conflict.

3. Nonverbal Communication Differences

Nonverbal communication adds another layer of complexity to cross-cultural interactions. Elements such as gestures, facial expressions, eye contact, posture, and even silence can carry different meanings across cultures (Hall, 1976).

For example, maintaining eye contact may be seen as a sign of confidence in some cultures but considered disrespectful in others. Similarly, gestures that are harmless in one context may be offensive in another. Silence, too, can be interpreted differently—ranging from agreement and respect to discomfort or disagreement. These variations increase the risk of misinterpretation, particularly when individuals rely heavily on their own cultural norms to interpret others' behavior (Gudykunst, 2003). Developing awareness of nonverbal differences is therefore crucial for effective intercultural communication.

4. Stereotypes and Ethnocentrism

Stereotypes and ethnocentrism pose significant barriers to effective cross-cultural communication. Stereotypes involve generalized assumptions about individuals based on their cultural background, which can lead to biased expectations and misjudgments. Ethnocentrism refers to the tendency to view one's own culture as superior and to evaluate other cultures based on one's own standards (Ting-Toomey, 1999).

These attitudes can limit openness, reduce empathy, and hinder meaningful interaction. When individuals rely on stereotypes rather than engaging with others as unique individuals, communication becomes less authentic and more prone to

misunderstanding. Overcoming these challenges requires cultural awareness, critical reflection, and a willingness to embrace diversity (Ting-Toomey, 1999).

5. Technological and Remote Work Challenges

The rise of digital communication and remote work has introduced new challenges to cross-cultural communication. Virtual interactions often lack the contextual and nonverbal cues present in face-to-face communication, making it more difficult to interpret tone, intent, and emotional nuance (Adler, 2008).

Misunderstandings can easily occur in emails, instant messages, or video conferences, especially when cultural differences in communication styles are already present. Time zone differences and varying levels of access to technology can further complicate collaboration in global teams. To mitigate these issues, organizations must adopt clear communication protocols and foster digital communication skills that are sensitive to cultural differences (Adler, 2008).

E. Cross-Cultural Communication in the Digital Era

The shift toward remote and hybrid work has transformed intercultural communication. Virtual teams rely heavily on digital platforms, which can both facilitate and hinder communication. Recent studies indicate that digital tools enhance connectivity but may reduce emotional understanding; inclusive leadership and empathy are critical for virtual team cohesion; and communication norms must be adapted for digital environments (Cristina B. Gibson and Adam Cohen, 2003; Darla K. Deardorff, 2006).

The rapid shift toward remote and hybrid work has fundamentally transformed cross-cultural communication, making digital platforms the primary medium for interaction in global teams. Tools such as video conferencing, instant messaging, and collaborative software

have significantly enhanced connectivity by enabling real-time communication across geographical boundaries. However, while these technologies facilitate faster information exchange, they often reduce the richness of communication by limiting nonverbal cues such as body language, tone, and subtle emotional expressions (Gibson and Cohen, 2003).

As a result, misunderstandings may occur more easily, particularly in culturally diverse teams where interpretation already varies. In this context, inclusive leadership becomes increasingly important, as leaders must actively foster trust, empathy, and open communication to maintain team cohesion (Deardorff, 2006). Establishing clear communication norms—such as response times, meeting etiquette, and clarity in written messages—is also essential to ensure mutual understanding in digital environments.

Furthermore, advancements in artificial intelligence and technology-driven training tools are providing new opportunities to enhance intercultural competence. These tools can simulate cross-cultural interactions, offer real-time feedback, and support personalized learning, helping individuals develop the skills needed to navigate cultural differences effectively in a digitally connected world (Deardorff, 2006).

F. Strategies for Effective Cross-Cultural Communication

In an increasingly diverse and interconnected world, developing effective strategies for cross-cultural communication is essential for building meaningful relationships and achieving shared goals. Successful communication across cultures requires more than just language skills; it involves cultural awareness, empathy, adaptability, and active listening (Gudykunst, 2003).

By applying thoughtful strategies such as recognizing cultural differences, avoiding assumptions, and practicing respect for diverse

perspectives, individuals can minimize misunderstandings and foster more productive interactions (Hofstede, 2011). These approaches not only enhance collaboration in global workplaces but also promote inclusivity, mutual respect, and stronger connections across cultural boundaries.

1. Developing Cultural Intelligence (CQ)

Developing Cultural Intelligence (CQ) is a fundamental strategy for improving cross-cultural communication in global workplaces. CQ refers to an individual's ability to function effectively in culturally diverse environments and encompasses cognitive, emotional, and behavioral components (Earley and Soon Ang, 2003).

The cognitive aspect involves understanding cultural norms, values, and practices; the emotional component relates to motivation and confidence in interacting with different cultures; and the behavioral dimension focuses on the ability to adapt communication styles and actions appropriately. Employees with high CQ are better equipped to interpret unfamiliar behaviors, respond flexibly, and build meaningful relationships across cultures. As organizations become more globally interconnected, fostering CQ among employees is essential for reducing misunderstandings and enhancing collaboration (Earley and Ang, 2003).

2. Intercultural Training Programs

Implementing structured intercultural training programs is another key strategy for strengthening cross-cultural communication. These programs are designed to increase cultural awareness, improve communication skills, and enhance adaptability in diverse environments (Deardorff, 2006).

Training may include workshops, simulations, role-playing exercises, and real-world case studies that expose employees to different cultural scenarios. By participating in such programs, individuals can develop a deeper understanding of cultural differences and learn practical strategies for managing them

effectively. Organizations that invest in continuous intercultural training are better positioned to create a workforce that is competent, confident, and capable of navigating global challenges (Deardorff, 2006).

3. Promoting Inclusive Leadership

Inclusive leadership plays a critical role in fostering effective cross-cultural communication. Leaders who value diversity and actively promote inclusion create an environment where all employees feel respected, heard, and empowered to contribute (Adler, 2008).

This involves encouraging open dialogue, recognizing diverse perspectives, and addressing biases or discriminatory behaviors. Inclusive leaders also model culturally sensitive communication and set the tone for how team members interact with one another. By cultivating trust and psychological safety, they enable more effective collaboration and reduce the likelihood of conflict arising from cultural misunderstandings (Adler, 2008).

G. Establishing Clear Communication Norms

Establishing clear and consistent communication norms is essential for minimizing confusion in multicultural teams. Standardizing practices such as using simple and precise language, confirming understanding, and providing constructive feedback—helps ensure that messages are interpreted accurately across cultural boundaries (Gudykunst, 2003).

Clear expectations regarding communication channels, response times, and meeting protocols can further enhance efficiency and reduce ambiguity. When organizations implement well-defined communication guidelines, employees are better able to navigate cultural differences and collaborate more effectively.

1. Leveraging Technology Effectively

Technology can be a powerful enabler of cross-cultural communication when used thoughtfully and strategically. Digital collaboration tools allow teams to connect and share information seamlessly, regardless of location (Gibson and Cohen, 2003).

However, organizations must ensure that these tools are used in a culturally sensitive manner, taking into account differences in communication styles and preferences. Providing guidance on digital communication etiquette and encouraging the use of multiple channels can help bridge cultural gaps and improve overall interaction (Gibson and Cohen, 2003).

2. Encouraging Empathy and Active Listening

Encouraging empathy and active listening is crucial for building strong intercultural relationships. Empathy allows individuals to understand and appreciate different perspectives, while active listening ensures that others feel heard and valued (Ting-Toomey, 1999).

This involves paying full attention, avoiding assumptions, asking clarifying questions, and responding thoughtfully. In cross-cultural contexts, where misunderstandings can easily arise, these skills are particularly important. By fostering a culture of empathy and attentive communication, organizations can strengthen trust, enhance collaboration, and create a more inclusive and harmonious work environment (Ting-Toomey, 1999).

H. Case Perspectives and Global Insights

Recent research highlights how cultural values influence communication practices in different regions. For example, Chinese firms emphasize harmony and relational communication in international contexts; Southeast Asian workplaces often exhibit hierarchical communication patterns; and Western organizations tend to prioritize direct communication and individual expression (Hofstede, 2011; Fons Trompenaars and Turner, 2012).

Understanding these differences is essential for managing global teams effectively.

Further, research on cross-cultural communication provides valuable insights into how cultural values shape communication practices across different regions, highlighting the importance of contextual awareness in global workplaces. For instance, organizations in China are strongly influenced by collectivist values and Confucian principles, which emphasize harmony, respect, and long-term relationships. As a result, communication in Chinese firms often prioritizes indirect expression, relational engagement, and the maintenance of social harmony (Hofstede, 2011; Hall, 1976).

In contrast, many Southeast Asian workplaces demonstrate hierarchical communication patterns, where respect for authority and seniority plays a central role. Employees in these contexts may be less likely to openly challenge superiors or express disagreement, which can influence decision-making processes and team dynamics (Trompenaars and Turner, 2012).

On the other hand, Western organizations—particularly in countries such as the United States and parts of Europe tend to value direct communication, transparency, and individual expression. Employees are generally encouraged to share opinions openly, engage in constructive debate, and take initiative (Nancy J. Adler, 2008).

These regional differences illustrate how deeply embedded cultural values shape communication styles and workplace behavior. For global organizations, understanding and adapting to these variations is essential for managing diverse teams effectively, reducing misunderstandings, and fostering successful international collaboration (Adler, 2008).

Future Trends in Cross-Cultural Communication

Key emerging trends in cross-cultural communication include the increased reliance on digital collaboration tools, the integration of artificial intelligence (AI) in intercultural training, the growing

importance of soft skills such as empathy and adaptability, and a stronger emphasis on diversity, equity, and inclusion (DEI) initiatives (Darla K. Deardorff, 2006; Gibson and Adam Cohen, 2003). Organizations that invest in intercultural competence will be better positioned to navigate the complexities of the global business environment.

The theoretical foundations of cross-cultural communication provide a structured way to understand how and why people from different cultural backgrounds communicate differently in global workplaces. One of the most influential frameworks is Geert Hofstede's Cultural Dimensions Theory, which explains that cultural values deeply shape behavior, communication styles, and workplace interactions (Hofstede, 2011).

According to this theory, dimensions such as individualism versus collectivism influence whether people prioritize personal goals or group harmony, while power distance affects how comfortable individuals are with hierarchy and authority. For example, in high power-distance cultures, employees may hesitate to question their managers, whereas in low power-distance cultures, open dialogue is more common. Similarly, uncertainty avoidance determines how individuals respond to ambiguity, influencing decision-making and risk-taking (Hofstede, 2011).

Another important theoretical perspective comes from Edward T. Hall, who introduced the concept of high-context and low-context communication. In high-context cultures, such as Japan or China, communication relies heavily on implicit messages, shared understanding, and nonverbal cues like tone, silence, and body language. Meaning is often embedded in the context rather than explicitly stated (Hall, 1976).

In contrast, low-context cultures, such as the United States or Germany, prioritize clarity and directness, with messages expressed in a straightforward and explicit manner. These differences can easily lead to misinterpretation in global teams.

Building on these ideas, the concept of Intercultural Communication Competence (ICC) focuses on the ability of individuals to communicate effectively and appropriately across cultural boundaries. ICC is not a single skill but a combination of knowledge, attitudes, and behaviors (Deardorff, 2006). It requires an understanding of cultural differences, the ability to adapt communication styles, and a mindset of openness and respect.

Scholars have developed several models to explain ICC, including Anxiety/Uncertainty Management Theory and Identity Negotiation Theory, proposed by Gudykunst and Ting-Toomey. These theories emphasize managing uncertainty and negotiating cultural identities during interactions (Gudykunst, 2003; Ting-Toomey, 1999).

Together, these theories highlight that effective cross-cultural communication is not automatic; it requires continuous learning, self-awareness, and the willingness to adapt in diverse and dynamic environments.

I. Conclusion

Cross-cultural communication is no longer optional but a necessity in global workplaces. As organizations become more diverse and interconnected, the ability to communicate effectively across cultures determines success or failure. While challenges such as language barriers, cultural differences, and technological limitations persist, they can be addressed through strategic interventions such as cultural intelligence development, inclusive leadership, and effective use of digital tools. Ultimately, fostering a culture of openness, respect, and continuous learning is key to achieving effective cross-cultural communication in global workplaces.

In conclusion, cross-cultural communication has evolved from being a valuable skill to an essential requirement in today's globalized and interconnected workplaces. As organizations increasingly bring together employees from diverse cultural, linguistic, and professional backgrounds, the ability to exchange ideas and collaborate effectively

across cultural boundaries has become a critical determinant of organizational success. While challenges such as language differences, varying communication styles, and technological constraints remain prevalent, they are not insurmountable. Through deliberate strategies such as developing cultural intelligence, cultivating inclusive leadership, and leveraging digital tools for clear and accessible communication, organizations can significantly mitigate these challenges. Beyond practical interventions, the foundation of successful cross-cultural communication lies in fostering a workplace culture that values openness, empathy, and continuous learning. When employees feel respected, understood, and empowered to engage across cultural lines, collaboration improves, innovation flourishes, and organizational performance strengthens. Ultimately, the commitment to understanding and bridging cultural differences is not just a managerial imperative but a strategic advantage, enabling organizations to thrive in an increasingly complex and globalized world.

CHAPTER 3

ETHICS AND

PROFESSIONALISM IN

ESP SPEAKING

A. The Ontological Integration of Linguistic Competence and Morality in ESP

In the pedagogy of English for Specific Purposes (ESP), historical emphasis has predominantly centred on functionalist objectives, such as the acquisition of technical nomenclature, mastery of specialized syntactic structures, and oral fluency. However, within the increasingly intricate contemporary professional landscape, oral communication transcends its role as a mechanical instrument for information transfer. Professional discourse functions as a primary medium for the manifestation of professional identity and serves as a critical platform for the exercise of ethical judgment. Oral interaction within professional environments constitutes an ongoing ethical endeavour characterized by significant social, legal, and moral accountability.

For instance, when an architect presents a structural design to a client, or a legal practitioner articulates a defence argument in court, the act is not merely a linguistic performance but an exercise of fiduciary and moral obligations toward an audience. Similarly, for healthcare practitioners communicating medical protocols in English, terminological precision is a matter of human safety rather than mere academic achievement. Consequently, ethical considerations in oral discourse must be regarded as a fundamental cornerstone, as professional utterances possess the potential for tangible and occasionally irreversible real-world impacts.

Inaccuracies in lexical selection, the inappropriate application of tone, or unsuitable paralinguistic features may result in primary communicative failures and further trigger the erosion of public trust or jeopardize institutional reputations. In critical sectors, such failures may pose fatal risks to human safety. Integrating ethics into ESP pedagogy ensures that learners evolve into practitioners characterized by moral integrity alongside technical proficiency. As noted by Basturkmen (2010), an effective ESP curriculum should penetrate the boundaries of surface-level linguistic analysis to engage

with the ontological realities and responsibilities inherent in transparent professional practice.



Figure 3.1 The Professionalism Ecosystem: The Convergence of Linguistic Competence, Ethical Foundations, and Professional Conduct.

B. Theoretical Framework: Professionalism through the Lens of Applied Linguistics

From an applied linguistics perspective, professionalism in oral discourse is often conceptualized through the "discourse socialization" paradigm. This longitudinal process involves individuals internalizing communicative strategies, registers, and politeness markers deemed legitimate by a specific community of practice. However, a dimension frequently neglected in traditional ESP research is that linguistic "correctness" is intrinsically a manifestation of a practitioner's ethical posture. Genuine professionalism necessitates a seamless alignment between communicative competence—the capacity for effective speech—and the ethical mandates established by professional regulatory bodies.

Belcher (2009) emphasizes the necessity for ESP practitioners to socialize students into the "power dynamics of language." In numerous professional fields, English functions as a conduit to socio-economic resources and global institutional authority. Consequently,

utilizing English for specific purposes carries a moral burden that requires speakers to preclude the abuse of such authority. This longitudinal process involves individuals internalizing communicative strategies, registers, and politeness markers deemed legitimate by a specific community of practice. In this context, Paltridge (2012) emphasizes that genres are not just types of texts but are 'staged, goal-oriented, purposeful social processes' that members of a particular culture use to get things done. However, a dimension frequently neglected in traditional ESP research is thus evaluated by the degree to which a speaker utilizes linguistic proficiency to serve the interests of clients and the public in a fair, inclusive, and transparent manner.

C. Fundamental Dimensions of Ethics in ESP Oral Communication

To comprehend the manifestation of ethics in oral skills, ESP learners must analyze several key dimensions that serve as universal benchmarks across global professional sectors:

1. Linguistic Integrity, Veracity, and Transparency

Integrity constitutes a central axiom in professional communication. Within the ESP framework, this necessitates a commitment to veracity—conveying information accurately in accordance with professional expertise. This dimension demands the avoidance of technical jargon or "doublespeak" intended to obscure failures or create misleading impressions for unilateral gain. Transparency requires the speaker to provide a comprehensive account of information, including the disclosure of potential risks, system failures, or financial limitations. For example, in a business presentation, a manager is ethically obligated to present financial projections with absolute honesty, eschewing the practice of "cherry-picking" data to highlight success while concealing actual deficits.

2. Dignity, Inclusivity, and Cultural Sensitivity

Ethical discourse originates from a profound respect for the dignity of the interlocutor. This encompasses the use of inclusive

and neutral language to mitigate discrimination based on gender, ethnicity, creed, or physical ability. In global professional environments where English functions as a lingua franca (ELF), such respect manifests as patience and accommodation toward colleagues with diverse accents or varying levels of proficiency. As Walker (2021) points out, for many learners, the goal of sounding like a native speaker is not only unattainable but also undesirable, as it can be seen as a threat to their own identity. An ethical professional avoids utilizing linguistic superiority as a tool for intimidation or exclusion, acting instead as a communicative "bridge" that ensures all participants can comprehend and contribute equitably. As Douglas said

3. Confidentiality, Discretion, and Fiduciary Duty

Various professions, particularly law, finance, and medicine, maintain non-negotiable mandates regarding confidentiality. In the context of oral practice, this requires the rigorous exercise of discretion. Professionals must refrain from discussing sensitive client information in informal dialogues, networking events, or public forums. Ethical challenges often arise in "informal-professional" settings, such as business dinners, where social pressure may conflict with the obligation to maintain confidentiality. Mastering ESP involves acquiring the linguistic capacity for "polite deflection" to preserve professional boundaries.

Table 3.1 Standards of Practice for Ethical Dimensions in Professional Oral Interaction.

Communication Aspect	Ethical and Professional Benchmarks	Indicators of Substandard Professionalism
Empirical Veracity	Articulating facts supported by valid evidence; acknowledging data limitations.	Manipulating data; utilizing jargon to obscure negligence or technical errors.

Communication Aspect	Ethical and Professional Benchmarks	Indicators of Substandard Professionalism
Transmission of Adverse Information	Utilizing hedging strategies and empathy to convey harsh realities accurately.	Displaying abrasiveness; or conversely, offering deceptive assurances to avoid conflict.
Cross-Cultural Interaction	Practicing active listening; modulating register; respecting local sociocultural etiquette.	Manifesting ethnocentrism; belittling interlocutors with diverse accents; linguistic exclusivity.
Conflict Mitigation	Focusing on objective solutions; utilizing neutral language; avoiding <i>ad hominem</i> attacks.	Utilizing aggressive or derisive language; attacking the character of the interlocutor.
Digital Etiquette	Respecting temporal boundaries; maintaining data privacy; ensuring cognitive presence.	Frequent interruptions; multitasking; discussing confidential matters on insecure platforms.

D. Linguistic Modalities for Ethical Engagement: The Role of Hedging

A primary mechanism for manifesting professionalism through language is the strategic application of politeness theory and hedging. In an ESP context, hedging does not signify a lack of confidence; rather, it represents intellectual humility and professional recognition of the limitations of human knowledge.

For instance, in the medical field, an ethical practitioner avoids absolute statements such as, *"This medication will definitely cure the condition,"* as such claims are morally unjustifiable given the variability of outcomes. Instead, modalities are utilized: *"Based on current clinical evidence, this treatment is highly likely to improve the patient's condition."* The use of terms such as *may*, *might*, *likely*, or *suggests* demonstrates a sophisticated understanding of professional variables and an effort to avoid irresponsible absolutism.

E. Accountability and the Socio-Professional Impact of Utterances

Accountability dictates that individuals must remain prepared to bear responsibility for the impact of their utterances. In a hyper-connected global economy, oral statements made in international fora can be documented and disseminated instantaneously, potentially affecting market valuations, public opinion, and international relations. Therefore, professional oral discourse necessitates meticulous preparation and lexical precision.

Terminological inaccuracies—such as the misuse of legal terms during oral negotiations—can trigger substantial fiscal liabilities or prolonged legal disputes. Hyland (2006) argues that professional success is contingent upon the ability to negotiate social relationships through targeted yet responsible language. Accountability also encompasses the capacity for honest oral corrections and professional apologies should miscommunication occur, without compromising institutional integrity.

F. Ethical Imperatives in Digitally Mediated Communication

The digital era introduces complexities that obscure the boundaries between private and public spheres. Ethics on platforms such as Zoom or Microsoft Teams has become an integral component of a professional profile. Key ethical challenges include:

1. Cognitive Presence

Multitasking during virtual interactions is considered a breach of professional ethics, signifying a lack of respect for the interlocutor's time and effort.

2. Space and Data Integrity

Discussing confidential corporate information in public spaces or during synchronous video calls constitutes a significant violation of information security standards.

3. Inclusivity in Digital ELF

Proficient speakers are ethically obligated to modulate speaking speed and avoid localized idioms to ensure that global participants with varying English skills are not marginalized.

G. Case Study: Ethical Ambiguity in Engineering Discourse

Consider a scenario in the field of engineering: A senior engineer must present a progress report regarding a major dam project. A minor structural crack is discovered; while currently stable, it poses a high long-term risk in the event of seismic activity. Management, prioritizing funding continuity, urges the engineer to de-emphasize these findings and utilize "neutral terminology" to avoid alarming investors.

Ethically, compliance with such directives constitutes a betrayal of public safety standards. Professionalism in ESP demands the use of clear, honest, and firm language to communicate such risks. In this instance, ESP proficiency functions not merely as a reporting tool but as an instrument of "moral courage"—the capacity to utilize language to defend technical truth despite organizational pressure.

H. Pedagogical Implications for ESP Instruction

The integration of ethics into ESP instruction must transcend theoretical discussion and address 'applied ethics through language.' As Douglas (2010) asserts, collaboration with practitioners in the specialist area is a prerequisite for such specialized instruction and assessment, as the professional domains go beyond those in which a linguist is independently competent to make judgements. The integration of ethics into ESP instruction must transcend theoretical discussion and address "applied ethics through language."

Applicable methodologies include:

1. Simulated Moral Dilemmas

Implementing role-play exercises where students must navigate conflicts between factual integrity and material gain.

2. Critical Discourse Analysis

Evaluating professional presentations to distinguish between ethical persuasion and harmful verbal manipulation.

3. Value-Based Assessment

Evaluating students not only on fluency but also on their capacity to facilitate mutual understanding within a group.

4. Guided Reflection

Encouraging students to correlate their professional codes of ethics with their linguistic choices in English.

I. Conclusion

Ethics and professionalism in ESP discourse are inseparable pillars. Linguistic proficiency devoid of an ethical compass results in manipulation, while ethical intent without communicative competence leads to professional ineffectiveness. By synthesizing these dimensions, ESP education fosters the development of a vocationally skilled workforce and global citizens characterized by integrity. True professionals are defined not by the mere fluency of their speech, but by the trustworthiness, inclusivity, and ethical steadfastness of their words.

CHAPTER 4

BUSINESS

COMMUNICATION SKILLS

A. Introduction

In the current international business world, companies are seriously hiring employee with the effective communication skill. Employees are required to be able to perform diverse languages and cultural understanding. The interconnection among nations and countries has generated a demand for a universal language, and English stands out as the most suitable choice (Khamouja, 2024). English has established itself as the primary language for global business interactions, facilitating cooperation, negotiations, and the sharing of information across worldwide markets (Subbarao, 2023). As a result, employee candidates are now anticipated to not only have technical expertise but also to exhibit robust communication skills within professional settings.

In this context, Business English is essential for preparing learners with the skills needed for authentic workplace interactions. It is not only covering basic competences of English, but also emphasizing the application of English in particular professional scenarios such as meetings, presentations, negotiations, and written communication (Alqatawna & Al-Ali, 2023). Fitria (2025) also emphasizes that Business English is classified as a subset of English for Specific Purposes (ESP), designed to equip learners with practical communication skills tailored specifically for business environments.

Research shows that a lot of students are still struggling to encounter obstacles in mastering Business English communication skills. For instance, Winantaka (2023) observed that management students frequently experience speaking anxiety, have limited business vocabularies, and struggle to articulate ideas. The students seems afraid of communicating in the real workplace. These issues hinder students' ability to communicate effectively in professional settings. Therefore, Business English instruction should emphasize practical communication abilities that reflect real-world work situations. Teachers can incorporate interactive exercises like role-plays, simulations, and authentic business scenarios to boost students'

confidence and improve their fluency (Winantaka, 2023). Building on this concept, this chapter highlights essential speaking skills for business, including networking (relationship building), meetings (collaboration), negotiation (decision making), presentation (idea and information delivery), and promotional communication skills (persuasion and product promotion). These skills are essential in today's interconnected global business landscape.



B. Core Speaking Competencies in Business

1. Clarity and Conciseness

Clear and concise communication is essential in business contexts, as messages need to be conveyed swiftly and unambiguously. In professional environments, the skill to express ideas directly is crucial for making decisions and fostering teamwork. Studies indicate that effective communication plays a significant role in achieving organizational goals and enhancing individual performance (Subbarao, 2023).

2. Active Listening

Active listening is an essential element of successful communication. It includes more than just hearing, but it requires understanding the message and replying appropriately. As noted by Alqatawna and Al-Ali (2023), the ability to listen effectively is crucial for enhancing understanding, precision, and engagement in business exchanges.

3. Presentation Skills

Presentation skills are essential for conveying ideas, reports, and proposals in business environments. Effective presentations require organization, clarity, and audience engagement. Business English education emphasizes the ability to deliver presentations confidently and professionally as part of workplace communication competence (Fitria, 2025) .

4. Negotiation and Persuasive Speaking

Negotiation is a key aspect of business communication that requires both linguistic and strategic competence. Professionals must be able to express opinions, propose solutions, and reach agreements effectively.

5. Cross-Cultural Communication Awareness

In global business environments, communication often occurs across cultures. Therefore, understanding cultural differences and adapting communication styles is essential. Subbarao (2023) notes that English proficiency supports cross-cultural communication and helps professionals build relationships and collaborate effectively in multicultural settings .

6. Professional Interaction and Workplace Awareness

Professional communication also involves appropriate behavior, etiquette, and awareness of workplace expectations. Business English education integrates communication skills with real-world tasks such as meetings, discussions, and teamwork to prepare students for professional environments (Alqatawna & Al-Ali, 2023) . This competency ensures that learners can communicate not only correctly but also appropriately and effectively in workplace contexts.

C. Business Communication in Practice

Expanding upon these fundamental skills, business communication are across various important practical scenarios. In workplace

environments, it is necessary for individuals to be involved in formal and professional communication. Consequently, employee must be able to perform these vital skills including networking, participating in meetings, negotiating, delivering presentations, and promotional messaging. Each of these areas involves typical professional tasks where effective communication is essential.

1. Networking (Relationship Building)

Networking is a vital skill for communication in the business world. It covers establishing and nurturing professional connections with colleagues, clients, and customers. Successful networking enables individuals to share information, generate opportunities, and advance their careers.

a. Frequently Used Vocabularies

No.	Word	Meaning	Sentence
1.	Appointment	Scheduled meeting	Let's make an appointment.
2.	Background	Past experience	My background is in marketing.
3.	Business Card	Contact card	Here is my business card.
4.	Client	Customer	The client is very satisfied.
5.	Collaboration	Working together	We need collaboration.
6.	Colleague	Co-worker	My colleague helped me.
7.	Communication	Sharing information	Communication is the key.
8.	Conference	Professional event	The conference was useful.
9.	Connection	Relationship	She has strong business connections.

No.	Word	Meaning	Sentence
10.	Contact	Person you know professionally	I have a contact in that company.
11.	Cooperation	Teamwork	Cooperation is important.
12.	Discussion	Conversation	We had a discussion.
13.	Event	Organized activity	The event starts at 9 a.m.
14.	Experience	Work history	I have experience in sales.
15.	Expertise	Special skill	He has expertise in finance.
16.	Field	Area of work	What is your field?
17.	Follow-Up	Contact again	I will do a follow-up.
18.	Goal	Objective	My goal is career growth.
19.	Impression	First opinion	Make a good impression.
20.	Industry	Business field	I work in the banking industry.
21.	Interest	Attention	I'm interested in your company.
22.	Introduction	Self-presentation	Good introduction is important.
23.	Meeting	Formal gathering	We met at a conference.
24.	Opportunity	Chance	This is a great opportunity.
25.	Partner	Business collaborator	We work with international
26.	Position	Job role	I work in a managerial

No.	Word	Meaning	Sentence
27.	Profile	Personal information	Check my LinkedIn profile.
28.	Project	Work plan	I'm working on a project.
29.	Reputation	Public image	The company has a good reputation.
30.	Trust	Confidence in someone	Trust is very important.

b. Frequently Used Expressions

- 1) Let me introduce myself.
- 2) Nice to meet you.
- 3) What do you do?
- 4) Which company do you work for?
- 5) What is your role?
- 6) I work in the marketing department.
- 7) How long have you been in this field?
- 8) That sounds interesting.
- 9) I'm interested in your work.
- 10) Could you tell me more about your company?
- 11) It's great to connect with you.
- 12) I'd like to stay in touch.
- 13) Here is my business card.
- 14) Let's keep in contact.
- 15) I look forward to working with you.
- 16) It was nice talking to you.
- 17) Let me follow up with you later.
- 18) Feel free to contact me anytime.

c. Scenario

Situation 1. Networking at a Conference

Dian : Good morning. Let me introduce myself. I'm Dian from Global Tech.

Reza : Nice to meet you, Dian. I'm Reza from Smart Solutions.

Dian : What do you do at Smart Solutions?
Reza : I work in the marketing department. How about you?
Dian : I specialize in digital marketing.
Reza : That sounds interesting.
Dian : It's great to connect with you.
Reza : Yes, let's stay in touch.

Situation 2. First Meeting with a New Contact

Budi : Hello, I'm Budi. Nice to meet you.
Sarah : Nice to meet you too. I'm Sarah.
Budi : Which company do you work for?
Sarah : I work for Bright Company.
Budi : That's great. What is your role there?
Sarah : I'm a project manager.
Budi : I'm interested in your work.
Sarah : Thank you. Here is my business card.
Budi : Thanks. I'll contact you soon.

Situation 3. Follow-Up Communication

Dita : Hi, this is Dita. We met at the seminar yesterday.
Bagus : Oh yes, I remember you. Nice to hear from you.
Dita : I'd like to follow up on our discussion.
Bagus : Sure, what do you have in mind?
Dita : I think we can collaborate on a project.
Bagus : That sounds like a good idea.
Dita : Let's schedule a meeting.
Bagus : Great. I look forward to working with you.

2. Meeting (Collaboration)

Meetings are a central part of business communication. They allow team members to share ideas, discuss problems, make decisions, and coordinate tasks. Effective communication in meetings requires clarity, active participation, and respectful interaction. In professional settings, employees need to express opinions, respond to others, and work together to achieve common goals.

a. Frequently Used Vocabularies

No.	Word	Meaning	Sentence
1.	Action	Task to do	We need action.
2.	Action Plan	Future plan	We created an action plan.
3.	Agenda	Meeting plan	Please check the agenda.
4.	Agreement	Same opinion	We reached agreement.
5.	Chairperson	Meeting leader	The chairperson started the meeting.
6.	Clarification	Explanation	I need clarification.
7.	Comment	Opinion	Any comments?
8.	Conclusion	Final result	The conclusion is clear.
9.	Deadline	Final time	The deadline is Friday.
10.	Decision	Final choice	We made a decision.
11.	Disagreement	Different opinion	There is some disagreement.
12.	Discussion	Talking about topic	We need a discussion on this project schedule
13.	Feedback	Response	Thank you for your feedback.
14.	Input	Contribution	Please give your input.
15.	Issue	Problem/topic	We need to discuss this issue.

No.	Word	Meaning	Sentence
16.	Meeting	Formal discussion	We have a meeting today.
17.	Minutes	Meeting notes	I will write the minutes.
18.	Opinion	Personal view	In my opinion, it is effective.
19.	Participant	Person in meeting	All participants are present.
20.	Point	Idea	That is a good point.
21.	Problem	Difficulty	There is a problem.
22.	Progress	Development	The project shows progress.
23.	Question	Inquiry	I have a question.
24.	Report	Formal information	I will present a report.
25.	Responsibility	Duty	This is my responsibility.
26.	Solution	Answer	We found a solution.
27.	Suggestion	Idea for improvement	I have a suggestion.
28.	Task	Work to do	I will handle this task.
29.	Topic	Subject	The topic is marketing.
30.	Update	New information	Let me give an update.

b. Frequently Used Expressions

1) Let's start the meeting.

- 2) Today's agenda is...
- 3) Let's move to the next point.
- 4) What do you think about this?
- 5) In my opinion...
- 6) I agree with you.
- 7) I see your point, but...
- 8) That's a good idea.
- 9) I have a suggestion.
- 10) Could you explain that again?
- 11) Can you clarify this point?
- 12) Let's discuss this issue.
- 13) We need to make a decision.
- 14) Let's summarize the discussion.
- 15) The conclusion is...
- 16) Who will take responsibility?
- 17) Let's set a deadline.
- 18) I'll take care of that.
- 19) We need a follow-up meeting.
- 20) Thank you for your participation.

c. Scenario

Situation 1. Starting a Meeting

Chairperson : Good morning, everyone. Let's start the meeting.

Participant 1 : Good morning.

Chairperson : Today's agenda is discussing our marketing strategy.

Participant 2 : Sounds good.

Chairperson : Let's begin with the first point.

Situation 2. Discussion and Giving Opinions

Agus : What do you think about this plan?

Harry : In my opinion, it's a good idea.

Alex : I agree, but we need more budget.

Agus : That's a valid point.

Harry : I have a suggestion, we can reduce costs.

Alex : That could work.

Situation 3. Making Decisions and Closing

Chairperson : We need to make a decision.

Participant : I think we should continue the project.

Chairperson : Do we all agree?

All : Yes.

Chairperson : Great. Let's set the deadline for next Friday.

Participant : I will take responsibility.

Chairperson : Thank you. The meeting is closed.

3. Negotiation and Presentation (Decision Making & Persuasion)

Professionals often need to present ideas, explain proposals, and persuade others to reach agreements. In many situations, presentations are used to support negotiation by providing clear information and convincing arguments. Therefore, these skills require clarity, confidence, and the ability to influence others effectively in decision-making processes.

a. Frequently Used Vocabularies

No.	Word	Meaning	Sentence
1.	Negotiation	Discussion to reach agreement	The negotiation was successful.
2.	Deal	Agreement	We closed the deal.
3.	Offer	Proposal	We made a new offer.
4.	Counteroffer	Response offer	They gave a counteroffer.
5.	Agreement	Mutual decision	We reached an agreement.
6.	Contract	Legal agreement	The contract is signed.
7.	Term	Condition	Let's discuss the terms.

No.	Word	Meaning	Sentence
8.	Condition	Requirement	These are the conditions.
9.	Bargain	Negotiate price	We tried to bargain.
10.	Discount	Price reduction	They offered a discount.
11.	Proposal	Formal plan	I presented a proposal.
12.	Approval	Permission	We need approval.
13.	Decision	Final choice	The decision is final.
14.	Outcome	Result	The outcome is positive.
15.	Strategy	Plan	We need a strategy.
16.	Solution	Answer	This is the best solution.
17.	Problem	Difficulty	We have a problem.
18.	Issue	Topic/problem	Let's discuss the issue.
19.	Benefit	Advantage	This has many benefits.
20.	Advantage	Positive side	The advantage is clear.
21.	Disadvantage	Negative side	The disadvantage is cost.
22.	Value	Worth	The product has high value.
23.	Price	Cost	The price is reasonable.
24.	Budget	Available money	Our budget is limited.
25.	Cost	Expense	The cost is high.

No.	Word	Meaning	Sentence
26.	Profit	Financial gain	The profit increased.
27.	Investment	Money used	This is a good investment.
28.	Presentation	Formal talk	I gave a presentation.
29.	Slide	PPT page	Check the next slide.
30.	Chart	Data visual	This chart shows growth.
31.	Graph	Diagram	The graph is rising.
32.	Data	Information	The data is correct.
33.	Figure	Number	The figures are accurate.
34.	Trend	Pattern	The trend is positive.
35.	Explanation	Description	Let me give an explanation.
36.	Argument	Reason	That is a strong argument.
37.	Persuasion	Convincing others	Persuasion is important.
38.	Agreement	Deal reached	The agreement is final.
39.	Compromise	Middle solution	We reached a compromise.
40.	Conclusion	Final idea	In conclusion, we agree.

d. Frequently Used Expressions

- 1) Today I would like to present...
- 2) Let me explain our proposal.

- 3) This solution offers several benefits.
- 4) Our main objective is...
- 5) This chart shows...
- 6) As you can see...
- 7) We believe this is the best option.
- 8) Would you consider our offer?
- 9) Could you offer a better price?
- 10) We are open to negotiation.
- 11) Let's find a solution.
- 12) That sounds reasonable.
- 13) We can reach a compromise.
- 14) I understand your concern.
- 15) Let me clarify this point.
- 16) This will increase efficiency.
- 17) That is a good opportunity.
- 18) We need to make a decision.
- 19) Do we have an agreement?
- 20) Thank you for your attention.

e. Scenario

Situation 1. Business Presentation

- Presenter : Good morning, everyone. Today I would like to present our new product.
- Audience : Please go ahead.
- Presenter : This customer testimony shows us that the product offers several benefits for customers.
- Audience : That sounds interesting.
- Presenter : This chart shows an increase in demand.
- Audience : Very impressive.
- Presenter : Thank you for your attention.

Situation 2. Negotiation Between Buyer and Seller

- Seller : Our price is \$100 per unit.
- Buyer : Could you offer a discount?
- Seller : We can reduce it to \$90.
- Buyer : That sounds better, but our budget is limited.

Seller : We can reach a compromise at \$85.

Buyer: That sounds reasonable.

Seller : Great, we have an agreement.

Situation 3: Presenting and Persuading in Meeting

Manager : Let's hear your proposal.

Employee : Thank you. Our strategy will increase sales by 20%.

Manager : Can you explain how?

Employee : Yes, this plan focuses on digital marketing.

Manager : That sounds promising.

Employee : We believe this is the best option.

Manager : I agree. Let's move forward.

D. Integrated Business Speaking Activity: ***“Create and Sell Your Product”***

You and your team work in a company. Your task is to create a product and sell it to other people (clients).

In this activity, you will use the skills of networking, meeting discussion, negotiation, presentation, and promotion.

Steps:

1. Networking (Introduce Yourself)

Talk to your team.

Explain to the team: your name, your job, and your role in the team.



2. Meeting (Discuss Ideas)

Work with your team.

Discuss:

What product will you create?

Who is the customer?

3. Negotiation (Make Decisions)

Now decide together: price, features, final idea

4. Presentation (Explain Your Product)

Your group presents:

what the product is

How it works

5. Promotion (Convince Others)

Now try to sell your product.

6. Questions (Real Business Situation)

Other students ask questions.

Example:

“How much is the price?”

“Why is it better?”

Your team must answer clearly.

CHAPTER 5

ENGLISH FOR NURSING AND HEALTHCARE PROFESSIONALS

A. Introduction

In the context of globalization, all sectors are compelled to keep pace with ongoing developments, including the healthcare field. Healthcare professionals, including nurse and other medical providers, face the critical challenge of effective communication to facilitate proper interventions and enhance the overall quality of healthcare services (Iwata et al., 2023). In the hospital settings, the demand for proficiency in foreign languages, especially English, is increasingly recognized, since the medical professionals provide health services not only for Indonesian patients but also for international patients. The necessity of English proficiency has emerged as a global phenomenon, with the ability to communicate effectively in English regarded as an essential component of scientific professionalism. English functions as the de facto international language of medicine, requiring medical personnel to comprehend and respond to English command and direction when gathering medical and scientific information (Stötzer & Farkas, 2025).

English proficiency is essential for nursing graduates who intend to pursue careers abroad (Suzuki et al., 2023). The level of English mastery significantly impacts their job performance in clinical environments (Tang et al., 2015). For nurses and other healthcare professionals, mastering English does not merely on anatomical terminology; it primarily involves effective verbal communication during nurse-patient interactions and nurse-to-nurse/other medical staff handovers (Deegan & Simkin, 2010), which is critical for preventing medical errors. Effective verbal communication plays a crucial role in enhancing patient comfort and contributing to successful treatment (Tang et al., 2015). Therefore, nurses and other health workers need to master spoken communication skill since they engage directly with patients.

This book chapter aims to provide a simple English learning guide for nurses and other health professionals who work in the health sector. The main focus of this book chapter is a verbal communication simulation on speaking language skills in hospitals by referring to the

patient's journey in the hospital with an emphasis on simple vocabulary and expressions in English that are generally needed by nurses and other health professionals. The patient journey in this book chapter consists of (1) Patient Admission, (2) Checking Vital Signs, (3) Symptoms and Pain, (4) Procedures/Instructions, (5) Medication Administration, and (6) Clinical Handover. This book chapter is also equipped with how to pronounce vocabulary correctly referring to the International Phonetic Alphabet (IPA) in the Oxford Learners Dictionary so that nurses and other healthcare professionals can learn it themselves easily. By mastering the basics of English communication, it is hoped that nurses and other healthcare professionals can provide the best health services and avoid medical errors due to miscommunication.



Picture 5.1 Hospital Admission

B. Vocabularies of Patient Journey

1. Patient Admission

Tabel 5.1 Word Lists of Patient Admission

No.	Vocabulary	No.	Vocabulary
1.	Admission Form /əd'mɪʃn fɔ:m/ (UK) /əd'mɪʃn fɔ:rm/ (US)	10.	Emergency Contact /ɪ'mɜ:dʒənsi 'kɒntækt/ (UK) /ɪ'mɜ:dʒənsi 'kɑ:ntækt/ (US)

No.	Vocabulary	No.	Vocabulary
2.	Personal Information /ˈpɜːsənl ˌɪnfəˈmeɪʃn/ (UK) /ˈpɜːrsənl ˌɪnfərˈmeɪʃn/ (US)	11.	Consent Form /kənˈsent fɔːm/ (UK) /kənˈsent fɔːrm/ (US)
3.	Chief Complaint /tʃiːf kəmˈpleɪnt/ (UK) /tʃiːf kəmˈpleɪnt/ (US)	12.	Ward/Unit/ Department /wɔːd//ˈjuːnɪt//dɪˈpɑːtmənt/ (UK) /wɔːrd//ˈjuːnɪt//dɪˈpɑːrtmənt/ (US)
4.	Next of Kin /ˌnekst əv ˈkɪn/ (UK&US)	13.	Insurance Policy /ɪnˈʃʊərəns ˈpɒləsi/ (UK) /ɪnˈʃʊərəns ˈpɑːləsi/ (US)
5.	Allergy /ˈælədʒi/ (UK) /ˈælərdʒi/ (US)	14.	Admit /ədˈmɪt/ (UK&US)
6.	Medical History /ˈmedɪkl ˈhɪstri/ (UK) /ˈmedɪkl ˈhɪstəri/ (US)	15.	Register /ˈredʒɪstə(r)/ (UK) /ˈredʒɪstər/ (US)
7.	Inpatient /ˈɪnpeɪʃnt/ (UK) /ˈɪnpeɪʃnt/ (US)	16.	Assess /əˈses/ (UK&US)
8.	Outpatient /ˈaʊtpeɪʃnt/ (UK&US)	17.	Confirm /kənˈfɜːm/ (UK) /kənˈfɜːrm/ (US)
9.	Referral /rɪˈfɜːrəl/ (UK) /rɪˈfɜːrəl/ (US)	18.	Sign /saɪn/ (UK&US)

2. Checking Vital Signs

Tabel 5.2 Word list of Checking Vital Signs

No.	Vocabulary	No.	Vocabulary
1.	Blood Pressure /ˌblʌd ˈpreʃə(r)/ (UK) /ˌblʌd ˈpreʃər/ (US)	7.	Check /tʃek/ (UK&US)
2.	Heart Rate /ˈhɑːt reɪt/ (UK)	8.	Measure /ˈmeʒə(r)/ (UK)

No.	Vocabulary	No.	Vocabulary
	/ˈhɑːrt reɪt/ (US)		/ˈmeɪzər/ (US)
3.	Pulse /pʌls/ (UK&US)	9.	Monitor /ˈmɒnɪtə(r)/ (UK) /ˈmɑːnɪtər/ (US)
4.	Temperature /ˈtemprətʃə(r)/ (UK) /ˈtemprətʃər/ (US)	10.	Record /rɪˈkɔːd/ (UK) /rɪˈkɔːrd/ (US)
5.	Thermometer /θəˈmɒmɪtə(r)/ (UK) /θərˈmɑːmɪtər/ (US)	11.	Normal /ˈnɔːml/ (UK) /ˈnɔːrml/ (US)
6.	Respiration Rate /ˌrespəˈreɪʃn reɪt/ (UK&US)	12.	High/Low /haɪ/ /ləʊ/ (UK) /haɪ/ /lou/ (US)
		13.	Irregular /ɪˈregjələ(r)/ (UK) /ɪˈregjələr/ (US)

3. Symptom and pain

Tabel 5.3 Word list of Checking Symptom and Pain

No.	Vocabulary	No.	Vocabulary
1.	Symptom /ˈsɪmptəm/ (UK) /ˈsɪmptəm/ (US)	15.	Experience /ɪkˈspɪəriəns/ (UK) /ɪkˈspɪriəns/ (US)
2.	Pain /peɪn/ (UK&US)	16.	Burning /ˈbɜːnɪŋ/ (UK) /ˈbɜːnɪŋ/ (US)
3.	Headache /ˈhedeɪk/ (UK&US)	17.	Constant /ˈkɒnstənt/ (UK) /ˈkɑːnstənt/ (US)
4.	Fever /ˈfiːvə(r)/ (UK) /ˈfiːvər/ (US)	18.	Chronic /ˈkrɒnɪk/ (UK) /ˈkraːnɪk/ (US)
5.	Nausea /ˈnɔːziə/ (UK&US)	19.	Mild /maɪld/ (UK&US)

No.	Vocabulary	No.	Vocabulary
6.	Vomiting /'vɒmɪtɪŋ/ (UK) /'vɑ:mɪtɪŋ/ (US)	20.	Dull /dʌl/ (UK&US)
7.	Dizziness /'dɪzɪnəs/ (UK&US)	21.	Sharp /ʃɑ:p/ (UK) /ʃɑ:rp/ (US)
8.	Cough /kɒf/ (UK) /kɔ:f/ (US)	22.	Stabbing /'stæbɪŋ/ (UK & US)
9.	Sore throat /,sɔ: 'θrəʊt/ (UK) /,sɔ:r 'θrout/ (US)	23.	Stinging /'stɪŋɪŋ/ (UK & US)
10.	Fatigue /fə'ti:g/ (UK&US)	24.	Sudden /'sʌdn/ (UK&US)
11.	Ache /eɪk/ (UK&US)	25.	Tingling /'tɪŋɡlɪŋ/ (UK & US)
12.	Hurt /hɜ:t/ (UK) /hɜ:rt/ (US)	26.	Throbbing /'θrɒbɪŋ/ (UK) /'θrɑ:bɪŋ/ (US)
13.	Feel /fi:l/ (UK&US)	27.	Severe /sɪ'vɪə(r)/ (UK) /sɪ'vɪr/ (US)
14.	Describe /dɪ'skraɪb/ (UK&US)	28.	Symptom /'sɪmptəm/ (UK&US)

(Glendinning & Howard, 2007)

4. Procedures/Instructions

Tabel 5.4 Word list of Procedures and Instructions and Pain

No.	Vocabulary	No.	Vocabulary
1.	Procedure /prə'si:dʒə(r)/ (UK) /prə'si:dʒər/ (US)	9.	Lie down /,laɪ 'daʊn/ (UK) /,laɪ 'daʊn/ (US)
2.	Examination /ɪɡ,zæmɪ'neɪʃn/ (UK&US)	10.	Breathe /bri:ð/ (UK&US)
3.	Injection	11.	Relax

No.	Vocabulary	No.	Vocabulary
	/ɪn'dʒekʃn/ (UK&US)		/rɪ'læks/ (UK&US)
4.	Medication /ˌmedɪ'keɪʃn/ (UK&US)	12.	Swallow /'swɒləʊ/ (UK) /'swɑ:lou/ (US)
5.	Treatment /'tri:tmənt/ (UK&US)	13.	Deep /di:p/ (UK&US)
6.	Bandage /'bændɪdʒ/ (UK&US)	14.	Comfortable /'kʌmfətəbl/ (UK&US)
7.	Rest /rest/ (UK&US)	15.	Ready /'redi/ (UK&US)
8.	Take /teɪk/ (UK&US)	16.	Still /stɪl/ (UK&US)

5. Medication Administration

Tabel 5.5 Word list of Medication Administration

No.	Vocabulary	No.	Vocabulary
1.	Medication /ˌmedɪ'keɪʃn/ (UK&US)	12.	Allergy /'ælədʒi/ (UK) /'ælərdʒi/ (US)
2.	Medicine /'medsn/ (UK&US)	13.	Take /teɪk/ (UK) /teɪk/ (US)
3.	Prescription /prɪ'skrɪpʃn/ (UK&US)	14.	Swallow /'swɒləʊ/ (UK) /'swɑ:lou/ (US)
4.	Dosage /'dəʊsɪdʒ/ (UK) /'dousɪdʒ/ (US)	15.	Apply /ə'plai/ (UK&US)
5.	Tablet /'tæblət/ (UK&US)	16.	Inject /ɪn'dʒekt/ (UK&US)
6.	Capsule /'kæpsju:l/ (UK) /'kæpsu:l/ (US)	17.	Prescribe /prɪ'skraɪb/ (UK&US)
7.	Syrup /'sɪrəp/ (UK&US)	18.	Oral /'ɔ:rəl/ (UK&US)

No.	Vocabulary	No.	Vocabulary
8.	Injection /ɪn'dʒekʃn/ (UK&US)	19.	Rectal /'rektəl/ (UK & US)
9.	Side effect /'saɪd ɪfekt/ (UK) / 'saɪd ɪfekt/ (US)	20.	Topical /'tɒpɪkəl/ (UK) /'tɑːpɪkəl/ (US)
10.	Drowsy /'draʊzi/ (UK & US)	21.	Daily /'deɪli/ (UK&US)
11.	Ointment /'ɔɪntmənt/ (UK & US)	22.	Regular /'regjələ(r)/ (UK) /'regjələr/ (US)

6. Clinical Handover-Interprofessional Communication

Tabel 5.6 Word list of Clinical Handover-Interprofessional Communication

No.	Vocabulary	No.	Vocabulary
1.	Handover /'hændəʊvə(r)/ (UK) /'hændəʊvər/ (US)	9.	Update /'ʌpdet/ (UK&US)
2.	Patient /'peɪfnt/ (UK&US)	10.	Observation /,ɒbzə'veɪʃn/ (UK) /,ɑːbzər'veɪʃn/ (US)
3.	Condition /kən'dɪʃn/ (UK) /kən'dɪʃn/ (US)	11.	Monitor /'mɒnɪtə(r)/ (UK) /'mɑːnɪtər/ (US)
4.	Diagnosis /,daɪəg'nəʊsɪs/ (UK) /,daɪəg'nəʊsɪs/ (US)	12.	Inform /ɪn'fɔːm/ (UK) /ɪn'fɔːrm/ (US)
5.	Treatment /'triːtmənt/ (UK&US)	13.	Communicate /kə'mjuːnɪkeɪt/ (UK&US)
6.	Shift /ʃɪft/ (UK&US)	14.	Stable /'steɪbl/ (UK&US)
7.	Team /tiːm/ (UK&US)	15.	Critical /'krɪtɪkl/ (UK&US)

No.	Vocabulary	No.	Vocabulary
8.	Report /rɪ'pɔ:t/ (UK) /rɪ'pɔ:rt/ (US)	16.	Urgent /'ɜ:dʒənt/ (UK) /'ɜ:rdʒənt/ (US)

C. Useful Expressions

1. Patient Admission:

The expressions in patient admission consist of welcoming patients which focuses on friendliness and professionalism when meeting for the first time, ensuring identity for patient safety, asking about allergies as a critical step before administering medication or action, asking for emergency contacts and explaining for the next process. The verification in this step is to prevent medical errors.

Tabel 5.7 Useful Expressions in Patient Admission

Actions	Useful Expressions
Welcoming Patients	• Good morning, how can I help you today? • What brings you (in/here) today?
Ensuring Patient Identity	• Could you confirm your full name and date of birth for me, please? • Can you give me your full name? • Are you married?
Asking about Allergies	• Are you allergic to anything? • Do you have any known allergies to medications?
Asking for emergency contacts	• Who is your next of kin, and what is their contact number? • Who should we contact as your emergency contact?
Explaining for next process	• I'm just going to get you settled in the ward now. • We're going to admit you to the unit. I'll show you to your room.

2. Checking vital signs:

The nurses must explain some actions before they do them like explaining the procedure, checking blood pressure, checking pulse and respiration, checking temperature, and explaining the results. By explaining before doing those actions, it can build trust to the medical staff and reduce patient's anxiety.

Tabel 5.8 Useful Expressions in Checking Vital Signs

Actions	Useful Expressions
Explaining the procedure	• I'm just going to do some tests. I want to start off with your blood pressure. All right? • I need to check your vitals quickly. Is now a good time?
Checking blood pressure	• I'm going to wrap this around your arm. • Please roll up your sleeve for me. I'll put this cuff around your arm.
Checking pulse and respiration	• I'm just going to check your heart rate. • Just try to relax and breathe normally.
Checking temperature	• Now, we'll just take your temperature. • Go ahead and open up; put this under your tongue.
Explaining the results	• Everything's perfectly normal. Right as rain. • Your temperature is 36.9 degree this morning. It's fine.

(Wright & Cagnol, 2012)

3. Symptom and pain:

The nurses need to ask some questions like asking about location, asking about quality of pain, asking about frequency, measuring

severity, checking for radiation, and assessing other symptoms. Those questions help identify serious conditions quickly.

Tabel 5.9 Useful Expressions in Symptom and Pain

Actions	Useful Expressions
Asking about the Location	• Where does it hurt? • Where do you get the pain?
Asking about Quality of Pain	• Can you describe the pain for me? • Is it sharp, stabbing, or burning?
Asking about Frequency	• How often do you get the pain?
Measuring Severity	• On a scale of zero to ten, how bad is the pain at the moment? • How bad is it?
Checking for Radiation	• Does it stay in one place or move around? • Does the pain spread anywhere else? • Does it go anywhere else?
Assessing Others Symptoms	• Are you feeling sick? Have you been sick today? • Are you feeling nauseous? Have you vomited at all?

4. Procedures and Instructions

The nurses must be able to provide verbal communication of preparing for an IV, taking a blood sample, positioning for assessment, wound care/dressing change, and urine sample collection.

Tabel 5.10 Useful Expressions in Procedures and Instructions

Actions	Useful Expressions
Preparing for an IV	• I need to start an IV. You're going to feel a sharp poke or a pinch. • Please take a deep breath. • Please stay still for a moment.

Actions	Useful Expressions
Taking for a Blood Sample	• I'll get you to put your arm on this pillow for me. • I'd like you to squeeze your hand into a fist.
Positioning for Assessment	• Could you lie flat on the couch, please? • Go ahead and lie down on the exam table.
Wound Care/Dressing Change	• I'm going to clean and dress your wound now. It might feel a bit cold. • You might feel a slight sting while I clean it. • It will be over in a few minutes.
Urine Sample Collection	• Wash your genitalia to avoid contamination. • Do not touch the inside of the urine sample bottle or test tube or the top edge

5. Medication Administration

In medication administration, the expressions will be given for some actions such as explaining the medication to the patient, giving instructions how to take the medication, warning about side effects, and checking for dosage and timing to ensure that the patient take the medication as prescribed.

Tabel 5.11 Useful Expressions in Medication Administration

Actions	Useful Expressions
Explaining the Medication	• I have two ibuprofen tablets for you. It helps to bring down the swelling in your joints. • I have your pain meds for you. This will help manage your discomfort.
Giving Instructions	• Could you swallow these tablets for me? Here is some water to wash them down.
Warning about Side Effects	• This might make you feel a bit drowsy or light-headed. • You might feel some dizziness or sleepiness after taking this. • Please let me know if you feel dizzy or unwell.

Actions	Useful Expressions
Checking for Dosage and Timing	• Have you had your morning dose yet? • Set timers or reminders to help you remember to take your medicines. • You need to take this medicine twice a day. • Finish all of this medicine • Take the full course of antibiotics

6. Clinical Handover-Interprofessional Communication:

In clinical handover, the nurses must use structured method of opening handover, explaining situation and background, explaining assessment, and providing recommendation since this is critical moment for patient treatment. This method is designed to ensure the patient safety and build effective interprofessional communication.



Picture 5.2 Clinical Handover

Tabel 5.12 Clinical Handover-Interprofessional Communication

Actions	Useful Expressions
Opening the Handover	• I'm going to give you a handover on Mr. Jones in bay four. • I'm going to give you report on the patient in room 402.
Explaining Situation and Background	• The patient's blood pressure has dropped. • The patient had knee surgery yesterday. • The patient has type 2 diabetes and is on insulin.

Actions	Useful Expressions
Explaining Assessment	- The IV site appears red and swollen. - Vital signs show heart rate 110 and blood pressure 150 over 90.
Providing Recommendation	- I'm calling to let you know and to ask for further pain management advice. - I recommend monitoring the patient closely. - We would like a medical review.

D. Scenario of Patient Journey

The Patient Journey (UK Style)

In Louise Hospital, particularly at Medical Ward, Nurse Dina is asking a patient named Mr. Hendra (who is coming to the hospital due to chest pain).



Picture 5.3 Checking Blood Pressure

Phase 1: Admission & Identity Check

Nurse : "Good morning, Mr. Hendra. I'm Dina, the staff nurse today. I'm just going to get you settled in the ward now. Is that alright?"

Patient : "Yes, thank you, Nurse."

Nurse : "Before we begin, could you confirm your full name and date of birth for me, please?"

Patient : "It's Hendra Brawijaya, 15th of July, 1966."

Nurse : "And who is your next of kin, Mr. Hendra? Just in case we need to contact someone."

Patient : "Oh, it's my wife, Melissa. Her number is on my form."

Phase 2: Symptom & Pain Assessment

Nurse : "I see you've come in with some discomfort. Where does it hurt, exactly?"

Patient : "It's right here in the middle of my chest."

Nurse : "Can you describe the pain for me? Is it sharp, stabbing, or burning?"

Patient : "It feels quite sharp, actually. Like something is pressing down on me."

Nurse : "On a scale of zero to ten, how bad is the pain at the moment?"

Patient : "I'd say it's a five."

Phase 3: Checking Vital Signs

Nurse : "Right, let's keep a close eye on that. I'm just going to take your observations now. Please roll up your sleeve up for me. I'll put this cuff around your arm."

(After a few seconds)

Nurse : "Your blood pressure is perfectly normal. Right as rain. I'm just going to feel your pulse for a minute while I count your breathing. Just try to relax and breathe normally."

Phase 4: Procedure & Instruction

Nurse : "The doctor wants to run a few tests. I'm just going to put a drip in now to get some fluids started. You'll feel a tiny scratch, then it's all over."

Patient : "Okay, nurse."

Phase 5: Medication Administration

Nurse : "I've got two ibuprofen tablets for you, Mr. Hendra. These should help bring down the pain before you try to sleep."

Patient : "Should I take them both?"

Nurse : "Yes, please. Could you swallow these tablets for me? Here is some water to wash them down."

Patient : "Will these make me sleepy?"

Nurse : "They might make you feel a bit drowsy or light-headed, so just press the call bell if you need to get up, alright?"

Patient : "Alright, Nurse. Thank you."

E. Practice

1. Pronunciation Practice

In English, when a word ends in a consonant sound and the next word begins with a vowel sound, we "link" them together. They should sound like one continuous word. This is called Connected Speech. Practice these following tasks to improve your pronunciation.

Task 1: Identifying the Links

Instruction: Draw a link (a curved line ) between the final consonant of one word and the starting vowel of the next.

Example: Put  a drip  in (Sounds like: "**Pu-ta-dri-pin**")

- Roll up your sleeve
- Check your heart rate
- On a scale of
- Put it under your tongue
- Wash them down
- Is it a dull ache?
- Keep an eye on
- Give a report

Task 2: Clinical Sentence Drill

Read these sentences aloud to your partner. Try to maintain a natural "flow" by using the links you identified in Part 1.

- "I'm going to **put** **a drip** **in** now."
- "Can you **roll** **up** your **sleeve** **as soon as** **is** possible?"
- "The **pain** **is on** **a scale** **of** zero to ten."
- "Please **keep** **an eye** **on** the **monitor** **at** all times."
- "I'll **give** **a handover** **at** the end of the shift."

2. Fluency Practice

To improve fluency, the students need to start thinking groups of words in spite of only individual words that always go together in clinical setting. Practice these following tasks to improve your fluency.

Task 1: Expanding the Phrase

- Start with the 'core' word at the top.
- Read each line below it, adding one 'chunk' at a time.
- Your goal is to make a single sentence in one single breath.

For Example:

Pain

The **pain**

The **pain is**

The **pain is on a scale**

The **pain is on a scale of zero**

The **pain is on a scale of zero to ten**

Practice with these cores:

- Allergic
- Roll
- Confirm
- Pulse

Task 2: Guess the expression

Look at the following scenario then mention the expressions related to the scenario.

- A nurse greets the patient politely, welcomes him to the hospital, and offers help. The patient responds to the greeting. The nurse asks for the patient's name, and the patient provides it. The nurse then asks about the reason for the visit. The patient explains that he is experiencing severe stomach pain. To assess the condition further, the nurse asks the patient to describe the pain. The patient says that it feels burning and sometimes stabbing. The nurse then asks the patient to rate the pain on a scale of 1 to 10, and the patient rates it as 8. The nurse continues by asking if there are any other symptoms. The patient reports feeling nauseous and

slightly dizzy. Finally, the informs the that further examination will be conducted, and asks them to wait.

- b. A nurse tells the patient that she will check the vital signs. She checks the patient's blood pressure, temperature, and pulse, and asks the patient to relax. After checking, she informs the patient about the results. Then, the nurse gives medication to the patient. The patient asks about the medicine, and the nurse explains that it is a pain reliever and should be taken after food. The nurse also asks if the patient has any allergies, and the patient says no. Finally, the nurse tells the patient to take the medicine with water and to report if there are any side effects.

CHAPTER 6

SCIENTIFIC

COMMUNICATION AND

RESEARCH PRESENTATIONS

A. Introduction

In today's knowledge-driven economy, scientific knowledge is shared not just through written works but also through oral interactions at conferences, thesis defenses, research briefings, interdisciplinary events, and digital platforms. As English has become the primary language of global academia (Hyland, 2009), the ability to present research in English is essential for scholars across various fields. Scientific speaking is not merely a language skill but a strategic academic ability that influences scholarly visibility, credibility, and involvement in international discourse communities.

Within the context of English for Specific Purposes (ESP), academic communication is tailored to specific disciplines and driven by learners' needs (Hutchinson & Waters, 1987). This needs-based orientation continues to underpin contemporary ESP and EAP practices, which increasingly emphasize discipline-specific discourse, genre awareness, and communicative effectiveness in real academic contexts (Hyland, 2019; Hyland & Jiang, 2021). ESP teaching is therefore grounded in the principle that language instruction should address the specific communicative purposes of learners in academic and professional environments, including the ability to participate in research dissemination and scholarly interaction.

Research presentations represent crucial communicative events in academia, requiring speakers to express complex ideas, justify methodological decisions, and position their findings within ongoing scholarly conversations. As Swales (1990) highlights, academic communication occurs within discourse communities that share conventions, genres, and rhetorical expectations. This perspective remains highly influential in recent ESP scholarship, where genre analysis continues to inform the teaching of academic speaking and presentation practices (Hyland, 2019; Zeng & Della, 2024). The research presentation, in this regard, can be understood as a dynamic spoken genre shaped not only by disciplinary norms and institutional

practices but also by evolving multimodal and digital communication contexts in contemporary academia

Scientific presentations require more than grammatical correctness. Drawing on the concept of communicative competence (Canale & Swain, 1980; Canale, 1983), effective research communication involves linguistic, discourse, sociolinguistic, and strategic competence. In academic settings, this includes pragmatic and intercultural awareness, as presenters must adjust levels of directness, manage critique diplomatically, and demonstrate the right epistemic stance. Hyland (2005) notes that academic discourse is inherently interactive and evaluative; speakers position themselves in relation to their claims, data, and audience. Thus, the ability to hedge claims, show caution, and acknowledge limitations is central to building credibility.

Research presentations also involve converting written academic discourse into spoken form. While research articles typically follow the IMRaD structure (Introduction, Methods, Results, and Discussion), oral presentations must be adapted to time constraints, audience expectations, and multimodal delivery. Bhatia (1993) argues that genres are dynamic and responsive to situational demands; spoken conference presentations alter the written research article to emphasize clarity, coherence, and audience engagement. Speakers must distill complex information, highlight key findings, and create clear transitions for the audience.

Moreover, scientific communication is increasingly multimodal. Kress and van Leeuwen (2006) emphasize that modern discourse involves more than language; it includes visual and spatial modes. In research presentations, slides, graphs, tables, and visual data are crucial for shaping interpretation. Effective presenters integrate verbal explanations with visual elements, ensuring coherence between spoken and visual content. Failure to coordinate these modes can lead to cognitive overload or reduced communicative impact.

For many English as an Additional Language (EAL) researchers, the challenge of scientific speaking is heightened by linguistic, rhetorical, and cultural factors. Academic argumentation styles vary across cultures (Connor, 1996), and norms for questioning, critique, and self-promotion may differ significantly. Presenters must navigate not only linguistic accuracy but also intercultural pragmatics. Anxiety and performance pressure add to the complexity of oral academic communication, especially in high-stakes situations like dissertation defenses or international conferences.

Despite the importance of research presentations, higher education has traditionally placed greater emphasis on academic writing than on oral scientific discourse. While substantial scholarship exists in English for Research Publication Purposes (ERPP), structured attention to research presentation skills remains comparatively limited. However, recent studies indicate a growing recognition of academic speaking as a critical component of scholarly communication. For instance, Cheng (2025) highlights that oral presentations significantly enhance students' critical thinking, engagement, and communication skills, although challenges such as anxiety and limited preparation persist. Similarly, Nurjihan and Irmayani (2025) demonstrate that structured presentation tasks improve learners' confidence, collaboration, and communicative competence, particularly when supported by peer feedback mechanisms.

In addition, contemporary research trends reveal that academic communication is increasingly shaped by digital technologies, multimodal practices, and artificial intelligence tools. Zubir, Ghazali, and Suryani (2025) note a significant shift in academic communication research toward issues of digital literacy, AI-assisted writing, and academic integrity. These developments suggest that scientific communication is no longer confined to traditional formats but extends to hybrid, online, and multimodal environments. As such, systematic training in scientific speaking within ESP programs is both

timely and essential to prepare learners for evolving academic and professional contexts.

This chapter explores scientific communication and research presentations as a specialized area within ESP. It first places research presentations within theoretical perspectives on ESP, genre theory, and communicative competence. It then examines the structure and linguistic features of effective research presentations, including signposting, hedging, data commentary, and audience engagement strategies. Attention is also given to delivery techniques, multimodal integration, and managing question-and-answer sessions. Finally, the chapter discusses common challenges faced by ESP learners and outlines pedagogical implications for teaching scientific presentation skills in academic and professional contexts.

By viewing research presentations as professional communicative practices within disciplinary discourse communities, the chapter argues that scientific speaking competence should be a core component of ESP curricula. Developing this competence enables researchers to disseminate findings effectively and participate confidently in global academic conversations, contributing meaningfully to the advancement of knowledge.

B. Scientific Communication in the ESP Framework

1. ESP and Academic Speaking

English for Specific Purposes (ESP) is based on the idea that language teaching should address the distinct communicative needs of learners in specific academic or professional fields (Hutchinson & Waters, 1987). Unlike general English teaching, ESP focuses on purposeful language use, the conventions of disciplinary discourse, and context-aware communication practices. In academic contexts, this approach has led to English for Academic Purposes (EAP) and, more specifically, English for Research Purposes (ERP), where the focus is on the communication needs of scholarly activities.

Academic speaking in ESP goes beyond everyday language skills. It encompasses the ability to participate in seminars, present research, defend arguments, and engage in academic debates. These activities are structured performances guided by institutional expectations and disciplinary knowledge frameworks. As Swales (1990) notes, members of a discourse community share common goals, genres, language, and communication methods. Research presentations serve as a mechanism for sharing findings, receiving feedback, and negotiating knowledge claims.

Needs analysis is crucial in developing ESP instruction for research presentations. Dudley-Evans and St John (1998) highlight that effective ESP courses must identify learners' target situations, including the types of presentations they need to give (e.g., conference papers, proposal defenses, poster sessions). This analysis ensures that instruction covers not only linguistic features but also rhetorical structure, interactional strategies, and discipline-specific norms. For postgraduate students and early-career researchers, presenting research orally in English is often essential for academic progression, publication, and professional networking.

2. Communicative Competence in Research Presentations

The concept of communicative competence helps explain the multifaceted nature of scientific speaking. Canale and Swain (1980) and Canale (1983) identify four interrelated components: grammatical competence, sociolinguistic competence, discourse competence, and strategic competence. In research presentations, grammatical competence involves correct use of tense, voice, modality, and field-specific terminology. Discourse competence refers to organizing information coherently, maintaining thematic flow, and signaling relationships between ideas.

Sociolinguistic competence is crucial in academic settings, where politeness, hedging, and stance-taking affect credibility. Hyland (2005) argues that academic discourse is inherently interpersonal; speakers must carefully position themselves in relation to their claims

and audience. For instance, using hedging devices (e.g., "suggest," "indicate," "appear") allows presenters to express caution and align with disciplinary expectations of modesty and precision. Overly strong or categorical claims may be seen as naive or unsupported.

Strategic competence is equally vital during live presentations. Speakers need to paraphrase when they lose lexical access, clarify misunderstandings, adapt explanations based on audience feedback, and handle unexpected questions. In high-stakes settings like thesis defenses or international conferences, using compensatory strategies contributes significantly to communicative success.

Beyond these components, modern research highlights the importance of pragmatic and intercultural competence. Academic communication is embedded in cultural norms that govern argumentation, self-promotion, and critique (Connor, 1996). Presenters from diverse backgrounds may differ in their approaches to expressing certainty, acknowledging limitations, or responding to challenges. Effective scientific communication requires sensitivity to cross-cultural expectations and awareness of global academic conventions.

Recent studies in English as a Lingua Franca (ELF) indicate that international academic communication prioritizes intelligibility, accommodation, and interactional negotiation over native-like norms (Mauranen, 2012; Jenkins, 2015). In conference settings, participants often engage in collaborative meaning-making, reformulating and clarifying ideas across linguistic boundaries. Scientific presentation competence involves adaptive communication strategies, including repetition, paraphrasing, and strategic simplification. Rather than viewing non-native accents as deficiencies, contemporary scholarship emphasizes communicative effectiveness and mutual intelligibility as key criteria.

Recent empirical research further reinforces the role of communicative competence in academic presentations. Yüce and Curle (2025) found that engaging students in structured academic

presentation tasks significantly enhances their use of communication strategies, including clarification, repair, and audience adaptation. Likewise, Januin, McLellan, and He (2026) emphasize that discourse competence—particularly coherence, rhetorical organization, and interactional management—is central to effective academic presentations. These findings highlight that communicative competence in scientific speaking is not static but develops through practice, interaction, and exposure to authentic communicative tasks.

3. Research Presentation as an Academic Genre

Genre theory sheds light on the structured nature of research presentations. Bhatia (1993) describes genre as a recognizable communicative event characterized by shared purposes and conventional rhetorical moves. While the written research article has been extensively analyzed through genre-based approaches, the oral research presentation is a related but distinct genre shaped by time constraints, audience presence, and multimodal delivery.

Although conference presentations often follow the IMRaD structure of research articles, they do not replicate it exactly. Speakers typically condense the literature review, highlight key methodological decisions, and emphasize principal findings and implications. Transitions must be clearly signposted, and complex arguments must be simplified without losing accuracy. The spoken genre involves adapting and recontextualizing written discourse for live interaction.

Additionally, research presentations are dialogic rather than monologic events. The question-and-answer session transforms the presentation into an interactive exchange where knowledge claims are scrutinized and refined. This interactive aspect reinforces the idea that scientific communication is not just information transmission but a collaborative process of knowledge construction within a discourse community.

Understanding research presentations through the lenses of ESP, communicative competence, and genre theory provides a comprehensive foundation for analyzing their structure, language

features, and pedagogical implications. The following section explores how effective research presentations are organized and linguistically realized in professional academic contexts.

C. Research Presentations as an Academic Genre: a GBA Perspective

From a Genre-Based Approach (GBA) perspective, research presentations are recognized as an academic genre shaped by disciplinary norms, communicative goals, and audience expectations. Genres serve as socially situated forms of communication that fulfill specific purposes within discourse communities (Bhatia, 2017; Hyland, 2019). Following Swales' genre analysis tradition, genres are characterized by their communicative purpose, realized through structured rhetorical organization and distinct linguistic features (Swales, 1990/2019).

Recent developments in genre theory highlight that genres are dynamic, socially negotiated practices embedded within disciplinary cultures (Tardy, 2016; Hyland, 2019). Empirical research on academic oral presentations confirms that they are structured communicative events guided by identifiable rhetorical conventions rather than spontaneous speech (Yüce & Curle, 2025).

1. Social Function of Research Presentations

The main social function of a research presentation is to orally share research findings with a scholarly audience clearly, persuasively, and within a set time. Academic communication is inherently interactional, involving the negotiation of knowledge claims and disciplinary authority (Hyland, 2019). Research presentations thus serve to report findings and position the speaker within the epistemic community.

Specifically, research presentations aim to establish disciplinary territory and relevance, identify a research gap, justify methodological decisions, interpret and evaluate findings,

articulate contributions and implications, and invite scholarly dialogue

Unlike written articles, oral presentations must allow for real-time processing, as listeners cannot revisit prior sections; therefore, coherence and explicit guidance are essential (Morell, 2015). Empirical evidence supports this view. Yüce and Curle (2025) demonstrate that structured academic presentation tasks significantly enhance EFL students' use of communicative strategies, particularly in planning, clarification, and repair strategies—skills crucial for real-time meaning negotiation.

Additionally, oral presentations encourage higher-order thinking. Ilyas and Istaryatiningtias (2025) found that engaging in academic presentations promotes critical analysis, synthesis of ideas, and reflective evaluation among undergraduate students. This suggests that the social function of research presentations extends beyond information transmission to cognitive and epistemic development.

Research presentations are inherently multimodal genres, integrating speech, visual design, gesture, and timing. Multimodal analyses of academic presentations reveal that meaning-making emerges from the orchestration of verbal and visual resources (Querol-Julián & Fortanet-Gómez, 2019; Rowley-Jolivet, 2015). Recent empirical work confirms that the quality of slide design significantly affects clarity, engagement, and communicative effectiveness (Wijayanti et al., 2025).

2. Generic Structure of Research Presentations

Although influenced by the IMRaD structure (Introduction–Methods–Results–Discussion), oral research presentations are rhetorically adapted for spoken delivery. Staging is central to genre realization (Martin & Rose, 2018). Empirical classroom-based studies indicate that successful presentations consistently follow identifiable rhetorical phases, reinforcing the notion that research presentations are staged genres (Yüce & Curle, 2025).

a. *Opening and Framing the Research*

The opening stage establishes rhetorical territory. Drawing on Swales' CARS model (1990/2019), effective openings establish the research territory, identify a niche or gap, and present the current study as a response.

Preview statements ("Today I will focus on...") function as metadiscursive framing devices that guide listeners (Hyland, 2019).

In spoken academic contexts, openings also reduce anxiety and establish interpersonal alignment. Studies indicate that clear structural framing helps presenters manage cognitive load and speaking apprehension (Annur & Yunita, 2025). Thus, generic structure supports not only rhetorical clarity but also affective regulation.

b. *Presenting Methods and Findings*

In oral presentations, the methods section is selective and justification-oriented. Presenters highlight key design choices while minimizing technical density, reflecting differences between written and spoken academic discourse (Biber & Gray, 2016).

When presenting findings, clarity is crucial. Speakers must use explicit transitions, repeat or reformulate key points, and highlight principal results. Rowley-Jolivet (2015) notes that presenters often transform dense written results into more accessible spoken explanations.

Empirical research confirms that multimodal design plays a crucial role. Wijayanti et al. (2025) found that presentations combining well-designed slides with clear verbal elaboration significantly improved audience comprehension. Conversely, excessive slide text negatively affected delivery effectiveness.

c. *Discussion and Implications*

The discussion stage shifts from reporting to interpreting. It is central to constructing disciplinary authority (Hyland, 2019).

Presenters position their findings within broader scholarly conversations and articulate implications.

Stance-taking is particularly visible in this phase. Hyland and Jiang (2018) demonstrate that hedging and engagement markers are key resources for negotiating credibility. In oral presentations, these stance features are amplified due to the interactive nature of live communication.

Moreover, oral presentation contexts often trigger anxiety during evaluative discussions or Q&A sessions. Annur and Yunita (2025) report that students experience heightened anxiety when defending interpretations, underscoring the importance of hedging strategies and epistemic caution.

Effective presenters balance confidence with openness to alternative interpretations, reflecting disciplinary norms of modesty (Bhatia, 2017).

d. Closing Strategically

The closing stage consolidates the communicative purpose of the presentation by summarizing key findings, restating contributions, reinforcing relevance, and suggesting future research. Closings function persuasively by reaffirming the study's value (Tardy, 2016). Empirical findings suggest that structured conclusions enhance perceived clarity and professionalism (Yüce & Curle, 2025).

3. Language Features of Research Presentations

The generic structure is realized through distinctive lexicogrammatical and discourse features characteristic of spoken academic English.

a. Signposting and Metadiscourse

Metadiscourse guides listeners through real-time discourse (Hyland, 2019). Because listeners cannot reread prior sections, signposting reduces cognitive burden (Morell, 2015).

Common markers include sequencing, transitions, framing, and closing signals.

Empirical classroom studies demonstrate that students trained in metadiscursive signaling show improved clarity and listener engagement (Yüce & Curle, 2025).

b. *Explaining Data*

Effective data commentary involves directing attention, describing patterns, and interpreting significance (Rowley-Jolivet, 2015; Querol-Julián & Fortanet-Gómez, 2019).

Multimodal research shows that effective synchronization of speech and visuals enhances comprehension (Wijayanti et al., 2025). Presenters must therefore transform visual information into accessible spoken explanation.

c. *Hedging and Cautious Claims*

Hedging is central to academic credibility (Hyland & Jiang, 2018). In oral presentations, modal verbs, epistemic verbs, and probability adverbs signal epistemic caution. Research on presentation-based assessment contexts reveals that speakers who use cautious, well-framed claims are perceived as more academically credible (Annur & Yunita, 2025).

d. *Managing Transitions*

Explicit transitions maintain logical flow in spoken discourse. Spoken academic English relies more heavily on overt signaling than written prose (Biber & Gray, 2016).

e. *Multimodal Integration - Aligning Speech and Visuals*

Research presentations are multimodal communicative events. Slides, graphs, and tables function as semiotic resources that complement spoken discourse (Querol-Julián & Fortanet-Gómez, 2019).

Empirical evidence underscores that high-quality slide design enhances clarity and audience engagement (Wijayanti et al., 2025) and

structured presentation practice improves communicative strategy deployment (Yüce & Curle, 2025).

Effective presenters balance simplicity, verbal explanation, and visual coherence to maximize communicative impact. From a contemporary Genre-Based Approach perspective, research presentations are socially situated academic performances characterized by a clear social function, a staged generic structure, and distinctive lexicogrammatical and multimodal features. Recent empirical studies (Wijayanti et al., 2025; Yuce & Curle, 2025) reinforce that structured research presentations not only enhance communicative clarity but also foster strategic competence, critical thinking, and academic credibility.

Recent discourse-oriented studies provide deeper insights into how presenters engage audiences linguistically. Sujatna et al. (2026), using an appraisal framework, identify key engagement strategies such as entertaining, endorsing, and disclaiming, which allow presenters to position themselves dialogically in relation to their audience. These strategies demonstrate that academic presentations are not purely informational but involve evaluative and interpersonal meaning-making. The ability to strategically deploy such engagement resources contributes significantly to audience involvement and perceived credibility.

D. Delivery and Interaction

While the structure and linguistic precision are key to effective research presentations, success ultimately hinges on delivery and audience interaction. Scientific presentations are live performances that co-create meaning between the speaker and the audience. As Goffman (1981) notes, public speaking involves not only sharing information but also managing presence, authority, and audience connection. In academic settings, delivery choices impact perceptions of credibility, clarity, and professionalism.

This section explores three interconnected aspects of presentations: vocal delivery, audience engagement, and managing Q&A sessions.

1. Voice and Pronunciation

Effective delivery in scientific talks isn't about theatrics; it's about clarity, comprehensibility, and emphasis. For many English for Specific Purposes (ESP) learners, pronunciation concerns go beyond accent to focus on being understandable. Research in English as a Lingua Franca (ELF) suggests that being clear should be prioritized over sounding native-like (Jenkins, 2000). In international settings, clarity is more important than reducing accents.

a. *Intonation and Emphasis*

Intonation is vital for indicating structure and emphasizing key points. Pitch changes can signal transitions or conclusions, and strategic stress helps highlight important terms and organize information.

b. *Clarity and Pacing*

Speech rate affects understanding. Controlled pacing, intentional pauses, and breaking down complex information help listeners process content. Pauses also allow audiences to absorb complex data and highlight key points, especially in data-heavy presentations.

2. Audience Engagement

Scientific presentations are interactive even before the formal Q&A. Engagement involves making the research relevant, guiding attention, and maintaining interaction.

a. *Framing Relevance*

Effective presenters connect their work to audience interests by highlighting implications and situating findings within ongoing debates. Academic discourse is interpersonal; speakers align their work with audience expectations (Hyland, 2005).

b. *Managing Attention*

Non-verbal cues enhance engagement. Eye contact, posture, and gestures reinforce verbal content and show confidence. Gestures synchronize speech with visuals, and rhetorical questions stimulate audience participation.

Recent studies highlight that audience engagement in academic presentations extends beyond verbal delivery to include multimodal communication. Fatwassani and El-Muslimah (2025) argue that effective presentations integrate verbal, visual, and digital elements to create coherent meaning-making systems. Similarly, Harefa et al. (2024) identify key components of effective presentation performance, including clarity of language, pronunciation, interactional strategies, and the effective use of technology. These findings reinforce the idea that engagement is achieved through the alignment of multiple communicative modes rather than speech alone.

3. Handling Q&A Sessions

The Q&A session shifts the presentation from a monologue to an interaction. It requires real-time processing and strategic competence.

a. *Clarification Strategies*

When questions are unclear, presenters should use clarification techniques like paraphrasing. Rephrasing ensures mutual understanding and professionalism.

b. *Responding to Critique Professionally*

Academic questioning often involves critique. Effective responses balance assertiveness and openness, demonstrating scholarly maturity by acknowledging valuable questions and providing evidence-based clarifications (Hyland, 1998; 2005).

c. *Admitting Limitations Strategically*

Acknowledging limitations can enhance credibility. Discussing constraints aligns with scientific norms and indicates future research directions.

4. Managing Anxiety and Professional Presence

Presentation anxiety affects performance. Preparation and practice reduce cognitive load and build confidence. Professional presence arises from integrating structure, language, voice, and interaction skills. Effective presenters project authority through clarity and responsiveness.

5. Digital and AI-Mediated Scientific Communication

In recent years, scientific communication has transformed due to digital platforms and AI tools. Research dissemination now includes webinars, academic networking sites, preprint servers, and hybrid conferences. These formats reshape presentation styles and audience engagement, requiring adaptive strategies to simplify content without losing scientific rigor.

AI tools also influence preparation and delivery, offering slide design and real-time captioning but raising questions about authenticity and responsibility. Scientific competence now includes digital literacy and ethical awareness.

Hybrid presentations introduce new challenges, like altered eye contact and feedback cues. Presenters must use clear signposting and interaction strategies to maintain engagement in virtual settings (Rowe, 2019). Scientific communication evolves with technological mediation.

E. Common Challenges and Pedagogical Implications

Proficiency in scientific presentations does not automatically stem from general language skills. Even advanced learners of English for Specific Purposes (ESP) often find it difficult to fuse knowledge of their field, organize rhetorically, ensure linguistic accuracy, and interact effectively. Recognizing these challenges is crucial for crafting effective ESP instruction that equips learners for real-world academic communication.

This section first identifies common obstacles faced by research-focused ESP learners and then suggests teaching strategies based on genre theory, communicative competence, and task-based learning.

1. Common Challenges for ESP Learners

a. Linguistic Challenges in High-Stakes Situations

Learners who excel in academic writing may struggle when translating those skills to spoken academic discourse. Speaking requires real-time processing, increasing cognitive demands. Issues with word retrieval, a limited range of expressions for stance, and uncertainty with discipline-specific terms can lead to hesitation or oversimplification. Difficulties include fluently explaining data, using hedging correctly, managing complex sentences under pressure, and responding spontaneously during Q&A sessions. Unlike writing, oral presentations lack the opportunity for extensive revision, highlighting gaps in strategic competence (Canale, 1983).

b. Anxiety and Performance Pressure

Public speaking anxiety intensifies in second-language settings, particularly during high-stakes academic events like thesis defenses or international conferences. Anxiety can lead to rapid speech, reduced vocal variation, overreliance on slides, and avoiding eye contact. For ESP learners, anxiety often intertwines with concerns about linguistic accuracy and fear of negative evaluation.

c. Cultural and Rhetorical Variations

Academic argumentation is culturally influenced (Connor, 1996). Learners from different rhetorical backgrounds may differ in directness, stance clarity, self-promotion approaches, and critique responses. Without explicit guidance, they may misinterpret questions or respond too indirectly, reducing clarity.

d. Multimodal Challenges

Research presentations today are multimodal, yet learners often overload slides with text, read directly from them, or present complex visuals without explanation. Coordinating these modes requires explicit instruction and structured practice.

Recent empirical findings confirm that these challenges are widely experienced in EFL contexts. Cheng (2025) reports that students frequently struggle with presentation anxiety, insufficient preparation, and limited mastery of content, which negatively affect performance quality. Similarly, Nurjihan and Irmayani (2025) highlight that without structured support, learners may lack confidence and effective communication strategies during presentations. These findings underscore the importance of pedagogically structured interventions that combine linguistic, rhetorical, and strategic training.

2. Teaching Strategies for ESP

Addressing these challenges involves a systematic teaching design that integrates language, rhetoric, and performance.

a. Genre-Based Teaching

Genre pedagogy clarifies rhetorical expectations by analyzing common presentation structures and language patterns (Bhatia, 1993; Swales, 1990). This awareness reduces uncertainty and supports efficient cognitive processing during presentations.

b. Task-Based Simulations

Simulated conference presentations, proposal defenses, or poster sessions offer realistic practice. Effective simulations include time limits, structured Q&A, and feedback based on rubrics.

c. *Conference-Style Projects*

Project-based learning ending in a mini-conference combines writing, speaking, and multimodal design. Peer reviews reinforce genre awareness and collaborative learning.

d. *Peer Feedback and Rubric-Based Assessment*

Assessment should reflect multidimensional communication skills, including structure, clarity, stance, delivery, and interaction. Clear rubrics shift evaluation from linguistic accuracy alone to overall communicative effectiveness.

e. *Reflection and Self-Assessment*

Video-recorded presentations paired with guided reflection promote metacognitive awareness and independent professional growth.

3. Implications for ESP Curriculum Design

Training in scientific presentations should be integral to research-oriented ESP programs, not optional. Curriculum design should gradually incorporate presentation skills, blend linguistic and multimodal training, offer repeated low-stakes practice, and align assessment with real academic expectations. By embedding presentation competence in ESP curricula, institutions enhance learners' academic mobility, international collaboration, and professional engagement in global discourse.

4. Assessing Scientific Presentations in ESP

Assessment of research presentations should follow constructive alignment principles (Biggs & Tang, 2011). Learning outcomes must specify observable skills, such as rhetorical organization, clarity in data discussion, multimodal integration, and interaction. Rubrics should cover structural coherence, accuracy of disciplinary terminology, effective stance and hedging, alignment of visuals and speech, Q&A performance, and professional presence.

Formative assessment through practice and peer review improves performance more than summative evaluation alone. In outcome-

based education (OBE) frameworks, presentation skills should explicitly map to graduate attributes like communication, critical thinking, and intercultural competence.

F. Conclusion

Scientific communication in English is essential for academic and professional success today. As research crosses borders and languages, presenting findings orally in international settings is crucial for scholarly participation. Research presentations are not just speaking tasks; they are specialized practices within academic communities.

The chapter highlights that effective presentations require more than linguistic accuracy. Presenters must strategically organize their discourse, use appropriate language tools, manage resources, and engage with audiences. Scientific speaking competence involves language skills, rhetorical awareness, disciplinary knowledge, and performance abilities.

ESP programs are vital for teaching academic speaking conventions, offering structured practice, and promoting reflective growth. By integrating presentation training into curricula, institutions empower learners with the skills needed to share knowledge and engage in global academic discussions.

Future developments in scientific communication are increasingly shaped by digitalization, artificial intelligence, and multimodal interaction. Recent research indicates that academic communication is evolving toward more interactive, technology-mediated, and globally distributed forms (Zubir et al., 2025). In this context, effective research presentation skills must extend beyond traditional public speaking to include digital literacy, multimodal design, and adaptive communication strategies.

Therefore, future research in ESP should explore how discipline-specific communication needs intersect with emerging technologies

and hybrid academic environments. By integrating these developments into pedagogy, ESP programs can better prepare learners not only to participate in academic discourse but also to lead and innovate within it.

CHAPTER 7

ENGLISH FOR ECONOMIC AND FINANCIAL DISCUSSIONS

Economic and finance are two aspects that can not be separated in human life. In the modern global era, economics and finance play a crucial role in the development of the country. The position of the country is influenced by economic development and financial strength because economic activities such as production, distribution, and consumption are closely connected with financial systems that regulate money, investment, and market stability. As globalization continues to expand that requires communication with people all of the world, the ability to understand and communicate economic and financial concepts in English has become extremely important.

Currently, English is widely used as an international language in business, trade, banking, and financial reporting. Many economic publications, research articles, and financial documents are written in English, making it essential for students and professionals to develop their English skills in these specific fields. Therefore, learning English for Economic and Finance helps learners not only improve their language competence but also deepen their understanding of economic and financial issues.

Speaking is one of the skills that must be mastered in the fields of economics and finance to deliver the economic and financial activity like business telephoning, business meeting, presentation, business negotiation and so on. This chapter first of all introduce to economic and finance that elaborate the definition of them and their aspects. Secondly key vocabulary, expression, and communication skills used in economic and financial context.

A. Introduction to Economic and Financial Discussion

According to Samuelson and Nordhaus (2010) economics is the study of how societies use scarce resources to produce valuable commodities and distribute them among different people. Mankiw (2021) said that economy is the study of how society manage scarce resources to meet unlimited human needs. While Paramassivan and

Subranian(2011)defined finance as the art and science of managing money. It includes financial service and financial instruments. Finance is the studies how individuals, organizations and goverments obtain, manage and use funds to achieve certain goals effectively and efficiently. Finance focuses on the process of planning, allocating and controlling financial recources in various economic activities.

Economics and finance are interconnected disciplines. Economics provides the theoretical framework for understanding how markets operate and how resources are allocated within an economy. Finance applies these economic principles in practical contexts involving financial decision-making and asset management.

While economics explains why certain economic phenomena occur, finance focuses more on how financial resources should be managed efficiently. For example, economic theories about interest rates, inflation, and market behavior influence financial decisions related to investment, lending, and risk management.

Understanding both economics and finance enables individuals and organizations to make better decisions regarding production, investment, consumption, and policy planning.

In the context of speaking, before talking to the matter related to those fields, there are some expressions used to open the talk. For example in the production session. This activity involved speaking activity to discuss about it, like design, amount of production, selling, purchasing etc. Sometime this activity is carried ou via telephone. So it's needed some expression for telephoning.

B. Material for Speaking Skill

Discussing speaking skill can not be saperated from discussing listening skill. As Brown (2001) said that listening and speaking skills are closely intertwined from pragmatic view of language. This is in accordance with Bygate (1987) that differentiate speaking skill into two basic aspects: motor-receptive skills and interaction skills. Motor

receptive skills involves a mastering of sounds and structures not necessarily in any particular context. While interaction skills involves making decisions about what and how to say things in specific communicative situations to convey the right intentions or maintain relationship. The former, mastering of sounds, is closely related to the listening activity: imitative performance. While the latter, in the context of economic and financial discussion, it includes interaction skills because the speaking activity occurs in specific situation. Such as in a company during presenting a new product. Therefore Speaking material that we would like to propose is completed with the video that taken from youtube to support the topic.

Actually there are many material of economics that we can find in the form of books and videos. This chapter focus on speaking skills across the professional, so this chapter will discuss speaking in the field of economic and financial discussion that collected from several sources. The followings are the activity of speaking:

1. Telephoning

a. Phone, call, ring

Expression to phone

to call
phone
telephone } someone

To give someone a call

b. Numbers

When saying numbers, use rising intonation for each group, except for the last group. it uses a falling tone. This shows you have reached the end of the number.

c. Asking to speak to some one

Mike want to speak to Jane Owen

A : Primo Plastics, **good morning**

B : **Hello. Can you put me through to** Jane Owen in Sales, Please?

- A : One moment, please. I'm afraid the lines's busy.
Do you want to hold or would you like to call back later?**
- B : I'll call agaian later. What's her direct line?**
- A : Her direct line is 79428321**
- B : 79428321. Thanks. Goodbye**

d. Getting Through

Mike phones again and gets through to Jane Owen's PA

PA : Jane Owen 's office, good morning.

MB : Hello. Can I speak to Jane Owen, Please? Is she available?

PA : I'm afraid Ms Owen's not available- she is with a customer right now.

MB : Oh, right. Can i leave a message for her please?

PA : Who is calling, please?

MB : It's Mike Barr here, from Smartauto Cars.

e. Giving and Taking Message

The personal assistant can also say:

- Can/May I take a message?
- Would you like to leave a message?
- I wonder if you could call back later?
- Can I ask who's calling?
- Could you give me your name?
- Which company are calling from?
- Can/May I ask what's about?
- I'll ask her to call you (when she gets bac/when she's free)
- I'll give her your message

The caller could say:

- Could I leave a message?
- Could you tell her that.....?
- I'm calling about.....
- I want/I'd like to talk about.....
- I'm calling to confirm that.....

- Could you ask her to call me back? My number is.....

f. Taking Messages: Checking Information

- I'm sorry, I didn't catch your name. Could you spell it, please?
- Is that with a D at the end- D for David?
- Did you say your number is 624 426?
- Is that with B for Bravo or V for Victor?
- Where did you say you're calling from?
- Is that with one M in the middle or two?
- The code for Sweden is 49, right?
- Is that Milan like the city?qaz

g. Phone again

Mike phone again and gets through to Jane Owen

MB : Hello. Can I speak to Jane Owen, Please?

JO : Speaking

MB : it's Mike Barr here. I tried to phone you last week. It's about our order

JO : Right. I got your message. I was about to call you.

MB : Yes, We need to talk more about the technical specification for the plastic.

h. Making arrangement

You get through to the person you want to speak to and fix a meeting.

• Can we fix a meeting? • Shall we arrange an appointment? • Would it be useful to meet up soon?	I'll (just) get/check my diary
• How about tomorrow? • What about Tuesday? • Would Wednesday be suitable	That's fine I can't/won't be able to make Thursday

• Would Thursday suit you? • Shall we say Friday?	
--	--

i. Closing the conversation

Here are some ways of finishing a conversation without sounding rude.

See you on Friday then	Yes, I'll look forward to see you then
• I'm going to have to go now • I've got to go to a meeting • I have to go and see someone	
• Nice talking to you • (it's been) good talking to you • Good to talk to you	Nice talking to you
• Talk to you soon, no doubt • We'll be (back) in touch soon • Look forward to hearing from you soon	Thanks for calling

j. Changing Arrangement

Jane Owen and Mike Barr are continuing their conversation.

JO : I can't make Tuesday. Something has come up. I've gotta go over Berlin to see a client. How about Wednesday morning?

MB : I can't make Wednesday morning. I'm afraid. Can you make the afternoon instead?

JO : I think that's OK. Just let me check my diary...i'm afraid that's not going to be possible. I'd completely

forgotten we have a departmental meeting that day.
Can we put it off till the 22nd?

MB : I'm afraid the 22nd won't be possible. I'm going to be very busy that day. Could we put it back until the following week?

JO : I'm completely snowed under the following week. Can we leave it open? I'll get back in touch when i'm less busy.

MB : Yes, but we need to make a decision soon!
<https://www.youtube.com/watch?v=6F5WwPKY8G4>

2. Presentation

A good presentation is a presentation that can attract the audience's attention by transferring the enthusiasm from the speaker to the audience (Mauludin, 2019: 4).

a. Opening of Presentation

Opening of presentation plays significant role in creating good presentation.

1) Greeting and Welcoming the Audience

- ✓ Good morning/afternoon. Thank you all for coming
- ✓ Good morning..., ladies and gentelman
- ✓ First of all, thank you for coming here today
- ✓ It's pleasure to welcome you today
- ✓ Thanks for coming, perhaps we should begin

2) Introducing Your Self

Mention yourname, education background, place of work, recent position and responsibility.

Let me introduce myself, I'm John Watson from.....

For those of you who don't know me, my name is....

Let me just start by introducing my self. My name is.....

I'm a student of.....

I'm responsible for.....

I'm a manager/director of.....

I'm in change of.....

As you probably know, i'm the new manager.
I'm head of accounting department here at Martell.
I'm here in my function as the Head of Sales Marketing

3) Setting the Purpose

Below are the basic expressions of introducing the topic/stating the purpose of a presentation.

This morning, i'm going to talk about.....

In this special occasion, i'd like to discuss/present about.....

I'd like to report.....

This morning i'd like to discuss/report on/present....

What i want to do this morning is.....

The topic of today's presentation is.....

In my talk, i'll tell you about.....

The subject of my presentation is.....

As you can see on the screen, our topic today is.....

Today's topic is.....

What i'd like to present to you today is....

b. Content of Presentation

Signposting is the expression that is needed to move on to the next point or change direction effectively. It is used to have clear structure in delivering the content of a presentation.

Types of signposting

1) Starting A point and what is coming

In this part of my presentation, i'd like to discuss...

So, let me give you a brief overview...

Let's start with.....

2) Moving on and start to another point

Then, the next topic will be.....

This leads directly to the next topic

3) Finishing a point

That's all i have to say about.....

We've looked at.....

This brings me to the end of the second point.....

- 4) Stating and referring to fact
 - Stating fact
 - Everyone knows that.....
 - It's a fact that.....
 - Referring to fact
 - Based on.....
 - According to.....
- 5) Clarifying Argument and Giving Opinion
 - Clarifying argumen
 - I mean.....
 - What i'm trying to say is.....
 - The point i'm trying to make is.....
 - Giving opinion
 - In my opinion....
 - As far as i'm concerned is.....
 - Personally, i think.....
 - It seems to me.....
- 6) Giving Example
 - For example.....
 - For instance.....
 - To illustrate this point.....
- 7) Referring back
 - As i mentioned earlier,.....
 - Let's go back to what we're discussing earlier....
- 8) Summarizing a point/topic

c. Closing of Presentation

Well, this brings me to the end of my presentation
 As final point, i'd like to.....
 We only have a few minute left
<https://www.youtube.com/watch?v=fzIx1jXn44>

3. Business Meeting

a. Opening the Meeting

Expression used in opening the meeting:

Lets' begin, shall we?

Shall we make a start?

Let's get down to business

I've organized this meeting to.....

The purpose of this meeting is to.....

b. Asking for and expression opinion

Asking for

Would you like to open the discussio?

Would you like to kick off?

What about you, maria?

What do you think,...?

Expression Opinion

In my opinion,.....

It seems to me as if....

It's clear to me that....

Personally, i think.....

Obviously,.....

<https://www.youtube.com/watch?v=vA-E7ryacml>

CHAPTER 8

ENGLISH FOR

LEGAL PROFESSIONALS

A. Introduction

Law is often defined as a system of customs, practices, and rules of conduct developed by governments or societies to regulate behaviour within a particular territory (Tessuto, 2022). These rules provide a framework for maintaining social order, resolving disputes, and ensuring justice within communities. The interpretation, application, and development of these legal rules depend largely on the work of legal professionals who operate within different areas of the legal system.

According to Wagner's comparative study, the term *legal professionals* encompasses several groups that contribute to the functioning of legal systems. These include practicing lawyers who represent clients, draft legal documents, and provide legal advice; judges who adjudicate disputes and interpret laws; prosecutors who initiate and conduct criminal proceedings; and notaries public who certify legal documents and perform non-contentious legal transactions. In addition, the legal profession also includes corporate or in-house counsel who advise businesses on legal and regulatory matters, government lawyers who serve in public institutions, and law professors who teach, conduct legal research, and contribute to the development of legal knowledge. Together, these roles represent the broad spectrum of professionals responsible for interpreting, applying, and advancing the law in modern societies (Wagner, 1985).

Because these professionals operate in complex legal environments, effective communication is one of their most essential competencies. Lawyers, judges, legal consultants, mediators, and other practitioners rely heavily on spoken communication in many professional contexts, including client consultations, courtroom arguments, negotiations, mediation sessions, and professional meetings. In these situations, legal professionals must be able to explain complex legal concepts clearly, present persuasive arguments, and interact confidently with clients, colleagues, and other stakeholders.

For this reason, English for Specific Purposes (ESP) courses designed for law students should integrate legal knowledge with practical communication training. Legal communication involves not only mastering specialised vocabulary but also understanding the discourse conventions and communicative strategies used in professional legal settings. Research in legal English education emphasises that professional communication competence develops through contextualised language learning, collaborative interaction, reflective practice, and authentic communication tasks (Bhatia, 2023; Tessuto, 2022; García-Sánchez, 2024).

To support the development of professional speaking competence, this chapter presents fourteen practical strategies that law students and early-career legal professionals can apply when learning and practicing legal English. The strategies begin with foundational aspects of communication, such as understanding the context and purpose of legal interactions and learning specialised vocabulary through meaningful phrases rather than isolated words. The chapter then explores strategies for developing professional communication skills through case-based discussions, moot court simulations, client interview practices, and negotiation activities. In addition, it highlights the importance of using plain language to explain legal concepts clearly to clients and non-specialists. Recognising that legal professionals also interact in informal professional settings, the chapter further discusses networking-related strategies, including engaging in small talk, preparing an effective elevator pitch, introducing colleagues into conversations, ending conversations politely, and exchanging contact details to maintain professional relationships. Finally, the chapter emphasises the importance of reflective practice in improving speaking performance and building long-term professional communication competence in legal contexts.

B. Strategy 1: Understand the Context and Purpose of Legal Communication

Before speaking in any professional situation, legal professionals must first understand the **context and purpose of the communication**. Legal communication occurs in many different settings, such as client consultations, negotiations, courtroom proceedings, mediation sessions, and professional networking events. Each context requires different levels of formality, vocabulary, and communicative strategies.

For instance, courtroom advocacy requires structured legal reasoning and formal language, while client consultations often require clearer explanations and more accessible language. Similarly, discussions between legal professionals may involve specialised terminology that would not be appropriate when communicating with clients.

Understanding the communicative context helps speakers organise their ideas logically and adapt their language to the expectations of the audience. Legal discourse also involves specific professional genres, including legal arguments, case presentations, negotiations, and consultations, each of which has distinctive rhetorical structures and linguistic patterns (Bhatia, 2023; Tessuto, 2022).

C. Strategy 2: Learn Key Legal Vocabulary Through Contextualised Phrases

Legal English includes a large number of specialised terms, which can be challenging for learners. However, memorising legal vocabulary in isolation is often ineffective because legal language typically appears in **fixed expressions and professional discourse patterns**.

Instead, learners should focus on learning vocabulary through phrases and communicative contexts. For example, when giving advice to clients, lawyers often use expressions such as:

1. *I would strongly advise you to consult a property expert.*

2. *You might want to consider reviewing the contract before signing it.*
3. *I recommend discussing this issue with your business partner.*

Learning vocabulary through contextualised expressions allows learners to communicate more fluently and confidently in professional settings. It also helps learners understand how legal language is used in authentic interactions (Frost, 2009; Costello and Kulbicki, 2023). Some examples of key legal vocabulary can be seen in the following table.

**Table 1.1 Examples of key legal vocabulary
(Mason, 2011; Tessuto, 2022)**

Term / Phrase	Definition	Example Sentence
Above the law	Not required to obey the law.	No public official should be above the law .
Advocacy	The act of arguing a case or supporting a client in court.	The lawyer's advocacy persuaded the judge.
Allegation	A claim that someone has done something wrong or illegal.	The allegation of negligence was investigated.
Appear (in court)	To attend court to present or defend a case.	The defendant must appear in court tomorrow.
Attorney	A lawyer authorized to act on behalf of another person.	The company hired an attorney for the lawsuit.
Bailiff	A court officer who maintains order and enforces court decisions.	The bailiff asked everyone to stand when the judge entered.

Term / Phrase	Definition	Example Sentence
Barrister	A lawyer who represents clients and argues cases in court.	The barrister presented the argument before the judge.
Be a law unto yourself	To behave without following normal rules.	He acts like he is a law unto himself .
Break the law	To do something illegal.	The driver broke the law by speeding.
Breach	Failure to follow a law, agreement, or duty.	The company committed a breach of contract.
By law / Under law	According to legal rules.	Employers must provide safety equipment by law .
Civil law	Law dealing with disputes between individuals or organizations.	The case was handled under civil law .
Claim	A formal request for compensation or legal remedy.	The worker filed a claim for unfair dismissal.
Claimant	A person who brings a civil case to court.	The claimant asked for damages.
Client	A person who receives legal advice from a lawyer.	The client consulted the lawyer about the contract.
Company law	Law regulating companies and business organizations.	She specialises in company law .

Term / Phrase	Definition	Example Sentence
Conveyancing	The legal process of transferring property ownership.	The solicitor handled the conveyancing .
Criminal law	Law dealing with crimes and punishment.	Theft is part of criminal law .
Damages	Money paid as compensation for loss or injury.	The court awarded damages to the claimant.
Debt	Money owed to another person or organization.	The company must repay its debt .
Defendant	A person accused in a legal case.	The defendant denied the allegation.
Duty of care	A legal obligation to avoid causing harm to others.	Employers have a duty of care toward workers.
Employment law	Law governing relationships between employers and employees.	Employment law protects workers' rights.
Enforce the law	To make sure laws are obeyed.	Police officers enforce the law .
Family law	Law dealing with family matters such as divorce and custody.	She works in family law .
Go to law	To take legal action in court.	The company decided to go to law over the dispute.
Immigration law	Law regulating entry and residence in a country.	The lawyer specialises in immigration law .

Term / Phrase	Definition	Example Sentence
Insolvent	Unable to pay debts.	The company became insolvent .
Intellectual property law	Law protecting inventions, designs, and creative works.	The firm filed a case under intellectual property law .
Judgment	The official decision of a court.	The judgment ordered the company to pay damages.
Judge	A public official who presides over court proceedings.	The judge delivered the final judgment.
Land law	Law relating to land ownership and property rights.	The dispute involved land law .
Landlord	A person who owns property and rents it out.	The landlord raised the rent.
Law (countable)	A rule created by a government to regulate behavior in society.	There are strict laws against illegal drugs.
Law (field of study)	The academic study or profession of legal systems.	She plans to study law at university.
Law (system)	The system of rules recognized by a society or country.	Courts exist to uphold the law .
Law and order	A situation where laws are respected in society.	The government promised to maintain law and order .

Term / Phrase	Definition	Example Sentence
Lawyer	A person qualified to give legal advice and represent clients.	The lawyer reviewed the contract.
Lay down the law	To strongly state rules that must be followed.	The manager laid down the law during the meeting.
Lease	A legal agreement to rent property.	The tenant signed a lease for one year.
Legal costs	Expenses related to legal services or court proceedings.	The losing party must pay the legal costs .
Litigation	The process of resolving disputes through courts.	The company tried to avoid litigation .
Maternity leave	Time off work for a mother after childbirth.	She took maternity leave after the baby was born.
Merger	When two companies combine to form one organization.	The merger created a larger firm.
Negligence	Failure to take reasonable care that causes harm.	The doctor was accused of negligence .
Obey the law	To follow legal rules.	Citizens must obey the law .
Partnership	A business owned by two or more people.	The lawyers formed a partnership .

Term / Phrase	Definition	Example Sentence
Plaintiff	A person who starts a civil lawsuit.	The plaintiff filed the claim in court.
Proceedings	The formal process of a legal case.	Court proceedings began at 9 a.m.
Real estate	Land and buildings considered as property.	He works in real estate law.
Redundancy	Job loss because a role is no longer needed.	Many employees lost their jobs due to redundancy .
Represent	To act on behalf of a client in legal matters.	The lawyer will represent the client.
Rule of law	The principle that everyone must follow the law equally.	Democracy depends on the rule of law .
Sick pay	Payment to employees when they are ill and cannot work.	The company provides sick pay .
Solicitor	A lawyer who advises clients and prepares legal documents.	The solicitor drafted the agreement.
Take someone to law	To start legal proceedings against someone.	The tenant decided to take the landlord to law .
Take the law into your own hands	To punish someone without legal authority.	It is illegal to take the law into your own hands .

Term / Phrase	Definition	Example Sentence
Tenant	A person who rents property from a landlord.	The tenant pays rent monthly.
The law (police)	Informal term referring to police or law enforcement authorities.	The shop owner called the law after the robbery.
Tort	A civil wrong that causes harm to someone.	Negligence is a type of tort .
Unfair dismissal	When an employee is fired without a fair reason.	The worker filed a claim for unfair dismissal .

D. Strategy 3: Develop Legal Reasoning Through Case-Based Discussions

One effective way to improve your legal speaking skills is by participating in case-based discussions. In this activity, you analyse legal cases and discuss the facts, legal issues, and possible outcomes with your classmates. This process allows you to practise explaining legal concepts, presenting arguments, and responding to different viewpoints.

Case-based discussion reflects a common approach used in legal education, where analysing judicial decisions helps students develop legal reasoning and analytical thinking skills (Sun, 2024). By discussing cases with others, you can also learn to evaluate arguments, compare interpretations of legal principles, and strengthen your understanding of the law.

When explaining your ideas during discussions, try to organise your arguments clearly. You can use discourse markers such as *firstly*, *secondly*, and *finally* to structure your explanation logically. These expressions help listeners follow your reasoning and make your arguments clearer and more persuasive.

In this activity, you will discuss a **cybercrime case related to digital communication**. The case involves a person named **Rahman**, who recorded a phone call from his supervisor. Later, the recording was shared with other people. This situation raised legal questions under the **Electronic Information and Transactions Law (UU ITE)**, which regulates electronic information and online communication in Indonesia.

When discussing a case, it is important to **speak clearly and organise your ideas logically**. You can use simple expressions to introduce the case, explain the facts, identify the legal issue, present arguments, and respond to other opinions.

The table below provides **useful phrases** that you can use during a **case-based legal discussion**. Try to use these expressions when you explain your ideas or respond to your classmates.

Table 1.2 Useful phrases for a case-based legal discussion

Speaking Function	Useful Phrases	Example
Introducing the Case	Let me explain the case. / This case is about a problem between two people. / The main issue in this case is about the law. / The case talks about a dispute between two parties.	Let me explain the case. This case is about a teacher named Rahman who recorded a phone call from his supervisor. The case raised questions about digital law in Indonesia.
Explaining the Facts	First, let me explain the facts. / The facts of the case are simple. / The problem started when the defendant did something. / According to the facts, this event happened first.	First, let me explain the facts. Rahman recorded a phone call from his supervisor. The call contained inappropriate comments. Later, the

Speaking Function	Useful Phrases	Example
		recording was shared with other people.
Identifying the Legal Issue	The legal issue is about responsibility. / The main question is whether the law was broken. / The court must decide if the action was legal. / The issue is whether the defendant followed the law.	The legal issue is whether sharing the recording violated the Electronic Information and Transactions Law (UUI ITE) . The court must decide if the action was illegal.
Giving an Opinion	In my opinion, the defendant is responsible. / I believe the plaintiff has a strong argument. / I think the court may support the victim. / In my view, the law supports this claim.	In my opinion, Rahman was trying to protect himself. I think the court should consider the context of the recording.
Presenting Arguments	First, the law protects the victim's rights. / Second, the defendant had a legal duty. / Finally, the defendant failed to follow the law. / Another important point is the evidence.	First, the recording showed inappropriate behavior. Second, the recording became digital evidence. Another important point is how the recording was shared.

Speaking Function	Useful Phrases	Example
Responding to Other Opinions	I understand your point. / That is an interesting argument. / I agree with your explanation. / I see your point, but I have a different view. / However, the facts may show something else.	I see your point, but I have a different view. Even if Rahman recorded the call to protect himself, the action may still violate the Electronic Information and Transactions Law (UU ITE).
Concluding the Discussion	In conclusion, the defendant may be responsible. / To sum up, the law supports the victim. / The court may decide in favor of the victim. / This case shows how the law works in practice.	In conclusion, this case shows the challenges of cyber law in Indonesia. It also shows how digital evidence can affect legal decisions.

Using these phrases helps students speak clearly in case discussions. Students can explain the facts, discuss the legal issue, and share their opinions. Regular practice can improve both legal reasoning and speaking confidence.

E. Strategy 4: Practice Oral Advocacy Through Moot Court Simulations

Moot court simulations provide valuable opportunities for students to practice courtroom communication in a controlled learning environment. In these activities, learners assume professional roles such as lawyers, judges, or witnesses and participate in simulated legal proceedings.

Students must present legal arguments, respond to questions, and defend their positions using appropriate legal language. These activities help learners develop persuasive speaking skills and become familiar with the discourse conventions used in courtroom settings.

Simulated courtroom activities are widely recognised as effective teaching tools because they replicate real legal practices and encourage active participation (Tessuto, 2022; Sun, 2024).

The table below provides **useful phrases** that you can use during a **moot court simulation**.

Table 1.3 Useful phrases for a moot court simulation

Opening a Statement At the beginning of a moot court session, lawyers introduce their case and explain their role to the court. A clear opening helps the judge and the audience understand the main issue in the case. Useful phrases include <i>May it please the court, I represent the plaintiff, I represent the defendant, and Today I will present our argument.</i> Example: May it please the court. I represent the plaintiff in this cybercrime case. Today I will explain why the defendant violated the Electronic Information and Transactions Law (UU ITE).
Presenting Legal Arguments After the opening statement, lawyers present their legal arguments. They explain their reasoning and support their claims with facts and legal principles. Using simple discourse markers helps organise ideas clearly. Useful phrases include <i>First, the law protects the rights of the victim, Second, the evidence supports our claim, and Finally, the defendant failed to follow the law.</i> Example: First, the law protects users from harmful online actions. Second, the evidence shows that the defendant shared false information online.

Referring to Evidence

Lawyers often refer to evidence during courtroom arguments. Evidence can include documents, digital records, or witness testimony. These references help support legal claims. Useful phrases include *The evidence shows that*, *According to the witness*, *The document states that*, and *The record indicates that*.

Example:

The evidence shows that the message was posted on social media. The digital record indicates that the account belongs to the defendant.

Responding to Questions from the Judge

Judges may ask questions during a hearing. Lawyers should answer clearly and respectfully while explaining their legal position. Useful phrases include *Thank you for the question*, *Your Honor, I will clarify that point*, *The answer is based on the evidence*, and *Let me explain our position*.

Example:

Thank you for the question, Your Honor. The message was shared publicly, and many users were able to see it.

Objecting in Court

In some situations, lawyers may object to a question or statement that does not follow legal rules. Objections must be made respectfully and clearly. Useful phrases include *Objection*, *Your Honor*, *The question is not relevant*, and *The statement is based on opinion*.

Example:

Objection, Your Honor. The question is not relevant to the cybercrime charge.

Questioning a Witness

Lawyers ask questions to witnesses to gather information that supports their case. Questions should be clear and direct. Useful phrases include *Could you explain what happened*, *Where were you at that time*, *What did*

you see, and Can you describe the event.

Example:

Could you explain what you saw on the defendant's social media account?

Closing the Argument

At the end of the hearing, lawyers summarise their main arguments and request a decision from the court. A clear conclusion helps emphasise the key points of the case. Useful phrases include *In conclusion, the evidence supports our argument, For these reasons, we ask the court to support the plaintiff,* and *Thank you, Your Honor.*

Example:

In conclusion, the evidence shows that the defendant shared harmful information online. For these reasons, we ask the court to support the plaintiff.

Practising these expressions in moot court simulations helps students learn how lawyers speak in court. It also helps them build confidence in presenting legal arguments in English.

F. Strategy 5: Strengthen Client Communication Skills

Client communication is a central aspect of legal practice. Lawyers must gather accurate information while demonstrating professionalism, clarity, and empathy. Role-play activities that simulate client interviews are particularly useful for developing these skills.

Effective client interviews often involve several communication techniques, including active listening, open-ended questioning, and paraphrasing to confirm understanding. For example:

“So, if I understand correctly, you would like to build a driveway, but you are concerned about how this might affect your neighbour’s access. Is that right?”

These techniques help lawyers clarify information and build trust with clients. Research on ESP legal communication emphasises the importance of reflective communication practices and self-awareness in professional interactions (Chovancová, 2024).

G. Strategy 6: Use Plain Language to Explain Legal Concepts

Legal professionals frequently need to explain complex legal concepts to individuals who do not have legal training. Therefore, an important communication strategy is the use of **plain language**.

Plain language involves presenting legal information clearly and simply without altering its legal meaning. This may include using everyday vocabulary, shorter sentences, and practical examples.

For instance, instead of using specialised legal terminology such as *easement*, a lawyer might explain:

“This means you have the right to use your neighbour’s driveway.”

Using plain language helps ensure that clients understand their legal rights and responsibilities, which is essential for effective legal communication (García-Sánchez, 2024; Xu and Casal, 2023).

H. Strategy 7: Practice Negotiation and Persuasive Communication

Negotiation is an essential skill in legal practice because many disputes are resolved outside the courtroom. Negotiation simulations allow learners to practice presenting arguments, proposing solutions, and responding to opposing viewpoints.

Students may represent different parties in a legal dispute and attempt to reach an agreement through discussion and compromise. Such activities help learners develop persuasive communication skills and understand how legal arguments function in real decision-making processes (Uwase, 2025).

The following expressions (see table 1.4) are useful for students who act as **lawyers representing the customer** in a dispute between a customer and an online store. The case involves a customer who received a damaged laptop and requested a refund, while the online store claims that the damage occurred after delivery. These phrases can help students explain their client's position, respond to the store's argument, and negotiate a possible solution.

Table 1.4 Useful phrases for negotiation

Opening the Negotiation At the beginning of a negotiation, the lawyer should clearly introduce their role and explain the purpose of the discussion. The goal is to present the customer's concern and encourage a constructive conversation between both parties. Useful phrases include <i>Thank you for meeting with us today, I represent the customer in this case, We would like to discuss a solution, and Our goal is to resolve this dispute fairly.</i> Example: Thank you for meeting with us today. I represent the customer in this dispute about a laptop purchased from your online store. We hope to discuss a fair solution for both parties.
Explaining the Customer's Position During the negotiation, the lawyer must clearly explain the customer's claim and describe the problem with the product. The explanation should be simple and supported by facts. Useful phrases include <i>My client received the product in damaged condition, The customer believes the damage occurred before delivery, The product did not meet the expected condition, and My client requested a full refund.</i> Example: My client received the laptop in damaged condition. The screen was not working when the product arrived. For this reason, my client requested a full refund.

Presenting Supporting Reasons

After explaining the customer's position, the lawyer should provide reasons or evidence to support the claim. Clear reasoning helps strengthen the customer's argument. Useful phrases include *First, the customer reported the problem immediately*, *Second, the product was carefully handled after delivery*, *Another important point is the purchase agreement*, and *The evidence suggests that the damage may have occurred before delivery*.

Example:

First, the customer reported the damage on the same day the laptop was delivered. Second, the package was opened carefully, and the problem was noticed immediately.

Responding to the Other Party's Argument

In negotiation, the other party may disagree with the customer's claim. The lawyer should respond politely while maintaining the customer's position. Useful phrases include *I understand your point*, *However, we have a different view*, *We believe the responsibility may still lie with the seller*, and *Let us consider the facts carefully*.

Example:

I understand your point that the damage may have happened after delivery. However, we believe the responsibility may still lie with the seller because the problem was reported immediately.

Proposing a Solution

A key part of negotiation is proposing a practical solution that may satisfy both parties. Lawyers should present clear options and invite discussion. Useful phrases include *We would like to propose a possible solution*, *One option is to provide a full refund*, *Another option is to replace the laptop*, and *We hope to reach an agreement today*.

Example:

We would like to propose a possible solution. The store could provide a replacement laptop or offer a full refund to resolve this dispute.

Reaching an Agreement

At the end of the negotiation, the lawyer should summarise the discussion and confirm the agreement if both parties accept the solution. Useful phrases include *We appreciate your willingness to discuss this matter*, *It seems we have reached an agreement*, *This solution benefits both parties*, and *Thank you for working with us to resolve the issue*.

Example:

We appreciate your willingness to discuss this matter. It seems we have reached an agreement to replace the laptop for the customer. Thank you for helping resolve this dispute.

Practising these expressions helps students develop negotiation and persuasive communication skills in legal contexts. By using clear and respectful language, students can present their client's position, respond to different viewpoints, and propose practical solutions. Regular practice through negotiation simulations can also improve students' confidence and prepare them for real legal communication in professional settings.

I. Strategy 8: Engage in Collaborative Communication Activities

Collaborative communication activities, such as group discussions, mediation simulations, and problem-solving tasks, provide opportunities for learners to practice professional communication in interactive environments.

These activities encourage learners to negotiate meaning, clarify ideas, and develop professional knowledge collaboratively. Research in ESP education highlights the importance of collaborative learning

environments in developing professional communication skills and disciplinary understanding (García-Sánchez, 2024; Saputra et al., 2025).

During collaborative communication activities, students can use simple phrases to share ideas, clarify information, and work together to solve problems. For example, students may say, *"I think we should consider this option,"* or *"In my opinion, this solution may work."* When they need clarification, they can ask, *"Could you explain your point again?"* or *"Can you give an example?"* Students can show agreement by saying, *"I agree with your point,"* or *"That sounds like a good idea."* If they have a different opinion, they may respond politely with *"I see your point, but I have a different view."* To build on ideas, they can say, *"Maybe we can combine both ideas."* Finally, when the group reaches a decision, they may conclude with *"It seems we agree on this solution."*

Using these expressions can help students communicate more effectively in collaborative activities. Clear and respectful communication allows students to share ideas, understand different viewpoints, and work together to solve problems. Regular practice in group discussions and problem-solving tasks can also improve students' confidence in using English for professional communication.

J. Strategy 9: Develop Professional Small Talk Skills

Although legal communication is often formal, informal interactions also play an important role in professional life. Small talk at conferences, meetings, or professional events helps legal professionals establish rapport and build professional relationships.

Typical small talk topics include professional interests, travel experiences, current events, or conference presentations. Asking open-ended questions can help maintain the conversation and encourage interaction (Costello and Kulbicki, 2023).

Here are some useful phrases to develop small talk skills

1. Starting a Conversation
 - a. It's nice to meet you. My name is [Name].
 - b. Are you attending this conference for the first time?
 - c. What area of law do you work in?
2. Talking About Professional Interests
 - a. What area of law are you interested in?
 - b. That sounds like an interesting field.
 - c. Have you worked on any interesting cases recently?
3. Talking About the Event
 - a. Which session did you attend today?
 - b. What did you think about the keynote speaker?
 - c. I enjoyed the presentation on legal technology.
4. Asking Open-Ended Questions
 - a. What inspired you to study law?
 - b. What projects are you working on now?
 - c. What do you think about recent changes in cyber law?
5. Ending the Conversation
 - a. It was nice talking with you.
 - b. I enjoyed our conversation.
 - c. Enjoy the rest of the conference

Practising these simple expressions can help students feel more confident in professional conversations. Small talk also helps legal professionals build networks and maintain positive relationships in their careers.

K. Strategy 10: Prepare an Effective Elevator Pitch

An elevator pitch is a short and persuasive introduction that explains who you are and what you do. Legal professionals often use elevator pitches when meeting new colleagues or potential clients.

An effective elevator pitch typically includes:

1. your professional role or field of study
2. your organisation or institution
3. your professional interests or expertise

For example:

1. “I’m a law student focusing on environmental law, particularly legal policies that support sustainable development.”
2. “I’m a lawyer focusing on cyber law, especially legal issues related to digital privacy and online security.”

Such concise introductions help initiate professional conversations and create networking opportunities (Costello and Kulbicki, 2023; Mason, 2011).

L. Strategy 11: Introduce Others Into a Conversation

Professional networking often involves introducing colleagues to one another. This process typically involves several steps:

1. Introduce the person joining the conversation.
2. Introduce the person you were speaking with.
3. Mention a shared professional interest or connection.
4. Briefly refer to the topic of conversation.

For example:

“Jane, I’d like you to meet Chris Bishop. Chris is a lawyer based in Abu Dhabi. Jane and I work together at Hamzah Tann LLP.”

These introductions help facilitate professional networking and encourage collaboration among legal professionals (Costello and Kulbicki, 2023).

M. Strategy 12: End Conversations Politely and Professionally

Ending conversations appropriately is another important professional communication skill. Polite closing expressions allow speakers to conclude conversations while maintaining positive relationships.

Examples include:

1. *It was great speaking with you. I hope we can continue this discussion later.*
2. *I've really enjoyed our conversation, but I need to speak with a colleague before the next session.*
3. *I'm afraid I need to leave now, but it was a pleasure meeting you.*

Such expressions help maintain professionalism and leave a positive impression (Costello and Kulbicki, 2023).

N. Strategy 13: Exchange Contact Details to Maintain Professional Relationships

In professional networking contexts, conversations often conclude with the exchange of contact details. This practice allows legal professionals to maintain communication after meetings, conferences, or professional events.

When exchanging contact information, speakers typically express interest in continuing the professional relationship and politely request contact details.

Examples include:

1. *It would be great to stay in touch. Could we exchange contact details?*
2. *May I have your business card?*
3. *I'll send you an email with the information we discussed.*
4. *Let me give you my contact details in case you need further information.*

Exchanging contact details ensures that professional conversations lead to continued collaboration and communication. In modern professional environments, this exchange may involve business cards, email addresses, or digital networking platforms (Costello and Kulbicki, 2023; Mason, 2011).

O. Strategy 14: Reflect on Your Speaking

Improving speaking skills in legal English requires regular practice and self-reflection. As an independent learner, you can develop your speaking ability by practicing legal discussions, explaining legal concepts aloud, or recording yourself while presenting arguments or case summaries. Listening to your recordings can help you identify areas that need improvement, such as pronunciation, clarity, or the organisation of your ideas.

Self-reflection is an important part of language development because it helps learners become more aware of how they use language in professional contexts. Research shows that exposure to professional discourse combined with reflective practice can gradually improve linguistic competence and communication confidence (Xu and Casal, 2023; Keshmirshekan, 2026).

By regularly reflecting on your speaking practice, you can strengthen your ability to explain legal concepts clearly, present arguments effectively, and communicate more confidently in legal and academic contexts (Bhatia, 2023; Saputra et al., 2025; Wagner, 1985).

P. Conclusion

Effective speaking is essential for legal professionals, enabling them to explain complex concepts, present arguments, and interact confidently with clients and colleagues. This chapter has presented fourteen practical strategies to help law students and early-career practitioners develop these skills. Starting with understanding the context of legal interactions and learning vocabulary through meaningful phrases, the strategies progress to activities such as case-based discussions, moot courts, client interviews, and negotiation simulations. They also emphasise using plain language to communicate clearly with clients and non-specialists. Networking and interpersonal skills, including small talk, elevator pitches, introducing colleagues, ending conversations politely, and exchanging contact

details, are also crucial for building professional relationships. By applying these strategies and engaging in reflective practice, law students can steadily improve their speaking competence and succeed in professional legal environments.

CHAPTER 9

ENGLISH FOR

HOSPITALITY AND

TOURISM PROFESSIONALS

A. Introduction

Imagine a bustling hotel lobby in Yogyakarta, the fragrant aroma of local coffee filling the air. Two international guests from the UK approached the front desk, exhausted from a 17-hour flight and, at the same time, fairly frustrated and confused about their booking. At that moment, the receptionist's job is not simply to process data on a computer or a laptop; it is to transform those guests' frustration into relief. Or picture a local tour guide in Borobudur temple, whose task is not just to recite historical dates, but to make ancient stones whisper stories that a tourist from Japan can feel and understand.

In the hospitality and tourism industry, mastering public speaking is not just about exchanging information; it is about communicating effectively with guests, customers, and colleagues in both formal and informal settings (Maharani et al., 2024). It is widely believed to be the lifeblood of customer service, public relations, and cultural exchange. For Indonesian professionals and vocational students preparing to enter this dynamic field, mastering English public speaking is key to stepping onto the global stage.

This chapter centres on an essential principle of English for Specific Purposes (ESP): language is a tool for accomplishing a specific task. In tourism, that job is creating a seamless, memorable experience for the guest. We are moving away from the traditional, rigid textbook English that prioritises perfect grammar above all else. Instead, we are focusing on **communicative fluency**.

One of the major mental blocks of Indonesian EFL learners, particularly when speaking, is the fear of making mistakes (Ariyanti, 2016). Many of them feel they have to speak like a native speaker; otherwise, they will be misunderstood or judged. In the hospitality sector, this fear can paralyse communication.

That type of wrong mindset has to be reframed. In a customer service setting, making a guest feel heard, understood, and cared for (empathy and fluency) is almost always more important than flawless grammar

(accuracy). A perfectly constructed, grammatically flawless sentence, delivered in a cold, robotic tone, will fail to make a guest feel welcome. On the contrary, a verbal message built on minor grammatical mistakes, delivered with a warm smile and professional tone, will not lead to miscommunication. It is unavoidable that your best assets include your voice, your cultural warmth, and your confidence.

Whether you are a front office agent, a food and beverage server, or a tour guide, you are essentially acting as a public relations ambassador. Every time you speak, you represent not only your hotel or tour agency but also the "Wonderful Indonesia" brand itself. Mastering your speaking skills means learning how to manage your tone, choose words that de-escalate tension during a complaint, and tell captivating stories about your local heritage.

To help you bridge the gap between classroom theory and real-world application, this chapter comes down to highly practical, scenario-based units. Whether you are a student in a vocational program or an active professional looking to polish your skills, this guide is designed for the intermediate level. Each of the following topics will provide you with vocabulary enrichment, a grammar focus, language expressions and a sample conversation.

B. Common Topics in Hospitality and Tourism Industry

Topic 1: The Frontstage Welcome (Front Office & Reception)

It is widely accepted that the front desk is the centre of any hotel or resort. When a guest comes in, the front office staff are the first faces they will see and the first voices they will hear. In many ways, the receptionist acts as the primary public relations representative for the entire property (Bardi, 2011). The goal here is not simply to hand over a room key; it is to establish immediate rapport, demonstrate professionalism, and project the warmth of Indonesian hospitality.

To achieve this, your spoken English needs to be both highly professional and deeply welcoming, using clear and effective language

(Blue & Harun, 2003; Holmqvist et al., 2019). Let's break down the essential tools for managing these crucial initial interactions.

Grammar Focus: Modals of Politeness & Embedded Questions

In Indonesian, politeness is often built into the vocabulary itself, depending on whom you are speaking to. In English, politeness in customer service is largely achieved through specific grammatical structures, particularly **modals** and **embedded questions**.

1. Modals of Politeness (*Would, Could, May*)

Direct commands can sound aggressive in English, even if you are smiling. To soften your requests and offers, use modal verbs.

- a. **Harsh and too direct:** "Give me your passport." Or "Your passport!" (Sounds like a police officer, not a host).
- b. **Polite:** "Could I please see your passport, please?"
- c. **Too Direct:** "Do you want help with your bags?"
- d. **Polite:** "May I offer you some assistance with your luggage?" or "Would you like our bellboy to assist you?"

2. Embedded Questions

When you expect information from your guests, standardised question forms can, more often than not, feel too blunt for a luxury or high-standard service environment. Here, you need to understand and use embedded questions, which place the actual question within a polite introductory phrase. Notice how the word order changes (it stops looking like a question and looks like a normal sentence).

- a. **Standard:** "What things do you need more for your bathroom?"
- b. **Embedded:** "Could you let me know *what things do you need more for your bathroom?*"
- c. **Standard:** "Where did you make the reservation from?"
- d. **Embedded:** "May I ask *where you made the reservation from?*"
- e. **Standard:** "Do you want an extra towel?"
- f. **Embedded:** "May I know if you need an extra towel?"

Language Expressions (Indonesian Contexts)

Standard textbook greetings are fine, but adding a localised touch elevates the experience. Here are ways to handle uniquely Indonesian scenarios at the front desk:

1. **The Warm Welcome:** Instead of a simple "Hello," elevate the greeting.

"Selamat siang. Welcome to Aston Hotel Madiun. We are absolutely honoured to have you stay with us."

2. **Managing Local Logistics Gracefully:** Sometimes, guests arrive exhausted and frustrated by things outside your control, such as heavy rain or unexpected traffic from a local event. Know and realise this situation with deep empathy.

"I hope your journey from the Yogyakarta International Airport wasn't exhausting. I know the traffic at some point can be quite heavy around the Jalan Malioboro today, as it is a peak season."

"Thank you for braving the monsoon rain to get here! Let's get you checked in quickly so you can relax."

3. **Offering the Welcome Drink (Welcome Drink):**

"Please, make yourself comfortable. May I offer you a glass of warm ginger tea while your registration is processed?"

Sample Conversation: The Seamless Check-In

This dialogue demonstrates how to combine polite grammar with a welcoming tone.

Receptionist : "Good afternoon, welcome to Malioboro Hotel. How may I help you today?"

Guest : "Hi, I'm here to check in. I'm David."

Receptionist : "Of course, Mr. David. It is a pleasure to have you with us. Could I please have your passport and your booking confirmation?"

Guest : "Sure, here is my passport. My confirmation is on my phone... wait a second."

- Receptionist** : "Take your time, sir. Thank you. I see you've booked a Suite Room overlooking the view of Mount Merapi for two nights. Could you let me know if you have any specific dietary requirements for breakfast?"
- Guest** : "No, I eat everything, but *sambal terasi*. Is the Wi-Fi included?"
- Receptionist** : "Yes, we provide complimentary high-speed Wi-Fi. I will provide the password with your room key. Would you like our team to bring your luggage up to your room?"
- Guest** : "That's not necessary."
- Receptionist** : "Wonderful. Here is your keycard. You are in room 801. Enjoy your stay, Mr. David, and please let us know if you need anything at all."

Vocabulary Enrichment (Accommodation & Service)

To speak fluently, you need a strong, specialised vocabulary. Let's look at key terms and how they group together.

Essential Collocations (Words that naturally go together)

- 1. Make:** *Make* a reservation, *make* an inquiry, *make* a guest feel welcome.
- 2. Confirm:** *Confirm* a booking, *confirm* a flight detail.
- 3. Issue:** *Issue* a keycard, *issue* a receipt.
- 4. Complimentary:** *Complimentary* upgrade, *complimentary* toiletries, *complimentary* shuttle service. (Note: "Complimentary" is the professional hospitality term for "free").

Topic 2: Handling Complaints

In real life, in a frontstage environment, it is very common for customers to deliver their complaints. Thus, it is essential to know how to handle complaints with grace using the **L.E.A.R.N.** framework: **L**isten, **E**mpathise, **A**pologise, **R**eact, and **N**otify. Let's look at how to pair this psychological framework with specific English grammar and vocabulary.

Grammar Focus: The Passive Voice & Conditionals for Negotiation

When emotions escalate, *the way* you utter matters just as much as *what and how* you say. The passive voice and conditionals are the two best ways to help you in this situation.

1. The Passive Voice (Avoiding Blame) In customer service, you must avoid pointing fingers—not at the guest, and not at your colleagues. The passive voice lets you focus on the solution and the action, rather than on who made the mistake.

- a. **Active (Blaming the guest):** "You didn't plug the heater in."
- b. **Passive (Diplomatic):** "It seems the heater *was not plugged in*."
- c. **Active (Blaming your team):** "Our maintenance guy hasn't fixed the water heater yet."
- d. **Passive (Professional):** "The water heater *is being fixed* at the moment, and the issue *will be resolved* at once."

2. Conditionals (Negotiating Solutions)

When reacting to a complaint (the "R" in L.E.A.R.N.), you have to offer alternatives or compensation. Conditionals (If/Then statements) let you negotiate softly and check if the guest is satisfied with the proposed solution.

- a. **First Conditional (Real possibilities):** "If we offer you a complimentary breakfast tomorrow, will that make up for the delay?"
- b. **Second Conditional (Hypothetical solutions):** "If we were to offer you a complimentary breakfast and lunch, would that be acceptable to you?"

Language Expressions (The Indonesian Context)

Indonesian culture values harmony and indirectness, which can sometimes clash with a foreign tourist's demand for blunt, immediate answers. Here is how to translate cultural realities into professional English:

1. Managing "Jam Karet" (Rubber Time)

"I sincerely apologise for the delay. The transport is taking a bit longer than expected due to a severe car-train collision. Thank you so much for your patience."

2. The Polite Refusal (Saying "No" Gracefully):

"I apologise, Madam, but the gym is currently closed for routine cleaning. Yet, I highly recommend visiting our rooftop lounge, which is open for HIIT."

3. Handling Cultural Misunderstandings:

"I understand why that might seem unusual! In our local culture, it is customary to... Allow me to assist you with it."

Sample Conversation: Service Recovery in Action

Notice how the manager uses the L.E.A.R.N. steps and diplomatic grammar to de-escalate the situation.

- Guest** : *(Look so annoyed)* "Excuse me, the Wi-Fi in my room doesn't work properly. I have a Zoom meeting in five minutes, and this is so disappointing!"
- Manager** : *(Listening & Empathising)* "I completely understand your frustration, sir. It is incredibly stressful to have connection issues right before an important meeting."
- Manager** : *(Apologising)* "I do apologise for the inconvenience this has caused you."
- Manager** : *(Reacting using Conditionals)* "If you'd like, you can use our executive business lounge right now. The connection there is completely stable. It is quiet and perfect for a meeting."
- Guest** : *(Calming down)* "Okay, yes, that would work. Where is the lounge?"
- Manager** : *(Notifying using Passive Voice)* "I will escort you there personally. Meanwhile, your room's router *will be checked* by our IT team immediately, so it is ready when you return."

Vocabulary Enrichment (Problem Solving & Diplomacy)

When handling complaints, use a calming, professional tone. Avoid casual words like "bad" or "mess up."

Professional Problem-Solving Terms (Nouns and Verbs)

1. **Instead of "Problem" use:** Issue, complication, inconvenience, misunderstanding. (*e.g., "Let's resolve this inconvenience for you."*)
2. **Instead of "Fix" use:** Resolve, rectify, address, compensate. (*e.g., "I will address this issue immediately."*)
3. **Instead of "Give you something for free" use:** Compensate, offer an alternative, provide a complimentary service.

Adjective + Preposition Combinations

Certain adjectives in English are always followed by specific prepositions. Mastering these makes your speech sound highly fluent during negotiations.

1. **Accustomed to:** "I know you are *accustomed to* a higher standard of service."
2. **Responsible for:** "I am the manager on duty, and I am *responsible for* ensuring your comfort."
3. **Satisfied with:** "Please let me know if you are *satisfied with* this alternative arrangement."

Topic 3: Engaging Storytelling (Tour Guiding)

When you step into the role of a tour guide for a tourist destination, you are responsible for conveying stories and explaining the destination's features and facts (Galih Kusumah & Andrianto, 2023) to both local and international tourists. This requires a strong command of narrative structures and the vocabulary of movement.

Grammar Focus: Narrative Tenses & Prepositions of Movement

To tell an engrossing narrative about a local legend or guide a group through a busy traditional market, narrative tenses to paint a picture of the past and prepositions of movement to safely direct the present are highly recommended.

1. Narrative Tenses (Past Simple & Past Continuous)

- a. **Past Simple (for completed actions and facts):** "This temple was under rehabilitation after the eruption of Mount Merapi in 1935."
- b. **Past Continuous (to set the scene or describe ongoing background actions):** "While the artisans *were carving* these intricate stone panels, they *were* also *fasting* for spiritual purity."
- c. **Combining them:** "While the king *was observing* the construction (background scene), he *decided* to add a third courtyard (sudden completed action)."

2. Prepositions of Movement

Instead of pointing and saying "Go there," use specific prepositions: *walk past* the main gate, *head towards* the fountain, *gather around* this artefact, *stroll along* the riverbank.

Language Expressions (The Indonesian Context)

Guiding in Indonesia often involves explaining customs that might be entirely foreign to international visitors. Handling these explanations with grace ensures tourists feel culturally engaged rather than scolded.

1. **Explaining Sacred Etiquette & Dress Codes:** * "*Welcome to the temple grounds. As this is a sacred site, guests are required to wear modest attire. I have brought traditional sarongs and sashes for everyone—let me show you how to tie them properly before we enter.*"
2. **Introducing Traditional Markets and Bargaining:** * "*In a few minutes, we will arrive at the art market of Bringerharjo. Here, it is actually customary to negotiate the price slightly. It is all part of the fun! If you need help practising your bargaining skills, just let me know.*"
3. **Explaining Local Myths and Legends:** * "*According to local folklore...*" or "*Legend has it that...*" (These phrases are perfect for introducing stories like the legend of Roro Jonggrang or

Tangkuban Perahu without presenting them as literal historical facts).

Sample Conversation: Bringing History to Life

Notice how the guide uses prepositions to manage the group and narrative tenses to share a story, acting as a true cultural ambassador.

Guide : "Alright, everyone, please **gather around** this stone relief. If you look closely, you will see a fascinating story unfolding. Centuries ago, the people of this village **were facing** a terrible drought."

Tourist: "Is that why the figures in the carving are looking up at the sky?"

Guide : "Exactly! You have a great eye. While the villagers **were praying** for rain, a mysterious traveller **arrived** and showed them how to build an underground irrigation system. We still use a version of that system today!"

Tourist: "That's incredible. Where do we go next?"

Guide : "Please watch your step as we **walk through** this archway and **head towards** the royal bathing pools. Keep your cameras ready, the view is breathtaking."

Vocabulary Enrichment (Tourism & PR Communication)

To sound professional and engaging, your vocabulary should reflect the significance of what you are showing. We can categorise these using the Vocabulary in Use method to make them easier to memorise.

High-Impact Adjectives for Tourism

1. Instead of *beautiful*, use: **Breathtaking, stunning, picturesque.**
2. Instead of *old*, use: **Ancient, historic, centuries-old.**
3. Instead of *important*, use: **Culturally significant, monumental, iconic.**

Phrasal Verbs for Group Management Phrasal verbs make your English sound natural and fluent, which is essential for building rapport with your tour group.

1. **Set off:** To start a journey. (*e.g., "We will set off for the mountain at 6:00 AM."*)
2. **Look around:** To explore a place. (*e.g., "I will give you twenty minutes to look around the courtyard on your own."*)
3. **Head back:** To return. (*e.g., "It is getting late, so we should head back to the bus."*)
4. **Gather up:** To bring people together. (*e.g., "Let's gather up the group before we cross the busy street."*)

Topic 4: Culinary (Food & Beverage Services)

Indonesia's vast geographical and historical landscape has produced a highly diverse and flavourful culinary tradition that holds immense strategic value for the tourism sector. To leverage this asset, the government has heavily supported and promoted culinary tourism to international audiences over the past five years (Wijaya, 2019). On the contrary, unfamiliar ingredients, intense spices, and different dining customs can also cause hesitation. As a food and beverage professional, your role is what we might call "culinary diplomacy." You are not just taking orders; you are guiding guests through a sensory experience. You need to describe local cuisine so appealingly that guests want to try it, while accurately managing their dietary restrictions and expectations.

Grammar Focus: Countable/Uncountable Nouns & The Order of Adjectives

To describe food accurately and appetisingly in English, you must master how to quantify ingredients and how to stack your descriptive words.

1. Countable and Uncountable Nouns (Quantifying Food)

Mistakes with countable and uncountable nouns are very common for Indonesian speakers because Indonesian does not alter the noun based on quantity. In English F&B service, getting this right prevents confusing orders.

- a. **Uncountable (Liquids, powders, masses):** Use *some, any, a lot of*, or specify the container. You cannot add an "-s".

- 1) *Correct*: "Would you like *some* rice?" or "I will bring you *a glass of* water."
- 2) *Incorrect*: "Would you like *a* rice?" or "I will bring you *a* water." (Though casually used in some dialects, standard hospitality English prefers specifying the container).

b. Countable (Individual items): Use *a*, *an*, numbers, and plural "-s".

- 1) *Correct*: "This dish comes with *two skewers* of chicken satay and *a* boiled egg."

2. The Order of Adjectives (Painting a Delicious Picture) When you use multiple adjectives to describe a dish, English follows a specific order: *Opinion, Size, Age, Shape, Colour, Origin, Material, Purpose*. For food, we usually focus on **Opinion (Taste) + Physical Quality (Texture/Temperature) + Cooking Method + Main Ingredient**.

- a. *Example 1*: "It is a **delicious, hot, grilled chicken** dish."
- b. *Example 2*: "Rendang is a **rich, spicy, slow-cooked beef** stew."

Language Expressions (The Indonesian Context)

Explaining Indonesian dining culture requires tact. You want to prepare the guest without scaring them away.

1. Managing the "Spicy" Warning: International spice tolerance varies wildly. Always communicate clearly about *sambal* (chili paste).

- *"This dish is traditionally served quite spicy. Would you prefer the chef to make it mild, or perhaps serve the sambal on the side?"*

2. Explaining Local Dining Customs: If your restaurant serves traditional dishes like *Nasi Padang* or seafood where eating with hands is the norm, guide the guest politely.

- *"Many of our guests enjoy eating this traditional style—with their hands. We have provided a finger bowl with warm water and lime for you right here."*

3. Navigating Dietary Restrictions (Halal, Vegetarian, Allergies):

Be highly attentive to ingredients like shrimp paste (*terasi*) or peanut sauce, which are common in Indonesia but can trigger allergies or violate dietary choices.

- *"Our Gado-Gado is a fantastic vegetarian option. It usually contains a peanut sauce, but please let me know if you have any nut allergies so we can adjust it."*

Sample Conversation: Recommending a Local Speciality

Notice how the server uses appetising adjectives and manages the guest's hesitation about spice.

Guest : "I've been eating a lot of Western food since I got here, and I really want to try something local tonight. But to be honest, I can't handle food that is too hot. What do you recommend?"

Server : "I completely understand! I highly recommend our *Sate Lilit*, which is a Balinese speciality. It consists of **tender, minced seafood** mixed with grated coconut and lemongrass. It is incredibly **savory and aromatic**, but it is not spicy at all."

Guest : "That sounds perfect. Does it come with anything else?"

Server : "Yes, it is served with **some** steamed white rice and a side of fresh long-bean salad. Would you care for a glass of iced lime tea to go with that?"

Guest : "Yes, please. I'll take the Sate Lilit and the tea."

Server : "An excellent choice. I will have that prepared for you right away."

Vocabulary Enrichment (Taste, Texture, and Technique)

To tempt a guest's appetite, you need an expressive vocabulary. Let's group these essential F&B words using the *Vocabulary in Use* method.

Describing Taste and Texture (Adjectives)

1. Instead of saying "good," use: **Savory, flavorful, aromatic, mouth-watering.**
2. To describe how food feels in the mouth: **Tender** (soft meat), **crispy** (crunchy outside), **creamy** (smooth, like coconut milk), **succulent** (juicy).

3. To describe spice levels: **Mild** (not spicy), **medium-spiced**, **fiery**, **heavily seasoned**.

Cooking Methods (Verbs/Participles) Knowing how a dish is prepared helps guests understand what to expect.

1. **Steamed:** Cooked over boiling water (e.g., *steamed rice*).
2. **Deep-fried:** Cooked in a lot of hot oil (e.g., *deep-fried tempeh*).
3. **Simmered:** Cooked slowly in liquid just below boiling (e.g., *simmered curries*).
4. **Char-grilled:** Cooked over an open fire, giving a smoky flavour (e.g., *char-grilled satay*).

CHAPTER 10

ENGLISH FOR

PHARMACY PROFESSIONALS

A. Introduction

In global healthcare services, English speaking skills of the involved staffs (in this case pharmacists and pharmacist assistant) has become an important skill for pharmacy professionals because English is widely used in medical literature, health information system, as well as cross-cultural interactions. For that reason, English has been a lingua franca for the context of pharmacy practice in global health communication, meaning it has been the standard language used for standard communication in the healthcare system, namely in the pharmacy context. In this term, any kind of communication will take place in English, for instance, communicating in the system (EMR/EHR, SOAP documents) and to effectively communicate in discussion among healthcare professionals involved in the treatment of one specific patient together. The next use of English as a lingua franca in the context of pharmacy service is the one used in the patient education, that is between a pharmacist and a patient, to make sure patient treatment is carried out smoothly. This is in line with the goal of making sure patient adherence to medication and at the end of the treatment, to make sure patient safety.

In the traditional pharmacy practice, pharmacists only focus on what so called “medication”, or, the product of the treatment, instead of the subject being treated. The traditional method focuses primarily on medication-assisted care aimed at treating specific disease (Yuniar, 2026). In this practice, the pharmacist’s role is “transactional”, focusing on the technical accuracy of the medication in the means of route of administration and dosage form which match the doctor’s diagnosis. Meanwhile, in today’s practice of pharmacy focuses on the patient, rather than merely transactional practice. There are shifts from product-centered pharmacy to patient-centered care. As pharmacy practice is closely related to patient care, it is respectful of, and responsive to, a patient’s preferences, needs, and values (Al-Diery and Hussain, 2025). This leads to a pharmacy practice with an “integrated, patient-oriented medication management system” (Ekhlesi *et al.*, 2024). This model highlights the pharmacist’ clinical

responsibility for the patient's definite therapeutic outcomes and life quality, rather than focusing on the technical issues. This modern model implicates their role as clinical counsellor or doctor's collaborator in the treatment. They focus on patient's preferences, values, and treatment outcomes. In this model, empathy toward patient is greatly involved. Hence, effective communication, especially through speaking, is greatly needed.

In the modern model, it is highlighted that medication errors are preventable at every stage of the medication process, namely prescribing, dispensing, and administering (Yu *et al.*, 2025). Modern pharmacy uses technology to minimize errors in the medication stages by using improving accuracy through digital record and system. The technologies are "Automated Dispensing Cabinets (ADCs)", Barcode Medication Administration (BCMA) and LED-guided picking systems (Yu *et al.*, 2025). There are also strategies to improve patient adherence including medication synchronization, simplified dosing schedules, and motivational counselling (Petrides *et al.*, 2025). On the other hand, digital health platforms and wearable sensors provide real-time monitoring and reminders (Katende-Kyenda, 2026). In these means, communication help prevent medication errors and improve patient's comprehension and adherence in the medication use.

B. English for Specific Purposes in Pharmacy Communication

English in Pharmacy context is one branch of English for Specific Purposes (ESP). It focuses on language learning in specific professional context. In English for Pharmacy, ESP helps learners develop their English skills which are relevant to the pharmacy practice. ESP is strictly designed to meet the specific needs of the learner (Mohamed and Alani, 2022). The term "needs" differs ESP from General English, which does not give emphasize on any specific aspect of English learning. In ESP, learner needs are derived from needs analysis in which learner needs and also wants are analyzed.

Then, the result of the analysis is used to design the curriculum. The curriculum developed from needs analysis result then are used to equip learners with the skills to navigate “real-world professional scenarios” and “professional discourse communities” (Pranata and Afifah, 2025). ESP learners are different to those who learn General English in terms of specification of the language they are learning. General English learners learn English to communicate in the daily life, whereas, ESP learners learn English to help them function in their profession in the future. ESP learning materials are closely related to the real-world professional scenarios existing in the professional life, for instance working SOPs, medical notes and guidance, technical papers, and so on.

In Pharmacy communication, ESP is used to some extent, that is “goal-oriented needs”, for instance learning how to explain drug side effects to a patient (Fitria, 2020; Mohamed and Alani, 2022). Explaining drug side effects is an example of one communication that a pharmacist should do, that is promoting patient safety through safe use of medication. Explaining side effects to a patient will help them to be careful on the drug use to avoid adverse effects of the drug they’re taking. Then, this kind of activity should be reflected in the learning session with proper and adequate practice time in the form of practicum.

The next one is that the main characteristic of an ESP learning is focusing on real communication situation (Fitria, 2020). Making use of authentic materials in this step will help learners get real deal of what they will face in the real situation in the working place. For instance, a pharmacist, in their working hours, needs to review a patient medication existed in the SOAP document or even needs to review patient complaints to check whether they get the right prescription with the right dosage or not. The most important aspect of communication in the pharmacy practice context is that a pharmacist is trained to be a skilled communicator towards patients and also interprofessional colleague in order to prevent adverse drug-related events and to promote a responsible care for patient safety.

There is one important approach in ESP learning which aimed at identifying communication situation which pharmacist and pharmacy technician will face, namely the Target Situation Analysis (TSA). This approach analyzed what learners need to do in English in their future professional/academic roles (Nurpahmi, Rahman and Makassar, 2024). Examples of this approach are as follow: explaining drug use to patients, answering drug-related questions from patients, communicating with interprofessional colleague in the hospital, and managing drug dispensing process. They should also be able to promote drugs, explain price of drugs, explain how to store drugs, even offer help, and greet the customers (Fionalita and da Silva, 2026). These professional activities are closely related to what a pharmacist and pharmacy technician do in the hospital. Many of these activities exist in the patient care activities and interprofessional communication happening in the clinical context rather than in the industrial one. We will limit the context for this chapter to convey pharmacy professionals in the clinical context, although pharmacist and pharmacy technician/assistant also works in drug industry.

C. Pharmacy as a Specialized Discourse Community

As a branch of health service, pharmacy stands as a specialized discourse community with specific language characteristics and communication. A discourse community means a group of individuals who share common interests and characteristics, engaging in ongoing communication that fosters specific language practices aligned with their collective goals (Gilstein, 2023). As a specific group, pharmacy professionals have common interests and goals, that is to care for the patients in every pharmaceutical setting they are working in. They share same characteristics one another, especially in their language such as receiving prescriptions, dispensing medications, explaining medication labels, documenting medication use, or talking about medicine stocks and storage. As (Fionalita and da Silva, 2026) emphasizes, pharmacist meet not only customers and pharmacists,

but also pharmacy technicians, pharmaceutical sales and representatives, and other healthcare service providers. Their role, based on this notion, is expanded from “information provider” to “drug counsellor”.

Based on (Alshahrani *et al.*, 2021), the institutional language or the practical application for pharmacist as a specialized discourse community are broken down into 4 characteristics, namely receiving prescriptions, dispensing medications, labelling, and documenting. Receiving prescriptions include decoding physician writing and verifying legal/clinical requirements. Then, dispensing medication is how they will transition clinical product (medication) to patient care. The next step is labelling, that is transforming technical data into imperative instructions. The last one is documenting, that is, to use standardized clinical terminology for Electronic Health Records (EHR).

Furthermore, a pharmacist should also be able to engage in professional and interprofessional communication, such as with fellow pharmacists, pharmacy technicians, physicians, nurses, and patients. According to (Salgado *et al.*, 2020), there are two important emphasize on the social pharmacy aspect, namely:

1. Pharmacist-physician: often involves hedging (using cautious language) to maintain professional rapport while correcting prescriptions.
2. Pharmacist-patient: the language is used by moving toward “patient-centered communication”, which focuses on empathy and health literacy. This is important because pharmacists must be able to communicate complex language used in a medicine label in a simpler language to help patients understand what they have to do next with the prescribed medication.

As a consequence of having their specific languages, pharmacists should understand their specialized lingo, used in the pharmaceutical context. Although this lingo is also used by physician in the prescription, this lingo is used as a communication tool between

pharmacists and physicians. The lingo used in pharmacy are mostly related to drug-related words, employing Latin-based medical roots. However, this terminological density in pharmacy context sometimes is seen as a burden to learning since learners are urged to memorize the words which are closely related and overlapping one another. There are three main problems which are closely related to the density of terminology in pharmacy, namely terminological overlap, lack of standard definitions, and barriers to evidence synthesis (Gernant *et al.*, 2020). Overlap in terminology often makes it difficult for pharmacy students to overcome, for example when they have to memorize same service with different names, or, different services with under one name. Then, specific terminologies are used without operational clarity which leads to barriers to evidence synthesis. The barriers then lead to inconsistent language which makes it difficult to compare studies, build meta-analysis, and inform policy. Furthermore, modern Linguistic Competence has evolved into Socio-Pragmatic Competence – a skill confirmed by (Fionalita and da Silva, 2026) as the ability to “gatekeep” information by translating high-density medical lexis into actionable patient instructions.

D. Communication Framework for Pharmacy Professionals

This sub chapter offers four main frameworks for communication for Pharmacy professionals, namely linguistic and educational competence, professional knowledge, patient outcomes and safety, and communication workflow. Linguistic and educational competence needed for pharmacy practice conveys methodologies applied for ESP learning. In this context, ESP is not taught through traditional methods such as lecturing and discussion, but something more experiential like Project-based learning. This active method motivates future professionals to develop cognitive and procedural capacities necessary for clinical environments (Imbaquingo and Cárdenas, 2023). Experiencing learning in professional context while doing a project is beneficial for pharmacy students to train them to learn and

collaborate with their peers as their future fellow pharmacist or pharmacy technicians. This professional experience leads to effective management of medicines that requires bridging the gap between national policies and local practice. Discrepancies often arise in decentralized systems, highlighting the need for pharmacists to possess both technical knowledge and functional knowledge to ensure unbiased access (Fanda *et al.*, 2025).

The third framework to give attention to is patient outcomes and safety. The end goal for a pharmacist as a healthcare worker is also patient outcome and safety. Doctors may prescribe medications suitable for a patient, but when the prescription must be coded, a pharmacist have to double check whether this medication is available and appropriate for the patient. This action needs a communication intervention. One good example for the educational tool as the intervention is video-based educational tools, which significantly increase patient comprehension and decision-making motivation compared to solely depending on written materials (Fanda *et al.*, 2025).

The use of visual media in patient interventions is also a good option to make it easier for patients to understand their medication. Then, to create a more motivating environment for patients, improving self-efficacy through positive feedback and counselling is important for long-term medication adherence (Banda *et al.*, 2021). The last framework is the communication workflow, by implementing digital tools like Electronic Health Records (EHR) depends heavily on “competence-development processes” (Alotaibi and Federico, 2017). This means the success take place not only technically, but also relies on communication, relationships, and training support.

E. Core Speaking Functions in Pharmacy Practice

In Pharmacy practice, there are some communication functions that must be mastered by pharmacy professionals related to patient care

and professional coordination. The functions are patient communication, confirming patient understanding, and interprofessional communication.

Pharmacy professionals must bridge the “information gap” between clinical data and patient’s experience. Research shows that 26% of patients are unsure if they have even experienced a side effect because the instructions are too complicated (Alwidyan *et al.*, 2025). Patients are mostly laymen and they do not learn or have exposure on medical terminologies. Explaining to patients in their language will help the success of treatments because they can understand and manage medication in the way they understand rather than technical terms they never learn about. Clear verbal instructions will minimize error in taking the medicine at home. Followings are examples of expressions on explaining dosage and administration which can be used on some strategies based on (Alwidyan *et al.*, 2025) findings.

Table 11.1 Sample expressions on explaining drug dosage and administration

Category	Strategies	Expression Examples
Oral (General)	Link the medication dose to a specific daily habit	“Take this with a full glass of water and stay standing for 30 minutes”
Oral (Course)	Emphasize “duration” is as important as “frequency	“It is important to finish the entire 5-day course, even if you feel 100% better tomorrow.”
Topical (Gels)	Use “action verbs” clearly	“Apply a thin layer only to the affected area; avoid washing it off for at least an hour.”
Inhalers	Visual demonstration must accompany the verbal instruction	“Exhale fully first, then press the canister once while breathing in slowly and deeply.”

Clear explanation on dosage and administration will help patient get more detailed action for their ongoing treatment. Focusing on speaking clear and comprehensible language will boost the success for the medication. It is also important to explain important details to patients, such as explaining side effects and safety warnings in order to remind patients to retain adherence on medication. (Alwidyan *et al.*, 2025) emphasizes that the most significant barrier to patient safety is the “time consuming” nature of reporting. Pharmacists should use “Trigger Phrases” to help patients identify and report issues quickly.

Trigger phrases refer to predefined keywords or linguistic patterns used to identify clinically relevant events (e.g. adverse drug reactions) within patient records (Cantor, Feldman and Triola, 2007). These phrases are examples of dense specific language to address an adverse event of medication. These phrases are used to scan clinical text and function as signals or indicators of potential medication-related problems. The purpose of using these phrases is not for triggering trauma, instead of that, to maintain drug safety. It means that pharmacy professionals should make the patient move in actions to avoid adverse drug reactions.

The followings are expression examples adapted from (Alwidyan *et al.*, 2025).

1. Identifying Mild Effects

- a. AVOID : “You may experience gastrointestinal distress”
- b. USE : “You might feel a bit sick to your stomach or have loose stools for the first day.”

2. Safety Warnings (If/Then Logic)

- a. “**If** you notice a sudden skin rash or have trouble breathing, **then** stop the medicine immediately and call for help”

3. Lifestyle and Risk Management

“This medicine makes your skin more sensitive to the sun. Please wear a hat or use sunscreen if you are going outdoors.”

The last method of patient communication is on confirming patient understanding by employing the Teach-Back technique. Teach-Back technique in pharmacy practice refers to the strategy used by pharmacists to assess patients' understanding by asking them to explain information back after counselling (O'Mahony *et al.*, 2023). This method is used as a technique similar to that of teaching, but is strong in feedback-loop medication. This means, pharmacist explain medication to patients in a clear and understandable language, then, s/he asks the patient to "teach it back". Teaching it back means the patient must be able to repeat what the pharmacist said and any actions related to the medication should be repeated, to make sure that they understand what the pharmacist was explaining.

The benefits of using this technique are patients have: (1) better understanding on medication, (2) improved adherence, (3) higher patient satisfaction, (4) increased confidence (O'Mahony *et al.*, 2023). Moreover, (Mathew *et al.*, 2017) found out that the Teach-Back technique significantly improves memory retention of medication instructions. Since every pharmacist holds his/her special way of explaining about medication to patients, this technique does not have standardized way on implementation. Every pharmacist has different styles and discourse pattern, so this technique should be used suited to their style. However, pharmacists should structure their counselling, then explicitly check for the patient's understanding. Here is the example structured counselling:

- 1. Instruction phase:** Pharmacist explains
- 2. Elicitation phase:** "Can you tell me how you will take this?"
- 3. Confirmation phase:** Pharmacist validates and corrects

The last core of speaking function of pharmacy practice is related to interprofessional communication. It is important to maintain communication with other healthcare professionals, in the context of taking care of a patient. In the high-stakes environment, interprofessional dialogue helps building communication between pharmacist and other healthcare professionals. Research consistently shows that communication failures are a primary cause of patient

harm, as “communication breakdown is one of the main causes of adverse events in clinical routine” (Müller *et al.*, 2018) and poor communication is also the significant cause to patient safety incidents (Howick *et al.*, 2024). This makes the dialogue between pharmacist and other healthcare professionals can be the patient’s safeguard.

When a physician writes a prescription, this is only the beginning of a more complex communication chain. The pharmacist acts as a critical filter in this process, identifying potential errors and ensuring medication safety, while nurses ensure the final safe administration at the point of care. Effective communication changes these individual professionals into a cohesive, high-functioning unit, as interprofessional collaboration has been recognized as essential to patient safety and quality care (O’Daniel and Rosenstein, 2008). Without this communication bridge, even well-designed treatments may result in preventable harm, since “communication breakdowns have been repeatedly identified as a major source of adverse events and medical error (Müller *et al.*, 2018). Consequently, communication is not merely a soft skill but a high-stakes clinical competency, functioning as a frontline defence against preventable harm.

F. Typical Communication Tasks in Pharmacy Practice

There are three types of communication tasks in pharmacy practice, namely patient interaction and counselling (Teach-back method), interprofessional communication (SBAR Tool), then pharmacy workflow and challenging situations (stock issues/switches). The followings are the consolidated dialogue snippet that can be used in practice session which are derived from (Cuchna, Manspeaker and Wix, 2021; O’Mahony *et al.*, 2023; Schackmann, 2023).

**Table 11.2 Typical communication tasks in Pharmacy Practice
Dialog Snippet**

Task	Dialogue Snippet
Explaining Dosage	"You need to take one tablet twice daily , once in the morning and once before bed."
Explaining Side Effects	"You may feel slightly dizzy ; this is common and usually goes away as your body adjusts."
Teach-back	"To make sure we're on the same page, how would you explain the schedule for this medicine to a family member?"
Reporting Stock issues	"We are currently out of this item. I've already notified your doctor for a substitute. Shall I call you when the new one arrives?"
SBAR (interprofessional communication)	"The situation is that the patient is experiencing a rash. My assessment is a possible allergy. I recommend stopping the dose immediately."

G. Speaking Expressions in Pharmacy Practice

In this section you can find speaking expressions in pharmacy which are categorized into 7 categories and cited from several sources (Hasan, 2008; Díaz-Gilbert, 2009; Carlisle *et al.*, 2011; Agency for Healthcare Research and Quality, 2017; Hooijdonk *et al.*, 2022; RachelC, 2022).

Table 11.3 Speaking Expressions for Pharmacy Practice

Category	Expressions
Opening Patient Interaction	• "Hello, I'm the pharmacist. How can I help you today?" • "I'd like to talk with you about your medication." • "Is this your first time taking this medicine?"

Category	Expressions
	• “What did your doctor tell you about this medication?”
Explaining Medication Use	• “Take one tablet once daily in the morning.” • “You can take this with or without food.” • “Try to take it at the same time each day.” • “This medicine helps control your blood pressure.”
Communicating Medication Safety	• “The most common side effect is...” • “If you experience this, contact your doctor.” • “Do not stop taking this medication suddenly.” • “Let us know if you notice any unusual symptoms.”
Confirming Patient Understanding (Teach-Back)	• “Can you tell me in your own words how you will take this medicine?” • “Just to make sure I explained it clearly...” • “How will you use this medication at home?” • “Can you show me how you would use this inhaler?”
Pharmacy Workflow communication	• “Your prescription will be ready in about 15 minutes.” • “Let me check that for you.” • “We are currently processing your medication.” • “Please wait while I confirm this information.”
Interprofessional Communication	• “I’d like to clarify this prescription.” • “Can we review the patient’s medication plan?” • “There may be a drug interaction here.” • “I recommend adjusting the dosage.”
Managing Difficult Situations	• “I understand your concern.” • “Let’s see how we can solve this together.” • “I’m sorry for the inconvenience.” • “Let me explain what happened.”

Here is the template which can be used to apply the expressions on 3 typical communication tasks in Pharmacy Practice.

1. Patient Interaction (Counseling & History)

- a. **Opening:** "The receptionist mentioned you had a question about your [medication name]?"
- b. **Establishing Agenda:** "So, you believe your pain medication isn't working well and you need refills for your diabetes meds. Anything else?"
- c. **The "Teach-Back":** "To make sure I was clear, could you explain how you'll take this?"
 - 1) "Just to be safe, could you show me how you will use this inhaler?"
- d. **Empathy & Probing:**
 - 1) "Tell me more about how you felt when you took the first dose."
 - 2) "You seem concerned about the side effects. What bothers you most about starting this new treatment?"
- e. **Closing:** "Here is my contact info. What other questions do you have before you go?"

2. Interprofessional Communication (SBAR Model)

When speaking to physicians or nurses, these structured phrases are now the global academic standard:

- a. **Situation:** "I am calling about [Patient Name] in [Room/Area]. I am concerned about a potential drug interaction between [Drug A] and [Drug B]."
- b. **Background:** "The patient was started on [Drug] yesterday and has a history of [Condition]."
- c. **Assessment:** "Based on my review, the current dosage may be too high for their renal function."
- d. **Recommendation:** "I recommend we adjust the dose to [Amount] or switch to [Alternative]. Would you like me to update the profile?"

3. Pharmacy Workflow (Conflict & Clarity)

- a. **Stock Issues:** "This medication is currently out of stock. We have notified your doctor to find a suitable alternative for you."
- b. **Clarifying Meaning:** "What I hear you saying is that the cost is a barrier for you. Is that correct?"
- c. **Assertive Correction:** "I understand your point, however, for the patient's safety, I must confirm this dosage with the prescriber first."

CHAPTER 11

ENGLISH FOR PUBLIC HEALTH PROFESSIONALS

A. Introduction

In today's era of globalization, many sectors are required to adapt to rapid changes, including the field of public health. As an important part of the healthcare system, public health professionals play a key role in improving community health through promotive and preventive efforts. Public health communication is recognized as an essential component in improving population health outcomes and supporting effective health systems (Khan *et al.*, 2022).

One of the main challenges in this field is the ability to communicate effectively, both with local communities and with people at the global level. As global interactions continue to increase, the need for foreign language skills, especially English, has become more important. English dominates scientific publications and global health communication, creating both opportunities and barriers for non-English-speaking professionals (Rizvi, 2022; Fogarty *et al.*, 2023).

For public health professionals, especially health promoters, learning English is not only about understanding health-related vocabulary, but also about developing effective verbal communication (speaking) skills. Studies show that effective health communication can improve public understanding and encourage positive changes in health behavior (Albarracin, Oyserman dan Schwarz, 2024). In addition, well-delivered health messages can have a strong impact on people's behavior. Research shows that communication-based interventions are effective in promoting health behavior change in communities (Githinji *et al.*, 2024).

Good verbal communication skills also help build trust between health workers and the community. Studies indicate that trust, engagement, and effective message delivery are key elements in successful public health communication (Berg *et al.*, 2021). This is very important in encouraging people to adopt healthy lifestyles.

This book chapter aims to provide a practical learning guide for students and public health professionals, especially in the area of

health promotion. The main focus is on developing communication skills, particularly speaking, through the use of vocabulary, commonly used expressions, and role play or dialogue in real-life public health promotion activities.

B. Vocabularies of Public Health

1. Profession Related with Public Health

No	Name	Function
1	Health administrator	<i>is a profession responsible for policies, facilities, services and operations. His duties mostly revolve around service administration, licensing and program implementation.</i>
2	Occupational health and safety expert (K3 or HSE)	<i>Is to evaluate safety policies and programs, as well as identifying hazards.</i>
3	Nutritionist	<i>is to help people to provide quality nutrition-related counseling and services to the community.</i>
4	Biostatistician	<i>is a profession with biostatistical expertise whose job is to research information related to public health.</i>
5	Epidemiologist	<i>has insight into the prevention and control of disease, including epidemics. His job is to analyze data, conduct health surveys, and make recommendations.</i>
6	Public health instructor (PKM)	<i>is a profession tasked with carrying out health education or health promotion activities to the community.</i>
7	Health Promoter	<i>are responsible for providing education and encouraging public awareness of physical and mental health.</i>
8	Counsellor	<i>is a person who gives advice and support to help people improve their health and make better health decisions.</i>

2. Common Verbs in Public Health

No	Verbs	Sentences
1	Promote	Health promoters promote healthy lifestyles in the community.
2	Prevent	We prevent diseases through education programs.
3	Educate	Health workers educate people about hygiene and nutrition.
4	Inform	They inform the public about health risks.
5	Encourage	We encourage people to exercise regularly.
6	Improve	Health programs improve the quality of life.
7	Support	Communities support health initiatives.
8	Provide	Health workers provide health services and information.
9	Develop	The organization develops health promotion programs.
10	Maintain	People should maintain a healthy lifestyle.

3. Verbs for Communication in Public Health

No	Verbs	Sentences
1	explain	Health promoters explain the importance of hygiene.
2	advise	Doctors advise patients to eat healthy food.
3	ask	Health workers ask questions to understand patient needs.
4	tell	They tell people about disease prevention.
5	discuss	We discuss health issues with the community.
6	communicate	Health professionals communicate clearly with patients.

4. Verbs for Action & Program in Public Health

No	Verbs	Sentences
1	Conduct	Health workers conduct health campaigns in the community.
2	Organize	They organize health education programs.
3	Implements	The government implements health policies.
4	Plan	We plan health promotion activities.
5	Monitor	Health officers monitor community health conditions.
6	Evaluate	Experts evaluate health programs regularly.

5. Verbs for behavior Change

No	Verbs	Sentences
1	Change	Health promotion aims to change unhealthy behaviors.
2	Reduce	We reduce the risk of disease through education.
3	Increase	Health programs increase public awareness.
4	Control	People must control their diet and lifestyle.
5	Avoid	We should avoid unhealthy habits like smoking.
6	Adopt	Communities can adopt healthy lifestyles.

C. Useful Expressions Based on Public Health Activities and Communication Functions

In public health promotion, effective communication is essential to deliver messages clearly and encourage positive health behaviors. Health workers need to use appropriate expressions when interacting with individuals and communities. These expressions help in explaining information, giving advice, asking questions, and motivating people to adopt healthy lifestyles.

The following useful expressions are based on common public health activities and are designed to support students in developing their speaking skills in real-life situations.

1. Health Education Sessions

These expressions are used to explain information, introduce topics, and engage the audience during educational sessions.



Function	Purpose	Useful Expressions
Giving Advice	To guide the audience toward healthy behaviors	- “You should wash your hands regularly.” - “It is important to maintain personal hygiene.”
Asking Questions	To engage participants and check understanding	- “Do you know why hygiene is important?” - “Can you mention healthy habits?”
Motivating	To encourage behavior change	- “Let’s start practicing healthy habits today.” - “We encourage you to live a healthy lifestyle.”

2. Health Campaigns

These expressions are used to inform the public, raise awareness, and persuade people to participate in health programs.



Function	Purpose	Useful Expressions
Giving Advice	To suggest positive actions for the public	- "You should avoid smoking." - "Try to eat healthy food every day."
Asking Questions	To raise awareness and reflection	- "Do you care about your health?" - "Are you ready to change your lifestyle?"
Motivating	To inspire community participation	- "Join us in this health campaign." - "Together, we can build a healthier community."

3. Home Visits

These expressions are used to ask questions, provide advice, and build rapport with families in a more personal setting.



Function	Purpose	Useful Expressions
Giving Advice	To provide personalized health suggestions	- "You should keep your home clean." - "I advise you to drink clean water."
Asking Questions	To assess family health conditions	- "May I ask about your daily habits?" - "How is your family's health condition?"
Motivating	To encourage better family health practices	- "You can improve your family's health."

Function	Purpose	Useful Expressions
		- "Let's work together to stay healthy."

4. Health Counseling

These expressions are used to discuss problems, give advice, and support decision-making in a professional and empathetic way.



Function	Purpose	Useful Expressions
Giving Advice	To help individuals make better decisions	- "I advise you to eat more vegetables." - "You should reduce sugar intake."
Asking Questions	To understand patient problems	- "What health problems do you have?" - "How often do you exercise?"
Motivating	To support behavior change	- "You can change your habits step by step." - "I believe you can live healthier."to stay healthy."

5. Health Screening

These expressions are used to give instructions, explain procedures, and reassure participants during health checks.



Function	Purpose	Useful Expressions
Giving Advice	To provide recommendations based on results	- "You should check your health regularly." - "It is important to monitor your blood pressure."
Asking Questions	To collect basic health information	- "Do you have a history of illness?" - "Have you checked your health before?"
Motivating	To encourage preventive action	- "Regular check-ups can prevent serious diseases." - "Let's take care of your health from now on."

6. Health Demonstrations

These expressions are used to demonstrate procedures and guide participants step-by-step.



Function	Purpose	Useful Expressions
Giving Advice	To guide correct practices	- "You should follow these steps carefully." - "Make sure your hands are clean."
Asking Questions	To check understanding	- "Do you understand the steps?" - "Can you try it yourself?"
Motivating	To encourage practice	- "Let's practice together." - "You can do this at home."

7. Physical Activity Programs

These expressions are used to give instructions, motivate participation, and promote active lifestyles.



Function	Purpose	Useful Expressions
Giving Advice	To promote active lifestyle	- "You should exercise regularly." - "It is important to stay active."
Asking Questions	To understand participation habits	- "How often do you exercise?" - "Do you enjoy physical activity?"
Motivating	To encourage participation	- "Let's exercise together." - "Stay active and stay healthy."

8. Training Community Health Volunteers

These expressions are used to guide learning, give instructions, and develop participants' skills.



Function	Purpose	Useful Expressions
Giving Advice	To guide trainees in their roles	- "You should educate the community." - "It is important to communicate clearly."
Asking Questions	To check understanding and participation	- "Do you understand your role?" - "Any questions so far?"

Function	Purpose	Useful Expressions
Motivating	To build confidence and engagement	- "You can become a great health volunteer." - "Let's help the community together."

D. Role Play Dialogs in Public Health Promotion

Role play is an effective learning method in public health education, especially for developing communication skills. It allows students to practice real-life situations in a safe and structured environment. Through role play, learners can improve their speaking ability, build confidence, and learn how to use appropriate expressions when interacting with patients and communities.

Dialog 1 : Health Education Sessions

Health Worker (HW) : "Good morning everyone. Today, we will discuss the importance of hygiene."

Participant (P) : "Why is hygiene important?"

HW : "Hygiene helps prevent diseases. You should wash your hands regularly."

P : "How often should we wash our hands?"

HW : "You should wash your hands before eating and after using the toilet."

HW : "Let's start practicing healthy habits today."

Dialog 2 : Health Campaigns

Health Promoter (HP) : "Hello! This campaign aims to promote a healthy lifestyle."

Community Member (CM) : "What should we do to stay healthy?"

HP : "You should avoid smoking and eat healthy food."

CM : "That sounds good."

HP : "Join us in this health campaign. Together, we can build a healthier community."

Dialog 3 : Home Visits

Health Worker (HW) : "Good afternoon. We are here to check your family's health."

Resident (R) : "Good afternoon. Please come in."

HW : "May I ask about your daily habits?"

R : "We try to keep the house clean."

HW : "That's good. You should always use clean water."

HW : "Let's work together to keep your family healthy."

Dialog 4 : Health Counseling

Counselor (C) : "I would like to discuss your health concerns."

Patient (P) : "I often feel tired."

C : "How often do you exercise?"

P : "Not very often."

C : I advise you to exercise regularly and eat nutritious food.

C : You can improve your health step by step.

Dialog 5 : Health Screening

Health Officer (HO) : "Good morning. We will conduct a health check today."

Participant (P) : "What will you check?"

HO : "We will check your blood pressure."

HO : "Do you have any history of illness?"

P : "No, I don't."

HO : "That's good. Regular check-ups can prevent serious diseases."

Dialog 6 : Health Demonstrations

Health Worker (HW) : "Let me show you how to wash your hands correctly."

Participant (P) : "Okay."
 HW : "First, wet your hands. Then, use soap."
 HW : "Do you understand the steps?"
 P : "Yes."
 HW : "Great! Let's practice together."

Dialog 7 : Physical Activity Programs

Instructor (I) : "Good morning everyone! Let's start our exercise."
 Participant (P) : "Okay!"
 I : "How often do you exercise?"
 P : "Only once a week."
 I : "You should exercise regularly."
 I : "Stay active and stay healthy!"

Dialog 8 : Training Community Health Volunteers

Trainer (T) : "Today, we will train you to become health volunteers."
 Participant (P) : "What should we do?"
 T : "You should educate the community about health."
 T : Do you understand your role?
 P : Yes, I do.
 T : Great! You can help improve community health.

E. Exercise

1. Exercise (Written Practice)

Exercise 1 : Vocabulary Matching

Instruction: Match the function (1–10) with their correct professions (a–j).

Functions

1. Provides nutrition advice to the community
2. Gives advice and emotional support
3. Responsible for policies and program implementation
4. Analyzes health data and research
5. Evaluates safety and identifies hazards
6. Educates the community about health

7. Encourages public awareness of health
8. Studies disease prevention and control
9. Conducts health surveys and makes recommendations
10. Promotes healthy lifestyles

Professions

- a. Health administrator
- b. Occupational health and safety expert
- c. Nutritionist
- d. Biostatistician
- e. Epidemiologist
- f. Public health instructor
- g. Health promoter
- h. Counsellor
- i. Epidemiologist
- j. Health promoter

Exercise 2: Fill in the Blanks (Verbs)

Instruction: Complete the sentences using the correct verbs.

(educate, prevent, promote, develop, maintain, inform, encourage, support, provide, improve)

1. Health workers ____ people about hygiene.
2. We ____ diseases through education programs.
3. Health promoters ____ healthy lifestyles.
4. The organization ____ health programs.
5. People should ____ a healthy lifestyle.
6. Health workers ____ the public about health risks.
7. We ____ people to exercise regularly.
8. Communities ____ health initiatives.
9. Health workers ____ health services and information.
10. Health programs ____ the quality of life.

Exercise 3: Identify the Function

Instruction: Identify whether the sentence is Giving Advice (GA), Asking Questions (AQ), or Motivating (M).

1. "You should exercise regularly." → ____

2. "How often do you eat vegetables?" → ____
3. "Let's live a healthy lifestyle." → ____
4. "Do you understand the steps?" → ____
5. "You can improve your health." → ____
6. "You should avoid unhealthy food." → ____
7. "Can you tell me about your daily habits?" → ____
8. "Let's work together to stay healthy." → ____
9. "Do you have any health problems?" → ____
10. "We encourage you to practice healthy habits." → ____

2. Practice (Speaking Activities)

Practice 1: Pair Work (Simple Dialogue)

➤ Work in pairs.

- Student A = Health Worker
- Student B = Community Member

Task:

Create a short dialogue based on this situation:

"Health Education about hygiene"

Use at least:

- 1 Giving Advice
- 1 Asking Question
- 1 Motivating expression

3. Project: Group Presentation in Public Health Promotion

a. Project Description

This project is designed to help students apply their knowledge of public health vocabulary, useful expressions, and communication skills in real-life contexts. Students will work in groups to plan and present a public health promotion activity using appropriate methods and communication strategies.

b. Group Formation

Students work in groups of 3–5 members

c. Project Task

Each group must:

- 1) Choose a public health topic
- 2) Select an appropriate activity and method
- 3) Prepare a presentation and simulation
- 4) Produce a final output (product)

d. Topic Options (Choose One)

Students can choose topics based on public health issues:

- 1) Personal Hygiene (handwashing, sanitation)
- 2) Healthy Lifestyle (diet, exercise)
- 3) Smoking Prevention
- 4) Mental Health Awareness
- 5) Nutrition for Children
- 6) Disease Prevention (e.g., dengue, HIV)

e. Activity & Method (Based on Material)

Activity	Method Used
Health Education Session	Counseling / oral presentation
Health Campaign	Poster / Social Media Campaign
Home Visit	Simulation / role play
Health Counseling	Counseling session / dialog
Health Screening	Demonstration
Health Demonstration	Demonstration
Physical Activity Program	Exercise / activity simulation
Volunteer Training	Training / mini workshop

f. Project Output

Each group must produce:

- 1) **Presentation (PowerPoint / Canva)**
Explain topic, target audience, and objectives
- 2) **Simulation / Performance**
Role play or demonstration
Use English expressions (advice, asking, motivating)
- 3) **Product (Choose One):**
Poster

Video (3–5 minutes)

Social media content (Instagram/TikTok concept)

Educational leaflet

g. Language Requirement

Students must:

- 1) Use English during presentation
- 2) Apply useful expressions:
 - a) Giving advice
 - b) Asking questions
 - c) Motivating

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untuk meningkatkan kualitas pengajaran bahasa Inggris, khususnya dalam mendukung kebutuhan komunikasi profesional di bidang kesehatan.

ENGLISH FOR SPECIFIC PURPOSES:

Mastering Speaking Skills Across Professions

Bab	Penulis	Judul	Halaman
1	Evi Martiningsih, S.S., M.Pd	INTRODUCTION TO ESP SPEAKING SKILLS	1 - 19
2	Dr.Uzlifatul Masruroh Isnawati,M.Pd	CROSS-CULTURAL COMMUNICATION IN GLOBAL WORKPLACES	20 - 38
3	Arief Hadziq Fikri, M.Pd	ETHICS AND PROFESSIONALISM IN ESP SPEAKING	39 - 47
4	Nindyah Pratiwi, S.Pd., M.Hum	BUSINESS COMMUNICATION SKILLS	48 - 64
5	Risa Arroyyani, S.Pd., M.Hum.	ENGLISH FOR NURSING AND HEALTHCARE PROFESSIONALS	65 - 82
6	Drs. I Made Sujana, M.A	SCIENTIFIC COMMUNICATION AND RESEARCH PRESENTATIONS	83 - 104
7	Ainur Rohmah, M.Pd	ENGLISH FOR ECONOMIC AND FINANCIAL DISCUSSIONS	105 - 115
8	Susan Santika, S.S., M.Pd	ENGLISH FOR LEGAL PROFESSIONALS	116 - 142
9	Muhammad Isa, M.Pd	ENGLISH FOR HOSPITALITY AND TOURISM PROFESSIONALS	143 - 157

10	Ika Sulis Setianingsih, M.Pd	ENGLISH FOR PHARMACY PROFESSIONALS	158 - 173
11	Maryani, S.S., M.Hum	ENGLISH FOR PUBLIC HEALTH PROFESSIONALS	174 - 190

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NOMOR : AHU-059267.AH.01.30.Tahun 2024

Kegiatan Usaha : 58110 - Penerbitan Buku

PT. Star Digital Publishing Berkedudukan di BANTUL-Yogyakarta-Indonesia

Anggota IKAPI: No. 202/DIY/2024

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Hormat Kami,

Redaksi: PT. Star Digital Publishing

(Amanah, Melayani Sepenuh Hati)

ENGLISH FOR SPECIFIC PURPOSES

Mastering Speaking Skills Across Professions

The book "English for Specific Purposes: Mastering Speaking Skills Across Professions" provides a comprehensive guide to developing effective English speaking skills tailored to various professional contexts. It begins with an introduction to ESP speaking skills, followed by discussions on cross-cultural communication in the global workplace and the importance of ethics and professionalism in professional interactions. The book also covers essential business communication skills, equipping readers with practical language strategies for meetings, presentations, and workplace communication.

Furthermore, the book explores specialized speaking skills across diverse fields, including nursing and healthcare, scientific communication and research presentations, economic and financial discussions, and legal professions. It also addresses communication in hospitality and tourism, pharmacy, and public health sectors. Through these focused discussions, the book offers practical insights and contextual language use, helping readers communicate confidently and effectively in their respective professions in an increasingly globalized world.

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ISBN 978-634-7693-15-0



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