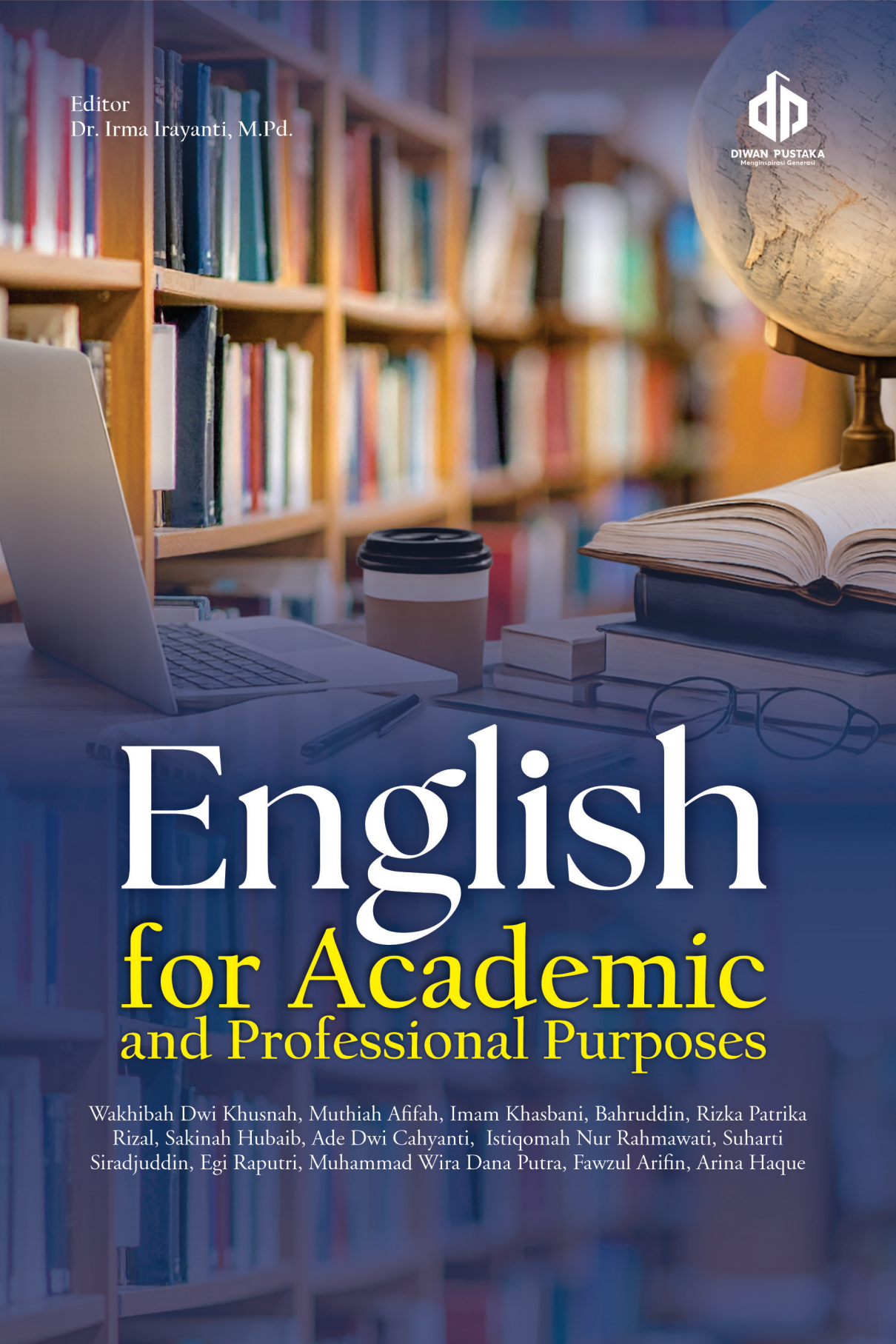


Editor
Dr. Irma Irayanti, M.Pd.

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Menginspirasi Generasi

English for Academic and Professional Purposes

Wakhibah Dwi Khusnah, Muthiah Afifah, Imam Khasbani, Bahruddin, Rizka Patrika Rizal, Sakinah Hubaib, Ade Dwi Cahyanti, Istiqomah Nur Rahmawati, Suharti Siradjuddin, Egi Raputri, Muhammad Wira Dana Putra, Fawzul Arifin, Arina Haque

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Diwan Media Pustaka
Inspiring Generation

English for Academic and Professional Purposes

Editor
Dr. Hj. Irma Irayanti, M.Pd.

List of contributors
- Wakhibah Dwi Khusnah
- Muthiah Afifah, S.Pd., M.Pd.
- Imam Khasbani
- Bahruddin, S.S., M.Pd.
- Rizka Patrika Rizal, M.Pd.
- Sakinah Hubaib S.Pd., M.Pd.
- Ade Dwi Cahyanti, M. Pd.
- Istiqomah Nur Rahmawati, M.Pd.
- Suharti Siradjuddin
- Egi Raputri, S.Pd., M.Pd.
- Muhammad Wira Dana Putra, S.Pd., M.Pd.
- Fawzul Arifin, M.Pd.
- Arina Haque, S.Pd.

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Authors: Wakhibah Dwi Khusnah et al.
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Jln. Suka Karya Perumahan Karya Pesona Mandiri Blok L No. 01
Pekanbaru – Riau, Indonesia 28291
Telp. +6285374102055
Email: pustakadiwan@gmail.com
Web: diwanpustaka.com

Proofreader: Khoirul Anam
Copy Editor: M. Zacky Fawaruq
Cover: Rizki Kurniawan

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Preface

Dr. Hj. Irma Irayanti, M.Pd.

This edited volume represents a collaborative academic effort to provide a comprehensive reference for students, educators, and researchers who engage with English in academic and professional contexts. In today's globalized world, English is no longer merely a foreign language to be learned as a subject, but a functional tool that enables participation in scholarly communication, professional collaboration, and international knowledge exchange. The increasing demand for English proficiency in higher education and the workplace has encouraged the development of more specialized approaches to language learning, particularly within the fields of English for Academic Purposes (EAP) and English for Professional Purposes (EPP).

This book is designed to respond to that need by presenting a collection of chapters written by scholars from diverse academic backgrounds, each contributing their perspectives on the role of English in academic literacy, professional communication, teaching practice, and contemporary educational contexts. The chapters explore both theoretical foundations and practical applications, covering topics such as academic discourse, classroom communication, digital learning environments, pronunciation intelligibility, professional writing, and the development of communicative competence for educators and students.

One of the main goals of this volume is to bridge the gap between theory and practice. While many books discuss English in general terms, this work emphasizes context-specific language use, recognizing that academic and professional communication requires more than grammatical accuracy. It involves understanding discourse conventions, institutional expectations, and sociocultural norms that shape how language is used in real educational and professional settings. For this reason, the contributors in this book approach English not only as a linguistic system but also as a professional competence that supports effective teaching, learning, and scholarly engagement.

As an edited volume, this book reflects the collective commitment of the authors to advancing the study of English for academic and professional purposes in the Indonesian context and beyond. Each chapter has undergone careful review and revision to ensure coherence, clarity, and relevance for readers in teacher education programs, universities, and professional training institutions. The editor would like to express sincere appreciation to all authors for their valuable contributions, as well as to the publisher for supporting the realization of this work.

It is hoped that this book will serve as a useful resource for pre-service teachers, in-service educators, university students, and anyone interested in developing the ability to use English effectively in academic and professional environments. May this work contribute to the ongoing development of language education and encourage further research in the field of English for Academic and Professional Purposes.

Konawe Selatan, 28 February 2026

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Chapter 1

Introduction to Academic and Professional English

Wakhibah Dwi Khusnah

Introduction

Academic and Professional English represents a specialized variety of English that has become fundamental for success in educational, scholarly, and professional contexts worldwide. Learning academic English is considered one of the most reliable pathways to socio-economic success, as learners cannot function effectively in school settings without mastering this complex language variety (Scarcella, 2003).

This field encompasses the multiple, complex features of English required for academic achievement and career advancement, involving mastery of writing systems, academic conventions, and proficiency across reading, speaking, and listening domains. The importance of Academic English extends beyond basic language skills, requiring an understanding of linguistic, cognitive, and socio-cultural dimensions that distinguish academic discourse from everyday communication (Scarcella, 2003).

In the global context, English has become unquestionably the language of international communication, with approximately one in five of the world's population now speaking English with reasonable competence (Hyland, 2010). Universities worldwide increasingly require staff to publish in major Anglophone journals and present at international conferences as prerequisites for career advancement, highlighting the critical role of English for Professional Academic Purposes (EPAP) (Hyland, 2010).

The field of English for Academic Purposes (EAP) provides a comprehensive framework covering diverse contexts, including language skills development, research perspectives, pedagogical genres, and institutional applications (Hyland, 2010). This multifaceted approach addresses both theoretical foundations and practical implementations, spanning from K-12 educational settings where English Language Learners face particular challenges (DiCerbo et al., 2014) to advanced scholarly publication and research communication (Hyland, 2010).

Understanding Academic and Professional English requires recognition of its expanding scope and multifaceted nature. The field of specialized English has expanded on an unprecedented scale, with comprehensive research frameworks now covering diverse areas, including English for Specific Purposes (ESP) and English for Academic Purposes (EAP) (Yao, 2020). This expansion is supported by influential publications such as The Routledge Handbook of English for Academic Purposes, which provides authoritative coverage of main theories, concepts, contexts, and applications across eight key sections, including conceptions of EAP, research perspectives, pedagogic genres, and pedagogic contexts (Yao, 2020). The field addresses both theoretical foundations and practical applications, recognizing that EAP encompasses not only teaching approaches but also a significant body of research on effective teaching methods, assessment approaches, and the analysis of academic language needs (Hyland, 2010).

Definition and Scope

Definition and Scope of Academic and Professional English Academic and Professional English are two distinct yet interconnected language domains within the context of higher education and the working world. Based on recent research, Academic English is defined as more than just grammar and vocabulary; it encompasses ways of thinking and expressing ideas academically that help students communicate clearly, in an organized, precise manner (Fatimah et al., 2023). Meanwhile, Professional English focuses on the communication skills required in the global workplace, particularly in international business, technology, and diplomacy (Sahnan, 2024).

The scope of Academic English encompasses various specific skills required in higher education contexts. Research shows that students

need the ability to read English journal articles (82.05%), write research papers (81.25%), follow lecture instructions (80.60%), and participate in discussions of academic issues in seminars and conferences (79.96%) (Wahyuni, 2021). Additionally, the ability to understand graphs and charts (78.36%) and write laboratory reports (77.40%) are also important components of Academic English. This domain also includes developing the ability to write essays, research reports, and other scholarly writings that require appropriate academic structure and writing style.

Professional English has a broader scope in the global workplace. Research indicates that the most important skills are the ability to participate in international seminars (95.35%), read English medical literature (83.33%), and communicate with patients, doctors, and health professionals from other countries (82.53%) (Wahyuni, 2021). In a broader context, Professional English encompasses international business communication, negotiation, presentations, the creation of official documents, and collaboration in multinational teams (Sahnan, 2024). This domain also includes the ability to use English in technology transfer, knowledge exchange, and global market integration.

Both domains are interconnected and have characteristics that distinguish them from general English learning. Research shows that 94.8% of medical students view English as an important requirement for academic and professional careers, with listening and speaking skills ranked as the top skills (Wahyuni, 2021). The main challenge faced is the inequality of access to quality English education, which can worsen social and economic disparities (Sahnan, 2024). Therefore, developing curricula that integrate academic and professional needs becomes key to preparing students to face global challenges in the modern era.

Key Dimensions

1. Linguistic: Grammar Features, Lexicon, and Formal Discourse

Linguistic aspects constitute a highly crucial structural foundation in the mastery of Academic and Professional English. This dimension encompasses proficiency in complex grammatical systems, the use of field-specific technical vocabulary, and strict adherence to formal discourse conventions. A comprehensive grammatical framework delineates how linguistic patterns are constructed through the interrelationships among structural elements such as subjects, predicates, objects, complements,

and modifiers. An in-depth understanding of these structures is an essential prerequisite for producing scholarly writing that demonstrates semantic coherence and formal cohesion.

Within academic and professional contexts, the language register employed possesses distinctive characteristics that sharply differentiate it from everyday conversational language. Academic English is not solely concerned with syntactic accuracy and lexical range, but also with the ability to convey ideas clearly, systematically, and precisely. This involves the appropriate use of discipline-specific terminology, the employment of complex sentence structures to articulate nuanced reasoning, and the application of an objective, impersonal style to maintain professional integrity.

Challenges in the linguistic dimension often manifest as difficulties in integrating various language elements harmoniously and effectively. Linguistic problems constitute one of the three main challenges in mastering English academic writing, alongside cognitive and content problems. These difficulties include appropriate and contextual word choice, effective and varied sentence construction, and the use of appropriate cohesive devices to connect ideas within texts logically and systematically (Prihatmi, 2017)

Developing linguistic competence in Academic and Professional English requires a systematic, continuous, and well-structured approach. Scanning techniques can significantly improve students' ability to understand English academic texts, with average scores increasing from 51.56 in the initial test to 78.12 in the second cycle, indicating that with appropriate and consistent methods, linguistic competence can be developed significantly and measurably (Fitria & Heliawan, 2017).

The formal discourse aspect of the linguistic dimension also encompasses a deep understanding of various diverse academic genres, such as argumentative essays, research reports, and research proposals. Research on developing competency-based English teaching materials successfully identified 12 competency standards, which can be organized into 44 basic competencies covering all four language skills: listening, speaking, reading, and writing, with a comprehensive constructivist orientation (Sukra, 2015).

2. Cognitive: Critical Thinking Skills, Analysis, and Synthesis

The cognitive dimension of English proficiency in academic and professional contexts involves sophisticated higher-order thinking skills indispensable for producing substantive and persuasive communication. Constructing scholarly texts requires a critical stance, providing a foundation for dissecting complex phenomena through a proportional, objective, and incisive lens. This competence extends beyond elementary information analysis; it encompasses advanced proficiencies in rigorously evaluating source credibility, synthesizing divergent perspectives into a coherent narrative, and formulating logical arguments bolstered by robust empirical evidence.

A profound understanding of this cognitive dimension is further predicated on the ability to distinguish between descriptive and critical writing. Descriptive writing focuses on the detailed exposition of information or phenomena without incorporating specific arguments or analytical positioning. Conversely, critical writing mandates that the author strategically analyze and interlink various data points to thoroughly examine a topic, while accounting for the nuances and complexities of multiple perspectives. The fluidity with which one transitions from mere factual reporting (description) to profound critical analysis serves as a primary indicator of advanced English proficiency in both professional and academic settings.

The systematic implementation of Higher Order Thinking Skills (HOTS) in academic English learning provides crucial support for the comprehensive development of this cognitive dimension. Analysis of Grade XI English textbooks revealed that the most dominant cognitive dimension focuses primarily on analysis, with 72 out of 206 questions targeting this critical skill, suggesting that truly effective English learning should emphasize higher-order cognitive thinking processes rather than rote memorization or surface-level comprehension. This significant finding demonstrates that developing sophisticated analytical abilities should be established as a primary focus in learning Academic and Professional English (Zaiturrahmi, 2020).

Challenges in the cognitive dimension frequently take the form of difficulties integrating various authoritative sources into a unified, coherent whole that effectively supports argumentation and ideas in academic writing. Students consistently experience significant difficulties

in organizing ideas coherently and logically, in finding relevant previous research that adequately supports the discussed problem, and in selecting appropriate theoretical frameworks as solid thinking foundations. To overcome these persistent challenges, constructive, detailed feedback from experienced lecturers and knowledgeable peers is essential to increase student confidence and competence, as well as to systematically habituate critical writing skill patterns through consistent practice and application (Shofiah et al., 2023).

3. Sociocultural: Institutional Norms, Genres, and Ethical Discourse

The sociocultural dimension fundamentally recognizes that Academic and Professional English cannot and should not be separated from the complex, multifaceted social, cultural, and institutional contexts that shape and define its use across diverse global settings. English has evolved into a dominant global lingua franca that shapes and governs critical aspects of contemporary professional life, including international business transactions, cutting-edge technology development, higher education systems, and diplomatic relations worldwide. In the rapidly expanding context of globalization, English proficiency has become one of the most crucial keys to building extensive international networks and securing access to valuable global resources, clearly demonstrating the undeniable and pervasive influence of the sociocultural dimension.

Understanding intricate language variation and its diverse usage contexts is absolutely fundamental for comprehending the sociocultural dimension thoroughly. Language use represents a sophisticated form of social interaction that occurs in concrete, real-world situations, where individuals are no longer viewed as isolated entities separate from others, but rather as integral members of broader social communities with shared values and practices. In academic and professional contexts, this comprehensive understanding includes mastering the complex concept of "who speaks what language to whom and when," a theoretical framework proposed by Fishman to systematically explain how social, situational, and cultural factors dynamically influence and determine language use patterns (Huriyah, 2017).

Institutional norms embedded within Academic and Professional English clearly reflect and embody the deeply held values and specific expectations of particular academic and professional communities

worldwide. The strong, undeniable relationship between language, power, and ideology proves highly relevant and significant in understanding how Academic and Professional English functions as a critical gatekeeper that controls access to knowledge and professional opportunities. Understanding these complex power dynamics is essential for effective navigation in diverse, multicultural academic and professional environments where success depends on cultural competence (Indah, 2003).

Academic and professional genres possess highly specific conventions that accurately reflect and represent the distinctive values and established practices of particular discourse communities. Each specialized genre, ranging from rigorous research articles and formal conference presentations to persuasive business proposals, demonstrates different structural requirements, stylistic expectations, and audience considerations that must be carefully understood and skilfully implemented. Academic English serves as a powerful tool that helps students communicate complex ideas in ways that are not only linguistically accurate and grammatically correct but also socially appropriate and culturally sensitive to diverse global audiences (Fatimah et al., 2023).

The ethical aspect of the sociocultural dimension encompasses critical considerations in plagiarism prevention, proper citation practices, and intellectual honesty, which serve as fundamental cornerstones of academic integrity across all disciplines. Significant challenges arise from unequal access to quality English education, which can substantially affect and perpetuate social and economic disparities, raising important ethical questions about equity and inclusion in academic and professional discourse. This reality demands critical awareness and conscious consideration of how the use of Academic and Professional English can either reinforce existing power structures or challenge and transform them to create more equitable opportunities in global society.

Global Role and Significance

1. English as Lingua Franca in International Scholarship

English has undergone an extraordinary transformation in recent decades, evolving from a mere communication language to the dominant language in international communication. English currently serves as the predominant medium for international research dissemination among non-native scholars worldwide (Hyland, 2010). This phenome-

non reflects a global paradigm shift in which knowledge and innovation are no longer confined to specific geographical or linguistic boundaries.

The penetration of English in the academic world has reached unprecedented levels. Perhaps one in five people globally possesses functional English proficiency; the language has rapidly come to dominate the dissemination of scientific knowledge (Hyland, 2010). This dominance extends not only to the science and technology fields but also to various social sciences and humanities disciplines, creating an increasingly integrated global academic ecosystem.

The role of English as an academic lingua franca is strengthened by the international scientific publication infrastructure that is largely English-based. English, as the most widely used language, also plays a role in global knowledge exchange, with its use in writing various literary sources and scientific works, making it an important language in science and technology (Supena, 2024). This creates a cycle that reinforces English's dominance, requiring researchers to use English to access current literature and publish their findings.

The globalization of higher education further strengthens English's status as an academic lingua franca. In the era of globalization, English plays a vital role in communication, education, and global business because it is one of the world's major languages (Sari et al., 2024). Universities in various countries now compete to attract international students and researchers, creating multicultural academic environments that rely on English as the primary medium of communication.

The impact of this phenomenon is profound on the global scholarly landscape. To overcome language differences, an international language agreed upon by all parties was established: English, which allows countries to exchange ideas on science, social culture, economics, and other topics (Rahayu, 2023). However, this dominance also raises questions about linguistic diversity in knowledge production and the potential marginalization of perspectives from non-Anglophone scholarly traditions.

2. Implications of Language Proficiency on Career and Academic Success

English proficiency has become a crucial determinant in academic and professional career success in the contemporary era. Many universities now require faculty members to participate in international conferences

and publish in reputable scientific journals as primary conditions for promotion and career advancement (Hyland, 2010). This requirement reflects a fundamental shift in academic evaluation criteria, where the ability to communicate in English becomes as important as substantive expertise in the field of study.

In the context of an increasingly globalized professional world, English language skills open access to broader and more diverse career opportunities. English-speaking ability plays a very important role in career success in the global business world (Butar et al., 2024). These skills are not only a practical necessity in the global business arena but also key to achieving personal and professional success (Butar et al., 2024). English proficiency enables professionals to participate in global networks, access cutting-edge information, and contribute to international projects.

The strategic impact of English proficiency on social and economic mobility is very significant. English proficiency becomes one of the keys to success in building international networks and accessing global resources (Sahnan, 2024). English plays an important role in labor mobility, knowledge transfer, and global market integration (Sahnan, 2024). This creates new stratification in global society, where individuals with good English skills have substantial competitive advantages.

The long-term implications of this phenomenon for career development are profound. English-speaking skills play a role in opening global business opportunities, building trust and reputation, fostering strong interpersonal relationships, improving career prospects, and driving innovation and business growth (Butar et al., 2024). This ability not only facilitates communication but also enables individuals to build professional credibility in international contexts.

However, the importance of English proficiency also creates systemic challenges in terms of equal access. There are challenges in the inequality of access to English-language education that affect social and economic disparities (Sahnan, 2024). This shows that although English proficiency opens opportunities, unequal access to quality language education can deepen existing socioeconomic disparities.

3. Challenges for Non-Native Speakers

The pressure to achieve international publication mandates that global

academics utilize English as the primary medium for their work. For non-native speakers, this creates a distinct disadvantage, as they face the additional demand of attaining English proficiency to ensure professional career progression (Flowerdew, 2019).

The psychological and cognitive challenges faced by non-native speakers are very significant in the process of learning and mastering academic English. Although English-language skills are of significant importance in the global business context, students often face obstacles in developing them (Butar et al., 2024). These obstacles can stem from psychological factors and difficulties in finding the right words (Butar et al., 2024). These challenges are not only technical and linguistic but also involve aspects of self-confidence and communication anxiety that can hinder academic and professional performance.

The complexity of challenges faced by non-native speakers becomes more apparent in international academic environments. The increasing mobility of international students raises concerns about the difficulties they face, especially in developing speaking skills (Haryadi & Riyanto, 2023). This research shows that challenges are not limited to technical language aspects but also involve cultural and social adaptation, which affect effective communication (Haryadi & Riyanto, 2023).

In Academic debates, Ken Hyland contends that the difficulties of scholarly writing are shared by native and non-native speakers alike. He argues that academic English is essentially a specialized skill that necessitates deliberate acquisition by all writers (Hyland, 2010). Although this perspective remains a subject of contention, the crux of the debate centers on whether both groups truly operate on a level playing field regarding publication efforts (Flowerdew, 2019).

Adaptation strategies developed by non-native speakers demonstrate resilience and creativity in overcoming linguistic challenges. International students develop various strategies to overcome linguistic challenges, which prove effective in improving their communication abilities (Haryadi & Riyanto, 2023). These findings offer new insights into the literature by detailing international students' experiences and strategies for creating conducive environments for language development (Haryadi & Riyanto, 2023).

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English for Academic and Professional Purposes

English for Academic and Professional Purposes is a comprehensive reference designed to support students, educators, and professionals in developing English skills required in academic and professional environments. In the era of globalization, English is not only a subject to be learned, but a crucial tool for accessing knowledge, participating in scholarly communication, and engaging in international collaboration.

This book presents theoretical foundations and practical applications of English for Academic Purposes (EAP) and English for Professional Purposes (EPP), covering essential topics such as academic literacy, classroom communication, professional discourse, pronunciation intelligibility, digital learning contexts, and the use of English in teaching professions. Each chapter is written by experienced scholars and educators, providing insights that connect linguistic theory with real educational and professional practices.

Designed for university students, pre-service teachers, in-service educators, and researchers, this book emphasizes that mastering English requires more than grammatical accuracy. It involves understanding discourse conventions, communicative competence, and the sociocultural contexts in which language is used.

By integrating academic perspectives with practical needs, this book aims to become a valuable resource for teacher education programs, higher education institutions, and anyone who seeks to use English effectively in academic and professional settings.

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Pekanbaru – Riau, 28291
+6285374102055
diwanmediapustaka@gmail.com
https://diwanpustaka.com

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