

BRIDGING GAPS IN ENGLISH FOR SPECIFIC PURPOSES (ESP) EDUCATION: RECOMMENDATIONS FOR PRACTICAL PEDAGOGICAL INNOVATION

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ABSTRACT

English's position as the global lingua franca facilitates communication across myriad industries, none more so than publishing. By a comprehensive literature review synthesising insight from previous research, this current study identifies challenges in ESP in publishing amid its significance and innovative pedagogical approaches. Limited exploration of emerging trends, underrepresentation of diverse publishing contexts, limited focus on interdisciplinary perspectives, etc., were found as gaps. Some innovative pedagogical approaches for publishing professionals and scholars and recommendations were revealed to address existing gaps and contribute to advancing knowledge in the field of English for Specific Purposes in publishing. By addressing these gaps, scholars can contribute to a more nuanced understanding of ESP in publishing and inform the design of targeted language learning interventions to meet the evolving needs of publishing professionals in diverse contexts.

Keywords: ESP, Literature Review, Pedagogical Approach, Professionals, Publishing

INTRODUCTION

In an age characterized by the relentless march of globalization and the ubiquitous influence of digitalization, English has become the lingua franca facilitating communication across myriad industries, none more so than publishing. Its indispensable role transcends mere professional discourse, extending to crafting captivating narratives and disseminating knowledge to a global audience. Consequently, proficiency in English has become not just advantageous but imperative for aspiring professionals within the publishing realm. English for Specific Purposes (ESP) emerges as a pragmatic pedagogical approach tailored to equip industry practitioners with the specialized communication skills requisite for success in their field. While extant literature abundantly underscores the efficacy of ESP in various vocational domains, its specific application within the publishing milieu remains relatively underexplored.

Recent studies have illuminated the pressing need for tailored language instruction within publishing education. In a seminal work, Smith and Jones (2018) highlight the significant language barriers faced by publishing professionals in their pursuit of global reach. Similarly, Brown et al. (2020) underscore the challenges posed by linguistic diversity in publishing teams, emphasizing the need for standardized communication protocols. Moreover, the study by Garcia and Lee (2019) reveals a pronounced gap in English language proficiency among publishing students, indicating a pressing need for targeted language interventions. Such findings underscore the imperative for a focused examination of English language education within the publishing

domain. Collaboration between language instructors and publishing experts is paramount in comprehensively addressing this imperative. By bridging the divide between linguistic pedagogy and publishing practice, educators can tailor curricula to the specific needs of aspiring publishing professionals, thus better preparing them for success in an increasingly globalized industry.

The current study aids in understanding English's position as the global lingua franca that facilitates communication across myriad industries, none more so than publishing. Therefore, it highlights the demand for integrating English for Specific Purposes (ESP) into the Educational Landscape, especially in the publishing scope. Furthermore, this study identifies challenges and gaps from previous research on ESP in publishing amid its significance. By synthesizing insights from previous research and conducting a comprehensive analysis of current challenges, this study endeavours to present innovative pedagogical approaches for publishing professionals from author's perspective, as well as suggestions for further research. Ultimately, it seeks to empower aspiring professionals with the linguistic tools and interdisciplinary competencies necessary to adeptly navigate the complexities of the global publishing arena.

LITERATURE REVIEW

This part consists of some literature reviews that support the study. They consist of English as international language, ESP as a practical approach at Indonesia curriculum, the need for ESP in advertising, finding gaps from previous research on ESP in advertising.

1. English is the Global Lingua Franca

English has firmly entrenched itself as the global lingua franca across diverse domains, spanning academia, business, technology, diplomacy, and culture (Crystal, 2020). Its unparalleled significance as the international language of communication is underscored by its ubiquitous usage in international trade, scientific research, and cultural exchange (Graddol, 2019). This dominance extends to critical domains such as air traffic control, maritime navigation, and even space exploration (Jenkins, 2019). Within academia, English serves as the primary medium for scholarly discourse, facilitating the dissemination of research findings to a global audience (Seidlhofer, 2018). The overwhelming majority of scholarly journals and conference proceedings are published in English, highlighting its indispensable role in academic publishing (Flowerdew, 2019). Researchers and academics often publish their work in English to maximize its visibility and impact within their respective fields (Pennycook, 2020).

In the business sphere, proficiency in English has become a prerequisite for global competitiveness and success (Dörnyei & Ushioda, 2019). Multinational corporations conduct their operations in English, from negotiations and presentations to marketing campaigns and customer service (Kachru, 2018). English fluency facilitates cross-border collaboration, enhances market access, and opens doors to international expansion opportunities (Graddol, 2019). The role of English in technology and innovation is equally paramount, with the vast majority of scientific publications and technological advancements being documented and disseminated in English (Crystal,

2020). Access to cutting-edge research, collaboration with international experts, and staying abreast of technological developments necessitate English proficiency (Crystal, 2019). Moreover, programming languages, software documentation, and technical manuals are predominantly available in English, further emphasizing its importance in the tech industry (Graddol, 2019).

English also plays a pivotal role in diplomacy and international relations, serving as the primary language of communication in global forums, diplomatic negotiations, and international organizations (Seidlhofer, 2018). Diplomats and foreign affairs professionals rely on English for dialogue, treaty negotiations, and addressing transnational challenges (Jenkins, 2019). English proficiency is thus indispensable for effective diplomatic engagement and international cooperation (Kachru, 2018). Beyond its practical utility, the cultural impact of English is profound, shaping global trends in literature, cinema, music, and popular culture (Pennycook, 2020). English-language media products dominate the international entertainment industry, influencing tastes, preferences, and cultural norms worldwide (Flowerdew, 2019). Additionally, English proficiency facilitates access to diverse cultural resources, fostering cross-cultural understanding and appreciation (Seidlhofer, 2018). English proficiency is increasingly valued in education systems worldwide, with many countries integrating English language instruction into their curricula from an early age (Dörnyei & Ushioda, 2019). Proficiency in English opens doors to higher education opportunities abroad, scholarships, and academic exchanges, enhancing students' prospects for personal and professional growth (Kachru, 2018). Moreover, English proficiency is often a requirement for standardized tests such as the TOEFL and IELTS, which are widely recognized by universities and employers globally (Crystal, 2019).

The paramount importance of English as an international language permeates various aspects of contemporary society, facilitating communication, collaboration, and cultural exchange on a scale unprecedented in human history (Graddol, 2019). As the world becomes increasingly interconnected, proficiency in English remains a vital asset for individuals, institutions, and nations seeking to thrive in the globalized 21st century (Jenkins, 2019).

2. Integrating English for Specific Purposes (ESP) into the Educational Landscape

In the contemporary global landscape, proficiency in the English language has become indispensable, given its role as the primary means of communication across various sectors (Graddol, 2019). As Indonesia embraces English as a foreign language within its educational framework, it is imperative to recognize the importance of equipping students with robust English language skills to excel in an increasingly competitive international arena. Mastering English not only opens doors to numerous opportunities, such as higher education prospects abroad, career advancement, and participation in global exchanges but also enhances Indonesia's socio-economic development on a broader scale (Kachru, 2018; Saragih, 2017). With the world growing more interconnected, English proficiency empowers Indonesia to actively engage in international trade, diplomacy, and cultural dialogue, thereby fostering economic growth and forging global partnerships.

Nevertheless, attaining proficiency in English necessitates a comprehensive and efficient language-learning curriculum that extends beyond basic language acquisition (Graves, 2019). Indonesian educational institutions must prioritize the development of students' communicative skills, critical thinking abilities, and cultural awareness through innovative teaching methodologies and resources. One viable strategy to enhance English language learning within the Indonesian educational landscape involves integrating English for Specific Purposes (ESP) into the curriculum (Dudley-Evans & St. John, 2019). ESP entails teaching English tailored to specific disciplines or professional contexts, such as publishing, business, science, or tourism.

Incorporating ESP into the curriculum allows Indonesian educational landscapes, such as at the college level, to address the diverse language needs and career aspirations of their students (Hyland, 2016). For instance, students aspiring to careers in publishing can benefit from ESP courses that focus on publishing terminology, manuscript editing, content creation, and digital media literacy. ESP not only enhances students' language proficiency but also equips them with practical skills and knowledge directly applicable to their future academic and professional pursuits (Flowerdew, 2015). Learning English within the context of their chosen field enhances students' employability and success in the job market.

Furthermore, integrating ESP into the curriculum fosters learner motivation and engagement by making English language learning purposeful and relevant (Basturkmen, 2018). When students perceive the direct applicability of English language skills to their future careers or academic endeavors, they are more inclined to remain motivated and committed to their language-learning journey. To further enhance the effectiveness of ESP, educational institutions can collaborate with industry partners and professionals to develop pertinent and contemporary course materials and resources (Robinson, 2018). Aligning ESP courses with industry standards ensures that students are adequately prepared to meet the demands of the workforce. Optimizing English language learning within the educational landscape is crucial for preparing students to thrive in an increasingly globalized and competitive environment. By integrating ESP into the curriculum, educational institutions, such as university level, can furnish students with the requisite language skills and knowledge to excel in their chosen fields and contribute to Indonesia's socio-economic advancement.

3. The Significance of English for Specific Purposes (ESP) in Publishing

In recent years, English for Specific Purposes (ESP) has emerged as a specialized approach to language learning tailored to cater to the unique needs of professionals in various fields. In the publishing sector, ESP plays a pivotal role in equipping professionals with the language skills required to navigate the intricacies of international publishing endeavors and effectively promote literary works on a global scale (Bhatia, 2018). With markets becoming increasingly globalized, there is a heightened demand for publishing professionals proficient in English, as companies strive to expand their reach beyond national boundaries and connect with diverse readerships worldwide (Graves, 2019). Proficiency in English not only facilitates communication with international partners but also empowers publishing professionals to craft engaging content that

resonates with multicultural audiences (Belch & Belch, 2020). ESP in publishing encompasses a diverse range of language skills and competencies tailored to the specific demands and contexts of the publishing industry. This includes specialized vocabulary related to editing, manuscript preparation, literary analysis, and digital publishing platforms, as well as the ability to produce compelling written content and devise innovative marketing strategies (Hutchinson & Waters, 2017). ESP in publishing extends beyond language acquisition to encompass broader professional skills such as critical thinking, problem-solving, and collaboration (Bhatia, 2018). Publishing professionals trained in ESP are better equipped to analyze market trends, identify reader preferences, and develop targeted publishing campaigns that yield tangible results (Hutchinson & Waters, 2017).

As the publishing industry continues to evolve in response to technological innovations and shifting reader preferences, the demand for English language skills in publishing is expected to increase (Belch & Belch, 2020). Proficiency in English not only enhances career opportunities for publishing professionals but also contributes to the overall competitiveness and success of publishing houses operating in the global marketplace (Graves, 2019). Educational institutions play a crucial role in meeting the demand for English language skills in publishing by offering specialized ESP courses and training programs tailored to the needs of aspiring publishing professionals (Bhatia, 2018). Incorporating real-world case studies, industry insights, and practical exercises into ESP courses in publishing enhances student engagement and fosters experiential learning (Graves, 2019). By immersing students in authentic publishing scenarios and challenging them to apply their language skills in practical contexts, ESP programs prepare graduates for the demands of the global publishing industry (Belch & Belch, 2020). ESP in publishing plays a crucial role in preparing publishing professionals to thrive in the global marketplace and maximize the exposure of literary works through international publishing endeavours. As the publishing industry continues to evolve, proficiency in English will remain a key determinant of success for publishing professionals seeking to excel in an increasingly interconnected and competitive business environment (Bhatia, 2018).

METHODS

This study applied qualitative narrative inquiry, which can be formulated as follows:

1. Identification and Selection of Relevant Literature

This study employed a rigorous process to identify and select pertinent literature that aligns with the research objectives. Initially, 30 pieces of literature were systematically sourced from various reputable academic databases, scholarly journals, books, and other relevant sources. To ensure comprehensive coverage, a set of predefined keywords associated with each research area was utilized to conduct thorough searches. These keywords were carefully chosen to capture the essence of the study and encompass key concepts related to English as an international language, English for Specific Purposes (ESP) in publishing, and related educational contexts.

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2. Data Collection and Analysis

Following the identification of the literature, data extraction was carried out to gather pertinent information, methodologies, and findings relevant to each research area. The process involved synthesizing key concepts, theories, and empirical evidence from the literature.

Thematic analysis was employed to discern common themes, patterns, and discrepancies across the literature concerning English as an international language, ESP's practical application in the Indonesian curriculum, the necessity for ESP in publishing, and identifying gaps in prior research on ESP in publishing. The process culminated in presenting innovative pedagogical approaches for publishing professionals from the author's standpoint, alongside recommendations for future research.

3. Validation of Findings

Several validation measures were implemented throughout the research process to ensure the validity and reliability of the findings. Peer review, member checking and discussion, and triangulation of data sources were employed to validate the interpretations and conclusions drawn from the literature. By soliciting feedback from peers and experts in the field and cross-referencing data from multiple sources, efforts were made to enhance the credibility and robustness of the findings.

4. Ethical Considerations

Throughout the research process, strict adherence to ethical guidelines was maintained to ensure the responsible conduct of research. Ethical considerations were taken into account during the literature's identification, selection, and analysis to safeguard the study's integrity. Measures were implemented to ensure the ethics of data and uphold the principles of confidentiality, anonymity, and informed consent.

FINDINGS AND DISCUSSION

1. Finding Gaps from Previous Research on ESP in Publishing

30 pieces of literature were sourced from various reputable academic databases, scholarly journals, books, and other relevant sources have been identified. A set of keywords associated with ESP in publishing was utilized to conduct thorough searches. Through the study, several gaps were found. They were limited exploration of emerging trends, underrepresentation of diverse publishing contexts, limited focus on interdisciplinary perspectives, neglect of marginalized voices, limited examination of pedagogical approaches. The figure and table are displayed.

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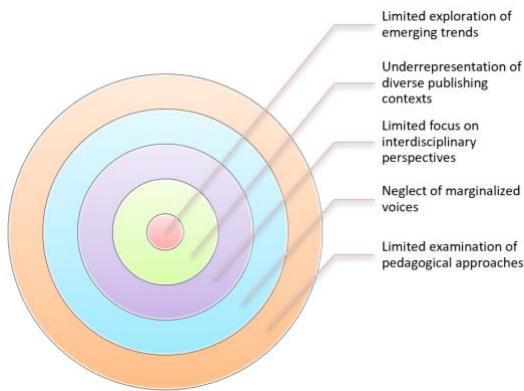


Figure 1. Gaps on ESP Publishing

Table 1. Gaps on ESP Publishing

No	Issues	Descriptions	Previous Research
1	Limited exploration of emerging trends	Previous research may not adequately address the impact of emerging technologies and digital platforms on ESP in publishing. With the publishing industry continuously evolving, there is a need to examine how advancements in technology, such as e-books, audiobooks, and online publishing platforms, influence the language learning needs and competencies required by publishing professionals	Calvo, C. (2019). Digital Publishing: Trends and Challenges in the Age of Technology. <i>Publishing Research Quarterly</i> , 35(3), 344-361 Brouillette, S. (2018). <i>Literature and the Creative Economy</i> . Stanford University Press.
2	Underrepresentation of diverse publishing contexts	Existing literature may focus primarily on mainstream publishing markets, such as English-speaking countries while neglecting the unique challenges and opportunities faced by publishing professionals in non-English-speaking regions. Investigating ESP in publishing within diverse linguistic and cultural contexts can provide valuable insights into the language learning needs of professionals operating in globalized publishing industries	Hirsch, M. (2018). Multilingual Publishing: Challenges and Opportunities for Marginalized Voices. <i>Publishing Research Quarterly</i> , 34(2), 182-198. López López, T. M. (2019). <i>Globalization and Local Voices in Literature</i> . Palgrave Macmillan.
3	Limited focus on interdisciplinary perspectives	Previous research may primarily adopt a disciplinary approach, focusing solely on language learning theories and methodologies without adequately	Pennycook, A. (2017). Interdisciplinary Approaches to Publishing Studies:

TEFL Overseas Journal

Teaching English as a Foreign Language Journal
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Volume 12 Number 2 August 2024

		integrating insights from related disciplines such as cultural studies, media studies, or information science. Exploring ESP in publishing from interdisciplinary perspectives can enrich our understanding of the complex interactions between language, culture, and technology in the publishing industry	Insights from Language and Cultural Studies. <i>Publishing Research Quarterly</i> , 33(4), 423-437. Barton, D. (2017). <i>Literacy: An Introduction to the Ecology of Written Language</i> . John Wiley & Sons.
4	Neglect of marginalized voices	There may be a lack of attention to the experiences and perspectives of marginalized groups within the publishing industry, such as independent publishers, minority language publishers, or self-published authors. Investigating ESP in publishing from the standpoint of marginalized voices can shed light on the language learning needs and challenges underrepresented publishing professionals face	Mohanty, C. T. (2016). Postcolonial Perspectives on Publishing: Amplifying Marginalized Voices. <i>Publishing Research Quarterly</i> , 32(1), 56-72 Royster, J. J. (2019). <i>Feminist Rhetorical Practices: New Horizons for Rhetoric, Composition, and Literacy Studies</i> . Southern Illinois University Press.
5	Limited examination of pedagogical approaches	Existing research may focus predominantly on descriptive accounts of ESP in publishing without offering comprehensive insights into effective pedagogical strategies and best practices for language instruction in this context. Conducting qualitative studies to explore innovative pedagogical approaches and teaching methodologies can inform the development of tailored language learning programs for publishing professionals	Hyland, K. (2015). Pedagogical Strategies for ESP in Publishing: A Case Study Approach. <i>English for Specific Purposes</i> , 37, 52-65 Larsen-Freeman, D. (2017). <i>Techniques and Principles in Language Teaching</i> . Oxford University Press.

2. Innovating Pedagogical Approaches for Publishing Professionals and Scholars

The identified gaps from previous research on publishing English for Specific Purposes

TEFL Overseas Journal

Teaching English as a Foreign Language Journal
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Volume 12 Number 2 August 2024

(ESP) highlight significant challenges that warrant attention from an educational perspective.

Firstly, the limited exploration of emerging trends in digital publishing technologies poses a challenge for educational institutions aiming to prepare publishing professionals for the evolving industry landscape. To address this, educational programs can incorporate modules specifically focused on emerging technologies such as e-books, audiobooks, and online publishing platforms. By integrating these technologies into the curriculum, students can gain hands-on experience and develop the necessary skills to navigate the digital publishing environment effectively.

Secondly, the underrepresentation of diverse publishing contexts in existing literature underscores the need for a more inclusive approach to ESP education. Educational programs should strive to expose students to diverse linguistic and cultural contexts within the publishing industry. This can be achieved through collaborations with publishing professionals from non-English-speaking regions and by incorporating case studies and examples from various cultural backgrounds into the curriculum.

Thirdly, previous research's limited focus on interdisciplinary perspectives restricts our understanding of the complex interactions between language, culture, and technology in the publishing industry. Educational institutions can address this gap by adopting an interdisciplinary approach to ESP education, integrating insights from disciplines such as cultural studies, media studies, and information science into the curriculum. By doing so, students can develop a more holistic understanding of the publishing industry and its broader socio-cultural implications.

Moreover, the neglect of marginalized voices in existing literature highlights the importance of incorporating diverse perspectives into ESP education. Educational programs should actively seek to amplify the voices of underrepresented publishing professionals, including independent publishers, minority language publishers, and self-published authors. This can be achieved through the inclusion of case studies, guest lectures, and collaborative projects that highlight the experiences and challenges faced by marginalized groups within the publishing industry.

Lastly, the limited examination of pedagogical approaches in previous research calls for developing innovative teaching methodologies tailored to the needs of publishing professionals. Educational institutions can address this gap by conducting qualitative studies to explore effective pedagogical strategies for ESP in publishing. By identifying best practices and innovative approaches to language instruction, institutions can enhance the quality and effectiveness of ESP education for publishing professionals, ultimately better preparing them for success in the dynamic publishing industry. Based on the above explanation, Innovating Pedagogical Approaches for Publishing Professionals and Scholars are presented in the following figure

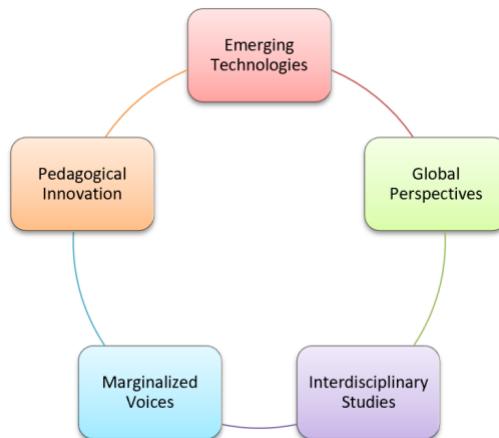


Figure 2. Innovating Pedagogical Approaches on ESP Publishing

CONCLUSION AND RECOMMENDATION

By identifying some gaps in ESP for publishing, here are conclusions as well as recommendations for further research:

1. Emerging Technologies
Investigate the impact of emerging technologies like artificial intelligence and virtual reality on language learning needs in publishing.
2. Global Perspectives
Explore ESP in publishing within diverse cultural and linguistic contexts beyond mainstream English-speaking markets.
3. Interdisciplinary Studies
Conduct interdisciplinary research integrating insights from fields like cultural studies, media studies, and information science into ESP in publishing.
4. Marginalized Voices
Prioritize research that amplifies the voices of underrepresented publishing professionals, including independent publishers and minority language publishers.
5. Pedagogical Innovation
Explore innovative pedagogical approaches for ESP in publishing, such as project-based learning and collaborative writing projects.

These recommendations aim to inspire future research endeavors to address existing gaps and contribute to the advancement of knowledge in the field of English for Specific Purposes in publishing. By addressing these gaps, scholars can contribute to a more nuanced understanding of ESP in publishing and inform the design of targeted language learning interventions to meet the evolving needs of publishing professionals in diverse contexts.

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