

Current Trends in Language for Specific Purposes Research and Their Relevance to Arabic for Specific Purposes (ASP): A Systematic Literature Review

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Abstract

The article aims to shed light on the burgeoning trends of Language for Specific Purposes (LSP) on a global scale and their relevance to Arabic for Specific Purposes (ASP). These trends encompass evolving orientations, novel curriculum developments, and pertinent principles guiding their growth. This contribution addresses the theoretical foundation gap evident in the dearth of Arabic for Specific Purposes (ASP) research on an international level. This study used a systematic literature review (SLR) method to adhere to the Preferred Reporting Items for Systematic Reviews and Meta-Analyses (PRISMA) protocol model, with the primary data sources comprising reputable scientific journal articles from the Scopus database. Based on 47 articles, the review reveals that the orientation trends span various domains, including academic, business, medicine, nursing, communication, tourism, politics, professional, religious, and technology. The academic orientation holds the highest percentage at 62%. It also shows a significant disparity between English and Arabic in LSP research trends, with English dominating at 96% compared to a mere 4% for Arabic. Notably, ASP curriculum development is characterised by a diverse array of approaches. Researchers have increasingly integrated other frameworks such as Content and Language Integrated Learning (CLIL), Common European Framework of Reference (CEFR), Relevance, Integration, Culture, and Holism (RICH), and Artificial Intelligence (AI). This nuanced approach ensures a comprehensive development of ASP while acknowledging the linguistic richness inherent in Arabic.

Keywords: LSP, ESP, ASP, Orientation, Curriculum

INTRODUCTION

The tendency to learn Arabic among people in the world has increased significantly since the attacks on the World Trade Center (WTC) on September 11, 2001. It is not only among Muslims in the Middle East, Indonesia (Van Bruinessen, 1995), Malaysia (Amiruddin et al., 2017), Brunei Darussalam (Yani et al., 2020), but also among non-Muslims in Japan and China (Sumi & Sumi, 2017; Sumi, 2016), Korea (Ji-Kong et al., 2020), the US (Ryding, 2014), Scandinavia (Calafato, 2020) and Australia (Abdelhadi, 2018). This fact is also supported by the Modern Language Association (MLA) report released in 2021, which states that the number of Arabic enthusiasts among students in the US increased by 126.5% between 2002 and 2006, increased again by 46.7% between 2006 and 2009, although it declined by 4.8% from 2009 to 2013. Recently, Arabic has stood as the 10th most favored foreign language, showcasing its enduring significance in language preferences (Looney & Dozen, 2019). The growing interest in learning Arabic aligns harmoniously with innovative developments in Arabic learning models that are attuned to contemporary needs.

The multifaceted appeal of learning Arabic indicates its relevance and value in diverse cultural and professional contexts. Winke and Weger-Guntharp (2006) assert that individuals with an English background tend to learn Arabic with a focus on professional career aspirations, aiming to secure lucrative employment opportunities. On the other hand, those without an English background often pursue Arabic studies for religious reasons. Aladdin (2010) supports this notion, emphasizing that non-Muslims are inclined to learn Arabic for career purposes, particularly in Islamic jurisprudence and economics. Both studies underscore the dynamic nature of motivations and orientations, showing their adaptability to changing needs and circumstances. Building on this

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understanding, contemporary perspectives, as Esseesy (2018) highlighted, reveal a broad spectrum of motivations for studying Arabic. These include orientations toward global politics and security, economics, business, academic and intellectual pursuits, and religious and cultural interests. This diversity underscores the evolving motivations for learning Arabic, reflecting a broader range of personal and professional objectives today.

This diversity in Arabic learning orientation corresponds to relevant learning models, not limited to Arabic learning models for non-Arabs (Learning Arabic Programs for Non-Native Speakers) or teaching Arabic as a foreign language (Learning Arabic as a Foreign Language), which tend to be still familiar. Arabic learning programs for non-Arabs have been criticised by Alsrhid (2013) because the program is still rigid, and the curriculum material is less attractive. Moreover, the program is not designed to meet the practical orientation of diverse learners. Hamdi and Al-Omari also criticised the program for overriding cultural and social aspects (Al-Omari, 2016; Hamdi, 2015). Dweik added that not only cultural aspects need attention, but the program also needs to pay attention to sociolinguistic aspects to create programs that are more effective and relevant to the real communicative needs of students. The fundamental question is, are the various orientations answered by the presence of the program? This is fundamental to the birth of innovations by developing a model of specially oriented Arabic teaching (Arabic for Specific Purposes/ASP) in response to growing global needs (Esseesy, 2018).

With its profound historical roots and significant influence from domains (such as science, economics, and politics), Arabic demands a teaching approach that aligns with these diverse and multifaceted needs. The study of Arabic draws upon established linguistic theories, mainly when oriented towards specific professional or academic contexts. Using well-established theories in teaching specially oriented languages or Language for Specific Purposes (LSP) is crucial to Arabic language education. The inception of language teaching theories with a specific orientation can be traced back to the 1970s, stemming from language teaching practices that aimed to address global demands (Douglas, 2010). This evolution reflects a recognition of the dynamic and evolving nature of language use in various specialised fields, prompting the development of tailored teaching approaches to meet the specific needs of learners in areas such as science, economics, and politics within the context of Arabic studies

In fact, before the birth of the theory in 1932, books were found to teach medical Arabic to medical workers in Syria and Palestine who spoke Hebrew, French, or English as their mother tongues. The book consists of expected Q&A in doctor-patient interactions and ‘conversations’ in colloquial Arabic based on medical topics (Gollin-Kies et al., 2015). Subsequently, these theories flourished and developed increasingly in English until they gave birth to English for Specific Purposes (ESP) from Hutchinson and Waters (2008), Dudley-Evans and Saint John (2012), and Douglas (2010). Next, the theory of ESP is often borrowed to meet the global demand for a specially oriented Arabic language, as is done by Diab (1997), Mohammed (1998), and Maswani (2022). The success of English for Specific Purposes (ESP) methodologies informs the incorporation of established theories into Arabic language education. However, recognising the contextual disparities between Arabic for Specific Purposes (ASP) and ESP is crucial. A comparative analysis between the two is vital for effectively tailoring language teaching to specific needs.

Research in English for Specific Purposes (ESP) has recently surpassed that in Arabic for Specific Purposes (ASP). Recent ASP studies, such as Ghani et al.’s (2019) exploration of ASP in Malaysia and Golfetto’s (2020) “Towards Arabic For Specific Purposes,” along with Fatonj’s (2019) examination in an academic context and research by Nurmala and Supriadi (2022) study in a military context, still draw on ESP principles for their theoretical foundations. Arabic scholars have been limited in formulating theoretical frameworks for ASP, with notable exceptions like Thu’aimah (2003) and Ali (2017). Although the book “Ta’lim al-Lughah al-Arabiyyah li Aghradin Khasah”, edited by al-Haqbani (2018), exists, it has not become a fully established foundation for ASP development. Arab scholars will likely continue borrowing from ESP literature for their theoretical underpinnings. Attempts by Malaysian scholars like Ghani et al. (2019) to formulate a theoretical basis for ASP

in the Malaysian context remain limited, providing insufficient grounds for the broader orientation and development of ASP beyond Malaysia.

Although from the same branch of science, the presence of ASP and ESP have some fundamental differences. The most apparent difference is from the subject of the language, from its vocabulary, phonetics, morphology, and syntax. In addition, Essee explained that the difference between ASP and ESP can be from needs and goals, use and use, teaching methodology, and materials and resources used (Essee, 2018). Moreover, Arabic as a global language offers a unique and exciting perspective regarding historical and contemporary scholarship. Its linguistic and cultural richness has contributed significantly to many aspects of human civilization (Jam, 2011). This demands a different approach in teaching, where not only is it taught about grammar and vocabulary, but also a profound cultural and historical context and adapted to the expected orientation.

Arabic for Specific Purposes (ASP) differs from Arabic for General Purposes (AGP), in that it orients to specific needs such as tourism, work, academic, diplomatic, and religious contexts (Ghani et al., 2019). Unlike AGP, ASP adapts its syllabus and teaching methods to specific objectives. This article responds to the global demand for diverse Arabic learning trends. While ASP literature aims to develop specialised Arabic learning models, its validity remains untested. Despite the linguistic differences, ASP principles draw from the evolution of English for Specific Purposes (ESP) theory. Despite previous studies on specific-oriented Arabic language learning, a systematic mapping of ASP and ESP is lacking in global-scale databases. Research opportunities in this evolving field are apparent, and a need for mobilisation exists. Researchers use the Systematic Literature Review (SLR) method to address this gap in reputable international journals’ databases. This method will be more relevant because it is used to understand large amounts of information and transparently (Jesson et al., 2011). Furthermore, the main thing to be revealed and plotted in this study is how the trend of LSP, which is growing globally, is currently the cornerstone of research development in ASP globally.

METHOD

This study employed a systematic literature review (SLR) based on the Preferred Reporting Items for Systematic Reviews and Meta-Analyses (PRISMA) protocol, following the explicit measures outlined by Jesson et al. (2011) in evidence-based practice. This approach proves effective in the social sciences, where phenomena are complex and multi-dimensional, allowing the exploration of diverse perspectives and contexts (Pursell & McCrae, 2020). Following the PRISMA SLR model, the study formulates research questions, designs a search strategy with inclusion and exclusion criteria, and conducts quality assessment and data extraction (Jesson et al., 2011). The study encompasses research published between 2014 and 2023, focusing on Arabic for Specific Purposes (ASP) or similar approaches in various language contexts. Search terms include “ASP” to exclude languages other than Arabic, “Language for specific purposes” to incorporate broader Language for Specific Purposes (LSP) practices in Arabic, and “English for specific purposes” as a basis due to its influence on ASP approaches in the field.

Table 1. Search keywords

Query terms
“Arabic for Specific Purposes”
“Learning Arabic” AND “Orientation”
“Learning Arabic” AND “Purposes”
“English for Specific Purposes” AND “Curriculum”
“Language for Specific Purposes” AND “Curriculum”

Research Questions

The central question guiding this research is: "How are Language for Specific Purposes (LSP) trends evolving globally and their relevance for the global scale development of Arabic for Specific Purposes (ASP) research?" This central question gives rise to the following minor questions:

RQ 2. What are the contemporary challenges in the ongoing development of LSP?

RQ 3. What are the evolving specific purposes of LSP in the current context?

RQ 4. What curricula are offered through the existing research in LSP development?

RQ 5. How relevant are the principles of LSP to the development of ASP research?

Data Sources and Search Strategy

The source of articles related to “Arabic for specific purposes” is the central database of Scopus taken from <https://www.scopus.com/>. The search is limited to using the Scopus database with the aim that researchers can obtain credible sources of journal literature. This search will depend heavily on the query term used (Costa & Monteiro, 2016). Researchers’ searches are based on the following keywords: Arabic for specific purposes; learning Arabic AND orientation; learning Arabic AND purposes; English for specific purposes AND curriculum; and Language for specific purposes and curriculum. From these keywords, limited to 2014 to 2023, 725 articles were obtained. Take a look at Figure 1.

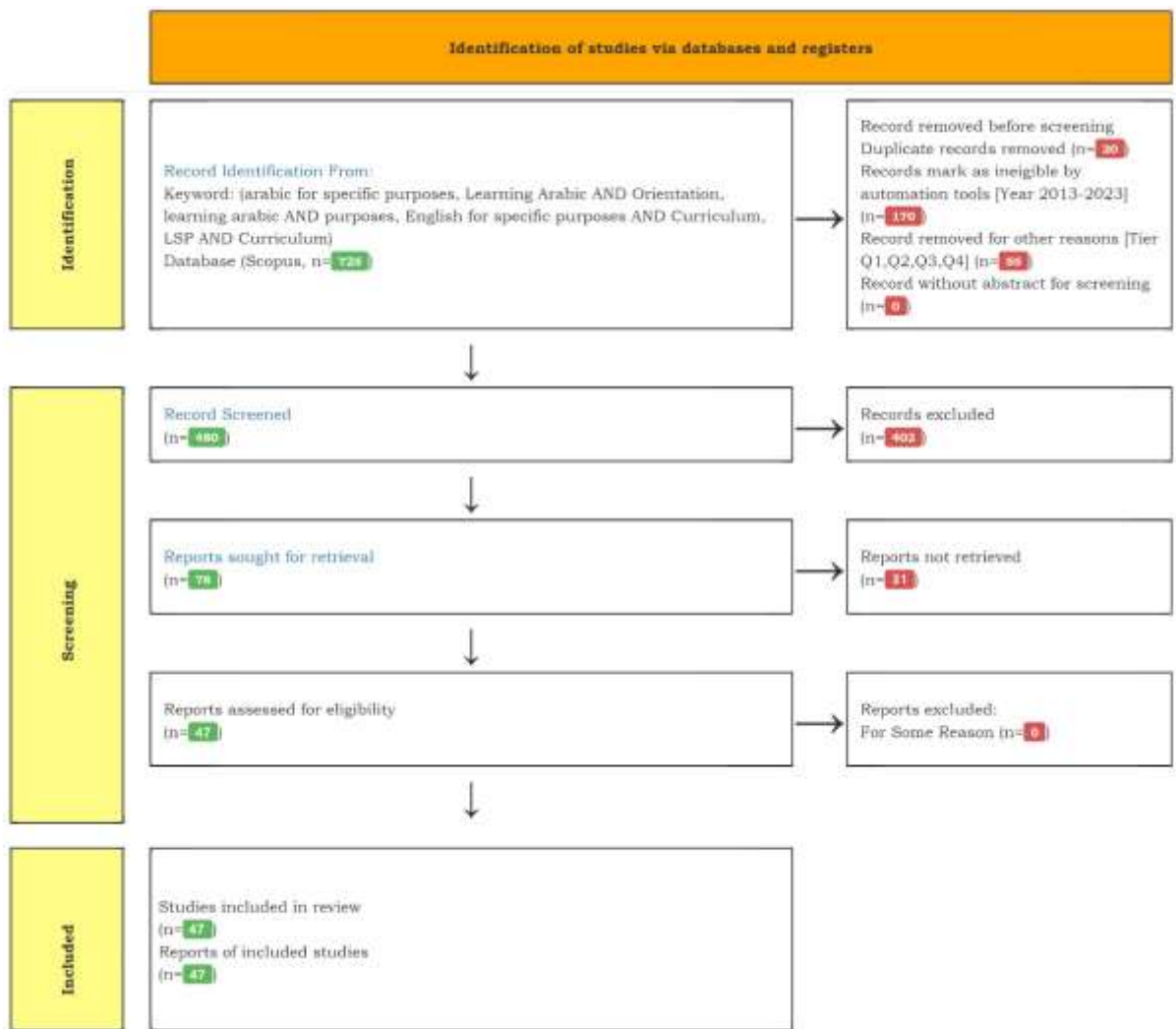


Figure 1. Prisma Flowchart

Inclusion and Exclusion Criteria

The researchers have determined some of his inclusion criteria as follows: 1) the article relates to the study Arabic for Specific Purposes (ASP) and Language for Specific Purposes (LSP), in which the researchers added

the query terms “English for specific purposes” and “language for specific purposes”; 2) the language used in the article must be Arabic and English; 3) data sources are final journal articles; 4) articles are published from 2014 to 2023; the aim is to see the trend of studies in the last ten years, and; 5) the articles are indexed by Scopus, and the article has a complete structure from title, abstract, and introduction to reference. Furthermore, researchers determine stricter inclusion criteria on “title” and “abstract of articles” as follows: 1) the title of the article is related to ASP or learning Arabic and orientation or learning Arabic and purposes, in addition to the article is related to ESP or LSP related to the curriculum; 2) the title of the article abstract focuses on ASP or learning Arabic and orientation or learning Arabic and purposes, in addition to the article is related to ESP or LSP related to the curriculum, and; 3) the article content is in Arabic or English; articles with content in Russian or other foreign languages will be eliminated. This process obtained the final results of 78 articles (see Figure 1).

Quality Assessment

The assessment procedure is conducted in tandem with article extraction, addressing individual candidate articles through collaborative discussion until a consensus is achieved. Utilizing a ten-question assessment checklist developed by Genc-Nayebi & Abran (2017), an article qualifies as a candidate if it responds satisfactorily to at least eight questions. Eligibility is contingent upon the clarity of the study's objectives, alignment of the study design with its goals, explicit presentation of contextual and disciplinary parameters, meticulous detailing of data collection methodologies, and the discernible impact of results on scholarly discourse and knowledge enhancement. Additionally, the checklist includes a seventh criterion, explicitly focusing on the accessibility of the complete article for download. Based on the eight maps above, a total of 47 articles (see Figure 1) that are relevant and also accessible documents are obtained.

FINDINGS AND DISCUSSION

In this section, the researchers display the extraction results of articles sorted through strict inclusion criteria. Forty-seven articles were displayed and equipped with an analysis of the articles' content. The presentation is not based on chronological years but follows from the order of the database obtained by researchers. Analysis items included 1) author; 2) years; 3) journal ranking; 4) a description of the theme covered; 5) ASP/ESP/LSP with specific orientation; 6) the research methods used; 7) when any curriculum is offered; 8) research location; and 9) the language studied. Note the summary results in the Table 2 search. The following:

Table 2. Mapping the findings in the extracted article results.

No	Authors	Year	R	Theme	Purposes	Research Method	Curriculum	L
1	(Çakır & Özer, 2020)	2020	Q1	This study explores the impact of simulated academic reading on EAP writing.	English for Academic Purposes (EAP)	Simulated Academic Reading (SAR)	N/A	English
2	(Chen et al., 2019)	2019	Q2	This study examines how translanguaging contributes to ESP writing in Taiwan.	ESP	Use of online translation software, text analysis with Rubik's assessment	N/A	English
3	(Banegas, 2018)	2018	Q1	Studies explore CLIL and ESP in Geography teacher education programs.	ESP	Action research	Designing ESP Modules integrated with Geography teaching	English
4	(Labrador Ramón, 2020)	& 2020	Q2	Development of a text generator (CDG) application to help Spanish professionals	LSP	Qualitative descriptive	N/A	English

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No	Authors	Year	R	Theme	Purposes	Research Method	Curriculum	L
5	(Smith et al. 2022)	2022	Q1	This article uses the methodological framework of Serafini et al. for needs analysis on task-based oral communication.	ESP for academic	Qualitative and quantitative methods (document analysis, interviews, observations, questionnaires)	EAP curriculum opportunities are identified for each type of assignment: academic lectures, discussions, presentations	English
6	(Huang & Yu, 2023)	2023	Q1	Analysis of the needs of the communicative practice of nursing students in giving injections.	ESP for nursing	Inductive and deductive procedures; Expert intuition, interviews, participant and non-participant observation	ESP curriculum is centered on the needs of students in the field of nursing	English
7	(X. Zhang, 2020)	2020	Q1	Develop a curriculum model for ESP in Master's level nursing education.	ESP for nursing	R&D with RICH	ESP curriculum in nursing graduate education	English
8	(Bruce & Hamp-Lyons, 2015)	2015	Q1	This article discusses the development and benchmarks of EAP writing assessment at City University.	ESP for academic writing	The process of developing and benchmarking assessment instruments for EAP writing assessment	Integrate EAP-based curriculum with HKDSE local standards and CEFR international standards.	English
9	(Green & Lambert, 2018)	2018	Q2	This study aims to promote discipline literacy in secondary schools with EAP.	ESP for academic writing	Quantitative. Performed with the Oakes Dispersion test, it divides the corpus of disciplines into eight parts.	Introduction to the Secondary School Vocabulary Lists (SVL) literacy program using the corpus from EAP	English
10	(Hill et al., 2020)	2020	Q2	This article investigates learning transfer in ESAP engineering undergraduate programs.	English Specific Academic Purposes (ESAP) for engineering students	Mixed-methods approach	N/A	English
11	(Hsu, 2014)	2014	Q2	Explore the effectiveness of ESP courses in hospitality and tourism institutions in Taiwan	ESP for hospitality and tourism	A quantitative approach using <i>Latent growth curve</i> and <i>Random effects ANOVA</i>	Evaluation of unresearched ESP curriculum by investigating the effectiveness of ESP courses in Taiwan	English
12	(Atabekova et al. 2021)	2021	Q1	This article explores the development of multiliteracy skills and pragmatic awareness in students.	ESP for communication	Desk and field studies academic literature review comparative analysis of students' academic progress	ESP-based pragmatic communication curriculum design	English

No	Authors	Year	R	Theme	Purposes	Research Method	Curriculum	L
13	(Pecorari, 2023)	2023	Q1	This article suggests some tasks for future research on plagiarism and patchwriting in EAP	ESP for academic / English for academic purposes (EAP)	Qualitative method, analysis of source-based writing	N/A	English
14	(Petraki & Khat, 2022)	2020	Q2	This article examines the challenges of designing ESP courses in Cambodia	ESP	Qualitative method: Document analysis. Semi-structured interviews	ESP curriculum design in ASIA, especially in Cambodia	English
15	(Wu et al., 2019)	2019	Q2	This article discusses the knowledge of instructional strategies and student understanding most often applied and integrated in classroom teaching.	ESP for business	Qualitative method: Classroom observations, Semi-structured interviews, Documentary analysis	BE (business English) curriculum	English
16	(Yang, 2016)	2015	Q1	This article discusses that self-directed learning in ESP improves students' language learning outcomes.	English specific purposes	Recruitment of participants for System development Data collection and analysis procedures	ESP curriculum by following online discussions for more interaction with teachers and peers	English
17	(Albahuoth, 2023)	2020	Q1	This article discusses effective flipped classroom strategies in developing the Arabic grammar competence of grade 11 students.	ASP for grammatical	Quasi-experimental design	A curriculum that integrates courses and teaching methods in order for students to acquire skills and face the labour market	Arabic
18	(McGrath & Kaufhold, 2016)	2016	Q2	This article explores the integration of academic literacy and English perspectives for specific purposes	ESP for academic	Theoretical grounded but eclectic approach in writing pedagogy	N/A	English
19	(Ai et al., 2020)	2018	Q2	Action research studies on the use of student presentations in ESP pedagogy	English specific purposes	Action research	ESP teaching and research, and, more specifically	English
20	(Schmidt-Unterberger, 2018)	2018	Q1	This article aims to implement teaching with English as a Medium of Instruction (EMI).	ESP, EAP, English-medium instruction (EMI)	Qualitative method	collaborative curriculum planning and EMI teacher training	English

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No	Authors	Year	R	Theme	Purposes	Research Method	Curriculum	L
21	(Mostafaei Alaei & Parsazadeh, 2021)	2021	Q2	This article departs from the absence of established benchmarks for cultural representation in English textbooks.	ESP in textbooks	Qualitative method: interview, questionnaire	N/A	English
22	(Tatzl, 2015)	2015	Q2	This article is intended to adapt the case method for teaching English for specific academic purposes	ESP (English for specific purposes) and EAP (English for academic purposes)	Qualitative approach: case study records	N/A	English
23	(Nguyen et al., 2019)	2019	Q1	This article examines Vietnamese customs officers' communicative practices and resources in the airport environment.	ESP and communication	Qualitative method: interview, analysis of document	ESP curriculum	English
24	(Okada, 2015)	2014	Q3	This study explores the use of identity in English for Specific Purposes (ESP) classes.	ESP academic and	Conversation analysis (CA) approach to identity and analysis of data from English for Specific Purposes (ESP) classroom.	N/A	English
25	(Al-Yaseen, 2021)	2021	Q2	This article explores the beliefs of Kuwaiti kindergarten teachers about teaching English	ESP for children	Quantitative method	N/A	English
26	(Mohd et al., 2021)	2021	Q1	This article explores the potential of the Qur'anic OCR system, its primary purpose being to build an OCR model for the Quranic text.	ASP religious for	The methodology includes CNN, LSTM, GRU, and CTC models.	N/A	English
27	(Nickerson, 2022)	2022	Q3	This article examines English for Specific Business Purposes (ESBP) in the United Arab Emirates (UAE)	ESP business for / English specific for business purposes (ESBP)	Qualitative method	N/A	English
28	(Ruan, 2022)	2022	Q2	This article focuses on consensus algorithms, hash function algorithms, and smart contracts and also builds ESP management systems and a corpus of spoken English for particular purposes.	ESP and Technology	Hash function algorithm	Curriculum ESP / English for Specific Purposes curriculum	English

No	Authors	Year	R	Theme	Purposes	Research Method	Curriculum	L
29	(R. Zhang, 2021)	2021	Q1	This article examines Blended learning that integrates ESP-based online and face-to-face teaching in English for Special Purposes.	ESP/ESP blended course	Qualitative method	Curriculum ESP / English for special purposes curriculum	English
30	(Olejarczuk, 2018)	2018	Q2	This article explores students' perceptions of CALL (Computer Assisted Language Learning) in ESP.	ESP and CALL	Qualitative method	Curriculum ESP with CALL	English
31	(Portman & Broido, 2019)	2019	Q2	This article discusses the English for Economics course using the CEFR framework.	ESP and CEFR	Three-pronged pedagogy: ESP, twenty-first-century skills, and CEFR	Curriculum CEFR – ESP	English
32	(Babic, 2016)	2016	Q4	This article examines the implementation of Special Purpose English practices in the syllabus.	ESP	Qualitative method	ESP Syllabi best on ESP Curriculum	English
33	(Ladarević, 2021)	2021	Q3	This study examined foreign language anxiety (FLA) in online teaching English for specific purposes (ESP)	ESP and foreign language anxiety (FLA)	Quantitative method	N/A	English
34	(Islam, 2021)	2021	Q4	This article aims to present the syllabus for the course "Language Proficiency."	ASP and Academic	Qualitative method	N/A	English
35	(Emadian et al. 2018)	2018	Q2	This article investigates the needs of ESAP language instructors and content specialists.	English for Specific Academic Purposes (ESAP)	Mixed-methods approach	Curriculum for EASP	English
36	(Łuczak, 2018)	2018	Q3	This article analyses TLN (Target Language Needs) that can benefit teachers' professional development	English for specific purposes	Conducting interviews among legal English teachers at universities.	Curriculum ESP	English
37	(Zhao et al. 2022)	2022	Q1	This article explores teachers' emotional work and its impact on pedagogical decision-making in ESP teaching.	English for specific purposes	Qualitative Method	Curriculum ESP	English
38	(Contero Urgal, 2019)	2019	Q2	This article focuses on the attitudes of Law students towards learning Legal English.	ESP and Law	Teaching strategies characteristic of Content and Language Integrated Learning (CLIL) approach	Curriculum ESP	English

No	Authors	Year	R	Theme	Purposes	Research Method	Curriculum	L
39	(Saenko et al. 2019)	2019	Q2	This article explores the interdisciplinary BTEM approach as an alternative to outdated teaching methods.		Critical examination of literature related to engineering science; Analysis of ESP syllabus topics and coursebooks	N/A	English
40	(Wilson, 2018)	2018	Q3	This article is about communication strategies in face-to-face meetings at French tourism offices.	English specific purposes	Ethnographic approach to study language in its naturally occurring context	N/A	English
41	(Golfetto, 2020)	2020	Q2	This article reviews students' professional interests in international politics, diplomacy, administration, and media.	Arabic specific purposes	Survey questionnaire with 51 items	Curriculum ASP	Arabic
42	(Shih, 2017)	2017	Q3	This article departs from the statement, "Teaching ESP BULATS courses with the help of the LINE app is more effective than language labs."	ESP and Mobile learning	Quasi-experimental design	N/A	English
43	(Davoudi-Mobarakeh et al. 2014)	2014	Q3	The study investigated students' attitudes toward ESP subjects and teachers' views.	ESP	qualitative nature of the study	Curriculum ESP	English
44	(Lasekan et al. 2022)	2022	Q3	This article aims to determine the need for Dentistry English courses in Chilean dentistry programs.	ESP Dentist and	Mixed-methods approach	curriculum for English dentistry courses	English
45	(Polyakova & Galstyan-Sargsyan, 2019)	2019	Q2	Articles to integrate communicative competence into a non-linguistic bachelor's degree	ESP	Students Need Analysis	Curriculum ASP	English
46	(Kucirkova et al. 2014)	2014	Q3	This article discusses ESP e-learning research in Business English lessons.	ESP and e-learning	Analysis of students' questionnaires on e-learning effectiveness	N/A	English
47	(Stebletsova & Torubarova, 2017)	2017	Q4	This article discusses the development of empathy in medical students as part of training.	ESP	Randomised cross-sectional study with multiple cohorts;	Curriculum ESP	English

Background Problems in Language for Specific Purposes (LSP)

The choice of the "language for specific purposes" (LSP) approach in our discussion, rather than using terms like ESP or ASP, is deliberate to maintain impartiality and avoid bias. Following the insights of Dudley-Evans and Saint John (2012, pp. 3–4), the relevance of this approach lies in its capacity to conduct a thorough Need Analysis (NA). This, in turn, facilitates the identification of specific needs or goal orientations, emphasising the importance of addressing the problem at hand with precision.

In the last decade, the background of problems that make the presence of LSP research seem very diverse. There are at least four major problem clusters that are the basis for the presence of the study, namely LSP and its relation to academic field (Smith et al., 2022; Huang & Yu, 2023; Yang, 2016), LSP with professionals (Hsu, 2014; Nickerson, 2022), LSP with religiosity (Mohd et al. 2021), LSP-based development Software (Kucirkova et al., 2014; Labrador & Ramón, 2020).

Furthermore, the problem to be solved is “goals-oriented”. What learners want to expect in this approach should be clear, such as learning English for translation purposes (Translation) based on software (Chen et al., 2019), teaching English for the specific purpose of understanding geography (Banegas, 2018), or teaching English for nursing purposes (Huang & Yu, 2023).

After determining a goal-oriented approach, researchers must conduct a needs analysis (NA). According to Macalister (2016), needs analysis examines what learners already know and need to know that directly intersects with learning objectives and materials, learners’ situation – including children or adults, the basis of the language mastered, and the methodology used. In the process, Smith et al. (2022) employed qualitative and quantitative methods such as document analysis, interviews, observations, and questionnaires to collect diverse data. Moreover, H. Zhang et al. (2020) developed a RICH-based curriculum (research-based learning, integrated curriculum, cooperative learning method, and humanistic outcome) for the curriculum following the needs of S2 Nursing students based on NA. Albahuoth (2023) also conducted NA using questionnaires to determine the grammatical competence required by eleventh graders based on theoretical and empirical literature on grammatical competence. Of all the research extracted, most NA was conducted using questionnaire methods compiled based on relevant theories and then supplemented by in-depth observations and interviews.

Then, the critical point to consider is the methodological aspect of teaching. According to Dudley-Evans and Saint John (2012), language learning should focus on the learner (Student Center Learning), not the teacher. Smith et al. (2022) designed the ESP curriculum in the English Language Institute (ELI) at the University of Hawai’i at Mānoa to improve students’ ability to understand academic lectures, participate in and lead academic discussions, and deliver academic oral presentations; he uses the method Student Learning Outcomes (SLOs). Next, Urgal (2019), using ESP in a legal context, emphasises the active participation of students in a small group to practice the language to the maximum in their learning process. Although the research does not explicitly convey using the student-centred learning method, there are some indications that a more student-focused approach may have been applied, at least in a group context.

In special purpose language teaching programs (LSP), a common challenge lies in selecting pertinent textbooks, as highlighted by (Dudley-Evans & Saint John, 2012). Tailored to students' specific needs and objectives, Banegas (2018) exemplifies this by creating an English language teaching book integrated with Geography materials in Argentina through Content Language Integrated Learning (CLIL). Similarly, Portman and Broido (2019) developed English course materials in Israel for economic and business purposes, aligning with the Common European Framework of Reference (CEFR). In the LSP approach, teaching materials may not universally suit some exact need due to varying learning conditions. For instance, materials designed by Portman might be irrelevant to Nickerson's (2022) research on a special-purpose economics English course for the Gulf Cooperation Council (GCC). This highlights the importance of contextual relevance, as using materials in a context different from their intended design may render them inappropriate and vice versa.

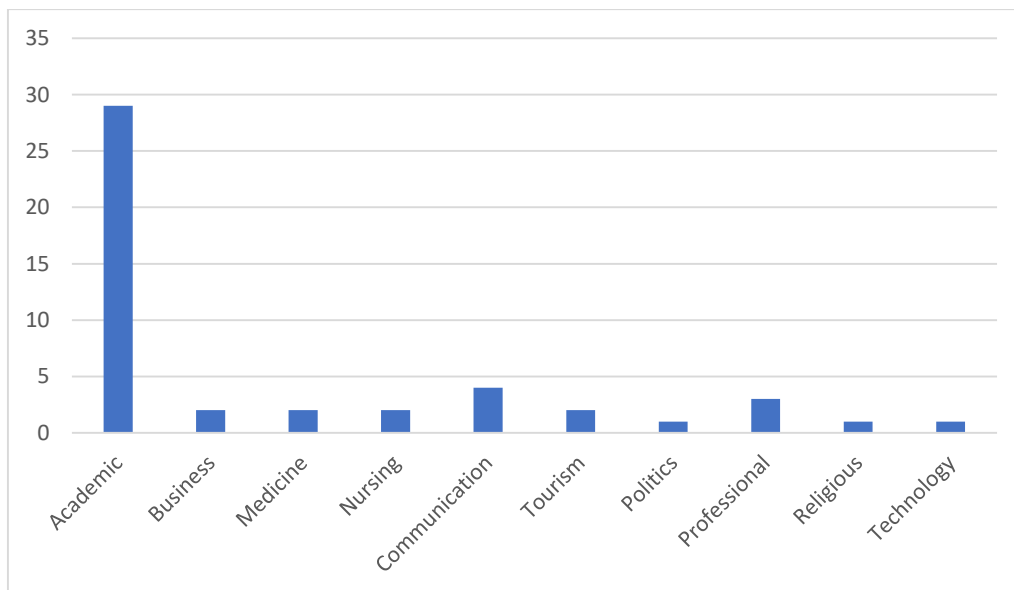
However, it is essential to note that the part that is no less important is the tutor in the specially oriented language course. According to Dudley-Evans & Saint John (2012), in the context of ESP, the role of the teacher or tutor is significant and diverse. They act as facilitators of learning by providing task frameworks, directing discussions, and providing input at appropriate levels. In the extracted article, scarcity in discussions related to this tutor problem is found; only a few, such as Wu et al. (2019), examined the issue of how Business English (BE) teachers in China integrated components of pedagogic content knowledge (PCK) in a business context in their classroom teaching practices. Like the above study, Łuczak (2018) also paid attention to teachers who implement the LSP approach in teaching English with the specific purpose of law. He highlighted the importance of teachers adopting the role of researchers to investigate the needs of their learners by exploring market trends and among legal professionals, as well as reading research conducted by their peers. In the context

of institutions, it also cannot be separated from a problem such as research from Babic (2016), which reveals the problem of the seriousness of the institution's implementation of English language learning at Banja Luka University.

From the study mentioned above, a new trend then emerged from this LSP study: researchers began to develop specialised language learning research for specific purposes based on applications, software, and even Artificial Intelligence (AI), such as research from (Tang, 2023; Labrador & Ramón, 2020; Ruan, 2022; Çakır & Özer, 2020).

Unique orientation LSP/ESP/LSP and 1 Decade

The specific orientation in learning foreign languages is growing, mainly in English, while the volume in Arabic is minimal. Leaving aside the language objects studied, researchers wanted to see a trend of specific orientations developing in “language for specific purposes”.



Graph 1. Trends in language learning-specific orientations in the period 2014-2023.

Graph 1 reveals that, in the LSP/ESP/ASP study, specific orientation in academia is still a growing research trend today, with 29 articles. Meanwhile, in learning languages with religious, technological, and political orientations, the number is still very minimal. These findings, of course, can change at any time if researchers specify different query terms. If we look deeper, academic trends also appear in several different fields, such as the research of Kucirkova et al. (2014), which discusses ESP concerning e-learning. Next, there is Pecorari (2023), who researched with a particular orientation of authorship; Hill et al. (2020), who examines ESP in the specific context of engineering students; and also Banegas (2018), who examines it in a student context for the understanding of Geography.

From the above trend, at least, it can be classified into two clusters, namely 1) Language for Academic Purposes—more familiarly known as EAP; 2) language for occupational purposes—commonly termed English for Occupational Purposes (EOP). Research in the field of EAP is still more dominant than research in EOP. After examining the data metrics in Table 1, it becomes evident that ESP research trends with a direct academic context are predominantly conducted within educational institutions, particularly universities and private institutions. Conversely, the non-academic orientation in ESP research originates from studies conducted

outside higher education, often in specialised institutions catering to specific needs. Examples include communication training for diplomats, professional development for tour attendants, and language programs for healthcare professionals working abroad. This diversity underscores the broader applicability of ESP beyond traditional academic settings.

LSP/ESP/ASP Curriculum Development

Researchers deliberately present curriculum columns in Table 1 data metrics to review LSP broadly approaches in curriculum development in academic and professional contexts. Of the 47 articles extracted, only 18 did not directly speak related to the curriculum; for example, ESP development was carried out based on software, such as from Çakır and Özer (2020) and Chen et al. (2019), Labrador and Ramón (2020), while the remaining 29 discussed the curriculum.

There are various curriculum development models related to ESP; one is research H. Zhang et al. (2020), who developed an ESP curriculum with nurses with a RICH approach (Research-based learning, Integrated curriculum, Cooperative methodology, and Humanistic outcomes). The research produces a concrete product such as a module, PowerPoints, frame of mind, and relevant evaluation sheets. Next, Banegas (2018) develops the ESP curriculum by blending CLIL approaches with The Initial Geography Teacher Education Programme (IGTEP). The CLIL approach, according to Banegas, resulted in a new product – a module that integrates ESP and CLIL – and proved to increase their motivation in studying Geography because it is directly related to the pedagogical improvement of prospective Geography teachers in Argentina. The next is Bruce & Hamp-Lyons (2015), who examined the development of the ESP curriculum with academic objectives at the City University of Hong Kong. The development was undertaken to bridge the gap between the general English foundation established in secondary schools and the more advanced languages and skills required for academic study at English-speaking universities.

Smith et al. (2022) instead evaluated the implementation of a curriculum designed with an ESP approach for academic purposes but not optimally at the University of Hawai'i Manoa. They evaluated the NA by synchronising with Student Learning Outcomes (SLOs), which was relevant to the results. However, the concept of learner autonomy is beyond the scope of such studies, so it is necessary that when he becomes a speaker and responds to questions from the audience, he will have problems.

Some of these articles provide information that ESP curriculum development can be done through the needs analysis and curriculum construction evaluation processes. Belcher's (2004) article highlighted how the ESP curriculum can reflect the concept of "Public Good" broader and how the curriculum can be developed to be more community-oriented. Furthermore, ESP is an integral part of curriculum development in academic and professional contexts, as it is part of language learning that is directly related to learners' pedagogical and professional goals.

LSP and ESP Principles in ASP-Based Research Development

This ASP trend cannot be separated from the birth of the LSP and ESP approaches. This trend globally has not developed much, especially when viewed from search results with the selected query terms in Database Scopus only has 4% of the 47 total articles that are included in the characteristics of inclusion and eligibility, i.e., research from (Albahuoth, 2023) and (Golfetto, 2020).

ESP, stemming from the development of LSP (Hutchinson & Waters, 2008), emphasises the critical role of English as an international language widely used across various professional and academic domains. As Dudley-Evans and Saint John (2012) outlined, ESP caters to learners seeking English proficiency in specific contexts like business, technology, medicine, law, or education. While English remains the primary international communication medium, Dudley-Evans notes that the ESP approach can be adapted for other languages, such as Arabic, which gained international importance in 1973 (UNESCO, 1973).

As in the LSP or ESP approach, Arabic must undergo the same procedure in determining a development formula, such as conducting a needs analysis (NA) process. In an academic context, ASP has the potential to be developed by several educational institutions in the world that pay attention to Arabic for global

communication, politics, business, tourism, translators, academics, and religion (Golfetto, 2020). In the needs analysis process, researchers could review several aspects more in-depth, such as the situation of students – considering age and mother tongue mastered – and specific goals expected in the professional or academic field. After examining Table 1, there are some critical considerations besides NA and principles. Addressing learners' specific needs in academic and professional settings is crucial. This guides the design of the material, ensuring it aligns with real-world tasks and situations; this can be found in Green and Lambert's (2018) study, which focused on writing orientation, and that of Hsu (2014), which designed ESPs for special purposes, Hospitality and Tourism.

In the LSP or ESP approach, Arabic follows a similar procedural path involving a needs analysis (NA) process. In an academic context, ASP has the potential for development in global communication, politics, business, tourism, translation, academia, and religion (Golfetto, 2020). The needs analysis delves into various aspects, including student demographics, language proficiency, and specific goals in the professional or academic domain. Referring to Table 1, the first key point includes addressing learners' needs in academic and professional contexts. Research by Green and Lambert (2018) focuses on writing orientation, while Hsu (2014) designs ESPs for Hospitality and Tourism, illustrating the importance of tailoring material content to real-world tasks and situations. Besides, needs analysis can be done when the first principle has been determined and chosen correctly.

Additionally, material authenticity is crucial in ESP. It should be relevant to learners' professional or academic situations, as Hsu (2014) demonstrated in the context of hospitality and tourism and Zhang et al. (2020) in ESP for nursing. The presented material must authentically align with the language used in these contexts. After that, the multi-disciplinary approach should be the next to pay attention to, which means that ESP requires engagement and understanding of different disciplines. This includes collaboration with experts from relevant fields and the use of research from various disciplines to understand how oral and written texts are used in professional or academic contexts. One example can be found in the study by Banegas (2018), which develops ESP in the context of teaching Geography. This development requires researchers to know ESP and Geography material authentically so that the learning delivered can be accepted and motivate students because the pedagogical content is relevant. Lastly, relevant teaching methods also need to be put into consideration. The teaching methodology in ESP ideally reflects the methods of the discipline and profession served, which means that the interaction between teacher and learner in ESP may differ significantly from that of a general English class. This is similar to research by Huang and Yu (2023), which develops ESP in nursing. The development is not limited to the need for medical vocabulary recognition. However, it is also accompanied by role simulations to train effective communication in medical contexts, offer drugs, and provide emotional support.

In the context of ASP, however, one more thing to note is the richness of Arabic linguistics, which is not comparable to English. Arabic has unique grammatical structures with a rich morphological system, allowing the formation of new words through derivation and inflexion. This provides significant flexibility and expressive depth in the language (Wahba, 2021). The recognition of Arabic linguistic richness is also reflected in the efforts made by various institutions and researchers to maintain and develop the language. For example, there are institutions such as the Permanent Bureau of Coordination of Arabization in the Arab World, which was founded under the auspices of the Arab League Educational, Cultural and Scientific Organization (ALECSO) in 1962 (Elkhafaifi, 2021). Apart from the richness of Arabic, the ASP approach also needs to pay attention to the relationship between Arabic and solid religiosity. In some regions, such as Indonesia, Arabic has a solid religious relationship regarding history (Azra, 2004). This impacts the motivation to learn Arabic, focusing on religious motivation and not much motivation in the professional world.

CONCLUSION

The study has shed light on fundamental aspects of LSP and their relevance to ASP. It also shows China as the most dominant country in contributing relevant research from the existing 28 countries. In addition, 96% of the articles examined English-language substances, while only 4% focused on Arabic. The current trends in LSP research are underpinned by various issues, including challenges in determining goals-oriented or specific

purposes, inadequacies in needs analysis processes fully addressing learners' needs, less authentic teaching methodologies, textbooks not aligning well with teaching objectives, tutor capacities, and the development of ESP in connection with AI trends. Another research trend touches upon curriculum development or evaluation promoting alternative approaches such as CLIL, RICH, or CEFR.

Finally, ESP plays a fundamental role in the development of ASP research. With the various specific goals of ASP research in the past decade, including academic, business, medical, nursing, communication, tourism, political, professional, religious, and technological domains, the educational field is the most significant. Based on the data matrix and researchers' findings, five principles can serve as a foundation for developing ASP approaches in Arabic language research: specific purposes, need analysis, authenticity of materials, multi-disciplinary approach, and teaching methods. These principles can form the basis for ASP, considering the linguistic richness of Arabic and its strong connection with religiosity.

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