

# World Englishes and English for specific purposes (ESP)

Kingsley Bolton<sup>1</sup> | Christopher Jenks<sup>2</sup>

<sup>1</sup>Stockholm University, Sweden

<sup>2</sup>Utrecht University, Netherlands

## Correspondence

Kingsley Bolton, English Department,  
Stockholm University, Sweden.

Email: [kingsley.bolton@english.su.se](mailto:kingsley.bolton@english.su.se)

## Abstract

This article sets out to review English for specific purposes (ESP) as a discipline and its conceptual and scholarly connections with the world Englishes (WE) approach English worldwide. This is done partly through a detailed literature review of articles on ESP in the Asian and European regions, taken from the journal *English for Specific Purposes*, identifying which countries and topics are most frequently represented in this leading publication. The later sections of the article go on to explore the disciplinary interface between ESP and world Englishes, with reference to the potential contributions of both disciplines to research on areas of shared interest, including English-medium instruction (EMI) worldwide.

## 1 | INTRODUCTION

Approaches to research and pedagogy in the field of English for specific purposes (ESP) developed from the 1970s onwards in response to the growing spread of English, and the resulting need to deliver English language teaching worldwide to enable students and professionals to communicate in both local and global contexts. One important sub-field of ESP has been that of English for academic purposes (EAP), which focuses on the teaching of academic literacy to diverse groups of language learners/users worldwide. ESP and EAP share many pedagogical and empirical interests, though 'specific purpose' typically entails privileging communication, comprehensibility, and meaning over the didactic aim of encouraging a 'native-like' linguistic competence in a particular language variety. Notwithstanding the potential similarities and differences between ESP and EAP, an understanding of what is 'acceptable' English in both domains of study is shaped by local and global variables and influences, such as, for example, the particular needs of Danish

This is an open access article under the terms of the [Creative Commons Attribution-NonCommercial-NoDerivs](https://creativecommons.org/licenses/by-nc-nd/4.0/) License, which permits use and distribution in any medium, provided the original work is properly cited, the use is non-commercial and no modifications or adaptations are made.

© 2022 The Authors. *World Englishes* published by John Wiley & Sons Ltd.

university students, or Italian speakers of English pursuing a career in business administration, or Hong Kong engineering students, or Taiwanese nurses. The task of researching the use of English in such academic and professional fields is a key focus of another important strand of ESP research, that is genre analysis. Scholars working in genre analysis, like ESP and EAP researchers, frequently confront the task of understanding the communicative and cultural differences within and across regions and spaces simultaneously impacted by local and global forces. Genre analysis explores the relationship of key text types across diverse areas of language use, whether in academia, business, government, law, and numerous other domains.

ESP today is a diverse and expansive field of study, and one that is open to examination from a world Englishes (WE) perspective. The latter perspective, of course, has a long history of examining English through both a local and global lens, as well as for specific and academic purposes. A WE perspective is thus well-positioned to take stock of how ESP, as a field of study, has evolved over recent decades. Here, it is interesting to compare how ESP is operationalized across a range of communicative and geographical contexts, where the global spread of English necessitates an audit of the 'E' in the ESP acronym. In this article, we set out to provide an extensive review of the literature on ESP with reference to three broad issues: (i) research on ESP from a regional perspective, with particular reference to Asia and Europe; (ii) an examination of how ESP is defined and operationalized in these regions; and (iii) to investigate the extent to which ESP programs acknowledged the localized sociolinguistic realities of particular settings. Our review of the literature is also informed by our own direct experience of the implementation of ESP programs at various Asian and European universities.

## 2 | ESP AS A DISCIPLINE

The origins of ESP as a discipline or sub-discipline in applied linguistics and English language studies have been traced back to the 1960s (Swales, 1988; Paltridge & Starfield, 2013). In the 1970s, ESP began to develop as a distinct area of activity. At this time, there was a growing demand for English language teaching programs throughout the world, particularly in the Middle East and former British colonies, where the British Council was active in providing expertise (Johns, 2013). Partly in response to this, various British universities including Edinburgh, Lancaster, and Reading began to provide courses in ESP to students of applied linguistics informed by such innovative approaches to curriculum design as Wilkins' (1976) *Notional syllabuses* and Munby's (1978) *Communicative syllabus design*. The essential argument from the advocates of ESP was that English language teaching internationally was poorly served by traditional literature-based or 'general English' programs, and needed more exactly designed curricula to meet the needs of specific learners, for example, military personnel in the Middle East, trainee doctors from Africa, or university teachers in Asia.

Today, ESP is firmly established as an important area of applied linguistics and English language studies, and research in this area has a strong following among educationalists, linguists, and language teachers worldwide. One measure of this is that the leading journal in the field *English for Specific Purposes* (Elsevier) is currently ranked number one in terms of scholarly impact by Google Scholar Metrics in the category 'English language and literature' (Google Scholar Metrics, 2022). In the last decade, a number of important collections of ESP research have been published, including *The handbook of English for Specific Purposes* (Paltridge & Starfield, 2013), *The Routledge handbook of English for academic purposes* (Hyland & Shaw, 2016), and *The Routledge handbook of language and professional communication* (Bhatia & Bremner, 2017). The coverage given to world Englishes perspectives in these studies has varied greatly, however. For example, in a study by Paltridge and Starfield (2013), key areas of ESP research include EAP, English for science and technology, English in the workplace, business English, legal English, aviation English, English for medical purposes, English for nursing, thesis and dissertation writing, and English for research publication purposes. Other sections of the volume include coverage of 'ESP and language skills,' 'ESP and pedagogy,' and 'Research perspectives and methodologies in ESP research.' The only chapter to engage specifically with WE perspectives is that of Bargiela-Chiappini and Zhang (2013), which deals with 'Business English.' Hyland and Shaw's (2016) handbook on EAP provides somewhat

more coverage of global locations, with specific chapters on EAP in multilingual societies, EAP in China, and EAP in Latin America. The collection by Bhatia and Bremner (2017) focuses mainly on 'approaches' to professional communication, including theoretical and disciplinary frameworks; 'practice', including pedagogic and disciplinary perspectives; 'acquisition of professional competence'; and the 'view from the professions.' For the most part, the collection of articles is genre-based and contains few explicit references to WE, with the exception of the chapter by Du-Babcock (2017) who aptly comments that 'business communication has gone from a communication environment in which business people come from the same cultural background (most notably the United States) and speak the same language (English) to focus on the present complex, globalised communication environment where English is no longer solely spoken by native English speakers and where many different Englishes are used' (p. 68). Notwithstanding the somewhat scanty coverage of WE-related variation in these prestigious benchmark studies, it is our view that the broad issue of regional variation in relation to ESP deserves closer scrutiny, and that a world Englishes perspective has much to offer in this regard.

### 3 | WORLD ENGLISHES PERSPECTIVES ON ESP

#### 3.1 | World Englishes as a discipline

Scholarship on world Englishes dates from the late 1970s, and a great deal to such pioneers in this field as Professors Braj B. Kachru, Yamuna Kachru, and Larry Smith. It was Braj Kachru and Larry Smith's founding of the *World Englishes* journal in 1985 that has resulted in the pluralization of 'Englishes' within the international academic community, and beyond. Their contribution to the field is through their pioneering scholarship, the *World Englishes* journal, and their foundational work in moving English studies away from a monolingual world view (committed to a distinction between first language (L1) and second language (L2) varieties, and 'native' versus 'non-native' Englishes). Since then, the Kachruvian model of the Three Circles of English, has proved immensely influential in contributing to a paradigm shift in English studies. For Kachru, the traditional distinction between English as a native language (ENL), English as a second language (ESL), and English as a foreign language (EFL) was negatively loaded, and he instead proposed a diasporic model that distinguished between Inner Circle societies, such as the United Kingdom, United States, Canada, Australia, and New Zealand; Outer Circle post-colonial regions and countries, such as the Caribbean, East, West and South Africa, India, the Philippines, and Singapore; and Expanding Circle societies such as Brazil, China, Germany, and Japan (Kachru, 1976, 1985, 1992). Although the Kachruvian approach has sometimes been misrepresented as simply advocating the study of national or regional varieties of English, the contribution of Braj Kachru to the field has been immense, not least in its promotion of an open-ended and diverse perspective on the field and contribution to such diverse areas as code-mixing and code-switching, discourse analysis, literary creativity, multilingualism and multiculturalism, the politics of language, and sociolinguistic research.

Since the 1980s, the field of world Englishes has developed enormously, and world Englishes studies are now part of the curricula of many of the world's universities. At the level of theory, there have been a number of other contributions, including those of Schneider (2007), Mesthrie and Bhatt (2008), and Mair (2013), although these have clearly built on the Kachruvian foundations in the field. Today, the field of world Englishes, in the widest sense, comprises a diverse range of approaches, including applied linguistics, corpus linguistics, critical linguistics, cultural linguistics, English as a lingua franca (ELF), English as an international language (EIL), bilingualism scholarship, lexicographical studies, pidgin and creole studies, and varieties of English. The diversity of the field is also reflected in the wide range of articles published in the *World Englishes* journal, and in the conferences of the International Association for World Englishes (IAWE), which are regularly held in many different countries around the world Bolton (2018a), (2018b), (2019), (2021).

### 3.2 | World Englishes and ESP

Kachru himself wrote on 'ESP and non-native varieties of English' in 1988, where he noted that (at the time) ESP teaching materials were very much biased towards 'native' interactional encounters, native register-types, native speech functions, and native pragmatic settings (Webster, 2015, p. 204). Later, Kachru went on to argue that the diversification and spread of world Englishes had made it imperative to approach ESP 'from a realistic perspective of current world uses of English' (p. 211). He then commented that the notion of 'legal English' in ESP, along with the discourses and activities associated with it, was typically coupled with an idealized notion of what this variety is, often at odds with the sociolinguistic realities of actual language use:

When we talk of legal English and the discursal and other strategies associated with it, we seem to use an idealized notion of 'legal English': In reality the situation is different. In South Asia, legal English has localized subvarieties which may be distinguished in terms of the hierarchy of courts [...] At each level, a specific type of language is used with its characteristic lexicalization and other features. An idealized variety of legal English does not guarantee pragmatic success, nor does research on the legal English of the United States or the United Kingdom provide useful insights for understanding the legal Englishes of South Asia, Southeast Asia, or West Africa. (Kachru, 1988, in Webster, 2015, p. 211)

What Kachru says here about legal language can obviously apply to many other text types of ESP, including English for academic purposes, business communication, and English in the workplace. It is of particular importance when considering norms of spoken communication, including the acceptability and even desirability of locally accented speech (in many Outer Circle countries, for example), as well as pragmatic norms of communication with reference to such notions as face and politeness in different societies worldwide. It would also apply to various genres of written communication as well, as these also tend to vary (though arguably less so than spoken genres) in many societies worldwide.

One leading authority in the field of ESP who has discussed the connections between ESP and world Englishes in a number of articles over the past few decades is Vijay Bhatia. Bhatia's (1991) article on 'A genre-based approach to EAP materials' drew on authentic data collected in Singapore to analyze business letters as a distinct genre of ESP. In this study, Bhatia emphasized the importance of the contextual situation, including the writer, the societal context, the network of surrounding texts, as well as the importance of the topic, subject, and extratextual reality. He also highlighted that in certain types of letters, localized cultural practices often applied, including in Singapore, the move of offering incentives (discounts, rebates, and so on) in promotional business letters. Finally, Bhatia noted that a locally aware genre analysis of this kind provided 'not only a thick linguistic description but also reveals a realistic cognitive structure associated with that genre, which ultimately allows the ESP materials designer to provide input relevant to the tactical aspect of genre-specific writing' (Bhatia, 1991, p. 159). In another essay, discussing professional communication worldwide, Bhatia (1997) comments that 'it is still not true that all interactants need to be governed by a set of uniform native standards' and that 'a great majority of ESP learners across the globe are more likely to operate within their own native socio-cultural contexts rather than in any English-speaking native or even non-native context' (pp. 317–318). In a later article, Bhatia (2006, also 2020) provides an insightful exploration of such key terms in ESP as 'genre' and 'style.' For Bhatia, genre is defined in terms of conventionalized language use:

Genre is viewed as an instance of language use in a conventionalized social setting requiring an appropriate response to a specific set of communicative goals of a disciplinary or social institution, and thus giving rise to stable structural forms by imposing constraints on the use of lexico-grammatical as well as discursal resources. (Bhatia, 2006, p. 387)

Bhatia states that genres rely on a combination of 'text-external factors' (including rhetorical context, communicative purpose, rhetorical strategies, socio-cultural constraints), as well as 'text-internal factors' (such as lexico-grammatical resources and discourse patterns). He further explains that, while 'genre as a category is often identified predominantly in terms of text-external factors, style is generally defined in terms of text-internal factors,' and that the main distinction between the two is 'the degree of attention paid to text-external or text-internal features.' For Bhatia, genres are seen as forming a continuum ranging from rather 'conservative' discourse forms (such as legal documents) to more 'liberal' genres such as advertising copy and creative literature (2006, pp. 387–390). Here, Bhatia notes that:

Most professional and institutionalized genres are relatively on the more conservative side, and hence are more constrained in terms of creativity and innovation, partly because there are gate-keeping mechanisms operating in most of these socially constructed genres. (Bhatia, 2006, p. 398)

Such constraints, he adds, are particularly noticeable within the academic world, where most academics are concerned with publishing in international journals, and strive to write articles that conform to 'the expectations of Anglophone rhetorical traditions' (p. 398, see also Bhatia, this issue). One point that emerges here in relation to ESP is that Bhatia's discussion of genre in this context is primarily, if not exclusively, concerned with written genres of professional and academic discourse, rather than those of spoken communication.

### 3.3 | ESP and EAP in the Asian and European context

Despite the rather 'conservative' nature (in the Bhatia, 2006 sense) of much academic and professional discourse, we would nevertheless argue that, in practice, the delivery and implementation of EAP and ESP programs varies substantially according to the particular context worldwide. This assertion certainly tallies with the experience of both authors of this article, who between them have a wide range of experience teaching both EAP and ESP courses at universities in Hong Kong, the United Kingdom, the United States, Denmark, Singapore, and Sweden. For example, one of the authors served as the Head of an English-language teaching center at a leading Singapore university from 2013–2019. During this time, the teaching center, which provided courses for around 10,000 students each year, underwent a detailed curriculum renewal process. As part of this, the teaching materials for such major undergraduate courses as 'Engineering Communication' and 'Scientific Communication' were extensively revised in order to incorporate as many materials of local relevance as possible. At the written level, this typically involved examples of research articles written by local researchers, as well as authentic lab reports and research proposals. At the spoken level, this also involved the incorporation of spoken texts relevant to the local academic community, including interviews with researchers at the university in question.

Another example from the Asian context is provided by Hong Kong, where the same author was a co-investigator on a government-funded project to survey the use of language in the workplace of Hong Kong in 2012 (Bacon-Shone & Bolton, 2015). The survey covered employers and employees across five major industry sectors in Hong Kong: (i) banking and finance, (ii) hospitality, (iii) import and export, (iv) transport and logistics, and (v) retail. The findings for the study revealed a number of trends that were particularly related to the localised multilingual dynamics of Hong Kong, noting that the three most important languages in the Hong Kong workplace were Cantonese, Putonghua, and English, and that the functional load of these languages varied greatly according to context. For example, for spoken communication in Hong Kong, Cantonese was the dominant language of choice, compared to Putonghua for communicating with people from mainland China, and English as the default spoken language for international communication. Our research also found that for written communication, English was more widely used than Chinese at this time, particularly when writing emails to customers and staff, as well as for writing internal and external reports. Another particularly interesting finding was that while many employers stated that they expected a 'native-like' command of

Cantonese and written Chinese, this expectation did not extend to English, where their realistic requirement was for 'effective communication' rather than a 'native' proficiency in the language (Bacon-Shone & Bolton, 2015, pp. 9–11).

The European context offers similar examples of English being localized to fit unique cultural and institutional demands and expectations. In particular, the Danish context, where one of the authors was responsible for running a university-wide English as a medium of instruction (EMI) certification programme for all newly hired teaching staff. The aim of the examinations was to ensure that all new teaching staff were not only competent in English at the C1 level according to the Common European Framework of Reference (CEFR) for languages, but that they also possessed the ability to simplify complex topics in the language for non-specialists. Such language and teaching skills were tested by asking participants to give short 20-minute teaching demonstrations in their field. Participants came from many countries within and beyond the European region, including China, India, Mexico, Nigeria, and the United States. Examinations were assessed by the author, as well as by a Danish colleague from the same university with a background in a language sciences field, and an excellent command of the English language. Although the certification programme was designed to establish transferable language credentials using the CEFR proficiency scale, in practice, the examinations were treated as a highly localized test. That is, despite being an international university with staff and students from diverse national and linguistic backgrounds, the local evaluators would often evaluate English skills through the lens of the communicative expectations of Danish students. For example, censors would frequently overlook the phonological particularities of Danish-accented teaching staff, such as the exaggeration of monophthongs, while penalizing Italian participants for adding a schwa at the end of words. Both cases of such 'non-native' deviation did not hinder comprehension in any significant way, though the participants were evaluated differently, and again, according to Danish norms and expectations. This practice of localizing English to fit Danish demands and expectations also applied to participants from the United States, the United Kingdom, and other similar regions. Participants that spoke English as their primary L1 were not given a pass simply because of their 'native' linguistic backgrounds. That is, such participants were not exempt from taking the EMI examinations and were evaluated according to Danish norms and expectations. For instance, some American teaching staff were penalized for speaking too colloquially and quickly – communicative practices that are commonly employed in the United States – because such styles of speech deviated from the normative expectations of Danish students based on their previous exposure to English, most notably at high school.

Today, the recognition of the localized instantiation of globalized genres is hardly innovative from an ESP perspective, but is often an established practice, and one which adapts the teaching of global academic communication to the realities of the local situation. What was surprising in our review of ESP research, however, was that typically, even today, in the ESP research literature, relatively limited space is given to the detailed consideration of the localized settings of ESP practices, typically resulting in somewhat thin descriptions of the sociolinguistic settings where these investigations take place (see below). Again, this may be related to the major focus of ESP studies on written rather than spoken genres of ESP in the vast majority of studies internationally. Against this background, we decided to investigate ESP publications in the *English for Specific Purposes* journal in order to explore the extent to which current ESP studies have been able to accommodate localized (and WE-aware) perspectives, rather than simply maintaining a focus on more conservative and globalized genres of academic and professional communication.

## 4 | METHODOLOGY

The methodology adopted in this article is grounded in a detailed literature review of research publications relevant to the intersection of WE perspectives and ESP. The heuristic approach adopted here involved the detailed scrutiny of research articles published in the journal *English for Specific Purposes* in relation to the specific regions of Asia and Europe. The motivation for choosing these two regions was the belief that ESP research and publications was well-established in these two areas, and that an examination of ESP research in these two regions would provide relevant and useful insights into the localization of ESP practices from a WE perspective. We then proceeded to identify ESP

research articles dealing with 'Asia' and 'Europe' in the ESP journal. These results were then checked in order to select articles substantively relevant to ESP in Asian and European locations, and only those were retained for analysis, while articles judged to be irrelevant were discarded. The motivation for choosing Asia and Europe as key regions for investigation was that, based on our observation of the research, these two regions were the most important locations for ESP research and publications, outside of such Inner Circle societies as the United States, England, Australia, Canada, and New Zealand, an observation broadly confirmed by bibliometric research (Hyland & Jiang, 2021a). These were also regions of the world where both authors have been professionally active.

Before proceeding to the discussion of our results, it is necessary to highlight the limitations of our approach above. In our analysis of ESP related to Asia and Europe, we concede that this is a rather limited corpus of data, drawing on just 92 articles on Asia and 41 dealing with Europe. In addition, our corpus draws on data from only one journal, *English for Specific Purposes*. While this may be the leading journal in the field, it is important to note that there are many other international journals publishing ESP research, including such well-known publications as *Ibérica*, *TESOL Quarterly*, *System*, and the *Journal of English Academic Purposes*. Indeed, this current study cannot claim to be a representative review of the literature, unlike the detailed bibliometric studies of Hyland and Jiang (2021a, 2021b). While this current study may not have the comprehensiveness of bibliometric research of that kind, we would hope that our investigation at least serves as a useful exploration of the interface between ESP and world Englishes, that recognizes not only the potential (and present) contribution of ESP to WE studies but conversely that of world Englishes to ESP.

## 5 | RESULTS (1): ARTICLES ON ESP IN ASIA FROM ENGLISH FOR SPECIFIC PURPOSES

In this section, we present the analysis of a literature review dealing with journal articles on ESP in Asia, with particular reference to topic and provenance.

### 5.1 | Articles relevant to Asia (from ESPJ)

In order to scrutinize relevant articles from the journal *English for Specific Purposes (ESPJ)*, a search was carried out on the journal website, using a two-stage approach. First, an initial search was carried out using the search term 'Asia' and limiting the search to a 10-year period between 2011 and 2021. For the purposes of this search, 'Asia' was restricted to Central Asia, South Asia, Southeast Asia, and East Asia, and articles related to the Middle East, for example, were not included. The search was also refined according to 'article type,' which identified a total of 82 articles. After examining these articles, only 41 were considered relevant to the study of ESP in Asia. The second stage involved searching the journal articles database, using the names of 21 Asian countries, which included both Outer Circle societies such as India, Malaysia, Singapore, and the Philippines, as well as Expanding Circle societies such as China, Indonesia, Japan, and South Korea.<sup>1</sup> This search yielded an overall total of 497 research articles, of which 51 articles (not included in the first search for 'Asia') were identified as relevant. These were then compiled with the 41 articles from the first stage of collection to form a database with a total of 92 articles relevant to ESP in Asia. These articles were then categorized according to topic, and the results of this are set out in Table 1.

In Table 1, it can be seen that the largest number of articles, accounting for 61 per cent of the total was for English for academic purposes (EAP), followed by business communication, with very few articles dealing with any other topics. We also proceeded to categorize with reference to the particular country or region where the study was conducted. The results of this analysis are set out in Table 2.

There are a number of interesting points to make about Table 2. First and foremost, it is evident that a clear majority of articles dealing with Asian ESP, 64 per cent of the total, come from East Asia, that is, Hong Kong, China, and Taiwan. Second, it is also noteworthy that the single largest category of ESP articles is accounted for by those dealing with EAP, with 56 articles; followed by business communication (BC) with 18 articles. There are much smaller numbers of articles

**TABLE 1** Distribution of articles by topic (Asia)

Category of ESP article	Number
English for academic purposes (EAP)	56
Business communication (BC)	18
English in the workplace (EW)	13
Medical communication (MC)	3
Legal language (LEG)	2
Total	92

**TABLE 2** Distribution of articles by country/region and topic (Asia)

Country/region	Topic					Total
	EAP	BC	EW	MC	LEG	
Hong Kong	9	5	6	0	2	22
China	15	5	0	0	0	20
Taiwan	14	0	1	2	0	17
Japan	5	1	2	0	0	8
South Korea	2	3	0	0	0	5
Philippines	0	0	4	0	0	4
Malaysia	2	1	0	1	0	4
Singapore	3	1	0	0	0	4
Thailand	3	1	0	0	0	4
Vietnam	2	0	0	0	0	2
Indonesia	1	0	0	0	0	1
Sri Lanka	0	1	0	0	0	1
Total	56	18	13	3	2	92

on English in the workplace (EW), medical communication (MC), and legal language (LEG). What is also remarkable is that, in addition to the Asian countries that are listed in Table 2, a number of societies do not make the list. These include such key Outer Circle nations as Bangladesh, Brunei, India, Nepal, and Pakistan, although why these countries are omitted is unclear given that various forms of ESP are evident in these places. The only three Expanding Circle societies absent from the list are Cambodia, Laos, and Macau, whose omission, given their size and status, is somewhat easier to understand.

## 5.2 | EAP in the Asian context

As noted above, one of the most important findings to come out of the ESP literature based on the analysis of the *English for Specific Purposes* journal was the fact that so many of the so-called 'ESP articles' are concerned with English for academic purposes. Another finding was that the vast majority of the EAP articles were concerned with issues related to Hong Kong, China, and Taiwan. We also scrutinized these articles in order to ascertain which EAP topics received the most coverage. Of the 56 EAP articles in our corpus, the vast majority of these were concerned with various forms of written communication, including, from Hong Kong, articles on research proposal writing,

engineering communication, and dentistry reports; articles from China on vocabulary acquisition and genre analysis for engineering students, and contrastive rhetoric; and articles from Taiwan on the linguistic features of expository writing, master's theses, and 'calls for papers.' Only 11 articles explicitly discussed spoken communication. These included studies of public speaking and identity construction from China; the use of personal pronouns in Malaysian university lectures; and ESP program evaluation in Taiwan. The scrutiny of both spoken and written EAP articles in our corpus revealed that the description of particular sociolinguistic situations was typically rather limited, creating the general impression that many of the researchers were largely concerned to focus on particular themes (such as academic writing, genre analysis, research grant writing, vocabulary) from a context-free or context-reduced perspective. One was left with the impression that, in many of these studies, a great deal more might have been gained from a much thicker sociolinguistic description of the educational and sociolinguistic dynamics of these societies (see the discussion below in Section 8).

### 5.3 | Business and workplace communication in the Asian context

In total, there were 18 ESP articles dealing with 'business communication' in the Asian context. Of these, five were from Hong Kong, five were from China, three from South Korea, and one each were from Japan, Malaysia, Singapore, Sri Lanka, and Thailand. The topics in this category were quite diverse, with articles from Hong Kong on business presentations and professional meetings; articles from China on annual reports in English, business students' task-based and persuasive writing, and company mission statements; and articles from South Korea on spoken 'earnings calls,' and email communication. Other articles dealt with communicating with investors in the case of Japan, welcome addresses in Sri Lanka, and a case study of two Asian law students. 'Workplace communication' was a closely related category, with 13 ESP articles. However, there was some indeterminacy concerning categorization here, as a number of the workplace communication articles dealt with business communication in the context of Asian call centres. A number of the other workplace articles focused on the teaching of language skills at university, but there were other studies, outside academia, of engineering communication in Taiwan, construction site and domestic helper communication in Hong Kong.

### 5.4 | Medical communication in the Asian context

There were three articles dealing with medical communication. One article dealt with oral case presentations from practicing doctors and surgeons in Malaysia (Khan et al., 2021), whereas the other two articles from Boshe and Stocker (2015) and Lu (2018) both dealt with the provision of ESP courses for nurses in Taiwan.

### 5.5 | Legal language in the Asian context

There were two articles dealing with legal language in Asia, and both of these concerned Hong Kong. The article from Cheng and Cheng (2014) compared epistemic modality in the Hallidayan framework in written civil court judgments taken from Hong Kong and Scotland. The second article from Hafner (2013) concerned the writing of barrister's opinions as the distinct form of genre authorship.

## 6 | RESULTS (2): ARTICLES ON ESP IN EUROPE FROM *ENGLISH FOR SPECIFIC PURPOSES*

For the purposes of this study, Europe was defined as including the 27 European Union member countries, as well as the four European Free Trade Association (EFTA) members: Iceland, Liechtenstein, Norway, and Switzerland.<sup>2</sup> However, the United Kingdom was not included in the search given its recent and controversial 'Brexit' from the [European Union](#). In order to mirror the legislation discourse of the European Union, five candidate countries (Albania, Montenegro, North-Macedonia, Serbia, and Turkey), as well as Russia, were also not included in the search.

### 6.1 | Articles relevant to Europe (from *ESPJ*)

As with the survey of ESP articles in Asia, we limited our search to a 10-year period between 2011 and 2021. Again, as with Asia, the data collection for Europe was based on a two-stage methodology. The first stage of data collection was carried out by entering the keyword 'Europe' into the Elsevier search box for the journal *English for Specific Purposes (ESPJ)*. This yielded a list of 102 articles, but of these, only one was identified as being concerned with the European context as a whole, rather than a specific European country. The second stage of data collection involved searching for articles dealing with individual European countries, that is, the 27 EU countries as well as Iceland, Liechtenstein, Norway, and Switzerland – 31 searches in all. This procedure initially yielded 441 results, but of those, only 40 were judged relevant to dealing with the localized aspects of ESP in specific European countries. The results for this two-stage data collection process are set out in [Table 3](#).

**TABLE 3** Distribution of articles by topic (Europe)

Category of ESP article	Number
English for academic purposes (EAP)	30
English in the workplace (EW)	6
Business communication (BC)	4
Legal language (LEG)	1
Total	41

As was the case with Asia, a large proportion of European ESP studies in our corpus, around 73 per cent of the articles, were specifically concerned with English for academic purposes. Six studies dealt with English in the workplace, four studies with business communication, and one study with legal language.

[Table 4](#) provides an indication of where ESP scholars are most active in the European context. As can be seen here, only 13 nations are represented, out of a possible total of 31 European countries (both European Union and EFTA members). It was noteworthy that only one study in our corpus of articles set out to explicitly investigate the wider European context. A number of interesting points can be made about [Table 4](#). First, Spain and Sweden together make up slightly more than half of the ESP studies in Europe within the 10-year period. Second, while research in Spain and Sweden was mostly devoted to EAP, the range of topics in Italy was more widely balanced. Third, only one ESP article was concerned with Europe from a regional perspective, although there were several studies that investigated two or more European countries. The evident lack of studies across Europe as a whole is somewhat odd, given the multiple efforts of the European Commission to dismantle international borders in higher education through the Bologna Process and Erasmus Programme (Erasmus+, [2022](#)).

### 6.2 | EAP in the European context

Of the 41 ESP articles in our European corpus, 30 were devoted to EAP, and of these, a total of 12 came from Spain. A number of these articles examined the unique challenges of Spanish speakers using English in higher education

**TABLE 4** Distribution of articles by country/region and topic (Europe)

Country/region	Topic				Total
	EAP	EW	BC	LEG	
Spain	12	2	1	0	15
Sweden	7	0	0	0	7
Italy	0	1	1	1	3
Denmark	2	0	0	0	2
Poland	2	0	0	0	2
Romania	2	0	0	0	2
Slovakia	2	0	0	0	2
Slovenia	1	1	0	0	2
Czech Republic	1	0	0	0	1
Europe	0	1	0	0	1
Finland	1	0	0	0	1
France	0	0	1	0	1
Germany	0	0	1	0	1
Hungary	0	1	0	0	1
Total	30	6	4	1	41

in general, and English-medium instruction (EMI) programs in particular. The study conducted by Arnó-Macià and Mancho-Barés (2015) of content and language integrated learning (CLIL) in a Spanish university provides one such example. Their investigation, while exclusively concerned with the linguistic challenges of Spanish users of English, exemplified the ways in which top-down directives by the European Commission promoting student mobility contribute to unique regional ESP characteristics and constraints. What might be useful in future EAP-ESP research would be more comparative studies that can make connections across regions and nations, and tease out the issues that make Europe a unique context of English language use.

### 6.3 | Business and workplace communication in the European context

Spain and Italy accounted for five out of the 10 studies of business and workplace communication articles, while Europe, France, Germany, Hungary, and Slovenia each accounted for one publication. The three studies conducted within the Italian context were particularly noteworthy, as they were all investigations comparing the Italian context with countries outside the European context, namely the United Kingdom and Japan. Among these articles, English as a lingua franca was a common research theme, accounting for six out of the 10 studies identified, in relation to maritime communication (Slovenia) and business meetings (Germany). With the exception of one study that examined non-verbal communication within the German context (Birlik & Kaur, 2020), all of the business and workplace communication studies were concerned with written communication.

### 6.4 | Legal language in the European context

The only study of legal language in our European corpus was conducted in Italy. In a mixed-methods study of the legal discourse of UK and Italian professionals, Tessuto (2011) concluded that despite the cultural differences between the United Kingdom and Italy, legal professionals in both countries follow similar rhetorical strategies. Despite this similarity, English and Italian users employ different lexico-grammatical resources when constructing legal language.

These findings suggested, as noted by Tessuto, that Italian speakers of English were able to transfer their cultural and linguistic experiences over to English in positive ways.

## 7 | MOST CITED *ESPJ* ARTICLES FROM ASIA AND EUROPE

Of the list of the 30 most highly cited articles in *ESPJ*, a total of 16 dealt with topics related to Europe and Asia. Of these, 12 discussed Asian-related topics, and four were concerned with Europe. Of the fourteen other articles, one was concerned with students in the United States, one with academic publications in Turkey, one with EMI in South Korea, one with physical education in the United Kingdom, and one on written discourse from carpenters in New Zealand. The other nine articles in the list were concerned more with generic topics, such as formality in academic writing, move analysis, metadiscourse, metadiscursive nouns, the language of plumbing, civil engineering research articles, laboratory reports, lexical bundles, and research articles in information systems. Only five of the 16 articles below (as seen in Table 5) were explicitly concerned with spoken rather than written English. It was also interesting that nine of the articles concerned East Asian societies, with four dealing with Hong Kong, four with mainland China, and one with Taiwan. The extent to which these studies were scaffolded by detailed sociolinguistic description varied somewhat, but it is noteworthy that, in three of the China articles, the higher education sites of data collection were anonymized and in the fourth, the data was taken from a corpus compilation. In the case of Hong Kong, the site of investigation for one of the articles was clearly indicated, and the research contexts for the other three articles were described in some detail.

## 8 | DISCUSSION

In this section, we discuss the potential for symbiosis between ESP studies and those of the world Englishes approach, by considering what ESP studies might offer to world Englishes, and what world Englishes can offer to ESP.

### 8.1 | What English for specific purposes studies offer to world Englishes

Over the last five decades, ESP has evolved to become an increasingly important sub-discipline of applied linguistics and English studies. One rather clear indication of the current importance of ESP is provided by the Google Scholar Metrics rankings of humanities journals in the category 'English language & literature,' where *English for Specific Purposes* is ranked in number one position, followed by *World Englishes* in second position. In contrast, the highest-ranked journal dealing with descriptive English linguistics, *English Language & Linguistics*, is placed in seventh position, and the highest ranked literature journal, *Literature Compass*, comes in number tenth position. Overall, the list of the top 20 journals in English language and literature are dominated by those dealing with ESP, English worldwide, and English in education, with such traditionally prestigious literary journals as the *Shakespeare Bulletin* and *Studies in the Novel* occupying the lowest two slots. All of which, one may conclude, provides evidence of the palpable shift of English studies over the last half-century. ESP for its part has been adopting a wide range of approaches as it has developed in recent years, moving away from early focuses on grammatical features and register analysis towards an increasingly complex cluster of 'themes,' including assessment, corpus analysis, curriculum, discourse, genre, literacy, and professional development (Hyland & Jiang, 2021a).

One area where there is an increasingly strong overlap between ESP and world Englishes is in the study of English-medium instruction (EMI), particularly with reference to higher education, where the use of English as a major language of instruction has grown substantially over the last 20 years (Macaro, 2018; Bolton, Botha, & Lin, 2023). While world Englishes studies are particularly useful in providing descriptions and analysis of the sociolinguistic dynamics of particular societies, for example, in terms of language policies, language contact, and multilingualism, studies from ESP scholars on the detail of academic and professional discourses and genre open up interesting new areas

**TABLE 5** Most highly cited ESPJ publications on Asia and Europe according to Google Scholar Metrics

Publication	Cites	Ranking	Country
Tao, J. T., & Gao, X. A. (2018). Identity constructions of ESP teachers in a Chinese university. <i>English for Specific Purposes</i> , 49, 1–13.	84	6	China
Todd, R. W. (2017). An opaque engineering word list: Which words should a teacher focus on? <i>English for Specific Purposes</i> , 45, 31–39.	75	7	Thailand
Crosthwaite, P., Cheung, L., & Jiang, F. K. (2017). Writing with attitude: Stance expression in learner and professional dentistry research reports. <i>English for Specific Purposes</i> , 46, 107–123.	71	8	Hong Kong
Zhang, X., & Ardasheva, Y. (2019). Sources of college EFL learners' self-efficacy in the English public speaking domain. <i>English for Specific Purposes</i> , 53, 47–59.	56	12	China
Stapleton, P., & Kin, B. L. K. (2019). Assessing the accuracy and teachers' impressions of Google Translate: A study of primary L2 writers in Hong Kong. <i>English for Specific Purposes</i> , 56, 18–34.	48	14	Hong Kong
Chen, M., & Flowerdew, J. (2018). Introducing data-driven learning to PhD students for research writing purposes: A territory-wide project in Hong Kong. <i>English for Specific Purposes</i> , 50, 97–112.	47	15	Hong Kong
Ädel, A. (2017). Remember that your reader cannot read your mind: Problem/solution-oriented metadiscourse in teacher feedback on student writing. <i>English for Specific Purposes</i> , 45, 54–68.	44	16	Sweden
Lei, J., & Hu, G. (2019). Doctoral candidates' dual role as student and expert scholarly writer: An activity theory perspective. <i>English for Specific Purposes</i> , 54, 62–74.	43	18	China
Chan, C. S. C. (2017). Investigating a research-informed teaching idea: The use of transcripts of authentic workplace talk in the teaching of spoken business English. <i>English for Specific Purposes</i> , 46, 72–89.	42	19	Hong Kong
Kim, J., Kim, E. G., & Kweon, S. O. (2018). Challenges in implementing English-medium instruction: Perspectives of Humanities and Social Sciences professors teaching engineering students. <i>English for Specific Purposes</i> , 51, 111–123.	42	20	South Korea
Malmström, H., Pecorari, D., & Shaw, P. (2018). Words for what? Contrasting university students' receptive and productive academic vocabulary needs. <i>English for Specific Purposes</i> , 50, 28–39.	41	22	Sweden
Lu, Y. L. (2018). What do nurses say about their English language needs for patient care and their ESP coursework: The case of Taiwanese nurses. <i>English for Specific Purposes</i> , 50, 116–129.	36	23	Taiwan
Arnó-Macià, E., Aguilar-Pérez, M., & Tatzl, D. (2020). Engineering students' perceptions of the role of ESP courses in internationalized universities. <i>English for Specific Purposes</i> , 58, 58–74.	36	24	Spain
Dimova, S. (2017). Life after oral English certification: The consequences of the Test of Oral English Proficiency for Academic Staff for EMI lecturers. <i>English for Specific Purposes</i> , 46, 45–58.	35	26	Denmark
Tongpoon-Patanasorn, A. (2018). Developing a frequent technical words list for finance: A hybrid approach. <i>English for Specific Purposes</i> , 51, 45–54.	35	27	Thailand
Liardét, C. L. (2018). 'As we all know': Examining Chinese EFL learners' use of interpersonal grammatical metaphor in academic writing. <i>English for Specific Purposes</i> , 50, 64–80.	31	30	China

Note: 'Ranking' here refers to the ranked place in the Google Scholar Metrics list of the 30 most highly cited articles for the years 2017–2020.

for investigation. This is a strand of WE research that is growing in importance and can potentially benefit greatly from established practices and insights from ESP scholarship.

## 8.2 | What world Englishes offers to English for specific purposes

As has been noted in the past by Kachru (1988) and Bhatia (1991), one important area where world Englishes studies can make an important contribution to ESP is in the description of the sociolinguistic realities of language use in particular settings. Hyland and Jiang (2021a) note that, currently, key themes in ESP include areas such as assessment, corpus, curriculum, discourse, genre, literacy, and professional development. In contrast, a recent study of world Englishes scholarship indicates that major areas of said research include areal studies (the sociolinguistic description of particular societies), language variation, discourse and genre, contact linguistics (including multilingualism), applied linguistics (including EMI), media, corpus linguistics, and critical linguistics. From this, it should be clear that there are a number of intersectional connections, including discourse, genre, applied linguistics, and corpus linguistics. Notwithstanding this, one might also argue that the greatest contribution WE scholars can contribute is describing and analyzing the sociolinguistic realities of language management and language use with reference to both English for academic and professional purposes.

The breadth and depth of description concerning the localized realities of particular societies or particular educational systems may need careful calibration, according to the sensitivities of context, but, from a wider view, these are often too important to ignore. For example, in the Asian region, the wider context to applied linguistic or educational linguistic description is often one of poor governance and authoritarian, dictatorial governments, and political turmoil. The Association of Southeast Asian Nations (ASEAN) now includes two military dictatorships, Myanmar and Thailand; two communist dictatorships, Laos and Vietnam; one absolute monarchy, Brunei; and an impoverished autocracy, Cambodia, where Hun Sen, a former Khmer Rouge military commander, has been in power for almost 40 years. Elsewhere, in India, Indonesia, Malaysia, and the Philippines, forms of democracy continue to maintain a (albeit sometimes fragile) presence. In China and Hong Kong, the communist party has become increasingly authoritarian throughout many sectors of society, while Taiwan remains 'a rare democratic beacon' in the region (The Economist, 2021, p. 17). Perhaps one reason for the evident popularity of sociolinguistically decontextualized ESP studies is the extent to which the institutional and societal backgrounds are seen as being of far less importance than the globalized academic and professional genres of ESP communication. The importance of the sociolinguistic context, including, not least, the sociohistorical background becomes clear if we take a macro view of English-medium instruction (EMI) across the Asian region. For example, there is no way to gain a full understanding of Singapore's language policy and practice in higher education without understanding the key role played by prime minister Lee Kuan Yew in personally advocating for a system of 'English-knowing bilingualism,' and prescribing English as the sole medium of education from the late 1970s onwards. There is also no way to fully comprehend the South Korean government's enthusiastic promotion of English, without reference to the arc of Korean history from the Second World War to the present, including the Korean War that continues today with a very large US military presence at and near the border of the two countries, which has seen the transformation of an agricultural society to a leading industrial and technological nation. Nor one would argue it is possible to clearly understand the appeal of English in Cambodia, or the balancing act of language management in Indonesia's higher education without some knowledge of the turbulent and sometimes tragic history of these two nations (Botha, Bolton, & Bacon-Shone, 2023; Bolton, Ahn, Botha, & Bacon-Shone, 2023; Bolton, Hill, Bacon-Shone, & Peyronnin, 2023; Lin, Bolton, Bacon-Shone, & Khan, 2023).

At a narrower level of description, when describing the particular nature of EAP in Asian colleges and universities, it is often unclear how official language policies translate into practice. For example, at least six of Hong Kong's eight publicly funded universities would claim to be officially 'English medium,' although in reality, these institutions are all multilingual in operation and teaching practices to a greater or a lesser extent, providing an academic home to

speakers of three major languages, Cantonese, Putonghua, and English, as well as a large range of other minority languages. And yet the multilingual reality of such institutions is often unacknowledged, and language scholars are often actively discouraged from discussing or researching the sociolinguistic realities in these settings. Another example where descriptions of academic realities are often muted or self-censored would be in discussions of the gap between policy and practice in universities in mainland China, in recent years a popular context for EAP research. Even here, or especially here, the description of the realities of such institutions is often limited, with little or no discussion of the role of the government in determining curricula, and the intrusive political control of university education in mainland institutions, now reportedly being extended to Hong Kong. Similar arguments in favor of thicker sociolinguistic descriptions might also apply to research on EAP courses in European universities, although arguably less dramatically so, given the transnational influence of the EU throughout the region, as well as a partly-shared heritage of culture, ethnicity, and educational and religious institutions.

## 9 | CONCLUSION

In this article, we began our discussion by considering ESP as a discipline and world Englishes perspectives on ESP. We then proceeded to investigate ESP from a regional perspective, with particular reference to Asia and Europe, and the ways in which ESP is defined and operationalized in these regions. This was done through a literature review of articles in the journal *English for Specific Purposes*, with particular reference to 'Asia,' 'Europe,' and individual Asian and European societies. One key finding here was that in our combined corpus of 133 articles, the number for Asia (92) was more than twice that for Europe (41). Another important finding was that of the 133 articles that were classified as 'English for Specific Purposes' for Asia and Europe, 86 of these (65%) dealt with English for academic purposes, rather than another category of specific language use, such as business communication, workplace communication, legal language, and medical communication. We also investigated the extent to which current ESP research explicitly acknowledges the wider and narrower sociolinguistic realities of particular settings. Our scrutiny of representative articles here suggested that ESP scholars might consider incorporating much thicker sociolinguistic descriptions into their research, given the rather dramatic differences between societies in many regions, including, for example, the Asian region. Finally, we also considered the potential contributions of ESP to world Englishes, and vice versa, noting that these two sub-disciplines had much to offer each other in the way of complementary and possibly symbiotic approaches to shared areas of interest. We are confident that the synergies between world Englishes and ESP will continue to productively influence research, pedagogy, and practice in these fields in for many years to come.

## NOTES

<sup>1</sup> The 21 Asian societies are (i) Outer Circle societies: India, Pakistan, Bangladesh, Nepal, Sri Lanka, Myanmar, Malaysia, Brunei, Singapore, Hong Kong, Philippines; (ii) Expanding Circle societies: China, Macau, Taiwan, Japan, Korea, Indonesia, Thailand, Cambodia, Laos, Vietnam.

<sup>2</sup> The 27 members of the European Union are Austria, Belgium, Bulgaria, Croatia, Cyprus, Czech Republic, Denmark, Estonia, Finland, France, Germany, Greece, Hungary, Ireland, Italy, Latvia, Lithuania, Luxembourg, Malta, Netherlands, Poland, Portugal, Romania, Slovakia, Slovenia, Spain, and Sweden.

## REFERENCES

- Arnó-Macià, E., & Mancho-Barés, G. (2015). The role of content and language in content and language integrated learning (CLIL) at university: Challenges and implications for ESP. *English for Specific Purposes*, 37, 63–73.
- Bacon-Shone, J., & Bolton, K. (2015). *A study on the use of language in the workplace of Hong Kong*. Hong Kong: The Social Sciences Research Centre, The University of Hong Kong.
- Bargiela-Chiappini, F., & Zhang, Z. (2013). Business English. In B. Paltridge & S. Starfield (Eds.), *The handbook of English for Specific Purposes* (pp. 193–212). Oxford: Wiley-Blackwell.
- Bhatia, V. K. (1991). A genre-based approach to ESP materials. *World Englishes*, 10, 153–166.

- Bhatia, V. K. (1997). Genre analysis and world Englishes. *World Englishes*, 16, 313–319.
- Bhatia, V. K. (2006). Genres and styles in world Englishes. In B. Kachru, Y. Kachru, & C. L. Nelson (Eds.), *The handbook of world Englishes* (1st ed., pp. 386–401). Oxford: Wiley-Blackwell.
- Bhatia, V. K. (2020). Genres and styles in world Englishes. In C. L. Nelson, Z. G. Proshina, & D. R. Davis (Eds.), *The handbook of world Englishes* (2nd ed., pp. 368–382). Oxford: Wiley-Blackwell.
- Bhatia, V., & Bremner, S. (Eds.). (2017). *The Routledge handbook of language and professional communication*. London/New York: Routledge.
- Birlik, S., & Kaur, J. (2020). BELF expert users: Making understanding visible in internal BELF meetings through the use of nonverbal communication strategies. *English for Specific Purposes*, 58, 1–14.
- Bolton, K. (2018a). World Englishes: Current trends and future directions. In E.-L. Low & A. Pakir (Eds.), *World Englishes: Rethinking paradigms* (pp. 200–221). London: Routledge.
- Bolton, K. (2018b). World Englishes: Disciplinary debates and future directions. In P. Seargeant, A. Hewings, & S. Pihlaja (Eds.), *Routledge handbook of English language studies* (pp. 59–76). London: Routledge.
- Bolton, K. (2019). World Englishes: Current debates and future directions. In D. R. Davis, C. Nelson, & Z. Proshina (Eds.), *The handbook of world Englishes* (pp. 743–760). Oxford/New Jersey: Wiley-Blackwell. In press.
- Bolton, K. (2021). World Englishes: Approaches, models and methodology. In B. Schneider, T. Heyd, & M. Saraceni (Eds.), *Bloomsbury world Englishes volume 1: Paradigms* (pp. 9–26). London/New York: Bloomsbury Academic.
- Bolton, K., Ahn, H., Botha, W., & Bacon-Shone, J. (2023). EMI (English-medium instruction) in South Korean elite universities. *World Englishes*, forthcoming.
- Bolton, K., Botha, W., & Lin, B. (Eds.). (2023). *The Routledge handbook of English-medium instruction in higher education*. Routledge, forthcoming.
- Bolton, K., Hill, C., Bacon-Shone, J., & Peyronnin, K. (2023). EMI (English-medium instruction) in Indonesian higher education. *World Englishes*, forthcoming.
- Boshe, S., & Stocker, J. (2015). Nurses' narratives on workplace English in Taiwan: Improving patient care and enhancing professionalism. *English for Specific Purposes*, 38, 109–120.
- Botha, W., Bolton, K., & Bacon-Shone, J. (2023). EMI (English-medium instruction) in Singapore's major universities. *World Englishes*, forthcoming.
- Cheng, W., & Cheng, L. (2014). Epistemic modality in court judgments: A corpus-driven comparison of civil cases in Hong Kong and Scotland. *English for Specific Purposes*, 33, 15–26.
- Du-Babcock, B. (2017). Business communication: A revisiting of theory, research and teaching. In V. Bhatia & S. Bremner (Eds.), *The Routledge handbook of language and professional communication* (pp. 68–84). London/New York: Routledge.
- Erasmus+. (2022). Erasmus+: EU programme for education, training, youth and sport. Retrieved from <https://erasmus-plus.ec.europa.eu/>
- European Union. (n.d.). *Country profiles*. Retrieved from [https://european-union.europa.eu/principles-countries-history/country-profiles\\_en?page=0](https://european-union.europa.eu/principles-countries-history/country-profiles_en?page=0)
- Google Scholar Metrics. (2022). English language and literature. Retrieved from [https://scholar.google.com/citations?view\\_op=top\\_venues&hl=en&vq=hum\\_englishlanguageandliterature](https://scholar.google.com/citations?view_op=top_venues&hl=en&vq=hum_englishlanguageandliterature)
- Hafner, A. (2013). The discursive construction of professional expertise: Appeals to authority in barrister's opinions. *English for Specific Purposes*, 32, 131–143.
- Hyland, K., & Jiang, F. (2021a). Delivering relevance: The emergence of ESP as a discipline. *English for Specific Purposes*, 64, 13–25.
- Hyland, K., & Jiang, F. (2021b). A bibliometric study of EAP research: Who is doing what, where and when? *Journal for Academic Purposes*, 49, [100929]. <https://doi.org/10.1016/j.jeap.2020.100929>
- Hyland, K., & Shaw, P. (Eds.). (2016). *The Routledge handbook of English for academic purposes*. London/New York: Routledge.
- Johns, A. M. (2013). The history of English for Specific Purposes research. In B. Paltridge & S. Starfield (Eds.), *The history of English for Specific Purposes* (pp. 5–30). Oxford: Wiley-Blackwell.
- Kachru, B. B. (1976). Models of English for the Third World: White man's linguistic burden or language pragmatics? *TESOL Quarterly*, 10, 221–239.
- Kachru, B. B. (1985). Standards, codification and sociolinguistic realism: The English language in the Outer Circle. In R. Quirk & H. G. Widdowson (Eds.), *English in the world: Teaching the language and literatures* (pp. 11–30). Cambridge: Cambridge University Press.
- Kachru, B. B. (1988). ESP and non-native varieties of English: Toward a shift in paradigm. In R. J. Baumgardner & D. Chamberlain (Eds.), *ESP in the classroom: Practice and evaluation* (pp. 9–28). London: Macmillan. Reprinted in Webster, J. J. (Ed.). (2015), Vol. I.
- Kachru, B. B. (1992). World Englishes: Approaches, issues and resources. *Language Teaching*, 25, 1–14.

- Khan, M., Chan, M. Y., Ali, A. M., Isa, M. M., Narayanan, P., Bakar, Z. A., Yap, N. T., Foo, Y. L., Hoo, F. K., & Hod, R. (2021). Theme choice in oral case presentations: Differences between medical novices and experts. *English for Specific Purposes*, 63, 107–119.
- Lin, B., Bolton, K., Bacon-Shone, J., & Khan, B. (2023). EMI (English-medium instruction) in Cambodian higher education. *World Englishes*, forthcoming.
- Lu, Y-L. (2018). What do nurses say about their English language needs for patient care and their ESP coursework: The case of Taiwanese nurses. *English for Specific Purposes*, 50, 116–129.
- Macaro, E. (2018). *English medium instruction*. Oxford: Oxford University Press.
- Mair, C. (2013). The world system of Englishes: Accounting for the transnational importance of mobile and mediated vernaculars. *English World-Wide*, 34, 253–278.
- Mesthrie, R., & Bhatt, R. (2008). *World Englishes: The study of new linguistic varieties*. Cambridge: Cambridge University Press.
- Munby, J. (1978). *Communicative syllabus design*. Cambridge: Cambridge University Press.
- Paltridge, B., & Starfield, S. (Eds.). (2013). *The handbook of English for Specific Purposes*. Oxford: Wiley-Blackwell.
- Schneider, E. W. (2007). *Postcolonial English: Varieties around the world*. Cambridge: Cambridge University Press.
- Swales, J. M. (1988). *Episodes in ESP: A source and reference book on the development of English for science and technology*. New York: Prentice-Hall.
- Tessuto, G. (2011). Legal problem question answer genre across jurisdictions and cultures. *English for Specific Purposes*, 30, 298–309.
- The Economist. (2021, December 18–31). Down and to the right. *The Economist*, p. 17.
- Webster, J. J. (Ed.). (2015). *Collected works of Braj B. Kachru* (Vols. I-III). London: Bloomsbury.
- Wilkins, D. A. (1976). *Notional syllabuses*. Oxford: Oxford University Press.

**How to cite this article:** Bolton, K., & Jenks, C. (2022). World Englishes and English for specific purposes (ESP). *World Englishes*, 41, 495–511. <https://doi.org/10.1111/weng.12604>