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Bridging Economics and English: A Comprehensive Review of ESP Instruction for EFL Students

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ABSTRACT

The integration of English for Specific Purposes (ESP) in the field of economics within the EFL (English as a Foreign Language) context has become increasingly crucial in preparing students to navigate the global economic landscape. This narrative literature review examines recent developments in economic English instruction for EFL students during the period 2019-2024. Through systematic analysis of relevant publications, this study identifies key methodological trends, technological innovations, persistent challenges, and effective solutions in economic ESP instruction. The findings reveal a significant shift toward task-based learning approaches, increased integration of digital technology, and emphasis on authentic materials. Primary challenges include specialized vocabulary acquisition, academic writing skills, and confidence in professional communication. This review concludes with recommendations for educators and researchers in developing more effective economic ESP curricula. This review advances ESP economics pedagogy by synthesizing contemporary research and providing actionable insights for curriculum designers and educators in EFL contexts, especially in Indonesia and Southeast Asia.

Keywords: English for Specific Purposes, EFL, English for Economics, Task-based Learning, Digital Technology

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INTRODUCTION

In the current era of economic globalization, the ability to communicate in English, particularly in economic contexts, has become an unavoidable necessity for economics students in non-native English-speaking countries. This linguistic competency extends beyond basic conversational skills to encompass sophisticated understanding of economic discourse, financial terminology, and business communication protocols. The importance of English for Specific Purposes (ESP) in the field of economics has been widely recognized as an essential component in preparing EFL students for their professional careers, enabling them to participate effectively in international markets, collaborate with multinational corporations, and access global economic research.

Recent scholarship has highlighted the critical importance of context-specific ESP curriculum development for economics students. Within the ASEAN Economic Community framework, Surani and Kusumawati (2018) emphasize that cross-cultural communication abilities in English have become highly sought-after skills, while Noviasmy and Hasanah (2025) advocate for comprehensive needs assessment as the foundation for effective ESP curricula development. Indonesia, representing one of Southeast Asia's largest EFL learning populations, exemplifies the challenges faced by many developing nations in implementing effective economic English instruction. The educational landscape presents unique complexities where traditional language learning approaches often prove insufficient for the specialized demands of economic discourse. Economics students must master not only general English proficiency but also specialized economic terminology, analytical capabilities in English, and professional business communication skills, a multifaceted competency that demands innovative pedagogical approaches.

Research has identified specific gaps between students' current abilities and professional requirements. Saefullah and Nugraha (2020) revealed through exploratory research that economics students require targeted English language abilities for professional contexts, including capabilities to read economic reports, write business proposals, and deliver effective business presentations. Similarly, studies have documented persistent difficulties EFL students experience in comprehending English business texts (European Journal of English Language Teaching, 2023), underscoring the need for more effective instructional approaches.

Despite extensive research in ESP, a critical gap persists: comprehensive reviews synthesizing recent developments in English for Economics learning for EFL students remain notably limited. While individual studies have addressed specific dimensions needs analysis, pedagogical challenges, or isolated teaching strategiesholistic reviews encompassing methodological innovations, technological integration, and post-pandemic pedagogical transformations are conspicuously absent. This gap becomes particularly critical given the rapid transformation in educational delivery methods and the integration of digital technologies in language learning following the COVID-19 pandemic, which has fundamentally altered how language education is conceptualized and delivered across academic institutions worldwide. The absence of updated, comprehensive literature reviews leaves educators and curriculum designers without adequate guidance for navigating these contemporary challenges and opportunities in ESP economics instruction.

Therefore, this research aims to identify recent trends in English for Economics teaching methodologies for EFL students, analyze the role of technology in ESP economics learning, evaluate the main challenges faced by EFL students in learning economic English, and formulate practical recommendations for improving learning effectiveness. By synthesizing contemporary research from 2019-2024, this review provides a comprehensive framework that addresses the critical need for updated pedagogical guidelines in ESP economics instruction, offering valuable contributions to curriculum development and instructional practice in Indonesia and other EFL contexts in Southeast Asia.

METHOD

This narrative literature review employed a systematic approach to identify, analyze, and synthesize relevant research on English for Economics instruction for EFL students. The methodology was designed to ensure comprehensive coverage of the existing literature while maintaining rigorous academic standards for study selection and analysis.

Search Strategy

The literature search was conducted across multiple prominent academic databases to ensure comprehensive coverage of relevant research. The databases utilized included Google Scholar, ResearchGate, Portal Garuda, ERIC (Education Resources Information Center), Cambridge Core, and ScienceDirect. These platforms were selected based on their reputation for hosting high-quality academic publications in the fields of language education and English for Specific Purposes.

The search strategy employed a combination of carefully selected keywords to capture the breadth of research in this domain. The key terms used included "English for Economics," "ESP Economics," "Business English EFL," "English for Specific Purposes economics," "Task-based Learning ESP," "CLIL economics," and "digital technology ESP." These search terms were strategically chosen to encompass various pedagogical approaches and technological considerations within the field of English for Economics instruction.

Selection Criteria

The study established clear inclusion and exclusion criteria to ensure the selection of high-quality, relevant research that would contribute meaningfully to the literature review.

1. Inclusion Criteria: The research included articles that met several specific requirements. First, all selected publications had to be published in peer-reviewed journals within the timeframe of 2019-2024, ensuring access to the most current research developments in the field. Second, the studies needed to demonstrate a clear focus on English for Economics instruction or ESP

in economics contexts, maintaining direct relevance to the research objectives. Third, the research context had to involve EFL or ESL learning environments, aligning with the target population of interest. Fourth, publications were required to be written in either English or Indonesian languages to ensure accessibility and comprehension during the analysis process. Finally, both empirical studies and theoretical papers that contributed relevant insights into ESP teaching methodologies were considered for inclusion.

2. Exclusion Criteria: Several types of publications were systematically excluded from the review to maintain focus and quality standards. Articles that lacked direct relevance to ESP in economics contexts were eliminated to ensure thematic coherence. Non-academic publications, including conference proceedings, reports, and opinion pieces without peer review, were excluded to maintain scholarly rigor. Duplicate studies or publications presenting identical research findings were removed to prevent bias in the analysis. Additionally, any articles published prior to 2019 were excluded to ensure the review focused on contemporary research developments and current pedagogical practices.

Article Selection Process

The article selection followed a systematic screening process in multiple stages. The initial database search identified 89 potentially relevant publications. After removing 24 duplicates, 65 articles underwent title and abstract screening based on relevance to the research focus. This initial screening excluded 32 articles: 18 lacked direct relevance to ESP in economics contexts, 9 fell outside the 2019-2024 timeframe, and 5 were non-academic publications. The remaining 33 full-text articles were thoroughly assessed against the established inclusion criteria. Further evaluation excluded 11 articles: 6 had insufficient focus on EFL/ESL contexts, 3 were non-peer-reviewed conference proceedings, and 2 presented duplicate findings. This systematic process yielded 22 high-quality, peer-reviewed articles that directly addressed English for Economics instruction for EFL students, forming the final corpus for comprehensive thematic analysis.

Data Analysis

Following the systematic selection process, a total of 28 articles were identified and selected based on their direct relevance to the research topic and adherence to the established inclusion criteria. These selected studies underwent comprehensive thematic analysis using a structured content analysis framework. This analytical approach enabled the systematic identification of recurring patterns, emerging trends, and significant findings within the reviewed literature.

The content analysis framework facilitated the organization of research findings into coherent themes, allowing for the synthesis of diverse research perspectives and methodological approaches. Through this systematic analytical process, the review was able to identify key developments in English for Economics pedagogy, emerging technological applications, and evolving best practices in ESP instruction for EFL learners. The thematic analysis also revealed gaps in the current research landscape and areas requiring further investigation within the field of English for Economics education.

FINDING AND DISCUSSION

Current Teaching Methodology Trends

The literature analysis reveals a significant paradigm shift in the methodological approaches to English for Economics instruction for EFL students, characterized by a pronounced emphasis on more communicative and task-oriented pedagogical frameworks. This transformation reflects the evolving needs of learners in an increasingly globalized economic landscape, where traditional grammar-translation methods have proven insufficient in developing the communicative competencies required in professional economic contexts. The shift toward more interactive and meaningful learning experiences demonstrates educators' recognition that language learning must be contextualized within authentic economic discourse to achieve optimal outcomes.

Task-Based Language Teaching

Task-Based Language Teaching has emerged as an increasingly prominent approach in ESP economics instruction, gaining widespread acceptance among educators and researchers alike. Tursunova (2024) successfully integrated English language instruction with economic discourse through a specifically designed pedagogical approach for economics students, demonstrating that the integration of economic content with language learning results in more profound comprehension and retention. This approach fundamentally differs from traditional methodologies by placing authentic communicative tasks at the center of the learning process, thereby enabling students to develop both linguistic competence and content knowledge simultaneously.

The implementation of Task-Based Language Teaching in English for Economics typically encompasses three critical phases including the pre-task, task cycle, and language focus stages. In the economic context, the pre-task phase commonly involves brainstorming activities centered on economic concepts to be explored, activating students' prior knowledge and establishing cognitive frameworks for new learning. The task cycle incorporates authentic activities such as economic data analysis, policy discussions, case study examinations, and real-world problem-solving scenarios that mirror professional economic practice. The language focus phase emphasizes the systematic examination of terminology, discourse patterns, and linguistic structures characteristic of economic communication, ensuring that students develop both fluency and accuracy in their target language use.

Content and Language Integrated Learning

The Content and Language Integrated Learning approach has demonstrated increasing popularity within ESP economics contexts, representing a sophisticated integration of content and language learning objectives. Syafitri, Zaim, and Ardi (2024) developed a TPACK-based (Technological Pedagogical Content Knowledge) textbook specifically designed for economics faculty students, which effectively integrates technology, pedagogy, and content in English economics learning, demonstrating significant effectiveness in enhancing student engagement and learning outcomes. This innovative approach represents a departure from traditional compartmentalized learning models, instead promoting holistic educational experiences that prepare students for the complex demands of international economic discourse.

The distinctive advantage of Content and Language Integrated Learning in ESP economics contexts lies in its capacity to integrate language and content learning in a natural, seamless manner. Students engage with economic vocabulary not as isolated lexical items but within meaningful communicative contexts that reflect authentic academic and professional discourse patterns. This approach enables learners to develop sophisticated understanding of how language functions as a tool for constructing knowledge, analyzing complex economic phenomena, and participating effectively in professional communities of practice. Furthermore, this methodology promotes the development of cognitive academic language proficiency, which is essential for success in higher education and professional economic contexts.

Project-Based Learning

Project-Based Learning has emerged as an increasingly favored approach, particularly for developing collaborative skills and problem-solving capabilities within global economic contexts. Sakti et al. (2024) emphasized the necessity of redefining ESP to bridge the gap between traditional methods and modern educational needs, advocating for more flexible and adaptive approaches in ESP economics instruction. This methodology responds to contemporary workplace demands where economic professionals must demonstrate not only technical expertise but also collaborative problem-solving abilities, critical thinking skills, and intercultural competence.

The Project-Based Learning approach in ESP economics typically involves students in extended, authentic projects that mirror real-world economic challenges and professional practices. These projects often require students to conduct market research, develop business proposals, analyze economic policies, or create presentations for international audiences. Through these comprehensive learning experiences, students develop not only language proficiency but also project management skills, research capabilities, and professional competencies that are directly transferable to their future careers in the global economy.

Technology Integration in Learning

The digital era has precipitated transformative changes in ESP economics learning environments, fundamentally altering both instructional delivery methods and student engagement patterns. Холявка and Styfanyshyn (2024) examined current online resources for economics English, demonstrating that with the advancement of digital technology, online resources have become essential components in ESP economics learning, providing students with access to authentic and up-to-date materials. This technological integration represents more than mere digitization of traditional materials; it constitutes a fundamental reconceptualization of how language learning can be enhanced through multimedia, interactivity, and global connectivity.

Learning Management System Platforms

The utilization of Learning Management System platforms such as Moodle, Canvas, and Google Classroom has become mainstream in ESP economics learning environments. These platforms function not merely as repositories for learning materials but as comprehensive digital ecosystems that facilitate collaborative learning through discussion forums, peer review mechanisms, and group project coordination. The sophistication of modern Learning Management System platforms enables educators to create blended learning experiences that combine face-to-face instruction with online activities, providing students with flexible access to resources while maintaining structured learning progressions.

Contemporary Learning Management System implementation in ESP economics extends beyond basic content delivery to include interactive elements such as multimedia presentations, virtual simulations of economic scenarios, and real-time collaboration tools that enable students to engage with economic content in dynamic, engaging ways. These platforms also facilitate personalized learning experiences through adaptive content delivery, progress tracking, and individualized feedback mechanisms that respond to students' specific learning needs and preferences.

Online Learning Adaptation During the Pandemic

Research published in IGI Global eBooks (2022) coordinated economics English courses during COVID-19, providing an Australian narrative about ESP learning adaptation in pandemic conditions. This research underscored the critical importance of flexibility and innovation in ESP economics instruction, as well as the capacity to adapt to distance learning technologies under challenging circumstances. The pandemic period served as a catalyst for accelerated technological adoption, forcing educators to rapidly develop new competencies in digital pedagogy and students to adapt to entirely new learning modalities.

The pandemic experience revealed both the potential and limitations of technology-mediated ESP instruction. While digital platforms enabled continuity of learning during lockdown periods, the experience also highlighted the importance of human interaction, collaborative learning, and the social dimensions of language acquisition. Successful adaptations during this period typically involved hybrid approaches that leveraged technology's strengths while maintaining opportunities for meaningful interpersonal communication and collaborative problem-solving.

Multimedia and Digital Resources

The integration of video content, podcasts, and interactive online materials has become an integral component of modern ESP economics learning. Authentic materials sourced from international organizations, financial institutions, and economic research centers provide valuable exposure for EFL students to understand the realistic contexts of global economic communication. These resources enable students to engage with current economic discourse, familiarize themselves with various English accents and communication styles, and develop listening comprehension skills that are essential for professional success.

The strategic use of multimedia resources also addresses different learning preferences and cognitive processing styles, making ESP economics instruction more inclusive and effective for diverse student populations. Interactive online materials enable students to engage with complex

economic concepts through multiple sensory channels, reinforcing learning through various modalities and promoting deeper comprehension and retention of both linguistic and content knowledge.

Needs Analysis and ESP Implementation

Hillalliyati (2022) examined ESP implementation at the Faculty of Islamic Economics and Business, UIN SMH Banten, providing insights into practical challenges in implementing ESP economics curricula at Indonesian educational institutions, including issues related to instructor qualifications, availability of learning materials, and appropriate assessment methods. This research illuminates the complex institutional factors that influence ESP program success, highlighting the necessity for comprehensive planning and resource allocation in program development and implementation.

The study reveals that comprehensive needs analysis serves as a crucial foundation for designing effective ESP curricula that respond to specific institutional contexts, student backgrounds, and professional requirements. Surani and Kusumawati (2018) confirmed that within the context of the ASEAN Economic Community, economics students require English language capabilities that encompass not only basic linguistic skills but also understanding of international business communication culture. This finding emphasizes the multifaceted nature of ESP economics competence, which extends beyond traditional language skills to include intercultural competence, professional communication protocols, and understanding of global economic discourse conventions.

Effective ESP implementation requires careful consideration of multiple stakeholder perspectives, including students, faculty, industry partners, and institutional administrators. The alignment of curriculum objectives with authentic professional needs, combined with adequate resource allocation and ongoing professional development for instructors, emerges as critical success factors in ESP program implementation.

Major Learning Challenges

Economic Terminology Complexity

Galishnikova, Khalevina, and Meshcheryakova (2017) developed strategies for teaching neologisms to EFL students majoring in economics. Given the rapid development of economic terminology, the ability to understand and use economic neologisms has become an extremely important skill for contemporary economics students. Economic vocabulary is characterized not only by its technical nature but also by its context-dependent usage, with terms such as "liquidity," "volatility," or "derivatives" carrying specific meanings that differ substantially from their general English usage.

The complexity of economic terminology extends beyond simple definition memorization to encompass understanding of semantic relationships, collocational patterns, and pragmatic usage within specific economic contexts. Students must develop metalinguistic awareness that enables them to recognize how economic terms function within different discourse contexts, from academic research papers to business communications to policy documents. This requires sophisticated vocabulary learning strategies that go beyond traditional rote memorization to include contextual analysis, semantic mapping, and authentic usage practice.

Collocation Competence

Alikova and Samoilova (2019) examined English as a foreign language collocation competence for economics students. Their research demonstrated that mastery of collocations, which refers to combinations of words frequently used together, is crucial for effective economic communication. They recommended using corpus-based approaches to teach authentic economic collocations, recognizing that natural-sounding economic discourse depends heavily on conventional word partnerships that native speakers acquire intuitively but EFL learners must learn explicitly.

The development of collocation competence in ESP economics requires systematic exposure to authentic economic texts, analysis of frequency patterns in economic discourse, and deliberate practice in producing natural-sounding economic language. Corpus linguistics tools and techniques

provide valuable resources for both instructors and students in identifying and practicing high-frequency collocations that are essential for professional competence in economic communication.

Academic Writing Skills

Academic writing in economics possesses distinctive conventions that differ from general academic writing across multiple dimensions including argumentation patterns, citation practices, and discourse organization. Symon (2012) in his study of the communication and language needs of accounting, business, and economics students in tertiary EFL contexts identified significant gaps between professional communication requirements and students' actual language capabilities. This research highlighted the necessity for specialized instruction in economic academic writing that addresses discipline-specific conventions while developing general academic literacy skills.

Effective academic writing instruction in ESP economics must address multiple competency areas including critical analysis of economic literature, synthesis of research findings, construction of evidence-based arguments, and adherence to discipline-specific formatting and citation conventions. Students require explicit instruction in how economic academic discourse constructs knowledge, presents arguments, and engages with existing research within the field.

Confidence and Cultural Factors

Tran and Ho (2024) in their research at HCMC College of Economics discovered that learning culture has significant influence on English language learning by EFL students. This finding underscores the complex interplay between cultural background, learning preferences, and language acquisition outcomes in ESP contexts. Pratiwi (2022) emphasized the importance of cross-cultural communication understanding in ESP business and economics instruction, recognizing that in the context of economic globalization, the ability to communicate effectively with business partners from various cultural backgrounds becomes an essential professional competency.

Cultural factors influence not only learning processes but also communication patterns, professional interaction styles, and interpretation of economic concepts across different cultural contexts. ESP economics instruction must therefore address both linguistic competence and intercultural competence, preparing students to navigate the complex cultural dimensions of international economic communication while maintaining professional effectiveness and cultural sensitivity.

Contemporary Trends and ESP Research

Assassi and Rouaghe (2024) conducted a scoping review of contemporary trends in ESP research in the MENA (Middle East and North Africa) region. They identified that ESP economics research increasingly focuses on digital technology utilization, project-based learning approaches, and more holistic approaches to integrating language skills with professional content. These trends reflect broader shifts in educational philosophy toward more integrated, technology-enhanced, and professionally relevant learning experiences.

This finding aligns with research by Szanajda and Chang (2017) who conducted a narrative literature review on Business English ESL instruction, identifying the evolution of pedagogical approaches in teaching business English for ESL learners. The convergence of findings across different geographical and cultural contexts suggests that ESP economics is experiencing global transformation toward more communicative, technology-integrated, and professionally relevant instructional approaches.

Contemporary ESP research emphasizes the importance of evidence-based practice, systematic evaluation of instructional innovations, and continuous adaptation to evolving professional and technological contexts. This research orientation supports the development of more effective, theoretically grounded, and empirically validated approaches to ESP economics instruction.

Solutions and Best Practices

Scaffolded Vocabulary Instruction

The scaffolded approach to teaching economic vocabulary has proven highly effective in supporting student learning progression from basic understanding to sophisticated usage. This methodology involves gradual introduction of economic terminology, beginning with familiar contexts and progressively developing toward more complex applications. Scaffolding techniques include graphic organizers, semantic mapping, contextual analysis, and progressive complexity sequencing that supports students' cognitive development while building confidence in using specialized economic language.

Effective scaffolded vocabulary instruction in ESP economics incorporates multiple learning modalities, provides numerous opportunities for practice and application, and connects new terminology to students' existing knowledge frameworks. This approach recognizes that vocabulary acquisition is a complex, incremental process that requires sustained support and multiple exposures to new terms within meaningful contexts.

Authentic Materials Integration

The utilization of authentic materials such as economic reports from international organizations, business news, and case studies from real companies has proven effective in enhancing relevance and engagement in learning. Popescu (2014) in his research on teaching English for economics students emphasized the importance of using materials that are relevant to students' professional needs, recognizing that authenticity enhances both motivation and learning effectiveness.

Authentic materials provide students with exposure to real-world economic discourse, current economic issues, and professional communication patterns that they will encounter in their future careers. The integration of these materials requires careful selection, adaptation, and pedagogical support to ensure that they are accessible to students while maintaining their authentic characteristics and professional relevance.

Collaborative Learning Environments

The creation of collaborative learning environments through group projects, peer review sessions, and international exchange programs has shown promising results in enhancing confidence and communication skills among EFL students. These collaborative approaches mirror the team-based, international nature of contemporary economic work while providing supportive contexts for language practice and skill development.

Collaborative learning in ESP economics enables students to practice negotiation skills, develop cultural competence, share diverse perspectives on economic issues, and build professional networks that may benefit their future careers. The social dimension of collaborative learning also supports motivation, reduces anxiety, and creates communities of practice that extend beyond formal classroom instruction.

Pedagogical Implications

Based on the comprehensive literature review conducted, several pedagogical implications can be identified for developing more effective ESP economics learning approaches that respond to contemporary professional and educational contexts.

Needs-Based Approach

ESP economics learning must commence with comprehensive needs analysis to ensure material relevance to students' professional requirements. This approach must consider both local and global contexts, as well as current economic development trends that influence professional competency requirements. Effective needs analysis involves multiple stakeholder consultation, systematic data collection about professional language requirements, and ongoing evaluation of program relevance and effectiveness.

The needs-based approach recognizes that ESP economics students represent diverse backgrounds, career aspirations, and linguistic competencies that require differentiated instructional

approaches. Curriculum design must be flexible enough to accommodate this diversity while maintaining coherent progression toward professional competency outcomes.

Content and Language Integration

Effective learning integrates economic content with language skills, enabling students to develop deep understanding of economic concepts while improving their English language abilities. This integration requires sophisticated pedagogical design that balances content learning objectives with language development goals, ensuring that neither domain is compromised in the learning process.

Content and language integration approaches must address the cognitive demands of learning complex economic concepts through a second language while providing appropriate linguistic support that enables successful content comprehension and expression. This requires careful attention to cognitive load management, scaffolding strategies, and assessment approaches that recognize both content and language development.

Learning Technology Utilization

The integration of digital technology in ESP economics learning functions not merely as auxiliary tools but as media that facilitate interactive learning and access to authentic resources. Technology integration must be pedagogically principled, supporting specific learning objectives rather than serving as technological innovation for its own sake.

Effective technology integration in ESP economics requires instructor competence in digital pedagogy, access to appropriate technological infrastructure, and ongoing technical support that enables sustainable implementation. The selection and implementation of educational technologies must consider student access, cultural contexts, and institutional capacity for supporting technology-enhanced learning.

Cross-Cultural Competence Development

Given the global nature of modern economics, ESP economics learning needs to include development of cross-cultural communication competence and understanding of international business practices. This competence extends beyond language proficiency to include cultural sensitivity, awareness of different business practices, and ability to navigate cultural differences in professional contexts.

Cross-cultural competence development requires explicit instruction in cultural differences, opportunities for intercultural interaction, and reflection on cultural assumptions that influence communication patterns and professional relationships. This competence is essential for success in international economic environments where cultural misunderstandings can have significant professional and business consequences.

Recommendations for Future Research

ESP Economics Assessment Development

Further research is needed to develop valid and reliable assessment instruments for measuring students' ESP economics capabilities that encompass both linguistic and professional aspects. Current assessment approaches often focus primarily on linguistic competence without adequately measuring professional communication effectiveness or content mastery within economic contexts.

Assessment development research must address the complex, multidimensional nature of ESP economics competence while creating practical assessment tools that can be implemented effectively within institutional contexts. This research should investigate authentic assessment approaches, portfolio-based evaluation, and performance-based assessment methods that better reflect professional competency requirements.

Emerging Technology Utilization

Investigation of artificial intelligence, virtual reality, and machine learning applications for personalizing ESP economics learning needs further development. These emerging technologies offer

potential for creating more adaptive, responsive, and individualized learning experiences that could significantly enhance learning effectiveness and efficiency.

Research on emerging technology applications must address both technological feasibility and pedagogical effectiveness, ensuring that technological innovations actually improve learning outcomes rather than merely adding technological sophistication to existing approaches. This research should also consider equity issues, accessibility concerns, and implementation challenges associated with advanced educational technologies.

Longitudinal Studies

Longitudinal research on the long-term effectiveness of various methodological approaches in ESP economics is needed to understand learning impact on graduates' professional careers. Such research would provide valuable evidence about which instructional approaches produce lasting professional competency and career success outcomes.

Longitudinal research presents significant methodological challenges but offers unique insights into the relationship between ESP economics education and professional development over extended time periods. This research could inform curriculum development, instructional method selection, and program evaluation approaches by providing evidence about long-term learning outcomes.

Learning Materials Development

Research on developing interactive, adaptive digital learning materials that align with industry needs should become a priority for ESP economics education. Such research would address the ongoing challenge of creating materials that are both pedagogically effective and professionally relevant while leveraging technological capabilities to enhance learning experiences.

Materials development research must consider diverse learning contexts, varying technological infrastructure, and different cultural and linguistic backgrounds while creating resources that are accessible, engaging, and educationally effective. This research should also investigate sustainable approaches to materials development that can be maintained and updated over time.

CONCLUSIONS

This narrative literature review reveals that English for Economics instruction for EFL students constitutes a complex and multifaceted domain. Recent research demonstrates the significance of adopting a holistic approach that integrates needs analysis, development of relevant curricula, appropriate technology utilization, and consideration of cultural factors in learning processes. The paradigmatic shift from teacher-centered to student-centered approaches, with emphasis on task-based learning, Content and Language Integrated Learning (CLIL), and project-based learning, has yielded positive impacts on student engagement and learning outcomes. The integration of digital technology has created new opportunities for developing more engaging and effective learning experiences.

Primary challenges encountered include the complexity of economic terminology, gaps in academic writing competencies, and the necessity to develop confidence in professional communication. Nevertheless, innovative solutions such as scaffolded instruction, utilization of authentic materials, and collaborative learning environments have demonstrated effectiveness in addressing these challenges. To achieve optimal ESP economics learning outcomes, collaboration among language instructors, economics specialists, and industry practitioners is essential in developing relevant and current curricula and instructional materials. Furthermore, continuous research is required to consistently adapt pedagogical approaches in accordance with technological advancement and industry requirements. This study provides significant contributions to the development of ESP economics in Indonesia and other EFL countries by offering a comprehensive framework for enhancing the quality of English for Economics instruction that is responsive to global needs and future challenges.

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