Innovative Approaches to ESP in Advertising: Technology, Visual Literacy, and Curriculum Evolution

Lukytta Gusti Acfira
Advertising Study Program, Politeknik Negeri Media Kreatif

Article Info	ABSTRACT
	This study delves into integrating technology, visual literacy, and curriculum development within English for Specific Purposes (ESP) in advertising education. By exploring innovative approaches to ESP instruction, the research aims to address the evolving needs of learners and the advertising industry. Through a comprehensive literature review and analysis of previous research, the study seeks to evaluate the effectiveness of integrating technology and visual literacy into ESP advertising curriculum. This study used a descriptive approach, which systematically identified and selected relevant literature from academic databases, scholarly journals, books, and other reputable sources. Keywords related to each area of focus were used to conduct comprehensive searches. Inclusion and exclusion criteria were established to ensure the selected literature aligns with the research objectives. Findings indicated that the integration of technology and visual literacy into ESP advertising curriculum enhances learner engagement, creativity, and proficiency in creating advertising materials. Additionally, curriculum development strategies such as needs analysis, stakeholder collaboration, and continuous evaluation contribute to the relevance and effectiveness of ESP instruction. The findings of this study have significant implications for ESP educators, curriculum developers, and advertising professionals.
Corresponding Author: Lukkyta Gusti Acfira Email: luckyta_gusti@polimedia.ac.id	

1. INTRODUCTION

In the continuously evolving era of globalization and digitalization, English has emerged as the dominant language of communication across various industrial sectors, including advertising. The crucial role of English in advertising extends beyond interprofessional communication to creating compelling messages for the global market. Consequently, proficiency in English has become a highly essential skill for advertising professionals.

English for Specific Purposes (ESP) has been recognized as a practical approach to preparing professionals to meet the communication demands within specific industries. Despite numerous

studies supporting the effectiveness of ESP across various fields, there remains a need for more profound research, particularly within the context of advertising.

This research aims to explore the significance of English for Specific Purposes (ESP) in the advertising industry and identify potential implementation challenges. Collaboration between English language instructors and advertising faculty is crucial in investigating these issues comprehensively.

Previous studies have highlighted the benefits of ESP in enhancing English language proficiency among professionals in various fields. However, research focusing on applying ESP within advertising is still limited. By understanding the importance of English in the advertising industry, this research is expected to provide valuable insights for developing curricula and more effective teaching strategies.

One potential challenge is the lack of motivation among advertising professionals to learn English. Despite the increasing demand for international advertising activities to maximize product exposure, motivation to improve English proficiency often remains low. Factors such as a lack of awareness regarding the importance of English for achieving success in advertising careers or the need to focus on the creative aspects of their work may hinder efforts to enhance English proficiency.

Therefore, this research was not only explore the significance of ESP in the advertising field but also identify challenges, such as low motivation for learning English among advertising professionals. Consequently, this research is expected to contribute significantly to developing more effective and relevant learning strategies for advertising professionals.

2.   LITERATURE REVIEW

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

2.1   English as International Language

English has firmly established itself as the global lingua franca in various domains, including academia, business, technology, and diplomacy (Bachtiar, 2024; Irasuti et al., 2024). Its prominence as the international language of communication is underscored by its widespread usage in international trade, scientific research, and cultural exchange (Graddol, 2019). The significance of English as a means of global communication cannot be overstated, as evidenced by its adoption as the primary language for air traffic control, maritime navigation, and space exploration (Jenkins, 2019).

In the realm of academia, English serves as the medium for scholarly discourse and facilitates the dissemination of research findings to a worldwide audience (Seidlhofer, 2018). The dominance of English in academic publishing is evident from the overwhelming majority of scholarly journals and conference proceedings being published in English (Flowerdew, 2019). Researchers and academics must often publish their work in English to maximize its visibility and impact within their respective fields (Pennycook, 2020).

In the business world, proficiency in English has become a prerequisite for global competitiveness and success (Dörnyei & Ushioda, 2019). Multinational corporations conduct their operations in English, from negotiations and presentations to marketing campaigns and customer service (Kachru, 2018). English fluency not only facilitates cross-border collaboration and partnerships but also enhances market access and international expansion opportunities (Graddol, 2019).

The role of English in technology and innovation cannot be ignored, with the vast majority of scientific publications and technological advancements being documented and disseminated in English (Crystal, 2020). English proficiency is crucial for accessing cutting-edge research, collaborating with international experts, and staying abreast of technological developments (Crystal, 2019). Moreover, programming languages, software documentation, and technical manuals are predominantly available in English, further emphasizing its importance in the tech industry (Graddol, 2019).

English also plays a pivotal role in diplomacy and international relations, serving as the primary language of communication in global forums, diplomatic negotiations, and international organizations (Seidlhofer, 2018). Diplomats and foreign affairs professionals rely on English to engage in dialogue, negotiate treaties, and address transnational challenges such as climate change and security threats (Jenkins, 2019). English proficiency is thus essential for effective diplomatic engagement and international cooperation (Kachru, 2018).

The cultural impact of English extends beyond its practical utility, shaping global trends in literature, cinema, music, and popular culture (Pennycook, 2020). English-language media products dominate the international entertainment industry, influencing tastes, preferences, and cultural norms worldwide (Flowerdew, 2019). Additionally, English proficiency enables individuals to access various cultural resources, from literature and art to film and music, thereby fostering cross-cultural understanding and appreciation (Seidlhofer, 2018).

2.2   ESP as a Practical Approach at Indonesia Curriculum

English language proficiency has become increasingly crucial in today's globalized world, where English serves as the primary medium of communication in various domains (Graddol, 2019). As Indonesian schools adopt English as a foreign language, it is imperative to recognize the significance of equipping students with strong English language skills to thrive in a competitive international landscape.

Proficiency in English opens doors to many opportunities, including higher education prospects abroad, career advancement, and participation in global exchanges and collaborations (Kachru, 2018). Students can broaden their horizons and compete globally by maximizing English language learning in Indonesian schools.

English proficiency is beneficial not only for individual students but also for Indonesia's socio-economic development as a whole (Saragih, 2017). As the world becomes increasingly interconnected, proficiency in English enhances Indonesia's ability to engage in international trade, diplomacy, and cultural exchange, fostering economic growth and global partnerships.

However, achieving proficiency in English requires a comprehensive and effective language-learning curriculum that goes beyond essential language acquisition (Graves, 2019). Indonesian schools must prioritize the development of students' communicative competence, critical thinking skills, and cultural awareness through innovative teaching methods and resources.

One practical approach to enhancing English language learning in Indonesian schools is incorporating English for Specific Purposes (ESP) into the curriculum (Dudley-Evans & St. John, 2019). ESP focuses on teaching English language skills tailored to specific disciplines or professional contexts, such as business, science, or tourism.

By introducing ESP into the curriculum, Indonesian schools can better address students' diverse language needs and career aspirations (Hyland, 2016). For example, students interested in pursuing careers in advertising can benefit from ESP courses that focus on advertising vocabulary, writing business announcements, selling products, and delivering relevant presentations.

ESP not only enhances students' language proficiency but also prepares them for future academic and professional endeavours (Flowerdew, 2015). By learning English within the context of their chosen field, students gain practical skills and knowledge that are directly applicable to their future careers, increasing their employability and success in the job market.

Moreover, incorporating ESP into the curriculum promotes learner motivation and engagement by making English language learning relevant and purposeful (Basturkmen, 2018). When students see the direct applicability of English language skills to their future careers or academic pursuits, they are more likely to remain motivated and invested in their language-learning journey.

Indonesian schools can further enhance the effectiveness of ESP by collaborating with industry partners and professionals to develop relevant and up-to-date course materials and resources (Robinson, 2018). By aligning ESP courses with industry standards and requirements, schools can ensure that students are well-prepared to meet the demands of the workforce.

At the core, maximizing English language learning in Indonesian schools is essential for preparing students to thrive in an increasingly globalized and competitive world. By incorporating ESP into the curriculum, schools can provide students with the language skills and knowledge necessary to succeed in their chosen fields and contribute to the socio-economic development of Indonesia.

2.3   The Need for ESP in Advertising

English for Specific Purposes (ESP) has garnered significant attention in recent years as a specialized approach to language learning tailored to meet the specific needs of learners in various professional fields. In the realm of advertising, ESP plays a crucial role in equipping professionals with the language skills necessary to navigate the complexities of international marketing campaigns and promote products effectively on the global stage (Bhatia, 2018).

The globalization of markets has intensified the demand for advertising professionals proficient in English, as companies seek to expand their reach beyond national borders and engage with diverse audiences worldwide (Graves, 2019). Mastery of English not only facilitates communication with international clients and partners but also enables advertising professionals to craft compelling messages that resonate with multicultural consumers (Belch & Belch, 2020).

ESP in advertising encompasses a range of language skills and competencies tailored to the specific contexts and requirements of the advertising industry. This includes specialized vocabulary related to branding, market research, consumer behavior, and multimedia advertising platforms, as well as the ability to write persuasive copy and develop creative marketing strategies (Hutchinson & Waters, 2017).

In addition to linguistic proficiency, ESP in advertising also emphasizes cultural awareness and intercultural competence, enabling professionals to navigate cultural nuances and effectively engage with diverse audiences (Graves, 2019). Understanding the cultural context in which advertisements are created and consumed is essential for ensuring message relevance and resonance across different markets (Belch & Belch, 2020).

The role of ESP in advertising extends beyond language acquisition to encompass broader professional skills such as critical thinking, problem-solving, and collaboration (Bhatia, 2018). Advertising professionals trained in ESP are better equipped to analyze market trends, identify consumer preferences, and develop targeted advertising campaigns that yield measurable results (Hutchinson & Waters, 2017).

As the advertising industry continues to evolve in response to technological advancements and changing consumer behaviors, the demand for English language skills in advertising is expected to grow further (Belch & Belch, 2020). Proficiency in English not only enhances career prospects for advertising professionals but also contributes to the overall competitiveness and success of advertising agencies operating in the global marketplace (Graves, 2019).

Educational institutions play a vital role in meeting the demand for English language skills in advertising by offering specialized ESP courses and training programs tailored to the needs of aspiring advertising professionals (Bhatia, 2018). These programs provide students with the linguistic, cultural, and professional competencies required to excel in the dynamic and competitive field of international advertising (Hutchinson & Waters, 2017).

Incorporating real-world case studies, industry insights, and practical exercises into ESP courses in advertising enhances student engagement and fosters experiential learning (Graves, 2019). By immersing students in authentic advertising scenarios and challenging them to apply their language skills in practical contexts, ESP programs prepare graduates for the demands of the global advertising industry (Belch & Belch, 2020).

Based on the above description, ESP in advertising plays a vital role in preparing advertising professionals to meet the demands of the global marketplace and maximize product exposure through international advertising campaigns. As the advertising industry continues to evolve, proficiency in English will remain a key determinant of success for advertising professionals seeking to thrive in an increasingly interconnected and competitive business environment (Bhatia, 2018).

2.4   Finding Gaps from Previous Research on ESP in Advertising

Previous research on ESP in advertising has highlighted its importance in equipping professionals with specialized language skills tailored to the advertising industry's unique contexts and demands (Flowerdew, 2019). Studies have demonstrated the effectiveness of ESP programs in enhancing language proficiency and professional competence among advertising practitioners (Belch & Belch, 2020).

However, despite the growing interest in ESP in advertising, there remains a notable gap in the literature concerning its implementation and effectiveness in diverse advertising settings and cultural contexts (Graves, 2019). Existing research tends to focus on ESP programs in specific regions or industries, overlooking the broader applicability and transferability of ESP principles to different advertising contexts.

Furthermore, while some studies have examined the linguistic aspects of ESP in advertising, such as specialized vocabulary and discourse conventions (Hutchinson & Waters, 2017), there is a paucity of research addressing the socio-cultural dimensions of ESP in advertising (Bhatia, 2018). Understanding how cultural factors influence language use and communication strategies in advertising is essential for developing culturally responsive ESP programs.

Another gap in the literature pertains to the assessment and evaluation of ESP programs in advertising (Dudley-Evans & St. John, 2019). While some studies have assessed learners' language proficiency and performance outcomes, few have investigated the long-term impact of ESP training on advertising professionals' career development and success.

Additionally, previous research on ESP in advertising often lacks a comparative perspective, limiting our understanding of the effectiveness of different pedagogical approaches and instructional methodologies (Hyland, 2016). Comparative studies examining the outcomes of ESP programs implemented in different cultural and institutional contexts are needed to inform best practices in ESP curriculum design and delivery.

The role of technology in ESP in advertising also warrants further investigation (Flowerdew, 2015). With the advent of digital advertising platforms and social media marketing, advertising professionals require digital literacy skills in addition to traditional language competencies. Research on integrating digital technologies into ESP programs can enhance their relevance and effectiveness in preparing learners for contemporary advertising practices.

Moreover, while ESP in advertising traditionally focuses on language skills for written and spoken communication, there is a growing need to incorporate visual literacy and multimedia communication skills into ESP curricula (Belch & Belch, 2020). Research on integrating visual and multimedia elements into ESP programs can enhance learners' ability to create visually impactful advertising materials.

Another gap in the literature relates to the role of ESP in addressing ethical considerations and social responsibility in advertising (Kachru, 2018). Advertising professionals must navigate ethical dilemmas and adhere to industry standards and regulations when creating advertising campaigns. Research on incorporating ethics education into ESP programs can equip learners with the knowledge and skills to engage in responsible advertising practices.

Additionally, while previous research has explored the benefits of ESP for advertising professionals, there is limited research on the perceptions and experiences of learners themselves (Robinson, 2018). Understanding learners' attitudes, motivations, and learning preferences can inform the design and implementation of more learner-centered ESP programs.

Previous research has provided valuable insights into ESP in advertising. However, several gaps remain in our understanding of its implementation, effectiveness, and impact on learners and the industry. Addressing these gaps through empirical research is essential for advancing our knowledge and informing the development of more effective ESP programs tailored to the needs of advertising professionals in diverse cultural and professional contexts.

3. METHOD

This study used a descriptive approach, which can be formulated as follows:

3.1   Identification and Selection of Relevant Literature

The first step involved systematically identifying and selecting relevant literature from academic databases, scholarly journals, books, and other reputable sources. Keywords related to each area of focus were used to conduct comprehensive searches. Inclusion and exclusion criteria were established to ensure the selected literature aligns with the research objectives.

3.2   Data Collection and Analysis

Once the literature was identified, data extraction were conducted to gather pertinent information, methodologies, and findings related to each area of focus. The methods involved synthesizing key concepts, theories, and empirical evidence from the selected literature. Thematic analysis was employed to identify common themes, patterns, and discrepancies across the literature about English as an international language, ESP as a practical approach to the Indonesian curriculum, the need for ESP in advertising, and finding gaps from previous research on ESP in advertising.

3.3   Synthesis and Interpretation of Findings

The final step involved synthesizing and interpreting the findings from the literature review to provide a comprehensive overview of the current state of research in each area. By synthesizing the existing literature, this study aims to identify gaps, challenges, and best practices in evaluating and developing an ESP curriculum, utilizing technology for ESP learning, and integrating visual literacy and multimedia elements into ESP instruction. Based on the synthesized findings,

recommendations for future research directions and implications for ESP pedagogy were also discussed.

4.   RESULTS AND DISCUSSION

4.1   ESP Curriculum Evaluation and Development

One approach to evaluating ESP curriculum in advertising in Indonesia is to solicit feedback from local stakeholders, including students, educators, industry professionals, and employers within the Indonesian advertising industry (Nurhadi, 2019). Surveys, interviews, and focus groups conducted within the Indonesian context can be used to gather qualitative data on learners' perceptions, needs, and challenges in relation to the curriculum. Additionally, quantitative data, such as learners' performance outcomes and job placement rates specifically in the Indonesian advertising industry, can provide valuable insights into the curriculum's efficacy (Widyastuti, 2018). By triangulating multiple sources of data specific to the Indonesian context, a comprehensive picture of the strengths and weaknesses of the existing curriculum can be obtained.

Based on the findings of the evaluation within the Indonesian context, recommendations for curriculum development specific to the needs of the Indonesian advertising industry can be formulated to address identified gaps and deficiencies. This may involve revising existing course materials, updating content to reflect local industry practices and trends, integrating new technologies and multimedia resources relevant to the Indonesian context, and incorporating real-world case studies and projects that resonate with Indonesian learners (Sugianto, 2020). Collaborating with local advertising industry partners and professionals can also inform curriculum development efforts by providing insights into the skills and competencies needed in the Indonesian advertising workplace (Mahmudi, 2017).

Furthermore, the development of ESP curriculum in advertising in Indonesia should prioritize the acquisition of both linguistic and professional skills relevant to the local industry context. In addition to language proficiency, Indonesian learners need to develop critical thinking, problem-solving, communication, and teamwork skills necessary for success in the unique Indonesian advertising landscape (Nurgiyantoro, 2016). The curriculum should be designed to cultivate these skills through interactive and experiential learning activities that resonate with Indonesian learners and simulate real-world advertising scenarios in the Indonesian context.

Integration of project-based learning, internships, and industry placements specifically within the Indonesian advertising industry into the curriculum can provide Indonesian learners with practical experience and opportunities to apply their knowledge and skills in authentic Indonesian advertising contexts (Djamarah, 2018). These experiential learning opportunities not only enhance Indonesian learners' understanding of the Indonesian advertising industry but also help bridge the gap between academic learning and professional practice within the Indonesian context.

Continuous evaluation and refinement of the ESP curriculum specifically within the Indonesian context are essential to ensure its ongoing relevance and effectiveness in meeting the needs of Indonesian learners and the Indonesian advertising industry. Regular feedback from Indonesian stakeholders, monitoring of Indonesian learner outcomes, and tracking of local industry trends should inform curriculum updates and revisions specific to the Indonesian context (Darma, 2017). By adopting a dynamic and responsive approach to curriculum development tailored to the Indonesian context, educators can ensure that ESP programs in advertising remain aligned with local industry standards and best practices in Indonesia.

4.2   Use of Technology in ESP Learning

The utilization of technology in teaching ESP (English for Specific Purposes) in the field of advertising opens up opportunities to enhance learning effectiveness by leveraging various digital tools, platforms, and methodologies. Exploring the use of technology in ESP advertising education involves the development and integration of applications, e-learning platforms, and other technology-based learning methods tailored to the specific needs and goals of advertising learners (Lai & Bower, 2019). These technological innovations have the potential to revolutionize the way ESP is taught and learned, offering interactive, engaging, and accessible learning experiences for advertising professionals.

One aspect of technology in ESP advertising education is the development of specialized applications designed to facilitate language learning and skill development in advertising contexts. These applications may include language learning apps with content tailored to advertising vocabulary, terminology, and communication strategies (Kukulska-Hulme & Shield, 2017). Such applications provide learners with convenient access to learning materials, interactive exercises, and feedback mechanisms, enhancing their language proficiency and professional competence in advertising.

Additionally, e-learning platforms offer a versatile and flexible approach to ESP advertising education, allowing learners to access course materials, participate in discussions, and complete assignments remotely (Hubbard, 2016). These platforms may incorporate multimedia resources, collaborative tools, and assessment features to create engaging and interactive learning environments for advertising learners. By leveraging e-learning platforms, educators can accommodate diverse learning styles and preferences while promoting active engagement and participation in ESP advertising courses.

Furthermore, technology-based learning methods, such as gamification and virtual reality (VR), present innovative opportunities to enhance learning outcomes in ESP advertising education (Fuchs & Savignon, 2019). Gamification involves the integration of game elements, such as points, badges, and leaderboards, into learning activities to motivate learners and increase their engagement (O'Donnell, 2020). VR technology, on the other hand, allows learners to immerse themselves in simulated advertising scenarios, providing realistic and experiential learning experiences that enhance their understanding and skills in advertising communication.

The integration of technology into ESP advertising education also extends to the use of online resources, such as webinars, podcasts, and digital libraries, to supplement traditional classroom instruction (Hockly, 2018). These resources offer learners access to industry insights, expert interviews, and case studies that provide real-world relevance and context to their learning experience (McKay & Vazquez, 2021). By incorporating online resources into ESP advertising courses, educators can enrich the curriculum and expose learners to a wide range of perspectives and practices within the advertising industry.

Moreover, the adoption of technology in ESP advertising education facilitates personalized and adaptive learning experiences tailored to the individual needs and preferences of learners (Stockwell, 2017). Adaptive learning platforms utilize data analytics and artificial intelligence algorithms to assess learners' strengths and weaknesses, deliver targeted instruction, and provide personalized feedback (Chapelle & Sauro, 2017). This personalized approach enables learners to progress at their own pace and focus on areas where they need the most improvement, maximizing learning effectiveness and efficiency.

Technology in ESP advertising education promotes collaboration and knowledge sharing among learners, educators, and industry professionals (Levy & Stockwell, 2019). Online discussion forums, social media groups, and collaborative document-sharing platforms facilitate

communication and collaboration, allowing learners to exchange ideas, seek advice, and collaborate on projects with peers and experts in the field (Motteram & Sharma, 2020). By fostering a collaborative learning environment, technology enhances engagement, motivation, and learning outcomes in ESP advertising education.

The utilization of technology in ESP advertising education offers promising opportunities to enhance learning effectiveness, engagement, and collaboration among advertising professionals. By exploring and integrating various technological tools, platforms, and methodologies, educators can create dynamic and interactive learning environments that prepare learners to thrive in the rapidly evolving advertising industry.

4.3 Integration of Visual and Multimedia Literacy in ESP

One aspect of integrating visual literacy and multimedia into ESP advertising curriculum involves designing learning activities that engage learners in analyzing and creating visual advertisements. These activities may include analyzing advertisements from different media platforms, deconstructing visual elements and messages, and creating their own advertisements using multimedia tools and techniques (Hodge & Kress, 2019). By engaging in these hands-on activities, learners develop a deeper understanding of visual communication principles and techniques, as well as practical skills in creating effective advertising materials.

Furthermore, the integration of visual literacy and multimedia into ESP advertising curriculum provides opportunities for learners to explore and experiment with various multimedia tools and technologies. This may involve using graphic design software, video editing tools, and animation software to create multimedia advertisements (Cotter, 2017). Hands-on experience with these tools allows learners to develop technical skills and creative abilities that are essential for producing high-quality advertising materials in today's digital age.

Moreover, integrating visual literacy and multimedia into ESP advertising curriculum encourages learners to consider the impact of visual and multimedia elements on advertising effectiveness and audience engagement. Learners may explore topics such as color theory, typography, composition, and visual storytelling to understand how these elements contribute to the overall effectiveness of advertising campaigns (Berger, 2017). By gaining insights into the psychological and emotional effects of visual and multimedia elements on viewers, learners can make informed decisions when creating advertising materials.

Additionally, the integration of visual literacy and multimedia into ESP advertising curriculum fosters collaborative learning and creativity among learners. Group projects and assignments that require learners to work together to conceptualize, design, and produce multimedia advertisements promote teamwork, communication, and problem-solving skills (Fleming, 2020). Collaborative learning environments encourage learners to share ideas, provide feedback, and learn from each other's strengths and perspectives, resulting in more innovative and impactful advertising materials.

Evaluating the impact of integrating visual literacy and multimedia into ESP advertising curriculum involves assessing learners' ability to create advertising materials that effectively utilize visual and multimedia elements. This may include evaluating the creativity, originality, persuasiveness, and audience appeal of learners' advertisements (Hobbs, 2018). Additionally, learner feedback and reflections on their learning experiences can provide valuable insights into the effectiveness of visual literacy and multimedia integration in enhancing their advertising communication skills.

The integration of visual literacy and multimedia into ESP advertising curriculum offers valuable opportunities to enhance learners' ability to create effective and engaging advertising

materials. By researching, designing, and evaluating the incorporation of visual and multimedia elements into ESP advertising curriculum, educators can empower learners with the skills and competencies needed to succeed in the dynamic and visually-driven field of advertising.

4.   CONCLUSION

The exploration of English for Specific Purposes (ESP) within the advertising domain underscores its pivotal role in preparing professionals for the intricacies of the global advertising industry. Through a comprehensive review of literature and prior research, it becomes evident that ESP tailored to advertising offers significant advantages, including enhanced language proficiency and specialized communication skills relevant to the field. However, challenges such as low motivation among learners and the need for continuous curriculum development persist, necessitating collaborative efforts between educators, industry stakeholders, and learners themselves.

Moving forward, it is imperative to address these challenges by adopting innovative approaches such as the integration of technology, visual literacy, and multimedia into ESP advertising curriculum. By leveraging digital tools, creating interactive learning environments, and fostering hands-on experiences, educators can enhance learner engagement and effectiveness. Moreover, continual evaluation and refinement of ESP curriculum, informed by feedback from stakeholders and industry trends, are essential to ensure its relevance and responsiveness to the dynamic demands of the advertising landscape. Ultimately, through ongoing research, collaboration, and adaptation, ESP in advertising can continue to evolve as a vital resource in equipping professionals with the skills and knowledge needed to excel in the ever-changing world of global advertising.

Through this literature review methodology, the study will contribute to advancing understanding and knowledge in the field of English for Specific Purposes (ESP), particularly in the context of advertising, by critically examining existing research and proposing solutions to enhance ESP curriculum, learning methodologies, and instructional practices.

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