



A Systematic Review of Professional Communication Skills in English for Specific Purposes in Vocational Education within the New Media Era.

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ABSTRACT

Objective: The field of English for Specific Purposes (ESP) has undergone substantial development to meet the specialised communication requirements of various professional sectors and support students in adapting to industrial diversification. The emergence of new media technologies, including digital platforms and social media, has created a growing need for ESP programmes to evolve and incorporate these digital tools into vocational education. This systematic literature review aims to synthesise existing research on the integration of new media into ESP programmes and examine its impact on vocational education and training. **Purpose:** To uphold the quality of education, this review seeks to offer a comprehensive analysis of the influence of new media tools on ESP instruction and the development of professional communication skills. It aims to identify both the strengths and limitations of existing practices, providing insights into

their effectiveness and areas for improvement. **Methodology:** This review follows the Preferred Reporting Items for Systematic Reviews and Meta-Analyses (PRISMA) framework, adopting a systematic approach to analyse 90 research papers related to ESP and new media. Of these, 40 studies were selected based on their relevance and methodological rigour. The chosen papers were examined to evaluate the integration of new media into ESP curricula, its impact on student engagement and learning outcomes, and the effectiveness of various instructional strategies. **Results:** The findings underscore the necessity for a more targeted exploration of the long-term effects of new media tools and the formulation of best practices for their integration into industry-specific ESP programmes. **Contribution:** This review offers original insights into the integration of new media in ESP, identifying gaps in existing research and proposing recommendations for enhancing vocational education. It serves as a valuable resource for educators and policymakers, supporting the development of ESP programmes that align with the evolving demands of digital communication.

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Introduction

Advancements in technology and digital communication tools have reshaped professional environments, necessitating a transformation in vocational education. ESP has traditionally aimed to equip learners with the language and communication skills required for specific professions. However, the integration of new media technologies into ESP instruction remains an underexplored area. Social media, digital platforms, and online collaborative tools have redefined workplace communication and interaction, yet their application within ESP curricula in vocational contexts has not been extensively investigated. This review seeks to address this gap by systematically analysing the influence of new media technologies on the design and delivery of ESP curricula in vocational settings. By synthesising existing literature, the research provides practical insights into the future of ESP instruction, particularly its adaptation to the demands of the digital age. The findings aim to inform educators and policymakers on strategies for better preparing students to navigate the communication challenges of contemporary professional environments.

ESP addresses the linguistic needs of students in academic and professional contexts. Emerging in the mid-20th century, ESP developed in response to the increasing use of English in fields such as business, medicine, engineering, and law. Unlike General English, which encompasses a broad range of everyday language skills, ESP focuses on discipline-specific communication. Professional communication skills play a vital role in vocational education, significantly influencing success in negotiation, presentation, interpersonal communication, and technical writing (Tang, 2023). Effective communication is essential for tasks such as drafting corporate reports, medical records, and technical explanations (Prihandoko et al., 2022). This pragmatic approach equips students with the necessary skills to engage effectively with clients, colleagues, and other professionals in their respective fields (Perron et al., 2022).

With the advancement of the digital age, new media technologies have reshaped communication patterns. New media, including social media, online forums, and multimedia technologies, facilitate interactive and dynamic communication (Langum & Sullivan, 2020). The integration of new media into vocational education reflects educators' efforts to prepare students for the demands of the modern workforce. Incorporating internet-based platforms into ESP curricula allows students to develop proficiency in professional communication tools relevant to their industries (Nie, 2023). This approach highlights the need for continuous adaptation of educational strategies and underscores the role of new media in shaping contemporary communication practices, ensuring students are well-prepared for careers in a digital landscape.

ESP equips learners with the communication skills necessary to meet industry-specific requirements (Chen et al., 2021). ESP programmes prepare students for professional demands in fields such as technology, healthcare, and business by fostering contextually relevant language proficiency. As multinational enterprises grow increasingly complex, a deeper understanding of language within specific professional contexts becomes essential (Helate et al., 2022). The rise of digital media, social platforms, and online collaboration tools has transformed professional communication, presenting new challenges for vocational education. To address evolving business needs and labour market demands, vocational education must integrate these technologies into ESP instruction (Langum &

Sullivan, 2020). A systematic review can assess the impact of new media on ESP programmes, identify research gaps, and provide recommendations for enhancing ESP training in vocational education (Kashinathan & Abdul Aziz, 2021), which is essential for informing future practices and policies.

This research explores key topics related to ESP and new media in professional communication. Its primary objective is to consolidate existing studies on how ESP programmes adapt to industry-specific communication needs and how new media platforms influence these adaptations. By reviewing prior research, this study evaluates the extent to which ESP programmes effectively prepare students for professional communication challenges and the use of digital media in vocational contexts. Understanding these dynamics is crucial for improving the relevance and effectiveness of vocational training in an increasingly digital world.

Additionally, this study identifies knowledge gaps and areas requiring further research. It highlights underexplored topics and methodological limitations, contributing to a more comprehensive understanding of ESP and new media integration. Issues such as technology adoption and digital equity in diverse vocational settings require deeper investigation to address barriers to the effective implementation of digital tools. By synthesising research and identifying trends, gaps, and best practices, this review aims to enhance vocational education policies and practices. The findings provide valuable insights for educators, policymakers, and curriculum developers, ensuring that ESP training remains relevant, effective, and responsive to contemporary communication demands in a rapidly evolving digital landscape.

The rationale for this study stems from the need to bridge the gap in research on the intersection of ESP, professional communication, and new media in vocational education (Chen et al., 2021). Understanding how new media enhances or challenges ESP instruction is essential for developing effective teaching strategies that align with industry requirements. Furthermore, vocational education plays a critical role in preparing students for workforce integration (Kashinathan & Abdul Aziz, 2021). Therefore, it is necessary to assess whether current ESP curricula can meet the evolving communication demands of modern industries. This research seeks to synthesise existing literature to provide insights into the benefits, challenges, and best practices associated with integrating new media into ESP instruction.

The primary objectives of this study are to examine how ESP curricula in vocational education have evolved due to new media, assess the impact of digital tools on professional communication skills, and identify gaps in existing research. Specifically, this study aims to analyse how new media fosters an engaging learning environment, enhances communication skills, and improves the overall learning process. Additionally, it seeks to evaluate potential challenges, such as disparities in digital literacy and technological accessibility, that may affect the effective integration of new media into ESP teaching. By addressing these objectives, this systematic review contributes to ongoing discussions on language education, vocational training, and digital communication, offering recommendations for educators, policymakers, and researchers.

Literature Review

The rapid expansion of new media is reshaping the landscape of professional communication skills within ESP in vocational education. As digital communication tools, social media, and multimedia platforms increasingly dominate workplace interactions, media communication competence has become a crucial component of ESP curricula (Kashinathan & Abdul Aziz, 2021). In vocational education, students are required to develop specialised communication skills aligned with industry demands, which now encompass digital collaboration, online discourse, and multimodal communication (Chen et al., 2021). The new media era presents both challenges and opportunities, as vocational students must navigate digital environments while maintaining clarity, coherence, and cultural awareness in their professional interactions (Gomathi et al., 2023). Theoretical perspectives such as communicative competence (Carlisle et al., 2021) and digital literacy frameworks (Prihandoko et al., 2022) emphasise the need for vocational learners to develop both linguistic and technological proficiency to communicate effectively in digitalised workplaces. Empirical studies suggest that integrating social media, digital storytelling, and virtual simulations into ESP instruction significantly enhances student engagement and professional communication skills (Chan, 2021).

Despite these advantages, there remains a gap in systematic pedagogical approaches that comprehensively address media-based professional communication in ESP curricula within vocational education. This highlights the need for further research and curriculum development to ensure that ESP instruction effectively prepares students for the evolving demands of digitalised professional environments. Moreover, professional communication via new media necessitates a re-evaluation of teaching approaches to cultivate the dynamic and interactive communication skills expected of vocational students (González-Pérez & Ramírez-Montoya, 2022). Research has established that professional communication is no longer confined to face-to-face or written interactions but now encompasses digital networking, synchronous and asynchronous communication, and negotiation strategies in online environments (Carlisle et al., 2021).

The integration of multimodal discourse analysis into ESP research (González-Pérez & Ramírez-Montoya, 2022) provides valuable insights into how new media channels reshape linguistic practices, highlighting the need for media communication training within vocational English programmes. Empirical studies indicate that digital platforms enhance accessibility and participation but also introduce challenges such as misinformation and online etiquette, reinforcing the importance of critical thinking in digital interactions (Prihandoko et al., 2022). These factors underscore the necessity of a well-structured pedagogical framework that aligns ESP instruction with the evolving digital landscape of professional communication. This study aims to address both theoretical and practical gaps by investigating how vocational students develop professional communication skills in ESP through media-based approaches. To achieve this, it formulates refined research questions that examine curriculum development, technological integration, and the pedagogical effectiveness of new media in ESP instruction.

Methodology

Research Design

A SLR was conducted to synthesise existing research on the integration of new media into ESP and its impact on professional communication in vocational education. The SLR methodology was employed to ensure a comprehensive and structured analysis of prior studies, identifying key trends, research gaps, and significant findings across various scholarly sources. Adhering to systematic review protocols, this study examined peer-reviewed journal articles, conference papers, and book chapters published between 2019 and 2024. The primary objective was to evaluate the influence of new media technologies on ESP education and the development of industry-specific communication skills.

Research Sample

The review incorporated a selection of academic studies retrieved from Scopus, ERIC, and Google Scholar. The initial search identified 90 studies related to ESP, new media integration, and vocational education. Applying inclusion and exclusion criteria – such as relevance to ESP and professional communication, publication within the specified time frame, and methodological rigour – 40 studies were selected for in-depth analysis. The final sample comprised a diverse range of research, including empirical investigations, systematic reviews, and case studies, providing a comprehensive basis for evaluating the integration of new media into ESP instruction.

Research Instruments and Procedure

To ensure the selection of relevant literature, the study employed predetermined search terms and Boolean operators (e.g., “ESP AND new media,” “vocational education AND professional communication”). Studies examining the impact of new media technologies – such as digital platforms, social media, and online communities – on student outcomes in ESP training were prioritised. Each selected study was systematically analysed, with key aspects such as objectives, methodologies, findings, and conclusions carefully evaluated and extracted. Studies that did not explicitly address new media or vocational education contexts were excluded from the final review.

Data Analysis

The data were analysed using thematic analysis, allowing key topics to be categorised, including the role of new media in ESP classrooms, student engagement with digital educational tools, and challenges in integration. By systematically organising and coding data from the 40 selected studies, recurring patterns, emerging trends, and critical research gaps were identified. A comparative analysis was conducted to examine variations in findings across different geographic and professional contexts. Finally, a narrative synthesis was employed to interpret the data holistically, drawing conclusions on the impact of new media on ESP in vocational education.

Keywords and Search Terms

A comprehensive literature review was conducted using carefully selected keywords and search terms to identify relevant studies (see Table 1). The review included numerous studies on specialised English communication skills across various professional fields, with a particular focus on the influence of new media on vocational training. In career-focused publications, ESP was categorised under "vocational education." Boolean operators (AND, OR, NOT) were employed to refine and optimise the search process. The search phrase "English for Specific Purposes AND Professional Communication AND New Media AND Vocational Education" was used to ensure that selected studies addressed these core themes. The AND operator ensured that each article encompassed multiple research topics, while the OR operator broadened the scope by incorporating related terms such as "digital tools OR technologies." The NOT operator was applied to exclude studies related to "general language learning," ensuring a targeted focus on ESP within vocational education.

Table 1*Literature Search Words Combination*

| Combination No. | Search Terms | Boolean Operators | Focus Area |
|------------------------|---|--------------------------|---|
| 1 | "English for Specific Purposes" AND "New Media" | AND | General Integration of New Media in ESP |
| 2 | "ESP Curriculum" AND "digital tools" | AND | Curriculum Design with Digital Tools |
| 3 | "Professional Communication" AND "Vocational Education" | AND | Communication Skills in Vocational Education |
| 4 | "New Media" AND "ESP Learning Outcomes" | AND | Impact of New Media on Learning Outcomes |
| 5 | "Social Media" AND "Professional Communication" | AND | Role of social media in Communication Skills |
| 6 | "Mobile Apps" AND "ESP Instruction" | AND | Use of Mobile Applications in ESP Instruction |
| 7 | "Virtual Reality" AND "ESP Education" | AND | Integration of VR in ESP Education |
| 8 | "Gamification" AND "ESP Skills Development" | AND | Effectiveness of Gamification in ESP Skills |
| 9 | "Interactive Tools" AND "ESP" | AND | Use of Interactive Tools in ESP |
| 10 | "Online Learning Platforms" AND "ESP" | AND | Effect of Online Platforms on ESP Learning |

Inclusion and exclusion criteria were established to enhance search precision. Only peer-reviewed studies focusing on vocational ESP and technical communication skills were

considered. To maintain relevance to contemporary technological advancements, the review primarily examined research published within the past decade. This systematic approach—combining Boolean operators, defined search phrases, and clear inclusion/exclusion criteria—ensured the identification of high-quality, pertinent studies for evaluating professional communication skills in ESP and the integration of new media into vocational education.

Inclusion and Exclusion Criteria

To develop a comprehensive literature review on professional communication skills in ESP, we applied rigorous inclusion and exclusion criteria, focusing specifically on new media in vocational education. These criteria were designed to identify studies offering the most relevant research perspectives. The review includes only publications from 2019 to 2024, a timeframe selected to reflect recent advancements in new media within vocational education and ESP training. Given the rapid evolution of digital technologies, current research on existing practices and emerging trends is crucial. By limiting the review to this period, we ensured its relevance to contemporary educational contexts, as outlined in [Table 2](#). The exclusion criteria helped maintain a focus on practical, evidence-based research, leading to credible findings and well-supported recommendations. This selection process ensured that only high-quality, methodologically sound studies were included, allowing for a thorough and rigorous evaluation of professional communication skills in ESP and vocational education. Consequently, the findings provide meaningful insights and a comprehensive understanding of how new media influences ESP instruction.

Table 2

Inclusion and Exclusion Criteria of the Studies

| Criteria | Inclusion Criteria | Exclusion Criteria |
|----------------------------|---|---|
| Time Frame | Studies published between 2019 and 2024 | Studies published before 2019 or after 2024 |
| Geographical Scope | Studies from diverse regions to capture global trends | Studies focusing solely on non-relevant or single-region contexts |
| Study Types | Empirical studies, systematic reviews, and case studies | Theoretical papers, opinion pieces, and non-peer-reviewed articles |
| Language | Articles written in English or translated into English | Articles not available in English or lacking translation |
| Relevance to Topic | Studies focusing on new media tools, digital resources, and their impact on ESP | Studies unrelated to new media, digital tools, or ESP instruction |
| Quality of Research | Studies with clear methodologies, valid results, and peer-reviewed publications | Studies with unclear methodologies, poor quality, or no peer review |

Data Extraction and Analysis

The literature review on professional communication skills in ESP focused on the role of new media in vocational education. Data extraction and analysis were carefully

structured, evaluating the aims, methodologies, findings, and implications of each study, as outlined in Table 3. The systematic review process began with the identification of 95 records through database searches, supplemented by 8 additional records from other sources, yielding a total of 103 records. After the removal of duplicates, 90 unique records were screened for relevance, resulting in the exclusion of 44 records that did not meet the initial criteria. The remaining 46 full-text articles were assessed for eligibility, leading to the exclusion of 6 articles – 4 for being out of scope and 2 due to insufficient methodological detail. Ultimately, 40 studies were included in the final review, ensuring a rigorous and focused selection of high-quality research for analysis. The study categorised data into thematic areas, employing a standardised extraction form to maintain consistency and facilitate a coherent literature synthesis. The PRISMA chart illustrating the selection process is presented in Figure 1.

Table 3

Data Extraction and Coding Process

| Step | Description | Details |
|-----------------------|---|--|
| 1. Study Selection | Identification of relevant studies based on inclusion criteria. | Selected 40 studies from a pool of 46 based on relevance to new media in ESP. |
| 2. Data Extraction | Extraction of key information from each selected study. | Key data points include authors, year of publication, study design, sample size, key findings, and focus area. |
| 3. Coding Categories | Categorization of extracted data into thematic areas. | Categories include Digital Tools, Learning Outcomes, Curriculum Design, Student Engagement, and Professional Communication Skills. |
| 4. Data Organization | Structuring the extracted data into a coherent format for analysis. | Data is organized into tables and thematic matrices to facilitate comparison and synthesis. |
| 5. Thematic Analysis | Identification and grouping of common themes across studies. | Themes such as Impact of New Media, Effectiveness of Tools, and Challenges in Implementation were identified. |
| 6. Quality Assessment | Evaluation of the quality and relevance of the extracted data. | Assessed based on study design, methodological rigor, and relevance to the research questions. |
| 7. Synthesis | Integration of findings from different studies to draw overarching conclusions. | Findings synthesized to provide a comprehensive understanding of how new media affects ESP instruction. |
| 8. Reporting | Preparation of a detailed report summarizing the key findings and implications. | The report includes summaries of key insights, thematic analysis results, and implications for ESP instruction. |

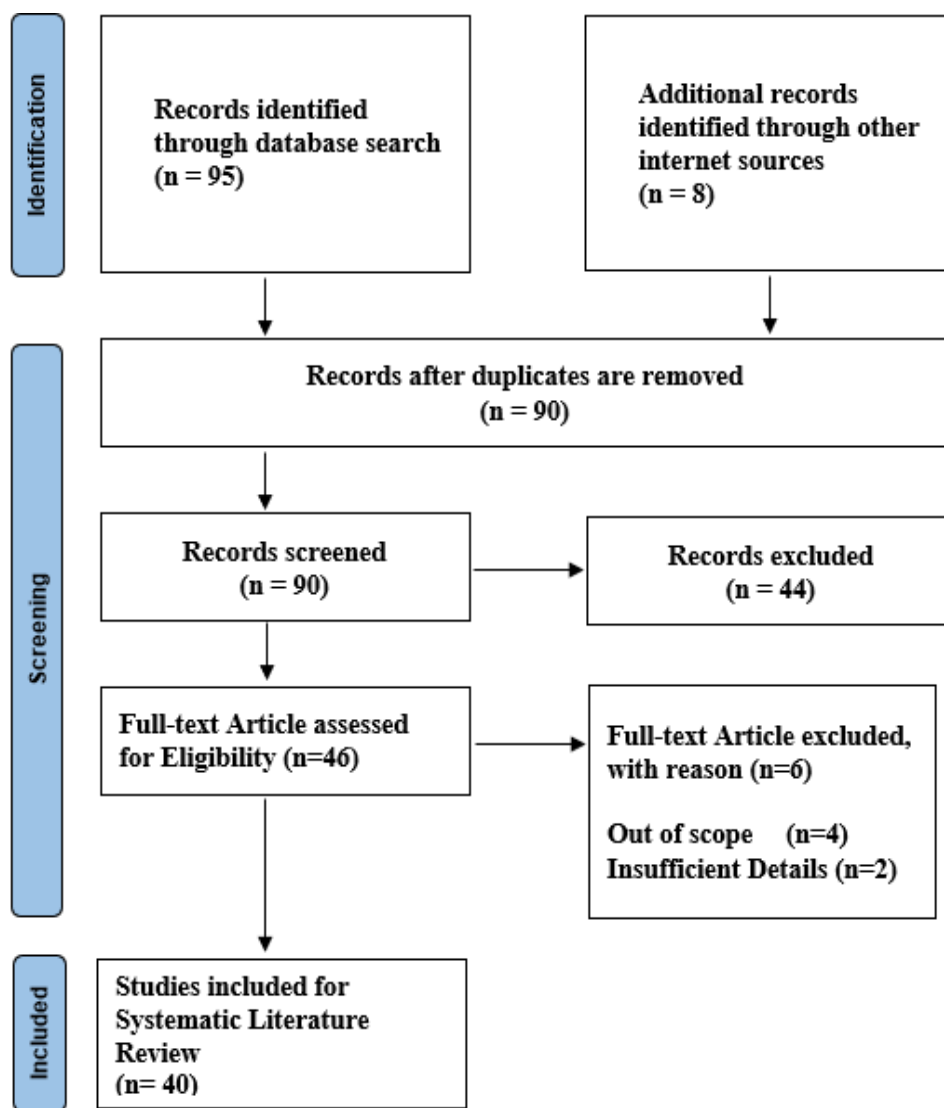


Figure 1: PRISMA Chart of the Study

Table 4 summarizes selected studies on ESP, communication, and professional development, highlighting the integration of AI, VR, IoT, and social media in language learning. Research emphasizes the importance of ESP course design, workplace adaptation, and technological advancements in enhancing communication skills. Studies show that ESP plays a crucial role in healthcare, business, and military settings, with a strong focus on aligning ESP education with industry needs. The findings suggest that technology-driven learning environments improve engagement and contextualized learning in ESP education.

Table 4*Summary of Selected Studies on ESP, Communication, and Professional Development*

| Author(s) | Year | Title | Variables | Keywords | Important Findings |
|--------------------------|-------------|---|---|--|---|
| (Abdulai et al) | 2023 | The Role of Indigenous Communication Systems for Rural Development | Indigenous communication, Rural development | Indigenous communication, Rural areas, Development | Indigenous communication enhances rural development and knowledge dissemination. |
| (Bessadok & Hersi) | 2023 | A structural equation model analysis of English for specific purposes students' attitudes regarding computer-assisted language learning: UTAUT2 model | EFL, CALL | English language, Computer assisted language learning. | CALL usage can become automatic for students and improve their engagement in EFL learning |
| (Gomathi et al) | 2023 | The Exploitation of Artificial Intelligence in Developing English Language Learner's Communication Skills | English Learning, Website development | Artificial Intelligence, English Learning, Website development | Website would develop the individual to become confident person on speaking with the English language |
| (Limeranto & Bram) | 2022 | Exploring EFL Graduate Students' Perspectives and Strategies to Improve English Speaking Skills | EFL, English proficiency | EFL, English proficiency, speaking skills | EFL graduate students in uncovering their speaking challenges so that they could perform better when using their spoken English |
| (Bales & Budzise-Weaver) | 2020 | Connect and Transmit: Organizations for Professional Support | Professional support, Communication | Professional networks, Librarianship | Networking organizations provide strong professional support in library sciences. |

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|----------------------|------|---|---|--|---|
| (Buriro et al) | 2024 | Evaluating Writing & Communication Skills Course | Writing skills, Communication | ESP, Needs analysis, Teaching practices | ESP needs analysis improves curriculum design and learning effectiveness. |
| (Riaz & Riaz) | 2022 | Causes of Anxiety Among Engineering Students While Making Oral Presentations in English | Anxiety, engineering students, presentation skills, English speaking | Anxiety, engineering students, presentation skills | Participants mainly experience anxiety due to poor proficiency in English, fear of judgment by the audience, lack of confidence, lack of exposure to speaking English |
| (Chan) | 2021 | Graduates' Transition into the Workplace | Workplace language, Learning strategies | Workplace English, ESP | Graduates learn workplace language through social interaction and adaptation. |
| (Chauncey & McKenna) | 2023 | Ethical AI Chatbots for Teaching | AI chatbots, Education ethics | AI, Chatbots, Teaching | AI chatbots enhance education but require ethical oversight. |
| (Febriantini et al) | 2021 | An analysis of Verbal And Non-Verbal Communication in Autistic Children | verbal communication, non-verbal communication, speaking | autistic, verbal communication, non-verbal communication | Verbal and non-verbal communication used by the therapist in teaching autistic children can enhance their social interaction and communication skills |
| (T. H. Dang et al) | 2024 | Motivational Interviewing Training for Oncology | Healthcare communication, Training | Motivational interviewing, Oncology | Online platforms improve communication training in oncology. |
| (Abdurazakova) | 2024 | New Communicative Methods In MILITARY ENGLISH TEACHING | Communicative Methods, Language Teaching, Task-Based Learning, Technology-Enhanced Learning | Military English, Communicative Methods, Language Teaching | Integration of communicative methods and technology in military English teaching |

| | | | | | |
|-----------------------|------|---|---|---|---|
| (Aizawa et al) | 2020 | Beyond the threshold: Exploring English language proficiency, linguistic challenges, and academic language skills of Japanese students in an English medium instruction programme | English language proficiency, English medium of instruction (EMI) | academic language skills, English language proficiency, English medium of instruction (EMI) | English language proficiency (i.e. TOEIC score) was a statistically significant predictor of challenges in the EMI programme. |
| (Rachmawati & Irawan) | 2024 | Integrating Digital Technologies in ESP Classroom: A Comprehensive Overview of Current Practices and Pedagogical Implications | ESP, Digital communication | ESP, Communication | Future trends in digital technology and their potential impact on the evolution of ESP pedagogy. |
| (Chen et al) | 2021 | Virtual reality in problem-based learning contexts: Effects on the problem-solving performance, vocabulary acquisition and motivation of English language learners | EFL, language learning, PBL | EFL, VR, PBL | value of engaging EFL learners in immersive environments for contextualized learning through the integrated use of VR and PBL |
| (Haroen et al) | 2024 | English Hybrid Learning for Nursing | Hybrid learning, Communication skills | Nursing, ESP, Communication | Hybrid learning improves self-perceived competence. |
| (Hosny et al) | 2025 | Interprofessional learning in practice-based settings: | Medical communication, Workplace learning | Healthcare, ESP, Workplace literacy | IP programs and how global IP networks may support interprofessional practice-based learning from development to delivery. |
| (Helate et al) | 2022 | English Teachers' Experiential Learning Preferences | Professional development, Experiential learning | Teacher training, ESP | Experiential learning is preferred for ESP professional development. |

| | | | | | |
|----------------------------|------|---|---|--|--|
| (Huang & Feng) | 2024 | Translanguaging in English Naming Practices | Naming conventions, Translanguaging | China, English names, ESP | English naming in China is influenced by transcultural factors. |
| (Kessler & Casal) | 2024 | English Writing Instructors' Use of Theories | Writing theories, Teacher beliefs | ESP, Academic writing, Teaching | Teachers' use of writing theories varies in ESP contexts. |
| (Huang et al) | 2023 | Trends, Research Issues and Applications of Artificial Intelligence in Language Education | AI, Language Education Intelligent Tutoring System. | Artificial intelligence, language education | AI was used to assist students in learning, writing, reading and speaking English and grammar. |
| (Kim et al) | 2024 | Translating Affective Soundscape Attributes | Soundscape, Perception | Acoustics, Translation | Soundscapes are perceived differently across cultures. |
| (Langum & Sullivan) | 2020 | Academic Writing and Scholarly Identity | Multilingualism, Scholarly identity | Academic writing, Multilingualism | Multilingualism influences scholarly writing identity. |
| (Anrasiyana et al) | 2022 | Creating Vlog as Media in English Language Teaching (ELT): Teaching Speaking | English Language Teaching, Speaking English, Teaching | Video Blogging (vlog), English Language Teaching | Implementation of creating video blogging (vlog) in English language teaching (ELT) in teaching speaking |
| (Kashinathan & Abdul Aziz) | 2021 | ESL learners' challenges in speaking English in Malaysian classroom | ESL learners, English language | ESL Learners, Speaking Skills, English Language | ESL students experience both internal and external challenges to speaking English |
| (Marcu) | 2020 | Designing Functional ESP Courses | ESP course design, Needs analysis | ESP, Course development | Needs analysis is key for effective ESP courses. |
| (Mendi et al) | 2020 | Cross-Cultural Adaptation of Communication Skills Scale | Communication skills, Cross-cultural adaptation | Healthcare, ESP, Assessment | Communication skills assessment varies cross-culturally. |

| | | | | | |
|---------------------|------|--|--|--|---|
| (Muftah) | 2022 | Impact of social media on learning English language during the COVID-19 pandemic | Language learning, social media, virtual learning. | Social media in Education, English Language learning | Social media have positively impacted learning English language in terms of writing style, reading skills, listening and lexical variation, communication skills and grammar usage. |
| (Ivančević-Otanjac) | 2021 | Students' attitudes toward ESP course at university level | Satisfaction with ESP course, Grammar acquisition | ESP, general English, special Education | The completed ESP course were not influenced by their general English proficiency. |
| (Nie) | 2023 | English Teaching Reform with IoT | New media, IoT-based education | EdTech, ESP, IoT | IoT can transform ESP teaching methodologies. |
| (Oktavianus & Meng) | 2024 | Influence of Online Channels on Misinformation | Digital misinformation, Online news | Media studies, ESP, Fake news | Social media impacts misinformation perceptions. |
| (Perron et al) | 2022 | Written Assessment of Health Professionals | Assessment, Healthcare communication | Medical ESP, Evaluation | Written assessments need alignment with practical healthcare communication. |

The study employed thematic analysis to identify and categorise key themes in research concerning the impact of modern media on ESP curricula and instruction. This approach highlighted the significance of online networks in professional success and the effectiveness of digital technologies in enhancing communication skills, as outlined in Table 5. In addition to thematic analysis, comparative analysis and narrative synthesis were applied to examine variations across different educational settings and regions. This methodological approach ensured a comprehensive and reliable review of the literature, reinforcing the study's assessment of new media's role in shaping ESP education.

Table 5

Synthesis of Findings by Thematic Area

| Thematic Area | Summary of Findings | Number of Studies |
|--|--|--------------------------|
| New Media Tools in ESP | Studies highlight the diverse use of new media tools, including mobile apps, virtual reality (VR), and digital platforms, to enhance ESP learning. These tools offer interactive and immersive learning experiences that can improve engagement and flexibility in vocational education. | 10 |
| Social media and Professional Communication | Research shows that social media platforms such as LinkedIn and Twitter enhance professional communication skills by enabling networking and real-time communication. These platforms support the development of digital literacy and professional connections. | 4 |
| Virtual and Augmented Reality | Virtual and augmented reality technologies are increasingly used in ESP to create immersive learning environments that simulate real-world scenarios. These technologies help learners practice communication skills in a controlled, yet realistic, setting. | 6 |
| Gamification and Interactive Learning | The integration of gamification and interactive elements in ESP curricula has been shown to increase student motivation and engagement. Gamified learning platforms offer rewards and feedback that enhance the learning experience and make complex content more accessible. | 5 |
| Online Learning Platforms | Online learning platforms, including webinars and collaborative tools, provide flexibility and support varied learning styles. These platforms facilitate real-time interaction and access to resources, enhancing the overall ESP learning experience. | 6 |
| Blogs and Digital Storytelling | Blogs and digital storytelling tools are used to enhance reflective learning and narrative skills. These tools help learners develop professional writing and communication competencies through creative and reflective practices. | 4 |
| Challenges and Technological Adaptation | Studies identify challenges related to the implementation of new media, such as technological adaptation, digital equity, and the need for adequate training. These challenges impact the effectiveness of new media integration in ESP. | 5 |

Findings

Research on professional communication in ESP has focused on equipping students with the necessary skills for industry-specific contexts. Rus (2020) observed that familiarity with professional discourse patterns and communication strategies enhances the effectiveness of ESP courses. Studies suggest that practice-based learning strengthens students' ability to apply language skills in real-world scenarios, with subject-specific content increasing engagement. Tang (2023) found that career-oriented ESP courses positively impact academic performance, as learners are more motivated when course content aligns with their professional aspirations. The relevance of ESP instruction to industry expectations is a critical factor in its success. Prihandoko et al. (2022) highlighted that the effectiveness of ESP programmes often depends on how well they align with the communication norms of their target professional domains. Additionally, intercultural communication competence is a crucial component of ESP education. Carlisle et al. (2021) argued that ESP courses should incorporate cultural awareness and sensitivity alongside linguistic proficiency, as training in intercultural communication helps individuals navigate cultural misunderstandings and adapt to diverse professional environments González-Pérez and Ramírez-Montoya (2022).

The integration of digital literacy and new media communication skills into ESP curricula has been increasingly emphasised in research. Nie (2023) noted that proficiency in digital technologies, including social media and virtual communication platforms, is now a fundamental requirement in many professions. Research on ESP course design has significantly contributed to the understanding of vocational communication skills. Syafiq et al. (2021) highlighted the value of systematic ESP curriculum development that directly addresses professional communication challenges, enabling educators to tailor courses to industry-specific demands.

ESP programmes have been particularly effective when designed for specific professional fields, such as aviation, medicine, and law. Marcu (2020) suggested that ESP instruction is most successful when closely related to students' intended careers. Specialist programmes in these sectors have led to notable improvements in professionals' communication skills, enhancing workplace efficiency (Chen et al., 2021). While recent research has examined the influence of new media on professional communication, there remains limited exploration of how ESP frameworks evolve in response to changing industry needs. Additionally, despite extensive studies on digital communication, many findings do not critically assess the depth of digital competencies achieved. Further investigation is needed to evaluate the long-term effectiveness and adaptability of ESP training methods in addressing the evolving communication demands of various industries.

ESP leverages modern media to enhance professional communication training. Social media platforms and professional forums provide ESP students with opportunities to engage with industry topics and network with professionals. For example, LinkedIn allows students to create professional profiles, participate in industry discussions, and connect with experts (Prihandoko et al., 2022). Additionally, industry associations offer professional forums where students can discuss sector-specific issues and learn communication strategies directly from experienced professionals (Chan, 2021). The use of online platforms in ESP helps students familiarise themselves with industry-specific

language and communication norms, improving their readiness for real-world professional interactions (Carlisle et al., 2021). Digital tools also facilitate interactive learning experiences, such as providing instant feedback, enabling virtual meetings, and supporting collaborative tasks (González-Pérez & Ramírez-Montoya, 2022). Furthermore, career- or interest-based student communities allow learners to share insights and receive guidance from both peers and professionals (Gomathi et al., 2023). Given the growing importance of online networking skills in the modern workplace, ESP training incorporates these elements to ensure students develop the digital communication competencies required for professional success.

New media has significantly reshaped ESP curriculum and instruction in vocational education. Digital platforms, social media, and online resources have introduced innovative ways to deliver content and engage students, making ESP programs more interactive and aligned with industry needs (Bales & Budzise-Weaver, 2020). Online tools, such as simulations, case studies, and interactive exercises, allow curriculum designers to incorporate industry-specific content, ensuring a hands-on learning experience. This shift reflects the broader trend in vocational education, which prioritises practical skills and real-world applications to enhance job readiness (Abdulai et al., 2023).

New media not only enriches ESP instruction but also fosters a more flexible learning environment. A study conducted at a technical institute found that multimedia-rich learning environments significantly improved student performance. Nie (2023) reported that digital and multimedia-based instruction led to better academic outcomes compared to traditional classroom methods. By engaging in interactive learning activities and leveraging diverse digital resources, students can bridge the gap between theory and practice. This personalised approach enhances learning by providing targeted resources and support that align with students' career goals and industry demands.

Research on professional communication skills in ESP remains limited, particularly regarding the impact of new media across industries such as healthcare, finance, and engineering. While Tosqui-Lucks et al. (2024) emphasise the need for longitudinal studies on career communication, research on ESP and new media in developing countries is sparse, despite rapid technological adoption shaping vocational training (T. V. A. Dang et al., 2024). Methodological limitations further weaken ESP research, as most studies rely on cross-sectional designs and self-reported data, making it difficult to assess long-term effects. The lack of control groups and experimental designs limits generalisability, while the absence of a clear conceptual framework hinders best practices for integrating new media into vocational education. These gaps affect ESP training, leaving educators struggling to align curricula with industry needs. Addressing these challenges requires targeted research on specific professions, regions, and improved study designs to strengthen both the evidence base and practical relevance of ESP training.

This study explores the impact of new media on professional communication skills within ESP (English for Specific Purposes) in vocational education. Findings indicate that digital media enhances ESP curricula, meets industry communication demands, and increases student engagement and learning outcomes. New media fosters professional communication by enabling networking and knowledge exchange through platforms like LinkedIn, Twitter, and industry forums (Kravchenko, 2024). Participation in industry-specific discussions strengthens students' understanding of professional trends and best

practices while integrating academic and practical knowledge to improve communication standards. Technological tools such as Zoom and Google Docs have made ESP instruction more interactive, allowing real-time collaboration, document sharing, and feedback (Bales & Budzise-Weaver, 2020). Team projects conducted via digital platforms simulate workplace interactions, enhancing students' technical writing, presentation, and negotiation skills. The integration of industry-specific case studies, technical writing tasks, and simulations enables instructors to tailor ESP curricula to real-world professional contexts, ensuring students develop relevant communication competencies (Shi & Cheung, 2024).

Studies suggest that dynamic and interactive new media environments aid skill retention and engagement. Gamified learning modules, interactive simulations, and multimedia activities provide immersive experiences that motivate learners while reinforcing communication skills (Nie, 2023). Simulated workplace scenarios allow students to practise communication in a structured yet engaging setting, enhancing both learning effectiveness and enjoyment. However, challenges persist in integrating new media into ESP instruction, particularly regarding digital accessibility and technological adaptation (Gomathi et al., 2023). Limited internet access, inadequate resources, and varying levels of digital literacy among students and instructors may hinder the effective use of these technologies. Continuous training and equitable access to digital tools are crucial to maximising learning opportunities. Furthermore, new media enhances student engagement by fostering collaboration through online communities, discussion forums, and shared writing platforms (T. H. Dang et al., 2024). These interactive spaces encourage communication practice, peer feedback, and networking with industry professionals. Online discussions and projects create authentic learning experiences that improve communication skills and professional preparedness.

Overall, the literature highlights the transformative role of new media in ESP curricula and professional communication training. Digital tools and interactive platforms create engaging, industry-relevant learning environments. However, ensuring equitable access to technology and addressing digital literacy gaps remain essential for maximising the benefits of media-driven ESP education. Integrating new media effectively into ESP programmes requires continuous innovation and adaptation to meet evolving industry demands and support students' professional success. Based on the data, this study proposed the following.

- P1: New media integration in ESP will significantly enhance professional communication skills in vocational education.*
- P2: The use of digital platforms in ESP will promote more immersive and contextually relevant learning experiences.*
- P3: Customization through new media tools will improve the effectiveness of ESP instruction in meeting industry-specific communication needs.*
- P4: Interactive and engaging new media environments will lead to better retention of professional communication skills in vocational contexts.*
- P5: The adoption of new media in ESP will necessitate addressing challenges such as technological adaptation and digital equity.*
- P6: Enhanced student engagement via new media platforms will positively impact the development of communication competencies in vocational education.*

Discussion

Innovative media is reshaping vocational communication instruction within ESP (English for Specific Purposes) programmes. Modern digital tools influence ESP curriculum design, aligning with industry communication needs while enhancing student engagement and learning outcomes. Platforms such as Zoom, Google Docs, LinkedIn, and Twitter have revolutionised professional communication training by fostering interactive and experience-based learning. Social media platforms, particularly LinkedIn, facilitate career networking and industry knowledge exchange. Participation in LinkedIn groups and professional forums enables students to engage in discussions on industry trends, communication strategies, and emerging best practices. These platforms also support professional identity development by allowing students to create profiles and connect with peers and potential employers.

Collaboration tools such as Zoom and Google Docs further enhance ESP learning by promoting real-time interaction and feedback. Virtual meetings and teamwork simulations improve students' technical writing, presentation, and negotiation skills, mirroring contemporary business communication practices. These technologies prepare students for digital collaboration in professional settings, reinforcing the growing significance of online communication in the workplace. Modern media technologies facilitate the personalisation of ESP courses, enhancing their relevance and effectiveness. Digital platforms enable educators to design industry-specific learning materials, incorporating case studies, simulations, and technical writing tasks tailored to various professions. This approach ensures that students develop career-relevant communication skills aligned with industry standards, particularly in mastering sector-specific vocabulary and discourse practices.

Research indicates that new media significantly enhances professional communication skills in ESP programmes. Interactive, visually engaging digital tools improve student retention and communication proficiency. Gamified learning modules, multimedia content, and real-world simulations increase engagement and provide opportunities for repeated practice in key professional scenarios, such as negotiations, client meetings, and technical presentations. These interactive experiences allow students to refine their skills in a risk-free environment while benefiting from adaptive feedback. Collaboration tools and online forums further strengthen professional communication by facilitating peer interaction and knowledge exchange. Platforms supporting collaborative writing and discussion forums enable students to engage in constructive dialogue, receive feedback from peers and instructors, and develop industry-specific communication strategies. This engagement fosters professional networking, enhances communication competency, and prepares students for real-world workplace interactions.

Implications

In ESP, instructors must integrate new media tools such as LinkedIn, Zoom, and Google Docs into curriculum design to align with industry demands and enhance student learning. These platforms facilitate practical professional communication tasks, including industry-related presentations and technical report writing. However, for effective implementation, instructors require targeted professional development in digital literacy, media production, platform-specific skills, and pedagogical strategies. Training initiatives should

equip educators to manage virtual classes, create engaging content, and guide students in producing well-structured written and digital communications. Policymakers must also address digital equity by ensuring equal access to technology through budgetary allocations, internet subsidies, and device lending schemes, particularly for underserved students. A collaborative effort between educators, industry stakeholders, and policymakers is essential to evaluate digital learning experiences, establish comprehensive teacher training, and develop curriculum frameworks incorporating new media. A revised modular curriculum, integrating electives in professional communication and digital media alongside industry collaborations, client projects, and internships, can significantly enhance students' digital and professional communication competencies. This approach ensures ESP training remains responsive to evolving industry requirements, equipping students with essential workplace skills.

The integration of new media tools in ESP vocational education has significant practical implications for both teaching and student learning. Platforms such as LinkedIn, Zoom, and Google Docs enhance students' industrial communication and teamwork skills, bridging the gap between education and real-world professional demands. This integration not only improves digital literacy but also aligns learning with industry expectations. Ongoing instructor training in digital pedagogy and content creation is essential to equip educators for online teaching while preparing students in key skills such as online presentations, technical report writing, and collaborative document editing. Ensuring digital equity is crucial for inclusive learning, particularly for students in underserved regions. Policymakers can facilitate this by allocating budgets for technology resources, implementing device lending schemes, and providing internet subsidies. A modular ESP curriculum that includes professional communication and new media electives, combined with client projects and internships, offers experiential learning opportunities that allow students to apply their knowledge in professional settings. Strengthening students' professional communication skills through such practical experiences enhances their adaptability and competitiveness in the modern workforce.

The integration of new media in ESP programs necessitates further research to assess its long-term impact on vocational education. A longitudinal approach is essential to examine how digital tools influence students' professional communication skills over time. Future studies should address key challenges such as technological adaptability, digital equity, and information overload in professional communication training. Ensuring equitable access to online resources, alongside technical support for both students and instructors, is crucial for maximising the benefits of digital platforms in ESP education. Additionally, research should explore how students from diverse socioeconomic backgrounds and varying levels of digital literacy engage with new media in ESP learning. Investigating demographic factors will help determine how digital tools enhance or hinder professional communication and whether they contribute to reducing inequalities. To address these gaps, future research should adopt a rigorous and diverse methodological approach, combining quantitative analysis with qualitative methods such as interviews and case studies. Experimental designs with control and intervention groups can establish clearer links between new media technologies and learning outcomes. Furthermore, stratified sampling should be used to examine how different learner demographics influence the effectiveness of digital tools in ESP education, ensuring more comprehensive and generalisable findings.

Conclusion

New media integration in vocational ESP enhances professional communication by equipping students with industry-specific skills using tools like Google Docs, Zoom, and LinkedIn. This improves digital communication, collaborative writing, and virtual teamwork, making learning more immersive and relevant. New media also boosts student engagement, with interactive tools fostering collaboration and real-time feedback. Virtual environments that simulate real-world applications enhance professional aptitude. However, challenges such as digital equity, instructor training, and technological adaptability must be addressed for effective integration. The study highlights the need for further research on the long-term impact of new media in ESP, including tool effectiveness and integration challenges. Academics, policymakers, and educators can leverage these insights to enhance ESP programs, ensuring equitable access and improved learning outcomes.

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