

CHAPTER 27

Teaching English for Entrepreneurship: An ESP-Based Instructional Design for Professional Communication

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1. INTRODUCTION

English for Specific Purposes (ESP) has evolved from a narrow focus on vocabulary and register to a comprehensive pedagogical approach grounded in needs analysis, discourse analysis, and genre awareness (Basturkmen, 2024; Hyland, 2002). ESP positions language as a tool for participation in specific professional or academic communities. Within entrepreneurial contexts, English functions as a strategic instrument for persuasion, negotiation, branding, and stakeholder engagement. Entrepreneurs frequently engage in high-stakes communication, including pitching to investors, writing funding proposals, communicating with international partners, and producing digital marketing content. Therefore, entrepreneurship presents a highly relevant and dynamic domain for ESP instruction.

Research in ESP consistently highlights the importance of aligning instruction with target-situation demands (Serafini et al., 2015). In entrepreneurial discourse, communicative effectiveness depends largely on the ability to identify purpose, adapt to audience expectations, and organize texts according to recognized rhetorical structures. Studies in entrepreneurial communication demonstrate that successful pitch presentations exhibit identifiable rhetorical moves and persuasive

linguistic features (Ducasse, 2020). Similarly, research on crowd funding communication reveals that linguistic style and lexical framing significantly influence funding outcomes (Parhankangas & Renko, 2017). These findings reinforce the pedagogical value of explicit genre instruction in entrepreneurship-focused ESP courses.

Draft English for Entrepreneurship in the Indonesian context, genre-based approaches have been widely implemented in academic writing instruction (Emilia, 2011; Widodo, 2016), and results from previous research in Indonesia has emphasized the role of discourse awareness and scaffolding in improving students' professional writing competence. Drawing on these theoretical and empirical foundations, this chapter proposes a structured instructional design for an English for Entrepreneurship course centered on text analysis and genre-based production.

2. INSTRUCTIONAL DESIGN

2.1 Course Objective and Content

The English for Entrepreneurship course aims to develop learners' ability to analyze and produce professional entrepreneurial texts by attending systematically to communicative purpose, target audience, and genre structure. In line with ESP, course objectives are derived from needs analysis and grounded in the communicative realities of learners' present and future academic/occupational contexts (Long, 2005). More recent ESP program research also emphasizes linking needs analysis to curriculum validation and revision, ensuring that course outcomes remain aligned with target tasks and stakeholder expectations (Smith et al., 2022).

Given that entrepreneurship communication frequently involves high-stakes, audience-sensitive genres (e.g., investor emails, elevator pitches, proposals), the course adopts genre-informed objectives that build learners' capability to recognize and deploy rhetorical resources strategically. Empirical business-ESP research demonstrates that workplace genres such as business emails can be taught effectively through explicit attention to move structure, pragmatic strategies, and audience design, which directly supports purpose-audience-structure learning outcomes (Park et al., 2021). In addition, ESP scholarship on

workplace communication highlights the value of helping learners discover and articulate their own evolving professional communication needs as a basis for selecting and sequencing instructional content (Chan, 2021).

The course objectives are as follows:

- Identify communicative purposes in entrepreneurial texts.
- Analyze target audiences and adapt tone and content accordingly.
- Recognize rhetorical moves and structural conventions in business/entrepreneurship genres.
- Produce coherent and persuasive entrepreneurial texts for defined stakeholders.
- Revise texts based on genre expectations, audience feedback, and evaluation criteria.

The course content includes:

- Foundations of ESP and entrepreneurial discourse
- Purpose and audience in professional entrepreneurial texts
- Structure and pragmatics of investor-facing emails
- Rhetorical organization of elevator pitches (problem-solution-value-evidence-call to action)
- Product descriptions and marketing language for specific audiences
- Business proposal fundamentals (problem framing, feasibility, and persuasion)
- Editing and revising strategies using genre- and audience-based criteria

The sequencing reflects genre-based pedagogy principles, where modeling and deconstruction precede guided practice and independent production (Hyland, 2004; Emilia, 2011). The content selection is also supported by business-ESP work emphasizing research-informed materials evaluation and the need to strengthen the research-pedagogy interface when choosing what counts as “authentic” and instructionally useful business texts (Chan, 2024).

2.2 Teaching Method

The course adopts a genre-based and task-based instructional framework. Genre-based pedagogy provides explicit instruction on textual structure and communicative purpose, allowing learners to recognize patterns in professional discourse (Hyland, 2004). Task-based learning ensures that students engage in authentic communicative activities reflective of entrepreneurial practice.

Instruction proceeds through the teaching-learning cycle:

- Modeling authentic entrepreneurial texts
- Deconstructing structure and language features
- Joint construction through guided tasks
- Independent production

Collaborative learning is incorporated through peer review sessions and group analysis tasks. This approach aligns with research emphasizing scaffolding and social interaction in ESP contexts (Widodo, 2016).

2.3 Activity Types

Consistent with foundational ESP scholarship, instructional activities in this course are grounded in genre analysis, discourse community theory, and target-situation needs (Swales, 1990; Bhatia, 1993; Long, 2005). ESP views language as situated social action shaped by communicative purpose and disciplinary conventions. Therefore, activity design reflects authentic entrepreneurial discourse practices and emphasizes explicit awareness of rhetorical structure, audience expectations, and contextual constraints. Activities follow a genre-based teaching-learning cycle (Hyland, 2004; Emilia, 2011), moving from modeling and deconstruction to guided and independent production. This progression supports learners in recognizing how entrepreneurial texts function within specific discourse communities, such as investors, customers, or partners.

Text Analysis Tasks require students to examine authentic investor emails and pitch scripts to identify purpose and audience positioning. This reflects Swales' (1990) concept of discourse communities, where communicative norms shape textual choices.

Move Analysis Activities draw on move-structure analysis (Swales, 1990; Bhatia, 1993), prompting students to annotate pitch scripts by

identifying rhetorical stages such as hook, problem, solution, validation, and call to action (Ducasse, 2020). Explicit attention to rhetorical moves develops genre awareness and persuasive competence.

Audience Adaptation Exercises require learners to rewrite texts for different stakeholders, reinforcing Bhatia's (1993) view that professional genres are socially embedded and audience-sensitive. This task operationalizes ESP's emphasis on communicative purpose and contextual adaptation (Hyland, 2002).

Pitch Simulations simulate real entrepreneurial communication, aligning with target-situation principles in needs-based ESP design (Long, 2005). Students apply structural and persuasive strategies in performance contexts.

Peer Review Workshops employ structured rubrics to evaluate coherence, rhetorical effectiveness, and audience alignment. Such collaborative evaluation aligns with socially mediated genre acquisition models (Emilia, 2011).

Collectively, these activities integrate discourse analysis and performance-based production, reflecting ESP's theoretical commitment to needs analysis, genre awareness, and authentic communicative competence.

2.4 Materials and Media

Consistent with ESP's foundational principle that language instruction must be grounded in target discourse communities (Swales, 1990; Long, 2005), the course integrates authentic entrepreneurial genres as primary learning resources. Core materials include startup pitch transcripts, investor correspondence, product landing pages, and crowdfunding campaign excerpts. These texts represent recurrent communicative events within entrepreneurial ecosystems and embody conventionalized rhetorical moves, audience-sensitive framing strategies, and discipline-specific lexico-grammatical patterns.

From a genre-theoretical perspective, such materials function as “socially recognized communicative actions” (Bhatia, 2014) that encode both persuasive intent and institutional expectations. Research in entrepreneurial communication further demonstrates that narrative framing, credibility markers, and stylistic choices influence investor

evaluation and funding outcomes (Parhankangas & Renko, 2017). Exposing students to authentic artifacts therefore supports not only linguistic development but also rhetorical awareness and strategic communicative competence.

Pedagogically, instructor-developed analytical worksheets scaffold move identification, stance analysis, and lexical patterning, operationalizing genre-based pedagogy (Hyland, 2004). Multimedia pitch recordings extend this analysis to prosodic features and embodied persuasion, while digital collaborative platforms facilitate iterative drafting and peer-mediated feedback cycles. This integration reflects contemporary ESP scholarship that advocates aligning classroom practices with real-world professional discourse through principled materials selection and adaptation (Chan, 2024).

2.5 Vocabulary and Grammar Building

Entrepreneurial discourse is characterized by specialized terminology and recurrent grammatical constructions that signal innovation, feasibility, and risk management. Accordingly, vocabulary instruction targets domain-specific lexis (e.g., *equity*, *scalability*, *market traction*) alongside evaluative and promotional adjectives that construct value propositions. Such lexical development supports the construction of professional identity within entrepreneurial discourse communities.

Grammar instruction is embedded within authentic texts, reflecting ESP's commitment to contextualized form-function relationships (Basturkmen, 2024). Instructional focus includes:

- Modal verbs for proposing and negotiating possibilities
- Conditional clauses for forecasting and scenario analysis
- Hedging devices for calibrated claims and risk mitigation
- Passive constructions for formalized product and process descriptions

Rather than treating grammar as discrete rules, this approach situates grammatical features within persuasive and epistemic functions, reinforcing the interdependence of lexis, grammar, and rhetorical purpose (Hasbi, 2025).

2.6 Targeted Language Skills

The course adopts an integrated-skills framework consistent with the communicative demands of entrepreneurial practice. Reading activities emphasize rhetorical move analysis and audience positioning; writing tasks require the production of professionally structured entrepreneurial genres; speaking tasks focus on persuasive pitch delivery; and listening activities analyze strategic framing and investor-oriented discourse.

This integration reflects Long's (2005) argument that language programs should be designed around authentic target tasks derived from needs analysis. It also aligns with genre-based pedagogy, which conceptualizes communicative competence as the ability to mobilize linguistic, rhetorical, and sociocultural resources simultaneously (Hyland, 2004). By developing multidimensional competence, learners are prepared to participate meaningfully in entrepreneurial discourse communities.

2.7 Assessment and Evaluation

Assessment is structured according to performance-based ESP principles and constructive alignment (Biggs, 1996), ensuring coherence among learning outcomes, instructional activities, and evaluative measures. Both formative and summative components support progressive genre mastery. Formative assessment includes draft-feedback cycles, analytical quizzes, and structured peer review, promoting reflective engagement with rhetorical organization and audience adaptation. Summative assessment consists of:

- *Text Analysis Report* (30%) – critical genre analysis of an authentic entrepreneurial text
- *Investor Email Writing Task* (25%) – audience-specific persuasive correspondence
- *Pitch Script and Oral Presentation* (30%) – integrated written-oral persuasive performance
- *Reflective Commentary* (15%) – metacognitive evaluation of rhetorical choices

Such performance-oriented tasks reflect ESP's emphasis on authentic communicative evaluation rather than decontextualized language testing (Long, 2005). Evaluation thus functions not merely as measurement but as evidence of learners' capacity to enact professional discourse practices effectively and strategically (Hasbi et al., 2026).

3. FURTHER DISCUSSION

Entrepreneurial communication constitutes a specialized constellation of genres—pitch decks, investor correspondence, crowdfunding narratives, and value propositions—whose persuasive force depends on narrative framing, evidential structuring, and audience-sensitive stance-taking. Empirical studies in entrepreneurial rhetoric demonstrate that linguistic style and strategic framing significantly influence funding outcomes and investor evaluations (Parhankangas & Renko, 2017; Ducasse, 2020). Integrating these findings into pedagogy aligns with genre-based approaches in ESP, which argue that explicit instruction in rhetorical moves enhances professional writing performance and discourse competence (Hyland, 2004; Emilia, 2011). Indonesian ESP scholarship similarly emphasizes contextualized, research-informed materials design and the importance of discourse-level awareness in professional communication courses.

By foregrounding explicit genre instruction, iterative drafting, and performance-based assessment, the course cultivates strategic communicative competence encompassing linguistic accuracy, pragmatic appropriateness, and rhetorical effectiveness. This multidimensional view corresponds with current Scopus-indexed ESP discussions advocating stronger integration between research and pedagogy to prepare learners for dynamic professional environments (Chan, 2024; Basturkmen, 2024). Constructive alignment principles further ensure coherence among learning outcomes, instructional tasks, and assessment mechanisms (Biggs, 1996), thereby operationalizing ESP theory within business education.

Future research may extend this framework to intercultural entrepreneurial communication, digitally mediated marketing discourse, and multimodal persuasion—domains increasingly central to global startup ecosystems. As entrepreneurial practice becomes

transnational and platform-driven, ESP-informed instruction remains crucial in equipping learners with the analytical and rhetorical resources necessary for international business engagement.

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