

ГЕРМАНСЬКІ МОВИ ТА ЛІТЕРАТУРИ

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LINGUOSTYLISTICS OF PROFESSIONAL COMMUNICATION AS A BASIS FOR ESP TEACHING

This article explores the essential role of linguostylistics in shaping the methodological and communicative foundations for teaching English for Specific Purposes (ESP), particularly in economic and business contexts. Drawing from current trends in stylistic theory, discourse analysis, and applied linguistics, the study presents a comprehensive view of how linguistic and stylistic competence in professional registers contributes to the development of effective ESP curricula.

Special attention is given to analyzing key stylistic features of professional genres such as reports, emails, presentations, negotiations, and academic business writing from both theoretical and practical perspectives. The authors emphasize the importance of integrating stylistic awareness into ESP teacher training, proposing pedagogical strategies aimed at enhancing learners' discourse competence in domain-specific communication.

Case studies in business English instruction illustrate the effectiveness of genre-based and stylistic approaches. The concluding section reflects on the future of ESP education in multilingual academic environments, highlighting the need to adapt curricula to the dynamic changes in global business communication.

Thus, linguostylistics serves not only as a theoretical foundation but also as a practical tool that helps students develop not only language skills but also flexibility in language use according to the specifics of their professional activities. This approach ensures more effective integration of graduates into the international business environment and increases their competitiveness in the labor market.

Key words: ESP teaching, professional discourse, stylistic competence, business English, linguostylistics, functional linguistics, genre analysis, teaching methodology.

Introduction. In recent decades, the intensification of global economic, political, and academic exchange has increased the demand for advanced language training tailored to specific professional fields. English for Specific Purposes (ESP) has emerged as a leading paradigm in applied linguistics and foreign language pedagogy, aimed at preparing learners to use English effectively within their

areas of specialization. However, while vocabulary acquisition, grammatical accuracy, and functional fluency have traditionally formed the backbone of ESP instruction, less attention has been paid to the stylistic and rhetorical dimensions of professional communication. This paper contends that the inclusion of linguostylistic principles into ESP teaching – especially for learners in economics,

business, and management – can greatly enhance communicative competence and disciplinary literacy [Hyland, 2011].

Main text. Linguostylistics, understood as the study of stylistic variation within language use, intersects with a number of disciplines, including sociolinguistics, rhetoric, discourse analysis, and pragmatics [Widdowson, 2004]. Its scope encompasses the identification and analysis of expressive means and stylistic devices across different genres and registers, including professional ones. In the context of ESP, where language is used in highly specialized, context-sensitive ways, stylistic choices play a critical role in signaling authority, credibility, precision, and formality. Consequently, ESP learners require not only linguistic knowledge but also a nuanced awareness of stylistic appropriateness within their field [Flowerdew, 2013].

This article proposes that linguostylistic analysis serves as a foundation for constructing effective ESP curricula, particularly in economic domains where language is often used persuasively, strategically, and formally. It aims to define the theoretical underpinnings of this approach, identify key stylistic markers of business discourse, and outline pedagogical strategies for incorporating stylistic training into ESP classrooms. Additionally, the study draws on real-world case studies and classroom applications to illustrate how linguostylistics can foster deeper professional identity formation and communicative success.

The term linguostylistics refers to a branch of stylistics that focuses on the linguistic nature of style, particularly as manifested in various types of discourse. While traditional stylistics often prioritized literary texts, contemporary linguostylistics has broadened its scope to include professional, academic, journalistic, legal, and scientific texts [Yakhontova, 2002]. This expansion aligns with the needs of ESP education, where learners engage with non-literary texts situated within their future or current professional practices.

From a theoretical standpoint, linguostylistics is grounded in both structural and functional approaches. The structural approach emphasizes formal language features – lexical, syntactic, phonological – that contribute to stylistic effect, while the functional approach situates these features within communicative goals, genre conventions,

and contextual constraints [Dudley-Evans & St John, 1998]. ESP teaching benefits from both perspectives, as students must be trained to recognize and produce texts that align with field-specific norms.

Halliday's systemic functional linguistics (SFL) offers a particularly useful model for integrating linguostylistics into ESP. According to Halliday, language operates simultaneously along three metafunctions: ideational (representing experience), interpersonal (enacting social relations), and textual (organizing discourse) [Halliday & Matthiessen, 2014]. In professional communication, each of these functions is realized in genre-specific stylistic patterns: the impersonal tone of reports (ideational), the polite negotiation strategies in meetings (interpersonal), and the logical sequencing of business plans (textual). By mapping these metafunctions to specific stylistic realizations, ESP instructors can better design teaching materials and assessment criteria.

Another relevant framework is genre theory, especially as developed by Swales and Bhatia, which highlights the importance of genre-specific stylistic conventions in establishing professional credibility [Swales, 1990; Bhatia, 2004]. For instance, in business emails, the use of indirectness, hedging, or strategic emphasis often signals politeness and diplomacy, while in reports, conciseness and objectivity prevail. Understanding such stylistic expectations is crucial for learners seeking to integrate into professional communities of practice.

Professional discourse, particularly in the economic and business domains, is characterized by distinctive stylistic features that differentiate it from everyday or informal language. These stylistic markers serve various communicative functions: they convey professionalism, ensure clarity, support persuasive aims, and foster institutional identity. A comprehensive understanding of such markers is critical for both ESP instructors and learners, as stylistic competence is directly linked to communicative effectiveness and disciplinary credibility [Hyland, 2005].

One of the key stylistic traits of professional economic discourse is lexical precision. Unlike general English, ESP texts in economics rely heavily on specialized terminology, abstract nouns, and nominalizations [Dudley-Evans & St John,

1998: 44]. For example, words like “liquidity,” “hedging,” “macroeconomic indicators,” and “capital appreciation” carry specific meanings that are not readily transparent to laypersons. Teaching learners to decode, use, and contextualize such terminology is a core task in ESP instruction [Hyland, 2011].

Additionally, professional texts often favor nominal style over verbal constructions, which contributes to information compression and formality [Swales, 1990: 28]. Moreover, hedging – linguistic strategies used to express uncertainty or politeness – is a central feature. Modal verbs (may, might, could), adverbs (possibly, likely), and lexical verbs (appear, suggest, indicate) allow speakers and writers to manage the level of commitment to their claims. This is particularly important in contexts such as financial forecasting or market analysis, where overassertiveness can be perceived as unprofessional or even legally risky [Hyland, 2005: 117].

Teaching learners to use hedging devices appropriately requires explicit instruction in pragmatics and stylistics. Learners must understand not only the linguistic forms but also the communicative contexts that warrant hedging [Flowerdew, 2013: 92].

Each professional genre – be it a business report, executive summary, investor pitch, email correspondence, or meeting agenda – possesses its own stylistic conventions [Bhatia, 2004]. ESP instruction that incorporates genre analysis not only improves learners’ production skills but also helps them decode stylistic expectations in professional settings.

In an increasingly globalized world, professional communication often takes place in intercultural contexts. Stylistic norms can vary significantly across cultures. For instance, the use of directness, humor, or personal anecdotes in business communication may be acceptable in American contexts but considered inappropriate in Japanese or German business environments [Yakhontova, 2002].

Thus, teaching stylistic competence must include intercultural stylistic sensitivity. Learners should be trained to recognize both universal and culturally specific stylistic norms, allowing them to adjust their discourse for international audiences [Widdowson, 2004: 101].

Professional texts are expected to display logical coherence and cohesion. Discourse markers such as “moreover,” “therefore,” “in contrast,” and “as a result” are frequent in formal writing and speaking. These markers guide the reader or

listener through complex reasoning, ensuring clarity and organization. Cohesive devices also include parallel structures, thematic progression, and consistent referential strategies [Hyland, 2011].

In ESP instruction, stylistic cohesion should be taught alongside grammar and vocabulary. For example, tasks involving paraphrasing, summary writing, or text reconstruction can be used to reinforce the function and flexibility of discourse markers [Swales, 1990: 60].

Linguostylistic competence in ESP entails the ability to recognize, interpret, and appropriately use stylistic resources in professional communication. This competence includes awareness of audience, purpose, genre conventions, and disciplinary discourse norms. Developing such competence requires deliberate pedagogical strategies that go beyond grammar drills or vocabulary lists [Bhatia, 2004: 112].

Many traditional ESP syllabi are organized around content themes (e.g., marketing, accounting, logistics) and functional language (e.g., describing trends, making comparisons, giving presentations). To integrate stylistics, educators must also foreground discourse features, stylistic variation, and rhetorical strategies [Dudley-Evans & St John, 1998].

Each module should be linked to authentic professional tasks, such as composing a policy brief, drafting an email to a client, or delivering a project pitch. Authentic materials – such as corporate reports, press releases, CEO letters, financial analyses, and LinkedIn articles – provide rich examples of professional style in use. When these texts are deconstructed in class, learners can observe stylistic choices and reflect on their communicative effects [Hyland, 2005].

For example, a lesson might analyze the stylistic differences between an academic paper on international trade and a World Bank policy memo on the same topic. Discussions could center on tone, formality, structure, and rhetorical stance [Flowerdew, 2013: 106].

A core strength of linguostylistics lies in its capacity to dissect and categorize genre-specific features across diverse types of professional communication. In the field of ESP – particularly for learners specializing in economics, finance, and management – each genre serves specific communicative goals and reflects domain conventions [Swales, 1990: 145]. Understanding the stylistic

fingerprint of each genre enables learners to align their discourse with expectations of their professional communities.

Business reports require conciseness, evidence-based reasoning, and a neutral, objective tone. They typically employ nominalizations, passive voice, bullet points, and subheadings for clarity. Visual aids such as graphs and tables are stylistically integrated through captions and referencing phrases (e.g., “As shown in Figure 1...”). Learners must acquire skills in not just interpreting data, but presenting it through coherent, stylistically appropriate discourse [Bhatia, 2004: 89].

The executive summary, while part of the report, often adopts a slightly different style – more direct and results-oriented, with condensed findings and clear implications. Stylistically, executive summaries favor active voice, shorter sentences, and persuasive strategies to emphasize impact or urgency [Hyland, 2011: 39].

Professional email writing requires a delicate balance of clarity, brevity, and tone modulation. Emails vary from formal to semi-formal depending on the communicative context, status of interlocutors, and organizational culture. Stylistic markers include standard greetings/closings, polite hedges (e.g., “I was wondering if...”), and organizational cues (e.g., paragraphing, bulleting) [Widdowson, 2004].

Memos, on the other hand, are more rigidly structured and often written in an impersonal style to inform or direct internal staff. Pedagogical exercises may include comparing native and non-native business email examples to sensitize learners to pragmatic failures, stylistic nuances, and intercultural norms [Yakhontova, 2002: 58].

Oral professional genres such as business presentations and investment pitches employ stylistic strategies to maintain audience attention and drive persuasion. These include repetition for emphasis, rhetorical questions, parallelism, and direct audience engagement. Sentence structures are often simplified, but precise terminology is retained. Additionally, paralinguistic features – intonation, pauses, visual design – form part of the stylistic register [Swales, 1990: 110].

Teaching oral stylistic features requires practice in speechwriting, mock presentations, and rhetorical analysis of successful speeches or TED-style talks. Texts such as market outlooks, analyst briefings, and investment recommendations embody a hybrid

style – partially academic, partially journalistic. They include hedging, citations of expert opinion, and conditional reasoning [Hyland, 2005: 75].

Stylistically, these texts aim to appear authoritative yet noncommittal due to the high-risk nature of financial advice. Students need training to understand the subtle use of modal verbs, cautious language, and evaluative expressions that mark financial discourse as both speculative and professional [Flowerdew, 2013: 117].

Used in governmental and institutional contexts, white papers combine persuasive and informative styles. Stylistic features include impersonal tone, structured argumentation, and dense referencing. These genres call for high levels of stylistic discipline and intertextual literacy [Bhatia, 2004: 93].

ESP syllabi can incorporate such genres at advanced levels, especially for learners planning to work in international organizations or economic diplomacy [Dudley-Evans & St John, 1998].

To illustrate the application of linguostylistic principles in ESP classrooms, this section presents select case studies from higher education settings where Business English is taught as a core subject in economics-oriented curricula.

At the National University of Economics and Law in Ukraine, a Business English course was redesigned to include stylistic training modules. Students participated in workshops that analyzed stylistic features of real business texts. Tasks included rewriting informal communication in formal registers, genre-switching exercises, and stylistic peer review [Hyland, 2011].

Assessment criteria were modified to include stylistic appropriateness alongside grammatical accuracy and lexical range. As a result, students demonstrated improved confidence in writing reports and participating in simulations of professional scenarios such as negotiations and investor meetings [Swales, 1990: 148].

In a postgraduate teacher training program, pre-service ESP instructors underwent a module on linguostylistics and its pedagogical applications. Through microteaching sessions, they practiced designing lessons that emphasized stylistic variation across genres. Feedback from participants showed that the integration of stylistics reshaped their approach to materials design, with greater emphasis on authentic input, discourse analysis, and communicative purpose [Widdowson, 2004].

In collaboration with an international business school, a team of researchers developed a web-based tool that identifies stylistic features of student-generated texts. The tool provides real-time feedback on sentence structure, lexical formality, hedging, and cohesion. Pilot results showed increased learner engagement and measurable improvements in stylistic performance. The tool was eventually adopted as a formative feedback mechanism within several ESP programs [Flowerdew, 2013: 121].

These case studies underscore the practical feasibility and pedagogical benefits of integrating linguostylistic insights into ESP instruction.

Conclusions. The integration of linguostylistic principles into the teaching of English for Specific Purposes represents a timely and necessary evolution in language education. As globalization continues to raise the communicative stakes in professional environments, stylistic competence becomes a cornerstone of effective participation in

disciplinary and occupational discourse communities [Bhatia, 2004: 157].

This article has outlined the theoretical foundations of linguostylistics and demonstrated how stylistic awareness enhances learners' ability to navigate professional genres. Through genre-specific analysis, pedagogical strategies, and case-based evidence, the study has shown that stylistics is not a peripheral concern but a central dimension of ESP curriculum design [Hyland, 2005].

Future research might explore the development of automated stylistic feedback systems, comparative cross-linguistic stylistics in ESP contexts, and longitudinal studies measuring the impact of stylistic training on professional success. Ultimately, teaching stylistics in ESP is not just about language – it is about empowering learners to represent themselves professionally, credibly, and effectively in the global arena [Yakhontova, 2002].

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ЛІНГВОСТИЛІСТИКА ПРОФЕСІЙНОЇ КОМУНІКАЦІЇ ЯК ОСНОВА ВИКЛАДАННЯ АНГЛІЙСЬКОЇ ЗА ФАХОМ

У цій статті досліджується суттєва роль лінгвостилістики у формуванні методологічних та комунікативних основ викладання англійської мови за професійним спрямуванням (АПС), зокрема в економічному та бізнес-контекстах. Спираючись на сучасні тенденції в теорії стилізму, дискурс-аналізі та прикладній лінгвістиці, дослідження представляє комплексний погляд на те, як лінгвістична та стилістична компетентність у професійних регістрах сприяє розробці ефективних навчальних програм з АПС.

Особлива увага приділяється аналізу ключових стилістичних особливостей професійних жанрів, таких як звіти, електронні листи, презентації, переговори та академічне ділове письмо, як з теоретичної, так і з практичної точки зору. Автори наголошують на важливості інтеграції стилістичної обізнаності в підготовку викладачів АСП, пропонуючи педагогічні стратегії, спрямовані на підвищення дискурсивної компетентності здобувачів освіти у предметно-орієнтованому спілкуванні.

Тематичні дослідження з викладання ділової англійської мови ілюструють ефективність жанрових та стилістичних підходів. У заключному розділі розглядається майбутнє освіти з АСП у багатомовному академічному середовищі, підкреслюючи необхідність адаптації навчальних програм до динамічних змін у глобальній діловій комунікації.

Таким чином, лінгвостилістика слугує не лише теоретичною основою, а й практичним інструментом, який допомагає здобувачам розвивати не лише мовні навички, а й гнучкість у використанні мови відповідно до специфіки їхньої професійної діяльності. Такий підхід забезпечує ефективнішу інтеграцію випускників у міжнародне бізнес-середовище та підвищує їхню конкурентоспроможність на ринку праці.

Ключові слова: викладання англійської мови для спеціалістів, професійний дискурс, стилістична компетенція, ділова англійська, лінгвостилістика, функціональна лінгвістика, жанровий аналіз, методика викладання.

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