

IDENTIFYING LANGUAGE NEEDS IN NURSING PROGRAMS: STUDENTS' PERSPECTIVE ANALYSIS

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ABSTRACT

Conducting a thorough needs analysis is crucial for developing effective Nursing English programs that provide professionals with the language skills essential for success in their roles. This study aims to identify the specific language competencies required by nursing professionals. Utilizing a qualitative descriptive research method, the study assessed the English language needs of 137 (male and female) nursing students through surveys as the primary data collection tool. The findings indicate that most students are eager to learn English to communicate effectively and improve their career prospects. Additionally, the results show that achieving proficiency in English is a significant objective for some students. The data further emphasizes the importance of a comprehensive curriculum designed for nursing students and a holistic approach to knowledge and skill development in the field. Moreover, educators should consider incorporating technology into their teaching practices to enhance student learning and support professional growth. Ultimately, the study calls for a strategic and integrated approach to language education in nursing, with implications for curriculum design, teaching methods, and the overall enhancement of student learning outcomes.

Keywords: need analysis; nursing students; curriculum development

ABSTRAK

Melakukan analisis kebutuhan yang komprehensif sangat penting untuk menciptakan materi Bahasa Inggris Keperawatan yang efektif untuk membekali para profesional dengan keterampilan bahasa yang diperlukan untuk unggul dalam bidang mereka. Penelitian ini bertujuan untuk menemukan keterampilan bahasa spesifik yang dibutuhkan oleh mahasiswa keperawatan. Metode penelitian deskriptif kualitatif digunakan untuk mengidentifikasi kebutuhan bahasa Inggris pada 137 mahasiswa keperawatan, dengan menggunakan metode survei sebagai alat pengumpulan data. Hasil penelitian menunjukkan bahwa mayoritas mahasiswa termotivasi untuk belajar bahasa Inggris untuk berkomunikasi secara efektif dan untuk meningkatkan peluang karir mereka di masa depan. Data lain juga menunjukkan bahwa kemahiran dalam bahasa Inggris merupakan tujuan yang signifikan bagi sebagian mahasiswa. Hasil selanjutnya menggarisbawahi perlunya kurikulum yang komprehensif yang dirancang untuk mahasiswa keperawatan, dengan menekankan pendekatan holistik untuk pengembangan pengetahuan dan keterampilan dalam bidang keperawatan. Selain itu, para pendidik juga harus mempertimbangkan pengintegrasian teknologi ke dalam praktik instruksional mereka untuk kepentingan pembelajaran siswa dan pengembangan profesional mereka. Secara keseluruhan, pendekatan dasar strategis untuk pengembangan kurikulum perlu menyoroti integrasi terstruktur antara pengetahuan teoritis dengan aplikasi praktis untuk hasil pembelajaran yang optimal.

Kata Kunci: analisis kebutuhan; mahasiswa keperawatan; pengembangan kurikulum

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INTRODUCTION

English education in universities in Southeast Asia is evolving to meet the demands of globalization, particularly through the incorporation of English for Specific Purposes (ESP) classes (Mitchell et al., 2021). As the need for effective communication on an international level grows, ESP learning has become essential for students to excel in their chosen professions. This shift towards ESP learning reflects the recognition of English as a crucial tool for national and global development, further emphasizing its importance in today's educational landscape.

To effectively improve English language skills for specific professions, like in the case of English for Medical Purposes (EMP) in Indonesia, it is essential to research and determine if the current syllabus and teaching materials align with learners' practical needs. Considering that English is a foreign language in Southeast Asian countries, conducting a needs analysis can help educators create teaching methods and strategies to meet the professional requirements of students in various fields. It is crucial to ensure coherence between language education and professional demands to enhance overall language proficiency and communication skills.

Understanding the needs of learners is crucial in designing effective curricula and teaching strategies that cater to their professional development (Hariyadi & Yanti, 2019; Thiruvengadam et al., 2013). By conducting a thorough analysis of these needs, educators can tailor their instructional approach to suit the specific requirements of their students (Barghamadi, 2020; Pradana et al., 2022; Salamonson et al., 2019). This process serves as the foundation for creating educational programs that are relevant and impactful. Furthermore, ongoing needs analysis allows for continuous evaluation and adjustment of learning programs to ensure they align with the evolving professional needs of learners.

In the field of nursing education, the research conducted by Mitchell et al. (2017) underscores the significance of analyzing the specific needs of students. Müller's study (2011) also identified key themes such as the essential role of English in academic and professional pursuits, the development of fundamental language skills, a preference for interactive pedagogical approaches, and the necessity for support in online learning environments. These findings underscore the importance of developing specialized English language programs geared towards nursing students, commonly referred to as English for Nursing Purposes (ENP) or English for Specific Purposes (ESP).

The current academic discourse surrounding English learning for nursing students is rich, and various studies have addressed different aspects of this specialized educational domain. Studies conducted by Pradana et al (2022) and Nashir et al (2022) have laid the foundation for understanding the unique competencies required by students in this field. Building upon existing research, Cahyadin's study (2023) digs into the analysis of innovative learning strategies designed specifically for Nursing students, offering valuable insights for instructors in creating effective classroom activities. This emerging body of literature underscores the importance of ongoing academic inquiry and development within English language education for healthcare professionals.

The current academic discourse surrounding English language learning for Nursing students highlights the need for more detailed teaching materials and specific learning themes (Agus Wibowo, 2021; Prasetyo Irianto & Nurniati, 2022). Building upon previous studies by Pradana et al and Nashir et al, which have touched on this topic, a notable advantage of their work is the incorporation of themes directly related to English learning tailored to the competencies required by Nursing students. In contrast, Cahyadin's research delves into the analysis of learning strategies that are particularly appealing to Nursing students, offering valuable insights for instructors seeking to optimize classroom activities.

The present study highlights a gap in the existing literature about course design and assessment standards in nursing education. Despite identifying language skills, nursing topics, and learning strategies relevant to students, there is a notable absence of research focusing on how these components contribute to nursing practice. Thus, this study underscores the necessity

for a review to consolidate available data. Therefore, a comprehensive English needs analysis for undergraduate students of the Nursing Study Program at STIKes YARSI Pontianak is crucial to developing suitable course materials designed to their specific academic and professional requirements. The absence of specialized syllabi or materials for Nursing English highlights the necessity of this research endeavor. Existing resources designed for native English speakers may not adequately address non-native nursing students' linguistic and communicative needs in an English-speaking context. Thus, this study aims to bridge the gap by identifying and addressing the specific language needs of nursing students at STIKes YARSI Pontianak. Hopefully, the results will benefit nurses' communication demands by helping nurses practice communication skills in real-life situations.

METHOD

Research Design

The utilization of a needs analysis in the development of teaching materials for Nursing English courses ensures alignment with both the learning outcomes and disciplinary competencies of students. Following Dick, Carey & Carey's (2005). Instructional Development Model, the implementation of this research began with the crucial first step of Need Analysis. This process is fundamental within the larger framework of ADDIE activities, aiding in the creation of effective educational resources designed to meet the specific needs of learners in the nursing field. Following this step, the present study used a qualitative descriptive research method to assess the needs of English use among nursing students, employing survey methods as its primary data collection tools. A survey was conducted to gauge the data. A questionnaire was used for this investigation (has been validated by experts). This questionnaire was structured into five distinct sections, encompassing participants' profiles, the purpose for studying English, the fundamentals topic for nursing students, the preferences of evaluation systems, and the willingness to integrate technology into the learning process.

Research Participants

The number of participants in this study was 137 third- and fifth-semester students within the Nursing Study Program at STIKes YARSI Pontianak, during the academic year 2024/2025. Out of the total participants, 108 students assessed their English proficiency as at the beginner level, 21 participants considered themselves at the elementary level, and the remaining 8 participants perceived their proficiency to be at the intermediate level.

Data Collection and Analysis

Surveys are a commonly used method in academic research to gather participant data and insights regarding specific topics of interest. In the context of this study, the survey aims to explore the language needs related to academic English. Each question included in the survey is carefully constructed to align with the research objectives, ensuring that the data collected provides a comprehensive understanding of the phenomenon under investigation. By employing a structured approach, researchers can effectively analyze and interpret the responses gathered through the survey, contributing to a better understanding of language requirements for academic purposes.

The research methodology involved administering a questionnaire to collect data. The questionnaire was carefully designed with five sections focusing on various aspects related to the participants' profiles, their reasons for studying English, key topics relevant to nursing students, their preferences regarding evaluation systems, and their willingness to integrate technology into the learning process. This structured approach ensured that comprehensive information was gathered and analyzed systematically.

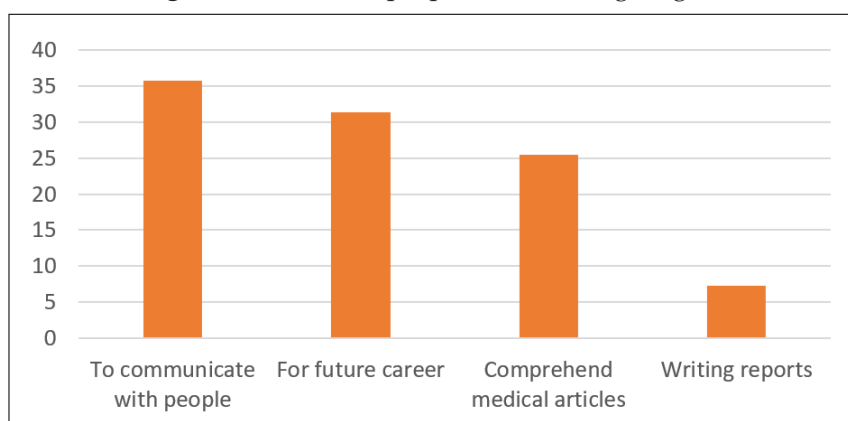
The research used in this study involved a quantitative analysis of the data collected. Specifically, the section on participant preferences for assessment types was analyzed using frequency and percentage calculations. These methods were chosen in alignment with the research objectives to thoroughly examine the categorical nature of the questionnaire items related to assessment preferences.

RESULT & DISCUSSION

Student's objectives for learning English

The findings from the first question reveal that a predominant objective among students learning English is the acquisition of fluent communication skills and the utilization of English for future professional endeavors. Furthermore, a notable aspiration of these students is to comprehend literature in the English language. However, there appears to be a lesser emphasis on developing proficiency in writing reports or articles about nutrition in English, as evidenced by the distribution of percentages delineated in the visual representation.

Figure 1. Students' purpose of learning English



The chart reveals that a majority (36% and 32%) of students are motivated to learn English to communicate effectively and enhance their future career opportunities. Additionally, it highlights that the ability to comprehend English literature is a significant goal for some students. Interestingly, writing reports or articles related to nursing in English seems less important among respondents (26 %) based on the percentage distribution shown in the diagram. This suggests that while communication skills and career advancement are top priorities, there may be less emphasis placed on specific technical writing tasks within nursing.

To further enhance the English language learning experience for students, it may be beneficial to incorporate more opportunities for communication practice and real-life scenarios in the classroom. For instance, nurses' verbal communication is crucial to convey information clearly to patients and team members. Thus, role-playing scenarios can help nurses practice communication skills in real-life situations. Additionally, providing resources and guidance on effectively analyzing and understanding literature in English could help students achieve their goals in this area. This is why familiarity with medical language is essential for reading and interpreting clinical texts and documentation. While writing reports or articles related to nursing may not be a top priority for students, offering support and workshops specifically adjusted to this skill could still be valuable for their future careers.

Fundamental topics for nursing students

The selection of topics by participants for the learning process in class is reflective of their desire to enhance their knowledge and skills in the field of nursing. The importance placed on

topics related to health indicates a focus on relevant content that aligns with the demands of their profession. In light of these choices, it becomes clear that the emphasis on fundamental topics for students underscores a crucial goal in meeting the professional needs of nursing students.

Table 1. List of topics for nursing students

Topics	Mean
Medication in Hospital	5.6
Nurses' Responsibility	5.6
Asking and Reporting Health Problems	4.9
Nursing Diagnosis	3.7
Regular Examination	3.1
Checking Vital Signs	2.3

The mean score indicates a level of agreement or satisfaction. A mean of 5.6 is significantly higher than both 4.9 and 3.7, indicating a strong positive response that could inform curriculum design decisions, supporting the need for changes or affirming elements to meet specific learning outcomes. By prioritizing topics related to health, the program ensures that students are equipped with relevant content that is essential for their future professional efforts. Additionally, the emphasis on effective communication in the previous data, specifically through mastering English language skills, indicates a sharp understanding of the importance of clear and concise communication in the nursing profession. The strategic focus on integrating theoretical knowledge with practical application underscores the program's commitment to ensuring optimal student learning outcomes. With a foundational approach that combines classroom instruction with hands-on experience, aspiring nurses are well-prepared to navigate the complex demands of the healthcare industry upon graduation. This deliberate curriculum development not only equips students with the necessary tools to succeed in their field but also sets them up for long-term success as competent and skilled healthcare professionals.

Students' preferences for the evaluation system

The result of student preferences for evaluation methods, participants expressed a strong preference for group work as the most favoured assessment system. This was closely followed by pair work, simulation or role-playing activities, quizzes, and case studies. These findings highlight the importance of incorporating diverse evaluation methodologies in academic settings to provide student preferences and optimize learning outcomes.

Figure 2. Students' preferences for the evaluation system



The data revealed that students enjoy engaging in group work as it promotes collaboration, communication, and critical thinking skills. Pairwork was another popular choice among participants, as it allows for deeper discussions and shared responsibility among peers. Simulation or role-playing activities were valued for their ability to immerse students in real-world scenarios and enhance their problem-solving abilities. Quizzes were seen as a quick and effective way to test knowledge retention, while case studies provided a more in-depth analysis of theoretical concepts in practical contexts. Overall, the results emphasize the importance of offering a variety of assessment methods to accommodate different learning styles and preferences among students.

Assessment plays a crucial role in measuring student progress, identifying areas of improvement, and providing feedback for effective learning. The communicative competence assessment above is important to evaluate a learner's ability to use language effectively in real-life communication contexts. In nursing, this means assessing grammatical accuracy and the ability to interact with patients, convey empathy, and navigate complex conversations in clinical settings. Moreover, authentic assessments are designed to evaluate language skills in contexts that mimic real-world tasks, focusing on specific professional language needs. For nursing students, this may involve role-plays of patient interactions, case studies, or simulations that reflect actual clinical scenarios, ensuring that students can communicate effectively in their future roles. Additionally, the integration of various assessment strategies is essential in ensuring student success in their academic aims. The evidence supporting the importance of assessment in measuring student progress is the use of standardized tests and quizzes to evaluate a student's knowledge and understanding of the material. The implementation of formative assessments, such as class discussions and peer evaluations, provide real-time feedback to students and teachers on areas that need improvement. In nursing, formative assessments can help students identify areas for improvement in their communication skills before they enter clinical practice. Additionally, summative assessments in nursing can evaluate overall language proficiency and readiness for professional practice, ensuring students meet required competencies.

Students’ approval for technology integration in learning

Table 2. Students’ willingness for technology integration in learning

Do you want (agree) to have technology integration (multimedia) in the learning process?	(Percentage)
Agree	100%
Disagree	0%

The survey results indicate that all of the students are in favor of utilizing multimedia as a tool for learning. This suggests that incorporating videos, interactive simulations, and other digital resources into educational settings could be highly effective in engaging and supporting student learning. There are some mentions by respondents, such as nursing skill practice apps, and language learning apps and online tools assessment. Educators need to consider this feedback and explore ways to integrate multimedia content into their teaching practices to enhance the overall learning experience for students. For example, the lecture could create an interactive virtual simulation for students to explore nursing topics. By focusing on these specific types of technology and incorporating student preferences, nursing programs can enhance educational outcomes, improve engagement, and better prepare students for real-world clinical challenges. By incorporating multimedia like this, students can visually and actively engage with the content, leading to a deeper understanding and retention of the material. This approach not only caters to different learning styles but also makes learning more engaging and enjoyable for students.

Discussion

Following the results of the findings, the demand for English proficiency in the workplace underscores the importance of incorporating language learning into the curriculum to ensure students are well-prepared to navigate a globalized work. It is in line with Nashir et al (2022) perspective on the role of institutions in preparing students for the workforce, Nursing Department classes need to prioritize English language learning to equip students with the necessary skills for effective communication in professional settings. Prioritizing English language learning in nursing programs is essential for equipping students with the necessary communication skills for effective practice by emphasizing the courses that integrate English language learning with nursing content, focusing on medical terminology and communication scenarios.

Moreover, educational institutions play a crucial role in shaping students' academic and professional development. By aligning their curriculum with students' career aspirations and motivation to excel in their chosen fields, these institutions can enhance student engagement, motivation, and overall success (Xue Zhang et al., 2023). This strategic adaptation of the curriculum not only ensures that students are well-prepared for their future professions but also cultivates a sense of purpose and direction in their educational journey (John et al., 2021). By creating mentorship programs and networking opportunities with industry professionals, educational institutions can further support nursing students in building valuable connections and gaining insights into the field. These initiatives can boost students' confidence, motivation, and sense of belonging within the nursing community.

Regarding the analysis of students' targets in learning English, the questionnaire data revealed the purpose of learning English for students of the Nursing Department is to be fluent in English. This means that the acquisition of English-speaking skills is essential for students to effectively communicate in their future professional endeavours. By utilizing simulations that mimic real-life clinical situations, allowing students to practice language skills for professional demand. Wijngaards-de Meij & Merx (2018) also emphasizes the importance of institutions aligning with learners' desires to enhance motivation and cater to their career needs. Therefore, the correlation between students' aspirations to enhance their speaking abilities and the job market's demand for proficient English communicators underscores the necessity for fluency in English communication.

In alignment with scholarly perspectives above, it is imperative to provide nursing students with English learning materials that are directly relevant to their chosen field of study. By designing educational resources to the specific requirements of the nursing profession, students are better equipped to navigate the competitive job market and enhance their English language proficiency (Andini et al., 2020). For instance, nursing students can benefit from resources such as medical terminology dictionaries, case studies focusing on patient interaction scenarios, and language exercises related to common nursing procedures. By immersing themselves in these targeted materials, students can improve their ability to communicate effectively with patients, colleagues, and healthcare professionals. Furthermore, incorporating discipline-specific content into English language classes can help students grasp complex medical concepts and terminology more efficiently. Such targeted instruction not only fosters student engagement but also bolsters the development of essential linguistic competencies necessary for success in the nursing field. (Fisma, 2024). Consequently, the implementation of discipline-specific teaching materials can facilitate significant advancements in students' proficiency in English language acquisition.

Studies reveal that incorporating discipline-specific teaching materials in nursing education is crucial for enhancing students' English language proficiency (Sriyanto & Sitorus, 2021). By customizing educational resources to meet the unique needs of students, they are better prepared to succeed in a competitive workforce. Additionally, integrating real-life examples and simulations into language instruction can enhance students' understanding of how language is used in the context of nursing practice. For example, role-playing exercises where students act out different patient

care scenarios can help them practice using appropriate language and develop their communication skills in a practical setting. By aligning educational resources with the specific demands of the nursing profession, educators can better prepare students for the challenges they will face in their future careers while also improving their overall English proficiency. As a result, implementing specialized teaching materials can significantly improve students' ability to acquire and effectively use the English language within their field of study.

Another concern to discuss is the integration of innovative and interactive English teaching methodologies which is anticipated to enhance students' proficiency in both oral and written communication. The scholarly discourse surrounding English language education emphasizes the importance of implementing innovative and interactive teaching methods to cultivate students' proficiency in both oral and written communication (Whyte & Sarré, 2017). For example, nursing students could participate in role-playing exercises where they practice communicating with patients and colleagues in different scenarios. This interactive approach not only helps students improve their oral communication skills but also allows them to work on their written communication through reflection journals or patient care plans. Additionally, integrating technology such as online discussion forums or virtual simulations can provide students with opportunities to engage in meaningful discussions and written assignments that further enhance their proficiency in English language communication. By incorporating dynamic instructional approaches, educators can effectively equip learners with the requisite skills to master the nuances of the English language across various modes of linguistic expression (Senthamarai, 2018).

Additionally, the incorporation of technology into students' learning experience, specifically through computer applications designed to support classroom instruction (Aliyu et al., 2022). The utilization of digital or multimedia technology in educational materials aims to optimize learning outcomes by employing effective pedagogical strategies tailored to individual learner needs (Bukhatwa et al., 2022). Furthermore, the integration of technology in education can cultivate a diverse range of skills among students, thereby enhancing their learning experiences. By leveraging innovative technologies, educators have the potential to foster creativity and facilitate knowledge exchange within local educational settings (Panakaje et al., 2024). To effectively engage learners, teachers and lecturers must consider implementing curricula and teaching materials that are not only accessible but also enriched with multimedia digital features. For example, educators can utilize virtual reality simulations to make complex concepts more engaging and easier to understand for students. By incorporating interactive multimedia elements such as videos, animations, and online resources into their lesson plans, teachers can cater to different learning styles and enhance the overall learning experience. This integration of technology not only enhances student engagement but also provides opportunities for educators to improve their teaching methods continuously through feedback and reflection. Ultimately, this approach empowers educators to create dynamic and innovative learning environments that support student growth and success.

CONCLUSION AND SUGGESTIONS

This study has investigated the English language needs of nursing students to inform and help course designers and stakeholders to develop effective English courses to fulfill the needs of nursing students. The findings highlight the demand for English proficiency in the workplace and underscore the importance of incorporating language learning into the curriculum to ensure students are well-prepared to navigate a globalized work. The study also emphasizes the importance of offering diverse evaluation methods to accommodate different learning styles and preferences. Furthermore, educators should also consider incorporating multimedia content into their teaching practices to enhance the overall learning experience and cater to different learning styles. Therefore, future research in educational pedagogy within nursing education is necessary to optimize the learning outcomes of students.

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