

Unlocking Students' Experience on Listening Practice in English for Nursing Context

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Abstract

Listening skills are an essential aspect of English for nursing purposes, and they involve the capacity to understand spoken language. They allow nurses, as healthcare providers, to communicate with English-speaking patients to understand their condition better and provide higher-quality treatment. Nevertheless, most nursing students require assistance with English listening practice even though their English proficiency appears satisfactory. Furthermore, additional research is required to investigate the application of listening in nursing. The following article highlights the nursing students' experiences with listening practice in English for nursing courses. The respondents of this investigation are forty-one nursing students from a public polytechnic of health in Jakarta. The data were collected through a survey and a semi-structured interview, and the qualitative analysis was conducted afterward. The research identified students' perspectives regarding English listening practices for nursing purposes, including their strategies for overcoming English listening challenges and the listening application they employ in their listening strategies within the nursing context, including the use of any digital-based applications installed on Android devices. When students' learning preferences align with the listening activities, their motivation and engagement increase. Additionally, the findings offer English teachers' valuable insights that enable them to develop more customized listening courses that serve the nursing students' needs more effectively.

Keywords: English-listening practice, English for nursing purposes

Introduction

English is becoming increasingly important due to global trends and the gradual transformation of the labor market's population structure for expatriates in Indonesia (Olson, 2012). English proficiency is paramount in professional nursing settings, as it is essential for facilitating effective healthcare communication and providing high-quality patient care. As a result, the importance of acquiring specialized vocabulary and communication skills that are essential for the profession is underscored by the incorporation of English as a subject in higher nursing education (Luchini & Ferreiro, 2023; Putri et al., 2023). Speaking capabilities, which incorporate listening capabilities, are considered indispensable in a specific field, even though grammar and language skills are also essential (Harding et al., 2015). English for nursing courses revealed that most students struggle to develop their listening abilities. They must be aware of the significance.

Nursing students must be prepared to handle future tasks that require their English listening skills to be well integrated with their other language skills. As health care providers, they are responsible for furnishing patients with information about their diagnosis and self-care procedures (Jaarsma et al., 2012). This position's responsibilities encompass presenting cases to preceptors and physicians (Powers et al., 2019). This task necessitates the ability to present facts and nursing care plans, justify and challenge representations and interpretations of facts, negotiate differences of opinion, and respond effectively to interruptions. Nursing students must be able to listen and acquire the ability to contact and provide information to other healthcare professionals, social workers, family members, and friends. Upon contact with multiple individuals, this diverse form of communication can establish a chain of reported speech that must be conveyed to others clearly and precisely (Kashinathan & Abdul Aziz, 2021). Once their listening comprehension is lacking due to the language barrier in health care settings, it creates difficulties in the physician-patient interface, inhibits patient access to care, lowers treatment adherence, and decreases patient satisfaction.

Previous research has concentrated on the listening skills of students (Barjesteh & Ghasemina, 2023; Gearhart & Maben, 2021; Goh & Vandergrift, 2021; Nushi & Orouji, 2020). Nevertheless, the same research should be further investigated in the nursing context as a component of English for specific purposes, as it is crucial for developing future professional nurses. This research examines the practice of listening in English for the nursing context and students' experiences. The research concerns of this study are as follows:

1. What is the student's voice concerning English listening activities for nursing purposes?
2. How do the students address English comprehension challenges in nursing?
3. What types of media do students use in the nursing context when using the listening strategies?

Listening Skill

Listening strategies are activities that directly improve the recall of auditory input (Maftoon & Fakhri Alamdari, 2020). It is tailored to be compatible with each learning scenario to help students adjust to their listening behaviour in various situations, input formats, and listening purposes. For example, the strategies consist of top-down strategies based on the student's background knowledge, listening for the primary idea or predicting, and bottom-up strategies based on the student's linguistic knowledge, such as recognizing word order patterns (Yeldham, 2018). Extensive listening, selective listening, responsive listening, and intensive hearing comprise the evaluation of listening performance (Brown & Abeywickrama, 2019). Furthermore, students may benefit from pre-listening, while listening, and post-listening activities to improve their listening capacities.

Comprehension is not the sole focus of language acquisition; listening skills are indispensable. It is indispensable because it is the bedrock of foreign language acquisition and the initial phase of the learning process, enabling the development of other language skills and providing the requisite input (Dunkel, 1991). Moreover, metacognitive strategies that equip the student to manage the listening requirements are necessary for listening (Bozorgian, 2014). Students can consequently optimize their information acquisition through critical thinking, which

is significantly advanced by activating their thinking and improving their listening skills. Lexical coverage significantly influences listening abilities, which encompass phonological characteristics and other sources of difficulty. Thus, it is not uncommon for language speakers to omit or include sounds in connected speech, which can lead to a unique sound and misinterpretation (McLeod et al., 2017). It is challenging for students to interpret and construct meaning as they listen to the incoming sounds. The listener's prior knowledge is a significant factor in implementing a top-down strategy, as a substantial portion of comprehension is contingent upon the mental processes that occur before the initiation of the listening process (Fathi et al., 2020). The significance of pre-listening activities is that they can activate students' schemata (what do I know?), provide a rationale (why listen?), and anticipate what they could expect to hear (Barjesteh & Ghaseminia, 2023).

Responsive listening is a technique that emphasizes the importance of instructing students on how to respond appropriately to the cultural, affective, and content components of the material they are listening to. The primary objective of a responsive listening task is not comprehension. Instead, it emphasizes the learners' responses to the auditory input. In this respect, it is a more sophisticated level of auditory comprehension (Gu, 2018). Students should develop the ability to listen as a learning tool and learn to heed.

Furthermore, participatory and responsive attention are interconnected. Interactive listening is distinguished by two-way, active listening, in which the listener engages and frequently involves conversation companions (Gearhart & Maben, 2021). It is contingent upon comprehensible input and pushed output, which can be accomplished through affirmation checks, clarification queries, and turn-taking (Park & Duey, 2020). Additionally, listening requires decoding messages, a progressive process based on spontaneous performance that typically dissipates from memory within seconds (Shetty et al., 2022). However, despite its temporary nature, most oral data must be documented to establish a permanent record. Therefore, the observer must possess an adequate level of imagination.

English for Nursing Purposes

English for specific purposes enables the students to address their requirements, which is interconnected with the English context based on the purposes. It is designed to meet the unique requirements of the individual, extending beyond the mere acquisition of vocabulary and grammar (lexicon) to provide learners with the communication strategies and skills necessary to operate efficiently in a particular professional environment (Dudley-Evans & Jhon, 1998; Hutchinson & Waters, 1991; Yundayani et al., 2017). English for nursing is incorporated, which has facilitated the development of a taxonomy of language use in nursing and a more comprehensive comprehension of the discourse of nursing (Bosher, 2012). There is an emphasis on how nurses employ English in the clinical setting and nursing education. It enables them to conduct a more patient-centered discourse by conveying empathy, establishing rapport, reassuring patients, and, more broadly, engaging in therapeutic communication (Tweedie & Johnson, 2018). Students should be able to effectively manage interconnected English skills when carrying out their duties as nurses. These abilities become exceptionally important since they are associated with providing professional health care to the patient.

In the context of academic pursuits, nursing students are required to participate actively in discussions, ask questions on a variety of nursing topics, take notes to supplement lecture outlines,

apply listening strategies and skills to lectures, and study effectively for examinations (Rahimirad & Moini, 2015). They should also possess the necessary skills for their prospective clinical setting and be proficient in English tasks (Jefferies et al., 2018). A primary communicative behavior in the clinical setting is managing how they spend their time interacting with others on the job, including providing information to patients and families. These abilities are essential for the development of their future roles as healthcare professionals, which include the ability to confidently communicate one's identity and knowledge and the availability of both positive and negative news to patients and their families (Kerr et al., 2022). It exemplifies the necessity of effective communication for nurses, emphasizing the importance of clear and concise expression through speaking and listening, which involves using clear, concise, and accurate language, avoiding jargon, and adapting communication styles to different patients and situations to ensure mutual understanding and comprehension of the information transmitted (Chetsadanuwat, 2024).

Method

English is becoming increasingly important due to global trends and the gradual transformation of the labor market's population structure for expatriates in Indonesia (Olson, 2012). English proficiency is paramount in professional nursing settings, as it is essential for facilitating effective healthcare communication and providing high-quality patient care. As a result, the importance of acquiring specialized vocabulary and communication skills that are essential for the profession is underscored by the incorporation of English as a subject in higher nursing education (Luchini & Ferreiro, 2023; Putri et al., 2023). Speaking capabilities, which incorporate listening capabilities, are considered indispensable in a specific field, even though grammar and language skills are also essential (Harding et al., 2015). English for nursing courses revealed that most students struggle to develop their listening abilities. They must be aware of the significance.

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Results

Students’ voices to nursing-related English listening activities

The research seeks to comprehend the students’ perspective regarding teaching listening activities in the classroom as a component of the English for nursing subject. It describes the relationship between the students’ voice and English listening activities for nursing purposes. Table 1 illustrates what was found.

Table 1

Students’ voices to nursing-related English listening activities

No	Statements	Students’ Voices (%)			
		Strongly Agree	Agree	Disagree	Strongly Disagree
1	I have a hard time understanding sentences from native speakers.	4.9	75.6	17.1	2.4
2	Various effective listening strategies are used for learning nursing English.	14.6	70.7	12.2	2.4
3	Learning English with various listening strategy is helpful for me.	0.0	65.9	12.2	22
4	I need help on listening comprehension on nursing context.	9.8	63.4	19.5	7.3
5	I apply various listening strategy to my daily life.	12.2	56.1	24.4	7.3
6	I like to listen the American accent in listening activities.	14.6	48.8	31.7	4.9
7	The listening strategy changed my learning process on English for nursing purposes.	0.0	75.6	14.6	9.8
8	I get a lot of English vocabulary in a week through various listening strategies.	4.9	65.9	29.3	0.0
9	I repeatedly listen to English podcasts to understand what is being said.	7.3	58.5	34.1	0.0
10	I watch English movies without subtitles to practice my listening skills.	12.2	48.8	34.1	4.9
11	I learn English by listening to English songs to practice my listening skills.	34.1	61.0	2.4	2.4
12	After a listening practice, I check my understanding.	12.2	82.9	4.9	0.0
13	I try to understand what somebody is saying	17.1	78.0	4.9	0.0

	by translating it into Indonesian.				
14	I guess what somebody is saying is using grammatical rules.	9.8	70.7	17.1	2.4
15	I learn English by watching English TV programs.	4.9	68.3	22.0	4.9
16	I draw an image or picture of the word in order to remember the word.	7.3	53.7	36.6	2.4
17	In listening, I take notes to remember ideas.	14.6	68.3	17.1	0.0
18	I listen to what I say to practice my listening skills.	14.6	75.6	7.3	2.4
19	I correct the mistakes that I produce orally.	19.5	68.3	9.8	2.4
20	I can use a word (s) that is familiar to me.	17.1	70.7	12.2	0.0
21	I would not say I like learning through listening strategy.	0.0	22.0	68.3	9.8
22	The listening strategy makes me difficult to comprehend the oral messages.	0.0	51.2	41.5	7.3
23	For me, the listening strategy is boring.	2.4	22.0	65.9	9.8
24	I am not suitable for using a listening strategy when learning English.	2.4	26.8	63.4	7.3
25	The listening strategy does not affect my English skills to be better.	0.0	22.0	58.5	19.5
26	Listening strategy is not practical for nursing students	2.4	19.5	53.7	24.4
27	I am always sleepy when listening to English podcasts.	2.4	48.8	41.5	7.3
28	I think native speakers speak too fast, so I have trouble understanding what is being said.	24.4	63.4	9.8	2.4
29	I have never used a listening strategy when learning English.	0.0	24.4	61.0	14.6
30	I would not say I like the English test that has a listening part.	7.3	43.9	43.9	4.9

As illustrated in Table 1, the students encountered difficulties during their listening practice for English nursing purposes. 75.6% of them struggled to comprehend sentences from native speakers. Additionally, 63.4% of nursing students required assistance with their listening

comprehension. Oral messages were challenging to understand, according to 51.2% of respondents who concurred with the listening strategy.

In addition, the student's assumptions regarding any learning strategies implemented during listening instruction bolster those conclusions. Nevertheless, 68.3% of the respondents prefer to learn through the applied listening strategy. In nursing English, 70.7 percent of the respondents reported employing various effective listening strategies. Additionally, most respondents (65.9%) assert that employing various listening strategies to acquire English is advantageous. 48.8% of the respondents indicated that they enjoyed listening to the American accent in listening activities. The listening strategy was believed to influence the learning process of 75.6% of the respondents in English for nursing purposes. Through various listening strategies, 65.9% of respondents also asserted that they acquire significant English vocabulary each week.

It is intriguing that the students also implemented certain exercises to enhance their listening abilities. According to 56.1% of the respondents, they employ a variety of listening strategies on a daily basis. To comprehend the content, 58.5% of respondents listen to English podcasts on a regular basis. Additionally, 48.8% of the respondents view English films without subtitles to enhance their listening abilities. In addition to listening to English tunes to enhance their listening ability, 61% of the respondents also learn English this way.

Additionally, 82.9% of the respondents verified their comprehension after a listening exercise. 78% of the respondents attempted to comprehend the speaker's message by translating it into Indonesian. Furthermore, 70.7% of respondents employed grammatical principles to ascertain the content of an individual's statement. Additionally, 68.3% of respondents acquire English language skills by viewing English television programs, while 53.7% memorize words by creating visual representations or images. Approximately 68.3% of respondents can recall ideas by taking notes. In order to enhance their listening abilities, 75.6% of respondents listen to their responses. Oral errors are rectified by 68.3% of individuals. A word (s) familiar to them can be used by 70.7% of the population.

According to 65.9% of respondents, the listening strategy is thrilling. Additionally, 63.4% of respondents were appropriate for employing a listening strategy during their English language acquisition. The listening strategy is also believed to enhance the English skills of 58.5% of respondents. Additionally, 53.7% of respondents believe that the listening strategy is practical for them as nursing students. According to 48.8% of respondents, they are perpetually fatigued after listening to English podcasts. 63.4% of respondents believe that native speakers communicate at an excessively rapid pace, which results in them having difficulty comprehending the content. Moreover, 61% of respondents reported using a listening strategy while studying English. Nevertheless, the proportion of respondents who preferred or disliked the English test was evenly distributed, with 43.9% of the sample participating.

Students experiencing difficulties with English comprehension in a nursing context

In nursing, most students require assistance with their English listening abilities. Three students, who represented high achievers, middle achievers, and low achievers, were interviewed to identify their voices. Excerpt 1 comprises the interview findings.

Excerpt 1

R#1: I refrain from experiencing anxiety when I replay nursing-related recordings. I focus on the queries and converse with friends if there is someone I wish to converse with.

R#2: I listened to the material multiple times and verified that I comprehended the content using an English dictionary or Google Translate.

R#3: I dedicate more time to listening, noting difficult vocabulary, and seeking out what it means.

(Interview transcript, Respondent # 01, # 02, and # 03, translated by the author)

Listening media that nursing students employ as a listening strategy

Additionally, in Excerpt 2, the respondents specified a variety of listening media that they employed as a strategy to enhance their listening abilities in the nursing context.

Excerpt 2

R#1: I utilize media recordings on YouTube to identify film media with nursing-related elements. Additionally, I listen to podcasts to comprehend the topics that the presenters address and become acquainted with the terminology of nursing.

R#2: I derive pleasure from listening to digital media and audiobooks, as they are portable and aid in acquiring new languages.

R#3: In order to enhance my listening skills, I downloaded English learning applications for my Android device. BBC Learning English and Hello English are the resources that I employ.

(Interview transcript, Respondent # 01, # 02, and # 03, translated by the author)

Discussion

The research highlights several challenges and adaptive strategies related to listening comprehension in English for nursing purposes. A significant majority of students—75.6%—report difficulties understanding sentences from native speakers, underscoring the need for effective listening strategies in their education. Nursing students should capture the complex nature of the message through the ability to interpret, formulate meanings, or comprehend English listening (Starr, 2009). When they listen, they interpret the incoming sounds and pick up essential words from the flow of speech to construct meaning. They also make guesses about what they will hear next and check the new information against their predictions and knowledge of the world (Nemtchinova, 2013). Nursing students encounter challenges when they are not conversant with the characteristics of a native speaker's spoken language. These factors must be taken into account, as they have a substantial impact on speech processing and can impede comprehension. However, the sequence of teaching the listening process should also be implemented by starting from pre-

listening, which is significant in preparing the students to deal with the listening activities that focus on the content and language of the text (Madani & Kheirzadeh, 2022). The activity may entail observing images, ideation, and similar activities. English teachers can assist nursing students in activating their schemata and prepare them to address the language component associated with the text by utilizing their learning activities during the pre-listening stage. Additionally, it is advised that students be exposed to the speaking characteristics of native speakers by incorporating repetition into listening activities.

Moreover, many students (68.3%) prefer learning through the applied listening strategy, indicating that these strategies are valuable. The listening activity can be immersed through students' daily activities such as watching English TV programs, listening to English songs, listening to English podcasts, and many more. These activities provide ideas for using authentic material, as listening strategies are crucial. Nevertheless, authentic material presented in the listening course should be considered at the student's language level. It facilitates nursing students' familiarization with native speakers' spoken language in real-life situations (Khumar, 2019). In addition, open education resources as a public digital library also facilitate the teacher and the student's exploration of the genuine materials created only for the realm of real life, not for the classroom, but used in language teaching (Simas, 2020). It can be used as an alternative in providing English nursing listening material based on the purposes and context.

The data reveal that 70.7% of respondents actively employ effective listening strategies, and 65.9% believe these strategies benefit acquiring English vocabulary. This suggests that students proactively use strategies that support their learning while facing difficulties. Listening skills are receptive skills, which focus on students' comprehension, and listening activities facilitate students' language acquisition process (López et al., 2020). However, the students' vocabulary mastery in the nursing context supports their listening comprehension, not only the meaning of vocabulary but also their stress, sound, and articulation. Interestingly, 48.8% of students like American accents. Students' listening preferences and attitudes toward the American accent may be influenced by cultural influences, including media exposure (e.g., movies, TV episodes, and online content) (Hansen Edwards, 2016; Haryanto et al., 2019). . Moreover, preparing the students to be familiar with relevant vocabulary is also crucial. This is why, in teaching listening, the teacher should integrate the activities with other language skills and linguistic components based on the context.

Technology development allows students to choose multiple options for authentic listening material, including recordings or live broadcasts of real-world speech, such as YouTube, digital media, audiobooks, podcasts, news, interviews, or conversations. In addition, some English learning applications could be downloaded and installed on students' Android devices, such as BBC Learning English and Hello English. This technological advancement has transformed how students learn and practice English by using convenient and accessible English learning apps. (Kessler, 2018; Lam Kieu et al., 2021). These apps offer a range of various features that can significantly help a student achieve academic and professional success. It includes personalized learning based on individual learning preferences, providing unique content that can work wonders for the individual. Similarly, learners can choose whether to opt for personalized, group, or recorded classes.

Students also engage in various activities to improve their listening skills. Regular activities include listening to English podcasts (58.5%), watching films without subtitles (48.8%), and listening to English music (61%). Additionally, 82.9% of students verify their comprehension post-listening activities, and 78% use translation into Indonesian as a strategy, reflecting their commitment to ensuring understanding. Nursing students employ various strategies to enhance their listening skills, representing unique cognitive processes students use to improve their listening abilities. Students become active in controlling their preferences in language learning by using learning and finding ways to obtain information (Cohen & Henry, 2019). Learning strategies are techniques and devices used by students to remember and organize information acquired (Chamot, 2005). The nursing students focus on selected aspects of new information during the encoding process and evaluate the learning when it is completed or assure themselves that the learning will successfully reduce anxiety. Furthermore, they use media to acquire their comprehension of English listening skills, which are potential actions to learn English as a foreign language (Polat & ERİŞTİ, 2022). These strategies enable students to develop their listening skills by using various media, reflecting the compensation strategy used by nursing students to overcome the limitations of their listening skills.

The data further reveal that while 63.4% of students find native speakers' pace too fast, 75.6% believe that listening strategies significantly influence their learning. This contrast indicates a clear need for more tailored listening practices that address students' specific pace and clarity issues. As foreign learners, most nursing students struggle to deal with native speakers' pace, which reflects their delivery rate (Walkinshaw & Oanh, 2014). The number and length of pauses a speaker uses are more crucial to comprehension than sheer speed. Unlike reading, where the students can stop and go back to reread, in listening, the students may not always have the opportunity to stop the speaker (Brown, 2014). Overall, the findings suggest that while students face notable challenges with listening comprehension, they also utilize and appreciate a variety of strategies to enhance their skills. The ongoing adaptation and use of these strategies reflect a dedicated effort to improve their English proficiency in the context of nursing education.

The future of teaching English listening as a foreign language necessitates a differentiated course design that considers students' language levels, requirements, characteristics, and learning preferences. It should begin with a teacher who accepts that their learners have different needs due to a variety of factors such as their physical characteristics, preferences, hobbies, as well as several other variables. It is possible to address the students' variability inside of a classroom while—at the same time—complying with curricular realities by focusing on three aspects when creating a differentiated classroom: - Content (Input): What the students learn. Process: How they make sense of the new information. - Product (Output): How they demonstrate or show what they have learned (Rodríguez-Clavero, 2023; Tomlinson & Jarvis, 2009). It was also reflected through a system of categorizing levels of abstractions of questions that utilized different levels of instruction based on a person's cognitive ability (Kurt, 2019). However, the use of differentiated instruction should focus on the teaching process rather than only on a testing situation by marking a difference with an action.

In addition, the English listening process in higher education level should cover students' specific purposes, whether for their academic purposes or occupational purposes, which focused on developing students' communicative competence as the ability to achieve communicative goals in a socially appropriate manner. It is organized and goal-oriented, focused on authentic and

meaningful communication (Leung & Lewkowicz, 2013). It also includes the ability to select and apply skills that are appropriate and effective in the respective context (Richards, 2006). Still, fluency is an important dimension of communication through the learning process, which should be a process of creative construction and involves trial and error. Students should learn English in a nursing context by using it to communicate by involving the integration of different language skills.

As adult learners, nursing students should be facilitated to be self-directed learners through the appropriate learning activities, which can be described as a six-step process: developing goals for study; outlining assessment with respect to how the learner will know when they achieve those goals; identifying the structure and sequence of activities; laying out a timeline to complete activities; identifying resources to achieve each goal; and locating a mentor/faculty member to provide feedback on the plan (Robinson & Persky, 2020). In addition, developing self-directed learners requires a scaffolded approach in which more self-paced or teacher-directed activities are introduced early on, during didactic instruction, to help students become more self-regulated in their self-directedness (Ge, X.; Chua, 2019). Self-directed nursing students are able to take the initiative, with or without the help of others, in diagnosing their learning needs, formulating learning goals, identifying material resources for learning, choosing and implementing appropriate learning strategies, and also evaluating their learning progress.

Listening as a receptive skill, which can be challenging for nursing students learning English as a foreign language, plays a crucial role in language acquisition (Patni, 2022). This process involves the storage of input in the students' schemata and the subsequent application of productive language skills. To deliver professional health care, nursing students need to have strong English communication skills. Their language learning strategies, which involve authentic materials and digital tools, are heavily dependent on developing their listening skills. Moreover, nursing students' self-directed learning empowers them to steer their educational journey, from identifying their learning objectives and required resources to choosing the strategies they want to use. They then acquire new knowledge or skills and evaluate the outcomes. At the higher education level, the role of the English teacher is to facilitate rather than instruct by setting a learning objective and empowering students to take the lead, providing support through resources or assistance when needed.

Conclusion

The present study conducts a comprehensive examination of nursing students' experiences with auditory practices in English for nursing courses. The significant discoveries offer a glimpse into students' perspectives on using English listening strategies to accomplish nursing objectives. This encompasses their strategies for surmounting obstacles in English listening and the auditory resources they employ in their listening practices, particularly in the nursing field, which may include any digital applications installed on Android devices. This investigation's findings offer practical insights that can be used to enhance the instruction of English listening skills in nursing courses. Practically, it is founded on applying listening strategies within the English nursing context. The current study builds upon previous research to examine the media types students use when employing listening strategies, how they articulate their opinions regarding English listening

activities for nursing purposes, and how they navigate obstacles to comprehending English in a nursing context.

This study also demonstrates several limitations, such as the scope of investigation, data analysis, and participant perspectives. The investigative scope of this study was initially restricted to the student's experiences with listening practices in English for the nursing context. It is essential to investigate the perspectives of other categories of students while they are learning English, which includes the principles of their specific purposes and other English skills. It is also recommended that additional research be conducted from the perspective of English for specific purposes and contexts, focusing on the requirements of students. The data were subsequently descriptively analyzed and thematically categorized. Future to incorporate more critical or exploratory analytical perspectives. In the end, the participants' perspectives were positioned from the prevailing perspective of the students. The participants should adopt a broader perspective to comprehensively comprehend the issues at hand, which could result in a more nuanced understanding.

Conflict of interests

The authors declare that they have no conflict of interest.

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