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REFRAMING ESP FOR EDUCATIONAL TECHNOLOGY STUDENTS: A NEEDS ANALYSIS OF ENGLISH LANGUAGE DEMANDS IN HIGHER EDUCATION

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ABSTRACT

The development of English courses across various disciplines in higher education has gained increasing attention to address students' needs. However, few studies have examined the English-language needs of Educational Technology students who serve as instructional designers who must navigate pedagogical discourse and technical documentation in English. The study aims to identify the Educational Technology students' needs regarding their current abilities, learning difficulties, and perceived needs. The analysis was conducted through three views: Discrepancy, Diagnostic, and Democratic. Data were collected through questionnaires distributed to 93 students and a semi-structured group interview with eight participants. Findings revealed significant gaps in speaking and academic writing, while listening and reading demonstrated moderate proficiency, underscoring the need to strengthen communication skills. Students also demonstrated strong awareness of English's importance to their academic and professional futures, despite considerable gaps in their productive performance. This study contributes to the ESP needs analysis literature in the Educational Technology context, revealing discipline- specific communicative gaps with direct implications for ESP course design. This study furthermore offers concrete guidance for instructors and curriculum developers seeking to design contextualized ESP courses that reflect authentic communicative demands of instructional design practice.

Keywords: Educational Technology, EFL Students, Language Skills, Need Analysis

INTRODUCTION

English as a lingua franca is becoming an important competence in global academic settings. It has become a necessary skill for individuals with any background or discipline of study in higher education. In the university context, English is taught across most majors, as it is crucial for students' success and future employment (Damayanti et al., 2024; Garcia-Ponce, 2020). The English course is part of English for Specific Purposes (ESP) that aims to provide students with fundamental English skills pertinent to their academic disciplines (Noviasmy & Hassanah, 2025). Moreover, ESP programs are intended to furnish students with the English skills required for various contexts and occupations (Aarvidurai et al., 2025). As is widely known, when students learn specific knowledge and skills in their major,

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they must access references, sources, and varied delivery in English. Recognizing the significance of English, university students are also armed with the language to tackle the upcoming global prospects (Sarwanti et al., 2023). For students in non-English major programs, English serves primarily as a discipline-specific requirement, involving access to academic resources, understanding specialized terminology, and the ability to articulate concepts within their field of study. Students at this stage are expected to have sufficient English proficiency; otherwise, limited proficiency may hinder their academic success (Generoso & Arbon, 2020). These perspectives underscore that a generic approach to English teaching is no longer relevant, as language learning in higher education must be grounded in the specific demands of each disciplinary domain, with systematic and comprehensive deliberation from planning and design through the development of the learning course.

In the field of Educational Technology, English remains the leading language for research and knowledge synthesis, as well as dominating in publications (Bedenlier et al., 2024). Although Educational Technology academia across countries has distinct knowledge bases and terminology rooted in local contexts, they still publish in the English language as the scientific lingua franca (Marín et al., 2023). Meanwhile, students in this field are expected to have knowledge and skills in instructional design, developing instructional media, designing training curricula, and developing technology-embedded learning, referring to the Educational Technology literature, which is almost entirely published in English. Besides, for their future careers, communication skills in global networks are pivotal, as communication is the core of everything that an educational technology designer performs in professional settings (North et al., 2021). English language ability is therefore a non-negotiable competency for Educational Technology students, as the field draws predominantly on English-language Educational Technology literature and professional discourse delivered in both written and oral communication.

However, in the context in which the authors conducted the study, the English course specified for Educational Technology students remained general, focusing on basic English that covered the four English skills. This is further compounded by a significant number of students who need improvement in their English for academic purposes. They still encounter challenges in understanding English materials and articulating thoughts, which hinders their involvement and engagement in English classroom activities. Therefore, the lecturer should be aware of different approaches, methods, and practices used to teach students (Prasetya, 2021), and learners' needs must be identified before choosing or creating new course resources (Leotta & Dolidze, 2022). The demand for English competencies for academic and future professional pursuits underscores the necessity to explore students' needs in the context of Educational Technology.

The Need Analysis (NA) is a crucial part of the development of resources and syllabi for language acquisition, particularly in ESP (Noviasmy & Hassanah, 2025). It serves as a basis for course planning and for directing the formulation of objectives and anticipated learning outcomes (Maftuna, 2025; Raikhanova et al., 2025). It is essential to conduct NA to guarantee that language instruction is tailored to the students' needs (Pang et al., 2025; Rinawati et al., 2022). In learning, if the materials meet their needs, they will be more driven

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to study (Leotta & Dolidze, 2022) and their involvement improves when their real 'needs' and 'wants' are met, seeing the connection between studies and career goals (Kehal, 2024). Thus, NA especially in ESP, is a fundamental part that must be conducted in the initial phase of course design. The role of NA is indispensable in providing the information needed to design an effective course, determine the learning objectives, develop course materials, choose strategies for the andragogical aspects of teaching adult learners, and determine the evaluation at the end of the course and materials.

Previous studies have examined English language needs among university students across various academic majors. NA was conducted with the Accounting undergraduate students to develop speaking material (Sasabone et al., 2024). Noviasmy and Hassanah (2025) conducted NA for the undergraduate Economics Program, revealing the need to improve reading, speaking, and mastery of economics vocabulary. The NA of first-year Health Science students revealed that speaking and listening skills were the crucial skills needed for academic and professional growth (Aarvidurai et al., 2025), and the NA for the Graphic Design Study Program using Romanowski's framework showed students how to improve speaking skills as the material can benefit their future career (Agustina & Sinaga, 2023). Furthermore, a NA conducted by Pongklee and Sukying (2022) for pre-service teachers showed that listening skills were the most needed, followed by speaking, reading, and writing. The aforementioned studies emphasize that English-language needs are often context-specific and vary depending on disciplinary demands and learning environments, with speaking skills emerging as a prevailing concern across disciplines. In the Educational Technology field, Mahadewi et al. (2025) developed a culturally relevant e-adaptive learning for an English for Educational Technologists course, recognizing digital communication as a core competency that students must develop, focusing on developing an English course for Educational Technology, integrating cultural values into LMS-delivered instruction.

Despite growing research on NA across various disciplines and the development of an English program integrated with culture for Educational Technology students, an empirical foundation remains absent in the literature, and little attention has been given to studies examining English language needs among students in Educational Technology programs. Without a systematic needs analysis, English course design for this population risks remaining misaligned with both their academic realities and professional demands. The present study, therefore, addresses this gap by identifying the English-language needs of Educational Technology students.

This study aims to analyze the English language needs of Educational Technology students by examining their perceived needs, performance gaps, and learning difficulties in academic contexts. It also seeks to provide empirical insights to support the development of more relevant and contextualized English instruction. This study offers a more comprehensive perspective on integrating democratic, discrepancy, and diagnostic views, specifically among Educational Technology students.

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METHODS

Since this study aims to explore Educational Technology students' needs in English language learning, we use a needs analysis to understand their desires, gaps, and current competencies. This study used mixed methods to analyze students' needs, collecting quantitative data via a questionnaire and qualitative data through a semi-structured group interview.

The research subjects are 2nd-semester undergraduate students (n=93) in the Educational Technology program at the Education University who enrolled in the English for Educational Technology course. The sampling technique was total sampling, as all students' statuses were active and enrolled in the compulsory course. As for the semi-structured group interview, 8 students from the respondents were purposively invited to gain a better understanding and to confirm the questionnaire responses.

In terms of instrument development, the questionnaire for need analysis was based on Brown (2016), selecting three dimensions of the need analysis view: Democratic (need and learner's perception), Discrepancy (current competence), and Diagnostic (learning gaps). Students often have difficulty articulating their language needs and distinguishing between their actual wants, desires, and lacks (Dewi & Qamariah, 2023). Therefore, these dimensions were chosen to explore more deeply the necessity of students from various perspectives, as seen through their desires, gaps, and actual levels of competence. The questionnaire consisted of 20 items, developed based on the three dimensions. The questionnaire items used several indicators, such as:

1. The democratic view: students' desires, expectations, perceived importance, requests, and motivation for learning English.
2. The discrepancy view: students' current abilities in reading, writing, speaking, listening, vocabulary, and academic task performance.
3. The diagnostic view: learning necessities and prerequisite skills required for academic activities.

Content validity was established through expert review by a specialist in English Education and Curriculum and Instruction in TESOL, who evaluated item relevance, statement clarity and alignment with the three-view needs analysis framework and concluded they were valid and appropriate for distribution. The questionnaire used a Likert scale from 1 to 5, was distributed in class and completed via Google Forms shared through WhatsApp. The data were collected from 93 students across two classes within three days. Moreover, a semi-structured group interview was conducted for eight students (4 male and 4 female) who were selected from the questionnaire respondents through voluntary participation.

The interview lasted 1.5 hours and consisted of 8 guided questions, including students' experience in the English course, their ability to follow the materials, existing gaps and difficulties in writing, speaking, reading, and understanding the English lectures, their needs, and expectations for English learning. These were delivered to clarify questionnaire findings

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and to understand students' learning experiences and difficulties. The interview was facilitated by the researcher, and data were recorded via live transcription. The live-transcribed responses from the group interview served as the primary data corpus for qualitative analysis.

The quantitative data were analyzed using descriptive statistics, including the highest and lowest mean scores for each questionnaire item, to summarize students' responses and identify general patterns in their English language needs. The reliability test was also used, using Cronbach's alpha, to ensure that the questionnaire items were internally consistent. The qualitative data were analyzed following Saldaña's (2013) manual coding procedures: First Cycle analysis employed Descriptive Coding to label the basic topics of participants' responses, followed by Second Cycle Pattern Coding to group similarly coded data into overarching themes related to students' English language needs. Recurring patterns were interpreted in relation to students' English language needs across the three dimensions of Brown's framework.

RESULTS

In this study, students were asked about their prior experiences in learning English. 57 students stated that they learned English only at school, indicating that their English learning occurred throughout their K-12 experience. 26 students mentioned that, in addition to school, they also took an English course. Moreover, 6 students mentioned that they learned English outside of school, also from films, applications, and games. Lastly, 4 students mentioned that, in addition to schools, they also tried to improve their English skills through private courses and other resources.

Quantitative Findings of Students' English Needs

This section presents descriptive statistics for the questionnaire responses collected from 93 students in the Educational Technology program. The analysis focuses on the mean of each questionnaire item to identify students' perceptions of their English learning needs.

Table 1. Summary of students' English needs

Dimension	Item	Statement	Mean	SD
Discrepancy View	Q1	I can understand English readings related to Educational Technology courses.	3.25	0.94
	Q2	I can write short assignments in English for my coursework.	3.67	0.88
	Q3	I can explain my ideas in English during presentations.	2.78	0.82
	Q4	I can understand videos or lecture materials delivered in English.	3.43	0.86

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	Q5	I have sufficient English vocabulary to understand academic readings.	3.18	0.86
	Q6	I can participate in classroom discussions using English.	2.94	0.92
	Q7	I can understand written instructions in English when completing assignments.	3.67	0.83
	Q8	I can use English to complete my coursework.	3.29	0.80
Diagnostic View	Q9	I find it difficult to understand technical vocabulary in English research articles.	3.87	0.94
	Q10	I find it difficult to use correct grammar when writing in English.	3.69	0.86
	Q11	I find it difficult to understand long English academic texts.	3.52	0.89
	Q12	I lack confidence when speaking English in front of others.	3.66	0.93
	Q13	I find it difficult to organize my ideas when writing in English.	3.69	0.87
	Q14	I find it difficult to understand lecturers' explanations when they use English.	2.88	0.88
	Q15	I feel anxious when I have to use English during class activities.	3.08	0.97
Demographic View	Q16	I need English to understand academic articles related to Educational Technology.	3.97	1.04
	Q17	English is important for completing my academic assignments.	4.30	0.80
	Q18	I need English to present digital learning projects.	3.86	0.98
	Q19	Improving my English skills is important for my academic studies and future career.	4.63	0.64
	Q20	I would like to use English more frequently in my classes.	4.11	0.98

Table 1 presents the mean scores and standard deviations for all 20 items across three dimensions. The Democratic view (Q16–Q20) consistently yielded the highest scores (M =

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3.86–4.63, overall M = 4.17), while productive skills in the Discrepancy dimension, particularly oral communication in presentations (Q3, M = 2.78) and classroom discussions (Q6, M = 2.94), recorded the lowest scores across the entire instrument. Within the Discrepancy dimension, receptive skills consistently outpaced productive skills, indicating that students are more capable of receiving English intake than expressing it. Diagnostic items reflected moderate to high perceived difficulty, especially in technical vocabulary (Q9, M = 3.87) and grammar in writing (Q10, M = 3.69). Moreover, Q14 (M = 2.88) indicates that students do not perceive understanding English-medium instruction as a major difficulty, consistent with the receptive-productive pattern observed in the Discrepancy dimension. Taken together, these patterns reveal a notable disparity between students' strong awareness of English's significance and their comparatively restricted actual performance, particularly in spontaneous oral production. In other words, they acknowledge that English is important for their academic and professional needs, yet they still exhibit a notable gap in English language competence.

Table 2. Reliability

Scale	Cronbach's Alpha	Number of Items
English Learning Needs Questionnaire	0.794	20

The reliability of the questionnaire was examined using Cronbach's alpha. The result showed acceptable internal consistency (α = 0.794), indicating that the questionnaire items were reliable for measuring students' English learning needs. Item-total correlation analysis confirmed that most items met the acceptable threshold (r > 0.30), supporting the overall coherence of the instrument.

Table 3. Key needs students

Item	Mean	Interpretation	Core Findings
Q19	4.63	Very high	English is important for the future
Q17	4.30	Very high	English is important for academic tasks
Q20	4.11	High	Willingness to use English frequently
Q16	3.97	High	Need English to read academic articles

Table 4. Learning Gaps

Item	Mean	Interpretation	Core Findings
Q3	2.78	Moderate	Explaining ideas during a presentation
Q6	2.94	Moderate	Class discussion in English
Q15	3.08	Moderate	Anxiety using English
Q5	3.18	Moderate	Academic vocabulary

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Table 3 highlights the four highest-scoring items, with Q19 (M = 4.63) and Q17 (M = 4.30) topping the list, affirming students' strong perceived necessity of English for academic and professional purposes. In contrast, Table 4 presents the four lowest-scoring items, all of which involve active English use. Q3 recorded the lowest score (M = 2.78), reflecting limited oral production ability, followed by Q6 (M = 2.94), indicating challenges in participating in classroom discussions. These findings reinforce the contrast between high awareness and limited communicative performance identified in Table 1. Notably, three of the four lowest-scoring items (Q3, Q6, Q15) cluster around real-time classroom interaction, indicating that students' gaps extend beyond linguistic ability alone but also with the confidence to use it spontaneously in academic settings.

Qualitative Insights into Students' English Needs

This part presents the qualitative findings from a semi-structured group interview involving 8 students from the Educational Technology program, to complement the quantitative data. It was conducted to explore their perspectives on the English learning needs in the academic context.

Table 5. Theme from Group Interview

Theme	Description	Example Response
English proficiency gaps	Difficulties in grammar, listening, writing, and vocabulary.	"I still have difficulty with grammar when writing in English."
Academic reading challenges	Difficulties understanding English academic texts and often relied on translation tools.	"English articles are difficult to understand without translation tools."
Speaking confidence issues	A lack of confidence when speaking or presenting in English.	"I'm afraid of making mistakes when I have to present in English."
Limited English practice environment	Limited opportunities to practice English in classroom activities.	"We rarely use English in class."
Need for contextual English learning	More practical, contextually relevant English learning activities.	"We want more speaking and presentation practice."

The semi-structured group interview yielded several key themes regarding students' English language needs in educational technology. First, regarding language proficiency gaps, students find it challenging to understand word variation and use proper grammar. This may hinder the optimal expression of their ideas. As vocabulary becomes an important part of language construction, they find it challenging to understand reading resources from English academic texts, so they use the translation tools to understand the meaning. This suggests that students may be lacking in academic language and reading skills necessary for engaging with discipline-specific knowledge. Moreover, speaking skills remain a concern,

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particularly in communicating their ideas verbally in class and in connecting with interlocutors, given the class environment that still does not provide them with a space to use English. However, their determination remains strong, indicating they expect a class that provides a real-life practice environment, especially when presenting in English to an audience. This suggests that current English instruction may not fully address students' needs in Educational Technology.

DISCUSSION

Students' Current English Ability and Challenges

The finding suggested that students' reading ability is moderate, indicating that grasping information and knowledge in English remains quite difficult. Educational Technology discipline resources are mostly published in English, such as books, articles, or reports, and use technical terms that students may find quite challenging to understand. This was also confirmed by the participants' (P) responses: "*I can do it with the help of translation*" (P2, P3, P4, & P8), while 4 other participants found it manageable. This shows that students still found challenges in understanding academic reading, so they used translation tools as an alternative. This finding supports the view of Vongsawath et al. (2025) that linguistic features and limited exposure to rich language intake, compounded by specific vocabularies, and also Sharmin's (2023) study that reading skills are among the challenging ones to acquire. This also aligns with the study by Anwar and Sailuddin (2022), which suggested that students had difficulty translating words; therefore, using translation tools to better understand the meaning of the reading text (Kelderak, 2023). Thus, ESP instruction in Educational Technology should underscore the need to accommodate current proficiency levels through scaffolded guided reading and explicit instruction in technical vocabulary contextualized within Educational Technology content.

In contrast, students appear more confident in completing simple writing tasks, indicating they can follow simple writing-based assignments. Confirmed in the interview, students mentioned:

"I can write, but sometimes it's still difficult to determine sentence structure" (P7)

"Still difficult in determining sentence structure" (P2, P4, & P6)

This can be attributed to the fact that such tasks allow more time for preparation and the use of supporting tools to refine sentence structure. This finding aligns with research by Lasekan et al. (2023) and Yacoub (2025), showing that students have sufficient capability to write in English for certain tasks, yet still need further improvement for honing complex writing. This indicates that, during writing practice, the instructor should provide recycling feedback on grammar use and organization of writing ideas to facilitate improvement.

Moreover, students still need room for improvement in writing skills, especially in grammar, as a lack of understanding of grammar structures will hinder the writing and organizing of ideas in English. This finding is supported by Sharmin (2023), who noted that grammar is one of the language aspects that students still find difficult to acquire, and that instructors need to strengthen their grammatical accuracy through feedback (Park, 2022).

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Students may struggle to express complex thoughts in English, an essential skill for academic and professional communication, as learning a foreign language's grammar structure is challenging, since they should know certain rules of sentence structuring while trying to express or understand the meaning of the information delivered. Therefore, in the ESP context, grammar practice can be implemented in line with students' disciplines of study, especially in Educational Technology, so that grammar practice is not treated as an isolated exercise but as an integrated component of authentic learning in the field.

Meanwhile, a significant gap also exists in their productive skills, particularly in speaking, including expressing and presenting materials. This may indicate that students still lack the linguistic resources and self-confidence to communicate their ideas effectively, particularly in academic settings. This is supported by their responses in the group interview:

"I am still struggling" (P1)

"My pronunciation is still incorrect" (P4)

"I cannot speak quickly because I'm paying attention to pronunciation" (P8)

"I still do not practice enough" (P3 & P4)

which show that students expressed concerns about their speaking performance, the need to manage themselves to speak fluently because they are afraid of making mistakes, and the class environment that provides limited opportunities to practice spoken language. Consistent with previous studies by Chemir and Kitila (2022), Lasekan et al. (2023), and Park (2022), students still face challenges in communicating their ideas verbally in English, which is a difficult aspect of language learning. This suggests that ESP instruction should move toward more engaged speaking activities in Educational Technology contexts, for instance, task-based learning through the presentation of instructional design proposals, facilitation of peer feedback sessions, and delivery of digital project demonstrations.

Moreover, students' lack of confidence when speaking English is particularly evident in formal environments such as presentations. The increased level of speaking anxiety indicates that students are hesitant to engage in oral English and are frequently afraid of making mistakes. This is supported by qualitative findings, where students mentioned their anxiety and diminished confidence when asked to present a topic using English:

"I still lack self-accustoming and self-confidence" (P1, P5 & P6)

"I am afraid of other people's expectations of perfectionism" (P2)

This finding resonates with previous studies by Pongklee and Sukying (2022) and Yacoub (2025), which found that speaking remains the most challenging skill. This lack of speaking proficiency is also influenced by limited English exposure which is often only confined to the English classroom setting (Prasongko, 2023). As emphasized by Koçali and Aşık (2026), speaking anxiety also emerges not only from the individual's qualities, but also from the chosen structure and pedagogical approach. Therefore, ESP instruction for Educational Technology students should create supportive speaking opportunities

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embedded in discipline-relevant tasks to foster communicative competence and confidence and reduce anxiety through meaningful practice.

Notably, even though students still need improvement in many areas, they perceive an understanding of the lecturer's English explanations during class, indicating that they are better at receiving and processing spoken English. Similarly, their ability to understand video-based materials reflects their familiarity with the content, where visual elements can support comprehension. This resonates with a study by Lasekan et al. (2023), which suggested that students demonstrated a relatively moderate level of listening skills. However, unlike the previous study by Chemir and Kitila (2022), which found that students still face obstacles in understanding spoken language, Educational Technology students in this context have sufficient ability to understand information delivered in a verbal format. This variation indicates that listening proficiency is highly influenced by contextual factors such as learning environment and individual ability. Therefore, listening instruction should be tailored to students' existing ability and designed around relevant context to better support their specific academic and professional communication needs.

Students' Perceived Needs

The findings on student perceptions show a very high level of awareness of the significance of English for their academic and professional needs. They recognize that having English competence is important for future professional demand. These are also portrayed in the semi-structured group interview section, where students express their expectation for more speaking chances, contextually relevant English learning activities:

"I hope to be able to speak more" (P4, P5, P6, P7, & P8)

"I want an English club that's all about English" (P1, P2, & P3)

"I hope to be more confident speaking English" (P2)

Similar results were reported by Aarvidurai et al. (2025) and Raikhanova et al. (2025), who found that students are aware of the significance of English for their future careers due to the strong alignment between academic pursuits and the demands of the forthcoming workplace in industrial life, with a global dynamic. Therefore, it is important to integrate the course not only by theoretically teaching the technical terms of the disciplinary field, but also by including relevant, contextual practical activities so that students develop not only linguistic competence but also the professional communicative repertoire required as future instructional designers.

In addition to recognizing the importance of English, they are also motivated to improve their speaking ability through practice. This resonates with the findings of Aarvidurai et al. (2025) and Damayanti et al. (2024), which indicate that students prioritize enhancing speaking skills, as this is a pivotal mastery used in academic and future workplace settings. Speaking skills are the most important priority for students' English language competence; therefore, the ESP course for Educational Technology students should prioritize speaking-intensive activities that simulate authentic disciplinary communication.

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Moreover, the results of students' expectations to improve their reading capabilities, as reflected in the questionnaire, were also corroborated by qualitative responses:

"More practice in reading" (P2, P5)

"Hopefully, my reading skills will develop further" (P2, P5, P8)

This reinforces that students themselves recognize reading as a priority area for development, particularly in accessing English-medium resources relevant to their field. This resonates with the studies by Hoang et al. (2024), which suggest the highest professional need for reading capability to support their tasks in the workplace. Therefore, reading instruction in the ESP course should be grounded in authentic Educational Technology texts, for instance, instructional design guidelines, learning platform documentation, and research articles to develop the disciplinary reading competence required for students' future professional roles.

Implications for English Instruction

The accumulation of findings suggests that English instruction for Educational Technology students should be more contextually grounded and better aligned with students' actual academic needs. Based on students' needs, they clearly recognize the importance of English for academic tasks such as understanding course materials and presenting projects. However, the challenging parts are the gap between these expectations and students' existing abilities, particularly in technical vocabulary, improving complex writing, and speaking confidence. The instruction should also be transformed from general language to a more specific approach, with emphasis on learning experiences that improve reading strategies for discipline-specific texts, on listening tasks grounded in instructional content, on using English to develop instructional materials, and on verbally presenting project outcomes.

Furthermore, the findings highlight the need for instructional strategies that not only address linguistic competence but also foster students' confidence and active engagement in English use. In the Educational Technology Study Program context, instructors can provide structured activities for productive skills: speaking and writing practice, and receptive skills: reading strategies supplemented with scaffolding in academic vocabulary and listening practices from English instructional content that can help bridge the gap between students' perceived needs and their current English language level. More broadly, the implications may offer insights for English instruction in other non-English-major programs, where English instruction should be adaptive, tailored, learner-centered, and aligned with disciplinary needs to meaningfully support students' academic and future professional demands.

CONCLUSION

This research shows that Educational Technology students' English abilities exhibit diverse patterns, indicating a clear gap between receptive competence and productive performance. The discrepancy underscores the tension between functional English competence and the higher-order language demands of the Educational Technology

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context. These challenges arise from academic texts, insufficient grammatical knowledge, difficulty organizing ideas in writing, and limited exposure to and opportunities for oral practice. Despite students' limitations in some critical areas, they showed awareness of the significance of English for academic and future professional demands.

Given the specific context of Educational Technology students, the findings should be interpreted with caution and may not be generalizable to other disciplinary contexts. The study relied on self-reported data through questionnaires and a group interview, and data were collected from students' perspectives, not so far incorporating performance-based assessments. Future research should incorporate multiple data collection methods and stakeholders, including curriculum documents and instructors, to gain more comprehensive insights through triangulation. This study contributes to the ESP literature by highlighting the discipline-specific English language needs of Educational Technology students and demonstrating the importance of aligning ESP instruction with students' academic practices, communication demands, and future professional contexts. The findings have practical implications for developing more contextually and communicatively oriented ESP courses, particularly in supporting students' speaking, academic reading, and professional communication. In addition, this study expands the limited body of research on ESP in Educational Technology contexts and lays a foundation for future studies examining discipline-based English instruction and digital communication practices in technology-oriented higher education programs.

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