

From Classroom to Clinic: An ESP Needs Analysis for Midwifery Students

Wahyu Adri Wirawati¹, Roudlotun Nurul Laili², Muhammad Nashir³

^{1,2,3}Sekolah Tinggi Ilmu Kesehatan Banyuwangi, Jawa Timur
wahyuadriwirawati2@gmail.com

ABSTRACT

The increasing globalization of healthcare requires midwives to develop effective English communication skills since it has become the standard of international communication in healthcare facilities. This research aims to evaluate the English language needs of midwifery students and identify gaps in current instructional practices. The research design was qualitative, and data was collected through questionnaire responses, semi-structured interviews, and document analysis. The samples included 30 participants from midwifery students, instructor, and clinical supervisor. The findings indicated that all students acknowledged medical terminology and patient communication skills as vital subjects. Students expressed anxiety and a lack of readiness using English in clinical settings because of the substantial difference between classroom learning and real-world practice. The study finds that English for Specific Purposes (ESP) curricula do not adequately address the precise linguistic requirements that characterize midwifery practice. Developing curricula for midwifery students should use authentic material and contextualized scenarios, integrated with language training by clinical supervisors and support from educators, may assist students in real-world engagement to enhance clinical care across settings. Future research should examine larger factors that shape language education in health services.

Keywords: *English for Specific Purposes (ESP); English Language Needs; Midwifery Students*

A. Introduction

Healthcare globalization has generated a need for efficient healthcare communication among professionals, particularly midwives, who deliver maternal and child health services. The increasing interconnectedness of healthcare systems necessitates that midwives effectively communicate with patients, families, and colleagues across linguistic lines (Gerchow et al., 2021). This arouses the need to have English as its standard language of communication (Warde et al., 2018). Hence, this field requisite an immense command over English language. Effective communication is vital to delivering quality care, patient safety, and satisfaction (Noviyanti et al., 2021). Therefore Midwives need to acquire appropriate language skills as they operate in demanding clinical environment while interacting with multidisciplinary teams.

Moreover, Telemedicine practices and international health initiatives have strengthened the necessity for midwives to be proficient in English. Midwives must participate in international conferences, training programs, and collaborative research because, as healthcare services, they now extend outside geographical areas (Kyei et al., 2023). Midwives need excellent English proficiency to succeed during these healthcare opportunities because they need effective skills in written and spoken English. The ability to communicate in English enhances professional development and contributes to the overall quality of care provided to patients (Al Shamsi et al., 2020). Therefore, addressing the English language needs of midwifery students is essential for preparing them to meet the challenges of a globalized healthcare landscape.

According to the ESP framework, needs analysis is essential because it helps identify professional skills that lead to effective work performance (Hidayati & Haryati, 2018). In midwifery, this includes the knowledge of medical terms, patient communication skills, and teamwork interaction (Silvia, 2015). By focusing on these areas, targeted instruction within ESP programs refers to areas that match the actual situations midwifery practitioners face. Students become more interested and enhance their language proficiency when real-life training materials, and realistic scenarios, are included in their educational program (Mebert et al., 2020).

Indonesia has also seen the emergence of need more for midwifery health care providers who are also proficient in English as the health care industry continues to change in this country. Stikes Banyuwangi understood this necessity and is trying to suit their graduates to face the challenge in the future of their profession. Moving from classroom education to clinical practice is a challenging time for midwifery students, especially when it comes to their ESP performance. One major problem in this research has been determining the specific English language needs of these students as they get ready to interact with patients and professionals in clinical environments. That is, the language and communication skills that are specific to a particular context, so that in midwifery practice, competent interaction becomes possible. Many midwifery students describe inadequate didactic or practice-based training to discuss care roles in English clinical environments, which appeared to lead to anxiety that curtailed opportunity and ultimately professional self-confidence. (Alhassan, 2019).

Another critical research problem is assessing current ESP instruction's effectiveness within the STIKES Banyuwangi midwifery program. English language education in academic institutions focuses more on standard skills (general English), yet it may not sufficiently address the concepts required for midwifery practice. This raises questions about the connection between classroom teaching and clinical application since students' language skills may have gaps upon entering clinical education. The research examines these problems to collect information that will aid curriculum development and instructional strategies that enhance midwifery student readiness for healthcare practice roles.

Midwifery students at STIKES Banyuwangi require a comprehensive analysis of their English language needs because of the gap between academic knowledge and practice field requirements. Developing targeted ESP curricula requires thorough knowledge of student needs to provide skills for future professional success (Mao & Zhou, 2024). At STIKES Banyuwangi, midwifery students face unique challenges in acquiring the necessary English language skills. The presence of many students from different linguistic backgrounds may also have an impact on their ability to understand specialized terminology and concept.

The primary purpose of this research is to discover the English language needs of midwifery students in STIKES Banyuwangi. The study also performs a purposeful needs analysis to determine what features of communication professionals require when speaking within clinical contexts. This data will be valuable in creating an ESP curriculum that is representative of the midwifery contemporary practice. Understanding students' need for language is crucial in preparing them for their upcoming challenges in their field of work and providing high quality patient care.

Moreover, this research also intends to prove the reasons why these language needs need to be included in the curricula of STIKES Banyuwangi. The research focuses on the midwifery students and their need for an effective transition of theoretical knowledge into their clinical practice experience. This examination needs to be aligned correctly with practical skills development as mastering the theoretical concepts is required for achieving language competencies, which are crucial for clinical healthcare communication (Purabdollah et al., 2023). This finding will assist midwifery education implement ESP programs to enhance the future knowledge of midwives. The study implicitly seeks to answer: 1) What are the English language needs of midwifery students at STIKES Banyuwangi?, 2) What are the

gaps in the current ESP instructional practices within the STIKES Banyuwangi midwifery program?

This study meets the gap in the literatures by conducting a needs analysis, which results in recommendations for the design of an ESP curriculum which seeks to address the particular language needs of Indonesian midwifery students who wish to progress their education and practice in the field of midwifery.

B. Research Method

This study employs a qualitative research to explore in depth into the English language needs of Bachelor of Midwifery student at STIKES Banyuwangi. Considering the key interest of this investigation, qualitative research would yield the optimal results because it allows researchers to dive deeply into understanding how participants conceptualize and experience English language use at clinical sites (Creswell & Creswell, 2018). By focusing on the subjective lived experiences of students, instructors, and clinical supervisors, this approach adds contextual data that a quant-based approach may not capture. Their complexities towards specific professional contexts mean that a qualitative design can make an appropriate rationale for this floors.

The target population for this study consists of Bachelor of Midwifery students at STIKES Banyuwangi, a prominent institution in Indonesia known for its commitment to healthcare education. This population is particularly relevant as midwifery students are required to develop specialized English language skills to communicate effectively in clinical settings, where they interact with patients and healthcare professionals. Second and third year students form the target group since their clinical experience allows them to offer relevant insights about their language needs.

The study uses purposive sampling to recruit participants who met the inclusion criteria (enroll in the midwifery program and finish a minimum of one clinical rotation). This approach allows for selecting individuals who can provide rich, relevant data regarding their experiences with English language use in clinical settings (Campbell et al., 2020). Additionally, the study's design combines convenience sampling to choose qualified participants with convenience sampling for participants who are willing and accessible in order to conduct practical data collection (Golzar & Tajik, 2022).

The sample includes 20 midwifery students, 5 instructors, and 5 clinical supervisors. This diverse sample will provide a comprehensive view of the English language needs from multiple perspectives within the educational and clinical contexts (Creswell & Creswell, 2018). The chosen participants have different age groups, educational backgrounds, and multiple degrees of English proficiency to give researchers a detailed perspective on factors that shape their language needs and encounters. The research data collection process includes questionnaires and semi-structured interviews, document analysis, and observations. The designed questionnaires evaluate the students' self-perceived language needs and difficulties, regarding vocabulary topics, communication skills, and clinical English proficiency. The selected instrument will create numerical data points to enhance the results obtained from qualitative interview analysis.

Semi-structured interviews measure students', their instructors', and clinical supervisors' perspectives on English language use in midwifery practice. The researchers record their interviews for transcription purposes to ensure the authentic presentation of participant statements. The researcher also analyzes existing ESP curriculum materials that STIKES Banyuwangi employs for midwifery education as part of document analysis. This analysis help identify the extent to which the curriculum addresses the specific language needs of students and highlight any gaps that may exist. Additionally, observational studies of students take place during clinical practice whenever possible to assess their real-time language use, which adds contextual value to other collected data (Cohen et al., 2018).

Qualitative data analysis employs thematic and content analysis to extract patterns and themes from the collected data. The combination of thematic and content analysis permits the participants to experience English language needs while establishing standard procedure, classification and interpretation through questionnaire, interview, and document review analysis. Thematic analysis several stages: familiarization with the data, generating initial codes, searching for themes, reviewing themes, defining and naming themes, and producing the final report (Naeem et al., 2023).

The study strengthens the accuracy of its results by implementing data source triangulation. Researcher validity occurs by integrating questionnaire and interview data with observational and documentary data to seek matching results and validate study findings (Karunarathna et al., 2024). Additionally, member checking was utilized to enhance the trustworthiness of the qualitative data analysis. This process involves presenting initial

analysis findings to participants to validate that researchers' interpretations synchronize with representations (Birt et al., 2016).

Research on human participants requires maximum attention to ethical principles within educational institutions and medical facilities. Informed consent will be obtained from all participants before their involvement in the study. The researchers explain every aspect of the study to participants, including its objectives and methods, safety risks and advantages, and the total right to withdraw from the study at any time.

Confidentiality was strictly maintained throughout the research process. All reports and publications eliminate participant identities, while data identifiers will be stripped from the dataset to preserve participant privacy (Cohen et al., 2018). The research team has exclusive access to password protected data files where research data is safely stored. Maintaining confidentiality creates an environment with security protocols encouraging participants to freely describe their experiences.

C. Research Finding and Discussion

Table 1: Demographic Characteristics of Participants

Students' Demographic		Total	Percentage
Gender	Male	0	0%
	Female	20	100%
Grade	Second Grade	5	25%
	Third Grade	6	30%
	Fourth Grade	9	45%
English Proficiency Level	Beginner	12	60%
	Intermediate	6	30%
	Advance	2	10%

The demographic data of the 20 student participants (Table 1) reveals that all were female, with a distribution across second (25%), third (30%), and fourth grade (45%). Notably, a majority (60%) identified as beginners in English proficiency, while 30% were at an intermediate level and 10% at an advanced level. This distribution in proficiency levels underscores the varied starting points of students entering clinical settings and highlights the need for adaptable ESP instruction.

Table 2: Key Areas of Language Proficiency Required

No	Proficiency Area	Student	Percentage
1	Medical Terminology	20	100%
2	Patient Communication Skills	17	85%
3	Interprofessional Collaboration	12	60%
4	Report Writing	13	65%
5	Documenting Patient Care	18	90%
6	Listening Comprehension	11	55%

Findings from Table 2 indicate a consensus on the essential language skills required. All student participants (100%) identified "Medical Terminology" as a crucial proficiency area, followed by "Documenting Patient Care" (90%), and "Patient Communication Skills" (85%). This aligns with the research objective to pinpoint specific communication features needed in clinical contexts and is consistent with literature emphasizing the necessity of specialized vocabulary in medical fields (Ma'rufa, 2023) and the importance of patient communication (Silvia, 2015). The high demand for these skills confirms their centrality to effective midwifery practice. Students frequently mentioned terms related to "Obstetrics terms, Neonatal care, Antenatal and postnatal care, Patient assessment, Medical history taking, Patient Interaction Phrases, Medical Procedures, and health education", illustrating the specific lexical domains requiring mastery.

Table 3. Communication Barriers faced by Midwifery Students

No	Barriers	Student	Percentage
1	Lack of Vocabulary	14	70%
2	Pronunciation Issues	13	65%
3	Anxiety in Speaking	15	75%
4	Inability to Understand Accents	11	55%
5	Lack of Practice Opportunities	10	50%
6	Not confident in using English	14	70%

Despite acknowledging these crucial areas, students reported significant communication barriers. As shown in Table 3, the most prevalent barriers were anxiety in speaking (75%) and lack of vocabulary (70%). Pronunciation issues were reported by 65% of students, and 70% lacked confidence in using English. Additionally, 55% struggled with understanding accents, and 50% reported a lack of practice opportunities. These findings

underscore inherent limitations in current educational approaches regarding real-life communicative purposes, as anxiety is a known major obstacle to language performance in high-stakes environments like healthcare. The students' self-reported confidence issues suggest a gap between theoretical understanding and practical application, indicating that standard classroom methods may not provide sufficient opportunities for practical experience.

Table 4. Gaps in Classroom Learning vs. Clinical Application

No	Gaps	Student	Percentage
1	Lack of Practical Application	16	80%
2	Insufficient Focus on Medical Terminology	15	75%
3	Limited Role-Playing Exercises	12	60%

As shown in Table 4, 80% of students pointed to a "Lack of Practical Application" in their English language training, and 75% noted an "Insufficient Focus on Medical Terminology" in the classroom. Furthermore, 60% felt there were "Limited Role-Playing Exercises."

Table 5. Thematic Analysis of Interview Data

No	Theme	Key Insights
1	Need for Specialized Training	Participants emphasized that midwives should get special training in medical terminology and communication techniques.
2	Anxiety and Confidence Issues	Participants reported anxiety and nervousness when using English in clinical settings, which diminished their confidence levels and skills in practice (performance).
3	Gaps in Practical Training	Participants identified a gap between academic studies and practical medical situations.
4	Desire for Practical Experience	The participants showed intense passion for actual application experiences, which would enable them to use their English capabilities in realistic professional settings.

This quantitative data supports the thematic analysis (Table 5), where "Gaps in Practical Training" was a prominent theme, with participants identifying a disparity between academic studies and the realities of practical medical situations. This finding, that classroom theory is often insufficient for preparing students for real-world clinical encounters, resonates with Suryanti et al. (2025), who identified a similar gap between educational and clinical professional requirements.

The findings reveal critical insights into the English language needs of midwifery students at STIKES Banyuwangi, particularly concerning their proficiency in ESP. The study confirmed that success in medical practice depends on mastering specific terminology and professional communication. It aligns with the study that emphasizes the need for specialized vocabulary in medical contexts (Ma'rufa, 2023). The students showed unpreparedness to use English in real clinical situations, which supported the previous study about the gap between educational and clinical professional requirements (Suryanti et al., 2025). So, future healthcare professionals need specialized curriculum adjustments because their field demands specific linguistic preparation. This mismatch reveals that educational institutions should make immediate curriculum changes to their healthcare programs to address the specific linguistic demands of their future professions.

The research findings of student difficulties with speaking fluently and their vocabulary limitations indicate inherent limitations in existing educational training approaches for real-life communicative purposes. According to Hajiyeva (2024), anxiety acts as a major obstacle to language performance when people need to perform in settings of high stakes, such as healthcare environments. The students' statements about their confidence reveal that they experience difficulty in theoretical understanding and practical use, which indicates that standard classroom methods do not give enough practical experience opportunities. So, language education needs to add practical scenarios to improve student readiness in clinical practice (Jibran et al., 2024).

Furthermore, interview responses demonstrated participants' of inadequacy regarding their English abilities when interacting clinically. Students experienced frustration from encountering medical terminology during clinical interactions with medical staff, thus confirming research that shows ESP vocabulary training is required (Hariyanto et al., 2022). Anxious feelings in English communication tend to create a negative self-image and reduced engagement,, affecting patient medical care quality. Midwifery students need essential

emotional and psychological barrier resolution for effective learning conditions to develop properly.

The findings demonstrate the need for a complete needs analysis to develop curricula specifically dealing with the language needs of midwifery students. Educational reforms that focus on practical language competencies and psychological supports must be developed because the present teaching strategies do not meet student requirements. The healthcare system transformation requires midwifery training programs to transform their methods and teach students skills that will help them manage clinical practice demands effectively.

The implications of this study create substantial value for designing a specialized ESP curriculum for midwifery students. First and foremost, it is crucial to incorporate specific English language skills that directly align with the needs identified in the research. An educational program must focus on medical jargon and teaching patient communication and interprofessional collaboration. Dou et al. (2023) argue that a proper ESP curriculum should recognize professional language requirements to give students the appropriate skills needed for clinical work. Educational efforts to focus on these areas will help teachers improve students' command of English for practical needs.

The essential development of authentic content and practical assignments should stem from real-life clinical situations. Educational exercises should include clinical role-playing scenarios, case study assignments, and peer-to-peer English communication opportunities. Studies have proven that realistic practice experiences improve both student language learning progress and knowledge retention (Kong, 2021). A curricular structure that emulates clinical realities allows educators to build an effective learning space that promotes participants to engage actively with both language proficiency and situational learning.

The research findings prompted the recommendation to unite clinical practice education with the language learning process. Language instructors and clinical supervisors can work together to develop coherent learning experiences that benefit students more effectively. The partnership should develop curricula that unify language instruction with clinical objectives, thus making academic lessons directly connected to future career demands. Yang et al. (2024) explain that interdisciplinary teaching methods create substantial student learning outcomes and equip graduates adequately for future professional demands.

Constant support and training initiatives must be available to both instructors and clinical supervisors in order for them to deliver and evaluate language skills efficiently. Professional development programs should provide teaching methods that enable ESP instruction that focuses on meeting the specific needs of midwifery students at STIKES Banyuwangi. The comprehensive educational strategy offers benefits to students while strengthening midwifery education quality at STIKES Banyuwangi.

The study delivers important findings regarding the English needs of midwifery students, yet it demonstrates certain weaknesses. The qualitative methodology is a significant limitation because it restricts the research results from applying to a wide range of midwifery students enrolled in various educational institutions. Future research benefits would increase when mixed methods use qualitative and quantitative data to gain extensive knowledge about language needs in different educational settings (Creswell & Creswell, 2018).

The research findings are potentially restricted by the small number of 30 participants selected for the study. A wider number of participants would have strengthened the research outcomes and improved result reliability even if the sample included diverse participants from various backgrounds and at different stages of English language skills. The research findings would gain depth by including participants from various educational settings between multiple midwifery institutions. The questionnaire and interview methods implemented in this study also have limitations. Self-reported data might distort responses through social desirability and recall biases (Paulhus, 2020). Future research should observe student interactions in clinical environments to improve self-reported language assessment by obtaining more objective data.

Moreover, focusing on specific language needs, particularly in midwifery settings, eliminates broader institutional problems connected to healthcare English language education. Institutional policies, together with resource availability and faculty training issues, strongly affect the success of ESP programs. Future research should focus on resolving these systemic elements to develop more extensive information that might provide better solutions for enhancing English language training in midwifery educational programs.

D. Conclusion

The study found crucial English language needs for midwifery students at STIKES Banyuwangi, specifically highlighting the necessity for proficiency in medical terminology,

patient communication, and interprofessional collaboration. It was found that current instructional practices exhibit substantial gaps when compared to students' actual language needs. Consequently, the research strongly recommends restructuring curricula to integrate practical skills and real-world materials to better prepare students for clinical practice. Key recommendations for ESP curriculum development include incorporating role-playing and practical scenario materials, and fostering collaboration between language instructors and clinical supervisors. These findings have significant implications for policy and practice, advocating for educational reforms that prioritize practical language competencies and psychological support, ultimately enhancing the quality of midwifery education at STIKES Banyuwangi and preparing students for the demands of a globalized healthcare landscape. Future research must employ mixed methods with extensive sample sizes from different healthcare institutions to develop better insights about language needs in midwifery education.

E. References

- Al Shamsi, H., Almutairi, A. G., Al Mashrafi, S., & Al Kalbani, T. (2020). Implications of language barriers for healthcare: A systematic review. *Oman Medical Journal*, 35(2), 1–7. <https://doi.org/10.5001/OMJ.2020.40>
- Alhassan, M. (2019). Nursing and midwifery students' communication skills training: A systematic review. *Journal of Advances in Medicine and Medical Research*, 30(2), 1–10. <https://doi.org/10.9734/jammr/2019/v30i230167>
- Birt, L., Scott, S., Cavers, D., Campbell, C., & Walter, F. (2016). Member checking: A tool to enhance trustworthiness or merely a nod to validation? *Qual Health Res*, 26(13), 1802–1811. <https://doi.org/10.1177/1049732316654870>
- Campbell, S., Greenwood, M., Prior, S., Shearer, T., Walkem, K., Young, S., Bywaters, D., & Walker, K. (2020). Purposive sampling: complex or simple? Research case examples. *Journal of Research in Nursing*, 25(8), 652–661. <https://doi.org/10.1177/1744987120927206>
- Cohen, L., Manion, L., & Morrison, K. (2018). *Research Methods in Education*. Routledge.
- Creswell, J. W., & Creswell, J. D. (2018). *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches* (Fifth Edit). SAGE Publications, Inc.
- Dou, A. Q., Chan, S. H., & Win, M. T. (2023). Changing visions in ESP development and teaching: Past, present, and future vistas. *Frontiers in Psychology*, 14, 1–10. <https://doi.org/10.3389/fpsyg.2023.1140659>
- Gerchow, L., Burka, L. R., Miner, S., & Squires, A. (2021). Language barriers between nurses and patients: A scoping review. *Patient Educ Couns*, 104(3), 534–553. <https://doi.org/10.1016/j.pec.2020.09.017>

-
- Golzar, J., & Tajik, O. (2022). Convenience sampling. *IJELS: International Journal of Education and Language Studies*, 1(2), 72–77. <https://doi.org/10.4135/9781412972024.n551>
- Hajiyeva, B. (2024). Language anxiety in ESL learners: Causes, effects, and mitigation strategies. *Euro-Global Journal of Linguistics and Language Education*, 1(1), 119–133. <https://doi.org/https://doi.org/10.69760/pn9wgv05>
- Hariyanto, H., Joyoatmojo, S., Nurkamto, J., & Gunarhadi, G. (2022). Needs analysis of English for midwifery purposes at midwifery academy of Harapan Mulya Ponorogo. *IJIE (International Journal of Indonesian Education and Teaching)*, 6(1), 49–60. <https://doi.org/10.24071/ijiet.v6i1.1841>
- Hidayati, D. N., & Haryati, S. (2018). Target and learning needs in English for midwifery students. *Leksema: Jurnal Bahasa Dan Sastra*, 3(1), 71–80. <https://doi.org/10.22515/ljbs.v3i1.1122>
- Jibrán, A. A., Samtidar, S., & Abduh, A. (2024). A need analysis on English teaching materials for midwifery department students at the Muslim University of Indonesia (UMI). *Celebes Journal of Language Studies*, 4(1), 83–96. <https://doi.org/10.51629/cjls.v4i1.185>
- Karunarathna, I., Bandara, S., Gunasena, P., Hapuarachchi, T., Ekanayake, U., Rajapaksha, S., Gunawardana, K., Aluthge, P., Jayawardana, A., De Alvis, K., & Gunathilake, S. (2024). Data collection in research: Methods, challenges, and ethical considerations. *Uva Clinical Research*, 1–24. <https://doi.org/10.13140/RG.2.2.33267.13605>
- Kong, Y. (2021). The role of experiential learning on students' motivation and classroom engagement. *Frontiers in Psychology*, 12, 1–4. <https://doi.org/10.3389/fpsyg.2021.771272>
- Kyei, J., Dzansi, G., Acheampong, A. K., Adjei, C. A., Ohene, L. A., Adjorlolo, S., Asante, I. N. A., Woolley, P., Nyante, F., & Aziato, L. (2023). Factors influencing nurses and midwives' participation in research: A qualitative study. *Nursing & Midwifery Research Journal*, 19(1), 5–21. <https://doi.org/10.1177/0974150x221146075>
- Ma'rufā, I. M. U. (2023). Developing English Language Textbook for Midwifery Students at Institute of Health Science in Sampang, Indonesia. *Surakarta English and Literature Journal*, 6(1), 124–139.
- Mao, F., & Zhou, J. (2024). A needs analysis of ESP courses in colleges of art and design: Consensus and divergence. *PLoS ONE*, 19(6), 1–23. <https://doi.org/10.1371/journal.pone.0305210>
- Mebert, L., Barnes, R., Dalley, J., Gawarecki, L., Ghazi-Nezami, F., Shafer, G., Slater, J., & Yezbick, E. (2020). Fostering student engagement through a real-world, collaborative project across disciplines and institutions. *Higher Education Pedagogies*, 5(1), 30–51. <https://doi.org/10.1080/23752696.2020.1750306>
- Naeem, M., Ozuem, W., Howell, K., & Ranfagni, S. (2023). A Step-by-Step Process of Thematic Analysis to Develop a Conceptual Model in Qualitative Research. *International Journal of Qualitative Methods*, 22, 1–18. <https://doi.org/10.1177/16094069231205789>

- Noviyanti, L. W., Ahsan, A., & Sudartya, T. S. (2021). Exploring the relationship between nurses' communication batisfaction and patient safety culture. *Journal of Public Health Research, 10*(2), 317–320. <https://doi.org/10.4081/jphr.2021.2225>
- Paulhus, D. (2020). Socially desirable responding self-reports. *Encyclopedia of Personality and Individual Differences, 1–4*. <https://doi.org/10.1007/978-3-319-28099-8>
- Purabdollah, M., Zamanzadeh, V., Ghahramanian, A., Valizadeh, L., Mousavi, S., & Ghasempour, M. (2023). Competencies expected of undergraduate nursing students: A scoping review. *Nursing Open, 10*(12), 7487–7508. <https://doi.org/10.1002/nop2.2020>
- Silvia, R. (2015). ESP needs analysis for midwifery students: A learner centered approach. *Scientia Journal, 3*(4), 290–294.
- Supunya, N. (2023). A systematic review on ESP teachers: Current focus, collaboration, and sustainability. *REFlections, 30*(2), 287–317. <https://doi.org/10.61508/refl.v30i2.267295>
- Suryanti, S., Ahmed, I., Hamzah, H., & Tunru, I. S. (2025). Bridging language gaps in medical education: The role of english language teaching in English-medium instruction. *Preprints.Org, 1–5*. <https://doi.org/10.20944/preprints202502.1277.v1>
- Warde, F., Papadakos, J., Papadakos, T., Rodin, D., Salhia, M., & Giuliani, M. (2018). Plain language communication as a priority competency for medical professionals in a globalized world. *Canadian Medical Education Journal, 9*(2), e52-59. <https://doi.org/10.36834/cmej.36848>
- Yang, B. H., Lo, K. W., Li, Y. S., & Chao, K. Y. (2024). Effects of integration interdisciplinary learning on student learning outcomes and healthcare-giving competence: a mixed methods study. *BMC Nursing, 23*(1), 1–13. <https://doi.org/10.1186/s12912-024-02260-w>