NEEDS ANALYSIS: DEVELOPING AN ESP SPEAKING MOOC MODEL IN HIGER EDUCATION CONTEXT

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Abstract: This study aims to investigate the needs and learning requirements of English for Specific Purposes (ESP) students in the context of developing a Massive Open Online Course (MOOC) model for ESP speaking skills. The research employed a qualitative approach, utilizing Comprehensive Needs Analysis (CNA) techniques. Data was collected through document analysis, Forum Group Discussions (FGDs) with students, interviews with lecturers, and meetings with experts. Data analysis followed qualitative methodologies, including data reduction, display, and conclusion drawing. The study reveals significant insights into students' backgrounds, English proficiency levels, and experiences with MOOCs. Participants primarily perceive their English proficiency as intermediate. While MOOCs are viewed as valuable supplementary resources, students desire more diversity and interactivity in their online learning experiences. Furthermore, the research highlights students' desires for comprehensive speaking skills development, integrated learning experiences, supportive learning environments, and user-friendly technology platforms. This study fills a gap in the literature by investigating the specific needs and learning requirements of ESP students for developing an ESP Speaking MOOC model, particularly in Indonesian context. The findings suggest the importance of prioritizing speaking skills, integrating various language skills, fostering supportive learning environments, and leveraging user-friendly technology platforms in the development of ESP Speaking MOOC models. Addressing these needs is crucial for maximizing learning outcomes and student engagement in online language learning environments.
Keywords: *ESP; higher education; speaking; MOOCs; needs analysis.*

INTRODUCTION
In today's rapidly changing world, strong English communication skills, particularly in English for Specific Purposes (ESP), are crucial for navigating global challenges and fostering cross-cultural understanding. Despite the global importance of English proficiency, initial interviews with over 500 ESP students at a private university in Java, Indonesia, revealed significant challenges in speaking fluently and confidently, primarily due to issues with vocabulary mastery, pronunciation, and accuracy. Safitri et al. (2020) affirm that students often encounter challenges in acquiring English-speaking skills due to a lack of adequate language proficiency.

These linguistic barriers are also affected by affective factors and social-psychological issues, such as low self-esteem, anxiety, and motivation, which further hinder students' speaking abilities (Fatima & Fethi, 2023). Group dynamics and interaction in the learning environment also play a critical role in spontaneous communication skills development. With limited group involvement and speaking initiation in collaborative learning experiences indicates a lack of varied speaking opportunities and insufficient exposure to diverse language contexts

(Butarbutar & Bawawa, 2023).

In this research context, another challenge to consider is the high study workload for students, often resulting in difficulties in prioritizing English language learning. Alongside the increasing demand for English proficiency, coupled with the growing number of students across various cities and campus locations, there is a need for an effective solution to address these constraints. Factors such as geographical distance between students and campuses, as well as variations in the quality of learning, further complicate this situation. Therefore, there is a necessity to design a flexible and easily accessible learning approach for students, capable of effectively addressing these challenges.

Since technology plays a significant role nowadays, one of the effective ways to address students' speaking problems in this digital era is implementing a Massive Open Online Course or MOOC due to its numerous benefits. Concerning linguistic barriers in speaking, MOOCs can provide a wide range of resources, including interactive exercises and multimedia content, to help students overcome vocabulary limitations, refine pronunciation, and improve overall language proficiency. In terms of affective factors, MOOCs offer a supportive online environment where students can practice speaking without fear of judgment, thereby reducing anxiety levels and fostering confidence in their language abilities. Additionally, MOOCs can address social-psychological issues by promoting collaborative learning activities and facilitating interactions among students from diverse backgrounds, enhancing cultural awareness and communication skills including providing adaptable time management.

To address geographical issues, MOOCs offer a flexible learning platform that eliminates the constraints of physical distance, allowing students from different locations to access high-quality language instruction conveniently. Regarding quality issues, MOOCs can ensure standardized content and instructional delivery, offering consistent learning experiences to students regardless of their geographical location or educational background. Overall, the implementation of MOOCs presents a comprehensive solution to the multifaceted challenges faced by students in improving their speaking skills in the digital age (Bárkányi, 2021; Hashemifardnia et al., 2021)

In the broader context, numerous research study on the development of MOOCs for learning have also been conducted (Akhmetova et al., 2023; Babori et al., 2019; Fang et al., 2019; Iniesto et al., 2023; Ruipérez-Valiente et al., 2020; Salvaterra, Bencivenni, Fogagnolo, Gheldof, et al., 2023; Stognieva, 2019; Utomo, 2021; Wei et al., 2023; Zhao et al., 2020; Zhu et al., 2020). In the context of English for Specific Purposes (ESP) speaking, research has demonstrated that the implementation of MOOCs leads to positive enhancements in students' speaking skills and their perceptions of technology-based learning environments (Pan et al., 2022).Those findings shows that MOOCs are considered as one of the trending issues that are currently seen as a solution for various educational context in many countries around the world,. The rapid developments of MOOCs can be observed from the evolution of types of MOOCs later in the discussion of the terms and context of MOOCs.

However, the design and implementation of MOOCs especially for language learning in English for Specific Purposes (ESP) speaking context in Indonesia is rarely found. Numerous scholars have extensively deliberated on the subject of MOOCs but there is no ESP Speaking MOOC model that is focusing on linguistics, social psychological, and interactivity aspects (Hamori, 2023; Iniesto & Rodrigo, 2023; Salvaterra, Bencivenni, Fogagnolo, & Gheldof, 2023; Wei et al., 2023; Weidlich & Bastiaens, 2019). Therefore, to fill the research gap and developing the intended ESP Speaking MOOC model, this study aims at finding out the key stakeholders' needs as the foundations to the future ESP Speaking MOOC Model Development. by a formulated question: What are the students' needs and learning needs in the context of ESP Speaking MOOC Model Development?

This study holds significant importance from three key perspectives, offering valuable contributions to the fields of theory, practice, and strategy within the realm of English for Specific Purposes (ESP), Speaking, and Massive Open Online Course (MOOC) development. Specifically, this research offers tangible benefits to educators, learners, and policymakers by formulating strategic guidance for institutions and navigating the evolving model of English language learning through MOOCs.

To prevent any potential misunderstanding of the terms and context used in this study, some terminologies are thoroughly clarified. English for Specific Purposes (ESP) is a specialized

approach to teach English that focuses on learners' specific needs and context in a particular field, providing customized language instruction, for an effective course (Nodoushan, 2020; Shalatska et al., 2023). The ESP in this research is related to English for Business Purposes (EBP) under English for Occupational Purposes (EOP) branch and English for General Occupational Purposes (EGOP) subbranch as the context (Asrifan, 2021; Situmorang et al., 2023)

Moreover, speaking can be defined as an important skill in conveying thoughts and ideas effectively using interactive processes verbally and non-verbally in diverse situations(Baron, 2020). There are some basic speaking skills such as vocabulary, grammar, pronunciation, content, and fluency (Mandasari & Aminatun, 2019). Besides that, affective domain related to self-esteem, anxiety, and motivation are important to be considered (Fatima & Fethi, 2023).

In addition, the social-psychological components in speaking such as interactive communication, cultural awareness, collaboration, self-expression, including adaptability also become essential aspects to incorporate into speaking performances (Butarbutar & Bawawa, 2023). Drawing from the explanations and the fundamental skills acknowledged by the majority of experts. In this study, speaking refers to the oral communication skills involved in expressing thoughts, ideas, and information by considering the linguistics, affective, and social-psychological skills.

In the realm of online education, Massive Open Online Courses (MOOCs) are seen as a transformative learning platform, with varying definitions offered by scholars. Duru et al. (2019) emphasize MOOCs as a strategy rather than a singular entity, while (Sanchez et al., 2018)defines them as Massive, Open, Online, and Course-based endeavors. Negeri et al. (2021)further elaborate on MOOCs as courses accessible to all, devoid of entry requirements or fees, emphasizing their global accessibility. These courses enable learners worldwide to access high-quality educational content from prestigious institutions, promoting inclusivity and collaboration. MOOCs are characterized by their openness, accessibility, interactive nature, and structured learning goals within specified timeframes (Alyoussef, 2023).

Despite ongoing debate over their precise definition, MOOCs continue to evolve as modern learning platforms, offering diverse educational opportunities facilitated by advanced technology

and fostering vibrant learning communities. Within the MOOC landscape, two main paradigms have emerged, xMOOCs and cMOOCs. The xMOOCs resembling traditional courses and cMOOCs emphasizing active networked learning and collaborative knowledge creation. Various types of MOOCs have since emerged, including pMOOCs, aMOOCs, SMOCs, DOCCs, flex-MOOCs, BOOCs, iMOOCs, COOCs, and Mini-MOOCs, etc each catering to specific educational needs and preferences (Soraya et al., 2019).

With the rapid evolution of Massive Open Online Courses (MOOCs) and their various forms, MOOCs offer significant potential for extending global educational opportunities, with benefits including enhanced accessibility, quality, and effectiveness. However, A suitable model that serves as systematic guidance for developing effective instructional materials and engaging learning experiences is important. The development of models involves the systematic refinement or extension of conceptual frameworks to better represent phenomena. This dynamic process is started with the existence of Needs Analysis as a fundamental phase(Aliki et al., 2021). It provides validity to all course design or program including the teaching materials, learning activities, tests, facilities, and evaluation strategies This stage involves thorough examination of identified requirements and contextual elements that form the basis of the research issue.

Needs analysis procedures emerged in the field of language planning in the 1970s as reported by (Aliki et al., 2021). Needs analysis is defined as the procedures used to collect information about the learners' needs and learning needs. During the first appearance until now many definitions, approaches, and methods of needs analysis discussed due to the central role in the process of designing or developing a curriculum as stated by(Barghamadi, 2021). It means that needs analysis or needs assessment procedures a crucial initial step before crafting a proposed framework and artifacts.

In order to find out a comprehensive input from the needs analysis, selecting approaches and data collection instruments are the next step in the NA process. (Barghamadi, 2021) suggested that combining fundamental approaches in the NA process can increase the reliability and enhance the chance to reach the desired goals and cover the limitation.

Based on the review of needs analysis

approaches from some relevant research. There are ten needs analysis approaches namely: Target Situation Analysis (TSA), Present Situation Analysis (PSA), Deficiency Analysis (DA), Register Analysis (RA), Learning Situation Analysis (LSA), Learner Factor Analysis (LFA), Strategy Analysis (SA), Learning Needs Analysis (LNA), Means Analysis (MA), and Teaching Context Analysis (TCA) (Barghamadi, 2021; Liu & Zhang, 2020). To provides a comprehensive overview and evaluation of various Needs Analysis (NA) categories, Figure 1. is presented as the representation of the NA approaches that are possible to be considered in this research.

Figure 1. *The needs analysis approaches*

Each approach alone may not provide sufficient information, but collectively, they offer valuable insights for ESP instructors to understand their students' backgrounds, goals, and needs. Through collaborating and reviewing the main indicators of each needs analysis approach, the researcher concluded that Comprehensive Needs Analysis (CNA) is relevant to be implemented in this study. In this research CNA covers the learners' background, necessities, lacks, and wants including the learners' needs such as context, content, activities, and technology (Barghamadi, 2021)

Next, determining the sources for Needs Analysis (NA) is a critical aspect to find comprehensive data of the needs analysis. Overall, this research considered five sources including literature, companies, students, lecturers, and experts. By seeking information from diverse sources and employing a triangulation approach, it enhances the validity and depth of the analysis (Helaluddin et al., 2020).

The methods employed in Needs Analysis (NA) play a crucial role in collecting information about language learners' and learning needs. It is essential to select appropriate approaches and instruments for data collection to set valid objectives and design tasks effectively. Several researchers have outlined diverse procedures for gathering information in the context of Needs Analysis (Aliki et al., 2021). Some common Needs Analysis methods include Existing Information, Questionnaires, Interviews, Meetings, Observation, Tests, Shadowing, Portfolios, Task Analysis, and Review of Reading Materials.
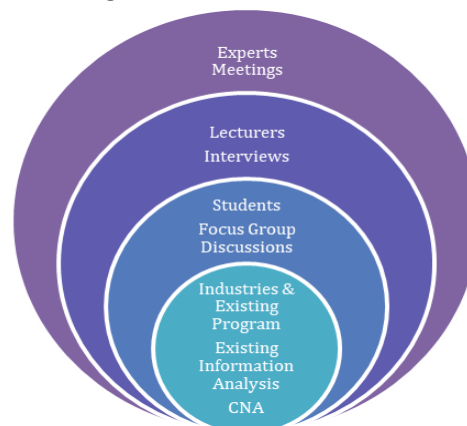
METHOD

Figure 2. *The Comprehensive Needs Analysis (CNA)*

The Comprehensive Needs Analysis (CNA) figure covers the information about what the sources are in this research, the methods used in the needs analysis, and the procedures that come first and underlying the next steps (Aliki et al., 2021; Barghamadi, 2020; Liu & Zhang, 2020). As the basic foundation, the CNA Approach enriched with Existing Information Analysis to gather the data about the industries' needs and the research site learning program condition. The Forum Group Discussion (FGD) is conducted to find the learners' needs and learning needs. Eight interviews were designed to reach the views of the students' needs and learning viewed from various lecturers from different faculties and campuses. Lastly, two Experts Meetings designed to reach a comprehensive conclusion toward the needs analysis result.

Started with the existing information analysis, the data were gathered from the World Economic Forum Report (May, 2023) and the existing English program in the campuses. To provide clear Needs Analysis guidelines, the data gathered from the CNA would refer to the following guidelines.

Table 1. *The document analysis, FGDs, interviews, and meetings guidelines*

No	Aspects	Description
1.	Existing Information	Industries' Demand
		Research Site's Condition
		Learners' Basic information
2.	Learners' Needs	Necessities
		Lacks
		Wants
3	Learning Needs	Context
		Content
		Activities
		Technology

The data analysis implemented in study were three stages of Qualitative Analysis guided by the approach provided by Miles & Huberman, 2014.; Shao et al., 2024) which has several steps including data reduction, data display, and conclusion drawing/ verification.

Table 2. *The three stages of data analysis*

No	Stage	Description
1.	Data Condensation	Involves organizing and simplifying data by selecting pertinent information from written-up fields, excluding transcription, based on selective principles.
2.	Data Display	Presents condensed information to facilitate drawing conclusions, often through written text or visual aids like diagrams. Supported by figures and tables.
3.	Conclusion Drawing and Verification	Entails drawing conclusions and verifying their validity through reflection and data review. In qualitative analysis, validity is tested for credibility and reliability, often employing methods like triangulation (through multiple data collections).

RESULTS AND DISCUSSION

This section presented the findings of a study based on Comprehensive Needs Analysis Framework. In addition, to provide clear organizational results and discussion, there were five main discussion covers: (1) existing information; (2) learners' needs; and (3) learning needs.

Existing information

Industries' demand

The Future Jobs Report (2023) highlights that over the next five years, industries will increasingly demand cognitive skills like complex problem-solving, creative thinking, and technology literacy. Personal effectiveness skills such as self-efficacy, socio-emotional abilities, curiosity, lifelong learning, resilience, flexibility, agility, motivation, and self-awareness are also crucial. Technological skills, particularly in AI, big data, and systems thinking, are gaining prominence, indicating a need for a workforce adept in cognitive, personal effectiveness, and technological domains.

Top Skills Increasing in Importance

Creative Thinking (73.2%)

Analytical Thinking (71.6%)

Technological Literacy (67.7%)

Curiosity and Lifelong Learning (66.8%)

Resilience, Flexibility, and Agility (65.8%)

Figure 3. *The industrial demand extracted from Future Jobs report (2023)*

The document analysis results align with the modern collaborative learning that it is crucial for education to integrate industry needs, especially concerning cognitive aspects, due to the demand for deep cognitive engagement (Olesova et al., 2021) and technology as it is crucial to prepare students with the technological skills required by today's industries (Castillo et al., 2021)

Research site's condition

The current English Program at the research site employs an online self-paced app to facilitate English learning, featuring structured, personalized, social, and gamified elements. Despite its strengths in vocabulary and grammar there were limited reading, listening, writing, and no speaking activities. The program lacks social interaction and speaking components. These conditions showed the challenges toward the appropriate online learning model that covered the social interaction (Akhmetova et al., 2023).

Additionally, critical aspects such as academic policy, collaboration guidelines, instructional materials, assessments, course administration, and learner engagement are inadequately covered (Based on the observation checklist filled by the student). These conditions were limiting the overall program's effectiveness as can be seen from the students' responses during the FGD as follows.

R: How do you feel about learning with the current English program?

S11: It's just okay, Miss. For me, personally, Miss, it's not really about the program itself. It's just that, as someone who has already been forced to use English in school, facing the current program (the App) feels like, "What's the point?" Miss. What can we learn from it, you know?

Learners' basic information
Based on the FGD Learners in this study were first to fourth-semester students from eight faculties and schools, spread across six campuses in Jakarta, Tangerang, Bekasi, Bandung, Semarang, and Malang. Predominantly 18-19 years old and native Indonesian speakers (with some speaking Malay, Hokkien, and Mandarin), about 70% rate their English proficiency as intermediate and 30% as advanced, with average IELTS scores of 7.2-7.5, TOEFL scores of 452-470, and BUEPT scores of 496-603. While reading and listening are their strongest skills, speaking and writing were lagged, with lecturers and experts noting a mix of intermediate and advanced abilities across different majors. Here is one of the excerpts from Lecturer 8.

R: "What are your observations regarding the current English-speaking skills of students in your program?"

L8: "In the class, about 10% of the students prefer to use English. Most are at the middle level, but there are more advanced students than those who are below average."

Above similar situations also showed by the other Indonesian students' attitude toward Spoken English and its Learning in the other university (Latifa & Hum, 2021.)

Learners' needs
Necessities
FGDs reveal that students emphasize the necessity of speaking skills to boost confidence and compensate for deficiencies in other areas. Pronunciation and vocabulary are prioritized, followed by fluency and accuracy, to enhance overall communication confidence. English proficiency is essential for various goals, such as studying abroad, presenting knowledge, and career advancement, particularly in multinational company settings. Expert and lecturer feedback underscores the importance of communication skills for students, especially in business contexts like pitching and client interactions, aligning with the university's vision of graduates working in global companies or becoming entrepreneurs. Here is one of the excerpts from Lecturer 2.

R: "What are your expectations regarding the English-speaking skills that students should possess upon completing the program?"

L2: "The ultimate goal is actually for them to pitch because pitching skills are applicable in any industry situation. When they can pitch in English, it is considered good progress."

L2: "From my experience in debating, even when I couldn't speak well and only practiced with my friends, not with native speakers, my skills improved on their own. In my opinion, the fundamental skill for learning English is having the courage to speak first."

The result revealed in line with the public speaking effectiveness highlighting the importance in engaging and emotionally resonant pitching strategies in the workplace. (Rodero, 2022)

Lacks
In the FGD, students stated that they face several challenges in their English language learning, primarily due to the lack of consistent practice and the complexity of English compared to Indonesian. They struggle with limited vocabulary, confidence, and difficulties with accents and grammar. These issues are compounded by incorrect translations and misunderstandings of context-specific terms. Lecturers and experts highlight that while students can convey simple ideas, more complex conversations reveal significant gaps in vocabulary and grammar. Confidence and fluency are major obstacles, with students often hesitant to speak due to fear of mistakes and limited opportunities for practice, impacting their overall proficiency and communication skills.
Here is one of the excerpts from Lecturer 7.

R: "In your experience, what are the common challenges or problems that students face when it comes to English speaking?"

L7: "The term used in lectures, for example Overhead Cost, if directly translated means costs above the head, but in accounting it refers to various other costs."

Similarly, many students experience speaking anxiety caused by pronunciation, syntax, insufficient vocabulary, fear of negative evaluation, teacher roles, and financial and social factors. Addressing these issues with more speaking opportunities could help reduce anxiety (Bárkányi, 2021)

Wants
Students have various motivations for learning English, including meeting, study abroad requirements, accessing extensive academic resources, and enhancing career prospects. They value pronunciation and vocabulary as crucial speaking elements, along with fluency and accuracy for building confidence. Students aim to use English for business, job opportunities, and social interactions, especially in international contexts. Lecturers also want students to develop presentation skills, public speaking confidence, and the ability to communicate effectively in business and international settings. Encouragement and opportunities to practice speaking are deemed essential for students to improve their English proficiency and confidence. Here is one of the excerpts from Lecturer 1.

> R: "What are your expectations regarding the English-speaking skills that students should possess upon completing the program?"
>
> L1: "They can stand in front of an audience and speak English. They need presentation skills. That's all."

The students' comprehensive wants were matched and crucial with the research that students seeking to improve their fluency, confidence, and experience in English (Styfanyshyn & Kalymon, 2021).

Learning needs
Context
Participants in the FGDs expressed motivation when accessing abundant English resources for research and enjoyment from English readings and films. They feel more engaged and motivated when given ample opportunities to practice English, especially with native speakers, as it broadens conversation topics and enhances their knowledge. Comfort in learning is boosted by support from friends and teachers. Expert 2 suggested incorporating role plays and real-life usage tasks with native speakers to enhance

learning. Students prefer flexible exercise options and smaller class sizes, ideally fewer than 20 students, for a more effective learning environment.

Based on the meeting with Expert 1 it was mentioned that "If speaking activities only involve reading and repeating using an application, and then receiving assessments or evaluations from those recordings, it still feels insufficient. The essence of speaking lies in interacting with others." Those information in line with the research results about the importance of social presence (Gamage, 2021) and interactivity (Jitpaisarnwattana et al., 2021)

Content
Students reported a decline in their active English skills due to a lack of speaking practice in current programs. They desire proficiency in all active skills speaking, reading, listening, and writing. Specific content preferences include persuasive language skills, business presentations, data visualization, negotiation skills, and relevant vocabulary for their fields. Lecturers and experts emphasized the importance of integrating jargon and terms specific to students' majors, alongside formal and professional content, with a mix of audio and visual elements, shorter videos, and engaging materials like mini-games and practice exercises. Here is one of the excerpts from Lecturer 6.

> R: "As there will be a develop ESP Speaking MOOC, are there any specific considerations, content, strategies, or technology that you believe should be prioritized or emphasized in teaching English-speaking skills in this program?"
>
> L6: "Gen Z finds it easier to engage with videos, video tutorials, and multimedia rather than writing or monotonous activities. If the content is long, it should be chunked into shorter segments."

In relation with Gen Z characteristics, the content considered the evidence-based practice paper outlines a method for evaluating video platforms to develop active videos for Generation-Z (Gen-Z) students, who are digital natives and efficient multi-taskers prevalent in higher education today (Basinger et al., 2021).

Activities
Participants prefer more synchronous sessions via Zoom and increased interaction through

discussions, debates, and role-plays. They recommend creating a platform that resembles social media for easier interaction and integrating features like live chat and video conferencing. The activities should be interactive, engaging, and relevant, with a focus on real-time speaking assessments, collaborative learning, and practical exercises. Lecturers and experts highlighted the need for structured activities that include feedback, hands-on experiences, and social presence, emphasizing practice, case study discussions, and enjoyable elements.

> R: "How do you perceive the learning characteristics or language needs of students within our program, considering their specific fields of study or professional interests?"

> L4: "Hands-on experiences or activities are preferred over theoretical learning."

The students' and lecturers' recommendation of using interactive online interface and social inclusion were also supported with some research. (Meri-Yilan, 2020; Wang et al., 2019)

Technology
Participants mentioned in the FGD that they are familiar with tools like Duolingo, Google Classroom, and MS Teams, preferring synchronous learning and social media integration for interaction. They highlighted the importance of easy accessibility, clear design, and engaging features. The lecturer and experts suggested integrating rewards, addressing psychological aspects, and ensuring simplicity in design. Experts recommended using tools like Microsoft Teams, Fondi, Elsa Speak, and Fluent U, and maintaining interactive platforms like WhatsApp Groups for effective communication. They stressed the need for platforms that facilitate both synchronous and asynchronous learning with features that promote active engagement and democratic participation.

> R: "As there will be a develop ESP Speaking MOOC, are there any specific considerations, content, strategies, or technology that you believe should be prioritized or emphasized in teaching English-speaking skills in this program?"

> "L4: "From a technological perspective, it's usually about being easy to access, easy to understand, engaging, and having reasonable challenges, as well as a reward system that aligns with what they need, like in online

gaming. If the rewards are tailored to young people's tastes, it will surely be highly favored."

> L4: "Behavior is what determines whether the system succeeds or not, so it's not just about the technology; human factors must also be addressed, requiring psychological intervention if necessary."

The integration of platforms and social media is also seen as effective technology nowadays. Two platforms currently in high demand are WhatsApp, for facilitating student group presentations in learning English online (Lina, 2021), and Microsoft Teams, for online learning as viewed positively by university students (Buchal & Songsore, 2019; Stramkale, 2023).

CONCLUSION
In addressing the research question on the existing information, learners' needs, and learning needs. It can be concluded that the existing information from the Future Jobs Report (2023) highlights increasing industry demand for cognitive skills such as complex problem-solving and technology literacy, alongside personal effectiveness skills like resilience and motivation. At the research site, the current English Program lacks sufficient reading, listening, writing, and speaking activities, as well as social interaction, hindering its effectiveness. Learners are predominantly 18-19 years old, native Indonesian speakers, with strong reading and listening skills but weaker speaking and writing abilities.

In the learners' needs, the learners stress the importance of speaking skills like pronunciation, vocabulary, fluency, and accuracy to boost confidence and overcome challenges in language learning. These skills are critical for academic goals, career advancement in multinational environments, and effective communication. However, students face obstacles such as inconsistent practice, language complexity compared to their native Indonesian, and speaking anxiety related to vocabulary and fear of evaluation. They aim to excel in business and international settings, underscoring the need for enhanced presentation skills and public speaking confidence, highlighting the importance of addressing these areas to improve overall fluency and confidence in English.

Lastly, in the learning needs, sorting the importance of context, content, activities, and technology in enhancing English skills, it can be concluded that the research results underscore the

importance of interactive and socially engaging learning experiences. Speaking activities should go beyond mere reading and repeating in applications to include interaction with others, aligning with research on social presence and interactivity as the context. Besides, the content considering Generation-Z's characteristics as digital natives and efficient multi-taskers, evaluating video platforms for active learning is crucial. The activities should include practicality. For technology, both students and lecturers advocate for interactive online interfaces and social media integration, supported by research emphasizing their educational benefits. Platforms like WhatsApp and Microsoft Teams are favored for facilitating student group presentations and online learning, highlighting effective technology use to enhance engagement and learning outcomes through interactive activities and integrated technologies.

By emphasizing the integration of practical tasks that develop cognitive skills and technology literacy, as highlighted in the Future Jobs Report (2023). The MOOC should address the current program's shortcomings in speaking practice and social interaction, prioritizing interactive activities that enhance pronunciation, vocabulary, fluency, and accuracy. Platforms like WhatsApp and Microsoft Teams can be leveraged to facilitate collaborative learning and real-world communication skills necessary for global workplaces.

The next future research could focus on effective strategies to reduce speaking anxiety among learners, explore optimal multimedia integration for Generation-Z learners, track the career impacts of enhanced communication skills from ESP MOOCs, and compare these findings across different educational contexts to enhance global language learning practices.

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