Rethinking English Language Learning: A Needs Analysis in Fisheries and Marine Science Education

Diana Mahendra
Department of Business Administration, Universitas 17 Agustus 1945 Cirebon, Cirebon, Indonesia.

Sri Wahyuningsih
Department of Fisheries Resource Utilization, Universitas 17 Agustus 1945 Cirebon, Cirebon, Indonesia.

Abstract: This study seeks to analyze the needs of Fisheries and Marine Science students in learning English to be a basis in developing a contextually relevant English for Specific Purposes (ESP) curriculum. The study used a descriptive qualitative design and included 23 participants: 20 undergraduate students in the third to fifth semesters, two English lecturers, and one Marine Science lecturer. Data were collected using semi-structured interviews, focus group discussions, classroom observations and document analysis and analysed thematically using the concepts of necessities, lacks and wants. The results identified five major themes: academic English proficiency, professional communication, technical vocabulary, speaking confidence, and contextualized learning activities. Students faced difficulties in understanding scientific articles in international journals, writing academic texts and understanding terminology specific to fisheries and marine science disciplines. They also lacked confidence in speaking English that influenced their participation in English communication activities. Students also said they would like to have lessons about words used in the marine industry, workshops on how to read scientific journals, practice making presentations and learning through simulations. The results of the study suggest the need for an ESP curriculum that incorporates academic literacy, subject specific vocabulary and practical communication activities. The study offers an empirical foundation for synchronizing English teaching to the academic requirements and anticipated professional communication skills of Fisheries and Marine Science students.

Keywords: ESP, needs analysis, marine science, vocabulary, communication.

Correspondents Author:
Diana Mahendra, Department of Physical Education, Universitas 17 Agustus 1945 Cirebon, Cirebon, Indonesia.
Email: mahendraadio4@gmail.com

Received October 9, 2026; Revised November 5, 2026; Accepted November 6, 2025; Published November 10, 2026.

Introduction

In higher education, English plays a very important role as a tool to access scientific information, develop academic knowledge and communicate research findings. Students are increasingly expected to read international publications, understand the academic discourse and present their work in English (Badwan & Bellamy., 2026; Zhang., 2025) . English proficiency, in this sense, is more than being able to speak in everyday situations. Students also require language skills that promote the academic tasks and professional activities of their fields of study. The importance of English is especially evident in fisheries and marine science, where educational and professional activities are related to scientific research, marine resource management, aquaculture and environmental conservation (Burns et al., 2024; Kemp et al., 2026). These subjects are often reported in international journals, research reports and technical documents. Students who are interested in pursuing careers in these fields could also find themselves in situations in which they need to communicate with researchers, industry professionals, and other stakeholders. English is thus a key tool to understand scientific developments and to prepare students for professional responsibilities in the future (Barquet & Coelho., 2026; Espinoza Suarez et al., 2026). At the university level, English instruction usually focuses on teaching students' basic grammar, vocabulary, reading, writing, listening and speaking. These general capabilities are still important but may not completely meet the language demands associated with specialized academic disciplines. For instance, students enrolled in fisheries and marine science should be able to interpret scientific information, comprehend technical terminology, and communicate ideas about marine environments and fisheries management. If the learning materials are mainly at a general level, students may have difficulty in transferring their classroom knowledge to discipline-specific academic tasks (Kırkgöz et al., 2023; Yoon et al., 2026). This situation indicates that English instruction needs to consider not only general language proficiency but also the specific academic and professional contexts in which students are expected to use English. Students of the fisheries and marine sciences may find it difficult to read scientific journal articles, to interpret the technical terminology and to understand complex academic texts. Limited knowledge of special vocabulary makes it hard to identify important information and follow scientific arguments. Similar problems may occur when students must write research proposals, prepare academic reports or develop abstracts in English. These challenges lead to the question whether current English teaching is sufficient to meet the language needs of students' academic tasks. Speaking confidence is also an issue in English language learning. Students may be reluctant to speak up in class discussions and presentations if they are not familiar with technical vocabulary or unsure of pronunciation. If opportunities for active English communication are limited, students may have less

opportunity to practice expressing ideas, asking questions and responding to others. The development of oral communication skills is relevant for students of fisheries and marine science in academic presentations, collaborative research and possible interactions in professional settings where English is used (Danis & Gray., 2026; O'Flynn., 2026). English for Specific Purposes (ESP) is an instructional method for teaching language which is centered around the learners' particular educational and professional needs. While General English is about general language skills and everyday communication, ESP links the learning goals and materials to the contexts where learners are supposed to use English (Pamelasari & Habók., 2026). In fisheries and marine science education, this might include learning technical terms, reading scientific papers, writing research reports, giving presentations and practicing communication related to marine and fisheries activities. However, the selection of learning materials and instructional activities should be supported by evidence of students' actual language needs rather than relying solely on assumptions about their disciplinary requirements (Constantinou., 2026). Needs analysis is a basic step in developing an appropriate ESP curriculum. According to Hutchinson and Waters (1987), learner needs can be explained in terms of necessities, lacks and wants. Necessities are the competencies needed in target situations. Lacks are the gaps between learners' current abilities and the needed competencies. Wants are learners' own expectations and preferences. These dimensions are a useful starting point for identifying the language skills students need to develop, the difficulties they currently experience and the learning activities they find helpful. The results can be used to make decisions about course content, teaching materials, teaching methods and learning assessment (Sifakis., 2003; Yacoub., 2026). A needs analysis for students in fisheries and marine science should assess the relationship between academic requirements and possible professional applications. Academic needs may include reading research articles, understanding scientific data, writing research documents and presenting results. Your professional needs may include explaining technical information, participating in discussions and communicating with people from different linguistic backgrounds. At the same time, instructional priorities should be set considering the students' current level of proficiency and learning expectations. Taken together, these two dimensions may help to ensure that ESP teaching is relevant to the disciplinary context as well as to the learner's present ability (Kutlu., 2013). (Alibakhshi et al., 2021) reviewed the language needs of marine engineering students in both academic tasks and ordinary professional situations. Their work is relevant to the present study but is in a different field of study. Other aspects of English use in higher education such as language practices in classroom, ESP and academic writing have been discussed by (Kırkgöz et al., 2023), (Pamelasari and Habók., 2026) and (Yoon et al., 2026). In case of students of Fishery and Marine Sciences English is rather specifically encountered. They must read scientific papers, understand the terminology used in fisheries and marine

sciences, and interpret the results of the research. The language requirements are the starting point to investigate the learning needs of the students in this study. The research gaps this study addresses is the need to identify the interaction between academic requirements, existing language difficulties and students' learning preferences within the framework of Fisheries and Marine Science education. In comparison with previous studies providing insight into specific language requirements and academic communication, the present study concentrates on five interrelated dimensions: academic English proficiency, professional communication, technical vocabulary, speaking confidence and contextualized learning activities. The contribution of this study is to probe these dimensions through the eyes of students and lecturers and to interpret the findings through the framework of needs, lacks and wants. This approach provides a context-specific empirical basis for determining the instructional priorities in ESP curriculum development for Fisheries and Marine Science students. Based on the background, the objective of this study is to describe the English language learning needs of students of Fisheries and Marine Science with a qualitative descriptive approach. In particular it addresses the following research questions: (1) What English language skills do students consider important for their educational and professional activities? (2) What problems do students have meeting these language requirements? (3) What are the students' expectations and preferences regarding English teaching? and (4) How can the identified needs help in developing a contextually relevant ESP curriculum? The study seeks to illuminate the nature of the relationship between students' current language abilities, disciplinary communication needs, and instructional demands through investigating these questions. The findings are expected to inform the choice of ESP learning materials and activities that are more relevant to the academic and expected professional contexts of Fisheries and Marine Science students.

Research Method

Research Design

The present study was conducted with descriptive qualitative research design to explore the English language needs of students in fisheries and marine science. This approach was adopted to explore the students' learning experiences, perceived language needs, problems, and expectations concerning English instruction (Alibakhshi et al., 2021). Rather than assessing the students' language proficiency, the study investigated the difficulties that the students encountered in their academic activities and the English skills that the students considered important for their future professional work. The analysis was conducted on the basis of the notions of necessities, lacks and wants in English for Specific Purposes (ESP). The necessities are the English language skills students need to perform their educational and

professional tasks, and the lacks are the difficulties they have in meeting those requirements. Wants are the expectations and preferences of students in English learning. The three dimensions were used to explore the relationship between students' language needs and the English instruction they currently receive, and to identify areas that may need more attention in an ESP-oriented curriculum (Castillo et al., 2023; Coberley & Dux Speltz., 2026).

Research Setting and Participants

The study was conducted among the students of Fisheries and Marine Science program. The participants were selected using purposive sampling technique, i.e. those who have experienced learning English and academic activities related to their study field. The research was conducted with 23 participants; 20 undergraduate students from the third to fifth semester, two English lecturers who taught mandatory English classes, and one Marine Science lecturer who often gave English-based academic tasks. Students exchanged their learning experiences, language difficulties and expectations. Lecturers of English presented their ideas about classroom instruction and the development of students' language skills, while the lecturer of Marine Science presented a disciplinary view of the English language skills required to understand and communicate information related to the discipline. The involvement of these three groups of participants enabled the study to address the language needs from the learners' and the teaching perspectives (Zhang & Li., 2026; Zhou & Goh., 2025).

Data Collection

Data were collected using four methods: semi-structured interviews, focus group discussions (FGDs), classroom observations and document analysis. Different aspects of learning English in the Fisheries and Marine Science program were obtained using each technique. Semi-structured interviews were conducted to explore students' experiences in learning English, especially the difficulties encountered in reading scientific texts, understanding technical vocabulary and communicating in academic situations. The interviews also enabled lecturers to discuss their observations of the language needs of students and the demands of English in their teaching contexts. Focus group discussions were conducted to explore students' opinions on English learning activities, difficulties and preferred teaching materials. The discussions also gave the opportunity to share experiences and to express their expectations of English teaching related to their field of study. Classroom observations were based on students' participation, responses to learning activities and English used in classroom interaction. Analysis of the present English syllabus and teaching materials. This examination was to determine the extent to which the available learning content met the academic and disciplinary needs of the Fisheries and Marine Science students. Data from the four techniques

were compared for recurrent themes and differences between students' experiences, lecturers' perspectives, classroom activities and instructional documents (Hendriyanto., 2026; Pestana-Santos et al., 2025).

Data Analysis and Trustworthiness

Data collected was analyzed using thematic analysis. The analysis included a few steps: organizing the data that was collected, identifying significant statements, assigning initial codes, grouping together related codes into categories, and developing themes that reflected students' needs for English language. The themes identified were interpreted in the framework of necessities, lacks and wants proposed. The interview, FGD, classroom observation and document data were compared to see whether the same issues occurred in different sources. To increase the credibility of the findings, data triangulation was used. Member checking was also conducted by discussing selected interpretations with participants to verify that the researchers' understanding was in line with the information provided.

Research Procedure

The research procedure was consecutively designed to provide a systematic study of students' English language needs. The process started with the selection of a descriptive qualitative research design and selection of participants relevant to the research objectives. After that, data were gathered via semi-structured interviews, focus group discussions, classroom observations and document analysis. The gathered data was analyzed thematically by reducing the data, coding, categorizing and identifying themes. The themes obtained were interpreted through the concepts of necessities, lacks and wants to examine students' language requirements, learning difficulties and expectations. Finally, the results were used to formulate recommendations for developing an ESP curriculum relevant to fisheries and marine science education. Figure 1 illustrates the research procedure.

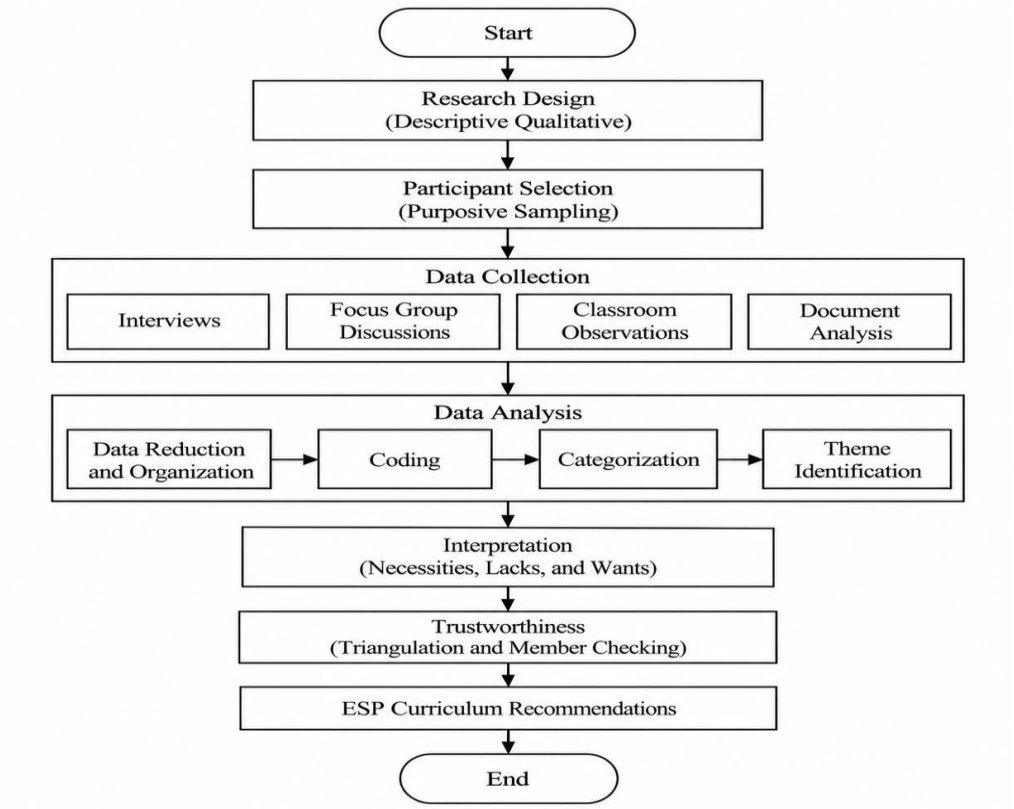


Figure 1 Research procedure flowchart

The Figure 1 shows the steps of the research process. The process starts with the selection of the research design and participants. The next step is the data collection and thematic analysis. The findings are discussed in terms of students' needs, deficiencies and desires, and triangulation and member checks are used to support the trustworthiness of the analysis. The process ends with recommendations for the design of an ESP curriculum to meet the students' educational and professional communication needs.

Result and Discussion

Results

The analysis found several interrelated needs for learning English in the education of Fisheries and Marine Sciences students. The results indicate that students need English for general purposes, for understanding scientific information, for academic work and for preparing for professional communication in their field of study. The analysis found five major themes: academic English requirements, needs in professional communication, technical vocabulary limitations, speaking confidence and students' expectations of English teaching. In particular, the necessity of academic English was evident when reading scientific publications and writing academic papers. Students have difficulty in reading international journal articles because of vocabulary, complex sentence structure and subject specific terminology. These challenges

may influence the capacity to identify the main arguments of a scientific text, to grasp research findings and to establish links between pieces of information from diverse origins. The second challenge was in academic writing, in particular in writing abstracts and research proposals. The students needed to learn how to organize their thoughts, how to use the formal language of academic writing and how to use grammatical structures typical of scientific writing, such as the passive. The findings suggest the need for teaching academic English to meet the language needs of students' coursework and research endeavors. This difficulty indicates a gap between the academic English skills required in students' studies and their current abilities. Reading scientific publications and producing academic texts are therefore important areas to consider when identifying students' English learning needs. The findings also showed the importance of English for professional communication. Students of Fisheries and Marine Science will be expected to communicate technical information, present ideas, participate in discussions and communicate with people from different linguistic and cultural backgrounds. English is relevant to more than class-room interaction. It can also help the sharing of scientific information and communication in professional environments in the maritime industry. Communication with international partners and professionals working in multinational maritime environments is relevant, said the Marine Science lecturer. This means that students need opportunities to use English in contexts that reflect the communicative demands of their discipline. This requirement also reflects the importance of preparing students to explain technical information, present research findings, and communicate with people in professional settings related to their field. Another important finding concerned students' difficulties in understanding and using technical vocabulary. Students were introduced to new terminology in the fields of fisheries, the marine environment, aquaculture and environmental management. Subject-specific texts with specialist vocabulary include examples of sustainable aquaculture, reef coral restoration and fish stock assessment. Students used translation tools to trap unknown expressions. They can help clarify individual words, but understanding specialist terminology also involves attention to context, conceptual meaning, and how terms are used in scientific explanation. Thus, the findings suggest that vocabulary instruction should connect English expressions to concepts and materials in Fisheries and Marine Science. The findings also show that technical vocabulary is closely related to academic reading comprehension because students need to understand the meaning of specialized terms within their scientific context. The other point raised was the confidence in speaking. Some students hesitated to use English in classroom interaction as they were afraid of making grammatical or pronunciation mistakes. Such hesitation may impede their participation in discussions and reduce the opportunity to practice oral expression of ideas. Students' speaking difficulties were not limited to grammatical knowledge. They also needed confidence to answer questions and express their

ideas, even when their English proficiency was still developing. The classroom activities provide structured, supportive speaking practice which can help students slowly gain confidence in speaking English. This finding suggests that speaking practice should provide opportunities for students to express ideas without making grammatical accuracy the only measure of successful communication. Students also expressed a desire for the English instruction to be more relevant to their major. Students were interested in the specialized vocabulary materials, reading scientific journals workshops, presentation practice and simulation-based activities. The students' preferences indicate that they want to have educational and professional experiences that offer them opportunities to use English in familiar contexts. Workshops on reading journals could help them to understand scientific texts and activities in presentations could give them the chance to clarify the ideas of the discipline in English. Simulations would also give students chances to practice communication skills in fisheries and marine science settings. These preferences reflect the students' wants in ESP needs analysis, as they indicate the learning activities that students consider relevant to their academic backgrounds and learning experiences. The English language needs of students are multifaceted and interconnected. Taken together, the five themes indicate that academic literacy, technical vocabulary, speaking confidence, and professional communication are closely related. To read scientific texts and to write texts on research requires academic literacy. Technical vocabulary helps the learners comprehend specialist information and speaking activities help them to gain confidence in communicating ideas. Professional communication tasks connect these language skills to authentic situations students will encounter outside the classroom. The findings provide a basis for reflecting on how ESP instruction might more directly respond to these related demands, see Table 1 below.

Table 1 Summary of identified english language needs

Identified need	ESP needs category	Findings	Implications for instruction
Academic English	Necessities and Lacks	Difficulties with scientific reading and research writing	Scientific reading, abstract writing, and research-report activities
Professional communication	Necessities	Needs related to presentations and maritime communication	Discipline-related presentations and communication simulations
Technical vocabulary	Necessities and Lacks	Difficulties understanding specialized fisheries and marine science terminology	Vocabulary instruction using contextualized scientific materials
Speaking confidence	Lacks	Hesitation to participate because of concerns about errors	Guided discussions, small-group tasks, and structured speaking practice
Learning preferences	Wants	Interest in journal workshops, vocabulary materials,	Learning activities connected to students' disciplinary contexts

		presentations, and simulations	

As summarized in Table 1, the identified needs are reflected in students' difficulties with academic English, technical vocabulary, and oral communication, as well as their expectations for more discipline-related learning activities. These findings provide a basis for discussing how the concepts of necessities, lacks, and wants relate to English instruction in Fisheries and Marine Science education.

Discussion

The findings suggest that English language teaching in Fisheries and Marine Science education should be contextualized to the educational and professional contexts where the students will use the language. Students must be able to understand scientific publications, write texts related to research, read and understand technical terms, and convey information clearly. These requirements imply that the general English approach on the basis of everyday communication may not fully fulfilll the language needs of their field of study. The ESP approach offers an appropriate paradigm in that it considers the specific goals, target contexts and learning needs of the learners as the prime focus of instructional design. The concepts of necessities, lacks and wants offer a useful framework for interpreting the findings. Necessities are English skills needed by students for their educational and professional activities, such as reading scientific publications, writing abstracts and research proposals, understanding special vocabulary, giving presentations. The difficulties students have to meet these requirements are the lacks. The main lacks are unfamiliar technical vocabulary, limited academic writing skills and low confidence in spoken communication. Wants are the students' expectations of English learning activities, such as specialized vocabulary instruction, scientific journal workshops, presentation practices, and simulations. The relationship among the three dimensions suggests that ESP instruction should cater for the language needs of the discipline as well as the difficulties and preferences raised by students. Academic reading and writing, tightly bound to students' engagement in higher education, should receive special attention. Students are exposed to disciplinary knowledge, research methods and current developments in fisheries and marine science through scientific publications. But when students have difficulty understanding complex sentences or find certain terms, they may not be able to access these resources. Thus, reading instruction should not be based on translating single words or sentences. Activities enable the students to read with purpose of a text, main arguments, differentiate key findings from details and infer the meaning of technical terms from context. These strategies can assist students to read scientific texts more purposefully. Writing must be taught in connection with reading activities. Students need to be able to write abstracts and research proposals concisely, to be able to express their ideas logically, and to

use appropriate academic language. Students could be encouraged to look at the structure of real research abstracts, identify common linguistic features and practice summarizing research aims, methods and findings. Instruction may also include passive constructions and formal language as appropriate for the writing task. Thus, the reading-writing connection helps students learn how language can be used to communicate scientific knowledge, and it is not an aspect of English instruction that is divorced from content. Another important aspect of ESP curriculum development is technical vocabulary. The results indicate that the absence of discipline-specific terminology may impede students' understanding of scientific texts. But the technical vocabulary should not be taught by just listing the English words and their Indonesian equivalents. Students should know what these terms mean and how they are used in particular situations. For example, vocabulary related to aquaculture or restoration of marine environments could be presented through short scientific texts, explanatory texts, diagrams or case-based activities. Then the students can search for the terms, know the meaning of the terms and use the terms in sentences or in brief oral explanations. This contextualized approach links vocabulary learning to the subject knowledge that students are acquiring in their disciplinary courses. This suggests that vocabulary learning should be integrated with the academic content students encounter in their disciplinary courses, rather than treated as a separate language component. The findings on speaking confidence have implications for instructional design. Students are afraid to make mistakes in grammar or pronunciation and so they avoid oral activities and have fewer chances to practice. In a productive learning environment with appropriate feedback students should be able to develop fluency gradually. Activities can start with pair or small group work and move to formal presentations and more difficult simulations. Topics should be relevant to the students' field, e.g. describing a marine environmental problem, explaining an aquaculture process or summarizing a scientific finding. These activities provide students with practice of forms of language in context and purpose for communication. In this context, the development of speaking confidence requires repeated opportunities to use English in meaningful situations, supported by feedback that helps students improve their communication gradually. Professional communication should also be included in English teaching. The needs identified in this study point to a need for students to communicate scientific information to audiences with a range of technical knowledge. Communication of that sort demands more than understanding the special terminology. Students also need to organize their explanations, use appropriate language, respond to questions and convey information clearly. Presentation tasks and role-based simulations can provide skills. For example, students may role play explaining a finding related to fisheries to a group of international participants or present a marine conservation issue in a professional discussion. These examples are possible instructional activities developed from the needs identified. They are not activities that have

already been proven to work in this study. A key implication is that the learning needs identified should be addressed through an integrated curriculum, not through language exercises that are disconnected. As a starting point for one learning unit, a scientific text on the topic of fisheries or marine sciences could be used. The students would be able to locate the main ideas and technical vocabulary, write a summary and then present the information orally. The sequence connects reading with vocabulary and writing and speaking through a common disciplinary context. It also allows instructors to examine different aspects of the students' language performance and identify areas where the students need more support. The activities should be adapted in terms of content and level of difficulty to the students' level of proficiency and the learning objectives of the course. In the ESP curriculum planning, the students' learning preferences should be considered. The results show that students are interested in materials and activities related to their study field. This relevance can help students see the practical value of English to their educational and professional development. But the language requirements of their discipline should be balanced against students' preferences. Thus, an ESP curriculum should balance activities that students find relevant with systematic instruction in the language skills required for professional and educational communication. The results must also be discussed within the framework of the area of study. As a qualitative study, this research identifies needs and challenges reported or observed by participants but does not establish the prevalence of each difficulty across the wider population of Fisheries and Marine Science students. The results also suggest instructional priorities, but do not suggest that any particular ESP intervention will improve learning outcomes. Future work could also involve the evaluation of the proposed instructional activities through classroom implementation or assessment of learner performance or a complementary quantitative needs analysis. Such work would enable one to determine whether the curriculum priorities outlined here correlate with measurable gains in academic reading, writing, vocabulary knowledge, and oral communication. The findings reveal that the ESP teaching to the students of Fisheries and Marine Sciences should cover academic literacy, technical vocabulary, speaking confidence and professional communication. These areas provide a basis for determining instructional priorities that more closely match students' academic needs and anticipated professional communication needs.

Conclusions

The objective of this study is to analyze the students' English language learning needs of Fisheries and Marine Science education through qualitative needs analysis. The results showed five major areas of concern: academic English proficiency, professional communication, technical vocabulary, speaking confidence, and students' expectations of English instruction. Students had trouble reading scientific publications and writing academic

texts. They also had difficulties with understanding discipline-specific terminology and felt insecure in communication in English. Moreover, students preferred learning activities that relate the teaching of English to their field of study. The findings reveal that the educational and professional communication needs should be covered by the English education. In Fisheries and Marine Science special attention should be given to scientific reading and writing, subject specific vocabulary, guided speaking practice, and presentations or simulations. These areas could be utilized as priorities when designing an ESP curriculum that reflects students identified needs. The activities proposed, however, should be viewed as instructional recommendations, since no evaluation of their effectiveness was conducted in this study. The present study is limited by the qualitative design and the characteristics of the participants. The results should not be taken to represent all students within Fisheries and Marine Science education. Future research may investigate the implementation of the proposed ESP learning activities and assess their impacts on students' academic literacy, technical vocabulary, and communication skills. Such evaluations could give further evidence for refining ESP curriculum design within the framework of Fisheries and Marine Science education.

References

Alibakhshi, G., Javaheri, R., & Labbafi, A. (2021). Academic and real-life task-based language needs of marine engineering students: interface between students' and subject teachers' perspectives. *Heliyon*, *7*(2), e05534. https://doi.org/https://doi.org/10.1016/j.heliyon.2020.e05534

Badwan, K., & Bellamy, J. (2026). Rethinking language through child-wor(l)d sociolinguistics. *Language & Communication*, *110*, 55-73. https://doi.org/https://doi.org/10.1016/j.langcom.2026.08.002

Barquet, K., & Coelho, L. F. (2026). Operationalizing marine multifunctionality in Europe: Policy mixes, activation modes, and governance functions. *Marine Policy*, *193*, 107202. https://doi.org/https://doi.org/10.1016/j.marpol.2026.107202

Burns, P., Polidoro, B., Jardim, E., McElroy, D., McGregor, E., & Wood, N. (2024). Defining Best Practice in Global Stakeholder Consultations: Lessons learned from the Marine Stewardship Council's Fishery Standard Review. *Marine Policy*, *167*, 106238. https://doi.org/https://doi.org/10.1016/j.marpol.2024.106238

Castillo, D. J., Vicary, T., Kalentsits, M., Soomai, S. S., & MacDonald, B. H. (2023). Ensuring equitable access to ocean and coastal information to advance knowledge and inform decision-making: The global Aquatic Sciences and Fisheries Abstracts. *Ocean & Coastal Management*, *231*, 106399. https://doi.org/https://doi.org/10.1016/j.ocecoaman.2022.106399

Coberley, D., & Dux Speltz, E. (2026). Modeling scientific uncertainty in language: Applied linguistic insights from human and artificial intelligence texts. *Research methods in applied linguistics*, *5*(2), 100319. https://doi.org/https://doi.org/10.1016/j.rmal.2026.100319

Constantinou, E. K. (2026). English for specific purposes in higher education: Integrating entrepreneurial and sustainability-oriented practices. *Social Sciences & Humanities Open*, *13*, 103025. https://doi.org/https://doi.org/10.1016/j.ssaho.2026.103025

Danis, N., & Gray, B. (2026). Distinctive linguistic features in academic journal registers across disciplines: A key feature analysis. *Applied Corpus Linguistics*, *6*(3), 100246. https://doi.org/https://doi.org/10.1016/j.acorp.2026.100246

Espinoza Suarez, N. R., Benharira, A., Ben Abdelkader, L., Ruel, M., Belisle, M., & Tremblay, M.-L. (2026). BRIDGE as a Lens to Understand Professional Identity Formation in Pharmacy Students: A Scoping Review. *American Journal of Pharmaceutical Education*, *90*(11), 102081. https://doi.org/https://doi.org/10.1016/j.ajpe.2026.102081

Hendriyanto, A. (2026). Knowledge of sets in curricular transposition: A study of didactic transposition phenomena in Indonesia. *Social Sciences & Humanities Open*, *13*, 102686. https://doi.org/https://doi.org/10.1016/j.ssaho.2026.102686

Kemp, P. S., Palmer, F. I., Steiner, N., Grundy, P., & Coulthard, S. (2026). Lessons in marine fisheries resource management: Anatomy of the Celtic Seas and English Channel pollack fisheries closure. *Marine Policy*, *191*, 107148. https://doi.org/https://doi.org/10.1016/j.marpol.2026.107148

Kırkgöz, Y., İnci-Kavak, V., Karakaş, A., & Panero, S. M. (2023). Translanguaging practices in Turkish EMI classrooms: Commonalities and differences across two academic disciplines. *System*, *113*, 102982. https://doi.org/https://doi.org/10.1016/j.system.2023.102982

Kutlu, Ö. (2013). Using Technology for Developing Writing in an ESP Class. *Procedia - Social and Behavioral Sciences*, *70*, 267-271. https://doi.org/https://doi.org/10.1016/j.sbspro.2013.01.064

O'Flynn, J. (2026). Designing, compiling and profiling the Corpus of Arts and Humanities Academic Texts (CAHAT): A new resource for English for Specific Academic Purposes (ESAP). *Applied Corpus Linguistics*, *6*(1), 100178. https://doi.org/https://doi.org/10.1016/j.acorp.2025.100178

Pamelasari, S. D., & Habók, A. (2026). Systematic review of motivational orientation in English for specific purposes: Insights from a decade of research (2016–2025). *Acta Psychologica*, *268*, 107309. https://doi.org/https://doi.org/10.1016/j.actpsy.2026.107309

Pestana-Santos, M., Nascimento, C., Jaracz, K., Laisser, R., Rogathi, J., Raoelison, E. G.,...Pinto, M. R. (2025). Exploring nurse educators' experiences and perceptions of healthcare-associated infection prevention and control in two countries of sub-Saharan Africa: An exploratory qualitative study. *Nurse Education Today*, *155*, 106856. https://doi.org/https://doi.org/10.1016/j.nedt.2025.106856

Sifakis, N. C. (2003). Applying the adult education framework to ESP curriculum development: an integrative model11I am greatly indebted to four anonymous reviewers for their constructive feedback on an earlier version of this article. Any remaining mistakes or inconsistencies are entirely the author's responsibility. *English for Specific Purposes*, *22*(2), 195-211. https://doi.org/https://doi.org/10.1016/S0889-4906(02)00008-X

Yacoub, E. (2026). Policies and perceptions of ESP provision in Egyptian universities: An analysis of institutional and administrative perspectives. *English for Specific Purposes*, *84*, 322-336. https://doi.org/https://doi.org/10.1016/j.esp.2026.08.001

Yoon, H.-J., Casal, J. E., & Lee, S. (2026). Interactional voice construction in academic research articles across disciplines and part-genres. *Journal of English for Academic Purposes*, *82*, 101715. https://doi.org/https://doi.org/10.1016/j.jeap.2026.101715

Zhang, H., & Li, C. (2026). Providing web-based feedback in distance language education: Instructors' preferences and shared responsibilities. *Acta Psychologica*, *267*, 107097. https://doi.org/https://doi.org/10.1016/j.actpsy.2026.107097

Zhang, Q. (2025). Active language learning strategies in Chinese university English education: Effects on proficiency, motivation, and teacher engagement. *Acta Psychologica*, *261*, 105914. https://doi.org/https://doi.org/10.1016/j.actpsy.2025.105914

Zhou, X., & Goh, Y. S. (2025). What shapes tertiary learners' experiences and challenges in mobile-assisted seamless vocabulary learning? A case of Chinese as a foreign language. *Acta Psychologica*, *257*, 105123.

https://doi.org/https://doi.org/10.1016/j.actpsy.2025.105123