UNDERSTANDING STAKEHOLDER NEEDS: A STUDY OF ENGLISH FOR SPECIFIC PURPOSES IN PROJECT-BASED LEARNING

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Abstract

English proficiency tailored to specific purposes is integral to industry advancement, yet some educational institutions underutilize English for Specific Purposes (ESP). Research suggests that refining curriculum evaluation through methodological advancements can yield more accurate and reliable needs analyses. Project-Based Learning (PBL) stands out as a favored teaching method among stakeholders seeking to enhance ESP proficiency for various reasons. This study endeavors to comprehend the language learning needs of individuals, with a focus on making learning enjoyable and practical through PBL, such as through the creation of video podcasts. Additionally, it aims to enhance course offerings, such as by designing accessible online lessons, and to explore effective teaching methods, including interactive activities. The study endeavors to support educators in delivering high-quality instruction by providing valuable materials and online resources. Ultimately, the objective is to elevate English language skills for professional and personal contexts, such as resume writing and job interviews. The study champions engaging and practical classes, innovative teaching approaches, and student proficiency enhancement. The qualitative research methodology involved 157 students, 14 lecturers from diverse universities, and 10 practitioners. The anticipated research findings are poised to enhance understanding of stakeholder demands and preferences in ESP within PBL contexts. These insights will inform the development of more effective language teaching and learning strategies tailored to learners' professional and academic domains.

Keywords – ESP, Project Based, Need Analysis.

Introduction

English proficiency for certain purposes is crucial for the advancement of industry. The content of ESP courses must be updated to reflect new language, terminology, skills, competencies, and communicative requirements in order to reflect changes in the industry. They ought to concentrate on things like intercultural communication, oral presentations, and professional writing. In order to improve learning results. ESP courses also assist students in navigating niche discourse communities, being ready for global communication, and integrating technology. ESP courses must adjust to the changing nature of education due to these developments in the industry (Liu et al., 2022). Additionally, ESP is essential in economic or business industry. Students can acquire specialized vocabulary, professional communication skills, international business communication, business documents and reports, employability skills, critical reading and analysis, and preparation for professional exams and certifications by enrolling in ESP courses in economics or business faculties. Learning the language of finance, accounting, marketing, management, and economics is the main goal of these courses. Along with teaching cross-cultural competency and business norms, they also educate students for international business communication (Ismagilova & Polyakova, 2014). In conclusion, proficiency in English is essential for career progression in the business in order to help students in developing a specific vocabulary, business skills, professional communication, international business communication,

critical reading, and exam and certification preparation.

Certain colleges might not be making as much use of ESP (English for Specific Purposes) as they should for some reasons. It's possible that some universities are unaware of the value or existence of ESP courses. They might be unaware that there are English language programs designed specifically forcareers in business, medical, engineering, or tourism (Petraki et al., 2020). Some universities could think that a student'sability to communicate in general English suffices for their needs, but they may not be aware of the benefits of studying a specific language related to their major (Otto, 2021) They could be unaware of how much ESP can do to help students' communication abilities and employment opportunities in their particular field (Marcu, 2020). Some areas or educational institutions may have restricted access to ESP courses. Particularly in less often taught disciplines or specialized businesses, not all language schools or universities offer ESP programs. Compared to ordinary English courses, ESP courses—especially those provided by private language schools or specialist training centers may be costlier (Iswati, 2021a). In short, it is important to increase awareness of the advantages of ESP, lower the cost and increase the accessibility of ESP courses, highlight the benefits of specialized language training for careers and practical relevance, and customize ESP programs to fit the unique requirements and preferences of students in a range of industries and professions.

According to a number of research, the evaluation of a curriculum may benefit from methodological advancements for carrying out accurate and trustworthy need analysis. We were able to determine a set of objective tasks using data that students thought were pertinent, challenging, and significant (Romijn et al., 2021). It is common for practitioners to rely on students' impressions while attempting their own needs analysis. But the issue here is that surveys of students typically only reveal what they want to study. Undoubtedly, a need analysis survey holds value and significance (Bhatia et al., 2011). On the other hand, effective ESP classes require the development of effective teaching strategies as well as strong relationships between teachers and students through empathy, excitement, and support. In order to create a successful learning environment where language learners can flourish academically and personally, communication, feedback, andengagement are essential elements (Prasetya, 2021). Moreover, previous research provides an analytical view of the technical English pedagogy used in ESP today, allowing decision-makers to see the necessity of modifying ESP curricula to better meet the demands of actual students. There is no doubt that the process of changing and rebuilding the teaching methodology will have a higher chance of success (Mostafavi et al., 2021). While an ESP instructor can spendmore time in a traditional face-to-face teaching setting producing new materials relevant to the students' subject of study, there are several benefits for both students and teachers when they use technology in online learning environments (Iswati, 2021) Connects to technology by using digital multimedia instructional resources to prepare students for communication in relation to their topic of study. Educators may include language resources into their teaching andevaluation methods to better engage and stimulate ESP pupils for a more digital workplace (Harris, 2010). In addition to improving student engagement and practice chances, using digital media like WhatsApp in ESP classes also increases confidence, motivation, and independence in the classroom. To guarantee the best possible outcomes for students' English language proficiency, teachers should actively engage in directing andsupervising their online chats (Luana Sasabone et al., 2022). The preceding research concludes by highlighting the significance of effective teaching strategies and relationships in ESPclasses, the need to

modify ESP curricula to meet student demands, the value of incorporating technology in online learning environments for improved student engagement, and the importance of need analysis and methodological advancements in curriculum evaluation.

Project-based learning is one of the teaching methods that stakeholders require for many reasons in order to advance in ESP. Project-based learning begins with a clear identification of the project and its expectations. Project-based learning simulates real-world experiences. In the professional environment, clear stakeholder identification is critical to every project or initiative. By duplicating this feature of real-world projects, PBL prepares students for future careers and public involvement (Mielikäinen, 2022). Then prioritization in project-based learning (PBL) allows students to focus on important goals, manage time efficiently, allocate resources wisely, manage risk, handle stakeholder requirements, and adapt to changing conditions. It enables students to allocate resources effectively, identify high-risk elements early, and provide maximum value to stakeholders (Meng et al., 2023). Furthermore, research and analysis are important components of project-based learning because they let students perform rigorous research and analysis to better understand the demands of many stakeholders. Surveys, interviews, and data analysis may be used to acquire useful information. Project-based learning necessitates evaluation and solution design, allowing students to create projects that are not only academically challenging but also socially and environmentally conscious (Ngadiso et al., 2021). Following that, good communication skills are essential for success in project-based learning since they enable students to interact with stakeholders by clearly articulating their project goals and how they intend to meet their needs. Students can solve issues, give and receive feedback, document their work, and think critically (Rahayu et al., 2021). Feedback

mechanisms and reflection activities are important in project-based learning (PBL) for a variety of reasons. PBL reflection tasks encourage self-assessment, problem-solving, and lifelong learning. It also encourages team members to interact and collaborate, discover common problems, and devise solutions. Aside from that, feedback systems enable stakeholders to monitor student progress and hold students' responsibility (Pan et al., 2020). To summarize, Project-based learning (PBL) is a teaching method that prepares students for future careers and public involvement by preparing them for real- world experiences. It involves clear stakeholder identification, prioritization, research, analysis, evaluation, and problem-solving. Good communication skills are essential for success, allowing students to solve problems. Feedback mechanisms and reflection activities are important for self-assessment.

This study aims to understand what people need to learn languages, like English. It wants to make learning fun and useful with Project Based Learning (PBL), such as creating video podcast. It also aims to improve courses, like designing online lessons that people can access anytime. The study seeks to find good ways to teach, such as interactive activities. It wants to help teachers teach better, for example, by providing good materials and online resources. Ultimately, the goal is to make English skills better for work or other things, like writing resumes or participating in job interviews. It's about making classes fun and useful, trying new teaching ways, and helping students get better at English.

PBL involves students conducting extended inquiry, investigation, problem solving, and cooperation to solve real-world problems or questions. Here are some of the main principles of project- based learning: PBL subjects ought to be real and authentic, relating to the interests, lifestyles, and real world of students. By simulating tasks and issues from real life, students can reflect about motivation and

purpose (Lowell & Moore, 2020). Encouraging students to investigate issues, challenges, or pursuits that hold personal significance for them isthe goal of project-based learning (PBL). Research issues, raise questions, and work alone or with others to find answer (Mielikäinen, 2022). PBL gives students more control over their education by reorienting the attention from the instructor to the learner. Students are free to choose their own themes, create their own projects, and budget their time and money. By refocusing the instructor's attention on the learner, PBL allows students to take greater ownership of their education. Themes, projects, and time and money budgeting are all left up to the students (Ibrahim & Rashid, 2022). PBL helps students develop their critical thinking abilities by having them assess the evidence, examine data, and come to wise judgments. Students get the ability to approach difficult problems systematically and come up with creative solutions (Fita et al., 2021). In the PBL process, reflection is a crucial step. Students make goals for progress, evaluate their learning experiences, and identify their strengths and shortcomings (Patel et al., 2022). Students' comprehension, metacognition, and self-awareness all grow as a result of reflective practice. PBL frequently usestechnology as a research, teamwork, and presenting tool. Students obtain knowledge, interact with peers, and present their work using digital resources, multimedia, and online platforms. PBL frequently uses technology as a tool for research, teamwork, and presentation. Students communicate with one another, acquire information, and present their work using digital tools, multimedia, and online platforms (Sirisrimangkorn, 2021). In summary, project-based learning offersa revolutionary pathway to deep learning, critical thinking, teamwork, and the real- world application of information and skills. It also goes beyond the boundaries of traditional education. PBL inspires a lifetime love of learning and gives students the tools they

need to navigate a constantly changing world with confidence and competence by enabling them to become active participants in their own education.

Project-based learning (PBL) greatly benefits from the use of ESP (English for Specific Purposes), especially when the students' primary language is not English. This is how ESP helps with PBL. ESP first concentrates onteaching English language proficiency related to particular fields or occupations. Projects in PBL can be created with language learning objectives that are customized to the requirements and objectives of the students. Students studying accounting, for instance, could be required to conduct research and present accounting concepts-related accounting material in English for their assignment (Malyuga & Petrosyan, 2022). Second, PBL promotes the use of authentic language in everyday situations.ESP gives students the chance to practice their English in real-world contexts that are relevant to their course of study or intended profession. Using vocabulary particular to the discipline, this could involve producing reports, makingpresentations, engaging in debates, or working with colleagues on projects (Ghosheh Wahbeh et al., 2021). Third, PBL combines language learning with content, giving students the opportunityto master language skills while interactingwith relevant material. In PBL, ESP makes sure that language-learning exercises are smoothly incorporated into project assignments, supporting language learning through real-world application (Rodríguez-Peñarroja, 2022). Fourth, ESP assists students in becoming proficient in the language and terminology related to their field of study. PBL increases students' comprehension and retention of technical words and concepts by exposingthem to and allowing them to use discipline-specific vocabulary (Newman & Holzman, 2023). Fifth, speaking, listening, reading, and writing are communication skills that are emphasizedin PBL. ESP focuses on honing these abilities in the setting of academic or

professional communication. Students improve their general communication skills through PBL by practicing utilizing English to interact with peers, teachers, and maybe outside stakeholders (Wuntu et al., 2022). To determine the language needs and objectives of pupils in their unique situations, ESP entails needs analysis. Through the use of project-based learning, teachers can evaluate their students' language skills and project requirements in order to create specialized language education that meets the needs of each student and facilitates their project work. Students will receive the linguistic support they need to complete their assignments successfully thanks to this individualized approach (Potvin et al., 2022). In general, ESP improves project-based learning by offering customized language trainingthat addresses students' language needs in their particular academic or professional contexts, enabling them to successfully participate in and communicate during project-based activities.

Although research has been devotedto ESP less attention has been paid to what stakeholder needs in learning ESP. The research could go thoroughly into a specific component of English for Specific Purposes (ESP) within the context of Project-Based Learning (PBL). Rather than providing a general perspective, it could provide in-depth insights into a specific aspect of ESP in PBL (Tuyen & Tien, 2021). Unlike some other research that may focus primarily on students or teachers, this study may be unusual in that it emphasizes understanding the needs of multiple stakeholders involved in ESP within PBL. This may involve students, professors, industry workers, and other interested parties (KEMALOĞLU ER, 2022). The study may use innovative or novel research approaches to evaluate stakeholder demands in ESP within PBL. This could include qualitative approaches like interviews or focus groups, quantitative surveys, or a mixed-methods approach (Dou et al., 2023). The study may seek to

bridge the gap between theory and reality by making practical recommendations for applying ESP in PBL contexts depending on stakeholder demands. This could be especially useful for educators and curriculum designers working to improve language learning results in specific professional or academic settings (Sulaiman Alhumaidan & Mohammed Alghamdi, 2023). The study should consider specific contextual aspects that influence ESP in PBL, such as stakeholders' cultural, institutional, or language backgrounds. By taking these elements into account, the study may provide a more nuanced knowledge of how to effectively incorporate ESP into project-based language learning environments (Mohamed, 2023). The question of the research is how do various stakeholders perceive and prioritize the integration of English for Specific Purposes (ESP) within a project-based learning framework. This question aims to explore the perspectives and needs of different stakeholders (such as students, lecturers, and practitioners) regarding the application of ESP in a project-based learning context. the study's its specific emphasis, stakeholder perspective, methodological approach, practical consequences, and consideration of contextual aspects.

Methodology
This study uses a quantitative approach to understand what lecturers, accountants, practitioners, and students think about project-based learning and podcasts in education. Quantitative research, which focuses on numerical data and statistical analysis, qualitative research entails gathering and evaluating non-numerical data (such as texts, interviews, and photos) in order to acquire insights into concepts, opinions, or experiences. Unlike qualitative research is a methodological approach used mostly in the social sciences and humanities to better understand human behavior,experiences, and the factors that influencesuch conduct. (Emzir, 2018). The

writer used quantitative approach by distributingquestionnaires to collect data.

The questionnaire had 26 questions and was designed to measure how important project-based learning and podcasts are to the respondents. All questions are constructed using construct validity. Construct validity is the degree to which a test or measuring tool accurately assesses the theoretical construct that it is designedto measure. It entails ensuring that the instrument is consistent with the construct's theoretical description and performs as predicted within a network ofrelated ideas. This is evidenced by convergent validity (correlating well with similar measures), discriminant validity (not correlating with diverse constructs), and factor analysis (revealing the predicted structure). Construct validity is critical for the integrity of research findings, practical applications, and theory development, as it ensures that the measure accurately represents the notion being assessed (Flake et al., 2022). The questions are (1) How important is linking learning English in the field of science such as accounting for students? (2) How important is language learning English deals with certain skills such as speak? (3) How important is the content of teaching materials? special and related English with accounting? (4) How important is content suitability English with required skills achieved by students? (5) How important is it to know what students need in learning English? (6) How important it is to meet needs student English? (7) How important is it to know English skills and deficiencies students? (8) How critical it is to address needs English, depending to your talents, is required by institutions and the workplace? (9) How crucial is it to adjust English teaching materials to address accounting-related challenges forstudents? (10) How vital is it to adjust English teaching materials to future accounting difficulties and cases? (11) How important is it for students relateEnglish teaching materials to problems you will encounter at work? (12)

How important is it to relate the material with 21st century skills? (13) How important isit to make students active in project basedlearning? (14) How important is thestudent process explain various things they know to lecturers and other students in English learning? (15) How crucial is itfor students to engage with experts and professionals while studying English? (16) How vital is it to connect students with real-world experiences and technology? (17) How crucial is it to integrate project-based learning with other models like learning to learn, long term learning, and cooperative learning? (18) How important is the determining phase problems, designing the project, overseeing its progress project, presentingthe project and delivering feedback on theprojects carried out? (19) How important is creating content interesting learning in the form of video podcasts? (20) How important is it for students to see English teaching materials at the end lectures anytime? (21) How important is it for students to provide comments,suggestions and criticism about the video podcast they have made? (22) How important is it for students to create a video podcast originating from the speaker original with different content? (23) How important is it to involve three types podcasts, namely interviews, soloand multi-host podcasts for students? (24) How important is it for students to carry out project-based learning using video podcast technology? (25) How important is it to create teaching English materials that supports skills to speak for students?

The answers to those questions were ratedon a scale from "extremely important" to "not at all important." We distributed the questionnaire via Google Forms and collected responses from 14 lecturers, 10 accountants and practitioners, and 157 students between January and April 2024. The writer analyzed the questionnaire responses by looking at how often each level of importance was chosen. This helped us see how different groups rated the importance of project-based learning and

podcasts. To ensure our research was valid and reliable, I carefully designed the questionnaire based on established concepts. I also followed consistent methods for collecting and analyzingdata. Overall, this research method helps us to understand the views of various educational stakeholders on project-basedlearning and the use of podcasts.

Finding and Discussion

The results of this study are organizedinto three distinct sections to comprehensively address the objectives of the research. Each section delves into acritical aspect of the study, ensuring a clear and structured presentation of the findings.

1. Analysis of stakeholder needs

In this section, we present a detailed analysis of the needs of various stakeholders such as students, lecturers, practitioners and institutions involved in the project. This includes an identification of stakeholders' specific requirementsand how these needs were determined. The identification of stakeholders' specific requirements is presented into three different bar charts below.

Figure 1. The importance of integrating English learning with science subjects
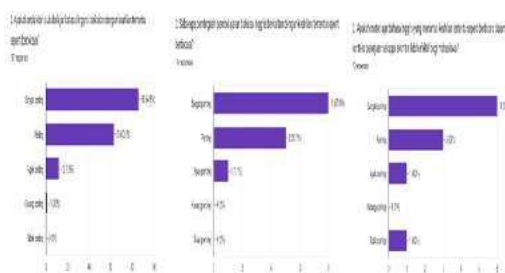
The data indicates a strong consensus on the importance of integrating English learning with science subjects like accounting, with 64.3% of institutions and 60% of lecturers affirming its necessity, compared to 43.3% of students. This suggests that while educational institutions and lecturers recognize the significant benefits of interdisciplinary learning, a notable portion of students may not yet fully appreciate

these advantages. To bridge this perception gap, institutions and educators might needto enhance communication and develop programs that better demonstrate the practical benefits of such integration, ensuring students understand and valuethe combined approach for their futurecareers.

Integrating skills promotes learning. When pupils combine several language skills, they can better grasp and remember information. For example, discussing a topic after reading about it reinforces language and concepts. The following bar charts describe how important is language learning English deals with certain skills such as speaking.

Figure 2. The important of English learning deals with certain skills

Based on the bar charts above, integrating skills in English is widely recognized as crucial among different stakeholders. Specifically, 54.8% of students, 57.1% of lecturers, and 60% of practitionersconsider it very important. This strong consensus underscores the importance of combining various language skills—such as reading, writing, speaking, and listening—within ESP courses. The alignment in perspectives among students, lecturers, and practitioners highlights the necessity for educational institutions to prioritize and implement integrated skill approaches in their ESP curricula. Doing so will better meet the expectations and requirements of both the academic and professional realms,ensuring more effective learning and professional preparedness.

When English courses are adapted to students' unique requirements, they become more relevant to their academic and professional objectives. This connection boosts students' motivation and engagement because they see the practical application and benefits of what they're studying. The bar charts below show how English Specific Purposes should address students' needs.

Figure 3. The importance of meeting students' needs in English
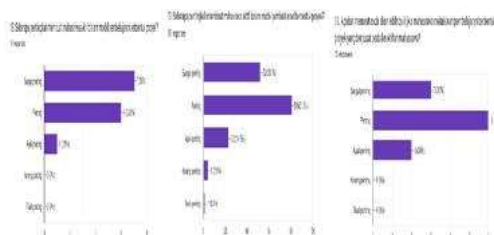
According to the bar charts above, knowing students' needs when learning English is widely recognized as critical by many groups. Specifically, 51.6% of students, 64.3% of lecturers, and 70% of practitioners believe it is very important. This strong consensus underscores the critical role that identifying and addressing students' specific language needs plays in effective English instruction. Educational programs should prioritize assessing and responding to these needs to enhance the relevance, engagement, and effectiveness of their English courses, thereby better preparing students for their academic and professional endeavors.

There is a clear and strong consensus across students, lecturers, and practitioners on the importance of integrating skills and understanding students' needs in ESP courses. Educational institutions should prioritize these aspects to create relevant, engaging, and effective programs that align with both academic and professional demands. By doing so, they will ensure that students are better prepared for their future careers, appreciating the value of interdisciplinary learning and integrated skill approaches.

2. Integration of stakeholder needs into Project Based Learning (PBL)

This section focuses on how the identified stakeholder needs were incorporated into the Project-Based Learning (PBL) framework. The writer detail the process and strategies employed to align the PBL activities with the stakeholders' needs, ensuring that the educational objectives are met while addressing the practical demands of the stakeholders. The following bar charts depict various perspectives on integrating stakeholder demands into Project Based Learning (PBL).

Figure 4. The importance of content suitability English with required skills achieved by students

The questionnaire results indicate a strong consensus among lecturers, students, and practitioners on the importance of making students active in project-based learning. Among lecturers, 50% consider it very important, while 42.9% find it important. Students also show a significant inclination towards its importance, with 53.1% rating it as very important and 51.6% as important. Practitioners reflect similar sentiments, with 30% viewing it as very important and 60% as important. When these percentages are combined, it becomes clear that all groups highly value student activity in project-based learning, with an overall emphasis of approximately 51.5% finding it important and 44.37% rating it very important. The bar charts below show the findings of a questionnaire on the significance of combining project-based learning with other models such as learning to learn, long-term learning, and cooperative learning.

Figure 5. The importance of integrating project- based learning with other
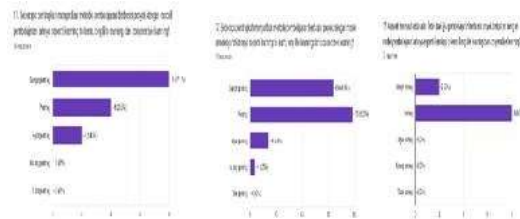
learning models

The bar charts illustrate the results of a questionnaire on the importance of integrating project-based learning with other models, such as learning to learn, long-term learning, and cooperative learning. The data reveal a strong consensus among lecturers, students, and practitioners on the significance of this integration. Specifically, 50% of lecturers, 51.6% of students, and 60% of practitioners rate it as important. Additionally, 33.1% of students and 30% of practitioners consider it very important. These findings highlight the broad agreement on the value of combining project-based learning with other learning models, suggesting that such integration should be a priority for enhancing educational outcomes. The bar charts beneath demonstrate how crucial it is to determine phase problems, design the project, manage its progress, present the project, and provide feedback on completed projects.

Figure 6. The importance of determining phase problems, designing the project, overseeing its progress project, presenting the project and delivering feedback on the projects carried out
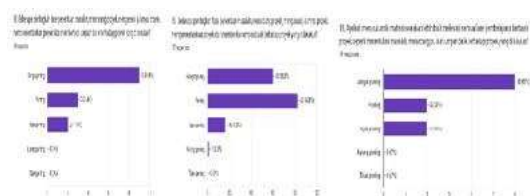

The questionnaire data highlights the perceived importance of various phases in project-based learning, including determining phase problems, designing the project, overseeing its progress, presenting the project, and delivering feedback. Among lecturers, a significant majority (64.3%) consider these phases very important, while 21.4% find them important. Students also recognize their importance, with 38.2% rating them as very important and 52.9% as important. Practitioners reflect a similar trend, with 60% stating these phases are very important, 20% deeming them important, and 20% regarding them as somewhat important. Overall, the findings highlight the importance of educational institutions prioritizing active student engagement, integrating project-based learning with other effective learning models, and emphasizing important phases of project management to improve learning outcomes. This broad unanimity among respondent groups implies that these characteristics are critical to the success of project-based learning efforts.

3. Integration between English for Specific Purposes (ESP) and Project Based Learning (PBL) in making video podcast

The final section explores the synergy between English for Specific Purposes (ESP) and PBL. The writer examine how ESP components were seamlessly integrated into the PBL projects to enhance language learning in context. This integration aimed to develop both language proficiency and subject-specific knowledge. The section highlights the integration between English for Specific Purposes (ESP) and Project Based Learning (PBL) in making video podcast. The bar charts below indicate how crucial it is to create fascinating content for learners in the form of video podcasts.

Figure 7. The importance of making video podcast in language learning
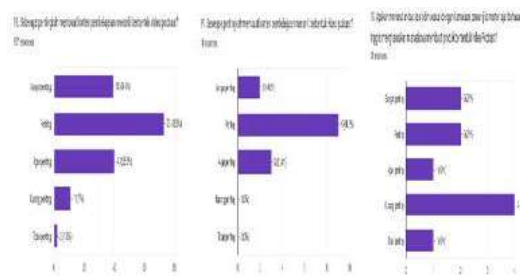
The three bar charts above show that the usage of video podcasts in education is widely considered as a significant and timely tool by lecturers, students, and practitioners, yet to different degrees. A significant majority of lecturers (64.3%) acknowledge the importance of incorporating video podcasts into learning, indicating strong support from the teaching perspective. Students also recognize the value, with 46.9% considering it important, showing a substantial level of interest and acceptance among the learners. Practitioners highlight a forward-looking approach, with 40% suggesting that creating video podcasts would align well with current trends and better prepare students for modern demands. These findings suggest that integrating video podcasts into English language education could enhance engagement and relevance, benefiting both teaching and learning experiences. The bar charts below emphasize how crucial it is for students to be able to access English instructional resources at any time.

Figure 8. It is important for students to have access to English educational resources anytime.

The bar charts highlight the importance of providing students with anytime access to English instructional resources, as perceived by different groups. Nearly half of the students (46.5%) believe this access is very significant. Among academics, 57.1%

consider it important, and 28.6% regard it as extremely important, indicating strong support from the educational community. Practitioners have mixed views, with 30% considering it vital and another 30% deeming it less important. Overall, the data underscores a general consensus on the importance of flexible access to instructional resources, particularly among students and academics, though practitioners are more divided in their opinions. This suggests a need to prioritize the availability of English learning materials at all times to meet the expectations and needs of the primary stakeholders. The two pie charts and one bar chart below show the importance for students to be able to provide comments, suggestions and criticism on the video podcasts they have made.

Figure 9. the importance for students to be able to provide comments, suggestions and criticism on the video podcasts they have made
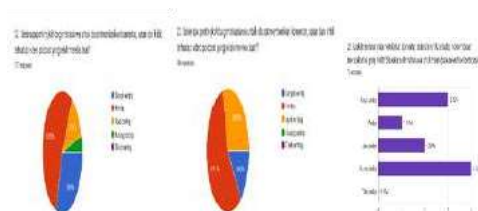
Feedback, recommendations, and criticism on video podcasts are deemed highly important by lecturers, students, and practitioners. Among lecturers, 57.1% rate it as important and 28.6% as fairly important, highlighting a strong belief in the value of student feedback. Students similarly emphasize its importance, with 53.3% considering it important, 29.9% viewing it as really essential, and 12.1% finding it somewhat important. Practitioners also underscore the necessity of feedback, with 40% seeing it as necessary and 30% regarding it as very important for enhancing students' speaking skills. These findings suggest a clear consensus on the significance of enabling

students to provide and receive feedback on their video podcasts, emphasizing its role in improving educational outcomes and fostering skill development.

Stakeholders, including lecturers, students, and practitioners, generally perceive the integration of English for Specific Purposes (ESP) within a project-based learning framework as valuable and important, though their emphases and priorities vary. Lecturers strongly support the incorporation of video podcasts as a learning tool, recognizing theirsignificance in enhancing engagementand relevance in ESP. Students also value video podcasts, reflecting a substantial level of interest and acceptance. Practitioners advocate for a forward- looking approach, emphasizing the alignment of video podcasts with current trends and their potential to better prepare students for modern demands. Stakeholders highlight the importance of flexible access to instructional resources. Students and academics, in particular, stress the need for anytime access to English materials, indicating a consensus on the necessity of providing these resources to meet the educational needs and expectations. There is a strong consensus on the importance of feedback mechanisms. Lecturers, students, and practitioners all recognize the critical role of feedback, recommendations, and criticism in the context of video podcasts, emphasizing its importance in improving students' speaking skills and overall educational outcomes. Overall, the integration of ESP within project-basedlearning, supported by video podcasts, flexible access to resources, and robust feedback mechanisms, is seen as a comprehensive approach that aligns with the needs and expectations of both educators and learners, enhancing the overall educational experience

Conclusions

The study shows that lecturers, students, and practitioners all agree on theimportance of using English for Specific Purposes (ESP) in project-based learning. Lecturers (64.3%)

and students (46.9%) think video podcasts are especially useful for learning. Practitioners also support video podcasts, seeing them as modern and helpful for preparing students for the real world. Students and academics stressed the need for easy access to English materials anytime. Feedback is also important, as it helps students improve their speaking skills and overall learning. Based on these findings, here are some suggestions. Schools should focus on using video podcasts in ESP classes to make learning more engaging and relevant. They should also make sure that English materials are online and easy to access. Setting up regular feedback systems where students get comments and suggestions on their video podcasts can also be very helpful. Teachers should get training to stay updated on how to use video podcasts and project-based learningeffectively in ESP classes. Working closely with industry experts can ensure that ESP classes prepare students for real-world challenges. These steps willimprove ESP education in project-based learning and meet the needs of all involved.

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