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Students' Views On Digital Technologies In Learning English For Specific Purposes (ESP) In University

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Abstract

This study explores university students' perspectives on the use of digital technologies (DT) in learning English for Specific Purposes (ESP). While the integration of DT has been widely promoted, student perceptions remain underexplored, particularly in vocational higher education. The aim of this research is to examine students' opinions on the role of DT in enhancing ESP learning and to identify the tools they frequently employ. A mixed methods design was applied with twelve participants from different study programs. Quantitative data were obtained through a Likert-scale survey on perceptions and digital tool usage, complemented by brief interviews for qualitative insights. Results indicate strong support for DT integration: 91.7% of students agreed or strongly agreed that DT enhances ESP learning, with no negative responses recorded. WhatsApp and YouTube were universally used (100%), followed by Zoom (91.7%), Google Classroom (66.7%), and Moodle (50%). Use of ESP-specific simulators was less common (33.3%). Students highlighted ease of access, interaction, and flexibility as key benefits, while limited exposure to specialised ESP tools was noted as a challenge. The study concludes that students hold positive views of DT in ESP, yet further investment in domain-specific applications is required to optimise learning outcomes.

Keywords: Digital technologies, English for Specific Purposes (ESP), Students' perceptions, Technology integration

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I INTRODUCTION

The rapid development of digital technologies has transformed the way languages are taught and learned across the world [1]. In higher education, the integration of digital tools into English language teaching has become increasingly important, particularly for courses that are tailored to professional and disciplinary needs. English for Specific Purposes (ESP) has long been recognized as an essential branch of language education, focusing not merely on general communication skills but also on the specific discourses, terminologies, and genres that students require in their future careers. As global industries become more interconnected and dependent on digital communication, students are expected to engage with authentic texts, platforms, and communication modes that go beyond traditional textbooks [1, 2]. This creates both opportunities and challenges for higher education institutions, especially in developing countries where access to technology may vary.

At the same time, the demands of twenty-first century learning have shifted the expectations placed on both students and lecturers. Learners are increasingly required to acquire critical thinking, collaboration, creativity, and communication skills, all of which are supported by the meaningful use of digital technologies. The COVID-19 pandemic further accelerated this shift, as online learning platforms, video conferencing tools, and social media applications became indispensable in ensuring educational continuity [3,4]. While the emergency adoption of technology during the pandemic highlighted its importance, the post-pandemic era now requires universities to reflect on how digital tools can be integrated more strategically and effectively into curricula, especially for ESP courses where the disciplinary focus shapes the kinds of resources and activities that are most relevant [5,6].

In Indonesia, ESP courses are embedded within the curriculum of vocational and professional universities, where they are offered as part of general compulsory subjects, known locally as Mata Kuliah Umum (MKU). These courses are not peripheral but central to students' academic and professional preparation, since English proficiency is a requirement for

accessing international knowledge and participating in global networks. At Universitas PGRI Sumatera Barat, ESP courses are designed to align with the diverse study programs offered across faculties, ranging from social sciences to management and applied sciences. Among the most prominent MKU-based ESP courses are English for Sociology, English for Management, and English for Application. These courses illustrate the wide-ranging applications of ESP and the varied linguistic demands placed on students from different disciplinary backgrounds.

English for Sociology, for instance, is designed to help students engage with global literature in sociology, analyze international research articles, and express sociological ideas in English. By emphasizing terminology related to society, culture, and social change, the course bridges local sociological perspectives with global discourses. In this way, students are prepared to interpret and contribute to international debates, as well as to critically evaluate theories and findings from diverse cultural contexts. The course is not limited to passive reading but also requires students to summarize and present academic texts in English, ensuring that they can participate actively in both written and oral scholarly communication.

In a similar way, English for Management responds to the needs of students pursuing business and management studies, where the ability to communicate in English is indispensable for professional success. The course emphasizes managerial terminology, organizational communication, leadership discourse, and marketing vocabulary. Students are introduced to genres such as business reports, presentations, and proposals, which prepare them for both academic and workplace contexts. In addition, the increasing globalization of business practices makes it necessary for management students to develop intercultural communication skills, something that the course supports through the use of authentic materials and simulated business interactions in English.

Meanwhile, English for Application is particularly important for students in technology-related programs. This course equips students with the ability to read and interpret software

manuals, understand technical documentation, and engage with English-language resources related to computer science and information technology [7]. Since most global developments in IT are disseminated in English, this course ensures that students can follow and contribute to advancements in the field. By emphasizing computer-related terminology and technical discourse, English for Application helps students develop both linguistic and digital literacy skills that are vital in a world increasingly shaped by technological innovation [8, 9].

The teaching of these MKU courses demonstrates that ESP is not a monolithic field but one that adapts to the needs of particular disciplines. It also shows that students' experiences with digital technologies may differ depending on the course they take. For example, while management students may use presentation software and collaborative tools more frequently, sociology students might rely on online databases and reading platforms, and application students might engage with simulation software or coding environments. This diversity highlights the importance of investigating how students themselves perceive the role of digital technologies in their ESP learning, as their perspectives provide valuable insights into both the opportunities and challenges of technology integration [10-11].

Globally, there has been a growing body of research on the integration of digital technologies in ESP contexts. Studies have examined the use of mobile applications, online platforms, virtual reality, and discipline-specific simulators to enhance students' engagement and learning outcomes. Many findings point to the potential of digital technologies to create more authentic and interactive learning experiences, allowing students to engage with professional genres and tasks in a simulated environment [12, 13, 14]. However, challenges remain, including uneven access to technology, insufficient institutional support, and the lack of specialized digital resources tailored to ESP. These challenges are particularly pronounced in developing countries, where infrastructure and professional development opportunities may lag behind global trends [15].

In Indonesia, while digital technologies have been increasingly integrated into language teaching, systematic research on their role in ESP

learning is still limited. Previous studies have often focused on general English or on the experiences of lecturers rather than students. Yet, students' voices are crucial in understanding how digital tools actually support their learning, what challenges they face, and how they perceive the relevance of technology to their disciplinary needs [16]. Without such insights, policies and pedagogical decisions risk being top-down and less effective in practice.

The present study addresses this gap by exploring students' views on digital technologies in learning ESP at Universitas PGRI Sumatera Barat. The study is situated within a mixed-methods framework, combining quantitative survey data with qualitative insights to provide a comprehensive picture of students' experiences. Twelve students from different ESP courses participated in the study, representing diverse disciplinary backgrounds. The quantitative findings revealed a high level of agreement on the positive role of digital technologies in enhancing ESP learning, with most students strongly agreeing that such tools improved their engagement and understanding. The analysis of tool usage further indicated that widely available applications such as WhatsApp and YouTube were universally adopted, while more specialized tools such as ESP simulators and VR tours were less frequently used [17,18]. This suggests that accessibility and familiarity remain important factors in students' technology use, even when more advanced options are available.

The qualitative findings complemented these results by highlighting students' reflections on the strengths and limitations of digital technologies in their ESP learning. While they valued the flexibility, interactivity, and access to authentic resources provided by digital tools, they also pointed to challenges such as limited institutional support, lack of tailored resources for their specific disciplines, and varying levels of digital proficiency among peers [19,20]. These insights underscore the importance of aligning digital technology use with the specific needs of ESP courses and ensuring that institutional policies provide adequate support for both lecturers and students.

By focusing on students' perspectives, this study contributes to the broader literature on ESP and digital pedagogy, offering practical implications for curriculum design, teacher

training, and institutional investment. The findings highlight the need to move beyond generic digital tools toward more discipline-specific resources that can simulate professional practices and tasks. They also suggest that student feedback should be an integral part of evaluating and improving technology integration in ESP, ensuring that digital innovations

genuinely enhance learning rather than simply adding novelty.

Based on these considerations, the study is guided by the following research questions:

1. What are students' opinions on the use of digital technologies in enhancing English for Specific Purposes (ESP) learning?
2. What types of digital tools do students use in their ESP courses?

II RESEARCH METHODS

This study employed a mixed methods design to investigate students' views on the use of digital technologies in English for Specific Purposes (ESP) learning. The combination of survey data and open-ended responses provided both numerical patterns and qualitative insights, offering a fuller picture of how technology supports language learning in higher education. The research was conducted at Universitas PGRI Sumatera Barat, where ESP is taught as a compulsory general subject (Mata Kuliah Umum). Two courses were selected for this study, English for Sociology and English for Business, in order to represent different disciplinary contexts.

A total of 12 undergraduate students took part in the study, including 6 students from English for Sociology and 6 from English for Business. All participants had completed at least 1 semester of ESP instruction and had prior experience with digital tools. Their participation was voluntary, and they were informed about the aims of the research before data collection began.

Data were collected using a structured survey and open-ended questions. The survey consisted of 2 parts. The first part included Likert-scale items that measured students' opinions on the role of digital technologies in ESP learning. For example, students rated statements such as "Digital technologies improve my understanding of ESP materials" on a 5-point scale ranging from strongly disagree to strongly agree. The second part of the survey asked students to report which digital tools they had used for academic purposes in the past 5 years, including WhatsApp, YouTube, Zoom, Google

Classroom, Moodle, ESP-specific simulators, and VR tours. Students also indicated how long they had used each tool, which provided insight into both adoption and familiarity.

The open-ended questions encouraged students to reflect on their experiences more deeply. They were asked to explain which digital tools they found most useful in their ESP learning and to describe any challenges they encountered. These qualitative responses helped to enrich the numerical findings and revealed issues that were not captured by the survey.

The survey was administered in class during the middle of the semester, ensuring that students had sufficient exposure to digital tools in their ESP courses. It was distributed in both printed and electronic formats to accommodate student preferences. All 12 students completed the survey, producing a 100% response rate. Written reflections from the open-ended questions were also collected, with anonymity guaranteed to encourage honest and unbiased feedback.

Quantitative data were analyzed using descriptive statistics, including frequencies, percentages, means, and standard deviations. This provided a clear overview of student responses, such as their levels of agreement with survey statements and their patterns of digital tool usage. Qualitative data were analyzed thematically by identifying recurring ideas and grouping them into broader themes. This allowed the researchers to capture students' authentic perspectives and to highlight challenges and opportunities not directly addressed in the survey.

III RESULTS AND DISCUSSION

Students' Opinions on the Use of Digital Technologies in ESP Learning

The first research question explored how students perceive the role of digital technologies (DT) in supporting their English for Specific Purposes (ESP) learning. The results of the Likert-scale survey showed overwhelmingly positive attitudes. Out of the 12 students, 11 (91.7%) agreed or strongly agreed that DT enhances ESP learning, while only 1 student (8.3%) selected the neutral option. Importantly, no participants chose "disagree" or "strongly disagree." This distribution indicates a clear consensus among respondents that digital tools add value to their learning experience.

Table 1. Students' Opinions on DT Enhancing ESP Learning (N = 12)		
Likert Category	Frequency (n)	Percentage
1 (Strongly Disagree)	0	0.0 %
2 (Disagree)	0	0.0 %
3 (Neutral)	1	8.3 %
4 (Agree)	3	25.0 %
5 (Strongly Agree)	8	66.7 %

Such strong endorsement is consistent with findings from earlier studies that emphasize the motivational impact of technology in language learning. Students in this study echoed similar sentiments, pointing to the benefits of accessibility, interaction, and flexibility. They reported that DT allows them to review materials at their own pace, access supplementary resources beyond the classroom, and interact more effectively with both peers and instructors. These perceived advantages reflect the wider discourse in Computer-Assisted Language Learning (CALL), which highlights the potential of technology to create learner-centered environments [21].

The neutrality expressed by one participant is also worth noting. Although not a negative evaluation, this response suggests that the benefits of DT may not be uniform for every

learner. Individual factors such as digital literacy, personal learning preferences, or prior exposure to technology could influence how strongly students feel that DT enhances their learning. For example, a student who is less comfortable navigating online platforms may experience frustration, which could reduce perceived benefits. This finding aligns with studies that underline the importance of digital readiness in maximizing the pedagogical potential of technology [22].

Qualitative reflections collected from students reinforce the survey results. Several respondents commented that digital technologies make ESP learning more engaging and manageable. One student from English for Sociology noted that access to YouTube videos on global social issues allowed them to connect classroom discussions with real-world examples. A student from English for Business highlighted the role of WhatsApp in sustaining communication for group projects, suggesting that DT also facilitates collaborative learning beyond formal class hours. These insights emphasize the dual role of DT: as a medium for delivering content and as a tool for interaction and peer collaboration.

At the same time, students acknowledged certain challenges. While they valued the general tools such as WhatsApp and YouTube, they also recognized the limited use of ESP-specific technologies such as simulators or discipline-oriented applications [22]. For example, while general platforms could support vocabulary development and content comprehension, specialized ESP software was seen as necessary for building professional skills more directly linked to students' fields. This observation suggests a gap between the availability of general-purpose digital tools and the demand for targeted ESP resources.

Overall, the responses to RQ1 highlight that students hold a favorable opinion of digital technologies in ESP learning. The findings suggest that DT not only supports knowledge acquisition but also increases learner autonomy, engagement, and motivation. However, the limited exposure to specialized ESP applications points to an area for improvement in curriculum design and institutional support.

Types of Digital Tools Used by Students in Their ESP Courses

Table 4. Digital Tool Usage by Students based on Experience (N = 12)

Digital Tool	0–5 yrs	6–10 yrs	11–15 yrs	≥ 16 yrs	Total (n)	Total (%)
WhatsApp	2	4	4	2	12	100.0 %
YouTube	2	4	4	2	12	100.0 %
Zoom	2	4	3	2	11	91.7 %
Google Classroom	1	3	3	1	8	66.7 %
Moodle	1	2	2	1	6	50.0 %
ESP-specific Simulators	0	1	2	1	4	33.3 %
VR Tours	0	0	0	0	0	00.0 %

The second research question focused on identifying the types of digital tools students used in their ESP courses and how they perceived these tools in relation to their learning outcomes. The survey revealed clear patterns of tool usage, with some applications universally adopted and others less frequently employed.

The most widely used tools were WhatsApp and YouTube, reported by 100% of participants. These platforms were integrated into students' daily academic practices, serving both communicative and instructional purposes. WhatsApp was primarily used for coordination, peer discussions, and instructor-student communication. Its role in providing instant messaging and file sharing made it indispensable in group-based tasks [23]. For instance, English for Business students reported relying heavily on WhatsApp to coordinate presentation slides, share business-related vocabulary, and prepare case studies.

YouTube, on the other hand, was perceived as a vital resource for authentic input. Students across both courses described it as a source of real-world materials that enriched their ESP learning. English for Sociology students, for

example, accessed documentary clips, social campaign videos, and interviews with international sociologists, which helped them connect sociological theory with global contexts. English for Business students used YouTube for exposure to business meetings, negotiation strategies, and professional communication, which supplemented the textbook materials. This finding underscores the role of YouTube as a bridge between classroom instruction and global discourse communities.

The next most frequently used tool was Zoom, reported by 91.7% of students. Zoom became an essential platform for synchronous interaction, particularly during online or hybrid learning modes. Students highlighted its benefits in enabling real-time discussions, breakout rooms for group work, and screen-sharing for collaborative presentations. However, they also mentioned technical challenges such as unstable internet connections, which sometimes disrupted communication. Despite these issues, the overall perception of Zoom was highly positive, as it replicated the classroom experience and supported interactive learning.

Google Classroom was used by 66.7% of students, serving primarily as a learning management system (LMS). Students appreciated the platform's structured interface for uploading assignments, receiving feedback, and accessing materials. However, its lower adoption rate compared to WhatsApp and YouTube suggests that not all lecturers integrated Google Classroom systematically into their teaching. This finding reflects a common challenge in higher education, where institutional platforms may be underutilized if instructors and students already rely on familiar, more user-friendly applications [24].

Moodle was reported by 50% of participants. While Moodle offers robust features for managing content and tracking student progress, its adoption was limited, possibly due to technical complexity or lack of training. Students who used Moodle acknowledged its comprehensive tools but also expressed a preference for simpler platforms. This indicates that the usability of a platform strongly affects student adoption, even if the platform offers richer pedagogical features.

ESP-specific simulators were the least used tools, reported by only 33.3% of students.

This low adoption highlights a significant gap in the integration of domain-specific technologies into ESP courses. For instance, while simulators could provide realistic practice environments for professional communication scenarios, students had limited opportunities to access them. This limitation was reflected in students' qualitative feedback, where they expressed interest in experiencing more specialized tools relevant to their fields of study. For example, sociology students suggested platforms that simulate global surveys or data analysis software, while business students mentioned interest in digital platforms for case-based simulations.

IV CONCLUSION

This study examined students' views on the integration of digital technologies in English for Specific Purposes (ESP) learning at Universitas PGRI Sumatera Barat. The findings revealed that students hold strongly positive perceptions of digital technologies, with 91.7% agreeing or strongly agreeing that these tools enhance their ESP learning experience. Widely adopted platforms such as WhatsApp and YouTube (100%) were valued for accessibility, communication, and flexibility, while Zoom (91.7%) and Google Classroom (66.7%) supported interactive and structured learning. However, the limited use of ESP-specific simulators (33.3%) highlighted a gap between general-purpose technologies and domain-focused tools, indicating that students' engagement with specialized applications remains underdeveloped.

The pattern of tool usage suggests two important points. First, general-purpose tools such as WhatsApp and YouTube dominate ESP learning because they are accessible, familiar, and effective in supporting communication and content delivery. Second, there is a clear underrepresentation of specialized ESP technologies that could align more closely with students' professional needs. This imbalance underscores the importance of institutional investment in domain-specific digital tools and training to bridge the gap between general communication platforms and professional applications.

Suggestions

Based on these results, universities and educators should continue integrating commonly used digital tools while also investing in the adoption of ESP-specific technologies that can better simulate real-world professional contexts. Training programs for both students and lecturers would help maximize the pedagogical benefits of digital technologies and ensure that learners not only engage with general platforms but also gain experience with tools tailored to their disciplines. Future research should expand the sample size and explore longitudinal data to capture changes in digital technology use over time, thereby contributing to a deeper understanding of how technology can sustainably enhance ESP education.

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