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EFL IN HEALTH PROMOTION CONTEXT: A NEEDS ANALYSIS APPROACH

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abstract

The learning of English as a Foreign Language (EFL) plays a crucial role in professional fields such as health promotion. This study investigates the EFL writing needs of health promotion students to enhance their professional competence. Conducted with 274 students from a public university, a health polytechnic, and a College of Health Sciences in Yogyakarta, Indonesia, the research employed a mixed-methods approach using semi-open questionnaires and semi-structured interviews. The analysis focused on both target needs (specific language requirements) and learning needs (pedagogical strategies to bridge proficiency gaps). Findings indicate that 42% of students aim to use English to promote health through media, highlighting the importance of productive skills, particularly writing and speaking. Major challenges include limited vocabulary (25%) and insufficient grammar knowledge (22%), compounded by a curriculum that emphasizes speaking more than writing. Students prefer interactive and collaborative learning methods, such as group discussions (45%) and feedback (21%). They also favor structured writing processes, including brainstorming, drafting, and revising (21%), and practical multimedia resources, especially videos (33%). Thematic content related to health and sports (52%) and comprehensive assessment covering both process and product (87%) are highly valued. Qualitative findings reveal that students view English as essential for producing public health materials such as posters, pamphlets, and digital content. However, limited writing practice and reliance on translation tools remain concerns. Overall, the study underscores the need for a balanced, contextualized, and technology-integrated EFL curriculum that strengthens writing skills and supports students' academic and professional development.

INTRODUCTION

The learning of English as a Foreign Language (EFL) has become increasingly essential in professional fields, including health promotion. Globalization and technological advancements have heightened the need for proficiency in English writing, particularly for creating educational materials, drafting policy briefs, disseminating research findings, and producing digital health content. However, empirical evidence suggests that many EFL learners continue to face substantial difficulties in developing effective writing skills. Previous studies have identified limited vocabulary knowledge, inadequate grammatical competence, and difficulties in organizing ideas as persistent barriers to successful writing performance among EFL students (Nation, 2001; Al-Mwzaiji & Alzubi, 2022; Chen, 2023). In the Indonesian context, these challenges are particularly relevant for students in professionally oriented programs, where English writing is expected to support workplace communication and public engagement.

Preliminary findings from the present study further demonstrate this issue. Among 274 health promotion students from three higher education institutions in Yogyakarta, 32% identified writing as one of the English skills they had not yet mastered, while 25% reported limited vocabulary and 22% reported insufficient grammar knowledge as major obstacles in writing. Furthermore, interview data revealed that writing activities receive less instructional emphasis than speaking, resulting in limited opportunities for guided writing practice and feedback. These findings indicate a mismatch between the professional demands placed on future health promotion practitioners and their current writing competence. Although health promotion students are expected to produce accurate, persuasive, and accessible health communication materials, many remain insufficiently prepared to meet these expectations in English. This gap highlights the need for a systematic needs analysis to identify both the target language requirements and the learning support necessary to strengthen students' writing proficiency in health promotion contexts.

Target needs refer to the specific language skills required for health promotion students to perform effectively in their careers. Writing skills are crucial for producing educational materials, grant proposals, academic papers, and community outreach documents. The use of lexical bundles is also critical for fluency and coherence in academic and professional writing, to ensure the precise conveyance of health-related information (Zhang et al., 2021).

Learning needs involve pedagogical strategies required to bridge the gap between current proficiency levels and target skills. Conducting a comprehensive needs analysis is imperative for designing an EFL curriculum that effectively prepares health promotion students for their professional roles. By identifying and addressing both target and learning needs, lecturers can create focused and practical learning experiences that enhance students' writing proficiency and professional success. Systematic needs assessments are crucial for tailoring educational programs to specific professional and linguistic requirements, to ensure culturally relevant and effective instruction (Croot et al., 2019; Ravaghi et al., 2023). Research on health promotion interventions further underscores the value of engaging students in active learning and content creation to improve proficiency and efficacy in health promotion (Gardois et al., 2014). Aligning EFL strategies with professional demands ensures that students acquire essential communication skills to excel in their field. To achieve this alignment, the study adopts an integrated theoretical framework that combines needs analysis, genre-based writing, and task-based language learning perspectives. Hutchinson and Waters' (1987) need analysis framework was selected because it provides a comprehensive model for identifying both target needs, namely the language competencies learners require in professional contexts, and learning needs, which concern how those competencies can be effectively developed. This framework is particularly relevant for health promotion students whose future roles require communication skills for developing health education materials and public awareness campaigns. Unlike some ESP frameworks that primarily emphasize workplace language demands, Hutchinson and Waters' model allows for a balanced examination of both professional requirements and instructional needs, making it highly suitable for curriculum development. To complement this perspective, Hyland's (2003) genre-based approach was incorporated because health promotion writing is not merely a linguistic activity but also a purposeful communicative practice aimed at specific audiences. Health promotion students are expected to produce texts such as posters, leaflets, brochures, and digital content that require awareness of audience expectations, persuasive strategies, and genre conventions. In addition, Richards' (2001) task-based learning perspective was included to address the pedagogical dimension of writing development by emphasizing authentic and meaningful tasks that mirror real-world communication practices. Together, these frameworks provide a complementary foundation for understanding what health promotion students need to write effectively, why these skills are essential in their future careers, and how instruction can best support their development. Accordingly, the questionnaire and interview protocols were

designed to explore students' professional writing requirements, perceived challenges, preferred learning activities, and expectations regarding writing instruction within health promotion contexts.

In conclusion, addressing both target and learning needs is essential for developing an effective EFL writing curriculum for health promotion students. By aligning educational strategies with professional expectations, this study provides practical recommendations for fostering proficient and confident English writers in the health promotion sector. Unlike previous needs analysis studies that have primarily examined general EFL learners or students from broader ESP disciplines, this study focuses specifically on Indonesian health promotion students, a group whose professional responsibilities require the ability to communicate health information through written materials such as posters, brochures, social media content, and public health campaigns. Furthermore, the study integrates quantitative and qualitative data from students and lecturers across three different types of higher education institutions in Yogyakarta, providing a comprehensive understanding of both workplace-related language needs and instructional challenges. This context-specific perspective contributes to the limited body of research on EFL writing needs in health promotion education and offers evidence-based insights for designing writing instruction that is relevant to the linguistic, academic, and professional demands faced by future health promotion practitioners in Indonesia.

METHOD

Research Design

This study employed an explanatory sequential mixed-methods design to investigate the target and learning needs of health promotion students in learning EFL, with a particular focus on writing skills. The subjects of this study comprised students enrolled in the health promotion programs at three institutions in Yogyakarta Special Region, Indonesia. The institutions consisted of a public university, a health polytechnic, and a College of Health Sciences. By including the three kinds of institution, the researcher ensures a diverse range of educational settings. This diversity can provide a comprehensive view of health promotion programs across different types of institutions, which may have varying curricula, resources, and teaching methods. Also, each type of institution likely attracts different demographics of students. A public university may have a larger and more diverse student body, a health polytechnic might focus more on practical and technical skills, and a College of Health Sciences may offer specialized training in health-related fields. This broader representation can enhance the generalizability of the study findings.

Mixed methods research combines the strengths of both qualitative and quantitative approaches to provide a deeper insight into research questions that cannot be fully answered by one method alone. This is particularly useful in understanding the diverse linguistic backgrounds and varying proficiency levels of health promotion students (Shorten & Smith, 2017). Moreover, using mixed methods facilitates the integration of different data types, to offer a more comprehensive view of the research problem. For instance, qualitative interviews can reveal personal experiences and challenges in learning English, while quantitative surveys can measure the extent of these issues across a larger group of students (Honey et al., 2020).

Moreover, using a mixed-methods design facilitates the integration of different data types. It offers a more comprehensive view of the research problem. The quantitative data were collected through a questionnaire distributed to health promotion students during the even semester of the 2023/2024 academic year. The questionnaire was developed based on relevant EFL and ESP theoretical frameworks and validated through expert judgment and pilot testing to ensure clarity, content validity, and reliability. The population consisted of all students enrolled in the Health Promotion Study Program, while the sample was selected through purposive sampling to represent different academic years and proficiency levels. The data were analyzed using

descriptive statistics to identify patterns of students' target needs, learning needs, and challenges in writing English for professional purposes.

The qualitative data were obtained through semi-structured interviews with a smaller group of student representatives and lecturers, conducted after the quantitative phase to explore and clarify specific findings in depth. The interviews were transcribed, coded, and analyzed thematically to identify recurring patterns, beliefs, and attitudes toward English writing instruction. To ensure the trustworthiness of the qualitative findings, the study applied triangulation, member checking, and peer debriefing. The integration of both quantitative and qualitative results provided a more holistic understanding of students' needs and supported the development of targeted EFL strategies relevant to health promotion contexts.

Data Collection Procedure

Participants

A total of 274 students from the three universities participated in the study. This ensures a diverse representation of students from the three institutions. The students were at various stages of their health promotion programs, to provide a broad spectrum of insights into their EFL writing needs. The distribution of needs analysis respondents is presented below.

Tabel 1. Distribution of Needs Analysis Respondents

No.	University	Number of Respondents
1	Public University	95
2	College of Health Sciences	124
3	Health Polytechnic	55

Two primary instruments were used to collect data: a semi-open questionnaire and a semi-structured interview guide. The questionnaire was designed to gather both quantitative and qualitative data on students' perceptions of their EFL writing needs.

By combining closed and open-ended questions, the questionnaire provided a comprehensive understanding of students' writing experiences and challenges.

The questionnaire consisted of three sections. The Demographic Information section collected participants' age, gender, educational background, and level of English proficiency. The Target Needs section focused on identifying essential writing skills for students' future roles in health promotion, including the specific writing tasks they anticipated, such as reports, grant proposals, and educational materials. It also assessed their perceived importance and current proficiency in these tasks. The Learning Needs section examined the challenges students faced in EFL writing, such as difficulties with grammar, vocabulary, and coherence. Additionally, it explored their preferred learning styles and instructional materials, which allows for a more tailored approach to writing instruction. The semi-open format facilitated standardized responses while providing room for participants to elaborate, offering deeper insights into their needs.

To complement the questionnaire data, semi-structured interviews were conducted with 30 students selected through purposive sampling from the three participating institutions (10 students from each institution). The participants were chosen to ensure representation of diverse perspectives based on several criteria, including year of study, self-reported English proficiency levels, and experiences in learning English for health promotion purposes. Students who demonstrated varying levels of writing confidence and reported different challenges in the questionnaire were intentionally included to capture a broad range of experiences. The selection of 30 participants was considered sufficient to provide in-depth insights while allowing for data saturation, where no substantially new themes emerged from the interviews. This purposive approach enabled the study to obtain rich qualitative data that complemented and explained the quantitative findings. These interviews provided an opportunity to explore key themes identified

in the questionnaire in greater depth. Research has highlighted the value of semi-structured interviews in capturing complex personal and professional experiences (DeJonckheere & Vaughn, 2019). Their flexibility allows for a balance between broad trends and individual insights, to make them ideal for supplementing quantitative data (Ruslin et al., 2022). It is in line with best practices outlined by DeJonckheere and Vaughn (2019). The interview guide was carefully designed to ensure ethical considerations, reliable sampling strategies, and clear research objectives.

The interviews focused on three main areas. The Target Needs discussion provided detailed insights into specific writing tasks students had encountered or expected to perform in their professional fields. The Learning Challenges section examined obstacles students faced in their EFL writing courses and the strategies they employed to overcome them. The Instructional Preferences section gathered feedback on the teaching methods, materials, and support mechanisms students believed would be most effective in enhancing their writing skills.

Data collection was carried out over three months; it employs both quantitative and qualitative methods to obtain a well-rounded understanding of students' EFL writing needs. Responses from the questionnaire underwent descriptive statistical analysis to identify common trends, while qualitative data from open-ended responses and interviews were analyzed using thematic analysis. Through systematic coding, recurring themes related to target and learning needs were categorized, which offers deeper insights into students' writing challenges and preferences. To ensure research validity, both construct and content validity were established. Construct validity was assessed through expert judgment, with specialists in EFL instruction and health promotion reviewing the questionnaire and interview protocols to confirm clarity, relevance, and accuracy in measuring students' needs. Content validity was ensured by aligning the research instruments with existing literature on EFL learning and health communication. Additionally, pilot testing was conducted with a small group of students to refine the questionnaire and interview questions before full implementation.

A purposive sampling strategy was employed to select interview participants to ensure diverse perspectives by considering factors such as academic background, year of study, and prior experience with English in educational and professional settings. Both students and lecturers were interviewed to provide a comprehensive understanding of writing skill requirements and instructional practices.

Methodological triangulation was used to enhance the trustworthiness of findings by cross-verifying data from multiple sources. While the questionnaire provided measurable insights into students' writing needs, qualitative data from open-ended responses and interviews enriched the analysis by highlighting specific challenges and preferences. By integrating these findings, the study offered a robust and well-rounded evaluation of the EFL writing needs of health promotion students, to contribute valuable insights for the development of targeted instructional strategies that support their academic and professional growth.

FINDINGS AND DISCUSSION

This study investigates the target needs and learning needs of health promotion students in learning English as a Foreign Language (EFL), with a specific focus on writing skills. The research participants included students from a public university, a health polytechnic, and a College of Health Sciences.

Target Needs Necessities

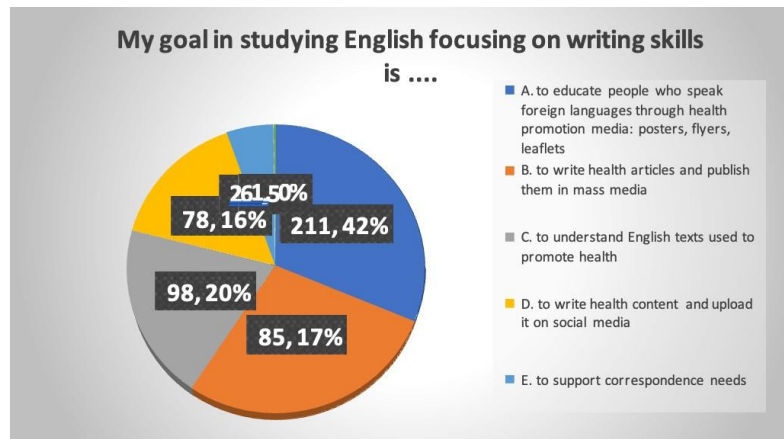


Figure 1. Learning Goals in Writing Skills

Figure 1 illustrates the writing-related learning goals of the 274 respondents who participated in this study. The majority of respondents (211 students, 42%) stated that their main goal is to educate people who speak foreign languages through health promotion media such as posters, flyers, and leaflets. This indicates a strong motivation to apply English writing skills for public health communication purposes. Meanwhile, 98 respondents (20%) aimed to support correspondence needs, highlighting the relevance of English writing in professional and institutional communication. Another 85 respondents (17%) expressed interest in writing health articles for publication in mass media, suggesting an awareness of the importance of scientific dissemination and health journalism. In addition, 78 respondents (16%) selected the option of writing health-related content for social media platforms, reflecting the growing role of digital media in health promotion. Only 2 respondents (0.4%) indicated that their primary goal was to understand English texts used to promote health, while 1 respondent (0.2%) reported other goals. Overall, the findings suggest that most health promotion students are oriented toward practical and socially impactful applications of English writing, particularly for health communication and public engagement.

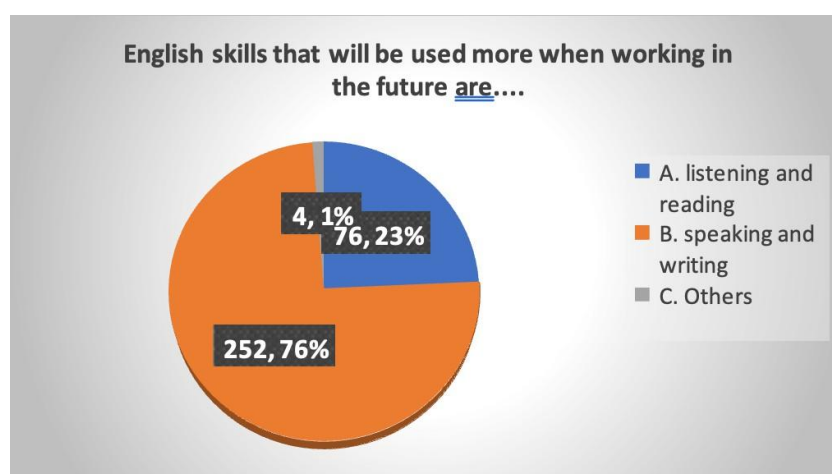


Figure 2. Language Skills Highly Needed

Figure 2 presents the respondents' perceptions of which English skills will be more frequently used in their future careers. The data reveal that the majority of respondents, 252 individuals (76%), believe that speaking and writing are the most essential English skills for their future workplaces. This finding suggests that productive language skills are viewed as crucial for effective professional communication, particularly in fields that require presentations, negotiations, report writing, and correspondence. Meanwhile, 76 respondents (23%) indicated that listening and reading will be more useful. This shows that receptive skills also play an important role, especially for understanding instructions, reading documents, and following work-related discussions. Only 4 respondents (1%) selected other skills, which indicates that most participants clearly prioritize the active use of English in their future professional environments. Overall, these results emphasize the importance of strengthening practical speaking and writing abilities to prepare students for global and workplace communication demands.

Qualitative data further reinforce these findings: (1) "English Course is very significant, as health promoters focus on education. Presentations using PPTs in English, pamphlets, booklets, and posters in English all support effective communication." (Student: Interview 1); and (2) "Writing for media development is also important. If we upload content to a blog or website, people can read it and understand health procedures more effectively." (Student: Interview 2).

Lacks



Figure 3. Difficult Language Skill

Figure 3 illustrates the English skills that respondents perceived as the most difficult to master. The majority of respondents, 185 individuals (41%), reported that speaking is the skill they have not yet mastered. This suggests that oral communication remains a major challenge, possibly due to limited opportunities for practice, lack of confidence, or anxiety when using English in real-time interactions. Meanwhile, 142 respondents (32%) identified writing as their most difficult skill, reflecting common struggles with grammar, vocabulary accuracy, and organization of ideas in written form. In contrast, 92 respondents (21%) found listening to be challenging, which may indicate difficulties in understanding spoken English at natural speed or with varied accents. Only 29 respondents (6%) mentioned reading as their weakest skill, implying that most participants are relatively more comfortable with receptive tasks such as understanding written texts. Overall,

the data highlight that productive skills, particularly speaking and writing, pose the greatest challenges for learners. This emphasized the need for more practice-based and communicative approaches in English learning.

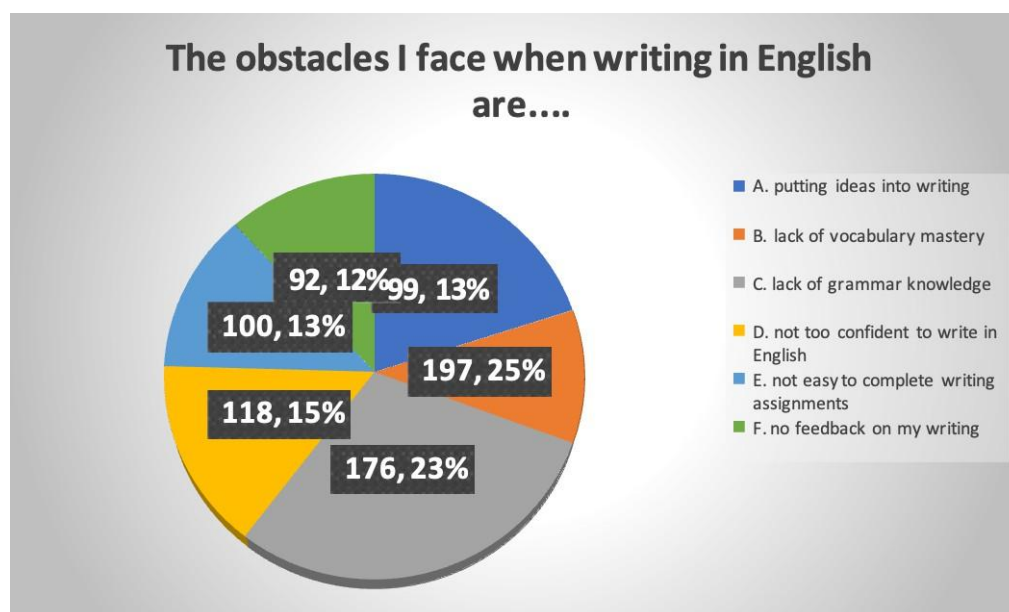


Figure 4. Difficulties in Writing Skills

Figure 4 presents the respondents' perceptions of the main obstacles they face when writing in English. The data indicate that the most frequently reported difficulty is a lack of vocabulary mastery, as mentioned by 197 respondents (25%). These finding highlights that limited lexical knowledge hinders students' ability to express ideas accurately and appropriately in written form. The second major challenge, cited by 176 respondents (22%), is a lack of grammar knowledge. This suggests that structural accuracy and sentence construction remain problematic for many learners. In addition, 118 respondents (15%) admitted that they are not too confident to write in English, which indicates psychological barriers such as fear of making mistakes or low self-efficacy. Another 100 respondents (13%) stated that it is not easy to complete writing assignments, which may be linked to time management or difficulty in organizing ideas. Similarly, 92 respondents (12%) mentioned difficulty in putting ideas into writing. This shows that idea generation and coherence also present challenges. Lastly, 92 respondents (13%) reported having no feedback on their writing, which could impede improvement and learning progress. Overall, these results suggest that linguistic and psychological factors, particularly vocabulary, grammar, and confidence, are the main barriers to mastering English writing skills among the respondents.

These quantitative finding was also supported by the qualitative data: (1) "Health Promotion students need strong writing skills to create content that can be widely accessed online, to educate the public beyond the local community." (Student: Interview 4); (2) "The program focuses more on speaking. Writing is mainly limited to job application skills in Semester 2, and overall, writing practices are lacking." (Lecturer: Interview 2); (3) "Students struggle with grammar, and tenses are only taught implicitly. Many rely on Google Translate for writing." (Lecturer: Interview 2).

The current emphasis on speaking skills overwriting in their curriculum was noted as a potential area for improvement. This suggests a need for more balanced instruction in both speaking and writing.

Learning Needs

Learning Methods and Activities

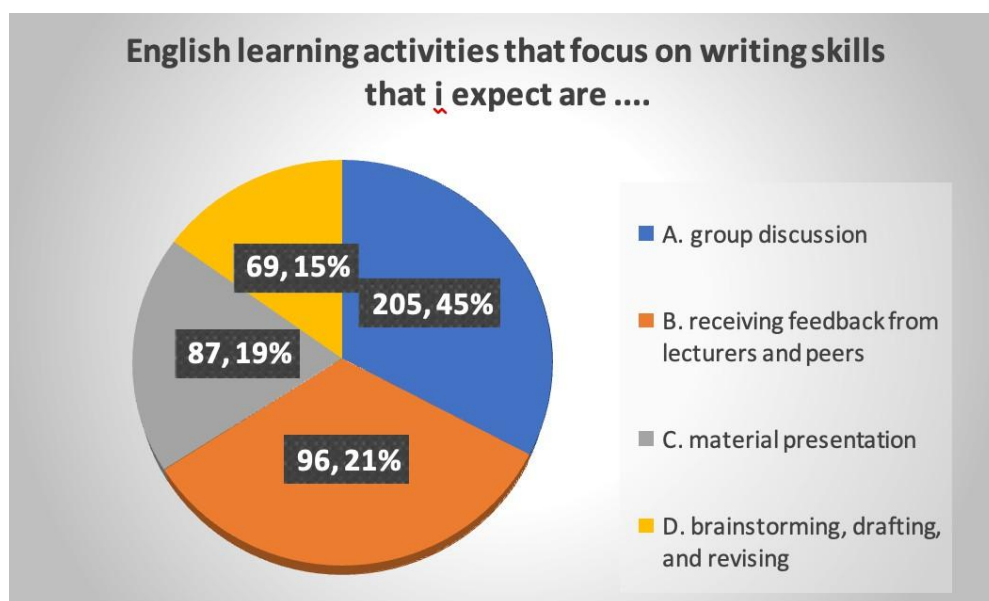


Figure 5. Learning Activities

Figure 5 illustrates the types of English learning activities that respondents expect to help them improve their writing skills. The majority of respondents, 205 individuals (45%), expressed a preference for group discussion as the most effective learning activity. This suggests that collaborative learning environments allow students to share ideas, exchange feedback, and develop writing confidence through peer interaction. The second most preferred activity, chosen by 96 respondents (21%), is receiving feedback from lecturers and peers. This indicates that constructive evaluation and guidance are considered crucial for refining writing performance. Meanwhile, 87 respondents (19%) preferred material presentation, which reflects students' interest in integrating writing with oral communication and content delivery. Finally, 69 respondents (15%) selected brainstorming, drafting, and revising as their preferred approach. This demonstrates awareness of the importance of the writing process but showing that fewer students are attracted to individual process-oriented tasks compared to interactive activities.

The qualitative data also support these findings. "Lecturers explain material first, the students receive assignments. Their progress is monitored, and corrections are made after submission" (Student: Interview 5). Overall, these findings highlight that students value interactive and feedback-based learning methods as essential strategies to enhance their English writing competence.

Learning Media and Materials

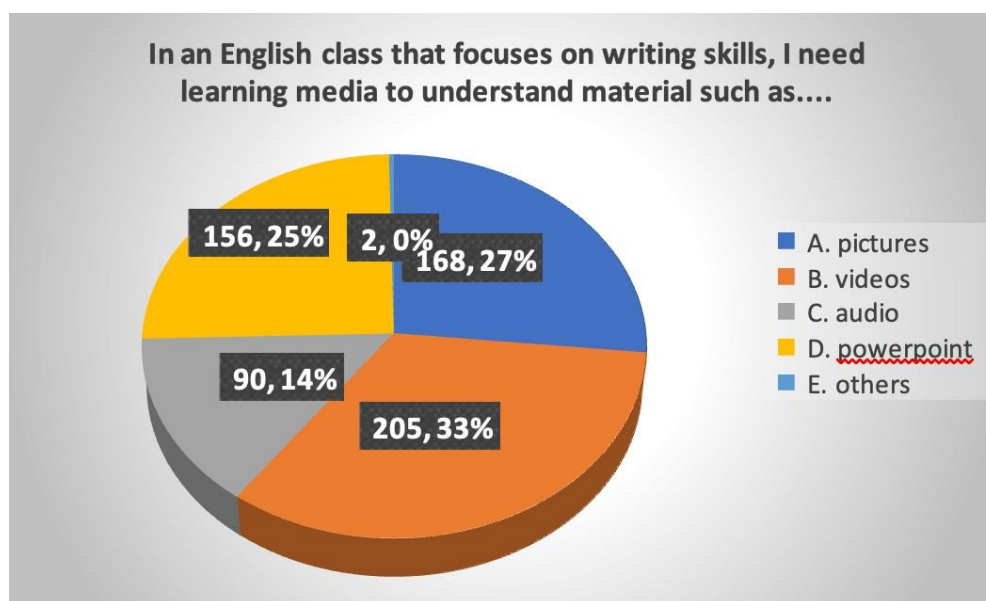


Figure 6. Learning Media

Figure 6 illustrates the types of learning media that students prefer to help them understand materials in English classes focusing on writing skills. The largest proportion of respondents, 205 individuals (33%), selected videos as their preferred learning medium. This suggests that students find visual and auditory materials more engaging and effective in illustrating examples of writing practices or real-life communication. The next most preferred medium, chosen by 168 respondents (27%), is pictures, indicating that visual aids are also seen as helpful in clarifying concepts, stimulating ideas, and supporting vocabulary development. 156 respondents (25%) preferred PowerPoint presentations, which reflects students' familiarity with structured, instructor-led explanations that summarize key writing principles. Meanwhile, 90 respondents (15%) selected audio materials. This shows that while listening resources are useful, they are not as favored for writing-focused learning. Only 2 respondents (0%) chose other media.

This suggests that most students rely on standard visual and multimedia tools for comprehension. Overall, the findings indicate that dynamic, visually oriented media such as videos and pictures are considered the most effective for supporting understanding in writing-based English learning contexts.

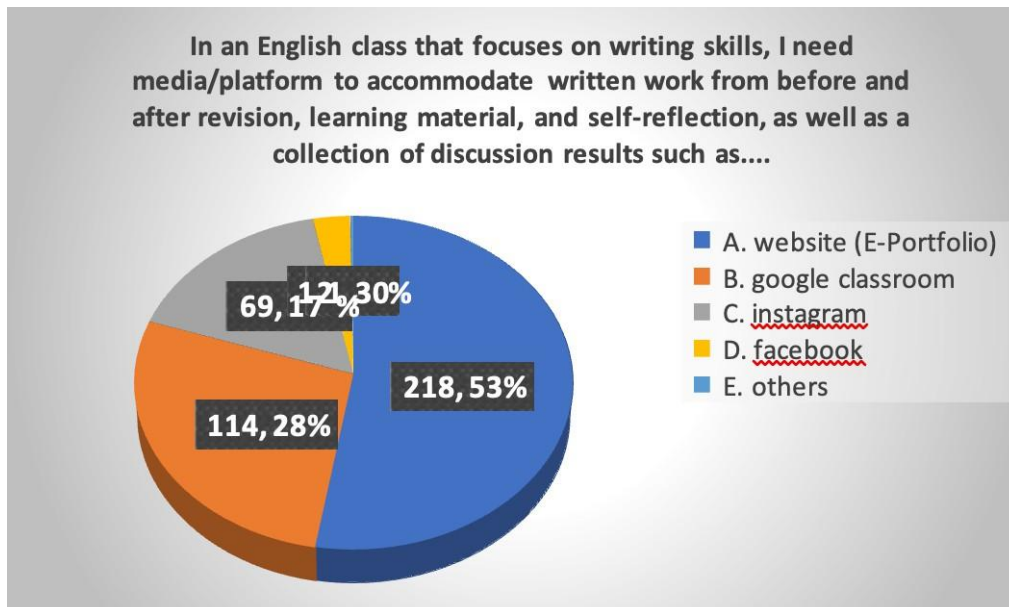


Figure 7. Learning Platform Preferences

Figure 7 shows the respondents' preferences for media or platforms that can be used to accommodate written work, revisions, learning materials, self-reflections, and discussion results in English classes focusing on writing skills. The majority of respondents, 218 individuals (53%), preferred using a website or E-Portfolio as their main platform. This indicates that students value a structured and accessible digital space that allows them to organize their writing progress, store drafts, and document learning reflections systematically. Meanwhile, 114 respondents (27%) selected Google Classroom. This reflects its popularity as an integrated learning management system that supports assignment submission, feedback exchange, and communication with instructors. 69 respondents (17%) chose Instagram. This shows interest in using social media platforms for showcasing creative writing or engaging in peer interaction. In contrast, only 1 respondent (0%) mentioned Facebook, and another 1 respondent (0%) selected other platforms. This indicates minimal preference for these options. "A website containing students' work is necessary; it serves as an archive and a portfolio." (Student: Interview 5).

The qualitative data also support this finding. "Health promotion learning materials involve creating brochures and videos to prepare for employment" (Student: Interview 5) and "Posters require descriptive and persuasive writing skills, which are essential in health promotion" (Student: Interview 5).

Overall, the findings highlight a clear tendency toward formal and academic-oriented digital tools, particularly E-Portfolios and Google Classroom, as effective platforms for facilitating writing practice, revision tracking, and collaborative learning.

Themes and Assessment

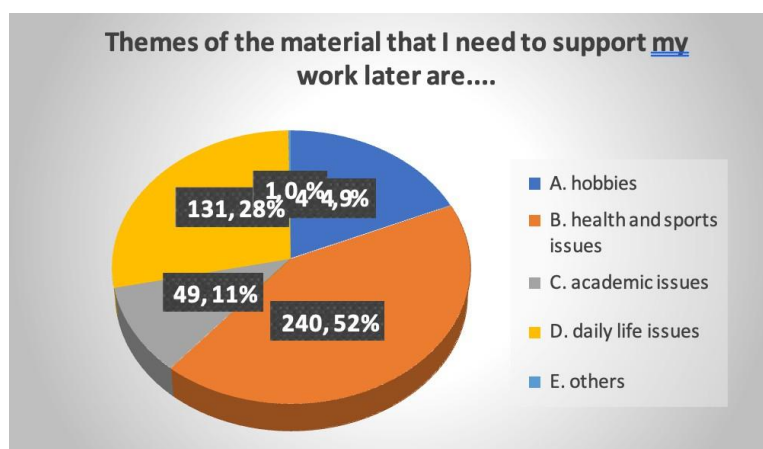


Figure 8. Theme

Figure 8 illustrates the respondents' preferences for material themes that they believe will best support their future professional needs. The majority of respondents, 240 individuals (52%), identified health and sports issues as the most relevant theme. This indicates that most students perceive a strong connection between English learning materials and their prospective work in health-related or wellness industries. This suggests the importance of context-based content. Meanwhile, 131 respondents (28%) preferred academic issues, and this reflects their interest in developing English competence for scholarly or research-related purposes, such as report writing and academic communication. Another 49 respondents (11%) selected daily life issues, which shows that some learners value practical, everyday contexts to strengthen functional language use. Only 1 respondent (0%) chose hobbies, and another 1 respondent (0%) mentioned other themes. This indicates that personal or miscellaneous topics are less prioritized. Overall, these findings demonstrate that students tend to prefer professionally relevant and context-specific materials, especially those related to health and sports, which align with their career goals and applied learning needs.

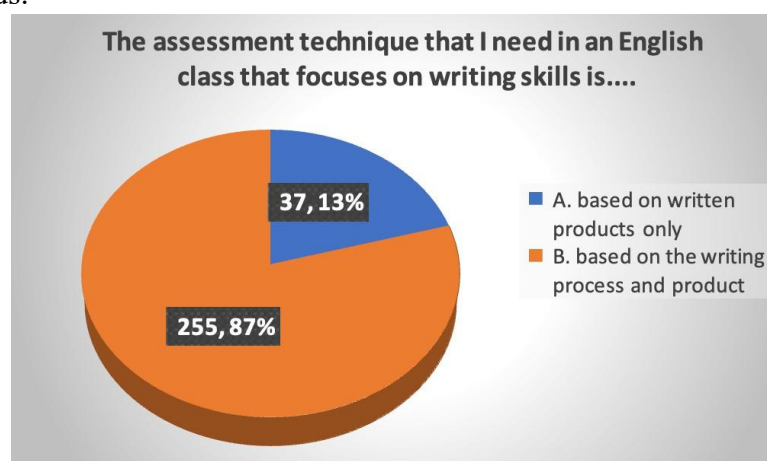


Figure 9. Learning Assessment

Figure 9 presents the respondents' preferences regarding assessment techniques in English classes that focus on writing skills. The majority of respondents, 255 individuals (87%),

preferred an assessment approach based on both the writing process and product. This indicates that students value a comprehensive evaluation that considers not only the final written outcome but also the stages of idea development, drafting, revising, and editing. Such a preference reflects their awareness of writing as a process-oriented activity that requires continuous feedback and improvement. Meanwhile, only 37 respondents (13%) chose an assessment based solely on written products. This suggests that most learners find it less effective to be evaluated only on the final output without guidance throughout the process. Overall, the findings imply that process-based assessment is perceived as more supportive of learning, to help students enhance their writing competence through iterative practice, reflection, and instructor feedback.

The qualitative data also support these findings: (1) "Assessment should focus on both process and product." (Student: Interview 5); (2) "Lecturers mostly assess participation and final products, but writing stages should be guided and reviewed." (Student: Interview 5); (3) "We submitted work via Google Classroom but received no feedback or revisions." (Student: Interview 4).

This study uniquely identifies the specific challenges and preferences of health promotion students in EFL learning by integrating qualitative data from students and lecturers. It highlights the significant role of writing in health promotion, particularly for media development and online dissemination, while also revealing an imbalance in the curriculum, where speaking is emphasized over writing despite the importance of both skills. Additionally, the findings emphasize students' preference for structured writing stages and interactive learning methods to enhance their writing proficiency. The study also underscores the need for multimedia resources and digital platforms to support learning and professional development, along with a strong demand for process-oriented assessment to improve students' writing skills effectively.

Discussion

The analysis of the target needs reveals that health promotion students perceive English writing as an essential professional competency, particularly for producing health communication materials such as posters, leaflets, brochures, and social media content. This finding is consistent with Hutchinson and Waters' (1987) view that ESP instruction should be grounded in the communicative tasks learners are expected to perform in their future professions. Unlike many EFL studies that focus on general academic writing, the present study highlights the specific writing demands of health promotion, where information must be communicated accurately, clearly, and persuasively to diverse audiences. This finding is also consistent with Hyland (2006), who argues that professional writing is shaped by disciplinary purposes, audience expectations, and communicative goals rather than language accuracy alone. The finding that 42% of respondents aim to use English to educate foreign-language audiences through health promotion media suggests that writing instruction should extend beyond linguistic accuracy to include audience awareness, message design, and persuasive communication strategies, which are central to effective health promotion practice (Nutbeam, 2008; Schiavo, 2014).

The findings also reveal substantial gaps between professional expectations and students' current writing competence. While vocabulary limitations and grammatical difficulties are common challenges among EFL learners (Nation, 2001; Al-Mwzaiji & Alzubi, 2022), their implications in health promotion contexts are particularly significant. Inaccurate vocabulary choices or grammatical errors may reduce the clarity and credibility of health messages, potentially affecting public understanding and health literacy outcomes (Plain Language Action and Information Network, 2011; Nutbeam, 2008). Therefore, the issue is not merely one of language deficiency but of professional communication competence. This suggests that ESP

writing instruction for health promotion students should integrate discipline-specific vocabulary, genre conventions, and authentic communication tasks rather than focusing solely on general language accuracy (Basturkmen, 2010).

Another important finding concerns the imbalance between speaking and writing instruction reported by both students and lecturers. Although speaking is widely recognized as an important professional skill, the findings indicate that writing plays an equally critical role in health promotion because much health education and public outreach occur through written and digital media. This highlights a curriculum gap in which the professional demands of health promotion are not fully reflected in current English instruction. Consequently, a more balanced ESP curriculum is needed to develop students' ability to create written health communication materials while maintaining oral communication competence. Such a curriculum should incorporate authentic tasks that simulate real workplace communication, a principle widely advocated in ESP pedagogy (Long, 2005; Douglas, 2013).

Students expressed strong preferences for collaborative learning activities, including group discussions and peer feedback. However, these preferences should not be interpreted as inherently effective instructional practices. Rather, their pedagogical value depends on how they are implemented. Previous research grounded in sociocultural learning theory suggests that collaboration can facilitate language development when learners engage in meaningful interaction and receive structured feedback (Vygotsky, 1978; Storch, 2013). In the context of health promotion writing, collaborative activities may be particularly beneficial when they require students to jointly design health campaigns, review educational materials, or evaluate the effectiveness of health messages for specific audiences. Thus, the effectiveness of collaboration lies not in the activity itself but in its alignment with authentic professional writing tasks.

Similarly, students' preference for multimedia resources such as videos, e-portfolios, and presentation slides should be interpreted critically. While multimedia tools may increase engagement and provide exposure to authentic examples of health communication, their effectiveness depends on whether they support learning objectives related to writing development. Research suggests that technology enhances learning outcomes only when integrated into pedagogically meaningful activities rather than functioning as a motivational tool alone (Mayer, 2021). For example, videos can serve as models for health campaigns and audience engagement strategies, whereas e-portfolios can facilitate reflection, revision, and documentation of writing progress (Barrett, 2007). These tools are most valuable when integrated into a structured pedagogical framework that promotes drafting, feedback, and revision rather than being used solely because students find them appealing.

The findings regarding students' preference for brainstorming, drafting, revising, and process-oriented assessment further reinforce the importance of viewing writing as a developmental process. Consistent with process-writing theory (Flower & Hayes, 1981), students recognized the value of receiving feedback and revising their work before final submission. In ESP contexts, this process is particularly important because professional health communication materials often require multiple revisions to ensure accuracy, clarity, and suitability for target audiences. Therefore, assessment practices should evaluate not only the final product but also the stages through which students develop and refine their writing.

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ESP contexts, this process is particularly important because professional health communication materials often require multiple revisions to ensure accuracy, clarity, and suitability for target audiences (Hyland, 2003; Basturkmen, 2010). Therefore, assessment practices should evaluate not only the final product but also the stages through which students develop and refine their writing.

The data indicate a clear need for enhancing both speaking and writing skills among health promotion students, with a particular emphasis on writing for professional communication. Students value practical, interactive, and multimedia-based learning methods, and they emphasize the importance of comprehensive assessment practices that consider both the process and the final product. Addressing these needs through targeted instruction and supportive resources can better prepare students for their roles in health promotion, to ensure they are equipped with the necessary writing skills to effectively communicate and disseminate health information.

This needs analysis provides comprehensive insights into the specific writing requirements of health promotion students learning EFL. The findings highlight several critical areas where targeted educational interventions can significantly enhance students' language proficiency and, consequently, their professional effectiveness.

A key insight is the students' preference for health- and sports-related themes in writing tasks. This underscores the importance of contextualized learning. Aligning writing instruction with relevant professional topics can improve engagement and reinforce the practical application of language skills (Brinton et al., 1989). In health promotion, clear and persuasive communication is essential. Integrating authentic writing tasks, such as drafting health campaign messages, social media content, or public health reports, can enhance students' ability to apply their skills in real-world settings.

Additionally, the study highlights significant challenges in vocabulary and grammar that directly impact writing proficiency. To address these gaps, structured writing instruction should include targeted activities for lexical development and grammatical accuracy, which are integrated into authentic writing tasks. For instance, students could engage in scaffolded exercises that focus on expanding discipline-specific vocabulary and mastering sentence structure before progressing to full-length compositions.

The emphasis on comprehensive assessment practices highlights students' awareness of the importance of formative evaluation. Best practices in language education suggest that process-oriented writing instruction, incorporating brainstorming, drafting, peer review, and revision, supports continuous improvement (Black & Wiliam, 1998). Lecturers can implement structured writing portfolios, where students document their progress over time, receive targeted feedback, and engage in self-reflection.

To strengthen curriculum design, three key recommendations emerge from the findings. First, balancing speaking and writing instruction is essential. Given the current emphasis on speaking skills, writing should receive equal attention through structured exercises that focus on clarity, coherence, and accuracy in professional contexts. Second, integrating interactive and multimedia resources can enhance students' writing proficiency. The use of digital tools, interactive grammar modules, and health communication simulations, provides engaging ways to practice writing while reinforcing essential language skills. Finally, implementing authentic writing tasks ensures that assignments mirror real-world health communication tasks, such as writing health blogs or public awareness materials. These tasks encourage students to apply writing conventions relevant to their field while improving fluency and organization.

CONCLUSION

In conclusion, this study makes a unique contribution by identifying specific gaps in current curricula. It highlights preferred learning strategies and materials tailored to health promotion students and provides in-depth qualitative insights from students and lecturers. The findings underscore the importance of targeted educational strategies that directly address writing challenges while maintaining relevance to students' professional aspirations. By refining writing instruction, incorporating technology-driven learning tools, and emphasizing formative assessment, lecturers can equip health promotion students with the necessary skills to effectively produce written health materials. Strengthening these competencies ensures that students can confidently engage in professional communication. This ultimately enhances the impact of their work in health promotion.

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DECLARATION OF AI AND AI-ASSISTED TECHNOLOGIES

During the preparation of this manuscript, generative AI (ChatGPT) was used to assist in refining sentence structure, improving linguistic clarity, and enhancing overall readability. The tool was also utilized to help synthesize and organize scholarly language based on the authors' original ideas and analysis. All intellectual content, research design, data interpretation, and conclusions are entirely the authors' own. The AI-generated output was carefully reviewed, edited, and validated to ensure accuracy, coherence, and alignment with the intended academic meaning. The authors take full responsibility for the final version of the manuscript and its content.

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