Integration Technology in English for Specific Purpose (ESP) Course Design for Law Students

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Abstract. This article aims to provide a description of the technology integration in English for Specific Purpose (ESP) E-Module course design from students' perceptions. The study applied a qualitative method with 20 s-semester law students as participants that were chosen with purposive sampling. The data was collected through closed questionnaires and distributed online googleform. The data was analyzed using the unified theory of acceptance and use of technology (UTAUT). The finding stated that 86% of students believed that the ESP E-Module displayed with integration technology provides substantial learning material that enhances their comprehension of English law significantly, and 83% of students claimed, the e-module facilitates them to learn English law and they know how to use the e-module without a lot of guidance.

Keywords: Integration Technology · ESP · E-Module · Course Design

1 Introduction

The course content and other goals for English for specific purposes (ESP) are based on the specific needs of learners, so it needs specific course designs. The availability of English for Specific Purpose (ESP) teaching materials is still limited so lecturers can provide these teaching materials with the aim that the learning process produces an optimal understanding of the material and student learning outcomes. Therefore, English for Specific Purposes (ESP) classes are offered to students who are not majoring in English in order to help them acquire the language [1]. English for Specific Purposes is a term for teaching English to non-native English speakers (ESP). The term "ESP" refers to the use of English in particular contexts. It has been a well-known and developed applied linguistics field since the 1970s. According to [2], ESP students are more likely to learn a language in context rather than by studying the structure of the language itself (grammar). Learning to use extrasensory perception (ESP) can be influenced by the way language is used and the environment in which it is used. The importance of English classes cannot be overstated, especially for students who use English-language media, tools, or equipment in their studies. Students' and graduates' wants and needs must guide the creation of the ESP curriculum and materials [3]. As a result, ESP is a bottom-up strategy. In addition, international businesses and industries typically require human resources with high foreign language abilities when students graduate from college and enter the workforce.

The challenge of teaching English to law students arose from their specific needs and goals in learning English; thus, the pedagogical and instructional process must address these specific conditions in an accurate and effective manner. The implementation technology has been shown in studies on the use of technology in language learning to help facilitate the teaching and learning of English and this also applies to the teaching of English for specific purposes. In this case, incorporating technology into English instruction will also help English teachers address law students' need for specific English proficiency in their field of study. Many ESP instructors may find the use of technology advantageous throughout the course design phase, as it helps them to circumvent learner- and/or sponsor-imposed limits regarding the course's content, time, and location.

Since then, the Internet has changed the way foreign languages are taught and learned in a big way. The development of a wide range of technological applications has also made it easier to learn a language and create a space for communication. The electronic module as one of the digital modules allows students to access it anywhere and anytime with the presence of an Android smartphone. The E-Module course design can be combined into online learning platforms in order to enrich the learning material innovatively [4].

Some relevant studies of the use technology in English for specific pupposes learning were conducted by some researchers, such as [5], his study indicated course/learning management systems, corpora, and wikis are effective in ESP instruction. Course/learning management systems improve ESP instruction and student listening comprehension. [6] found that tourism ESP students who used clickers performed better than those who didn't. Both previous studies using existing technology in ESP learning process, but in this research the researcher produce integrative electronic module and analyse students' perception in using it. This is to be the novelty of this research.

The goal of this research is to describe how technology is used in E-Module course design for law students in English for specific purposes.

2   Method

Twenty students who were selected through a purposive sample participated in this study in order to present a more wide range of viewpoints on the e-module based for law students. The qualitative approach was utilized to characterize the students' reasons.

The data was collected using online Google forms and closed surveys. In this study, the data was then analyzed using the unified theory of acceptance and application of technology (UTAUT). The specific types of UTAUT used in this study were performance expectancy (PE) and effort expectancy (EE) (EE). The (PE) focused on the device's positive impact and utility, whereas the (EE) focused on the device's ease of use and value to Bina Bangsa University law students studying English (Fig. 1).

3   Result and Discussion

3.1   The Content of English Law E-Module

In this study, students in English legal courses, are introduced to the course design of English law E-Module Canva based. The 14-chapter E-Module was created to enhance learners' interest in learning English for specific goals. This kit included speaking,
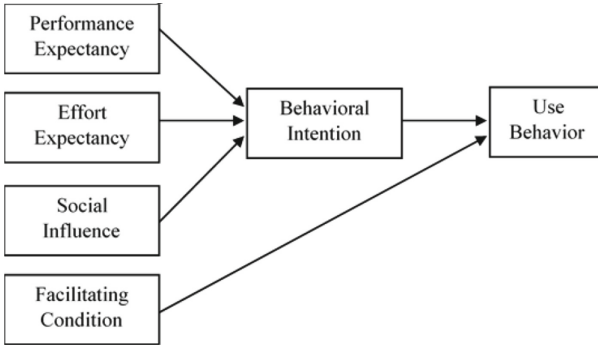
Fig. 1. Adoption UTAUT Model (Venkatesh, 2016)

reading, writing, and listening abilities to help English learners. The chapters' themes should be related to the law study.

Figure 2 show ESP E-Module cover uses Canva. The ESP E-initial module's view includes the module title and authors' name. This e-module was created for students studying English for law at Bina Bangsa Banten University. The names of the first and second writers were placed beneath the campus and Kemendikbud logos.

Figures 3 demonstrate ESP E-Module for the law students Canva-based. The ESP E-Modul contains legal-related resources for law students. This Canva-based E-Module integrates online learning tools like Youtube, Websites, and other browsers, giving students access to online exercises, audio, and videos relating to the content. E-Module ESP. This helps pupils learn individually, without space or time limits (Fig. 4).

The structure and grammar tasks were assigned and prepared using a web online test. After the learners submitted their answers, this platform was used to generate an automatic scoring system. Each chapter was dominated by colorful animation, which adds to the module's innovation. Topic, pictures were employed to offer the visual learning tools (Fig. 5).

A law student learning outcome test is carried out by having the law student complete the exercises that are offered on the ESP E-Module. This is done so that the researcher
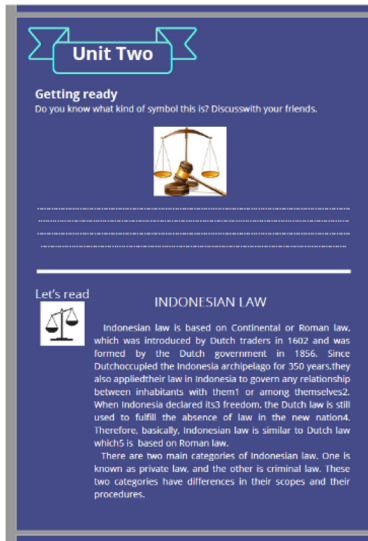

Fig. 2. The Cover of ESP E-Module

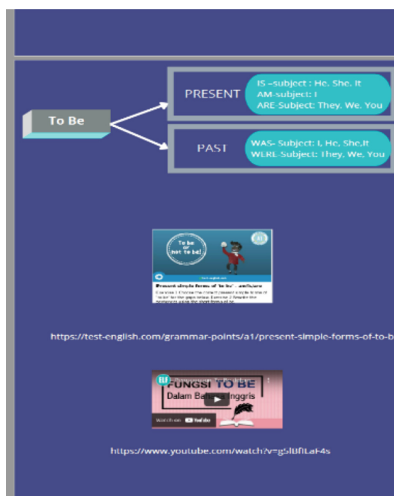**Fig. 3.** ESP Material Display

Fig. 4. Integrated technology in ESP E-module

can determine the results of the effectiveness of the Canva-based ESP E-Module for law students that has been developed by the researcher (Fig. 6).

The assessment also integrated to online resources test relevant with the materials. It lets the students practically self evaluate themselves. Technology greatly assists the ESP practitioner in the course and material evaluation process by providing appropriate tools and space for conducting questionnaires, surveys, and various forms of testing. To fulfill these roles, ESP teachers must integrate a variety of skills - technological, pedagogical,
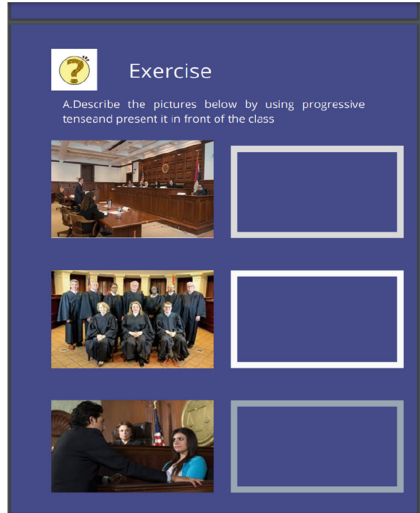
Fig. 5. Example of exercise

Fig. 6. Integrated technology to exercise link

organizational, and affective their competence just click the link and do the exercise (Fig. 7).

The authentic audio and video recordings could also be accessed online via this e-module, giving students the chance to view the video and listen to the audio at their own convenience and providing a connection to the recordings' original sources. Information technology (IT) and the Internet play a crucial role when it comes to selecting authentic materials, such as instances of professional discourse, as well as deciding on the best tool and/or venue to encourage online cooperation. ESP lecturer might as well make use of various IT tools, to create and/or adapt appropriate learning activities. In order to
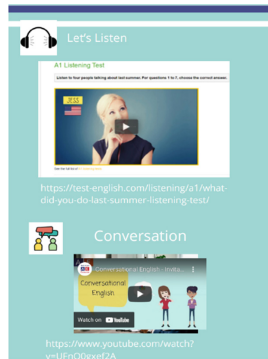
Fig. 7. Video and Audio integrated to links

stimulate learners we also have to use the novelty element, yet this new element should be anchored in the reality of the learners' needs [7] (Fig. 8).

The ESP E-Module also supported with substantial vocabularies in law lesson in order to enhance students' vocabulary. The E-Module provides image to help students comprehend the materials. The picture integrated and conducted to descriptive topics. The figure was also chosen to encourage students to broaden their understanding of each topic. The learners' English skills could improve significantly as a result of their new experience with this learning kit (Fig. 9).

The feasibility of creating interactive multimedia based on Android is tested on a group of six students, each of whom falls into one of three categories regarding their level of student ability: high, medium, or low. The practicality or eligibility of interactive multimedia is present. The reason for this is that interactive multimedia that is based on Android has a beautiful display that is easy, the presentation of the material is wider, and it is practical to use it whenever and wherever you want because the time is more flexible.

Fig. 8. Example of legal vocabulary

Fig. 9. Integrated technology to relevant references links

In addition, technology provides numerous visualization tools that can be utilized in the process of acquiring a language.

3.2 Student's Perception of Englis Law for E-Module Based on Canva

Based on the law students' perceptions of the impact and significance of the e-module that was used in the classroom, the question area recapitulation revealed that the result indicated that 86% of the law students believed that the e-module had a positive influence on their English language skills during the teaching and learning process. This result is relevant to previous study result from [8] that the students thought this module improved their English language skills during instruction.

Students claimed that the e-module improved learning effectiveness in terms of performance expectations. This e-module was very helpful in improving the learners' vocabulary in law lessons. This innovative learning media allowed students to access specific materials outside of the classroom. Because of the initiative to include the image, the learners had a favourable impression of the e-module.

The images were chosen to integrate and carry out the descriptive topic the, allowing students to read the steps of repairing and replacing the oil machine. This is supported by [9] to effectively communicate with students, the learning media utilized to pay attention to illustration impacts. Additionally, the image was chosen to entice pupils to study more about each subject. As a result of their new experience with this learning kit, the learners' English skills may improve significantly.

Based on their effort expectations, 83% students understand how to use the e-module without extensive inspection, and results need a guidance or help to explore it. It is supported with research result from [10] Clear and simple media navigation helped students address technology problems after studying instructional activities. Students are encouraged to use this learning kit because of the ease options of the e-module, which can be accessed via a smartphone. The task and option were easily chosen by

the students. The video, audio, assist alignment, and games could all be accessed and selected directly. The perception in line with [11] that the students were interested and more motivated in following were the lesson by using the English module.

The students also able to practiced the listening session briefly, which influenced their skill improvement. The use of smartphones in the classroom increased students' enthusiasm forming instruction the digital book or e-module had potentially aided the classroom instructional, is users were less likely to use the printed book. The statement supported by [7] that materials also need to be motivating and stimulating. Students get motivated if we relate the materials to their language needs.

Based on UTAUT theory, the students contended that this module has a positive impact on learning material accessibility. The ease of use of this learning kit allows students to generate significant arguments, which directly increases their critical thinking skills during the teaching and learning process.

The e-module allows students to use their smartphones to run the platform. Using a smartphone to operate the e-module improved students' ability to learn the lesson. For higher education students law department, the electronic module design was proposed for the learners' demands and curriculum in order to improve student's English language ability. Each e-module session included specific lessons and discussions that allowed teachers and students to effectively interact during the instructional process. Immersion in this digital learning material's audio, video, and games may help students develop critical thinking skills when analyzing the content. The e-module for this study teaches students English language skills such as speaking, listening, reading, and writing.

Using modern technology, on the other hand, necessitates a constant to connection because this module must be integrated into the link in order to access the audio and video. Other forms of learning media, such as YouTube, the Web, and online test platforms, necessitate adequate network connectivity [12]. The use of technology cannot stand alone, which means that delivering the learning requires a combination of multimodality, smaller devices, and internet technology appropriate for higher education [13]. When creating learning materials, such as an e-module, several concepts must be combined. To reduce misconceptions in delivering learning objectives, the multimodal theory, which focuses on the use of various text, image, audio, and video formats, must be considered. Similarly, developers and lecturers must consider the internet connection when creating it all learning materials.

4   Conclusion

Law students can improve their English for a specific purpose skills with the help of technology. Millennials liked digital tools because they gave them access to more sources of information and references. This e-mod helped the law students at Bina Bangsa Banten University get better at speaking English. When students use this e-module in class, they have a big idea about what it means. This learning tool could also be used on smaller devices like smartphones and tablets. This made it easy for people to learn quickly.

Despite this, the e-module was still developed through the use of an online connection, which presents a challenge for students who do not have consistent access to the internet. It has been proposed that a future study develop an electronic module that participants will be able to access either online or off. By developing e-learning platforms

that can function both with and without an internet connection, it is feasible to make the use of digital technology more flexible. The hybrid learning system, which enables teachers and students to carry out the teaching and learning process using synchronous, asynchronous, face-to-face, and remote learning techniques, is also improved as a result of this development.

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