



Promoting Motivation and Autonomy Through Online Teaching-Learning Process by Using ESP Printed Material

Agustin Rebecca Lakawa^{1(✉)}, Retno Indriyani², and Aditya Barkah²

¹ Department of Architecture, Faculty of Civil Engineering and Planning, Universitas Trisakti Jakarta, Jakarta, Indonesia
agustin@trisakti.ac.id

² Office of International Affairs, Cooperation, and Culture, Universitas Trisakti Jakarta, Jakarta, Indonesia

Abstract. The constructs of motivation and autonomy reveals that these two terms can be used in language learning to adjust to the current situation. The understanding of the terms will accommodate the parties involved in dealing with the complex situations in English for Specific Purpose (ESP) situation. These empower teachers-students in adapting to online ESP teaching-learning by focusing on and tailoring to strategies, styles, and needs of the students. This study investigates on how the constructs of motivation and autonomy contribute to the continuity of online ESP process by using ESP teaching material currently available and by adapting the new-norm situation conducted qualitatively. The qualitative approach was carried out by using written surveys of the students on how they recognized expectations of the online ESP process; evaluated the adapted learning to the online language learning process; and optimized the online ESP teaching and learning process. The results emphasize that the constructs of motivation and autonomy enable students and teachers to continuously strive to obtain maximum achievement in performing the tasks through the process of teaching and learning of ESP. Efforts, persistence, engagement, relatedness, and self-esteem as the most dominant perceived abilities confirm to strengthen students' level of motivation and autonomy in learning ESP in this particular situation

Keywords: ESP, Online, Teaching, Learning

1 Introduction

A long pandemic situation has affected human life and style almost in every aspect, which has changed the daily lives of billions of people resulted on the suspended or converted from offline learning activities into online forms [1]. This is also affected how students learn a foreign language in that they need to adapt themselves to the change in learning especially learning English for Specific Purposes (ESP). This change has created an adapted technique in terms of teaching and learning of ESP. Learning a foreign language requires a comprehensive willingness and ability because it is a long

© The Author(s) 2023

M. Setiyo et al. (eds.), *Proceedings of the 4th Borobudur International Symposium on Science and Technology 2022 (BIS-STE 2022)*, Advances in Engineering Research 225,

https://doi.org/10.2991/978-94-6463-284-2_87

and complicated process that affects both linguistic and non-linguistic factors of learners [2]. This is also in line with individual differences that associated with foreign language learning (FLL) which has been recognized in many studies [3]– [5].

The component of learning a foreign language coupled with the pandemic situation force learners to adapt themselves with the situation. The adaptation cannot only come from the learners but more importantly it also comes from the teachers. Modifying instructions based on individual requirements especially learning activities inside and outside of the online classroom will enable students to become motivated and independent learners. Chen et al. in [6], [7]– [9] stated that the instructional design should gradually be shifting and adjusting to the needs of the online learners by considering affective variables and teaching methodology to a more learner-centred and online learning approach [5], [10].

In the 21st century, the focus of language teaching has shifted its attention to the important role of helping the learner to become more independent in the process of learning the language [11]. The understanding of the notion of autonomy can help teachers to design a more autonomous teaching material. As the process of teaching-learning of language needs a comprehensive cognitive ability, the affective ability also needs to be taken care of from the learner's side [2], [3]. It is believed that learners should take charge in their own learning in a way they must be very active in pursuing their own goals.

The covid-19 outbreak is actually significant for learners to apply their understanding in how to manage their own ESP learning. However, the sudden changed of situation entails to the unprecedented shift of traditional classroom learning to online learning does not prepare the learners as well as the teachers to adjust themselves accordingly [10]. In many cases, many universities do not have proper knowledge and understanding in how to conduct online language teaching-learning process [5], [10]. This situation forces each party to create and adjust each situation in order to collaboratively work to solve the problem and adapt themselves to disruptive environments.

There are many definitions regarding motivation in language learning, for example: Crookes and Schmidt [12] define motivation as the learner's orientation regarding the goal of learning a second language. According to Elliot and Covington [13], motivation gives the reasons for people's actions, desires, and needs. Robert Gardner and his associates [14] has conducted research together with his associates which provided invaluable information on the constructs of language learning and language learning motivation in the SL context. Gardner has been followed by Dörnyei [15] specifically in the field of foreign language learning. He has conducted research in his home country and elsewhere focusing on how motivation affects foreign language learning especially in the formal learning situation. Therefore, he highlights that motivating students is seen by teachers as one of the most serious sources of difficulty in the classroom context [16].

Since his seminal publication, Holec [17] provided definition for learner autonomy (LA) as 'learner ability to take charge of his own learning' in that they have to decide the direction of learning [18]. This denotes learners' responsibility of their own learning. Learners should realize as Phyllis Wachob [19] specifies how they feel as autonomous and how important it is to be autonomous in order to perform autonomous task

to improve their own learning. Other factors such as classroom methodology (fun and engaging methods); students' relationship to the classroom group as well as to the society at large; how they view their teacher and power relationships with the educational institution; and their own anxiety, especially in classroom activities such as speaking and test taking [19]. These factors need to be developed for the students in order to promote autonomy and motivation which eventually engaging students to their own ESP learning. Although motivation is a difficult construct to isolate from other factors, in a meta-analysis of 75 motivation studies, Masgoret and Gardner [20] concluded that "motivation is more highly related to second language achievement" than other factors. The more the student sees him or herself as doing well, the more he or she wants to do even better.

The study aimed at carefully examining the relationship between motivation and autonomy, two variables that have been closely related [21] and the implication it has in online teaching and learning by using available ESP printed material [10]. These two variables will accommodate the parties involved in understanding the complex situation of online ESP. This study investigates on how the constructs of motivation and autonomy contribute to the continuity of online ESP process by using ESP teaching material currently available and by adapting the new-norm situation. The objectives of this study are related to:

1. how students recognized expectations of the online ESP process;
2. how students evaluate the adapted learning to the online language learning process; and
3. how students optimize the online ESP teaching and learning process

The current study addresses the following two overarching questions, i.e.:

1. To what extend does ESP students' motivation affect their willingness to learn ESP through the printed ESP material?
2. To what extend does ESP students' autonomy affect their willingness to learn ESP through the printed ESP material?

2 Method

The study was conducted using descriptive qualitative method to obtains students opinion regarding the use of the printed teaching-learning ESP process within the period of four semesters in 2020 and 2021 academic years. The data were collected using an online platform using google form with the total of 50 students as participants coming from one of the oldest private universities in Jakarta. The survey questionnaire consists of questions in regards to motivation and the other half covers students' autonomous level. These questions were asked to gather students' opinions on the use of ESP printed material as the sole teaching material during the pandemic of Covid-19 outbreak. The printed material was specifically designed for ESP students by adopting authentic reading materials from the area of civil engineering and architecture.

The participants of this study were students from the Faculty of Civil Engineering and Planning at a private universitas in Jakarta enrolling in ESP course within the 2020/2021 academic year who are from the class of 2017 until 2021 as can be seen in Fig 1.

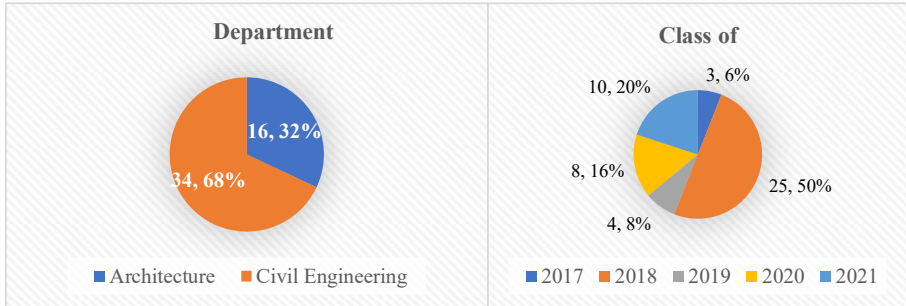


Fig. 1. Participants' departments and classes

Students enroll in this course for the purpose of fulfilling the assigned curriculum because English is a mandatory course at the University. As a compulsory subject, students often think that enrolling in this course does not need to study hard, as long as they are registered as taking the course and passing the course is just an adequate. A total of 50 students enrolled in the same course were voluntarily decided to take part in this study by filling out the questionnaire distributed through a google-form. The students rated each item on a four-point Likert scale ranging from “completely disagree” to “completely agree.”

The questionnaire consists of two-part sections, i.e., demographic information, motivational dan autonomous questions in relation to the use of ESP printed material. English Learning Motivation Questionnaire (ELMQ) and Learner Autonomy Questionnaire (LAQ) were adopted to investigate the participants' learning motivation and learner autonomy respectively. The data collection methods were administered by distributing an adapted questionnaire from Dornyei (ELMQ) and Holec (LAQ) consist of 30 statements in total by using a four-point Likert-like measurement scale ranging from completely disagree, to completely agree. The adapted questionnaire is elaborating the constructs of motivation and autonomy, each of which covering questions in motivation related to: efforts & persistence; engagement & relatedness; confidence & self-esteem; and integrative & instrumental. Whereas, notion regarding autonomy covering among others, are: responsibility; perception for success; pleasure for achievement; and self-direction;

The ESP printed material used as the teaching-learning material was provided by the teacher in conducting the teaching and learning process and aimed at developing the four skills as well as grammatical structure of English in the field of ESP. However, during the pandemic of Covid-19 outbreak, this printed teaching material is being used in order to accommodate the absence of online material available at hand. The book was designed to meet architecture and civil engineering students' needs by accommo-

dating specific terminologies and articles related to these two-content subjects. The material being used is merely authentic from various cultural backgrounds coupled with some related exercises.

The book is divided into four units, each unit consists of four or three chapters. The first and second units aim to enhance students' basic skills in reading various architecture and civil engineering materials as well as other general materials coupled with various tasks and exercises. The third unit aims to improve students advanced skills to think and write in English by finding out new ideas, facts, and experiences from the reading texts. The fourth unit aims to help students to practice English in a non-English speaking country in improving their speaking skills in the form of everyday conversation and formal presentation. The printed material being used is the one compiled and developed by the lecturer mainly because of the lack of available materials in the market. The material is particularly aimed at:

- building students creative thinking by reading various materials critically in the field of architecture and civil engineering.
- providing students with opportunities to express specific concepts by reformulating and discussing topics in their words while developing sentences and writing simple paragraph on the topic being discussed.
- improving students' writing skill by developing ideas gradually from simple to a more advanced paragraphs about architecture and civil engineering.
- creating opportunities for students to express and explain ideas in spoken language related to architecture and civil engineering.

3 Result and Discussion

The studies of materials development in teaching and learning of a language have developed rapidly refer to all kind of forms covering paper, audio, and video [22], which connects between the actual practice in the classroom and the one stated on the curriculum [23]. English teaching materials in Asia especially with Indonesian background, are still being dominated by British and American publishers. Nunan [24] identified this as a kind of cultural imperialism that persists, and so choosing a textbook for the appropriate level and target teaching goals is not easy in this kind of situation. The teachers usually used several books as the materials for their classes which were predominantly published of several years back and the students could not easily accessed. Therefore, teachers prepare the materials by copying some materials from different books and develop handouts to be copied again by the students. The content was aimed at providing tasks and materials that are motivating factors for these demotivated students in order for them to see their progress [25] and so presenting quality activities can "make an enormous difference in students' attitudes toward learning" [26]. The components of motivation in this study are: efforts, persistence, engagement, relatedness, confident, self-esteem, integrative and instrumental. Whereas the components of autonomy are: responsibility, perception for success, pleasure of achievement, and self-direction.

3.1 Efforts and Persistence; Engagement and Relatedness

Students motivational level can be traced through their effort, persistence, engagement, and relatedness. In this study, students show their efforts and persistence by providing information about their activity during the class sessions, continuously attending the classes, actively asking and answering questions during the classes, and above all they are diligently doing the tasks and exercises provided from the teaching materials. Students exemplify how effort and persistence from their own point of views help in using the teaching material and making the most of it (Fig 2). This is represented by taking part actively in class discussion and exercise, always asking questions, attending class sessions regularly, working on task and exercises assigned in the teaching material, trying very hard to have good grade to show to other family members, friends, others. Whereas engagement and relatedness, as the most dominant perceived abilities confirm to strengthen students' level of motivation in learning ESP.

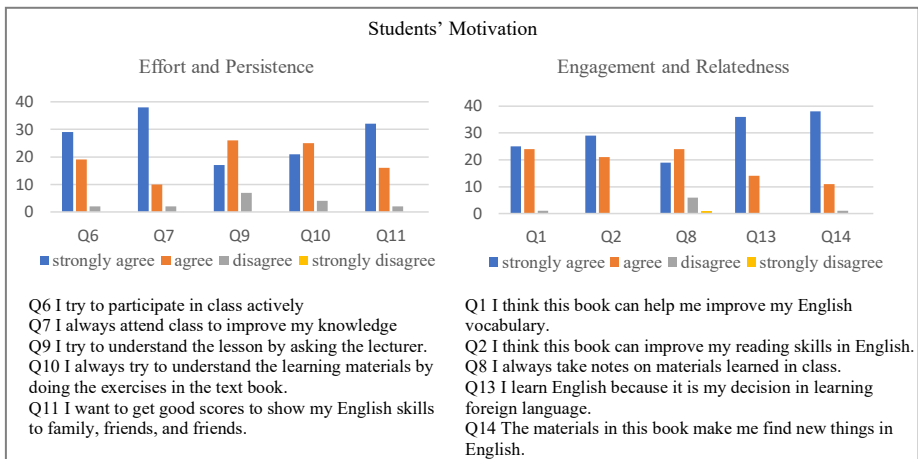


Fig. 2. Effort & Persistence; Engagement & Relatedness

The students highlight that the teaching materials help in improving their vocabulary, increasing their ability in reading English materials, enhancing their knowledge in discovering new things related to English, and this teaching material help them to engage more in classroom activities. Overall, the students emphasize that taking the course is merely based on their own preferences aside of English as a compulsory subject at the University (Fig 2).

3.2 Confidence, Self-esteem, Integrative, and Instrumental

In terms of confidence, self-esteem, integrative, and instrumental, the students show consistent higher level of motivation. They said that they are proud to use the language in every day conversation and the teaching material helped them to improve their skills. The teaching material encouraged them to use the language in daily activities in terms

of enhancing their vocabulary, increasing their understanding of the use of English grammar, and motivating them to consistently use the language whenever they found the opportunities. They felt confidence and at the same time their self-esteem were improved when they use English with other people. Students integrative and instrumental level is also high which can be represented through the score (70%) in which they highlighted that the teaching material inspired them to learn more about English and that English was actually their own chosen to learn foreign language (Figure 3). Whereas, English is the main foreign language that they have to study in order to get the job and the teaching material helped them in studying more about the language (Figure 4). These constructs of motivation have enforced the students to use the teaching material and encourage them to be able to realize their own goals in pursuing their future careers especially in architecture and civil engineering fields. The integrative and instrumental motivation as in many cases, appear to be the main and easily detected constructs in terms of motivation as it is represented in Fig 3 and Fig 4.

Students' Motivation

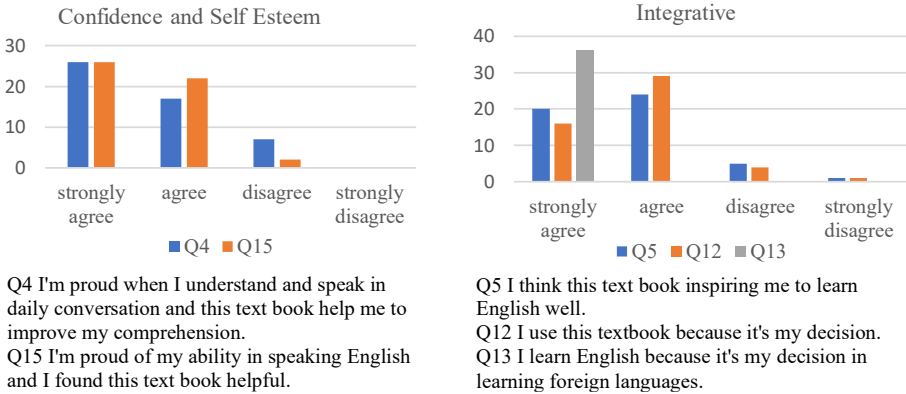


Fig. 3. Confidence & Self-esteem; Integrative

Instrumental Motivation

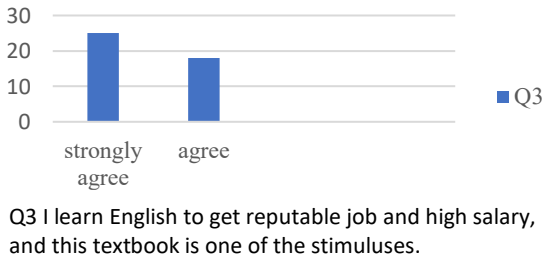


Fig. 4. Instrumental Motivation

3.3 Responsibility and Perception for success

Ushioda [27] defined autonomy as “being involved in and taking responsibility for one’s learning in all its aspects,” and motivation as “taking charge of the affective dimension of that learning experience”. Each of the two definitions serves and examines as the basic consideration which will be carefully pinpoint the effectiveness of each in the online ESP situation. Responsibility and perception for success show in Fig 5.

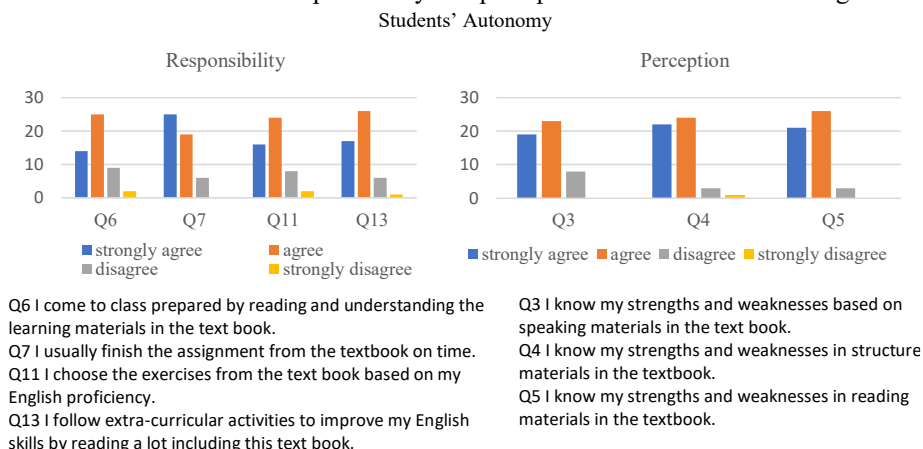


Fig. 5. Responsibility and Perception for success

The components of autonomy in this study are related to responsibility, perception for success, pleasure of achievement, and self-direction. These constructs of autonomy will be discussed in detail from the questionnaire gathered during the study.

The students show their responsibilities by preparing themselves before class and reading and tried to understand the assigned chapter from the teaching material (Fig 5). They also had to choosing the exercises and working on it based on their level of understanding. Another important activity that the students do was engaging themselves to extra-out of class activities that enable them to use more English and the teaching material encouraged them to do that. Students also showed that in order to achieve their goals in learning, they need to understand their strengths and weaknesses in several skills that need to be improved, i.e., speaking, reading, and structure (Figure 5). They really understand that the teaching material has helped them in slowly improving themselves.

3.4 Pleasure of achievement and Self direction

In addition, pleasure of achievement and self-direction can be seen in Fig 6. Students expressed that they have immersed into the book through studying the teaching material related to architecture and civil engineering, taking note of their development in learning, understanding learning strategies through the book, testing their progress in learning and getting involved in every classroom activity. These represent how students felt

pleased of their achievement during the course of the study in using the teaching material. Moreover, students also confirm their self-direction in learning by expressing that they can learn English on their own, understanding their weaknesses and strengths through the book, trying very hard to recuperate their weaknesses in order to continue working on the teaching material. These exemplify how students directed their learning in order to achieve their desired goals.

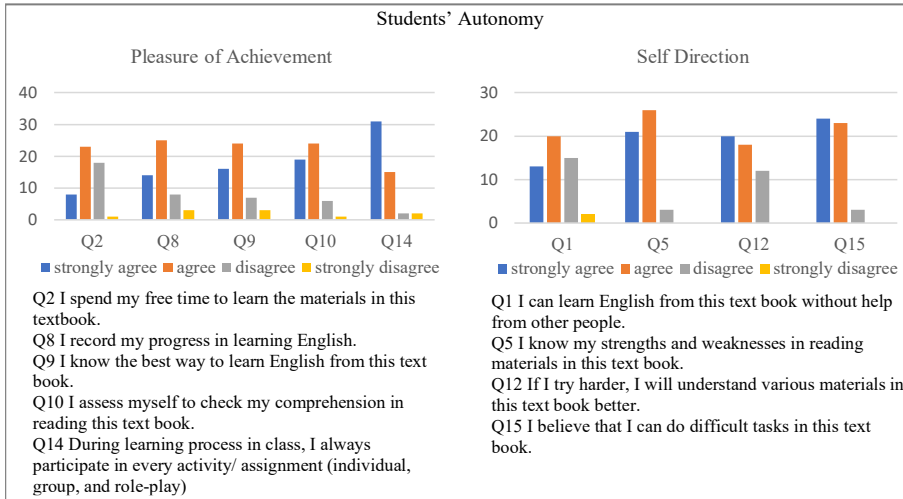


Fig. 6. Pleasure of achievement and Self-direction

3.5 Motivation in ESP

The findings of this study are directed to answering two research questions regarding motivation and autonomy level of the students. The two research questions are as follows:

1. To what extend does ESP students' motivation affect their willingness to learn ESP through the printed ESP material?
2. To what extend does ESP students' autonomy affect their willingness to learn ESP through the printed ESP material?

Research question 1 (RQ 1) regarding students motivation in learning ESP is represented in Fig 7 which describes that this teaching material (74%) helps students master new vocabulary, and improve their reading and speaking skills.

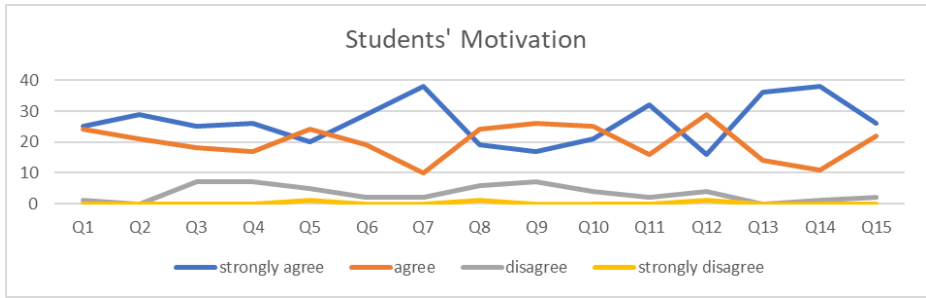


Fig. 7. Students' level of motivation

They believe that being good at English can escalate their self-confidence and opportunity to get a good career, appropriate position, and salary for their future careers. For that reason, they are motivated to attend English classes and committed to it. They took notes during classes, read the reading passages and did the exercises in the textbook, and actively interacted with the lecturer. They feel accomplished when they get good scores and speak fluently. They found new information by reading the textbook also, this textbook contributes to their achievement in learning English.

3.6 Autonomy in ESP

RQ 2 in relation to how students' level of autonomy affect their willingness in studying ESP by using the book. Fig 8 demonstrates that the majority (66%) of respondents can learn English independently using the book. They found this book helpful in improving their English skills. They can evaluate their strengths and weaknesses in mastering reading, structure, writing, and speaking skills. Most of the participants were well-prepared when attending the class. They encouraged themselves to participate actively in speaking activities such as role plays and independently chose the reading materials provided in the textbook to learn. Participants were also aware that working harder gives better results. Consequently, they also took the initiative to learn or find more references other than this textbook to improve their English.

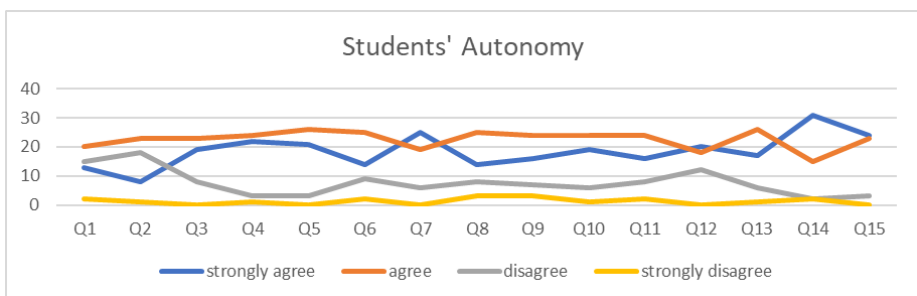


Fig. 8. Students' level of autonomy

4 Conclusion

This present study provides background understanding and insights for teachers to prepare and choose ESP materials based on their own contexts and needs. Improving students' motivation depends on a variety of factors related to materials and what tasks they do in and out of the classroom. The materials used in this study was developed in line with the students' cultural background which would significantly affect students' motivation to learn more about the language. Teachers need to relate to students' cultural background with the tasks that the students should do in and outside of the class which in turn will improve their motivation in learning. The teaching materials used in this study aimed at investigating on how the constructs of motivation and autonomy contribute to the continuity of online ESP process by using ESP teaching material currently available. The teaching material used in this study aimed at fostering the development of students' motivation and autonomy in learning ESP in this new norm era. The use of specific teaching materials related to students' needs and background proved to enhance students' efforts with an attempt to enhance motivation temporarily through classes which students perceived to be enjoyable, to classes which aimed to develop instrumental motivation through increased learner control as well as their integrative motivation.

The RQ1 on how the teaching materials affect students' motivation to study ESP was answered as follows: motivation increases as more learner autonomy skills are achieved through stronger student-teacher communication. Students show enough efforts and persistence as well as engagement and relatedness in doing tasks and exercises through the teaching material provided during the semester. This also couples with the increased understanding of the importance of English for their future career and for their self-improvement highlighted the increased in instrumental and integrative motivation. The RQ2 on how the teaching materials affect students' autonomy to study ESP was answered through the student's responsibility, self-direction, perception for success, as well as pleasure for achievement contribute to their willingness to be engaged and directed more to their own achievement.

In sum, more autonomy in relation to the teaching materials contributed to an increase in students' motivation to learn more about ESP. The bigger the students understand ESP through the use of the teaching material the more motivated they are to use the book independently. In this case the absent of teachers' control will be replaced by the introduction on more learner control. Our results suggest that enhancing motivation depends on the teachers, the tasks, the exercises, and the syllabi, and not only the students themselves. The teaching material allowed students not only to know what and why they were learning, but to be ready to engage in learning for themselves which enhanced motivation and direct autonomy towards the learning of ESP.

References

1. H. Yu, P. Liu, X. Huang, and Y. Cao, "Teacher Online Informal Learning as a Means to Innovative Teaching During Home Quarantine in the COVID-19 Pandemic," *Front Psychol*, vol. 12, Jun. 2021, doi: 10.3389/fpsyg.2021.596582.
2. S. Aripova, "Students' Motivation In Autonomous Learning," 2021.
3. R. Honarзад and E. Rassaei, "Forum The role of EFL learners' autonomy, motivation and self-efficacy in using technology-based out-of-class language learning activities."
4. O. Alrashidi, "Exploring Learner Autonomy: Secondary School EFL Teachers' Beliefs and Practices in the Saudi Context," *World Journal of English Language*, vol. 12, no. 8, pp. 97–105, Dec. 2022, doi: 10.5430/wjel.v12n8p97.
5. N. Annamalai, M. K. Kabilan, and D. Soundararajan, "Smartphone apps as a motivating tool in English language learning," *Indonesian Journal of Applied Linguistics*, vol. 12, no. 1, pp. 209–219, May 2022, doi: 10.17509/ijal.v12i1.46544.
6. H. Liu, "Learner autonomy: The role of motivation in foreign language learning," *Journal of Language Teaching and Research*, vol. 6, no. 6, p. 1165, 2015.
7. I. P. Egel, "Learner autonomy in the language classroom: From teacher dependency to learner independency," *Procedia-Social and Behavioral Sciences*, vol. 1, no. 1, pp. 2023–2026, 2009.
8. S. Sakai, A. Takagi, and M.-P. Chu, "Promoting learner autonomy: Student perceptions of responsibilities in a language classroom in East Asia.," *Educational Perspectives*, vol. 43, pp. 12–27, 2010.
9. C. F. Yu, "Sochow's self-directed learning website for two general English courses," *Soochow Journal of Foreign Languages and Literature*, vol. 20, pp. 111–140, 2005.
10. A. Yani, "English Teachers' Perception on the Quality of Online Learning during Covid-19," *Journal of English Language Teaching and Linguistics*, vol. 6, no. 2, p. 471, Aug. 2021, doi: 10.21462/jeltl.v6i2.600.
11. S. N. S. Gandhimathi and A. Devi, "Learner Autonomy and Motivation-A Literature Review," 2016. [Online]. Available: www.iiste.org
12. G. Crookes and R. W. Schmidt, "Motivation: Reopening the research agenda," *Lang Learn*, vol. 41, no. 4, pp. 469–512, 1991.
13. A. J. Elliot and M. V Covington, "Approach and avoidance motivation," *Educ Psychol Rev*, vol. 13, pp. 73–92, 2001.
14. R. C. Gardner and W. E. Lambert, "Attitudes and motivation in second-language learning.," 1972.
15. Z. Dörnyei, "Motivation in second and foreign language learning," *Language teaching*, vol. 31, no. 3, pp. 117–135, 1998.
16. H. F. Cheng and Z. Dörnyei, "The use of motivational strategies in language instruction: The case of EFL teaching in Taiwan," *International journal of innovation in language learning and teaching*, vol. 1, no. 1, pp. 153–174, 2007.
17. H. Holec, "Autonomy in foreign language learning (pp. 1-2)." Oxford: Pergamon (First published 1979, Strasbourg: Council of Europe), 1981.
18. H. Holec, *Autonomy and foreign language learning*. ERIC, 1979.
19. P. Wachob, "Methods and materials for motivation and learner autonomy," 2006.
20. A. Masgoret and R. C. Gardner, "Attitudes, motivation, and second language learning: A meta-analysis of studies conducted by Gardner and associates," *Lang Learn*, vol. 53, no. S1, pp. 167–210, 2003.

21. H. Liu, "Understanding EFL Undergraduate Anxiety in Relation to Motivation, Autonomy, and Language Proficiency," *Electronic Journal of Foreign Language Teaching*, vol. 9, no. 1, 2012.
22. N. Harwood, *Issues in materials development and design*. Cambridge University Press, 2010.
23. J. Dockx, K. Bellens, and B. de Fraine, "Do Textbooks Matter for Reading Comprehension? A Study in Flemish Primary Education," *Front Psychol*, vol. 10, Jan. 2020, doi: 10.3389/fpsyg.2019.02959.
24. D. Nunan, "Language Teaching and Research.," 1997.
25. Y. M. Cheah, "English language teaching in Singapore today," *English language teaching in East Asia today: Changing policies and practices*, pp. 351–374, 2003.
26. Z. Dörnyei, "Attitudes, orientations, and motivations in language learning: Advances in theory, research, and applications," *Lang Learn*, vol. 53, no. S1, pp. 3–32, 2003.
27. E. Ushioda, "Developing a dynamic concept of L2 motivation," *Language, education and society in a changing world*, pp. 239–245, 1996.

Open Access This chapter is licensed under the terms of the Creative Commons Attribution-NonCommercial 4.0 International License (<http://creativecommons.org/licenses/by-nc/4.0/>), which permits any noncommercial use, sharing, adaptation, distribution and reproduction in any medium or format, as long as you give appropriate credit to the original author(s) and the source, provide a link to the Creative Commons license and indicate if changes were made.

The images or other third party material in this chapter are included in the chapter's Creative Commons license, unless indicated otherwise in a credit line to the material. If material is not included in the chapter's Creative Commons license and your intended use is not permitted by statutory regulation or exceeds the permitted use, you will need to obtain permission directly from the copyright holder.

