Motivating Students in Learning English for Specific Purposes (ESP)

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Abstract

Motivating students in the context of English for Specific Purposes (ESP) is crucial for successful language learning and its effective application in proficient areas. This article explores various strategies and approaches to motivate students in ESP, taking into account the unique characteristics and goals of this specialized language learning context. Drawing on recent research and scientific findings, the article discusses the key factors that influence motivation, presents practical methods for increasing motivation, and highlights the importance of the teacher's role in increasing student engagement. By implementing these strategies, educators can create an inspiring and motivating learning environment that will enable students to become enthusiastic, successful and active learners in their field and empower students to realize their language learning objectives in ESP.

Keywords

English for Specific Purposes (ESP), motivation, language learning, student engagement, teacher role

1. Introduction

As general concept motivation is originated from the root 'motive' and defines the driving reasons behind actions and behaviors' as well as it is 'a physiological desire fueled by specific internal or external rewards or incentives'. And the most important point is identification of person's or group's factor of motivation focusing on the process of cultivating it in the effort of increasing 'desire, action, and performance'. Generally motivation appears as a concept consisting of three independent components that are 'activation, intensity, and persistence', moreover, they are considered not only to work together, but also to push individuals and teams to take certain actions and choose a definite way.

While motivating it is essential to keep in mind the next characteristic features: the base for motivation is internal or external intensive or reward; the mentioned above three independent components comprise all types of motivation; the majority of people become motivated by emotional wants, social desires as well as biological needs. Moreover, typically there considered to be two broad motivational types: intrinsic and extrinsic motivation. All the internal incentives or rewards refer to intrinsic motivation while all the external incentives or rewards refer to extrinsic motivation.

2. Main Body

According to the history of language learning as foreign or second, it started in the second half of the previous century and a large amount of publications appeared between the 70s and 80s of the twentieth century. And starting with the 90s more prominent researches were offered by Brown [1], Dörnyei & Csizér [2] and others. Fortunately, nowadays there are lots of literary publications on motivation in language learning covering other subareas relating to this sphere among which, for example, motivation in education or motivation of learners.

Coming up to motivation in the area of education it should be more related to theoretical ideas rather than advice on actions. So, educational theories of motivation will be centred on such theoretical concepts as the equity theory, expectancy theory and arousal theory of motivation. In the cases used appropriately these motivational theories will become powerful and actionable drivers of motivation for individuals and teams.

As for the learners' motivation, while defining the ways of motivating students there are specific internal and external motivators including incentive, achievement, competence, and creative motivational types.

So, what is motivation from the point of view appropriate to language learning? According to Dörnyei and Ottó [3] "In a general sense, motivation can be defined as a person's dynamically changing cumulative arousal that initiates, directs, coordinates, enhances, completes, and evaluates the cognitive and motor processes through which initial desires are selected, prioritized, acted upon, and successfully or unsuccessfully realized". Motivation is considered to be a key factor in explaining any success or failure of an activity. It is obvious that the successful implementation of a task demonstrates the fact that a person or a team is motivated. Though it is quite easy to state that the language learner is successful with relevant motivation no one could offer an appropriate understanding of the idea of motivation and how it is created, promoted and preserved. Researchers, teachers and learners believe that motivation is a key phenomenon of mastering any language while learning.

As Dörnyei [4] believed a large amount of theories and models create difficulties but not the lack of theories that explain what motivation is. Moreover, Dörnyei [5] stated that the complexity of the idea of motivation is based on the attempts to elaborate learner's actions on behaviour that couldn't be explained by the only approach.

Motivation can be defined as a combination of attempt, desire and positive attitude to reach the language learning objectives. That is, motivation to learn refers to some kind of extent in the direction in which the learners move trying to learn the language thanks to the desire. Having only efforts alone is not an indicator of motivation. So, Gardner [6] argues that motivated learners try to spend effort towards the goal or aim, but it couldn't be stated that the learners' expending efforts are not motivated.

According to Crookes and Schmidt [7] motivation may be defined as learners' orientation with regard to the goal of learning the language. Cole [8] states that motivation is the individuals' internal state, which instigates, directs and maintains their behaviour. Among the important theories on motivation established by Gardner [6] there is the socio-educational model that represents the attitudes and motivation in language learning and defines and clarifies the distinction between integrative and instrumental motivation.

Integrative motivation indicates learners who desire to be a representative of culture relative to the language being learnt. Moreover, it is typical for these learners to identify themselves with the features and values of the culture representing the language. Thus, they learn the language in order to study, to work, to socialize or even live in the language-speaking country, interact with people who speak this language, and etc.

As for instrumental motivation, it is considered that it is connected with the idea of learning a language, which later may be used as a means for various purposes. In this case, the language couldn't be the learners' goal, but their tool used for much higher purposes like studying,

entertaining, reading, and etc. Relatively to instrumental motivation from the learners' point of view language may be useful in the future, but for them, there is no definite interest in that language itself.

Another classification worth mentioning is defined as traditional and proposed by Deci and Ryan [9], which explains intrinsic motivation as a choice that learners make for their own sake, without any external component, since they are already intrinsically rewarded. The definition given is very close to Gardner and Lambert's [13] view of dividing motivation into two distinct aspects, but Deci and Ryan [9] changed the category names to include some considerations that were not included in previous classifications. In this regard, intrinsic motivation has been linked to students' interests and goals, that is when they develop skills in completing a task because it is their will. In contrast, extrinsic motivation consists of external stimuli that influence learners' language behaviour. Brown [10] defines behavioristic motivation as 'anticipation of reinforcement'. As well he defines 'motivation as the learner's driving force to learn and orientation as the purpose for learning'. The same idea is supported by Ward [11] who proposes to define motivation as 'a spur to action'.

Thus, taking into account lots of ideas on defining motivation being one of the prominent stimuli or incentives that drive individuals towards their objectives relatively in accordance with their intrinsic or extrinsic type of motivation which may be classified as integrative or instrumental motivation there have to be concepts to influence motivation in English language learning whether for special purposes or just as foreign language.

2.1. Factors influencing motivation in ESP

2.1.1. Relevance and authenticity

According to Dudley-Evans and St. John [12] learners are motivated when they perceive the direct connection between language learning and their professional goals. According to Gardner and Lambert [13], 'the learner's ethnocentric tendencies and attitudes toward the members of the other groups are believed to determine how successful he will be, relatively, in learning the new language'. One way to increase motivation is to make learning relevant to students' goals and objectives. This forces them to actively participate in language learning processes. According to Gardner [14], the materials and activities used play an important role in influencing students' motivation levels. Moreover, Fasold and Connor-Linton [15] argue that challenging and varied learning activities help students concentrate and engage in learning and facilitate language learning.

When students determine that the learning materials they use are aligned with their goals, their motivation increases. In this case, motivation influences the success of language learning. Moreover, students are more motivated when the material they are learning is authentic and interesting to them, for example, relevant to their future major and useful for their future careers. So, reinforcing the idea that materials need to be authentic, Wilga [16] points out that students need to be prepared or put into action. Students do not exist solely to be given boring, tedious and repetitive materials. But these are individuals with their own internal motivation, which determines what they learn and what they don't. Regarding the relevance of materials, Belcher [17] believes that "the use of real-life materials and tasks that simulate professional situations" stimulates student engagement and motivation.

2.1.2. Influencing motivation in ESP

Research on learner autonomy in language education is believed to have begun in the 1990s, and research related to the process of empowering learners in their learning is critical. Dickinson [18] states that encouraging student autonomy in language learning needs to be justified. He argues that

learning success and increased motivation depend on students taking responsibility for their learning, being able to control their learning, and understanding that their learning successes and failures should be attributed to their own efforts and strategies rather than to factors outside their training. Each of these conditions is a characteristic of student independence.

In relation to learner autonomy and self-regulation, Little [19] states that providing opportunities for students to take responsibility for their learning promotes motivation and independent language development and, according to Benson [20], allows learners to take control of their learning, set goals, make choices and improve their motivation and sense of ownership. Later, Benson [21] proposes five practical approaches to developing learner autonomy: resource-based - independent interaction with educational materials; technology-based – independent interaction with educational technologies; learner-based – to manage psychological and behavioural change; classroom-based - to change the student-teacher relationship and control students over assessment and learning planning; curriculum-based – to extend the idea of control over learning planning and assessment to the curriculum as a whole.

In addition to students' capacity for autonomy, it is believed that their motivation should be seen as an integral part of human nature, but it requires supportive interpersonal interactions and a well-designed learning environment for positive growth. Ushioda [22] proves that thanks to learners' supportive interpersonal processes that foster the development of autonomy and the growth and regulation of motivation from the inside they reach their goals and objectives but not only by progressive attempts to regulate their behaviour.

It can be noted as well that when a person self-regulates to achieve his goals, his behaviour is reflected in the environment, which functionally becomes an input, which is subsequently used for self-regulation of behaviour. Thus, this theory of self-regulation defines the determinism of the interdependence of the individual and the environment.

2.1.3. Task variety and interest

According to Willis and Willis [23], "engaging students in a variety of tasks and activities that align with their interests and goals promotes motivation and active participation." Regarding types of tasks and activities such as task-based learning and project-based learning, Ellis [24] and Markham [25] argue that experiments with them produced better results and students became much more motivated, interested, active and self-confident.

Personalizing the learning process requires attention from teachers and other professionals. Referring to this idea, Basturkmen [26] emphasizes that "tailoring tasks and materials to students' individual needs and interests increases their motivation and investment in learning processes." Other approaches to language learning include web-based, computer-based, and practice-based resources, as well as self-study materials.

2.1.4. Social interaction and support

Among the factors influencing motivation in language learning, the influence of cooperative learning should also be mentioned. The learning process requires the submission of team projects, participation in group discussions, as well as peer assessment, and involves support from peers and other students while participating in a wide range of activities and tasks that require cooperation and socialization. Mercer [27] argues that encouraging peer interaction, group projects, and discussion creates a supportive learning community and increases motivation.

Furthermore highlighting features enhance learners' motivation no one will dispute the importance of positive Teacher-Student relationships. According to Dörnyei and Ushioda [28] building rapport, providing support, and offering constructive feedback contribute to students' motivation and sense of belonging. According to Zhang's [29] study, teachers' enthusiasm plays an

important role in increasing students' engagement and motivation to learn. The main starting point of the study was to assess students' perceptions of teachers' enthusiasm; in addition, they had to evaluate their performance from an emotional, cognitive and behavioural point of view. Students were then asked to rate their intrinsic and extrinsic motivation to learn. The results showed that teacher enthusiasm had a significant impact on student engagement. At the same time, it was the teacher's enthusiasm that played a significant role and was an effective tool and indicator of students' internal motivation. It is due to the interest of teachers in their subject, the level of enthusiasm and energy that teachers show while teaching, that students' motivation to learn succeeds and increases. The teacher's role is to encourage support for learners' autonomy, and relevance, and at the same time, coherence of the material increases their motivation to learn. Moreover, a teacher's ability to develop students' interest in the subject taught, competence, and self-efficacy perceptions are vital factors influencing students' learning motivation. Thus, student learning is influenced by motivation. Students have a natural ability to learn, much depends on the participation of teachers. Sometimes, students' enthusiasm, determination and energy towards the subject matter or the tasks assigned to it require constant reinforcement through external support. In this case, it is teachers who ensure the creation of a favourable environment that facilitates and improves student learning and often provides the external support they need. Although students' motivation to learn languages and other necessary things can be both intrinsic and extrinsic, the teacher's role in creating the right environment and supporting their learning will further enhance their motivation to learn.

2.2. Strategies to motivate students in ESP

Lamb [30] states "Clearly articulating learning goals and their relevance to students' future careers creates a sense of purpose and motivation." Thus, without having clear objectives such problems in learning professional English as struggling with both content (professional sphere) and language itself (i.e. grammar material, vocabulary etc.) may be irrelevant. Moreover, De la Cruz and Cupil highlighted that "when planning a lesson for Content-based Instruction (CBI), scholars recommend to include both content and language objectives" [31]. Also, there will be some problems of students' motivation related to setting clear objectives. First of all, those objectives should be achievable, Locke & Latham [32] also stated that breaking down long-term goals into smaller, attainable milestones helps students stay motivated and focused on their progress; and it will be one of the motivating factors. Secondly, those objectives should be correlated with students' personal and professional interests, otherwise, they will be less motivating.

Likewise, setting clear learning goals and expectations, establishing rapport and creating a positive learning environment should be considered as one of the main ways to motivate students. According to Levy [33], a teacher can create a positive classroom environment and increase student motivation by using online platforms, multimedia resources, various types of interactive tools and games that enrich the learning experience and keep students motivated." As Mirzoeva and Kabdrgalinova [34] state, "the power of gamification can increase students' focus and persistence in learning. By playing games and failing repeatedly, students can learn from it."

3. Research procedure

To find out the motivating factors for learning English for professional purposes, a survey was conducted. The questionnaire was considered the most effective tool because, according to Rupa and Rani [35], it is "often used in quantitative marketing and social research. A questionnaire is a series of questions asked of individuals to obtain statistically useful information on a given topic. When designed correctly and used responsibly, questionnaires are a vital tool with which to make statements about specific groups, individuals or entire populations." This study is a type of

qualitative research; otherwise, the questionnaire presented below was used to more objectively identify the main problems and motivating factors among our research group. The questions were aimed at clarifying various aspects of learning English, including a positive learning atmosphere, good mutual understanding when learning ESP on the one hand, and some difficult aspects on the other hand. Thus, this type of survey is considered the most effective measurement tool for this study. The questionnaire was filled out in English (since most students had an intermediate level). The survey was conducted among students who had completed a university English course, so participants answered the questions objectively, honestly and responsibly. The questionnaire was posted online using a Google form and consisted of 15 questions, both open and closed. The study presents only a large portion of the results. Some questions asked, such as those about extracurricular activities at the university, were excluded. Moreover, they can be used as starting material in subsequent stages of research.

The issues are therefore grouped into three different organizational areas:

1.   "Learning Objectives" sections, including questions about learning objectives, teacher, and materials used relationship between teacher and students, etc. (Questions 1 – 5).
2.   Factors related to the language itself, students' interest and motivation for this language (questions 6–10).
3.   Questions related to "Professional English", IT experience, etc. (Questions 11 – 15).

The average age of participants in this study was 18–19 years. By gender, the total number of respondents was 36 students, including 25 boys (69.4%) and 11 girls (30.5%). The predominance of male students over female students can be explained by the fact that more male students tend to choose computer science majors related to applied sciences.

3.1. Results

The first group of questions was those in which students had to evaluate the relationship between teacher and student in English lessons. So here are the results: "Very positive and supportive" (72.2%), "Mostly positive" (22.2%) and "Neutral" (5.6%). This suggests that the overall perception of teacher-student relationships in English lessons among the students surveyed is predominantly positive. However, it is worth noting that there is a small percentage of students who are neutral about these relationships, indicating that there is room for improvement in strengthening bonds with these students.

2. How would you rate your Teacher-Student relationship in your English language classes?
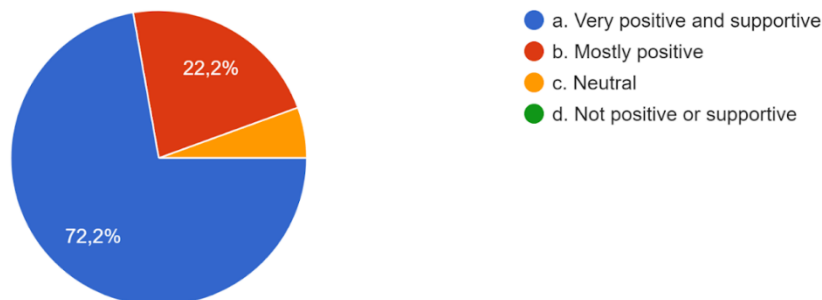36 ответов

- a. Very positive and supportive
- b. Mostly positive
- c. Neutral
- d. Not positive or supportive

22,2%

72,2%

Figure 1: Students' rating of Teacher-Student relationship in English language classes

Then the students were also asked to rate the teacher's performance on a scale from 1 to 5, motivating them to learn English. And the results were as follows: 23 students considered the teacher's work "very effective and engaging" (63.9%) indicating a positive impact on their motivation to learn, 11 students decided that it was "effective" (30.6%) supporting the notion of positive influence and only 2 students answered "quite effective" (5.6%). The role of a teacher's performance in motivating students to learn English is crucial. A teacher's effectiveness and engagement can greatly impact students' motivation levels and their willingness to actively participate and engage in the learning process.

7. Rate your teacher's performance from 1-5 in motivating students to learn English (1-Not effective or engaging, 5-Very effective and engaging).
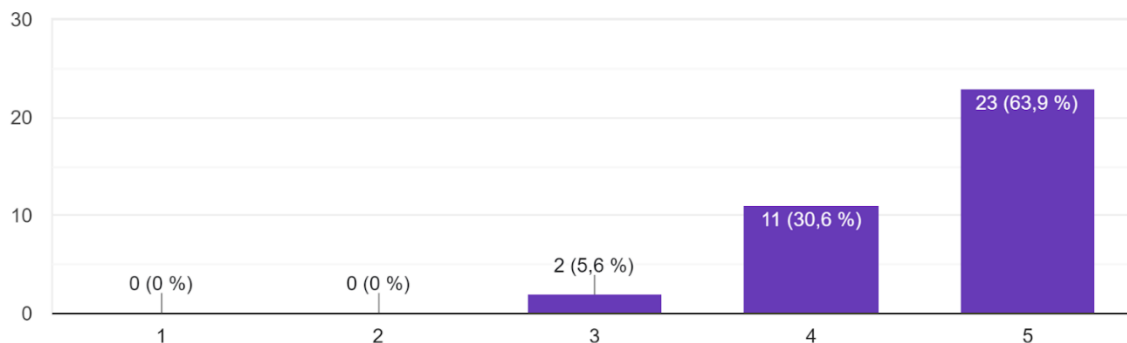
36 ответов

Figure 2: Students' rating of their teachers' performance

Moreover, students shared information about the most challenging aspects of learning English. The results are as follows: *Speaking and pronunciation* are the most difficult skills, mainly because they think this is the skill they will use most often to communicate in real life. Those who emphasized grammar said this mainly because they believed that if they did not have the necessary knowledge of the grammar of a language, they would not be able to speak or write. Finally, those who chose to listen did so because it was important to be able to speak and understand other people's speech. With this rationale, we see that one of the key features of the communicative approach is that students' understanding of English primarily as a means of oral communication lies in the way they perceive it. However, although students understand the value of oral skills, they are also the most difficult, along with grammar. (See Figure 3).

In light of this logic, we can see how students generally view the English language as a means of oral communication, which is one of the primary features of the communicative method. However, even though students understand how important oral skills are, they, along with grammar, are the most difficult to master.

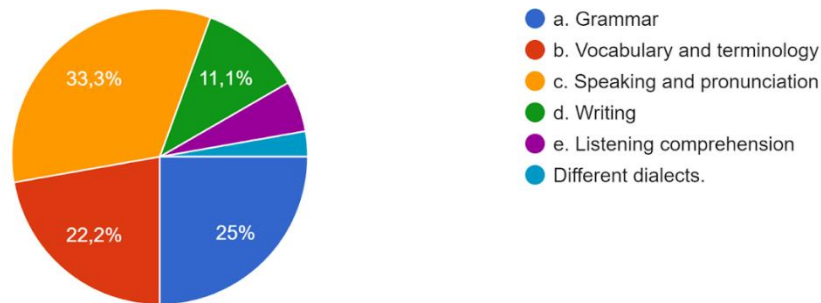8. What are the most challenging aspects of learning English for you?
36 ответов

- a. Grammar
- b. Vocabulary and terminology
- c. Speaking and pronunciation
- d. Writing
- e. Listening comprehension
- Different dialects.

33,3%   11,1%   22,2%   25%

Figure 3: The most challenging aspects of learning English for students

Then students were required to answer questions about technologies used to support various English language learning skills and how they are treated in the classroom (Figure 4). The results presented in Figure 4 can be explained by the fact that the majority of students (50%) benefit from using language learning apps very often. The remaining students said that they show interest in online resources: "sometimes" (25%) and "rarely" (16.7%), and "never" (8.3%). Based on these findings we can conclude, it is evident that students greatly benefit from using technology in English classes and genuinely enjoy the experience. Technology provides students with access to a vast array of resources and materials that enhance their language skills. Online dictionaries, grammar tools, and language learning applications offer immediate feedback and personalized learning experiences. Students can explore authentic texts, audiovisual content, and interactive exercises, allowing them to practice reading, writing, listening, and speaking skills in a dynamic and engaging manner.

4. How often do you use technology (e.g., language learning apps, online resources) to support your English language studies?
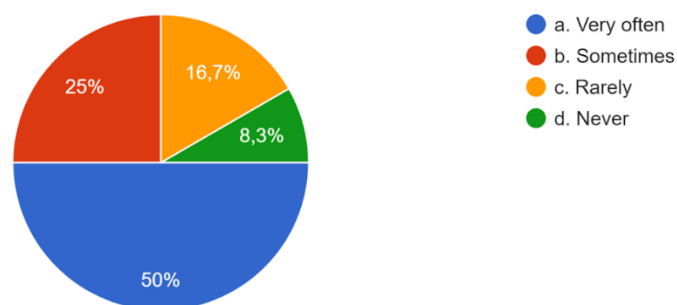36 ответов

- a. Very often
- b. Sometimes
- c. Rarely
- d. Never

25%   16,7%   8,3%   50%

Figure 4: Frequency of technology use by students

The next question the learners were asked relates to the idea what teachers *should not do* if they want their students to remain motivated to learn English. The data received can be divided mainly into *two* categories. So, *the first* category concerns teaching methods, and *the second* one concerns

Teacher-Student communication. In this regard, half of the students are of the opinion that teachers should not be too strict or give excessive amounts of homework, because students will still cheat and, as a result, will not gain knowledge. The teacher while pointing out mistakes makes a lot of comments about them, gives boring assignments, or teaches only according to the curriculum, and as well teachers should not allow students to be passive in the classroom. The other half is more concerned with Teacher-Student interaction. They believe that teachers should not get angry with students if they do not understand some aspects of the English language, or should not treat them negatively, and criticize them.

So there is the second group of questions. This collection of inquiries is necessary to describe students' motivation to learn a language. Knowing whether students have specific goals to improve their English proficiency is critical, as those who admit it are likely to be more motivated to learn than those who deny it. This will form the basis for explaining the results, with additional aspects taken into account and detailed below. Thus, 38.9% of the participants in this study had clear goals to improve their English, while the remaining students (62.1%) provided varied responses.

The results show that the majority of students (38.9%) often set precise goals to improve their English language skills. The remaining part of the students stated that they always set goals (13.9%), sometimes (33.3%) and rarely (13.9%). Setting specific goals in learning English is crucial for students and it can be for several reasons. First of all, setting specific goals provides clarity and direction to students' language learning journey, secondly, it can significantly enhance students' motivation and commitment to learning English, thirdly, specific goals help students manage their time effectively and lastly it promotes long-term progress and growth. Despite all the merits of setting exact goals, we still can witness in Figure 5 that not all the students do it on a regular basis or into it.

1. How often do you set specific goals for improving your English language skills?
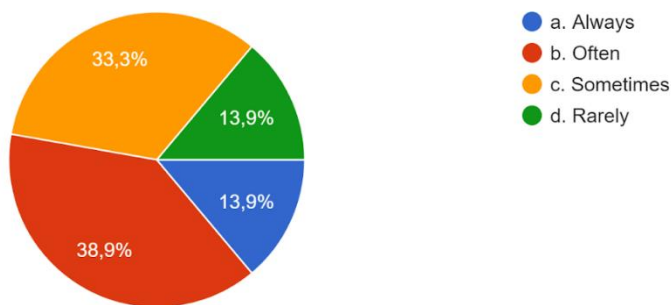36 ответов

- ● a. Always
- ● b. Often
- ● c. Sometimes
- ● d. Rarely

Figure 5: Frequency of setting goals by students

The following question was related to the main reasons why students study English. In general, it can be said that students usually study English for career development, which is represented by 47.2% of students. Below is the rationale that good English communication skills are now required for almost all jobs, especially in the IT sector. And 80% of tasks are completed if you speak English. On the other hand, 27.8% of students study English for personal reasons and do so because they enjoy learning the language. This statement can be made because, regardless of grades, they value English for different reasons. Most of the positive responses concern students who value using English in everyday life for communication, travel, hobbies and achieving future goals. The remaining responses relate to academic demands (22.2%) and the fact that it is a global language (2.8%).

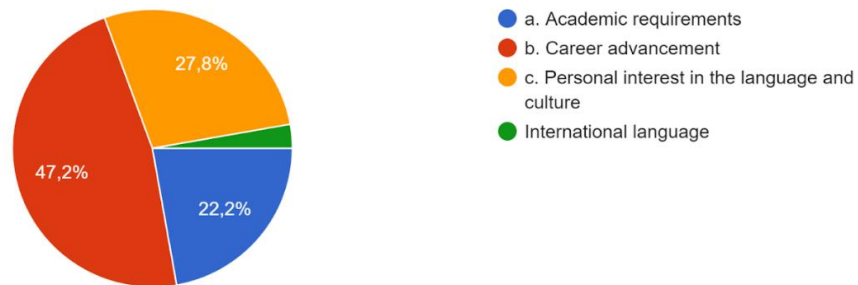6. What are your main reasons for studying English?
36 ответов

- a. Academic requirements
- b. Career advancement
- c. Personal interest in the language and culture
- International language

27,8%
47,2%
22,2%

Figure 6: Reasons why students study English

It is worth noting that students' peers have no less influence on their overall motivation to learn English. Moreover, more than half of the students surveyed, namely 55.6%, remain motivated by their peers. Others claim that their peers have little or no influence on them. So, students' peers have a significant influence on their learning of English. Additionally, peer feedback and correction help students identify areas for improvement and enhance their language proficiency.

Apart from the reasons already mentioned, learning English has several benefits. It is obvious that regular hobbies of students include the use of smartphones, TV screens, computers and other gadgets for computer games and connecting to social networks. Therefore, questions were asked of the students regarding extra-curricular activities related to English, such as watching movies, reading books, etc. According to the findings, only a very small portion of students rarely or never participate in any of the above-mentioned activities: 38.9% of students actively participate, and 52.8% do it from time to time. (See Figure 7). Having analyzed these findings, we came to the conclusion that students enjoy being involved in extracurricular activities while learning English because it provides a fun and engaging learning environment, fosters skill development beyond language acquisition, increases motivation and confidence, and exposes students to authentic language and culture. These factors contribute to a more enjoyable and comprehensive language learning experience, making extracurricular activities a valuable addition to the classroom setting.

9. How often do you engage in English language-related activities outside of the classroom (e.g., watching English movies, reading English books)?
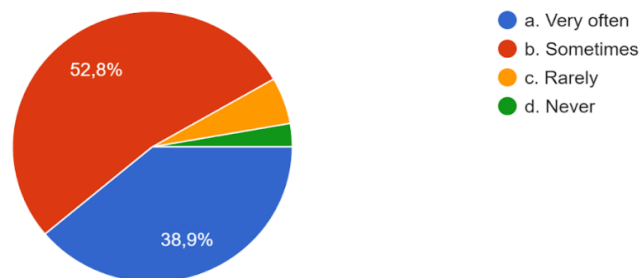36 ответов

- a. Very often
- b. Sometimes
- c. Rarely
- d. Never

52,8%
38,9%

Figure 7: Frequency of engagement in English language-related activities outside of the classroom

The last question in this section was about the learners' evaluation of their own progress. So we can conclude that 61.1% of them are satisfied with their improvement, 27.8% of them consider being very satisfied, and 8.3% of the students feel neutral, while a very small percentage of students are dissatisfied and seek more improvements.

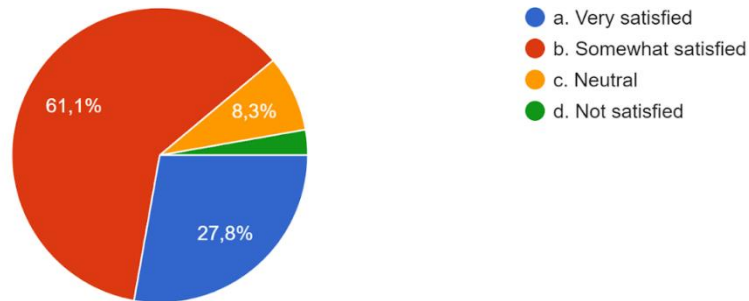10. How do you feel about your overall progress in English language learning so far?
36 ответов

- a. Very satisfied
- b. Somewhat satisfied
- c. Neutral
- d. Not satisfied

61,1%   8,3%

27,8%

Figure 8: Students' evaluation of their own progress in English language learning

The final segment covers a range of questions about professional English, so students first had to decide which English skills they thought were most important for their future career in IT. Among them, 33.3% of students believe that reading scientific papers and technical documentation is a skill they need to have if they want to succeed in their future careers. Respondents may also expect to manage technical documentation in a future job, may be planning further education, or may be influenced by a variety of other factors. With a difference of only about 2%, almost the same number of participants believe that speaking and writing skills are the most important for their profession. In addition, 25% of students want to become better at writing technical reports and documentation, and 27.8% of them want to be able to participate in technical discussions and meetings. 11.1% of students believe that the ability to give technical presentations is the most important talent, and the remaining respondents, believe that the ability to bargain with third-party vendors and technical support personnel is critical (See Figure 9).

12. Which English language skills do you find most important in your IT studies and future career?
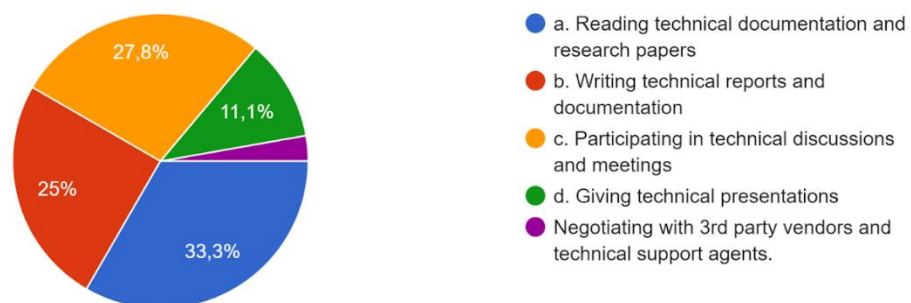36 ответов

- a. Reading technical documentation and research papers
- b. Writing technical reports and documentation
- c. Participating in technical discussions and meetings
- d. Giving technical presentations
- Negotiating with 3rd party vendors and technical support agents.

27,8%   11,1%

25%

33,3%

Figure 9: English language skills that students find most important

The final question in this section required the students to assess how their success in IT-related courses and projects benefited from developing their technical English language skills. More than 50 per cent of the participants say it has improved their performance. Only a few students didn't observe any influence, whereas one-third of the students claimed it had some impact. According to the results presented in Figure 10, we can say that many students find that developing technical English language skills significantly enhances their success in IT-related courses. Clear communication and understanding of technical terms enable them to grasp complex concepts, collaborate effectively, and excel in their studies.

13. How has improving your technical English language skills impacted your performance in IT-related courses and projects?
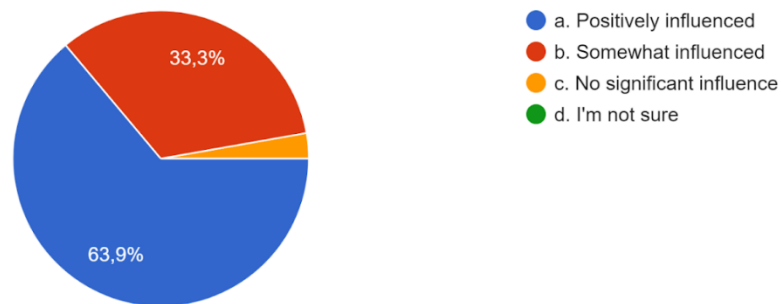
36 ответов

- a. Positively influenced
- b. Somewhat influenced
- c. No significant influence
- d. I'm not sure

33,3%

63,9%

Figure 10: Students' evaluation of how improving technical English language skills influenced their performance in IT-related courses

3.2. Discussion

We can thus draw a number of inferences by taking into account all that was previously written. First of all, the majority of students polled expressed a favourable opinion of the teacher-student dynamic in English sessions. There may be space for improvement in developing deeper ties with such students, though, as evidenced by the small minority of students who feel ambivalent about the relationship. In addition, students' motivation levels and their readiness to actively participate in the learning process can be significantly influenced by the efficacy and involvement of their teachers.

Thirdly, one of the key features of the communicative technique is evident: students generally perceive the English language as a tool for oral communication. Oral skills are the hardest to master, along with grammar, even if learners are aware of their importance. Subsequently, it is apparent that students actually appreciate and gain a great deal from employing technology in English classrooms. With the use of technology, students can access a wide range of materials and tools that improve their language proficiency.

After that, it's important to find out if students have set goals to become more proficient in English. pupils who acknowledge this will probably be more driven to learn than those who don't. Furthermore, it is imperative that students set precise goals when learning English, for a variety of reasons, including improving motivation and clarity of interpretation. According to a further conclusion, the majority of students study English for professional advancement, while the remaining students do so for leisurely purposes or because it is required of them academically.

Additionally, peer evaluation and rectification assist students in recognizing areas that need enhancement. After analyzing the results, we also reached the inference that students derive

pleasure from participating in extracurricular activities while acquiring English as it offers an enjoyable and captivating learning atmosphere, promotes the development of skills beyond language acquisition, heightens motivation and self-assurance, and exposes students to genuine language and culture.

In conclusion, a majority of students recognize the importance of being able to read scientific papers and technical documentation in order to succeed in their future careers. Additionally, they view skills such as writing technical reports and participating in technical discussions and meetings as crucial for their professional development. It is also evident that many students believe that improving their technical English language skills greatly contributes to their success in IT-related courses. By effectively communicating and understanding technical terms, they are able to comprehend complex concepts, collaborate efficiently, and excel in their academic pursuits.

4. Conclusion

Motivating students in English for Specific Purposes (ESP) is essential for their language development and success in professional domains. By understanding the factors influencing motivation, employing practical strategies, and recognizing the crucial role of the teacher, educators can create a motivating learning environment that supports students' language learning goals in ESP. Relevance, autonomy, task variety, social interaction, and teacher support are key elements in fostering student motivation. By implementing these strategies, educators can inspire and empower students to become active and enthusiastic learners, enabling them to achieve success in their chosen professional fields.

By considering the results of the survey, we can make several conclusions. Firstly, most students have a positive view of the teacher-student relationship in English sessions. However, there is room for improvement in developing stronger connections with these students, as a small minority feel unsure about the relationship. Additionally, the effectiveness and involvement of teachers significantly impact students' motivation levels and their willingness to actively participate in the learning process.

Furthermore, the communicative technique highlights one important aspect: students generally see the English language as a means of oral communication. Mastering oral skills, along with grammar, can be challenging for learners, even though they understand their importance. Consequently, it is clear that students appreciate and benefit greatly from using technology in English classrooms. Technology allows them to access various materials and tools that enhance their language proficiency.

Moreover, it is crucial to determine if students have set goals to improve their English proficiency. Students who acknowledge this are likely to be more motivated to learn than those who do not. Additionally, it is essential for students to set specific goals when learning English for various reasons, including increased motivation and better understanding.

According to another finding, most students learn English for professional development, while others do it for leisure or academic purposes. Peer evaluation and correction also help students identify areas that need improvement. After analyzing the results, we also conclude that students enjoy participating in extracurricular activities while learning English as it provides an enjoyable and engaging learning environment, promotes skill development beyond language acquisition, boosts motivation and confidence, and exposes students to authentic language and culture.

Finally, most students recognize the importance of being able to read scientific papers and technical documentation for their future careers. They also consider skills like writing technical reports and participating in technical discussions and meetings crucial for their professional development. Furthermore, many students believe that improving their technical English language skills greatly contributes to their success in IT-related courses. Effective communication and

understanding of technical terms enable them to comprehend complex concepts, collaborate effectively, and excel academically.

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