

EFL Teachers' Perception of University Students' Motivation and ESP Learning Achievement

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Abstract

This research aimed at examining Indonesian EFL Teachers' perception of students' motivation and English for Specific Purposes (ESP) learning achievement. It also explored the strategies applied by teachers based on their perception of students' motivation and ESP learning achievement. This research involved 204 students who took English for Economics and Business (EEB) course. They were distributed into six classes and three majors in the Faculty of Economic of Universitas Negeri Malang, one of the leading universities in Indonesia. The Perception of Student Motivation (PSM) questionnaire and an achievement test were utilized to assess students' motivation and ESP learning achievement, respectively. The students' scores provided by the teachers were used as the basis of students' motivation level: High, Moderate, and Low motivation. In this study, only the high and low motivation students were involved. The results of the research showed that the Indonesian EFL teachers perceived that university students' motivation was generally high. The students' motivation is moderately related to ESP learning achievement for both groups of students. However, it was revealed that the students' motivation and achievement in reading and writing aspects of ESP between the students of low and high motivation were considerably different. Based on the findings, we recommend teachers apply motivational strategies in ESP classrooms as the strategies bring benefits to the improvement of students' ESP learning achievement.

Keywords: Teachers' perception, Motivation, ESP Learning achievement

1. Introduction

Various studies have shown that motivation plays a significant role in accomplishing second or foreign language proficiency (e.g. Dörnyei, 1990; Oxford, 1994; Ushioda, 1994; Schmidt, et al., 1996). Moreover, motivation has been verified to be an essential factor for determining the success of second or foreign language acquisition (Gardner, et al., 1987; Dörnyei, 1990, 2001a, 2001b; Scarcella & Oxford, 1992; Oxford & Shearin, 1994; and Warden & Lin, 2000). In this context, motivation refers to an association between effort, desire, and satisfaction and occurs as a result of a combination between internal and external influences (Gardner, 1982: 132; Dörnyei, 2001: 1; Woolfolk, 2001: 366). Ellis (1997: 75) and Harmer (2001: 98) assert that motivation is a combination of attitudes and affective states which have impact on the learners' levels of effort to acquire second language. It can be seen that different experts define motivation in various ways. However, motivation generally is believed as one factor determining learning achievement. In fact, learning achievement is one of the most important indicators of learning in most educational systems (Chien, 1987).

2. Literature Review

It was proved that the impact of providing several motivational strategies will bring positive results on students learning achievement (Mahadi & Jafari, 2012; Othman & Shuqair, 2013; Rehman & haider, 2013). Those studies prove that there is clear relationship between motivation and learning achievement in which students who have high motivation will resonate with high learning achievement. Yet, it sometimes still raises a question whether students who have low motivation always have low achievement or vice versa.

A plethora of theories and previous studies have been put forward to identify why students want to learn a language, or what motivates them based on students' perception (e.g. Gorham & Christophel, 1992; Oxford, 1998; Dörnyei, 1998, 2001; Falout & Maruyama, 2004). In contrast, a few studies have examined motivation based on teachers' point of view. In the search for relations between motivation and student outcomes, supportive teacher behavior has been found to be crucial dimension, influencing students' motivational belief, engagement, and achievements (e.g. Lapointe, Legault, & Batiste, 2005; Patrick, Ryan, & Kaplan, 2007; Ahmed et al., 2010; Maulana et al, 2011). Hence, it is essential to conduct further investigation on how teachers understand their students' motivation and learning achievement. It is also important to know what teachers do when their students have low or high motivation and learning achievement.

A number of research studies conducted have dealt with the academic achievement of language learners (e.g. Collier, 1992; Rostami et al, 2011; Feng, et. al, 2013; Binalet & Guerra, 2014). Having understanding the phenomena on students' motivation and learning achievement, this study tried to delineate how teachers' perceive their students' motivation and learning achievement. However, this study was dissimilar with the previous studies (e.g. Collier, 1992; Rostami et al, 2011; Sakui & Cowie, 2012; Feng, et al, 2013; Binalet & Guerra, 2014) in aspects such as students' perspective of their motivation and the selection process of research subjects, and the expected findings. Therefore, this study involved teachers who are teaching English

for Economics and Business (EEB) course and classified the students' motivation scores into three folds: High, moderate and low motivation. Both high and low motivation groups were utilized on this study.

3. Research Questions

As the purpose of this study was to know EFL teachers' perception on university students' motivation and ESP learning achievement, the research questions were formulated as follows:

1. How do EFL teachers perceive university students' motivation and ESP learning achievement?
2. What do EFL teachers do in view of their perception of the university students' motivation and ESP learning achievement?

4. Methodology

This study investigated the teachers' perception of their students' motivation and ESP learning achievement. This study utilized a descriptive qualitative design to obtain teachers' perception on their students' motivation and ESP learning achievement (e.g. Bogdan & Biklen, 1998; Johnson & Christensen, 2004:347; Frankel & Wallen, 2009: 423; Ary, et al., 2010: 426-427).

This study involved six experienced Indonesian EFL teachers and 204 undergraduate students at Universitas Negeri Malang, Indonesia. It is distributed into six classes. Two classes were fourth semester students and four classes were second semester students. Each class consisted of 34 to 37 students.

The instruments of this study were Perceptions of Student Motivation (PSM) questionnaire, achievement test, and interview. The PSM questionnaire was used to generate teachers' perception of students' motivation. It comprises Motivation Scales (items no 1-7) and Causes Scales (items no 8-20). Achievement test in the form of multiple choices was used to generate achievement scores in reading and writing skills. Interview was conducted accordingly to know teachers' strategies in view their perception of students' motivation and learning achievement (see Appendix B for the Interview Guide). The scores provided by the teachers were used as the basis for categorizing students' motivation levels.

5. Results

The result of PSM questionnaire showed that generally students' motivation was high on three aspects of Motivation Scale, namely effort, engagement and general interest. There were two out of five categories on Reason Scale as the causes of students' lack of motivation, namely peer pressure and current relevance/value. Those reasons were indicated from Causes scales on items no 8-20 (see Appendix A).

Students' scores were converted into students' motivation. The researcher sorted the students who were absent and eliminated them from the subject of research without warning. Table 1 shows the means, standard deviation, maximum and minimum scores of the students' motivation.

Table 1. Descriptive Statistics of Students' Motivation

Class	N	Mean	Std. Deviation	Minimum	Maximum
Management A	33	61.82	15.539	38	93
Management B	37	60.68	13.164	31	80
Accounting A	33	67.91	8.342	52	82
Accounting B	35	72.23	8.264	56	90
Economic A	33	75.55	8.686	56	90
Economic B	33	76.94	7.263	65	90

The result of students' scores provided by teachers in each class varied from 31 to 93. It was also found that the means of students' scores from six classes varied from 61.82 to 76.94. It was interesting to discover that the lowest and the highest scores of students' motivation were achieved by students from the same major, Management A and Management B. Furthermore, it showed that the overall mean scores were more than 50 which denote that most of students' motivation from all classes is high motivation.

Further, the test was administered to know the students' achievement which focused on reading and writing aspects of ESP as the main skills taught in EEB course. It was conducted on three weeks after students completed midterm test administered by their teachers. Table 2 elaborates the results of the achievement test scores from six classes.

Table 2. Descriptive Statistics of Students' Achievement

Class	N	Mean	Std. Deviation	Minimum	Maximum
Management A	33	68.61	8.895	44	84
Management B	37	58.59	12.657	12	80
Accounting A	33	72.67	9.242	44	84
Accounting B	35	75.31	7.745	60	92
Economic A	33	72.12	8.077	56	84
Economic B	33	75.45	6.638	60	86

Table 2 shows that the means from all classes did not increase considerably. The minimum score was gained by students of Management B class, while the maximum score was achieved by students of Accounting B. Furthermore, the first highest mean score was achieved by Economic A and Accounting B. It was important to note that both classes were from students from fourth-semester while other classes were from the second-semester.

Then, the researcher classified the composition of students' score from each class into three groups: high motivation, moderate motivation and low motivation. This separation was applied based on the students' score proportion on cumulative frequency percentile which displayed on the data from each class by using SPSS 20. The low motivation group was between 0-40% of the data, the moderate motivation was between 41-70%, while the high motivation was between 71%-100%. This way of separation was adapted from Larson-Hall (2010: 75). As stated earlier, only the high and low motivation groups were used while the moderate group was ignored.

The result showed that there was a moderately positive correlation between students' motivation on low motivation and high motivation groups on EEB course and their achievement in reading and writing for most students from all classes. As shown in Table 3, it can be inferred that the students from low motivation group tend to have greater relationship to their learning achievement on their achievement compared to those from high motivation group. In short, the achievement score from low motivation group is more promising to have a higher achievement score rather than high motivation group.

Table 3. The Correlation of Students' Motivation and Achievement

Group	N	R	df
Low Motivation	98	.495**	96
High Motivation	66	.391**	64

**p < .01

To examine the difference of the means of the students' achievement between high and low motivation groups, *t*-test statistical analysis was applied. Computation of the *t* values indicated that there were no differences of students' achievement between high and low motivation on four classes (Management A, Management B, Accounting A, and Accounting B). In contrast, there were only two classes, Economic A and Economic B which showed the difference. The comparison of students' achievement between high and low motivation students was showed in Table 4.

Table 4. Comparison of Students' Achievement Score between High and Low Motivated Group

Class	Group	N	Mean	Std. Deviation	t
Management A	Low Motivation	13	69.85	10.908	-.440
	High Motivation	10	71.60	7.168	
Management B	Low Motivation	18	56.00	13.788	-1.224
	High Motivation	12	62.00	12.121	
Accounting A	Low Motivation	17	70.94	10.538	-.949
	High Motivation	10	74.60	7.891	
Accounting B	Low Motivation	19	74.53	7.684	-.618
	High Motivation	11	76.36	8.140	
Economic A	Low Motivation	16	68.63	8.508	-2.714
	High Motivation	13	76.46	6.641	
Economic B	Low Motivation	15	74.67	7.316	-2.255
	High Motivation	10	80.40	3.978	

*p < .05

The average of students' achievement scores between high and low motivation students from six classes were counted. The average score of high motivation students was 73.79, while the average score of low motivation students was 68.78. The difference of the high and low motivation groups' scores was 4.61. The examination using *t*-test indicated that the means scores of high and low motivation groups from all classes were meaningfully different. The overall means from low motivation group is considerably lower than the high motivation group. The comparison of score between high and low motivation groups from all classes is presented in Table 5.

Table 5. Comparison of Students' Achievement Score between High and Low Motivation Group in All of the Classes

Group	N	Mean	Std. Deviation	Mean Different	t
Low Motivation	98	68.94	11.803	4.45	-2.531
High Motivation	66	73.39	9.835		

*p < .05

Motivational strategies by Cheng and Dornyei (2007:157-159) were provided as the guidance for

enhancing students motivation. Therefore, teachers had applied several motivational strategies to overcome those problem in their EEB course, namely:

Bring humors to the classroom; Show students you care about them; Establish good relationship to students; Show your enthusiasm for teaching; Be yourself in front of the class; Make sure grade reflect students' achievement and effort; Recognize students effort and achievement; Provides students with positive feedback; Encourage students to try harder; Design task that are within the students' ability; Encourage students to use English outside the classroom; Make task challenging; Use a short and interesting opening activity to start each class; Give clear instructions about how to carry a task; Introduce various interesting topic; Present various auditory and visual teaching aids; and Encourage students to create product.

However, although some strategies applied by teachers resulted in students' high motivation in learning English; their performance in an achievement test showed otherwise. Teachers provided various materials and task or assignment covering both reading and writing skills associated to their major. For reading skill, teachers focused on enhancing students' capability in reading through both intensive and extensive reading activities. Teachers also stimulated students' interest by providing tasks regularly, giving feedback in teaching and learning, writing their obstacles during the process of teaching, and giving reward to students. They also encouraged students to be active learners by conducting cooperative learning. Those activities were conducted by asking students to work in groups to create product, such as a document for business plan and a report on business and economics condition. In conclusion, an independent study was suggested by teachers as it builds students' autonomy and confidence in doing all tasks.

6. Discussion

EFL Teachers perception of university students' motivation has signified the degree of students' motivation and reasons for students' lack of motivation. The result showed that generally most of teachers perceived and agreed that students' motivation is high. Moreover, the students' lack of motivation was caused by peer pressure and current relevance or value.

The way teachers perceived students' motivation during teaching in the classroom is in line to the holistic understanding of motivation proposed by Gardner (1982:132). This finding is surprising as it is assumed that unmotivated students in most of classes were the consequence of EEB course as prerequisite course for all non-English major. However, high motivation group was shown by the students indicating that the freshmen and sophomore students who are taking EEB course intrinsically and extrinsically kept motivated since they are still in the first and the second year of their study. Hence, this is in accord with previous studies conducted by Martinović and Poljaković (2010:156). Moreover, there was a positive teacher- students relationship in the classroom when students respect their teachers. It happened since those teachers were from the same department. There is a possibility of strong engagement between students and teachers as most teachers who are teaching EEB course also teach other courses for the same students under the same majors.

There are two reasons of students' lack of motivation. They are peer pressure and current relevance or value. Peer pressure was agreed by most of teachers as the cause of students' lack of motivation as students were still in the transition from their senior high school to the university. Most of freshmen and sophomore students were considered to be "fragile" means that their attitude and behavior were easily influenced by their friends. In classroom setting, if students are accustomed to work with their peers, there was a tendency for some students to delegate their responsibility to their partners. Otherwise, peer pressure also influences students' activity in favoring doing fun activities instead of learning. Teachers' experience showed that this leads to students' lack of motivation. Second, some teachers found that some students were limited in appreciating the value of the course. They learnt English, particularly EEB course only to fulfill their graduation requirement. This finding on teachers' perception of students' motivation resonates some previous theories on factors affecting unmotivated students (Vallerand, 1997; Dornyei, 2001b:138; Oxford, 1998; Chambers, 1993:13; Dornyei, 1998).

Generally, there was a high positive correlation between students' motivation on low and high motivation groups on EEB course and their achievement in reading and writing aspects of ESP for most students from all classes. Moreover, it can be presumed that the students from low motivation group tend to have greater relationship to their learning achievement on their achievement compared to high motivation group. In short, the achievement score from low motivation group is more promising to have a higher achievement score rather than high motivation group. Furthermore, as shown by the difference in the strength of the relationship of the low and high motivation groups, the motivation level of the students between high and low motivation groups signified their learning achievement in reading and writing aspects of ESP. This finding has the same trajectory compared to various studies predicting motivation to function as indicators of students' achievement (e.g., Schunk & Schwartz, 1993; Maulana et.al, 2001; Wolters, 2004; Greene et al., 2005; Lapointe, Legault, & Batiste, 2005; Patrick, Ryan & Kaplan, 2007; Ahmed et.al, 2010; Tariq, et al, 2011; Ahmadi & Ismail, 2013). Moreover, the students' score provided by teachers showed that most of students were highly motivated. The overall means

score were more than 50 which denotes that most of students' motivation from all classes is high motivation. It is in line with teachers' perception as abovementioned.

Subsequently, it was interesting to know that particularly the result showed the difference of students' learning achievement accomplished by low motivation group was mostly insignificant compared to high motivation group on each class. While facilitating teachers on perceiving the result of achievement test, the researchers did not compare the gain between students' scores provided by teachers (motivation) and achievement test scores (achievement) from both groups. It was because there was no treatment provided by both teachers and researchers. Hence, it can be interpreted that both high and low motivation students have the same chance in attaining greater learning achievement in most classes. In short, the findings reflected that there was no guarantee that students who have low motivation always obtain lower achievement scores or vice versa. On the contrary, it was not surprising to identify that *generally* the result showed the difference of students' learning achievement accomplished by low motivation group was remarkable compared to high motivation group from all classes. The discrepancy of means from both groups indicated that students whose means were high from both fourth-semester students contributed to the increase of overall means of high motivation group. It was a commonsense assumption that fourth-semester students were having high motivation compared to second-semester students. Moreover, teachers mentioned that this condition might occur since second-year students indirectly had been exposed to use English by reading handbook or material for other courses presented in English. Consequently, their English proficiency may be greater than first year students in terms of vocabulary, grammar and language skills. The researchers did not find much support from previous studies related to correlation of motivation and achievement across levels to explain this situation. To sum up, since both high and low motivation groups showed expressively different on statistical calculation, it was interpreted that the students from high motivation group outperformed the low motivation group in resonating their achievement.

However, the result of comparing means from both groups should be inferred with care. There were some possible reasons or uncontrolled threats intertwining in this conclusion. First, the students' scores provided by teachers used as the basis of students' motivation might have weakness due to the use of unstandardized test used in the midterm test. Second, there is a possibility that the students' scores provided by teachers (as the basis of motivation) and achievement test (as the basis of achievement) were affected by internal and external factors. The internal factors may include age, gender, aptitude, maturation and background knowledge while external factors can be derived from the teachers, the materials, the students' language input, social experience, learning strategies, and English exposure from out of the classroom. Some of aforementioned factors were considered influencing the result of the first (motivation) and second (learning achievement) variables in previous studies (e.g Cahyono, 2002:32) and theories (e.g Kumaravadivelu, 2006:30)

The findings also revealed that generally students have high motivation. It reflects that the teachers had benefits in applying and implementing seventeen motivational strategies adapted from Dörnyei and Cheng (2007) to overcome low motivation students. Those motivational strategies were under seven subdimensions, namely (a) have proper teacher behavior, (b) recognize students' effort, (c) promote learners' self-confidence, (d) create pleasant classroom climate, (e) present tasks clearly, (f) make the learning tasks stimulating and (g) familiarize learners with L2-related values.

At last, borrowing teaching strategies in regard to reading and writing skills proposed by Brown (2007), the teaching strategies that had been implemented by experienced teachers to improve reading and writing skills were discussed and explored as follows.

Teaching Reading Skills. Teaching Business English requires the teachers' awareness of the subject matter. As a matter of fact, ESP combines the subject matter and English language teaching skills. The role of the teachers at this stage is to adapt teaching skills and strategies for teaching Business English. In this study, most of teachers were exposed that they proposed some effective teaching strategies in reading according to their experience.

The first is *identifying the purpose in reading*. Reading is the most crucial channel through which the students will develop after the course is over (Schleppegrell & Bowman, 1986:25). A good reading program incorporates two types of reading tasks: intensive and extensive (Brown, 2007:373). In this case, EEB teachers in Faculty of Economics at Universitas Negeri Malang have compiled a handbook for guiding students' learning (Hermawan, 2014). While teaching the materials, teachers informed to the students the purpose of reading in the beginning of their instruction. It was intended to stimulate students' background knowledge so that they comprehend and were ready to do further instruction. The second is *analyzing vocabulary*. The purpose was to enrich students' vocabulary which is common to their majors or faculty. This is applied by using real objects or pictures whenever possible to introduce new words. This is in line with Aslan (2011) findings that students generally find it easier to associate images with words. The list of vocabulary should be words which are useful for the students in the situations in accord to their majors.

The third is *guessing when students' aren't certain*. The ESP students already bring their knowledge of the subject matter to the reading task, and their backgrounds in their fields will make the reading materials more

comprehensible to them. It can be done by previewing texts before beginning to read. This strategy was advantageous in accord to some previous studies (e.g. Kojima & Narita, 2004; Bakhtiarvand, 2007). The previous studies revealed that contextual guessing technique improved vocabulary recognition in reading comprehension texts. The fourth one is *skimming the text for main ideas and Scanning the text for specific information*. In order to find the main points of the text, the important reading skills intended to teach were skimming and scanning. It is essential since knowing the purpose of the assignment will help students get the most from their reading effort (Huber, 2004; Brown, 2007; Jairam, 2014). The last one is *translation*. Teachers guided students to read and translate business English material including texts, paragraphs, news, and excerpts from journals. This was intended to make students familiar in using and translating key terms used in business English as translation is also considered as the “fifth skills” to be pursued by students (Ross, 2000; Suparmin, 2002)

Teaching Writing Skills. Development of writing ability is essential and takes a lot of practice. It was conducted by starting with simple, structured exercises and allowing students to develop confidence. As in other skills, development of writing can be enhanced through the use of appropriate visuals. As shown on the findings, the teaching strategies covered by teachers are described in the following stages.

The first one is *imitative or writing down*. Teachers employed imitative or writing down strategy in guiding students writing letter of enquiry, letters of order, letter of complaint, and letters of condolence. This activities emphasized the students’ ability in writing letters which should be as quick as possible and focus only on the most relevant points (Megawati & Anugerahwati, 2012; Ketabi & Shahrqi 2015). The second one is *intensive or controlled*. Students were requested to write a report or summary of news from authentic material such journals, magazines or newspapers related to Economics and business. This activities were guided by teaching students step by step including prewriting, drafting and revising stages. It is proved that imitative or guided writing brings powerful impact on students’ writing proficiency (Saber, 2013). The third is *self-writing*. In the beginning of study, students were asked to write in a piece of paper on what they expect or they want to learn, the material and the activities which their preferred during teaching and learning, and the evaluation. This kinds of activities bring benefits for both teachers and students in accord to some previous studies (Jeffrey & Hadley, 2002; Zandi, et al, 2014). Jeffrey and Hadley (2002) and Zandi, et al (2014) stated that writing journal or diary is very effective and natural tool for both students and teachers since this informal writing enables students to reflect on what they have learnt. The last is *real writing*. Teachers facilitated students to write a letter of complaint in teaching EEB course. This lesson is a great way to teach students how to properly solve problems as it affirmed the benefits of genre-based writing revealed by previous studies (e.g. Atkinson, 2003; Hyland, 2003). It was approved that genre-based approaches to writing instruction have become an alternative approach in facilitating students to use “English in the workplace” (Brown, 2007)

7. Conclusion

This study suggested that teachers’ perspective of students’ motivation and ESP learning achievement brought the best teaching strategies to enhance students’ motivation and achievement in some ways. First, it was revealed that teachers generally perceived university students have high motivation and there were two aspects causing lack of motivation: peer pressure and current value. Second, the difference of students’ achievement between low and high motivation groups were generally significant. Third, the correlation between students’ motivation and ESP learning achievement showed that motivation have positive and significant correlation toward students’ achievement scores from both low and high motivation groups. Moreover, the low motivation group was more promising to have better or higher achievement scores than high motivation group. Fourth, there were seventeen motivational strategies had been applied during teaching and proposed by teachers in accommodating low motivated students. Those motivational strategies were adapted from Dörnyei and Cheng (2007). They were under seven subdimension, namely (a) proper teacher behavior, (b) recognize students’ effort, (c) promote learners’ self-confidence, (d) create pleasant classroom climate, (e) present tasks clearly, (f) make the learning tasks stimulating and (g) familiarize learners with L2-related values. Finally, teachers’ strategies to enhance reading and writing skills were offered by teachers to overcome shortcomings related to students’ low achievement.

There are some suggestions for the English teachers, Educational planner and the prospective researchers. First, teachers should offer teaching activities that can enhance the motivation of the students to learn, acquire and use the language. Motivated students are expected to have better achievement. Moreover, the findings revealed that negative peer pressure and current value were the main demotivation factors according to teachers’ perspective. Therefore, teachers should provide comprehensive direction through activities and instruction in guiding students since the beginning of the study. Second, for educational planners, this findings would be beneficial as a basis to insert or modify the language curriculum equipped with features of the motivational strategies. Finally, for the prospective researchers, it will be advantageous to conduct further comprehensive study from both teachers’ and students’ perspectives exploring students’ motivation and

achievement in ESP classes by involving greater participants and utilizing more complete instruments.

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Appendix A. The Result of Perceptions of Student Motivation (PSM) Questionnaire (adapted from Hardre, et al., 2008)

	Statements	Score				Mean	Modus
		4	3	2	1		
1	The students in this class really try to learn.	34%	67%			3.33	3
2	My students work at learning new things in this class.	17%	83%			3.17	3
3	My students generally pay attention and focus on what I am teaching.	33%	67%			3.33	3
4	The students in this class generally do class-related tasks and assignments willingly.	17%	83%			3.17	3
5	The students in this class do not put much effort to learn the content.		67%	33%		2.67	3
6	My students are often distracted or off task, and I have to bring them back to focus on the topic or work at hand.		83%	17%		2.83	3
7	In general, my students are genuinely interested in what they are asked to learn in my class.	50%	50%			3.50	3.5
8	Generally, my students are unmotivated because their parents do not care about or value education.			67%	33%	1.67	2
9	When my students are not engaged in school, it is because they have negative attitude toward English subject.	17%	17%	33%	33%	2.17	2
10	If students are not motivated to learn in my class, it is often because they think that learning English subject will not affect their future career.	17%	33%		50%	2.17	1
11	Students often lack effort at school because they do not have support at home.	17%	17%	66%		2.50	2
12	If students do not see the point of learning the content, then they are not motivated to learn it.		100%			3.00	3
13	Some of my students' motivation are really affected by the Socio-economic status of their family.		34%	50%	16%	3.00	2
14	Most often, if students are not engaged in my class, it is because they do not see the relevance of the content in their world.		64%	17%	17%	2.50	3
15	Some of my students are not motivated to work in school because education has no place in the futures they see for themselves.		33%	50%	17%	2.17	2
16	Generally, the students in my class who are not interested in learning are that way because of peer pressure to devalue school.		50%	50%		2.50	3
17	Most often, if students are not working in my class, it is because they do not see how useful this information can be.	17%	33%		50%	2.17	1
18	Negative peer pressure is one big reason why some of my students are not motivated to learn in school.	17%	50%	33%		2.83	3
19	Some students are not motivated to learn because they are just lazy.		50%	50%		2.50	3
20	Some students in my class just do not care about learning period.		17%	50%	33%	1.83	2

Where:

1 = strongly disagree
 2 = disagree

3 = Agree
 4 = Strongly Agree

Appendix B: Interview Guide for Teacher Participants

This interview guide aims to help the researchers to stay in the track while conducting an interview, and the purpose of this interview is **only** to find out the following aspect:

A. Teachers' perception on university students who have high and low motivation and the strategies to motivate students.

B. Teachers' perception on university students who have high and low learning achievement and the strategies to enhance students' learning achievement.

Background information questions

- a) How long have you been teaching?
- b) What age groups have you taught in the past and what age groups are you working with currently?
- c) How many students are there in your class, especially in ESP class every semester/ academic year?

PART A

1. Based on the questionnaire that has been answered, how do you understand learner motivation?
2. What will you do in view of your understanding of the low motivation students?

As a guidance, here is a list of motivational strategies proposed by Cheng and Dornyei (2007:157-159). Which motivational strategies are close to what you have done to help low motivation students. After choosing some of the motivational strategies, please explain them.

1. Bring humours to the classroom
2. Show students you care about them
3. Establish good relationship with students
4. Show your enthusiasm for teaching
5. Be yourself in front of students
6. Recognize students' effort and achievement
7. Make sure grades reflect students' achievement and effort
8. Provide students with positive feedback
9. Encourage students to try harder
10. Design tasks that are within the students' ability
11. Encourage students to use English outside the classroom
12. Avoid social comparison
13. Use a short and interesting opening activity to start each class
14. Give clear instructions about how to carry a task
15. Encourage students to set learning goals
16. Introduce various interesting topics
17. Present various auditory and visual teaching aids
18. Make tasks attractive by including novel and fantasy element
19. Encourage students to create products
20. Make tasks challenging.

PART B

3. How do you understand students' learning achievement based on the result of the test?
4. What are your strategies in teaching reading and writing as the aspects of ESP based on your understanding on students' learning achievement?
5. Do you think that students' motivation is related to students' learning achievement?