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A QUALITATIVE EXAMINATION OF ESP INSTRUCTIONAL MATERIALS AND MOTIVATIONAL ENGAGEMENT

Abstract

This study set out to examine foreign language learning motivation in reference to general EFL (English as a Foreign Language) and ESP (English for Specific Purposes) instructional materials. More specifically, it examined in-class behaviors of Japanese engineering students as they were instructed with EFL and ESP instructional materials in alternating class sessions over a twelve week period. Data were gathered through instructor post-class observation notes, and analyzed using two-step content analysis. Results suggested that motivational engagement was affected by instructional materials' type, content, and characteristics, as well as individual and group factors within the classroom. Overall, ESP material content appeared to more positively influence the degree of engagement in learners, with technical and engineering content drawing particular interest.

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Key words

motivation, instructional materials, English for Specific Purposes.

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Sažetak

Istraživanje u radu imalo je za cilj da ispita motivaciju za učenje stranog jezika, i to u pogledu nastavnog materijala u nastavi engleskog jezika kao stranog, odnosno u nastavi engleskog jezika struke. Konkretnije rečeno, istraživali smo ponašanje tokom časa japanskih studenata tehničkih nauka u naizmeničnoj nastavi sa opštim, odnosno stručnim nastavnim materijalom tokom tromesečnog perioda. Podaci su prikupljeni putem opservacija nastavnika i zabeleženi posle časa, a analizirani su uz pomoć dvofazne analize sadržaja. Rezultati ukazuju na to da na motivaciju utiču vrsta, sadržaj i karakteristike nastavnog materijala, kao i individualni i grupni faktori u učionici. Generalno, čini se da stručni nastavni materijal ima pozitivniji uticaj na stepen angažovanosti kod učenika, pri čemu posebno zanimanje izazivaju tehnički i inženjerski sadržaji.

Ključne reči

motivacija, nastavni materijali, engleski jezik struke.

1. INTRODUCTION

For EFL instructors in Japanese technical colleges and engineering universities choosing between ESP and general EFL textbooks as identified according to “genre” in publishers’ catalogues can be a challenging decision. While ESP instructional materials have specific characteristics and content that appeal to such learners’ interests and vocational needs (Dudley-Evans & St John, 1998; Gatehouse, 2001), the interesting themes and practical content of general EFL textbooks also appear to have potential motivational appeal. There has been little explicit research into the motivational effects of instructional materials on Japanese foreign language learners to guide educators in making such decisions. Most insights into materials and motivation in this context have been revealed in the results of broader comprehensive studies. Such studies (e.g. Ikeno, 2002; Falout & Maruyama, 2004; Arai, 2005; Tsuchiya, 2006; Hamada & Kito, 2008; Falout, Elwood, & Hood, 2009) have demonstrated the role of instructional materials in contributing to demotivation in learners, with students particularly citing inappropriate or uninteresting materials as being a negative influence. In an analysis of demotivators in the EFL classroom, Sakai and Kikuchi (2009) identified instructional materials and the content of lessons as significant demotivating factors for Japanese high school students. In a study focusing explicitly on instructional materials in the Japanese university context, Davies (2006) revealed that students perceived teacher-generated materials and general textbooks

differently, with a distinct preference for the former. General textbooks were seen as less inspirational, and the topics and activities were perceived to meet neither expectations nor specific needs. Davies' findings stressed learners' preference for personalization in the content of instructional materials, and how this contributes to learner interest, involvement, and investment. In another explicit examination of instructional materials in Japan, Stott (2004) examined student reactions to English reading materials. The findings revealed that students recalled reading content better with new materials than with content they previously encountered in their first language (L1). These results illustrated the importance of new content in stimulating interest in learners, as well as questioned the importance of L1 cultural content in FL learning materials. Japanese EFL learners' reactions to authentic materials have also been examined at the tertiary level. Hart (2002) traced students' ongoing impressions of authentic science materials through learner diaries revealing that perceived learner control over content, in addition to related goals and processes, enhanced perceptions of the learning experience.

While instructional materials have been demonstrated to play an important role in motivating Japanese FL learners, the limited range of material genres and academic majors examined in the literature suggest that further inquiry would be beneficial in informing how different types of instructional materials influence distinct segments of learners. To that end, this study set out to examine the influence of two specific genres of instructional materials, ESP and EFL materials, on the FL learning motivation of Japanese engineering students. This particular population of learners has been identified as being reluctant towards FL language learning (Nishizawa, Yoshioka, & Fukada, 2010; Johnson, 2013). Examining the relative motivational engagement engendered by these two genres holds great potential in both illustrating the interaction between curricular content and motivational engagement, and in presenting possible curricular solutions for engineering students reluctant to engage in traditional foreign language instruction.

2. METHODS AND ANALYSIS

2.1. Participants

The participants in this study were all Japanese tertiary engineering students learning EFL at an engineering university in northern Japan. All were second year students enrolled in a mandatory English communication class. This particular class represents the seventh of eight English classes required as part of the liberal arts breadth requirements for their Bachelor of Engineering degree. The sample represents a convenience sample of students enrolled in the researcher's English communication classes, and consisted of a total of fifty-five (n=55) participants. The sample was

comprised of two individual class sections of mechanical engineering (n=29) and aerospace engineering (n=26) majors.

2.2. Data collection

In order to ascertain data on in-class motivated behaviors in regard to the two different genres of instructional materials used in this study, instructor observations were recorded in the form of post-class observation notes. These notes focused specifically on observed on- and off-task behaviors in terms of engagement with specific materials, activities, and learning tasks. To ensure accurate recall of observations in each class session, the field notes were recorded either immediately after each class session, or in the evening of the same day of each class. Observation notes were descriptive in nature, recording the instructor's objective recollections of students' interest, enthusiasm, engagement, concentration, and persistence with the specific activities and tasks presented in each class session's instructional materials. Where these observations notes went beyond what the instructor interpreted as objective observations, they were recorded as observer comments. This approach to recording observational data (described in Saldana, 2009) was chosen due to its utility in permitting descriptive coding of observed objective responses to the instructional materials being used, and providing possible interpretative or speculative explanations for such data. Observable classroom behaviors such as those targeted in this study have been demonstrated to reflect overall class motivational levels in FL learning contexts (Peacock, 1997).

2.3. Analysis

Coding of the instructor's post-class observation notes was conducted through a two-step process (as described in Saldana, 2009). First-round coding was conducted twice by the same rater (the author), producing two preliminary lists of descriptive codes. The two lists were subsequently reviewed and merged as a heuristic process of exploring the data. These descriptive codes were then grouped and organized into themes. This involved a recursive process of reducing and reorganizing the coded data until clear themes emerged. Due to the close relationships and interaction between observed themes and factors, a schematic diagram (see Figure 1) was created to facilitate discussion of their specific characteristics within the broad scope of instructional materials and motivational engagement.

3. RESULTS

Instructor post-class observation notes were recorded following each class session. Observation notes were mainly descriptive in nature, recording the instructor's objective recollections of how students responded to the specific activities and tasks presented in each class session's instructional materials. In order to focus the data, coding was limited to information pertaining to the role of the instructional materials on motivated language learning engagement. A two-step coding process was used, with first-round coding producing 244 codes. These codes were then grouped and organized through a recursive process of reducing and reorganizing. Through this process it was revealed that the *type*, *content*, and *characteristics* of instructional materials were observed to play important roles in language learning engagement, and that classroom variables, including individual and group characteristics, also contributed to engagement. These results are summarized in Figure 1.

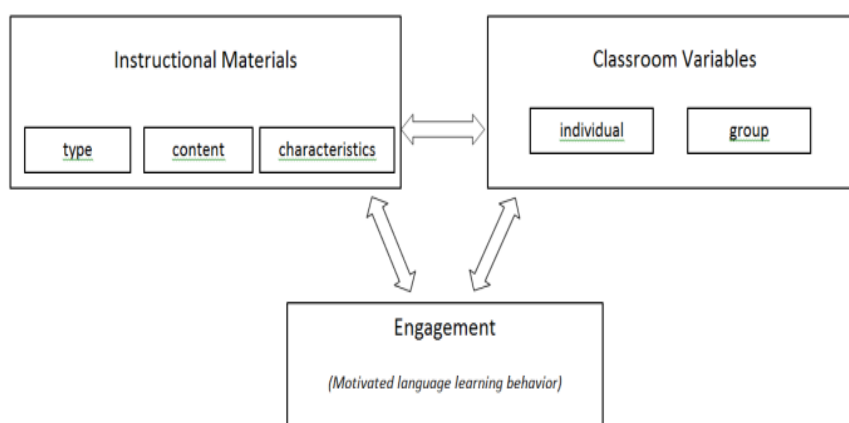


Figure 1. A schematic representation of observed factors contributing to engagement with instructional materials.

The factors represented in Figure 1 were seen as either acting as independent stimulus for engagement, or as interacting with one another on a number of levels. In order to facilitate analysis of how these factors were observed to operate, discussion will begin with how factors related to the instructional materials themselves affected observed language learning engagement. Thereafter, individual and group classroom factors that appeared to influence instructional materials engagement will be discussed.

3.1. Instructional materials: activity types

The factor “types” refers to the activity and task types that comprise a set of instructional materials. In this study activity and task types included warm-up, cloze, discussion, dialogue, vocabulary, listening, and speaking activities. The different types of activities were observed to produce varying degrees of engagement. The majority of types of activities and tasks were inconsistently engaged in, with content, characteristics, and classroom factors contributing to their uptake. However, cloze exercises, dialogue practice (particularly pronunciation and intonation practice), and mini conversation activities all consistently promoted high levels of engagement.

3.2. Instructional materials: content

Content was observed to play an important role in the degree of student engagement with the instructional materials, both holistically, and in terms of individual types of activities. Overall, the ESP materials were observed to promote higher engagement than the EFL materials. Technical topics appeared to be of distinct interest to students; specifically, materials containing machines, numbers, technical specifications, dimensions, buildings, shapes, materials, design, functions, operations, electronic items, and technical problems. While EFL materials appeared to be less stimulating overall, activity content which included food, hobbies and travel appeared to be positively embraced. In terms of specific types of activities, the students were observed to be more engaged in warm-up, vocabulary, and speaking activities that involved technical content.

3.3. Instructional materials: characteristics

Observations revealed a number of characteristics of the instructional materials that appeared to influence motivational engagement. Characteristics refer to design or qualitative features of the activities and tasks comprising the instructional materials. The most prevalent observed characteristic was the relative degree openness of tasks and activities. Openness is the degree to which activities require students to expand upon, or improvise with, the language being learned in the activity. This usually takes the form of asking and answering original questions related to the topic as an expansion activity. The degree of openness extends to activities that can be considered “closed”, those which require no improvisation or original use of the language. Closed activities include matching, substitution (with provided alternatives), repetition, listening comprehension, and dialogue practice from scripts. The observational data revealed that activities that were more closed in nature, including cloze activities, dialogue practice, listening

comprehension activities, and vocabulary matching, were the most consistently engaged in by students. Learners' responses to the degree of openness were particularly observable in vocabulary exercises, which were usually multi-part, beginning with closed activities such as matching words to pictures, then subsequently requiring more open use of the language, such as having the students using the new vocabulary to ask classmates related questions. While all students were highly engaged throughout the closed portion of these activities, engagement changed markedly when the vocabulary exercises expanded to more open tasks. While a number of students embraced the opportunity to use the target language in new or original ways, others responded by withdrawing or becoming less engaged. A few students withdrew from participating in open activities entirely.

A related characteristic that appeared to affect engagement was difficulty. The relative difficulty of activities and tasks within the instructional materials was observed to have both positive and negative effects on engagement. A number of students appeared to enjoy the challenge of difficult vocabulary, listening and speaking activities, while with others this difficulty appeared to lead to disengagement. Engagement stemming from the difficulty of vocabulary and speaking exercises appeared to be mediated somewhat by content; some students appeared more motivated to challenge difficult ESP materials, but then became easily disengaged when using difficult EFL materials.

Other characteristics of materials that appeared to affect motivated engagement involved design features. Visual aids in the form of pictures and technical diagrams appeared to draw interest and engagement across a broad range of activities. In particular, images of a technical nature (machines and devices) drew students' attention not only to the specific activities of which they were a part, but also appeared to stimulate ongoing interest. Particularly with the aerospace engineering students, images of a sky car, Leonardo Da Vinci's parachute, and a gyrocopter, all stimulated ongoing discussion throughout the class. Within the EFL materials, the students responded to images that contained humour, and were particularly amused by the variety of interesting characters and scenes depicted. However, interest in the image content did not appear to extend beyond the activity at hand as with the images within the ESP materials.

A number of other design characteristics appeared to stimulate engagement in learners. Activities designed around quizzes, and related speaking activities and games, appeared to promote higher levels of engagement. While these types of activities were part of both genres of materials, the ESP materials contained a broader variety of these activities, and many of the ESP lessons culminated with student-developed quiz activities based on that lesson's language topic. Other design characteristics that appeared to promote engagement included novelty features; that is learning and using English in new ways, such as through designing buildings, measuring items within the classroom, and discussing functions while looking at electronic items. Again, these types of features were present exclusively in the ESP materials.

3.4. Classroom factors: individual differences

A number of individual factors appeared to play a role in student engagement. One important factor observed was individual learning styles. Preferences for open vs. closed types of materials, discussed above, can also be a reflection of learning style preferences. While some students preferred a more passive type of learning, as seen in the more closed types of activities, others appeared to be interested in actively experiencing and manipulating the target language in new ways. A preference for a more kinaesthetic, or hands-on, learning style was observed across most students as they became highly engaged in activities involving using tools or simulating functions or actions with gestures. Another individual factor that appeared to influence engagement was interest. Clearly, students were more interested in some activity types and content than others. Overall, it appeared that the technical topics stimulated more interest in learners, and that this interest contributed to motivated engagement. Students' past experiences also appeared to play a role in the degree to which they engage in particular activities. Students who were observed to be lacking particular experiences such as travel, or seeing famous people, appeared disengaged in activities requiring discussion of such topics. Willingness to communicate (WTC) appeared to be another related factor influencing engagement in selected activities. Particularly in activities involving topics in which students had little interest or experiences, some participants withdrew and failed to cooperatively communicate at times, not even providing their partner the opportunity to express themselves. This lack of WTC was observed primarily in EFL activities while learners appeared more willing to interact when engaged in technical topics within the ESP materials. A final individual difference that was observed to influence motivational engagement of the instructional materials was proficiency. While the two observed classes were of similar overall proficiency, there was a range of individual proficiency levels in each class. Several less proficient students appeared to become disengaged in listening, vocabulary, and speaking activities when those activities became too demanding.

3.5. Classroom factors: group dynamics

Other factors contributing to how students engaged in the instructional materials appeared to stem from group factors. A readily noticeable difference between the two classes observed was their overall group dynamic. Where the first class was observed to be quiet and reserved, the second class was consistently more outgoing and engaged. The instructor observed that the primary motivational issue with the second class was not how to initiate motivation, but rather how to sustain the highly motivated state with which they appeared to enter to the classroom. Within this highly motivated class there appeared to be group norms that included

expectations about participation and cooperation. These qualities were observed to positively influence motivated language learning behaviors and engagement with the instructional materials. With both classes, smaller group and pair work appeared to provide a supportive atmosphere in which students could work together to solve problems and overcome difficult language (particular in the cloze and vocabulary activities), and practice and use the language with the support of their peers.

4. DISCUSSION

For most FL instructors, instructional material selection is a challenging endeavor. In particular, program and time constraints limit the instructors' ability to systematically evaluate what materials best appeal to learners and why (Ellis, 1997; Johnson et al., 2008). The data collected in this study is valuable in that they provide insights into how particular instructional materials genres influence individual and group engagement in the classroom.

Overall, the ESP materials were observed to lead to higher levels of engagement and motivated learning behavior in the classroom. One reason appeared to be the utility and interest value they represented. With the ESP materials, learners were observed to demonstrate a high degree of interest and engagement in successfully completing activities related to engineering as these appeared to be perceived as important and valuable in their own right, and therefore capable of attracting and sustaining learner engagement. Goals, whether proximal (immediate task-specific goals) or distal (general broad long-term goals such as becoming an engineer), have been shown to influence learners' persistence and ultimate level of achievement in language learning (Koromos, Kiddle, & Csizar, 2011). The fact that ESP materials appeared to stimulate these goals in terms of vocational aspirations in learners speaks to their potential value in motivating this segment of learners.

The nature of the content and tasks in the ESP materials also appeared to appeal to learners' learning style preferences. Tasks within the ESP materials that promoted kinaesthetic and tactile learning appeared to promote the highest engagement in learners. Kinaesthetic and tactile learners prefer learning actively on their own, particularly through experiential learning, and become less engaged in more passive learning situations (Ehrman, 1996). These behaviors were particularly evident as the learners engaged in the ESP materials. Activities which were observed to promote the highest engagement were those that involved students creating their own quizzes, discussing and simulating shapes and dimensions with gestures, and those where students actually measured or simulated dimensions of real or imaginary items within the classroom. These findings are consistent with engineering students' preferences as observed by Ehrman (1996).

A further learning style preference that emerged was learners' relative tolerance for openness in regard to the individual activities that comprised the instructional materials used in the study. Closed activities were those which provided all the information necessary to obtain an appropriate answer or conclusion to a given problem or task, while open questions and activities required more imagination, negotiation, and creativity, and culminated in multiple possible outcomes. In terms of learning style preference, this dichotomy is described as closure- versus open-orientation (Oxford, 1992; Psaltou-Joycey & Kantaridou, 2011). Of the two classes examined, the second (aerospace engineering majors) was clearly more open-oriented, with students readily volunteering answers to open questions, and developing and creating their own expansion activities (i.e. asking each other additional related questions in English; discussing the topics beyond the parameters of the task or lesson). The first class (mechanical engineering majors) appeared much more closure-orientated, performing well on closed activities and being much less engaged overall with open-ended tasks. However, this class was observed to engage in open ESP tasks more readily than open EFL tasks. Such a result is encouraging as it indicates that instructional material content may encourage students to stretch their learning style preferences given the appropriate stimulus, in this case ESP content related to student interests and professional goals.

Another learning style that appeared to differ across the two classes was field-sensitivity. Field-sensitivity can be described as the degree to which learners are aware of, and rely upon, their learning context, including other students in the learning environment (Nelson, 1995). Traditionally, Japanese education has placed great importance on group learning and particularly students' responsibilities within groups (Rohlen & LeTendre, 1998). Japanese students, like other East Asian students, are thus characterized as having more collective or group-oriented learning styles (Ramburuth & McCormick, 2001; Wintergerst, DeCapua, & Verna, 2003), and thus stronger field-dependence. Despite these findings, field-dependence and group orientation have also been revealed to be negatively endorsed in Japanese language learners (Reid, 1987). The results of the current study indicated both orientations, with the two classes under examination varying significantly in terms of group learning orientations. Students in the first class (mechanical engineering majors), particularly in small group activities, were observed to engage other group members inconsistently, with some partners withdrawing from cooperation in a manner which prevented their partners from being able to complete some activities. Such behavior was starkly different from the aerospace engineering majors, who worked well across all group sizes, and appeared to embrace and enjoy collaborative group work. These differences could possibly be attributed to the group dynamics of particular classes, or the individual differences of students comprising each class. While group dynamics will be discussed below in further detail, the differences revealed here across classes

reflect the inconsistencies cited in the studies above, and speak to the difficulty of generalizing regarding learning styles across larger samples of learners.

The data additionally revealed that individual participation was inconsistent for a number of individuals. At times such learners appeared keen and willing to interact and communicate with their classmates, while at other times the same students appeared withdrawn and unwilling to interact. WTC has been examined in language learning contexts as a distinct individual difference in learners (Dörnyei & Skehan, 2003). WTC has been generally defined as the degree to which the learner willingly uses the target language for communication (MacIntyre, Dörnyei, Clément, & Noels, 1998). WTC is particularly important as it has been shown to affect the amount learners actually use the target language (MacIntyre & Charos, 1996; Clément, Baker, & MacIntyre, 2003; Cao & Philp, 2006). With Japanese learners a strong connection between language learning motivation and WTC has been demonstrated, and these in turn have been tied to self-confidence, proficiency and frequency of communication (Yashima, 2002; Yashima, Zenuk-Nishide, & Shimizu, 2004).

While WTC has long been recognized as an individual trait in language learning (MacIntyre et al., 1998; MacIntyre & Doucette, 2010), its characteristics as a state phenomenon has recently become a focus of research (Baker & MacIntyre, 2000; Kang, 2005; Cao & Philp, 2006; MacIntyre, 2007). This is particularly relevant to this study as it examines the situation-specific characteristics of learners' responses to particular instructional materials used in the classroom context. Kang's (2005) construct of situational WTC provides a useful theoretical framework to consider the results obtained in this study. Kang (2005: 291) defines situational WTC as "an individual's volitional inclination towards actively engaging in the act of communicating in a specific situation, which can vary according to interlocutor(s), topic, and conversational context, among other potential situational variables". Within Kang's construct situational variables are seen as combining with psychological antecedents to produce situational WTC, which then combines with trait-like WTC to produce the individual learner's ultimate WTC. The situational variables include four categories: the topic, interlocutors, conversational context, and other potential variables. These variables and their constituent factors are seen as affecting psychological antecedents such as the learners' feelings of security, excitement and responsibility in particular situations. Students' behaviors and engagement as recorded in post-class instructor observations notes reflected a number of the factors presented in Kang's framework. Students were observed to be selectively engaged, with the instructor specifically noting that interest in, knowledge of, and personal experiences with particular topics appeared to influence engagement in particular activities or tasks. Additionally, observation results aligned with Kang's interlocutors variable on a number of factors, specifically the relative familiarity with and number of interlocutors, and the interest, attitude, and responses they provided. A number of students were observed to generally interact well with partners, but when their partners became disengaged, they did as well. Rather than encouraging and trying to motivate an unresponsive partner, they

simply adopted the same behavior. ESP materials appeared to play a role in fostering interest and positive attitudes, and in doing so appear to have been more facilitative in terms of promoting situational WTC in learners.

Group dynamics appeared to play a role in how students engaged in particular instructional materials. Distinct from group learning style preferences discussed above, group dynamics involve the interactional characteristics of the class as a whole. Group dynamics have been revealed to be an important contributing factor in language learning (Prahbu, 1992; Clément, Dörnyei, & Noels, 1994), particularly in terms of success and failure, with positive group experiences having been observed to positively affect learner motivation and, conversely, negative group experiences having a demotivating effect (Dörnyei & Malderez, 1997; Falout et al., 2009; Chang, 2010). Instructional materials have also been identified as being an important facilitator of group interaction, particularly in the manner in which they structure cooperative interaction between learners (Dörnyei, 1997).

In this study, engagement in whole class group activities appeared to depend both on the characteristics of particular classes, and subgroups within those classes. Students in the mechanical engineering class demonstrated a wider range of group behaviors in engaging the instructional materials used in the study. This inconsistent engagement appeared due in part to group characteristics and norms. In whole-class activities, most students appeared guarded and unwilling to share and participate in open activities. While this improved somewhat over the course of the semester, with several students volunteering more and more, overall the class as a whole did not participate readily in open whole-class activities. However, students in this class did appear to work together better in smaller group activities. This engagement appeared to be tied to the content of particular activities, with ESP materials receiving higher levels of engagement. This behavior differed significantly from the aerospace engineering class, whose members all readily and consistently participated in whole class open activities; volunteering answers quickly and readily, and providing positive feedback and attention to their peers. This class also consistently participated well in small groups, working attentively and providing partners with meaningful and encouraging feedback.

The distinct group behaviors of the two classes appear to be a function of different group norms. Group norms can be defined as the “rules or standards that describe behaviour that is essential for the efficient functioning of the group” (Dörnyei & Malderez, 1997: 69). In Japan, norming of group behavior is an institutionalized component of primary and junior secondary education (Rohlen & LeTendre, 1998; Sugimoto, 2003), but class-by-class norms appear to form more organically in university cohorts. The two classes observed in this study had very distinct norms in regard to responding to teacher-led open group activities. The first class norms were more passive in nature, with few students volunteering when called upon. The second group was more active in these sorts of activities.

Comparatively, small group behaviors were also distinct, with the mechanical engineering class exhibiting more positive, but still inconsistent behavior, while the

aerospace engineering majors consistently positively engaged the materials within small group settings. The content of materials' activities appeared to be a mediating factor in this behavior, with the first class showing elevated engagement with ESP materials, particularly while interacting in small groups. While using the EFL materials, individual group members were observed to disengage, with a seeming disinterest in EFL topics appearing to be the main precipitating factor. A distinct goal of group learning is the formation of positive interdependence, where learners rely on one another for learning support and encouragement (Dörnyei, 1997). This forms group coherence, which has been demonstrated to facilitate learning (Evers & Dion, 1991; Dörnyei & Malderez, 1997). A willingness to participate in basic tasks is essential for promoting peer interaction, and is important in promoting meaningful individual practice and peer interaction (Philp, Walter, & Basturkmen, 2010). The ESP materials appeared to promote a sufficient degree of interest to engage the learners, which in turn appeared to help generate the coherence required to maximize group learning processes, with all learners engaging classmates in groups and displaying interest and cooperation. The observed variability of learner behavior in groups appears to be affected, at least somewhat, by the nature and content of the instructional materials used. This is an important finding as it provides some insight into the causes of fluctuations in group engagement in the Japanese EFL classroom (Nitta & Asano, 2010).

5. CONCLUSION

Selecting and assessing instructional materials is a challenging task for foreign language instructors and programs. The task is further complicated by the fact that foreign language classes are often mandatory academic requirements that do not necessarily align with learners' interests or aptitudes. This is most certainly the case with Japanese engineering students (Kuwabara, Nakanishi, & Koma, 2005; Koga, 2010). This study has demonstrated that ESP instructional materials, specifically those focused on technical and engineering English, can serve to promote higher levels of motivational engagement than traditional FL instructional materials with such learners. It was shown that ESP materials' activity type, content, and characteristics interacted positively with individual and group factors to produce higher levels of engagement. Such findings are encouraging as they suggest that ESP curricular interventions may serve to facilitate higher FL learning engagement in engineering students. Although this study contained a small sample limited to a single institution, it is hoped that further inquiry will broaden our understanding of the role instructional materials play in motivating FL learners.

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