

STUDENTS' PERCEPTIONS OF AN EXEMPLARY ONLINE ESP TEACHER: A MIXED-METHODS STUDY

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Article History

Received:

August 20, 2024

Revised:

September 22, 2024

Accepted:

September 24, 2024

Published:

September 27, 2024



Abstract

The shift from traditional to online teaching and learning during the COVID-19 pandemic has caused various hurdles. As indicated by many reports, both students and the teachers experienced dissatisfaction and met challenges during the teaching and learning process. Amidst several students' dissatisfaction with the online delivery of various subject, a report on teaching and learning experience revealed the exceptional performance of an English for Specific Purposes (ESP) teacher named Ms. Sarah (a pseudonym) as recognised by the student. The researchers then did a mixed method study to identify the specific features of Ms. Sarah's teaching that students found engaging and pleasurable. The data, both quantitative and qualitative, was gathered by administering closed and open-ended questionnaires to a total of 38 students who were enrolling in Ms. Sarah's class. The findings indicated that Ms. Sarah's online ESP lesson was well-received. All students (100%) expressed confidence in Ms. Sarah's competence to deliver online ESP instruction. A majority of over 80% of the participants indicated their endorsement for other teachers to embrace Ms. Sarah's instructional approach, while a total of 97.37% conveyed their intention to join Ms. Sarah's other courses in the upcoming semester. This paper also presents a more detailed explanation of the rationales why students appreciate Ms. Sarah's online class. Besides, considering SLA theory and cultural dimension was also found to contribute to the effective online instructions. Ms Sarah's approach in conducting online ESP course might be an invaluable resource for ESP teachers looking to improve their online teaching strategies.

Keywords: *Cultural Dimensions, ESP, Online instructions, SLA*

Introduction

The COVID-19 pandemic from early 2020 to 2022 transformed and taught educators new approaches to the education system, particularly online learning. The pandemic necessitated a swift to online learning in educational institutions worldwide, presenting challenges for educators and students. A study by Sardi et al. (2022) portrayed the difficulties in handling online classes during the pandemic, including using ICT, choosing English learning applications or media for delivering content and assessment, and settling the students in an online environment. Besides these challenges, teaching English for Specific Purposes (ESP) online posed unique difficulties. ESP instruction is already complex due to its need to teach English within specialized content tailored to the specific needs of learners, and moving this instruction online only compounded these challenges (Mishra et al., 2020; Mukhtar et al., 2020).

The complexity of English for Specific Purposes (ESP) instruction is well-documented, particularly in the transition to an online format. Farmati et al. (2023) identifies the numerous responsibilities of ESP instructors, often referred to as "practitioners," which include assessing learners' needs, developing customized courses, teaching, and evaluating performance. Her research illuminates the complex nature of ESP instruction, which is further compounded in online settings. Moreover, Suherman and Kertawijaya (2023) discuss Indonesian ESP teachers' challenges in the post-pandemic era, highlighting the importance of placement tests to effectively group students by language proficiency. These studies show that ESP instruction must be more detailed to meet learners' needs, especially for online teaching.

Despite the challenges of online instruction, Ms. Sarah (pseudonym), an ESP teacher at the Faculty of Agriculture, emerged as a standout educator in the eyes of her students. This recognition was not merely anecdotal; it was recorded by a faculty-administered survey conducted at the end of the semester, where students were invited to evaluate their learning experiences. Remarkably, one student singled out Ms. Sarah as a great teacher during the online ESP class. Therefore, this positive appraisal, especially in a challenging context, merits deeper exploration.

Fernandez et al. (2022) and Mandasari and Wulandari (2021) highlight that successful online learning during the pandemic relies on teachers' innovative ability to design and develop materials and methods. Extensive research has also been conducted on strategies for effective online teaching (Iswati & Triastuti, 2021; Solihah et al., 2023). Another study conducted by Arhas et al. (2022) claimed that their online ESP teaching was effective and successful, as seen by how students met their learning objectives. In short, although much research has been undertaken exploring strategies for effective online instruction, the majority of studies evaluate the effectiveness by focusing on students' outcomes. Thus, there is a notable gap in the previous research in understanding students' perceptions of effective online teaching within the field of English for Specific Purposes (ESP), especially in specific contexts like Indonesia. Sikumbang and Dalimunte (2021) opined that understanding students' perception and satisfaction with online learning in ESP during the pandemic is essential for improving teaching methods and evaluation plans.

This gap is significant, as students' perspectives are vital in evaluating the effectiveness of teaching methodologies and identifying strategies that align with the needs of learners in specialized fields. The dearth of research in this area emphasizes the importance of examining cases like Ms. Sarah's, where students' appreciation of her teaching provides an opportunity to gain insights into effective online ESP instruction. The primary aim of this study is to address this knowledge gap by identifying the specific features of Ms. Sarah's teaching that her students find engaging and pleasurable in an online ESP course. By analyzing students' feedback, the study seeks to uncover the aspects of her teaching that contribute to her exceptional performance as an ESP teacher in an online setting. The following research questions serve to guide the investigation, which is framed as follows:

1. What aspects of Ms. Sarah's teaching did the students appreciate in her online ESP course?
2. Why did students find these aspects appealing?

Addressing these research questions contributes to a broader discussion on what makes online teaching effective, especially within the specialized area of ESP.

The insights gained from this research inform the development of best practices for online ESP instruction, which could benefit educators and students in this field. The findings also could provide valuable guidance for other ESP educators striving to enhance their online teaching practices, particularly in similarly challenging contexts.

Method

This study employed a mixed-methods research methodology to thoroughly examine the positive features of Ms. Sarah's online English for Specific Purposes (ESP) teaching, as perceived by the students. The mixed-methods methodology allows a researcher to further develop their understanding of their research problem by using both quantitative and qualitative data (Ghasempour et al., 2014). This method was used because the combination of more than one method would obtain more comprehensive understanding of human behaviour and experience (Morse, 2003).

The study involved 38 students who were actively participating in Ms. Sarah's online ESP course amidst the COVID 19 pandemic. The students in this class were selected to participate in the research because they were in the same class as the student who praised Ms. Sarah as an exceptional teacher during the end-of-semester academic evaluation. This number also represented a varied group of students who directly experienced Ms. Sarah's teaching approaches.

To collect the data, a combination of closed and open-ended questionnaires was utilized. The questionnaire was administered in the Indonesian language to mitigate any potential miscommunication resulting from language barriers. This instrument was developed specifically to collect both quantitative and qualitative input from the students.

1. Closed-Ended Questions: These questions were used to collect quantitative data on specific aspects of Ms. Sarah's teaching. There were 12 questions of Likert-scale items and multiple-choice questions to gauge students' overall satisfaction, perceived effectiveness of various teaching elements, and their views on different aspects of the online learning experience.
2. Open-Ended Questions: The 7 open-ended questions aimed to gather qualitative insights into students' personal experiences and perceptions.

Students were invited to provide detailed feedback on why they particularly liked Ms. Sarah's teaching, as well as any suggestions for improvement. This qualitative data helped to uncover specific features of Ms. Sarah's teaching that resonated with students and provided deeper context to the quantitative findings.

The questionnaire was administered to students at the conclusion of the semester, shortly following the disclosure of Ms. Sarah's recognition as an exemplary teacher in the teaching and learning report. Students were provided with an ample amount of time to respond, to guarantee that they could complete the survey in a thorough and thoughtful manner.

The quantitative data from closed-ended questionnaire were evaluated using descriptive statistics. This investigation presented a comprehensive summary of students' general perception on Ms. Sarah's teaching and learning process, including aspects that they liked or disliked. Furthermore, the qualitative data obtained from the open-ended questions were examined by using thematic analysis approach. In doing so, the data was read many times so that the researchers became familiar with the data. After that, the coding process was conducted by looking at key ideas related to the research questions. After that, theme development was conducted. In this phase, the codes were reviewed and compared to identify recurring ideas or concept. Some codes that represented similar concepts were put into the same theme before they were interpreted. The thematic analysis provided a detailed comprehension of the specific aspects of Ms. Sarah's teaching that were highly valued, as well as the underlying reasons for students' preferences. Furthermore, the results were then connected to the theory of second language acquisition by Krashen (1992) and cultural dimension proposed by Hofstede (1986)

Results

The data analysis was structured based on the two research questions that directed this study: (1) What aspects of Ms. Sarah's teaching did the students appreciate in her online ESP course? And (2) Why did students find these aspects appealing? The quantitative data provided a comprehensive assessment of student

contentment and their preferences about certain instructional features, so addressing the first research question. Moreover, the justifications for the students' response were examined using qualitative data. This data provided an answer to the second research question. Table 1 presents the outcome of the students' questionnaire, given as percentages.

Table 1. Result of Students' Questionnaire

No	Questions	Students' responses				
1.	Overall, how was your experience studying English (online) with Ms. Sarah?	Very enjoyable	Enjoyable	Enjoyable enough	Less enjoyable	Not enjoyable
		54.05%	43.25%	2.70%	0.00%	0.00%
2.	How was Ms. Sarah delivering the online material?	Very good	good	fair	poor	Very poor
		62.16%	37.84%	0.00%	0.00%	0.00%
3.	How was your experience in understanding the online material presented by Ms. Sarah?	I understand the lesson very easily	I understand the lesson easily	I can somewhat understand the lesson	It's a bit challenging to understand the lesson	I can't understand the lesson
		21.62%	45.95%	32.43%	0.00%	0.00%
4.	Did Ms. Sarah use interesting media during online teaching and learning?	Yes	No			
		97.37%	2.63%			
5.	Did you like the learning media used by Ms. Sarah during online learning?	Yes	No			
		97.37%	2.63%			
6.	Did you like the discussion/interaction system during online	Yes	No			
		94.74%	5.26%			

	learning with Ms. Sarah?		
7.	Did you like the assignment system given by Ms. Sarah?	Yes 89.47%	No 10.53%
8.	Did you like the assessment system implemented by Mrs. Sarah?	Yes 94.74%	No 5.26%
9.	Did you think Ms. Sarah can teach online well?	Yes 100%	No 0%
10.	Did you think that Ms. Sarah's way of teaching (online) should be followed by other teachers?	Yes 89.47%	No 10.53%
11.	If next semester, the faculty still has to implement online learning, will you take Ms. Sarah's class again for another subject?	Yes 97.37%	No 2.63%
12.	Could you easily contact Ms. Sarah outside of the online learning schedule to ask questions related to lectures?	Yes 89.47%	No 10.53%

Subsequently, after answering the closed-ended questions, students were asked about their justifications for appreciating the Ms. Sarah's teaching components such as materials and references, the teaching techniques, as well as the assignment and grading procedure. Upon analyzing the data, certain codes were discovered that indicated students' positive evaluation of the materials. These codes included terms such as "interesting", "easy to understand", "varied", "relevant to everyday life", and "up-to-date". Below are the findings from the obtained data pertaining to this case.

Q15: Why did you like the materials/references used by Ms. Sarah?

Student 14: Because the material used was easy to understand and interesting.

Student 4: The material was interesting because it was related to current situation and up-to-date so that easy to follow.

Student 30: I really like the material used because the material was very interesting. She used application or website facilities which really helped students in learning English. The material or references used were quite simple so that students did not find it difficult to understand English. Because the material built the foundation of students' English

Student 37: The material was very interesting.

Student 34: I liked it, because the references provided could be accessed easily

Student 22: The material used was different and updated so that it could increase insight and knowledge for students

While the significance of the material was crucial, the way the teacher presented the materials was equally significant. Upon data analysis, some codes were documented, including "interesting and engaging," "clear and easy to understand," "utilizes simple English language," "well-prepared," "interactive," and "creative." The following were the sample results from the acquired data regarding this case.

Q16: Why did you like the way Ms. Sarah delivers the materials?

Student 1: I thought using video and audio was very interesting because if you only had discussions in google classroom, people didn't understand it and sometimes using gmeet could be problematic. Videos could be accessed at any time, making it easy and repeatable.

Student 16: In my own opinion, when taught by Ms. Sarah, Ms. Sarah seemed to have prepared very well what she would and wanted to say. And every time you start learning, you really feel that she has prepared everything quite well, so that when giving the material, everything looks very prepared and honest. The material was also presented in English which was quite easy to understand so that I understand quite well what was meant by the material. when

delivering the material, Mrs. Sarah conveyed it using simple English, meaning everyday English so that I quite understood what Ms. Sarah said.

Student 20: Even though the material was often delivered via Google Classroom, it was still communicative

Student 27: The presentation was simple and interesting

Student 34: Yes, I like it because some of the material, Ms Sarah always provided it with a unique model so you didn't get bored.

Regarding learning media, an analysis of the students' responses revealed several noteworthy aspects, which were "user-friendly interface", "little internet data consumption", "captivating content", "interactive features", and "diverse options". The following information presents the results derived from the collected data.

Q17: Why did you like the learning media used by Ms Sarah?

Student 19: The learning media was not boring and did not only use one platform. So that made me as a student happy to take part in learning.

Student 2: Because the media used was quite easy to apply and did not require a lot of quota and the media used was quite interesting so it was easier to understand the material

Student 3: because through TED Talks and it's very interesting

Student 11: There were many platforms that were rarely used, such as TEDTalks, Quizzz, etc. which I thought they were fun because they didn't make learning monotonous.

Student 16: The learning media used by Ms. Sarah was very diverse so I didn't get bored with the media used, especially when learning online.

The next question given to the students was related to the discussion activity. The results revealed several codes, including "interactivity", "English language preparation", "prompt responses", and "stress reduction/relaxation". The following are the sample results obtained from the qualitative data gathered on this case.

Q20: Why did you like the discussion session during online ESP teaching?

Student 6: The discussion was very interactive and I could try to join maximally.

Student 18: because students and Ms. Sarah could interact using English, which could help facilitate and master how to speak English

Student 24: Ms Sarah used the discussion system through the comment features (of the platform) and actively answered the students' questions.

Student 22: Through discussions, students were able to develop and practice their skills in speaking English well and correctly.

Student 38: Ms. Sarah was very friendly in interacting. This made the pressure within me disappear.

Moreover, question was also given to probe the students' perception related to the assignment. Upon analyzing the data, three prominent codes were identified, which were "not excessive", "diverse", and "logically feasible". Below are the results of data collection related to the students' perception on the assignment system.

Q18: Why did you like the assignments Ms Sarah give?

Student 20: The assignments given were not many, but they covered the material objectives. This made students did not feel that the assignment was a burden and made them did it well.

Student 22: The assignments given each week were different and didn't too complicated so students were able to do them well.

Student 34: Yes, I like the assignment system that was used because when giving assignments, Ms Sarah was always looking for new things to give to students so that students didn't feel bored and always feel curious when they wanted to do them.

Regarding the scoring system, it was observed that the students in Ms. Sarah's class had a favorable opinion of the scoring system since they believed it to be trustworthy and objective. Here are the findings that can be drawn from the data.

Q19: why did you like the scoring system in Ms. Sarah's class?

Student 23: I liked the scoring system used because it was clear and transparent.

Student 30: I liked the assessment system used because the assessment system used was honest and transparent in an objective or comprehensive manner where it didn't look at who the person was. Instead, she assessed students based on their abilities and processes. Apart from that, the assessment system used was very honest where Ms. Sarah assessed the assignments carried out by prioritizing her own efforts, not plagiarism or someone else's. Because Ms. Sarah wanted to see our progress and wanted to know where our abilities have reached.

Student 9: The assessment system used was really structured and quite good.

Despite the fact that students appeared to have a generally positive attitude regarding Ms. Sarah's class, they were also asked for comments on how the lesson could be improved. The students were asked about things that might enhance the future of online teaching because they were the ones who had firsthand experience with the teaching and learning process that was conducted by Ms. Sarah. Listed below are some examples of responses that exemplify the responses of all the students.

Q20: What did you think needs to be improved about the online teaching method delivered by Ms. Sarah?

Student 1: Face-to-face meetings through media such as Google Meeting.

Student 2: Maybe occasionally you could use meeting media to convey thoughts that could not be written directly, for example using meet, etc. However, overall for now it was quite good.

Student 4: Because meetings were so rare, students' speaking was not really evaluated, maybe we could find a way so that students' speaking skills could be evaluated more often and directly.

Student 6: Increase the speaking activity

Student 10: In my opinion, each meeting should have 10-15 minutes face to face to discuss the material, and the rest of the time was for assignments.

When taken as a whole, both the quantitative and qualitative data shed insight on the primary factors that were contributing to Ms. Sarah's remarkable performance as an online ESP instructor. These findings would be contextualized further in the discussion session, and they would be linked to the theory of Second Language Acquisition (SLA) and cultural dimension.

Discussion

In general, students expressed positive feedback concerning their online ESP teaching and learning experience with Ms. Sarah. The data showed that Ms. Sarah's online ESP lesson was received positively. The data revealed that most of students, comprising 54.05% and 43.25% respectively, found the class to be highly enjoyable and enjoyable, indicating a favorable experience for most students. Only 2.7% of students characterized the class as "enjoyable enough," and there were no cases of students perceiving the class as less enjoyable or not enjoyable at all (refer to table 2). These findings indicated that Ms. Sarah's instructional techniques were successful and highly regarded, leading to a consistently favorable educational atmosphere. Furthermore, according to the statistics in table 1, all of the students (100%) expressed confidence in Ms. Sarah's ability to effectively teach ESP online. In addition, over 80% of the respondents believed that other teachers should adopt her teaching method, and 97.37% expressed their willingness to join Ms. Sarah's other classes again next semester.

Table 2. Students' general satisfaction to the ESP online class.

Q1: In general, how do you experience the online ESP class with Ms. Sarah?	Percentage
very enjoyable	54.05%
enjoyable	43.25%
enjoyable enough	2.70%
Less enjoyable	0%
Not enjoyable	0%
Total	100.00%

Due to the very positive responses from the students, the researcher then conducted a more in-depth analysis of the educational features that the students

found enjoyable. The upcoming discussion would not only provide a comprehensive analysis of the features that students recognized (addressing the first research question), but also examined the students' rationales for their preferences towards certain educational aspects (addressing the second research question). In order to achieve the intended objectives, the researcher analyzed two separate classifications: teaching techniques and the system used for assigning and evaluating tasks. These two categories were chosen because they were essential elements that regularly took place throughout the teaching and learning process.

A. Teaching Techniques

In investigating the teaching techniques, the researcher asked the students some questions such as "how was Ms. Sarah delivering the material (online)?", "did she use any learning media?", "did you like the learning media she use?", "did you like the discussion session?", "what aspects did you like most?", and "why did you like it?". Referring to the data in Table 1, it could be observed that the majority of students (62.16%) considered Ms. Sarah's teaching to be excellent, while the remaining 37.84% rated it as good. Similarly, in response to her teaching methods, over 50% of students found it effortless to comprehend the instructional materials presented by Ms. Sarah. Students typically perceived Ms. Sarah's presentation of information as lucid and easily understandable. 21.62% of students perceived the contents as "very easy to comprehend," whilst the majority, 45.95%, considered them to be "easy to comprehend." In addition, 32.43% of students perceived the information as "sufficiently comprehensible." Significantly, none of the students indicated that the materials were "less easy" or "not easy to understand." (see table 3).

Table 3. Students' process of understanding the materials.

Q3: How do you grasp the materials delivered by Ms. Sarah?	Percentage
very easy to understand	21.62%
easy to understand	45.95%
Easy enough to understand	32.43%
Less easy to understand	0%
Not easy to understand	0%
Total	100.00%

In addition to this, the data reported in table 1 demonstrated that 97.37 % of the students believed that the learning media that Ms. Sarah utilized was fascinating and that they enjoyed using it. 94.7% of the students did not only like the way Ms. Sarah taught the lesson and the learning material that she employed, but they also enjoyed the discussion process that took place during the teaching and learning process.

By analysing those data, it was found that the students did not appear to have specific preferences on Ms. Sarah's elements of teaching. On the contrary, it seemed that the vast majority of them had enjoyment in every aspect of their educational experience, including the selection of materials, the delivery of knowledge and resources, the exchange of ideas through discussion, and the utilization of a variety of educational media. Furthermore, although the online instruction method was praiseworthy, it was also crucial to investigate how students regarded the assignment and scoring system during online ESP instructions. This was because these aspects could not be isolated from the whole teaching and learning process.

B. Assignment and Scoring System.

While the majority of students appreciated the way the teacher selected the appropriate materials, delivered the materials by means of lectures and group discussions, as well as the utilization of various learning tools, the survey also discovered that students did not have any issues with the assignment and scoring method (see Tables 4 and 5).

Table 4. Students' perception on the assignment system.

Q7: Did you like the way Ms. Sarah gives assignment?	Percentage
Yes	89.47%
No	10.53%
Total	100.00%

Table 5. Students' perception on the scoring system.

Q8: Did you like the scoring system used by Ms. Sarah?	Percentage
Yes	94.74%
No	5.26%
Total	100.00%

Given the evidence indicating that students showed a positive attitude towards all aspects of Ms. Sarah's instruction, it was imperative to uncover the underlying rationales for such occurrences. When students expressed that the selection of materials was satisfactory, it was important to ascertain the specific types of materials they found enjoyable. Similarly, when students indicated their preference for an assignment, it was crucial to determine the specific characteristics of the assignment that they admired. This information enabled teachers to incorporate examples of effective teaching into their instructional practices, thereby enhancing their teaching methods. To address the second research question, the qualitative data was examined to gain a deeper understanding of the unique components of Ms. Sarah's teaching.

After examining the findings reported in the previous section, it was crucial to emphasize that in terms of the chosen materials, certain codes were discovered that indicated students' positive evaluation of the materials. These codes included terms such as "interesting", "easy to understand", "varied", "relevant to everyday life", and "up-to-date".

Q15: Why did you like the materials/references used by Ms. Sarah?

Student 14: Because the material used was easy to understand and interesting.

Student 4: the material was interesting because it was related to current situation and up-to-date so that easy to follow.

By looking at these data, it could be learnt that interesting materials, according to the students, are those that are easy to understand, related to daily life (updated),

and varied. It means, in deciding the materials, teachers should first look at the suitability of the materials with the students' level. No matter how good the materials are according to the teacher, if the level of difficulty is not in line with the students' English level of proficiency, the students will find it not interesting. This fact is also in line with the input hypothesis of Second Language Acquisition (SLA) theory which explains that "input needs to contain 'i+1', an aspect of language that the acquirer has not yet acquired but that he or she is ready to acquire" (Krashen, 1992, p. 409). In other words, materials should be one level above the students' current level so that it will not create frustration.

Furthermore, selecting materials that are relevant to students' everyday life is regarded as engaging and comprehensible for students. Therefore, teachers are advised to select materials that closely align with the students' everyday experiences. Choosing to play out an English film that gained popularity in 1999 is perhaps an ill-advised decision. Instead, including the current trend of short English movies may enhance students' understanding of the language components.

Lastly, it is crucial to ensure that the contents are diverse and updated. The students are found to have a preference for the latest knowledge and variation, as evidenced by this research. Therefore, teachers are encouraged to possess a diverse range of current resources. Fortunately, we have the internet at our disposal, which enables teachers to fulfill these requirements.

While the significance of resources is crucial, the manner in which the teacher presents the materials is equally significant. Upon analyzing the data presented in the preceding section, several codes were recorded, including "interesting and engaging," "clear and easy to understand," "utilizes simple English language," "well-prepared," "interactive," and "creative." Some of the students' answers were presented below.

Q16: Why did you like the way Ms. Sarah deliver the materials?

Student 16: In my own opinion, when taught by Ms. Sarah, Ms. Sarah seemed to have prepared very well what she would and wanted to say. And every time you started learning, you really felt that she had prepared everything quite well, so that when giving the material, everything looked very prepared and honest. The material was also presented in English which was quite easy to understand

so that I understood the materials quite well. when delivering the material, Ms. Sarah conveyed it using simple English, meaning everyday English so that I quite understood what Ms. Sarah said.

Student 20: Even though the material was often delivered via Google Classroom, it was still communicative

Student 34: Yes, I liked it because some of the material, Ms Sarah always provided it with a unique model so you did not get bored

It could be learnt here that not only the materials' difficulty level should be suitable with the students English proficiency, but the teacher's language also plays important role. After analysing the data, it is found that using simple English language during ESP instructions make it easy for students to understand everything which makes them love the class. It is crucial to maintain interactivity during online meetings and employ diverse teaching models to ensure students remain engaged. Among all of those, it is also interesting to note that the students are able to perceive when the teacher is adequately prepared. Being adequately prepared before teaching not only allows for creativity but also has a positive impact on students. Students can feel it when the teacher is well-prepared, and it makes them feel content and enthusiastic about participating in the lesson.

In addition, students were also asked why they appreciated the learning media utilized by Ms. Sarah. Upon analyzing the students' responses, several noteworthy aspects emerge, such as: "user-friendly interface", "little internet data consumption", "captivating content", "interactive features", and "diverse options" (see at the following students' responses).

Q17: Why did you like the learning media used by Ms Sarah?

Student 19: The learning media was not boring and did not only use one platform. So that made me as a student happy to take part in learning.

Student 2: Because the media used was quite easy to apply and did not require a lot of quota and the media used was quite interesting so it was easier to understand the material

Student 11: There were many platforms that were rarely used, such as TEDTalks, Quizzz, etc. which I thought they were fun because they did not make learning monotonous.

From the above data, it could be learnt that it is very important to pick learning media that is available and accessible for everyone. In this research, the students appreciate the decision of Ms Sarah to use online platform that does not required much data of internet. This is very smart decision to make sure that everyone has the same opportunity to join the online class. This research supports the argument of Gayatri et al. (2023) that Indonesian students may have different levels of engagement with technology and the Internet; thus, it is advisable to choose the most straightforward and inexpensive technology for students who are studying from home. Besides, it is found that Ms Sarah used various interesting learning media such as video or quiz app. The corporation of other apps and platform here were proven to be exciting for students as they might enrich their learning experience through various online learning tools.

Moreover, since the previous quantitative data indicated that students liked discussion during the online teaching, their rationales behind that fact was investigated. The data indicated some codes such as interactivity, English language preparation, prompt responses, and stress reduction/relaxation.

Q20: Why did you like the discussion session during online ESP teaching?

Student 6: The discussion was very interactive and I could try to join maximally.

Student 18: because students and Ms Sarah could interact using English, which could help facilitate and master how to speak English

Student 38: Ms Sarah was very friendly and interactive. This made the pressure within me disappear

This data presents how discussion activity during online instructions brings many benefits for students. Discussion activity creates interactive vibes in which students have the opportunity to practice the language. As a learner of foreign language, students have limited opportunity to practice English during their daily life. Thus, discussion should facilitate their needs to practice the language in safe environment. However, it should be note that the teacher should be able to be good moderator that leads safe and interactive discussion. The aforementioned data also indicated that Ms. Sarah's attitude during the discussion fostered a relaxed learning environment for the students in acquiring the language. This result supports the

Affective Filter hypothesis of Krashen (1982) in his theory of Second Language Acquisition (SLA) which suggests that a stress-free and happy learning environment is necessary for students to effectively assimilate language material. Also, being responsive as a teacher is also acknowledged to be an attitude that makes the students love discussion activity. This is in line with the theory of cultural dimension by Hofstede (1986) which explains that in a large power distance community (e.g. Indonesia), students expect teachers to be in charge with the teaching and learning activity. Thus, as a country with large power distance, the presence of teacher, especially to clarify things is highly needed by the students. Thus, the execution of discussion activity should encourage students' participation without fully remove the role of teacher.

Furthermore, as assignment is always be part of teaching and learning process. It is also essential to see what defines good assignment according to the students. Upon data analysis, three primary concepts emerged, they were "not excessive", "diverse", and "logically feasible" (see to the sample of students' comments below).

Q18: Why did you like the assignments Ms Sarah give?

Student 20: The assignments given were not many, but they covered the material objectives. This made students did not feel the assignment was a burden and did it well.

Student 22: The assignments given each week were different and did not too complicated so students were able to do them well.

Student 34: Yes, I liked the assignment system that was used because when giving assignments, Ms Sarah was always looking for new things to give to students so that students did not feel bored and always felt curious when they wanted to do them.

This data indicates that good assignment according to students is the one that are simple and varied but still related to the learning objective. Giving students monotonous task will definitely make them bored and lose the interest of learning English. The aspect of "variation" is also mentioned many times by the students in the investigation of other teaching aspects, including in term of materials selection, teaching and learning activity, as well as the assignment design.

In terms of the scoring system, it was noted that students like the scoring system in Ms. Sarah's class because they find it fair and objective.

Q19: why did you like the scoring system in Ms. Sarah's class?

Student 23: I liked the scoring system used because it was clear and transparent.

Student 30: I like the assessment system used because the assessment system used was honest and transparent in an objective or comprehensive manner where it didn't look at who the person was. Instead, she assessed students based on their abilities and processes. Apart from that, the assessment system used was very honest where Ms. Sarah assessed the assignments carried out by prioritizing his/her own efforts, not plagiarism or someone else's. Because Ms. Sarah wanted to see our progress and wanted to know where our abilities have reached.

This research result strengthen the theory that scoring system should be fair and transparent. Tsai and Wu (2022) believe that it is crucial to guarantee that all students are treated equally in the grading process by ensuring the fairness and transparency of the mutual interaction between students and teachers. According to the data, students agree that good scoring system is the system that is fair and transparent. Thus, teachers should make sure that the scoring system is explained clearly and practised well based on the designed plan.

Last but not least, although the study found that students liked all aspects of teaching, and had explained their rationales on it, it was still essential to investigate areas of improvement. Thus, besides exploring the positive sides of the online ESP teaching, some suggestion for improvement from the students was also examined.

Q20: What did you think need to be improved about the online teaching method delivered by Ms. Sarah?

Student 1: Face-to-face meetings through media such as Google Meeting.

Student 2: Maybe occasionally you could use meeting media to convey thoughts that could not be written directly, for example using meet, etc. However, overall for now it was quite good.

Student 6: Increase the speaking activity

From above data samples, it could be concluded that students expect more speaking practices and request for synchronous online learning before doing the

<https://doi.org/10.35905/inspiring.v7i2.10660>

asynchronous online learning. While it is understandable that the decision to choose asynchronous online is considered wise as it does not require a lot of internet data, some face-to-face synchronous online teaching is clearly expected by the students.

Conclusion

Teaching online can be challenging, especially for ESP teachers. Hence, it is worthwhile to discuss success experiences in online ESP teaching. The findings of this study indicate that in order to effectively provide online ESP instruction, thorough planning and execution of all teaching components, such as instructional techniques, assignment system, and scoring system, are necessary. Although there are numerous components to examine, the phrase "variation" is prevalent in most instructional components. This research has revealed that students anticipate diversity in instructional materials, instructional methods, and instructional media. Furthermore, research has demonstrated that considering the Second Language Acquisition (SLA) and cultural aspects have a significant impact on the effectiveness of the teaching and learning process. Therefore, it is imperative for teachers to take into account the SLA theory and cultural dimensions of their students when designing the instructional strategies. For example, as an ESP teacher who teaches ESP to Indonesian students, teachers have to make sure that the teaching and learning activity should not only be varied in terms of materials and teaching techniques, but those materials also have to be one level above the students' current level (related to SLA theory) and the teaching techniques should be suitable for cultural dimension of collectivist students. Thus, it is recommended that teachers did pre-test before the teaching and learning process to ensure the suitability of the materials. Also, organising ESP class with group work or project is recommended, while giving too much individual assignment to collectivist students such as Indonesian students might create unpleasant teaching and learning experiences for the students.

While the result of this study may enrich teachers' knowledge on how to effectively deliver online instructions, focusing on a single educator's experience, like Ms. Sarah's, may limit the generalizability of findings in the diverse field of ESP instruction. While acknowledging Ms. Sarah's teaching success, Abbasi and Aftab

(2021) argue that it is also crucial to consider the broader context of online ESP instruction, where various factors such as technological infrastructure, institutional support, and learner preferences can influence effectiveness. Moreover, relying solely on student feedback for evaluating teaching effectiveness may also provide a limited perspective. Since students were the primary source of data, their responses could be influenced by personal preferences and subjective experiences that might not fully represent the broader effectiveness of the teaching methods. In addition, students might focus more on factors related to their immediate satisfaction, rather than on long-term learning outcomes. To address this issue, future studies could cover more perspectives, such as peer or teacher evaluations. Indasari et al. (2024) suggested that future research should encompass multiple case studies across various disciplines and settings to establish good practices in online ESP teaching.

Despite all the limitations, Ms. Sarah's case offers valuable insights. Iswati (2021) implied that it is essential to recognize the limitations and complexities of online ESP instruction to ensure a comprehensive understanding of effective teaching practices. By examining specific cases like Ms. Sarah's, educators can better adapt their methods to meet the varied needs of learners across different subjects.

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