**TAMADDUN LIFE**
JURNAL BAHASA, SASTRA DAN BUDAYA

# Exploring The Teacher's Roles and Practice in Promoting Students' Engagement: A Focus on Non-English Major Students

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## Abstract

*This study explores the roles and practices of an English for Specific Purposes (ESP) teacher in fostering student engagement among non-English major students in higher education. Employing a qualitative descriptive approach, data were collected through questionnaires and semi-structured interviews with a teacher at Muhammadiyah University of Kendari. The findings reveal that the teacher's effectiveness stems from a combination of pedagogical, social, and professional competencies. Strategies employed to enhance engagement include creating a warm and inclusive classroom environment, tailoring teaching methods to accommodate diverse student proficiency levels, and implementing effective time management practices. These approaches significantly improved students' confidence, participation, and language acquisition outcomes. The study also identified challenges such as limited course duration, which restricts long-term assessment, and occasional student reluctance in group activities. To address these challenges, the teacher relied on adaptive strategies and emphasized the importance of professional development programs, such as the Inter-disciplinary Teacher Collaboration (ITC) program, which provided new insights into effective ESP instruction. The study sheds light on the importance of collaborative learning, scaffolding techniques, and tailored instruction in meeting the specific linguistic and professional needs of ESP students. This research contributes to the understanding of ESP pedagogy by offering practical and theoretical insights into effective teaching practices. It highlights the critical role of teacher agency in shaping engagement and learning outcomes. The findings provide a foundation for improving ESP instruction and call for future research to explore longitudinal impacts, comparative studies, and the integration of technology in ESP classrooms.*

*Keywords: ESP instruction, student engagement, teacher competencies, professional development, higher education, qualitative research*

## INTRODUCTION

Education serves as a transformative process, fostering the development of knowledge, skills, values, morals, beliefs, and habits essential for individuals' growth and societal contribution (Suardi, 2018; Hodson, 2009). Central to this process are educators, learners, learning materials, teaching methods, and the educational infrastructure, collectively shaping educational achievement and societal progress (Murniarti, 2021). Within this framework, teachers play a pivotal role in facilitating learning and shaping students' intellectual and moral development (Rahayu, 2018; Da Luz, 2015).

In contemporary educational discourse, the significance of teacher involvement and effective teaching strategies in enhancing student engagement and academic outcomes has garnered considerable attention (Abiodullah et al., 2020; Mäkinen, 2013; Rothstein, 2010). Engaged teachers, characterized by their dynamic and enthusiastic approach to teaching, not only impart knowledge but also inspire students to navigate challenges as part of their learning journey (Burić & Macuka, 2018). However, despite advancements in understanding factors influencing academic success, challenges persist, particularly in college English education for non-English majors in Croasia.

Existing research primarily on teachers' role and practice emphasizes external factors, such as teaching methodologies, in predicting academic achievement (Wang, 2013; Wang & Kang, 2015). Yet, the ongoing concerns regarding non-English major students' English performance underscore the need to delve deeper into classroom dynamics and student engagement (Liu, 2020; Wang, 2015). Additionally, English for Specific Purposes (ESP) has gained attention as an approach that can potentially address the unique needs of these students by tailoring instruction to their specific academic and professional contexts (Anthony, 2018; Hutchinson & Waters, 1987). Student engagement theory posits that active participation in the learning process significantly impacts academic success (Fredericks et al., 2016; Kuh, 2009). However, observations of low behavioral engagement, characterized by passive learning behaviors, highlight the complexity of promoting student involvement (Jiang, 2021; Wu, 2021).

This research aimed to explore the teacher's roles and practices in promoting students' engagement, with a specific focus on non-major students at a private University, Indonesia. By investigating the tactics and approaches that teachers used to engage non-major students, this study hopes to provide insights into how teachers may build a more inclusive and effective learning environment that supports all students' academic success. This study aimsed to give useful insights into developing inclusive and effective learning environments conducive to all students' academic performance by investigating successful teaching methods and approaches to increasing student engagement.

## Teacher's Roles

Goldspink, et al. (2008). As an cited in Pedler et al., (2020) noted that teachers have the most control over the learning environment, material, and methodology, thus there is no concern if their decisions on these areas have a substantial impact on engagement and results. As a result, teachers' roles in developing and maintaining student engagement are critical, and it is for this reason that teachers' current understanding of student engagement must be rebuilt, in order to determine whether teachers' (mis)understandings have an impact on current student engagement

practices. According to Triyanto et al. (2023). Teachers are key change agents who must help students develop the information and skills they need to execute their professions more effectively. To attain learning objectives, teachers must be able to develop and implement interactive learning that incorporates suitable media, learning methodologies, and assessments (Rolf, 2021). They also serve as facilitators for class empowerment (Gonçalves, Parker, Luguetti, & Carbinatto, 2020). Being a teacher entails being prepared to meet obstacles as well as building and constantly updating abilities to manage and impact change in the classroom (Green & Collett, 2021; Poom-Valickis, Saarits, Sikka, Talts, & Veisson, 2013).

## Teacher Practice

This research showsed significant results from Felder and Henrique (1995) as cited by Thongsongsee (2022). Students' abilities and readiness to learn are determined not just by the students themselves, but also by the effectiveness of a teacher's teaching style. This is because the English teaching and learning process in the classroom consists of two major active variables: teachers and pupils. Teachers play a vital role in determining which learning activities would assist students reach their learning goals. Teacher choice of classroom activities and use of effective pedagogy give considerable chances to affect student engagement and motivation (Collie et al., 2016; Skinner & Pitzer, 2012). Uibu, et al., (2021). Teaching practices are regarded vital to the way teachers operate, as they are utilized to increase students' knowledge and skills. (Den Brok et al, 2004). Teachers choose classroom teaching approaches based on the goals they set. (Brophy 2001; Vaughn 2014) and can vary depending on student progress. (Den Brok et al. 2004; Uibu & Kikas 2014). Teachers should use a variety of individualized and collaborative teaching approaches to increase students' cognitive and social abilities (Perry, Donohue, and Weinstein 2007).

## Students Engagement

According to Gallup, (2013) cited in Olson et al., (2015) Student engagement refers to an individual's desire and excitement for education, which influences academic performance and conduct (Gallup, 2013). Student participation is a challenging concept to grasp. "Student engagement involves positive student behavior, such as attendance, paying attention, and participation in class, as well as the psychological experience of identification with school and feeling that one is cared for, respected, and a part of the school environment" (Anderson, Christenson, Sinclair, & Lehr, 2004, p. 97). This definition demonstrates that the concept of student involvement is multidimensional and multilayered; students' levels of engagement differ as they advance through school. Furthermore, students' engagement levels may vary (Archambault et al., 2009). Accrording Archambault and colleagues (2009) identified three types of student engagement: behavioral, affective, and cognitive. The first sort of student engagement, behavioral engagement, entails students following norms and participating in class and extracurricular activities. The second sort of student involvement is affective involvement, which involves students' experiences, feelings, attitudes, and perceptions of school, particularly their sense of belonging, interest, eagerness to study, and overall liking for school. The third type of engagement is cognitive engagement.

## Non-English Major Students

According to the Cambridge English Dictionary, a non-major is a student who does not major in a specific field. a student who attends classes in subjects other than his or her primary field of study. According to Supiah's (2018) research on The Attitude of Non-English Major Students In Learning English. (Echevarria, Short, and Powers, 2006). English is studied at all stages of schooling, from elementary to college. This is because mastery of English is an important necessity in line with the rapid development of science and technology, as well as demands for quality resources and enhancing the quality of human resources, all of which are directly tied to growing English language learning in a variety of ways. (Butler and Iino, 2005). When foreign language teachers, particularly English teachers, cultivate a positive attitude and high drive in their students, their learning potential increases. For example, a student's attitude toward a foreign language can influence his ability to learn it. English teachers must be aware that students studying a foreign language exhibit both positive and negative attitudes. This negative attitude can now be addressed by implementing a variety of instructional approaches, resources, and activities. According to Adekunle (Adekunle, 1995), this attitude is critical to language maintenance efforts. Despite the fact that the majority of the students at STAIN Syaikh Abdurrahman Al-sidiq Bangka Belitung did not speak English. They must take English classes from the first to the fourth semester, including Intensive English courses arranged by Bible Development (UBINSA Unit) and English courses in their individual study programs. Intensive English instruction begins in the first semester with a curriculum that covers four language skills: reading, catching, listening, and writing, and is parameter-oriented with the same module or textbook for each. Each intensive English session is made up of non-English students from various programs or majors of study. Researchers presume that students from various study programs have diverse interests and perspectives, as well as English language proficiency.

## METHOD

This study employs a qualitative method with a descriptive design. According to Mertens (2010), qualitative methods such as interviews, observations, and document reviews are dominant in the interpretive paradigm, which seeks to understand various social constructions of meaning and knowledge. This is consistent with the method used to collect data in this study. This study will be carried out at the Muhammadiyah University of Kendari. It included one teacher who taught in the Social and Political Sciences department. The participant in this study will be an English education teacher who has been teaching English for five years and also been teaching in the Social and Political Science department for five years. The primary tools utilized in this study will be questionnaires and interview. The questionnaire is adapted from a study by Thongsongsee (2022). According to (Sukardi, 2010, pp. 76-77), "questionnaires are several types of questions that are closely related to research problems that are to be solved, compiled, and distributed to respondents to obtain information in the field". The adapted questionnaire consists of ten questions and will be shared to the teacher via Google Forms for completion (see Appendix 1). Another instrument is interview's guideline. This interview guide has the same questions as Thongsongsee's questionnaire (2022). This interview is an alternative way to obtain the findings of the participant's questionnaire. The goal of this interview is to investigate the statements on the questionnaire (see Appendix 2). After collecting the data, it will be analyzed following the guidelines of Miles and Huberman, (2014), which involve three stage 1. Data reduction, 2. Data display and 3. Conclusion drawing.

## FINDINGS AND DISCUSSIONS
### FINDINGS

After analyzing data questionnaires and interviews, researchers found several teacher roles in ESP learning. The basis for data analysis was theory from Thongsongsee (2022). Exploring EFL Teachers' Roles and Practices in Promoting Student Engagement. The following is a detailed explanation regarding this matter; An overview of each aspect will be explained as follows:

1. **Data Questionnaire**
   b. Defining the Role of ESP Teachers
      teacher is very challenging because teachers are challenged to be more effective in demanding a combination of pedagogical, social, personal, and professional competencies. Key aspects include tolerance for ambiguity, treatment of students, encouragement, empowerment, and building harmonious relationships.

      > *"Becoming an ESP teacher is arguably challenging, as we are required to have a set of competences, such as pedagogic, social and personal as well as professionality. Practically, when dealing with students, we need to have a sense of tolerance of ambiguity, value students' work ethically and equally, encourage and empower them and be able to build "harmonic" rapport with students".*

   c. Impact on Language Learning
      The impact of the teacher's role on students' language learning is difficult to see due to the short-term nature of the teaching. This requires deeper analysis to understand the interaction of various factors over time.

      > *"Well, it seems uneasy to see the effect of a teacher's roles which might affect students' progress in learning in the short term. We need carry out deeper investigation and analysis to see the relationship of those interconnected aspects".*

   d. Influence on Student Engagement
      The role of teachers seems to influence student engagement, teacher can make students more active by encouraging students to show more interaction with each other in the learning process.

      > *"Well, this is somehow apparent to some respects. Some students enjoy interacting each other and to me as well, during the class".*

   e. Difference Between Conventional and Online Classes
      Conventional classes offer a more engaging and interactive experience compared to online classes, which often result in more one-way communication due to time and access constraints.

*"Yes, indeed. Online classes mostly seem like "one-way communication". The students, in online classes, minimize their interaction which could be due to limited time and access they have. Conversely, offline class is more engaging and enjoyable, the students can directly interact with each other".*

f. Factors Influencing Teaching Approaches
The choice of teaching approaches is influenced by teacher training experiences which have a significant impact on teaching.

*"Well, this is mostly affected by experiences I had; learning, training and regular practices".*

g. Student Engagement and Learning Success
There is a strong correlation between student engagement and learning success. A collaborative learning environment helps students support each other, enhancing their overall learning experience.

*"Well, I think it is very correlated, when students cooperatively learn together, they will develop sense of helping each other, some of them who do not understand will be helped by those who understand. So, it could be beneficial for themselves as well".*

h. Promoting Student Engagement
To increase engagement, teacher encourage collaborative work and promote an open environment where students feel comfortable seeking help and asking questions.

*"Well, I always encourage them to work together, and never hesitate to ask for help or question to me if they have any questions related to learning English".*

i. Factors Affecting Student Engagement
A warm classroom environment can support students to contribute significantly to other students in the learning process.

*"This is probably related to "warm" classroom environment. I constantly support them to work together".*

j. Challenges in Promoting Engagement
The challenges in promoting student engagement are not many obstacles because students are easy to interact with, with time management being a major concern.

*"There is not any significant challenges, because the students easily get along. Say, it is related to time allocation".*

k. Overcoming Challenges

There were no difficult challenges as the teacher effectively managed time during the activities to ensure that students remained engaged and productive in the learning process.

*"Well, I managed it quite well, controlling the time while the activity run".*

### 2. Interview Results
#### a. Teacher Competencies
1. Training and Professional Development
The teacher his participating in this study has undergone various training programs to enhance their competencies as ESP teacher. Notably, the Inter-disciplinary Teacher Collaboration (ITC) program emerged as a significant training initiative. This program, lasting approximately 36 hours and commencing on August 2, 2022, was designed for teacher, lecturer, and educator involved in ESP courses. Participants emphasized the importance of the ITC program in providing new understanding and experience regarding the implementation and teaching of ESP in their classrooms.

> *"The training I has participated in is the ITC program, which stands for Inter-disciplinary Teacher Collaboration. This is a training program for teacher, lecturer, or educator who teach ESP courses. The ITC program lasts approximately 36 hours or from August 2, 2022. The ITC program is also very important because it provides new understanding and experience regarding the implementation or teaching of ESP in the class that I handle".*

2. Continuous Development of Pedagogic, Social, Personal, and Professional Skills
To ensure the consistency and continuity of their teaching processes, teacher engage in continuous professional development. They reported reading extensively about ESP and seeking additional learning resources through videos and other media. This approach is crucial as ESP teaching differs significantly from general English classes within the English study program. By consulting a wide range of references from books, journals, and teaching videos, teacher enhance their pedagogic, social, personal, and professional skills, which in turn enriches their teaching practices and benefits their students.

> *"For consistency and continuity of the learning process, I read many references about ESP and also look for other learning resources through videos about ESP teaching. ESP is handled differently from general English classes in the English study program. For this reason, I seek many additional references from books, journals, or teaching videos about ESP".*

#### b. Impact on Student Outcomes
1. Significant Impact on Students' Language Learning Progress
Teacher shared specific examples illustrating their impact on students' language learning progress. For instance, in an ESP class on good governance within the Social and Political

Sciences study program, students were initially unfamiliar with the pronunciation and structure of relevant vocabulary. Through step-by-step guidance, including vocabulary introduction, sentence structure, and expression modeling, students gained confidence and competence in expressing their statements. This approach significantly improved their ability to articulate opinions and engage in group discussions, demonstrating the direct impact of the teacher guidance on their learning progress.

> *"A simple example is when teaching an ESP class about "Good Governance" in the Social and Political Sciences study program. Before engaging in activities, I introducing vocabulary, students first had to pronounce and structure it in sentences, understand what it looks like, and the expressions related to it. We then modeled the class in group form. The impact was evident when students attempted to express their statements. Initially, they lacked confidence or understanding of appropriate expressions for stating opinions or countering others' statements. After providing examples of the correct vocabulary, expressions, and pronunciation, they improved significantly, directly impacting the teaching process".*

2. Measuring Long-Term Impact on Student Learning Outcomes
Measuring the long-term impact of teaching on student learning outcomes presents challenges due to the limited duration of ESP classes, typically lasting one semester. Continuous evaluation of classes is necessary to assess long-term outcomes. However, tracking progress beyond the semester is difficult. Teacher acknowledged that although the long-term impact is crucial, the constraints of a single semester limit their ability to follow up and trace the learning outcomes process effectively.

> *"This long-term impact requires continuous evaluation of the classes we take. However, the challenge is that the classes only last for one semester. For long-term learning outcomes, they can't be seen in the next semester because the class only lasts for one semester. I think this is the key issue with the long-term impact question; it is difficult to trace since the class is completed in just one semester, so it can't be followed up or traced further".*

**c. Engagement Strategies**
1. Creating a Warm Classroom Environment
Teacher employs specific strategies to create a warm and friendly classroom environment. One effective approach involves integrating humor and games related to the material being studied. For example, during discussions on good governance, teacher illustrate the criteria for a good leader and engage students in debates about admired leaders. This interactive method fosters a more active and friendly classroom atmosphere, enhancing student engagement and participation.

*"The special strategy I use to make the class warmer and friendlier is to provide jokes or games related to the material being studied. For example, when discussing good governance, I illustrate a good leader, the criteria for a good leader, and ask about which leaders they think should be admired. This makes the class more active, interactive, and engaged in debates about their preferred leaders, creating a warmer and friendlier learning environment".*

2. Tailoring Teaching Methods to Accommodate Different Proficiency Levels
To address the varying proficiency levels in their ESP classes, teacher often use the grouping method. By pairing more active and knowledgeable students with those who are less proficient, teacher facilitate peer learning. This method proves effective in helping students with lower proficiency levels learn from their more knowledgeable peers, whether in large groups or pairs. Such tailored teaching methods ensure that all students benefit from the collaborative learning environment.

*"To accommodate differences in students' understanding or proficiency levels, I usually use the grouping method. By pairing more active and "smart" students with those who are not at the same level, they can learn from each other. This method is very effective as students with lower English proficiency can learn from their peers who have better knowledge. This grouping can be done in large groups or pairs".*

3. Differences in Conducting General vs. ESP Classes
Teaching approaches differ significantly between general English and ESP classes. In ESP classes, students typically have non-English backgrounds and require intense, step-by-step guidance, such as scaffolding. This involves explaining vocabulary, interpreting readings, encouraging students to ask about unfamiliar terms, and helping interpret messages or expressions. In general English classes, this level of detailed support is usually unnecessary except at beginner levels. The distinct needs of ESP students necessitate a more hands-on and supportive teaching approach.

*"The difference is quite significant when teaching ESP classes compared to general English classes. In ESP, students generally have a non-English background and require intense step-by-step guidance, such as scaffolding. This includes explaining existing vocabulary, interpreting readings, asking students about unfamiliar vocabulary, and helping to interpret given messages or expressions. In general English classes, this level of support is not usually provided except for beginners or if students are unfamiliar with certain terms or vocabulary".*

**d. Challenges and Solutions**
1. Unexpected Challenges in Promoting Student Engagement

Teacher encounter unexpected challenges in promoting student engagement, such as students feeling uncomfortable, unprepared, or unwilling to participate in group activities. These challenges, although infrequent, require teacher to adapt their strategies to ensure all students feel included and motivated to engage in the learning process. Overcoming these challenges involves creating a supportive and encouraging classroom environment where students feel comfortable participating.

> *"In trying to make the class more friendly or interactive, the challenge arises when students sometimes feel uncomfortable, unprepared, or unwilling to group together to answer questions. However, this doesn't happen often, only 1 or 2 times, as generally, they are more willing to learn and be interactive".*

2. Effective Time Allocation for Maximizing Student Engagement
   Effective time management is crucial for maximizing student engagement during class activities. Teacher employs strict time management practices, setting specific timers for activities such as reading, practice questions, and group work. Allocating 20 to 25 minutes for each activity ensures that students remain focused and engaged. This disciplined approach to time management allows teachers to cover multiple learning activities within the class period, enhancing the overall learning experience for students.

> *"For teaching activities, when students are asked to do something, I always give a specific timer, for example, asking them to do reading or practice questions. When working in groups, I set a time limit, usually 20 to 25 minutes. The timer is very strict, and when the time is up, they must stop their learning or discussion and move on to other activities. One of the important skills for teacher is time management in the classroom. There are usually several learning activities, and we need to allocate time effectively."*

These findings highlight the various strategies and approaches employed by ESP teacher to enhance their competencies, impact student outcomes, and address challenges in the classroom. The continuous professional development of teacher, tailored teaching methods, and effective engagement strategies contribute to a positive and productive learning environment for ESP students.

## DISCUSSION

ESP has followed several definitions due to its rapid development in many fields. Thus, many researchers and elites such as Hutchinson and Waters (1987), Robinson (1991), Strevens (1988), and Dudley-Evans and St. John (1998) has contributed greatly to this area of knowledge. They prefer to define ESP as an approach rather than a product, which refers to ESP, not following a specific type of language, teaching materials or methodology. This type of problem relies on the prominence of requirements in ESP, which represents a major trend in most ESP definitions

In an era marked by unprecedented global interconnectivity, proficiency in foreign languages stands as a gateway to enhanced personal, academic, and professional opportunities (Sari et al, 2023). As individuals navigate linguistic landscapes beyond their native tongues, the acquisition of a new language has become an increasingly vital skill. Amid this context, the role of motivation in shaping the trajectory of foreign language learning emerges as a focal point for exploration and understanding (Sari (2021); Sari (2022); Wulantari et al (2023), Fauziningrum et al (2023); Rusmiyanto et al (2023)).

As indicated by an extensive body of academic research shows, student engagement has a malleable character, indicating its capacity to vary Both as a function of time and as a function of context (Coates, 2006; Collins, 2014; Conner, 2011; Christenson et al., 2012; Franklin, Harris, & Allen-Meares, 2013; Shernoff, 2013). In this case, the factors that influence student engagement are specific aspects of the learning context or particular characteristics of the learning environment, which influence students' engagement into learning and extracurricular activities, their willingness to invest in learning, and their identification with school

One learning model that is still valid and widely used by teachers is the conventional learning model. According to Djamarah (1996), conventional learning methods are traditional learning methods or also called lecture methods, because this method has long been used as a tool for oral communication between teachers and students in the teaching and learning process. In history learning, the conventional method is characterized by lectures accompanied by explanations, as well as the distribution of tasks and exercises. Online learning (also known as electronic learning, or e-Learning) is the result of learning delivered electronically using computers and computer-based media. The material is often accessed via a network. The source can come from websites, internet, intranet, CD-ROM, and DVD. Apart from providing instructions, e-learning can also monitor student performance and report student progress.

According to Ayeni (2011), teaching is a continuous process whose aim is to bring about desired changes in a learner or group Learners through a consistent method. A review of the literature reveals a Various kinds of teaching methods can be adopted to achieve Student learning objectives and outcomes. Some studies on teaching is carried out using teaching methods at the basic level. These researchers argue that once the foundation is built correctly, learners will be able to build their skills as they progress on educational ladder (Le, Nguyen, & Burns, 2021; Mohammadjani & Tonkaboni, 2015; Xu & Li, 2018). Likewise, university education No different from other educational institutions regarding the need for modern teaching methods (Alhirtani, 2020).

Understanding student engagement is critical for educators in seeking any strategies to reduce the likelihood of student failure in their learning (Finn & Zimmer, 2012). This implies that student engagement plays an important role in their success. Research has proven that student engagement influences their academic performance (ibid). They further assert that students who actively demonstrate their academic engagement behaviors perform and achieve better than their non-engaged peers.

There is a vast amount of research about what fosters student engagement in higher education, such as attendance, a feeling of belonging, and academic support (Christenson et al., 2012; Martin et al., 2020; Trowler, 2010). There is also ample research on what promotes student engagement in online learning. A systematic review of online learning research conducted by Martin et al. (2020) demonstrated that the largest number of studies focused on student engagement

in online learning. Most research has investigated which online learning activities promote the different dimensions of engagement (Schindler et al., 2017); this research includes recent articles on specific strategies for fostering student engage- ment, such as identifying pedagogical touchpoints (Tualaulelei et al., 2022) or using learn- ing analytics and nudging (Brown et al., 2022).

Characteristics that influence student engagement are viewed differently by Researcher. Motivation, attention, engagement, and intellectual effort all Characteristics that influence engagement, according to Major (2015). Attitude, Personality, drive, effort, and self-confidence all influence interactions, according to Gray and DiLoreto (2016). Interaction, motivation, effort, engagement, active learning, and time commitment, according to other researchers, are all components of engagement (Robinson & Hullinger, 2008; Kuh, 2009; Dixson, 2010; Hoskins, 2012). Student motivation, attention, and related elements, engagement and active learning, and the level of academic challenge and intellectual work are categorized into four Categories in this research. This literature overview focuses on each of the four Aspects of student engagement among online students.

Some of these difficulties include technical problems, such as an unreliable Internet connection, incompatible devices or software, or lack of technical support; lack of interaction, such as limited communication or feedback from instructors or peers, or feelings of isolation or loneliness; lack of motivation, such as difficulty in staying focused or managing time, or lack of interest or relevance in course content; lack of personalization, such as difficulty in adapting to different learning styles or preferences, or lack of choice or control over the learning process; time management problems, such as difficulty in balancing multiple commitments or responsibilities, or coping with workload or deadlines; and accessibility issues, such as difficulty accessing course materials or activities due to physical, sensory, cognitive, or emotional barriers (Singh, 2022). These challenges can negatively impact the quality and effectiveness of online learning. For example, they can reduce student engagement. Student engagement is one of the key factors that influence the effectiveness and success of online learning. Student engagement refers to the level of attention, interest, curiosity, and engagement that students demonstrate in their learning process. Engaged students are more likely to persist, achieve, and enjoy their online learning experience. Therefore, it is important for online educators to design and implement strategies that can increase student engagement in online learning environments.

The distinction between ESP and general English classes further illustrates the unique demands of ESP instruction. Unlike general English, which focuses on broad language competencies, ESP classes are tailored to address specific linguistic and professional needs. The teacher's emphasis on detailed scaffolding and contextualized learning activities highlights the importance of aligning instruction with students' academic or vocational goals. This targeted approach is critical for ensuring that ESP students can apply their language skills in specialized contexts.

The implications of this study are both practical and theoretical. On a practical level, the findings highlight the importance of professional development programs that equip teachers with the necessary skills to manage diverse classrooms effectively. Participation in initiatives such as the Inter-disciplinary Teacher Collaboration (ITC) program demonstrates the value of ongoing training in enhancing teaching practices. Additionally, the study underscores the need for institutions to encourage collaborative and interactive teaching strategies, which not only improve language learning but also foster critical thinking and teamwork skills. On a theoretical level, the

findings contribute to the understanding of how tailored teaching practices can influence student engagement and learning outcomes in ESP contexts.

**CONCLUSION**

This study examined the roles and practices of an ESP teacher in fostering student engagement among non-English major students. It explored the multifaceted competencies required for ESP instruction, the strategies employed to enhance engagement, and the challenges encountered in the teaching process. The findings offer valuable insights into how tailored teaching practices and professional development contribute to creating inclusive and dynamic learning environments.

The research revealed that the teacher's ability to combine pedagogical, social, and professional competencies was pivotal in addressing the specific needs of non-English major students. Key strategies such as creating a warm classroom atmosphere, tailoring teaching methods to students' proficiency levels, and managing time effectively were instrumental in promoting engagement and improving learning outcomes. The study also highlighted the challenges of limited class duration and occasional student reluctance, suggesting the need for more systemic approaches to sustain long-term learning outcomes. These findings not only address the research questions but also emphasize the critical role of teacher agency in enhancing student participation and achievement in ESP contexts.

The significance of this research lies in its contribution to understanding the unique demands of ESP instruction. By demonstrating how strategic teaching practices and professional development initiatives, such as the Inter-disciplinary Teacher Collaboration (ITC) program, can enhance student engagement, this study adds to the growing body of literature on effective teaching in specialized language contexts. It highlights the need for ongoing professional development and underscores the value of collaborative learning environments in preparing students for academic and professional success.

The practical implications of this research are far-reaching. Educational institutions should prioritize training programs that equip teachers with the skills necessary to manage diverse classrooms and foster engagement effectively. Policies that support extended ESP course durations or follow-up programs could address the challenge of measuring and sustaining long-term learning outcomes. Additionally, the study reinforces the importance of scaffolding and interactive teaching methods, which not only improve language acquisition but also develop critical thinking and communication skills that are essential for students' future careers.

Theoretical implications also emerge from this study, particularly in the context of language pedagogy and engagement strategies. The findings align with Vygotsky's (1978) Zone of Proximal Development, which emphasizes the role of social interaction in learning, and they reaffirm the principles of active learning, which prioritize student collaboration and participation. These insights can inform future research on the intersection of teacher competencies, engagement strategies, and learning outcomes in ESP contexts.

Future research should explore longitudinal approaches to assess the sustained impact of teaching practices identified in this study. Investigating how these strategies influence students' academic and professional achievements over time could provide a deeper understanding of their efficacy. Additionally, comparative studies between ESP and general English instruction could further elucidate the distinct pedagogical requirements of these fields. Exploring the role of

emerging technologies in enhancing engagement and learning outcomes in ESP classrooms is another promising avenue for research.

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**Appendix (1)**

This questionnaire was adopted from research by Thongsongsee (2022). This questionnaire consists of ten questions.

| No. | Questionnarie | Answer |
|---|---|---|
| 1. | How do you define your role(s) as an ESP teacher? | Becoming an ESP teacher is arguably challenging, as we are required to have a set of competences, such as pedagogic, social and personal as well as professionality. Practically, when dealing with students, we need to have a sense of tolerance of ambiguity, value students' work ethically and equally, encourage and empower them and be able to build "harmonic" rapport with students. |
| 2. | How does your perceived role affect your students' language learning? | Well, it seems uneasy to see the effect of a teacher's roles which might affect students' progress in learning in the short term. We need carry out deeper investigation and analysis to see the relationship of those interconnected aspects. |
| 3. | How does your role affect your students' engagement? | Well, this is somehow apparent to some respects. Some students enjoy interacting each other and to me as well, during the class. |
| 4. | Are there any differences in the way you conduct your conventional classes and the online classes? Please explain. | Yes, indeed. Online classes mostly seem like "one-way communication". The students, in online classes, minimize their interaction which could be due to limited time and access they have. Conversely, offline class is more engaging and enjoyable, the students can directly interact with each other. |
| 5. | What are the factors affecting your choices of teaching approaches? | Well, this is mostly affected by experiences I had; learning, training and regular practices. |

| 6. | In your opinion, how does student engagement affect your students' learning success? | Well, I think it is very correlated, when students cooperatively learn together, they will develop sense of helping each other, some of them who do not understand will be helped by those who understand. So, it could be beneficial for themselves as well. |
|---|---|---|
| 7. | What can you do as an ESP teacher to promote your students' engagement? | Well, I always encourage them to work together, and never hesitate to ask for help or question to me if they have any questions related to learning English. |
| 8. | What are the factors affecting your students' engagement? | This is probably related to "warm" classroom environment. I constantly support them to work together |
| 9. | What are the challenges you have faced when trying to promote yours students' engagement? | There is not any significant challenges, because the students easily get along. Say, it is related to time allocation. |
| 10. | How do you overcome those challenges? | Well, I managed it quite well, controlling the time while the activity run. |

**Appendix (2)**

This interview guide includes the same questions as the Thongsongsee (2022) questionnaire guide. The objective of this interview is to investigate the questions on the questionnaire.

| No. | Teacher Competencies | Answer |
|---|---|---|
| 1. | What specific training or professional development have you undergone to enhance your competencies as an ESP teacher? | The training I have participated in is ITC, which is an inter-disciplinary teacher collaboration program, which is a training program for teachers/lecturers/teachers who teach ESP courses. So the ITC program lasts approximately 36 hours or from August 2 2022. The ITC program is also very important because it provides new understanding and experience regarding the implementation or teaching of ESP in the class that I handle. |
| 2. | How do you continuously develop your pedagogic, social, personal, and professional skills? | So, for consistency and continuity of the learning process, I also read a lot of references about ESP and also looked for other learning resources through videos about ESP teaching, because basically ESP is handled differently from English classes in general in the English study program. So for that reason, I looked for a lot of additional references from books or journals or teaching videos about ESP. |

| No. | Impact on Student Outcomes | Answer |
|---|---|---|
| 1. | Can you provide specific examples where your role as a teacher significantly impacted a student's language learning progress? | A simple example is when teaching ESP class when I gave material about good governance in the Social and Social Sciences study program at that time, so before carrying out activities on introducing vocabulary, students first had to mention how to pronounce it and its structure in sentences, what it looks like and the expressions related to it. . Then we model the classes in group form. The impact can then be seen when they try to express their statements, initially they are not confident or don't really understand what expressions can be used to express opinions or refute or refute other groups' statements, but after we give examples of the right vocabulary, give expressions. correctly, and state the pronunciation. Then they become able and that has a direct impact on teaching. |
| 2. | How do you measure the long-term impact of your teaching on student learning outcomes? | This long-term impact requires continuous evaluation of the classes we take, but the problem is because the classes only last for one semester. So |

|  |  |
|---|---|
|  | for learning outcomes in the long term, this means that the next semester cannot be seen because the problem is that the class only lasts for 1 semester. I think that's because long-term impact is the key to this question. I think it's a bit difficult to explore because we have completed the class in only 1 semester so it can't be followed up or traced again the learning outcomes process. |

| No. | Engagement Strategies | Answer |
|---|---|---|
| 1. | What specific strategies do you use to create a "warm" classroom environment? | The special strategy that I use to make the class warmer and friendlier is to provide some kind of joke or game that is related to the material being studied. As an example of discussing good government, I give an illustration of a good leader, the criteria for a good leader, and ask about which leaders they think should be admired. So in this way the class becomes more active, interacts, and debates the leaders they like. So it seems that the class then becomes warmer and friendlier in the learning process. |
| 2. | How do you tailor your teaching methods to accommodate different proficiency levels in your ESP class? | To accommodate differences in the level of understanding or proficiency of students in my class, I usually use the grouping method. So you see students who are more active and "smart" with those who are not at their level. So the grouping is done to enable them to learn from each other, because it is very effective so that students who have a low level of knowledge in English can learn from their friends who have better knowledge than themselves. So sometimes in large groups or in pairs. |
| 3. | Are there any differences in the way you conduct your general and the ESP classes? Please explain. | The difference is quite significant when we teach in ESP classes and in general classes, because those in ESP generally have a non-English background and there really needs to be intense step-by-step guidance such as scaffolding which is carried out, for example, explaining existing vocabulary, interpreting the reading they have, asking students to ask about vocabulary they don't know, even helping to interpret a message or expression given. In general English classes, this is understood in |

| | | English classes, in general we don't do this except at some levels, for example beginning students, if students don't know certain terms or vocabulary. |
|---|---|---|

| No. | Challenges and Solutions | Answer |
|---|---|---|
| 1. | What are some unexpected challenges you have encountered in promoting student engagement, and how did you address them? | In trying to make the class more friendly or interactive, involving students in this case, with each other, the challenge is when students sometimes feel uncomfortable, not ready, or do not want to group together to answer questions. However, this doesn't happen often, only 1 or 2 times, because I think in general they are more willing to learn and be interactive. |
| 2. | How do you manage time allocation effectively to maximize student engagement during class activities? | Usually for teaching activities, for example, when students are asked to do something, I always give them a specific timer, for example asking them to do reading, and a practice question. Or make them ask to work in groups, there is always a time I set, usually 20 to 25 minutes and so on. The timer was very tight so that when the time was over they had to stop the learning process or discussion in the group, and I continued with other activities. Because one of the important skills for us to have when we become a teacher is time management in the classroom. Because there are usually several learning activities, we have to be able to allocate them. The point is that I do time management strictly, try to manage it with the time I have set and control it carefully. |