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Motivation through autonomy in ESP classes. Action research on the influence of the Matrix Model on learning ESP in hybrid environments

Abstract

The dissertation has suggested a comprehensive approach to the process of developing and delivering ESP courses.

The first part of the work is theory-based. The first chapter sets the background for considerations of ESP learning, teaching, and researching. The second chapter investigates the opportunities and challenges blended solutions educational institutions, course creators, teachers, and learners may expect from present-day educational technologies. The third chapter presents a model which may be of use to the above-mentioned participants and decision-makers in the process of ESP course preparation, development, and delivery. All of the pillars of the process are encouraged to take a global perspective on the needs, opportunities and limitations of other parties involved, before focusing on particular aspects of the ESP course being created or delivered.

The second part of the dissertation tests the applicability of the model, focusing on an analysis of the interplay of learner autonomy and motivation to learn ESP. The two studies reported in this work, following the paradigm of action research, are sequential. Chapter four presents the design, the context and the results of an experimental exploration of the influence of an autonomy supportive task on the learners' motivation to learn ESP. Chapter five reports a correlational investigation of the degree of students' readiness for autonomy, their motivation to learn ESP, and perceived satisfaction.

While the thesis ends with chapter six, containing recommendations formed on the basis of the results of the two studies described above, the process of enquiry needs to go on. Therefore, the chapter also includes suggestions for further research in the area of blended ESP course development and delivery and, more specifically, referring to the role of motivation and autonomy in ESP teaching and learning.