# ESP Students' Perceptions of the Role of Community Language Learning on Learning Motivation: A Case at a College of Medicine and Pharmacy in the Mekong Delta

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*Community language learning (CLL) is a language teaching method in which students work together to develop what aspects of a language they would like to learn. It is based on the Counselling-approach in which the teacher acts as a counselor and the learner as a client. CLL techniques are believed to help learners alleviate anxiety, threat and the personal and language problems a person encounters in using the language. The research entitled: "An Investigation into ESP Students' Perceptions of the Role of Community Language Learning on Learning Motivation: A study in a college of medicine and pharmacy in the Mekong Delta" was conducted to find out ESP students' perception of the role of CLL on their learning motivation. It was conducted with the participation of 144 ESP students from a College in Can Tho city using the questionnaire. The result shows that ESP students' perception of the role of CLL on their learning motivation was quite high although the level of perceptions on their interest was not high.*

*Keywords: community language learning, perceptions of community language learning*

## INTRODUCTION

There are many methods, approaches and techniques in language teaching to increase students' proficiency such as CLT, Grammar translation method, Affective language teaching, TBLT ...that can be applied in the classroom for being suitable to each situation. In fact, the teaching will be considered effective when the learners' requirements for their specific careers are satisfied (Li & Huo, 2014). Li and Huo (2014) also claim, ESP teaching consists of language teachers and specific context that are appropriate to learning and specific professional goals based on the needs of learners. According to Górska-Poręcka (2013), ESP procedures encompass five key stages the teacher must understand. These are: needs analysis, course

design, teaching and learning, assessment, and evaluation. He shows that ESP instructors have to focus on students' interest and needs through gathering language knowledge and the subject content knowledge. The aim of Humanistic approach is to emphasize the learner- centered and pay attention to the learners' emotions and feelings (Lei, 2007). In addition, Moskowitz (1976) described Humanistic techniques as Community Language Learning (CLL) techniques which engage learners to be themselves, accept themselves and be proud of themselves. Moreover, CLL is considered a set of practices which help foster an interest so that attitude and impression can be carried out and shared in the foreign language class. More importantly, the practical teaching methods focus on students' potential intrinsic interest leading to enhancing learning motivation. For this reason, it is believed that CLL, a method with practical utility in language teaching, will improve student motivation to get better achievement in language learning. Although there is no clear connection between ESP and CLL, this method is still an effective way that is recognized for applying into the teaching context with many benefits for learners.

## LITERATURE REVIEW

Community Language Learning (CLL) techniques to learning known as Counseling Learning (Roger 1951), are a theory to teach languages. In this "Counselling Learning" model of education, learners in a classroom are seen as a group rather than as a class, a group in dire need of certain therapy and counsel. Community Language Learning is different from other methods by which languages are taught. It is based on an approach and modelled on Counselling Learning techniques that alleviate anxiety, threat and the personal and language problems a person encounters in the learning of foreign languages. In CLL setting, the whole learning is taking a person's interests, goals, and enthusiasm into account, so that full potential can be achieved. This method to learning is student centered, with learners encouraged to take responsibility for their own learning and being intrinsically, rather than extrinsically motivated. In this method, teachers have chances to give more opportunities toward students to practice the language. Besides that, the teacher is also able to enhance the quality of teaching process in the classroom. According to Richard and Rodgers (2002), CLL is one kind of method in language learning where the students become members of community and learn through interacting with the community. CLL syllabus emphasizes the interaction between the learners' expressed communicative intensions and teachers' reinventions of these into suitable target language utterances.

CLL is one kind of methods in language learning where the students become members of community and learn through interacting with the community (Richard & Rodgers, 2002). In CLL setting, the teacher does not use a conventional language syllabus, which sets out to emphasize the grammar, vocabulary, and other language items to be taught and the others in which they will be covered. The course progression is topic based, with learner designating things they want to talk about and the messages they wish to communicate to other learners. The teacher's responsibility is to provide a conveyance for these meanings in a suitable way to learners' proficiency level. In the class, this method focuses on teacher- leaner interaction and combines innovative tasks and some flowing conventional activities (Curran, 1972).

According to Sugiawati (2015), CLL is an attempt to put Carl Rogers's philosophy into action and to overcome some of the threatening affective factors in second language learning. There are some advantages of the applying CLL in the classroom. First of all, learners appreciate the autonomy CLL offers them and thrive on analyzing their own conversations. CLL works especially well with lower levels who are struggling to produce spoken English. The class often becomes a real community, not just when using CLL but all of the time. Students become much more aware of their peers, their strengths and weaknesses and want to work as a team. Furthermore, students can also support their fellow members of the community, report deep inner feelings and frustration as well as joy and pleasure, and become counselors to other learners. Language learners and their language teacher build an intense atmosphere of warmth so that the language learners never feel isolated and alone (Curran, 1972).

Motivation is defined in a simple way as the word derives from the Latin verb "move," which concerns what moves a person to the choice of a particular action, what moves him or her to expend effort on this action and to persist with this action (Dörnyei, 2001). Gardner (1985) refers motivation as the learner's

orientation and he divided it into two distinct orientations for learning a language: integrative and instrumental. Integrative orientation refers to a learner's desire to learn more about the cultural community of the target language or to assimilate to some degree in the target community. Integrative orientation refers to a desire to increase the affiliation with the target community. Instrumental orientation, in contrast, is a more utilitarian orientation; it refers to learners' desires to learn the language in order to accomplish some non-interpersonal purpose such as to pass an exam or to advance a career. According to Dornyei (2001), motivation in language learning consists of three levels: the language level, the learner level and the learning situation level. The language level is the most general level which focuses on various aspects of the second language as integrative motivational subsystem and instrumental motivational subsystem. The learner level includes the influence of individual traits of language learners as need for achievement, self-confidence, language use anxiety, perceived competence, causal attributions and self-efficacy. Motivation at the learning situation level is influenced by a number of intrinsic and extrinsic motives that are course specific, teacher specific, and group specific. These components relate to interest, relevance, expectancy, satisfaction, teaching method, and learning tasks…

In addition, there are some types of motivation based on the different reasons or goals that give rise to an action (Ryan & Deci, 1985). They show that the most basic distinction is between intrinsic motivation, which refers to doing something because it is inherently interesting or enjoyable, and extrinsic motivation, which refers to doing something because it leads to separable outcome. Particularly, intrinsic motivation is considered the most optimal form of motivation and is associated with various benefits including enjoyment, persistence, and psychological well-being. Extrinsic motivators are sometimes thought to be helpful to promote action for behaviors that are not intrinsically interesting as recycling, doing homework, obeying traffic laws… Whereas intrinsic motivation denotes the performance of an action out of interest or enjoyment, extrinsic motivation arises from an externally or socially created reason to perform an action (Legaut, 2016). Extrinsic motivators such as money or other rewards can produce extrinsic motivation due to the fact that they generate desire for the consequence of the activity. When people engage in activities for extrinsic rewards, their motivation is entrenched in the environment rather than within themselves. Conversely, intrinsic motivation exists within the individual and can be harnessed and enhanced by environments that support the individual's autonomy and competence. Thus, intrinsic motivation emphasizes people's that natural inclinations to seek out novelty and challenges as well as to learn, develop, and grow.

## METHODOLOGY

This is a descriptive research study in which a quantitative method was used to find out ESP medical students' perceptions of the role of Community Language Learning on their learning motivation

The participants for this research are 144 students of English for Specific Purposes at a College of Medicine and Pharmacy, ranging from 20 to 43 years of age. In terms of genders, sixty- two are male and eighty- two of them are female. Learnings' experiences in English language learning ranged from 8 to 12 years. Most of students got A2 certificate in CEFR. In addition, all of the participants had five periods of learning English in an ESP course with CLL per week during 15-week academic term time.

The research utilized the questionnaire to collect data. The questionnaire was designed from the review of the literature, adapted from Richards and Rogers (2001) about CLL as counseling learning with security, expression, attention, reflection, retention and discrimination and Ryan and Deci's (2000) Intrinsic motivation Inventory (IMI). It consists of two sections. Section I intends to gather the participants' personal information including gender, age, learning English experience, degree and workload. There are thirty items in section II focusing on the characteristics of Community Language Learning method. In the questionnaire, the statements were presented in the form of close-ended items on a five-point Likert scale from "Strongly disagree" (1) "Disagree" (2) "Neutral" (3) "Agree" (4) "Strongly agree" (5). The main purpose of the instrument focuses on five clusters of intrinsic motivation: interest, relevance, satisfaction, perceived competence and pressure.

To analyze the data, the IBM SPSS statistics 20 was used. First, students' responses on Google Form were exported to excel file. Prior to data analysis, a scale test was run on the reliability statistics to check the reliability of the questionnaire. Then, a descriptive statistics test was run on total mean score of ESP students' perceptions of the role of CLL on their learning motivation. Each specific item in each cluster was analyzed based on the mean scores of agreement and disagreement. Conclusions were then drawn based on the aforementioned data analysis. The interpretation of the values is presented in Table 1.

**TABLE 1**
**INTERPRETATIONS OF TEST VALUES**

| Test values | Interpretation |
|---|---|
| 1.00- 1.80 | Strongly disagree |
| 1.81- 2.60 | Disagree |
| 2.61- 3.40 | Neutral (Neither disagree nor agree) |
| 3.41- 4.20 | Agree |
| 4.21- 5.00 | Strongly agree |

**RESULTS**

The research aimed to investigate ESP students' perceptions of the role of Community Language Learning on their learning motivation which focus on students' general perceptions, perceptions of medical students in their interest, relevance, satisfaction, perceived competence and pressure in learning English through CLL.

In the first stage, a scale test was run to check the reliability of the whole questionnaire. The result by the scale test showed that the reliability of the questionnaire is relatively high ($\alpha$=.899), which ensures the reliability of the questionnaire for the research. Therefore, the data could be analyzed with a Descriptive Statistic Test of SPSS to collect the average mean score of perceptions of the 144 ESP students of the role of CLL on their learning motivation.

In the next stage, a Descriptive Statistics Test was run on the total mean score of the role of CLL on learning motivation. The result from the questionnaire was indicated in Table 2.

**TABLE 2**
**OVERALL ESP STUDENTS' PERCEPTIONS OF THE ROLE OF CLL ON THEIR**
**LEARNING MOTIVATION**

| | N | Minimum | Maximum | Mean | Std. Deviation |
|---|---|---|---|---|---|
| STUDENTS PERCEPTION | 144 | 2.93 | 5.00 | 3.9606 | .45878 |
| Valid N (listwise) | 144 | | | | |

As can be seen from Table 2, the total mean score of the questionnaire was M=3.9606. A one sample T-test then was run to check whether the ESP students' level of perceptions (M=3.9606, SD=0.45878) is statistically different from the test value of 4.0 – the somewhat high level of agreement in the five-point Likert scale. The result showed that no difference ESP students' perceptions of the role of their learning motivation and test value 4.0 was observed (t= -1.031, df= 143, p=.304>0.05). It can be concluded that the level of participants' perceptions of the role of CLL on their learning motivation is just a bit lower than 4.0; signifying a quite high degree of ESP students' perceptions of the role of CLL on their motivation.

**ESP Students' Perceptions of the Role of CLL on their Interest**

To collect the information for ESP students' perceptions of the role of CLL on their interest, the learners had chances to answer six items in cluster 1. A Descriptive Statistics Test was run and the result was illustrated in Table 3 below.

**TABLE 3**
**ESP STUDENTS' PERCEPTIONS OF THE ROLE OF CLL ON THEIR INTEREST**

|  | N | Minimum | Maximum | Mean | Std. Deviation |
|---|---|---|---|---|---|
| INTEREST | 144 | 2.17 | 5.00 | 3.8843 | .53338 |
| Valid N (listwise) | 144 |  |  |  |  |

It can be seen in Table 3 that the mean score of the test was M=3.8811, it did not reach the scale of 4.0 in the five points scale. The mean score of ESP students' perceptions of the role of Community Language Learning on their interest (M=3.8843, SD=0.53338) then was run using One Sample T-Test with the test value 4.0 to check whether there was any statistically difference. The result presented that a significant difference between the mean score of participants' perceptions of the role of CLL on their interest and the test value 4.0 was observed (t=-2.604; df= 143; p=.010). It indicated that ESP students' perceptions of the role of CLL on their interest was just above average. Particularly, it is also important to keep under observation the differences among the mean scores of each item from Cluster 1 (Interest) about the ESP students' perceptions of the role of Community Language Learning on their interest. The Descriptive Statistics of the specific items in cluster are shown in Table 4.

**TABLE 4**
**ESP STUDENTS' PERCEPTIONS OF THE ROLE OF CLL ON THEIR INTEREST IN PARTICULAR ITEMS**

|  | N | Min. | Max. | Mean | Std. Dev |
|---|---|---|---|---|---|
| 1. Learning with CLL makes me like learning English more. | 144 | 1 | 5 | 3.74 | .914 |
| 2. I spend more time learning English when studying with this method. | 144 | 1 | 5 | 3.78 | .846 |
| 3. I'm eager to take part in this course when learning with this method. | 144 | 2 | 5 | 3.92 | .771 |
| 4. When learning with this method, I easily follow the lecture in class. | 144 | 2 | 5 | 3.94 | .800 |
| 5. I actively participate in classroom activities when learning with this method. | 144 | 2 | 5 | 3.94 | .707 |
| 6. I always try to complete assignments whether group exercises or personal assignments. | 144 | 1 | 5 | 3.97 | .793 |
| Valid N (listwise) | 144 |  |  |  |  |

There were similar differences among the items' mean scores of ESP students' perceptions of the role of Community Language Learning on their interest. It is important to assure that learners in the CLL classrooms felt excited and interesting in the topic and learning activities with this method. Concerning ESP students' interest with CLL, the participants showed their quite high agreement on the item of trying to complete assignments whether group exercises or personal assignments (M=3.97). In addition, the participants also focused on some other perceptions such as following the lecture in class more easily (M=3.94); participating in classroom activities when learning with this method (M=3.94). However, the level of participants' interest in the item of being fond of learning English with CLL (M= 3.74) and spending more time learning English when studying with this method (M=3.78) are lower than 4.0. The result

specified that there still were a number of students who were hesitant about the benefits that CLL brought to their learning English language.

**ESP Students' Perceptions of the Role of CLL on Their Relevance**

Many researchers claim that the rise of ESP is the central importance of the learners and their attitudes and motivation to learning. This means the suggestion that the starting point in ESP syllabus design should focus on students' need analysis. The main goals of this method are to help to construct and plan an English course that properly matches student's expectation and assures successful learning. The items from cluster 2 of the questionnaire then were analyzed to explore ESP students' perceptions of the role of CLL on their relevance using The Descriptive Statistic Test, the result of teachers' perceptions of planning the individualized learning is demonstrated in Table 5 below.

**TABLE 5**
**ESP STUDENTS' PERCEPTIONS OF THE ROLE OF CLL ON THEIR RELEVANCE**

|  | N | Minimum | Maximum | Mean | Std. Dev. |
|---|---|---|---|---|---|
| RELEVANCE | 144 | 2.43 | 5.00 | 4.0010 | .54862 |
| Valid N (listwise) | 144 |  |  |  |  |

In terms of relevance, as presented in Table 5, the overall mean score of this cluster was M=4.0010. A One-Sample T test was run to check whether students' level of perception of the role of CLL on their relevance was statistically different from the test value of 4.0, a high value of agreement. The result showed that no difference between the students' level of perceptions the role of CLL on their relevance and the test value was observed (t=-.022, df=143, p=.983>.05). It means that students' agreement about the role of CLL on their relevance was high. In order to investigate in details what aspect of the role of CLL on their relevance made significant contributions, a Descriptive Statistics Test was run on the mean score of each item belonging to this cluster. The result is shown in Table 6.

**TABLE 6**
**ESP STUDENTS' PERCEPTIONS OF THE ROLE OF CLL ON THEIR RELEVANCE IN PARTICULAR ITEMS**

|  | N | Min. | Max. | Mean | Std. Dev. |
|---|---|---|---|---|---|
| 7. Learning with this method, I am encouraged to ask questions about topics or problems in the lesson by my instructor. | 144 | 1 | 5 | 4.05 | .769 |
| 8. Learning with this method, I am encouraged to repeat the key terms for increasing vocabulary memorization. | 144 | 2 | 5 | 4.03 | .770 |
| 9. Through this learning method, I create more new relationships with many people. | 144 | 2 | 5 | 4.13 | .760 |
| 10. Learning with this method, I have a chance to compose and record the main content in the lesson. | 144 | 1 | 5 | 4.12 | .881 |
| 11. Through this method, I understand and make use of the technical terms very effectively. | 144 | 1 | 5 | 3.96 | .938 |
| 12. Through this method, I pass the exam with high scores. | 144 | 1 | 5 | 3.82 | .781 |
| 13. Learning with this method, I am encouraged to express my feelings about the previous experience without inhibition. | 144 | 1 | 5 | 3.90 | .755 |
| Valid N (listwise) | 144 |  |  |  |  |

It could be seen that there were differences among the mean scores of ESP students' level of perception of the items related to relevance. The mean scores of seven items of students' level of perception of the role of CLL on their relevance were ranging from 3.82 to 4.13 in the 5-point Likert scale. It indicated that the students agreed or highly agreed with clusters about the role of CLL on their relevance. Interactions took the highest mean score (M=4.13, SD=.760), followed by composing and recording the main messages in the lesson (M=4.12, SD=.881), asking questions about the topics or problems in the lesson (M=4.05, SD=.769), and repeating the key terms for increasing vocabulary memorization (M=4.03, SD=.770). The three items which were under the mean score of 4.0 were understanding and making use of the technical terms very effectively (M=3.96, SD=.938), expressing the feelings about the previous experience without inhibition (M=3.90, SD=.755), and passing the exam with a high score (M=3.82, SD=.781). From the aforementioned evidence, it can be concluded that CLL highly contributes to enhancing students' interactions.

**ESP Students' Perceptions of the Role of CLL on Their Satisfaction**

Many supporters of CLL emphasize the positive benefits of this method that centers on learners and stresses the humanistic side of language learning, and not merely its linguistics dimension. Learners in CLL classrooms become members of community and active to learn a foreign language. This method helps teachers create no defensive learning environment that teachers and learners treat each other as a whole person, and do not separate each other's intellect from his or her feelings. To analyze how much students were satisfied with CLL, a Descriptive Statistics Test was analyzed and the result is illustrated in Table 7 below.

**TABLE 7**
**ESP STUDENTS' PERCEPTIONS OF THE ROLE OF CLL ON THEIR SATISFACTION**

|  | N | Minimum | Maximum | Mean | Std. Deviation |
|---|---|---|---|---|---|
| SATISFACTION | 144 | 2.20 | 5.00 | 3.9292 | .58869 |
| Valid N (listwise) | 144 |  |  |  |  |

To check whether the mean score of ESP students' perceptions of the role of CLL on their satisfaction is statistically different from the test value of 4.0, a One-Sample T Test was run. The result indicated that no difference between the mean score of ESP students' perceptions of the role of Community Language Learning on their satisfaction (M=3.92, SD=.588) and the test value 4.0 was observed (t=-1.444; df=.151; p=.151). *The test result* showed that ESP students' perceptions of the role of CLL on their satisfaction was quite high.

A Descriptive Statistic Test was run to give more insight into specific features of ESP students' perceptions of the role of CLL on their satisfaction. The results are displayed in Table 7.

As can be seen in Table 8, ESP students' perceptions of the role of CLL on their satisfaction were generally quite high as the mean scores of five items of cluster of satisfaction were nearly equal the level of 4.0. Two items which were pretty equal the mean score of level 4.0 were becoming more confident in learning English (M=3.99, SD=.771) and overcoming the shyness in English interaction (M=3.96, SD=.930). In addition, teachers who use CLL want their students to learn how to use the target language communicatively and take responsibility for their language learning. The results from Table 8 demonstrated that participants also perceived the development of their English speaking ability (M=3.90), the expectation in sharing their individual experiences (M=3.90) and the comfortableness in giving their idea and feedback in learning activities (M=3.90). Since the effective way of CLL is to recognize how threatening a new learning situation can be for adult learners. Likewise, teachers should have skill and ability to understand and support their students in the effort to master the target language.

## TABLE 8
## ESP STUDENTS' PERCEPTIONS OF THE ROLE OF CLL ON THEIR SATISFACTION IN PARTICULAR ITEMS

| | N | Min. | Max. | Mean | Std. Dev. |
|---|---|---|---|---|---|
| 14. Learning with this method, I become more confident in learning English. | 144 | 2 | 5 | 3.99 | .771 |
| 15. Learning with this method, my English speaking ability becomes more fluent. | 144 | 2 | 5 | 3.90 | .791 |
| 16. With this method, I can share my individual experience with my classmates in learning. | 144 | 1 | 5 | 3.90 | .796 |
| 17. Learning with this method, I feel more comfortable in giving my ideas and feedback in learning activities. | 144 | 1 | 5 | 3.90 | .883 |
| 18. Learning with this method helps me overcome my shyness in English communication. | 144 | 1 | 5 | 3.96 | .930 |
| Valid N (listwise) | 144 | | | | |

**ESP Students' Perceptions of the Role of CLL on their Perceived Competence**

In CLL classrooms, there are various components suggested to improve the learners' language proficiency. Learners are expected to listen attentively to their teacher, to freely provide meanings they wish to express, to repeats target utterance without hesitation. The items of cluster 4 from the questionnaire aimed to discover ESP students' perceptions of the role of CLL on their perceived competence. A Descriptive Statistics Test was analyzed and the result is illustrated in Table 9 below

## TABLE 9
## ESP STUDENTS' PERCEPTIONS OF THE ROLE OF CLL ON THEIR PERCEIVED COMPETENCE

| | N | Minimum | Maximum | Mean | Std. Dev. |
|---|---|---|---|---|---|
| PERCEIVED COMPETENCE | 144 | 2.83 | 5.00 | 4.0197 | .54747 |
| Valid N (listwise) | 144 | | | | |

As indicated in Table 9, the overall mean score of this cluster was M=4.019 (SD=.55). A One-Sample T test was run to check whether ESP students' perceptions of the role of CLL on their perceived competence was statistically different from the test value of 4.0, a high value of agreement. The result showed that there was no difference between ESP students' perceptions of the role of CLL on their perceived competence and the test value (t=.431, df=143, p=.667>.05). It means that ESP students' agreement about the role of CLL on their perceived competence was somewhat high.

The Descriptive Statistic Test was run to show the differences among specific perceptions of ESP students' perceptions of the role of CLL on their perceived competence. The results are displayed in Table 10 below

|  | N | Min. | Max. | Mean | Std. Dev. |
|---|---|---|---|---|---|
| 19. With this method I feel more confident when speaking English in front of many people. | 144 | 2 | 5 | 3.88 | .832 |
| 20. Learning with this method helps me improve my English listening skills. | 144 | 2 | 5 | 4.01 | .738 |
| 21. Learning with this method helps me improve my English reading skills. | 144 | 2 | 5 | 4.04 | .756 |
| 22. Learning with this method helps me improve my English writing skills. | 144 | 1 | 5 | 3.96 | .835 |
| 23. Learning with this method helps me increase my vocabulary memorization skills. | 144 | 1 | 5 | 4.10 | .773 |
| 24. Learning with this method helps me understand and apply the knowledge I have learned at work. | 144 | 1 | 5 | 4.12 | .780 |
| Valid N (listwise) | 144 |  |  |  |  |

The results from Table 10 provided an evidence that ESP students' responses to each perception related to perceiving their English competence in the CLL were different. Particularly, understanding and applying the knowledge in their learning and working received the highest agreement (M=4.12). The participants also perceived much on increasing their vocabulary memorization skills (M=4.10), increasing their English reading skills (M=4.04) and improving their English listening skills (M=4.01). However, the perception of increasing their English writing skills received the lower agreements from the participants (M=3.96). The lowest agreements from the participants was feeling more confident when speaking English in front of many people (M=3.88).

**ESP Students' Perceptions of the Role of CLL on Their Pressure**

To have a real CLL environment for learners, teachers should give advices, assistance, and support to the students who have problems reflecting their feelings in foreign language learning. Moreover, learners are expected to support fellow members of the community, to report deep inner feelings and frustrations as well as joy and pleasure, to become good friends to other learners and show the best attitude in CLL classroom. The last cluster from the questionnaire was aimed to figure out ESP students' perceptions of the role of CLL on their pressure. A Descriptive Statistics Test was run and the result was illustrated in Table 11 below

**TABLE 11**
**ESP STUDENTS' PERCEPTIONS OF THE ROLE OF CLL ON THEIR PRESSURE**

|  | N | Minimum | Maximum | Mean | Std. Deviation |
|---|---|---|---|---|---|
| PRESSURE | 144 | 2.50 | 5.00 | 3.9688 | .51435 |
| Valid N (listwise) | 144 |  |  |  |  |

A One Sample T-Test was run to check whether the mean score of ESP students' perceptions of the role of CLL on their pressure is statistically different from the test value of 4.0. The result showed that no difference between the mean score of ESP students' perceptions of the role of CLL on their pressure

(M=3.96 SD=.514) and the test value 4.0 was observed (t=-.729; df= 143; p=.467). It can be concluded that ESP students' perceptions of the role of CLL on their pressure was somewhat positive.

The Descriptive Statistic Test was run to illustrate the differences among specific perceptions of ESP students of role of CLL on their pressure. The results were displayed in Table 12 below.

**TABLE 12**
**ESP STUDENTS' PERCEPTIONS OF THE ROLE OF CLL ON THEIR PRESSURE IN PARTICULAR ITEMS**

|  | N | Min. | Max. | Mean | Std. Dev. |
|---|---|---|---|---|---|
| 25. With this method, I study in a friendly environment. | 144 | 2 | 5 | 4.03 | .810 |
| 26. When I study with this method, I do not feel pressured in learning English. | 144 | 2 | 5 | 3.94 | .826 |
| 27. Learning with this method, I feel free to express my opinions. | 144 | 1 | 5 | 4.06 | .755 |
| 28. Learning with this method helps me to be ready to answer the questions given by teachers | 144 | 2 | 5 | 3.93 | .799 |
| 29. Learning with this method, I have more opportunities to interact with my classmates during this course. | 144 | 1 | 5 | 4.08 | .798 |
| 30. Learning with this method helps me to feel more confident to sit the required exams. | 144 | 1 | 5 | 3.77 | .842 |
| Valid N (listwise) | 144 |  |  |  |  |

The results from Table 12 revealed that ESP students recognized the role of CLL on their interaction with their classmates in the classroom (M=4.08). It is because the learners are encouraged to discuss in small groups of a topic or prepare a summary of a contingent lesson for presentation to other groups. Similarly, the participants also admitted that they could express their opinions freely (M=4.06) and study in a friendly environment (M=4.03). However, the perception of feeling pressured in learning English (M=3.94) and being ready to answer the questions given by teachers (3.93) received the lower agreements from the participants. The lowest agreements from the participants was feeling more confident to take the required exams (M=3.77).

In general, the results from the questionnaire indicated that effects of using Community Language Learning on enhancing ESP students' learning motivation were significant. The only problem that need considering was creating more interesting learning environment for learners through learning activities.

**DISCUSSIONS**

As the reported results, it can be concluded that ESP students' level of perceptions of the role of CLL on their learning motivation was nearly 4.0 (M=3.9606, p=.304>.05). In addition, CLL method aims to remove anxiety from learning by changing the relationship between the teacher and students. Community Language Learning method can stimulate the students to express their mind in the class. It happens because CLL concerns with their sight sense and can be seen by them. Students are helped to raise their intrinsic motivation by which they are expected to learn English for their enjoyment and knowledge themselves (Nagaraj, 2010). This conclusion is in line with the hypotheses that ESP students' perceptions of the role of CLL on their learning motivation is quite high degree. The result is also similar from the relevant studies mentioned in the literature review.

Related to the above point, intrinsic motivation comprises of some components as interest, relevance, satisfaction, perceived competence and pressure. Particularly, ESP students' perceptions of the role of CLL on their relevance, satisfaction, perceived competence and pressure were quite high with the mean scores more than 3.9 that similar with high degree. These results showed that CLL created a learning environment

focused on students' need analysis, constructed and planed a syllabus properly in order to assure successful learning. Besides that, the level of participants' perceptions of the role of CLL on their interest was just above average (M=3.88, P=.010<0.5). This result indicated that there were some problems when ESP students were studied English with CLL. The learners did not feel interested in learning activities or tasks. Particularly, the instructor was difficult to manage students in teaching learning process when they took part in group work, they preferred to talk with their friend, so the class became noisy in every meeting. The recording activities in this method would waste the time because the students sometimes did not want to speak or interact with others.

According to Sari at al. (2014), most of the students can express their ideas, opinions freely and most of students can work in group freely in CLL classroom. This improves motivation and can stimulate students to use their newly acquired English. Most students were active in teaching and learning process because it gave more opportunity to speak during the activity in class. The students were interested because they could comprehend the material given by the teacher. It is able to develop the student social skills in teaching learning process which makes them have self-esteem to show their ability in using English. Thus, CLL is one kind of method in language learning where the students become members of community and learn through interacting with the community (Richard & Rodgers, 2002). Through the questionnaire and the interview, it is undeniable that CLL has an important role in enhancing learners' motivation in learning. Furthermore, the use of CLL can improve students' vocabulary, grammatical, pronunciation, fluency, and comprehension (Ilyas, 2018). Conclusion, Community Language Learning is not only increase ESP students' motivation in language learning, but also develop their language skills as speaking, writing, reading.

**CONCLUSION**

The present research is conducted to obtain two research aims. The aim is to find out ESP students' perceptions of the role of Community Language on their learning motivation. The general results showed that ESP students' perceptions of the role of Community Language on their learning motivation was quite high although the level of perceptions of the role of CLL on their interest was not high. Consequently, they understood role of CLL on their English language learning as promoting learning motivation, increasing speaking skills, developing writing skill and vocabulary memorization.

Although the research reaches its aim it still has many limitations. The first one is that the research employed a descriptive quantitative method only so students' motivation in learning is not measured in depth at the beginning and the end of the intervention. The second one is that the level of participants' ages and their English learning proficiency is not synchronous. Specifically, the age rank of participants is too different from twenty to over forty. Thus, it is easy for them to have many contrary opinions and different perceptions in language learning. The third limitation is that lacking of consistent definition for an approximately complex idea is a common issue in the early stages of any field. Particularly, there has not been much research conducted about *ESP students' perceptions of the role of Community Language Learning on their learning* motivation in the Mekong Delta. As a consequence, it was challenging to find relevant studies with this current research.

It is suggested that further research can be conducted on both the teachers' and students' perceptions of Community Language Learning with both quantitative and qualitative to have deeper understanding. The advantages and difficulties the teachers and students face when CLL is implemented in the classroom should also be recommended for future research.

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