

English for Missionary Purpose: Perspectives from ESP Learners

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Abstract

Globalization has made the use of English critical for communication. To enhance English proficiency of trainees for worldwide propagation, a post-graduate missionary training center has integrated an English program into its curriculum. The current study aims to understand the trainees' perception, motivation and engagement in learning English. The first part involves a survey of 81 trainees and follow-up interviews of 4 trainees takes a closer look at how trainees are motivated and engaged in learning English for specific purpose. The results reveal that trainees with different proficiency levels equally endorse the importance of English as communication vehicle, but differ in their integrative orientation and attitudes toward learning English. In addition, they recognize the importance of the social milieu and the value of practical usage of English in an evangelical context. As a result, the current study provides suggestions for the design of program curriculum and instruction of English for missionary purpose.

Keywords: English for Specific Purpose, Instrumental Orientation, Integrative Orientation, Missionary Context

1. INTRODUCTION

Globalization has made it necessary for cross-border contacts and interactions via a common language to communicate with people from around the globe. For Christian missionaries, a prevalent approach for reaching out has been to offer English classes to nonbelievers. As a result, the spread of English has contributed to the spread of Christianity worldwide (Pennycook & Coutand-Marin, 2003). Varghese & Johnston (2007) observe that courses on how to teach English as a foreign language (TEFL) have helped to prepare trainees for their missionary tasks. Studies relating Christian missionaries to the English language primarily focus on teaching English as a missionary tool (Edge, 1996; Varghese & Johnston, 2007); however, Edge (1996) criticizes such practice for taking on educational responsibilities under disguise.

This current study argues that the use of English in a missionary context in the globalized world is an issue of English for specific purposes (ESP) that requires speakers, especially non-native speakers, to be able to use special registers and expressions to meet situational needs. As an English teacher in a missionary training center remarked,

“The program is more motivated, because the trainees should know the language [enough] to be able to preach the gospel. They should be functioning... to open their mouths.....to take care of the fellow believers by speaking and nurturing, and to use the Bible to find answers to their questions....”

This training parallels other ESP, such as English for business purposes, English for academic purposes and English for medical purposes (Brunton, 2009). Accordingly, the current study adopted the ESP perspective to investigate the learning of English in a missionary context for the purpose of gospel propagation. More specifically, this study examines what motivates the trainees to learn English and how they engage in learning it within the ESP context. The findings of the current study provide insight into the need and perception of trainees, and offer practical suggestions for the implementation of an English program for missionary task preparation.

2. LITERATURE REVIEW

2.1 Globalization and the Role of English in Christian Missions

Driven by the expansion of the international economy and facilitated by information technology, globalization is a process of interaction and integration among the people, companies and governments of different nations. This process affects virtually all aspects of human life, including environment, culture, political systems, economic development and human well-being (The Levin Institute). As a result, professionals from a wide range of social and cultural backgrounds are coming together more frequently for meetings and presentations in international events (Rogerson-Revell, 2007) where a common language, usually English, is necessary for communication. Traditionally, the role of English in Christian missions has been to teach the English language as a way of gospel propagation. As Pennycook and Coutand-Marin (2003) note, offering English classes to non-believers is a strategic way to open doors for sharing the love of Christ to people who normally might not respond to more traditional ways of evangelism. Although the spread of Christianity worldwide is closely related to English language teaching, criticism arises concerning language imperialism and the legitimacy of a particular form of teaching English for some politics.

2.2 Perspectives from ESP

On the other hand, the role of English as a medium for “communication” has become crucial in Christian missions throughout the globalized world. Therefore, the major issue concerns how cross-culture missionaries are able to use English as a tool for missionary purposes— to speak, listen, read, and write – in order to present biblical truth, consult believers, and interact within church settings. Therefore, the issue of *using* English for specific purposes (ESP) in the missionary context has garnered the attention of the current research.

The term “ESP” arose in the 1960s in response to the limitation of general English in meeting learners’ needs. Widdowson (1983) maintains that ESP focuses on training rather than education; it is intended to be used in a specific vocational context, with the selection of appropriate content intended to create a restricted English competence. Others define ESP as preparing students for a specific communicative context (Belcher, 2006; Lorenzo, 2005). More comprehensively, Strevens (1988) cites the characteristics of ESP as the following:

- Designed to meet specified needs of the learners
- Related in content to particular disciplines, occupations and activities
- Centered on the language appropriate to those activities in syntax, lexis, discourse and semantics

Furthermore, Dudley-Evens and St. John (1998) propose the following characteristics of ESP:

- It may be used in specific teaching situations

- It is likely to be designed for adult learners
- It is generally designed for intermediate and advanced students

These additional characteristics reflect an increasingly flexible definition of ESP (Belcher, 2006).

Within the context of ESP, studies indicate that learners are more oriented toward instrumental reasons for studying the language. Research conducted by Al-Tamimi and Shuib (2009) on 81 petroleum engineering undergraduates in Malaysia revealed that students had greater support of learning English for utilitarian reasons but less support for integrative reasons. Similarly, Katsara's (2008) study of Greek students in business administration found that learners' motivation for learning ESP is characterized by both instrumental orientation, such as learning English to benefit their future careers, and a desire to communicate with foreigners. Moreover, Chen (2005) suggests that a task-based syllabus for teaching business English is useful, since such a practical type of syllabus encourages learners to transfer the language skills taught in class to practical business situations.

Another important aspect in ESP studies is about learners' needs. These studies are consistent in that understanding learners' needs may contribute to successful ESP learning. According to Belcher (2006), there is an increasing focus on learner's subjective needs, including knowledge of self, target situation, life goals, and instructional expectations. Liuoliene and Metiuniene (2006) also emphasized understanding learners' needs prior to instruction; they found a significant relationship between learner's motivation and their needs and wishes, such as interest in the topic, relevance to the students' lives, and expectancy of success. A more recent study within the missionary context (Baston-Dousel & Alonzo, 2011) showed that results of need analysis help support a more practical curriculum pertaining to learners' expectations.

2.3 Motivation in Language Learning

Studies in second language motivation have adopted the social educational model (Gardner & Lambert, 1972; Gardner, 1985) for almost 50 years. Within the model, there are four major areas concerning second language motivation: (1) social context, where the learning is taking place; (2) individual differences, including motivational (e.g. integrative), cognitive (e.g. intelligence and aptitude) and affective factors (e.g. motivation intensity and anxiety); (3) setting, which relates to both formal (classroom) and informal learning situations; and (4) and learning outcome, which relates to both linguistic and non-linguistic achievement. The individual differences component consists of complicated constructs such as integrativeness, attitudes toward the learning situations, and motivational issues such as attitudes, aspiration, and willingness to learn the language. Over the years, Gardner (2010) and colleagues have developed a comprehensive instrument, the Attitudes and Motivation Test Battery (AMTB), to measure the L2 motivation-related constructs. The AMTB has five parts:

1. Integrativeness: the desire to adopt features of the target language community
2. Attitude toward the learning situation: attitudes toward learning context—curriculum, teacher and the course
3. Motivation: motivation intensity, desire to learn English, attitudes toward learning the language
4. Language Anxiety: the levels of anxiety in learning the language
5. Instrumentality: the orientation to learn the language for practical reasons

2.4 Linking ESP and L2 motivation

Studies that link ESP with L2 motivation generally suggest the importance of identifying the learners' motivation and needs. For example, a qualitative study (Koltai, 2012) involving Hungarian university students learning a specialized English (EU English) explored the students' motivation to learn the language;

the results of analysis of semi-structure interviews show that identifying the learner's motivation to learn English is an important step in designing better syllabi for the course.

Studies in ESP learning motivation also highlight the prominence of learners' instrumental orientation in ESP learning. The following studies demonstrate a preference for practical reasons for learning the language:

- Alqurashi's (2009) experimental study involving Saudi police officers learning English for specific purposes showed that the police officers demonstrated instrumental orientation for learning English. The participants in the study believed that English opens the doors to education and global communication.
- In a survey study on Greek college students taking ESP course, Katsara (2008) found that the majority of students (84%) are instrumentally motivated in learning English, such as to get a better job or for study, while only 16% of the students are integrative-oriented, responding that they would like to understand the English culture.
- Integrating various perspectives of L2 motivation in their study, Liuoliene and Metiuniene (2006) emphasize the importance of needs analysis to ESP learning. They also suggest some conditions for motivation: Interest in the topic and activity, relevance to the students' lives, expectancy of success, feelings of being in control, and satisfaction with the outcome.

2.5 Research Questions

This current study evaluates the prior studies of ESP and L2 motivation in order to answer the following questions:

1. What motivates the trainees to study English?
2. Do trainees of different proficiency levels differ in their motivation?
3. How do they engage in English learning?
4. How do they perceive the English program?

2.6 Definition of Terms

The following terms are used in this study:

1. Motivation in ESP learning: The reason and desire to learn English for specific purposes
2. Instrumental orientation (INO): The tendency to learn the second language (L2) for practical reasons
3. Integrative orientation (ITO): the tendency to learn that reflects the willingness to be part of the L2 community
4. Attitude toward English learning (ATL): learner's attitude toward the subject and activities of learning English
5. Trainees: Those participating a gospel training full-time for Christian missionary work

3. METHOD

This study employs a mixed-method approach, including a short survey questionnaire to collect and analyze data of the trainees' English learning motivation and semi-structured interviews to further understand the trainees' ESP motivation and engagement in learning.

3.1 Participants in Context

The missionary training center is a two-year post-graduate program in Taiwan (Full Time Training, Taipei: FTTT) that was established in 1986.

The program consists of five general areas (“History and development of FTTT”, 2014.):

1. Theological subjects
2. Church history
3. Character building
4. Language training (English and Greek)
5. Practical issues in Christian mission

The required English language class in program is condensed into one-week intensified session daily for six days each semester as a required subject. An optional three-week intensified program focusing on English speaking is opened to those ready to cross the borders for the mission. The participants in the current study are those in the intensified required session which consists of the following: Vocabulary building concerning the Bible and Christian mission, readings in Christian publications, speaking, writing (for high level proficiency group only), and interactive practice.

In the current study, 81 trainees in the fall of 2012 were asked to fill out a questionnaire on L2 motivation and engagement. A total of 79 trainees (ranging in age from 22 to 35), 26 male and 53 female (Table 1), completed the questionnaire. They are categorized into three levels: Class 1, Class 2, and Class 3 based on their program entry English tests, which include 30 points on recitation and dialog, 30 points on listening, and 100 points on grammar and vocabulary. Trainees with scores ranging from 140 to 160 were assigned to Class 1, those scoring from 116 to 140 were assigned to Class 2, and those scoring below 116 were assigned to Class 3. Alternatively, the participants’ self-reports on TOEIC test scores indicate that TOEIC scores are above 650 for Class 1 trainees and below 650 for Class 2; there is insufficient scoring data available for Class 3.

To further investigate the learners’ perceptions of the English program, four trainees were invited to participate in semi-structured interview sessions: Yvonne and Stephen (pseudonyms) from Class 1 (highest English proficiency level) and Hilary and Shelby (pseudonyms) from Class 3 (lowest in English proficiency level). In addition, one female teacher who has taught all levels in the past was invited to take part in a semi-structured interview. Fluent in English, she is a certified TESL teacher of about 35-40 years of age. Having served in the mission in Russia for five years, she also understands how English is used in countries where English is not the native language.

Table 1. Trainees in the Study

	Class			total
	1	2	3	
Male	5	11	10	26
Female	9	29	15	53
Total	14	40	25	79

INO: Instrumental orientation

ITO: Integrative orientation

ATL: Attitudes toward learning English

3.2 Instruments

3.2.1 Semi-Structured Interviews for Trainees

Semi-structured interviews were conducted to further understand the trainees’ motivation, attitudes and engagement in English learning. The interview questions probed why the trainees joined FTTT, why they are learning English, their engagement in learning English, and their perception of the program (Appendix A).

3.2.2 Semi-Structure Interviews for Teacher

The interview with the teacher included the following questions, related to her practice and perception of the program:

- What is your current practice in the English class?
- What do you think some practice may enhance the trainees' engagement in learning?
- What can be effective? What is needed?
- What can the center do to improve the efficacy of the English program?

The interview data were collected with an audio recorder, transcribed by one assistant, verified a second time by another assistant and then finalized by the researcher.

3.2.3 Questionnaire

Using a 6-point Likert-type scale, a 16-item questionnaire on English learning motivation based on Gardner's concept of instrumental orientation, integrative orientation, and attitudes toward learning language was adapted from the AMTB. The questionnaire includes seven items related to instrumental orientation (INO); a sample item is, "I think learning English will be helpful for my future career, including gospel work". There are four items on integrated orientation (ITO); a sample item is, "I like to speak in English with foreigners". Finally, there are five items on attitude toward learning English (ATL); a sample item is, "I think learning English is very interesting" (Appendix B). The cronbach alphas revealing internal reliabilities of the individual scale are acceptable, with 0.772, 0.826, and 0.916, respectively.

3.3 Analyses

This study employed a mixed-method approach, using quantitative and qualitative data analyses to discover answers to the research questions. The aspect of English learning motivation can be supported through data from both the survey questionnaire and the semi-structured interviews. First, using SPSS software, descriptive statistics and one-sample t-tests were implemented to find out the answers to research question 1 (What motivates the trainees to study English?) and MANOVA for research question 2 (Do trainees of different proficiency levels differ in their motivation?). In addition, grounded theory was processed in analyzing the interview data to search for supports to all research questions. With grounded theory, data were initially coded, and further categorized based on similarity of content. Emerging themes were then extracted.

4. RESULTS

4.1 Results of Statistical Analyses

To answer research question 1 (What motivates the trainees to study English?), descriptive statistics (Table 2) indicated that the trainees seem much more instrumentally oriented ($M = 5.26$, $SD = .462$) than integratively oriented ($M = 3.39$, $SD = 1.04$) on a 6-point scale. In addition, their attitudes toward learning English are relatively positive, with $M = 4.18$, $SD = .92$. One-sample t-tests were further implemented to test whether the trainees' INO, ITO, ATL are significantly different from a hypothesized mean (HM) of 3.5. The results (Table 3) showed that the mean difference between INO and HM ($Mean = 1.76$, with 95 CI [1.66 to 1.86], $t(77) = 33.601$, $p < .001$) and mean difference between ATL and HM ($Mean = .68$, with 95 CI [.47 to .89], $t(77) = 6.469$, $p < .001$) were significant.

Table 2. Descriptive Statistics

	Class	Mean	SD	n
INO	1	5.3265	.47024	14
	2	5.3071	.47275	40
	3	5.1429	.43779	24
	Total	5.2601	.46262	78
ITO	1	3.9821	.84617	14
	2	3.4437	1.08971	40
	3	2.9687	.89477	24
	Total	3.3942	1.04020	78
ATL	1	4.6429	.74907	14
	2	4.2150	1.05674	40
	3	3.8417	.62964	24
	Total	4.1769	.92412	78

INO: Instrumental orientation

ITO: Integrative orientation

ATL: Attitudes toward learning English

Table 3. One-Sample T-Tests

	Test value = 3.5					
	t	df	Sig. (2-tailed)	Mean Difference	Confidence Interval of the Difference	
					Lower	Upper
INO	33.601	77	.000	1.76007	1.6558	1.8644
ITO	-.898	77	.372	-.10577	-.3403	.1288
ATL	6.469	77	.000	.67692	.4686	.8853

To answer research question 2, MANOVA results comparing three classes in their INO, ITO, and ATL showed, in general, a statistically significant difference among the three classes of trainees on their L2 motivation with $F(3, 74) = 4.199$, $p < .008$, Roy's Largest Root = .170, partial $\epsilon^2 = .145$ (Table 4). Before looking at tests of difference in each dependent variable, Lavene's test of Equality of Error Variances for homogeneity of variances was examined; the results showed that all three dependent variables have homogeneity of variances ($p = .593$, .281, and .132 > 0.5).

Table 4. Multivariate tests

Effect of Class	Value	F	Hypothesis df	Error df	Sig.	Partial Squared	Eta Squared
Roy's Largest Root	.170	4.199 ^a	3.000	74.000	.008	.145	

^a. The statistics are an upper bound of F that yields a lower bound on the significant level.

The tests of differences in the dependent variables among different classes (Table 5) showed that class has a statistically significant effect on both INO ($F(2, 75) = 4.702$; $p < 0.05$; partial $\epsilon^2 = .11$) and ATL ($F(2, 75) = 3.624$; $p < 0.05$; partial $\epsilon^2 = .08$), but not on ITO.

Table 5. Tests of between subject effects

Source	Dependent Variables	Type III SS	df	Mean SS	F	Sig.	Partial Squared	Eta
Class	INO	.480	2	.240	1.126	.330	.029	
	ITO	9.282	2	4.641	4.702	.012	.111	
	ATL	5.795	2	2.897	3.624	.031	.088	

INO: Instrumental orientation; ITO: Integrative orientation; ATL: Attitudes toward Learning English

A follow-up post hoc test (Table 6) following Scheffé method illustrated more specifically that mean scores for ITO were statistically significant between Class 1 and Class 3 (Class 1 > Class 3; $p < .05$), and that mean scores for ATL were also statistically significant between Class 1 and Class 3 (Class 1 > Class 3; $p < .05$).

Table 6. Post hoc test (Scheffé)

Dependent Variable	(I) Class	(J) Class	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
						Lower B	Upper B
ITO	1	2	.5384	.30852	.225	-.2321	1.3089
		3	1.0134*	.33412	.013	.1789	1.8478
	2	1	-.5384	.30852	.225	-1.3089	.2321
		3	.4750	.25653	.187	-.1657	1.1157
	3	1	-1.0134*	.33412	.013	-1.8478	-.1789
		2	-.4750	.25653	.187	-1.1157	.1657
ATL	1	2	.4279	.27766	.311	-.2656	1.1213
		3	.8012*	.30070	.034	.0502	1.5522
	2	1	-.4279	.27766	.311	-1.1213	.2656
		3	.3733	.23087	.277	-.2033	.9499
	3	1	-.8012*	.30070	.034	-1.5522	-.0502
		2	-.3733	.23087	.277	-.9499	.2033

*The mean difference is significant at the .05 level.

ITO: Integrative orientation; ATL: Attitudes toward learning English

4.2 Interview Results

With the method of grounded theory on the interview data, the following themes have emerged:

1. The trainees joined FTTT because of an inner calling. Particularly, trainees with a high level of English proficiency expressed more specifically that there is a need to do so: the need to learn how to lead other people and the need to learn more about the Bible.

Hilary: "Since high school, I have consecrated myself to the Lord to join the training....I've waited many years to fulfill this wish...."

Shelby: "...while I was reading the Bible, the words, 'Follow me,' struck me as the calling from the Lord."

Yvonne: "I joined the training because I wanted to learn to lead others to be saved like me and be educated with biblical truth."

Stephen: “I experienced some inner calling but found that I am not quite ready for Christian life. Moreover, I also saw some very good examples of some other Christians.”

2. Proficiency level is closely related to their motivation and confidence in learning English: More proficient learners are much stronger in their motivation to study English, while less proficient learners are less motivated and confident in learning English.

Shelby: “It depends on my feeling. Sometimes I may want to study sometimes I don’t feel any excitement coming to English classes.”

Hilary: “I gave up learning English because I have lost self-confidence.”

Yvonne: “The reason why I make effort in studying English is because I like it.”

Stephen: “[First, I want to study English] because I wanted to study abroad and because English is an international language. Secondly, proficiency in English makes it easier and faster for me to comprehend a lot of related materials.”

3. Social milieu (i.e. peers and teachers) strongly impacted the trainees’ motivation in learning English.

- a. For trainees with low English proficiency, peers influence them in their desire to learn English, both positively and negatively.

Shelby: “I am a slow learner of English...I need someone to teach me with patience.”

Hilary: “I wanted to have a chance to preach gospel overseas but it is impossible because my English is not good at all. Perhaps I have always walked in my sister’s shadow.... ...my teachers had always compared me with my sister. ..I had lost self-confidence.”

- b. All of them agree that Teachers and instruction play important role in motivating and instructing students to learn. Furthermore, the teacher believed that proper material and activities meet the trainees’ practical needs.

Hilary: “I need others to help me in preparing some lessons, setting some goals...memorize ... using our own words....This method turned out to be OK.”

Yvonne: “I had a very good teacher [while I was in junior high] who taught me in proper pace following the textbook, so I felt that I learned something and felt improved.”

Stephen: “One strategy the teacher taught us was echo read --repeating immediately the language we hear. I feel this is very helpful in both speaking and listening.”

Teacher: “Teacher’s personal experience in learning... may be very helpful.”

4. They all recognized the value of practice in the process of improving their English proficiency.

Shelby: “Submerge in English speaking environment will be helpful. Playing some games will be great too.”

Yvonne: “Another good thing about practice is that [I feel good about] speaking in English concerning Christian faith to international students on college campuses.”

5. They expect to have more time for self-study and opportunities to practice using English in an authentic context. Trainees with higher proficiency seem to know more specifically what they need.

Shelby: “Need more time for class and practice, especially for trainees with low proficiency level like me.”

Yvonne: “I would like to have more opportunity practice speaking with native English teacher one-on-one.”

Stephen: “I would like to study more current biblical publications concerning current need and issues.”

Teacher: “[The training can perhaps] offer more opportunity for practice, such as extending period of time in sending trainees overseas for gospel propagation...offer extra time for instruction or practice.”

5. DISCUSSION

5.1 Prominence of Instrumental Orientation in ESP Learning in Missionary Context

Research question 1 was answered through descriptive statistics that clearly indicate that the trainees are much more instrumentally than integratively oriented; they also exhibit positive attitudes toward English learning. Regardless of English proficiency levels, trainees are equally strong in instrumental orientation without significant difference (means ranging from 5.1 ~5.3 shown in Table 2; $p = .33 > 0.5$ shown in Table 4) and much higher in their integrative orientation and attitudes toward English learning (Table 3). The results of interviews with the trainees also confirmed that trainees, irrespective of their English proficiency levels, endorsed significantly more the instrumental aspect of learning English, as illustrated in their descriptions of the purpose of the program, their personal motivation to join the program and to learn English, their perception of the usefulness of the instructions, and their expected support from the program. The focuses of practicality and specificity are congruent with empirical studies by Katsara (2008) concerning Greek students in business administration, in that learners' motivation in learning ESP is characterized by both instrumental orientation and the desire to communicate with foreigners. Moreover, Al-Tamimi and Shuib's (2009) study involving Malaysian college students learning business English also showed that the learners most strongly cite instrumental reasons for learning English.

The results are also consistent with Strevens' (1988) account of the characteristics of ESP: The course should be designed to meet the specific needs of the learners and related to the content of particular disciplines, occupations and activities. More specifically, Baston-Dousel and Alonzo's (2011) study involving students of mixed Asian cultural background in Asian Theological Seminary found that the students need to learn English to cope with the school subjects in theology; to interact with faculty, staff and fellow students on a daily basis; and to prepare them for future ministries.

5.2 The Impact of Social Milieu on Motivation to Learn

In the current study, the impact of social milieu—including the institute, peers and teachers—is powerful in affecting both motivation and engagement in the trainees' English learning. While learners of lower English proficiency level seem sensitive to the influence of peers, all learners, regardless of their proficiency levels, illustrated the determining and positive effect of teachers and instruction in encouraging and maintaining English learning. In particular, learners of higher English proficiency level clearly identified effective learning strategies taught by the instructors, such as *echo read* mentioned by Stephen. Evidence of the impact of milieu in L2 motivation can also be found in Wang and Eccles' (2012) study, which indicated that teacher and peer support are closely related to the students' subjective valuing of

learning at school, while parental support has a positive influence on student engagement in school activities.

5.3 Effect of Proficiency on Motivation to Learn English

Concerning research question 2, the results of MANOVA (Table 5) showed the proficiency level's effect on two aspects of L2 motivation—the trainees' integrative orientation (ITO) and attitudes toward learning English (ATL)—but not on their instrumental orientation. Results of interview data analyses more intricately reveal how proficiency relates to motivation in learning. For example, while Hillary and Shelby recognized the importance of the missionary work, their low sense of competence is perhaps one reason for their low aspiration to learn English. However, Yvonne, who is more proficient in English, expressed an intrinsic interest in English; she has confidence in her own proficiency level and knows what specific methods can be helpful in learning English.

Deci and Ryan's (1985) account in *satisfaction of sense of competence* may offer an explanation. According to Deci and Ryan (1985), activity that leads to *feelings of competence* can enhance intrinsic motivation toward that action. An empirical study by Ntoumanis (2001) supports this claim; this study, involving students aged 14 to 16, showed that perceived competence is the dominant factor mediating the relationship between social factors and the different types of motivation. For Hillary in the current study, *walking in her sister's shadow* and *being compared with her sister by the teachers* are the two major reasons why she gave up learning English; perhaps she feels she can never be as good as her sister no matter how hard she tries. This lack of a feeling of competence becomes detrimental to her motivation and engagement in learning not just English but probably all academic subjects. Moreover, for Shelby, learning English depends on her feeling, and she has no enthusiasm for attending English classes.

5.4 The Need for Authentic Context in ESP

The trainees value the diverse kinds of activities that help them engage in learning, such as games, listening to video, and learning strategies. However, they also express the need to “practice” using English in an authentic context in the process of learning, such as speaking in English with foreigners on campus, discussing a Christian book with “real” people, etc. The teacher who participated in this study also expressed the need for more opportunities to use ESP in the missionary context; she proposed extended time for learners to go overseas for missionary practice. As postulated by Belcher (2006) and Lorenzo (2005), it is important for ESP program to prepare students for a specific communicative context. This need for a special context is supported by Katsara's (2008) study involving Greek students; the students' motivation was revealed through their desire to communicate with foreigners, and to have the opportunity to benefit their future career.

5.5 Limitations

Although participants with different proficiency levels were invited to fill out the questionnaire, there were unequal numbers of trainees in each level. Nevertheless, the fact that aspects of L2 motivation were observed from both the questionnaire and interview may counteract the lack of participants.

In addition, the current study did not validate the entry tests by which the trainees were streamed into different classes. However, this shortcoming can be somewhat alleviated by the trainees' self-reported TOEIC scores (as indicated in Section 3).

As a result, future studies may include more participants from each proficiency level on surveys and interviews. Moreover, to validity tests for entry examinations are necessary to further understand the trainees of diverse proficiency levels in their motivation in ESP learning.

5.6 Implications

The results of this study suggest that programs set clear objectives specified for trainees based on both program goals and the learners' needs and proficiency levels. For trainees at and above an intermediate proficiency level, a focus on training with selection of appropriate content (Widdowson, 1983) is probably sufficient, as Dudley-Evans and St. John (1998) proposed that ESP is generally designed for intermediate and advanced students. For trainees below an intermediate proficiency level, additional time and instructions may be needed to fill the gap of their linguistic needs. Furthermore, offering trainees more opportunities to use English in context, either simulated or authentic, may enhance their motivation and engagement in English learning. As suggested by Chen (2005), a task-based syllabus can be integrated into the curriculum of ESP for missionary purposes, since the practical nature of class activities encourages learners to transfer the language skills learned in class to practical missionary situations.

6. Conclusion

The purpose of the current study was to investigate the motivation and engagement of trainees in a missionary training program to learn English as an instrument for missionary purpose. The results of data analyses of both survey questionnaire and semi-structured interviews indicate that: (1) trainees are much more instrumentally oriented than integratively oriented in English learning; (2) proficiency level makes a difference in the trainees' strength of motivation; (3) social milieu (i.e. peers and teachers) is a forceful factor in framing the trainees' motivation to learn English; and (4) context is perceived to be necessary in ESP learning. As a result, an ESP program for missionary purposes may consider designing curriculum based not only on the goals of the programs but also on the needs of the trainees based on their proficiency level and task authenticity. Curriculum designed accordingly may help enhance the trainees' motivation and ultimately their proficiency in English in the missionary context.

The trend of cross-cultural missions is no longer the privilege of English-speaking people from the West. There were times when *teaching* English to speakers of other languages was *the* way to reach out; but today, more people around the world are driven to go on a mission across national borders. The focus is more on what these non-native speakers of English need in the process of learning English for specific purposes in order to meet the demands of real missionary contexts.

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APPENDICES

Appendix A: Semi-structure interviews for the trainees

1. What made you want to join the missionary program training?
2. What motivates you to study English?
3. What specifically here in the training center helped you learn English?
4. How do you engage in learning English?
5. What do you think the training center can do to help you learn English better?

Appendix B : Questionnaire on English learning motivation

A. Instrumental Orientation

1. With good English proficiency, I will be valued by other people.
2. Learning English will help me become more knowledgeable.
3. Good English proficiency will help me find a better job.
4. Learning English will promote my education standard.
5. English is an important tool for communication in the international society.
6. Learning English will be helpful if I travel abroad.
7. English can be helpful for my future career (including church ministry and gospel propagation)

B. Integrative Orientation

1. I don't feel nervous when communicating with others using English.
2. I am worried that other people would laugh at me when I speak English.
3. I like to communicate with foreigners by speaking in English.
4. I like to communicate with foreigners by reading and writing in English (via social network)

C. Attitudes toward English Learning

1. I like English very much.
2. I like to study English very much.
3. I am looking forward to have English classes every day.
4. Learning English is very interesting.
5. Learning English is an important part in my life.