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Uncovering Online Collaborative Learning in Teaching English for Specific Purposes

Descubriendo el Aprendizaje Colaborativo en Línea en la Enseñanza del Inglés para Fines Específicos

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ABSTRACT

This study aimed to investigate how ESP teachers facilitate online collaboration in teaching English. Furthermore, this study sought to explore ESP teachers' and students' collaboration learning (OCL) in public administration (PA) courses. To achieve this, the researchers utilized semi-structured questionnaires and open-ended questions to gather data, which were then analyzed thematically. The findings revealed that ESP teachers employ online collaboration in PA courses in three distinct phases: pre-OCL, during OCL, and post-OCL. They perceived OCL through four themes: context, interaction, impact, and challenges. However, it is important to note that this study did not incorporate the use of a true experiment or direct observation in either the control or class intervention, which is a limitation that should be addressed in future studies. Future studies should explore the potential benefits of ESP-administration-based augmented reality. This study implies that OCL in ESP teaching necessitates innovation and creativity from ESP teachers, as it extends beyond simply emphasizing communicative competence.

Keywords: Pedagogy; Online Collaborative Learning; Perception; Public Administration.

RESUMEN

Este estudio tuvo como objetivo investigar cómo los profesores de ESP facilitan la colaboración en línea en la enseñanza del inglés. Además, este estudio buscó explorar la colaboración en el aprendizaje (OCL) de profesores y estudiantes de ESP en los cursos de administración pública (PA). Para lograr esto, los investigadores utilizaron cuestionarios semiestructurados y preguntas abiertas para recopilar datos, que luego fueron analizados temáticamente. Los hallazgos revelaron que los profesores de ESP emplean la colaboración en línea en los cursos de PA en tres fases distintas: pre-OCL, durante OCL y post-OCL. Percibieron el OCL a través de cuatro temas: contexto, interacción, impacto y desafíos. Sin embargo, es importante señalar que este estudio no incorporó el uso de un experimento real o la observación directa en ninguno de los controles o intervenciones de clase, lo cual es una limitación que debe abordarse en estudios futuros. Los estudios futuros deberían explorar los posibles beneficios de la realidad aumentada basada en la administración de ESP. Este estudio sugiere que el OCL en la enseñanza del ESP requiere innovación y creatividad por parte de los profesores de ESP, ya que va más allá de simplemente enfatizar la competencia comunicativa.

Palabras clave: Pedagogía del ESP; Aprendizaje Colaborativo en Línea; Percepción; Administración Pública.

INTRODUCTION

Improving employability is one of the benefits of teaching English for specific purposes (ESP) to public administration (PA) students. For this reason, English proficiency is often a requirement for numerous administration positions, particularly those in international organizations, or involving interactions with a wide variety of stakeholders. By providing students with English language abilities specifically designed for administration settings, they gain a competitive edge in the job market and increase their likelihood of obtaining employment in their desired fields.[1,2]

Online collaborative learning (OCL) is consistent with ESP's benefits for PA students. OCL is an educational method that uses digital technology to facilitate cooperation and learning among students in virtual environments.[3,4] This approach uses digital platforms,[5] tools, and resources to enable communication, collaboration, and exchange of knowledge among learners, regardless of their location.[6,7] [8] argued that OCL is a rational approach for improving student outcomes. It is grounded in constructivist principles[9] and focuses on knowledge construction, the sharing of experiences, and social interaction. OCL in ESP is a method of instruction that utilizes technology[10] to enhance interaction and cooperation between students and instructors, focusing on the unique requirements of learners in diverse professional or scholastic contexts.[11,12]

This study explored the impact of collaborative learning on student outcomes in the context of teaching ESP, particularly in the field of administration, through three paradigms: (1) effect,[13] (2) condition,[14] and (3) interaction.[13,14] Teaching ESP generally has different features than teaching English.[15,16] He highlighted that, in teaching ESP, having the ability to deliver materials is not enough; beyond that, teachers must be familiar with both adapting and integrating other disciplines. Therefore, collaborative learning is a suitable pedagogy to teach ESP.

Aligned with the purposes of this study, ESP is a significant component of higher education, as it addresses the needs of students after graduation. This includes the development of communicative skills[17] as well as foreign language professional skills for public servants[18] and business communication.[19] Teaching ESP in PA courses for students is crucial for meeting these requirements.

In recent years, extensive research has been conducted on the practical applications of English collaboration in ESP. [20] highlighted the benefits of operationalized OCL in enhancing students' writing abilities, while [21] investigated second-language communication skills and academic reading in specific genres.[22] Additionally, [23] contended that peer collaboration-based learning can improve students' oral communication skills. [24] also proposed that collaborative reciprocal learning is a new teaching method in reading comprehension for ESP to alleviate anxiety.

Prior research has demonstrated the efficacy of technology in supporting ESP. For instance, [25] used blogging collaboration to enhance students' writing and speaking abilities. [26] assessed the effectiveness of web-based collaborative learning tools, such as Google Docs, and evaluated the impact on students' learning outcomes. [27] further validated that wiki-mediated collaboration serves as a pedagogical tool for promoting writing in ESP.[28]

Little is known about how OCL is used and its impact on teachers' perceptions of its effectiveness, challenges, and interactions. Additionally, there are crucial student needs and backgrounds in administration departments that need to be addressed. Based on previous observations by teachers, many students in the department were hesitant to contribute and share ideas during group discussions on the projects. This study aimed to address the call for a paper by [24] to uncover the types of group collaboration that can help alleviate reading anxiety in ESP and bridge the gap in student achievement evaluations through group collaboration.[29]

This study makes valuable practical and theoretical contributions to the existing body of literature, particularly in the context of courses such as public administration. Practically, it enhances access and flexibility by offering students opportunities for collaborative learning in public administration courses regardless of their physical location. The promotion of active learning through OCL encourages students to participate actively and engage with the subject matter, fostering deeper understanding and facilitating collaborative work. Through digital platforms and tools, the OCL supports group projects, discussions, and problem-solving activities, which are essential components of public administration.

Theoretically, OCL aligns with social constructivist theories of learning, which emphasize the importance of social interaction and collaboration in knowledge construction. When students engage in collaborative activities and discussions online, they can co-construct knowledge and meaning, thereby enhancing their learning experiences. PA curriculum designers have the potential to integrate the PA syllabus with technology-based stakeholder requirements, thereby promoting effective and efficient learning experiences for students. By adopting a more modern and dynamic approach to curriculum design, educators can leverage technology to enhance the overall quality of education and prepare students for the challenges of the 21st century.[30, 31] This study aimed to answer the following research question:

1. How does online collaborative learning apply to ESP teaching?
2. How do teachers perceive online collaborative learning in teaching ESP?

Literature review
Online Collaborative learning (OCL) in ESP

As mentioned in the previous section,[15,16] emphasized that ESP is generally distinct from ELT. According to [15], it is important to note that ESP is not a tangible product. It is neither a particular type of language or methodology, nor does it consist of a specific type of teaching material. Instead, ESP is a methodology that is centred on learner needs. The primary focus of ESP is to address the question of why a learner must learn a foreign language. This serves as the foundation for identifying the specific needs of students who are learning a language. In conclusion, ESP is not a particular product of language, but rather a teaching approach that is grounded in providing appropriate and targeted reasons for language learning.

Similarly, [32] argued that the teaching of English for Specific Purposes (ESP) is rooted in the need to communicate across language barriers in domains like "commerce and technology" (p.14). During its nascent stages, the primary objective of ESP was to facilitate effective communication in these areas. English for Specific Purposes refers to the learning and instruction of English as a second or foreign language, with the aim of utilizing it in a specific domain. The focus of ESP is to equip learners with the necessary linguistic skills to succeed in a particular field of study or profession. The importance of ESP is evident because it enables individuals to effectively communicate and convey their ideas in the context of their respective domains.

The growth of knowledge and technology shows the need for English not only for language teachers but also in the fields of computers, business, economics, engineering, medicine, and so on. This study focuses on teaching English to students PA. Therefore, in the following section, we review a few previous explorations of leveraging OCL in teaching ESP. The use of collaborative learning as a method of teaching English for ESP is grounded in the constructivist principles of [9,33]. These principles posit that knowledge is constructed through students' interactions with their social environments. With this in mind, [34] identified many online technologies that students can use to engage in collaborative activities, including Google Drive, Docs, Google Classroom, email, and WhatsApp Groups (WAG). Although traditional collaboration often necessitates face-to-face interaction, some researchers have recently noticed a trend toward online collaboration.[14,35]

[36] claimed that teaching ESP could foster the development of collaborative skills among university students, as these skills are essential for their future endeavors after graduation. They proposed that incorporating collaborative skills into tasks and materials could improve students' oral communication ability. However, ESP educators face several obstacles, including conventional perceptions of ESP teaching.

According to [37], computer-assisted language learning (CALL) is an effective pedagogical tool to enhance students' cognitive skills through journal collaboration. The author also noted that this approach has been shown to improve students' abilities in ESP for law in vocabulary-based texts and concepts in various contexts, including social, cultural, linguistic, and professional.

[38] posited that information and communication technology (ICT) serves as a collaborative tool to facilitate the acquisition of professional vocabulary and grammar for English for Specific Purposes (ESP) in pre-service teachers [39] particularly. According to [38], advancements in technology necessitate constant improvements in the role of ESP teachers.

It is essential to recognize that ESL instructors must possess two critical competencies: knowledge and skill. [40] Knowledge encompasses technological and pedagogical content knowledge (TPACK),[5] which is crucial for teaching and learning. Skills are necessary for conducting needs analyses,[41] designing and implementing ESP courses, and evaluating the effectiveness of these courses.[40,42]

To this end, educators must possess a unique blend of language-teaching expertise, technological proficiency, facilitation skills, cultural awareness, and adaptability. By developing these skills, ESP teachers can optimize their use of OCL environments to improve the quality of their language-learning experiences.

Therefore, the present investigation aims to examine the influence of on student outcomes and instructor perceptions within the context of teaching English for ESP in public administration courses.

METHOD
Participants' profile

Regarding the aims of the study, the participants in this study comprised 100 ESP teachers (N = 100), among whom 80 were females and 20 were males. Of these, 95 % held a master's degree in English language education, whereas the remaining 5 % held a master's degree in English literature. The participants' ages were categorized as follows: (1) 25-29 years (42 participants), (2) 30-34 years old (25 participants), (3) 36-40 years old (10 participants), and (4) above 41 years (13 participants). Additionally, in alignment with their teaching experience, 15 % (N=15) of the participants had more than ten years of experience in teaching ESP, 80 % (N= 80) had five years or less of experience, and the remaining 5 % (N= 5) had less than five years of experience. The participants were intentionally selected based on their experience in teaching ESP, which was consistent with the objectives of the study.[43] To obtain in-depth information, ten of them, called as (Teacher 1 to Teacher 10) were interviewed.

Regarding research ethics, this study obtained approval from the Institutional Review Board (IRB) of Musamus University. Human participants were utilized as respondents, and their identities and personal information were anonymized and referred to as (Teachers 1 to 10). This measure was taken to ensure that the data collected from the respondents would only be used with their consent, including any picture documentation.

Data collection

To achieve the objectives of the study, we implemented a semi-structured questionnaire comprising ten thoughtfully crafted questions. This instrument aims to delve into the actions, perceptions, and opinions of teachers regarding OCL in ESP, with a specific focus on PA courses.[44,45] The researchers designed a semi-structured questionnaire to accommodate the diverse viewpoints of the respondents during the implementation of OCL in ESP. Before officially distributing the questionnaire to all the respondents, a pilot test was conducted on ten individuals. This preliminary test aimed to ensure that the questions were clear and required minimal clarification. Based on the pilot project results, the researchers made necessary revisions and improvements to the questionnaire. Subsequently, the researchers forwarded the questionnaire to the WAG ESL teachers. To promote effective communication and prevent potential misunderstandings during the completion of the questionnaire, the researchers provided clear and comprehensive instructions through WAG.

In addition, open-ended questions were asked to interview ten teachers. Therefore, the researchers developed questionnaires to collect teachers' perceptions when teaching ESP, which were divided into three themes: OCL implementation, pre-OCL, OCL, and post-OCL. The following inquiries served as the interview's starting point: (1) Tell me more about your experiences, opinions, feelings, attitudes, and responses while applying OCL in the AP classroom; (2) During your observation in OCL, please let me know about students' interactions, opportunities, and challenges in the PA course; (3) Would you please narrate how OCL affects students' knowledge and skills for both ESP proficiency and PA professionals?

Data analysis

Optimal outcomes were achieved when the collected data were analyzed thematically. [46] emphasized the significance of using this approach, which entails identifying, analyzing, and reporting patterns within the data. It offers versatile and structured means of unearthing patterns and meanings within qualitative data, making it a useful technique for examining a broad range of research questions and subjects. To better understand this method, the analysis was divided into the following steps: (1) familiarizing oneself with the data, (2) generating preliminary codes, (3) seeking themes, (4) reviewing and refining themes, and (5) defining and naming themes [47] and then interpret the results and draw conclusions.

This study categorized teachers' perceptions into three categories: (1) highly perceived, (2) moderately perceived, and (3) poorly perceived. In detail, this can be observed from Chart 1.

Trustworthiness

Trustworthiness is an essential aspect of any research study, as it ensures the credibility, dependability, conformability, and transferability of the findings.[48] Maintaining trustworthiness is critical for validating and verifying qualitative research results. To achieve this, researchers typically perform three tasks: member checking, which involves confirming the findings with the participants; sending out the findings to the participants for validation and confirmation; and enhancing transferability by selecting participants or cases that provide diverse perspectives, thereby increasing the applicability of the findings to other contexts.

RESULTS

The study looked at how online collaborative learning could be used to teach English in PA course by using the skills of ESP teachers, such as figuring out what students need, planning the course, running it, and grading it. These abilities were executed through multiple phases, as depicted in table 1.

Table 1. OCL activities in PA course

No.	Session	Teachers' Action	ESP students' outcomes	ESP Collaborative behavior
1.	Pre-OCL (Planning)	Orienting syllabi, materials, and collaborative tools regarding the ESP curriculum.	ESP objectives and PA proficiency	Collaboration awareness
2.	Week 1-2	Identifying students' profiles, prior knowledge, ESP proficiency levels, and learning styles.		Collaboration awareness
3.		Determining ESP objectives, tasks, materials, and collaboration projects, such as "real-world conditions.		Collaboration awareness

4.	Whilst-OCL (Implementing) Week 3-7	Forming group-based roles such as information seekers, leaders, presenters, and evaluators (WAG & Zoom Meeting)		Respect individual difference
5.		Teachers posted collaborative-based critical issues on Google Drive to be developed by each group member such as "general election in Indonesia 2024.	Writing & reading skills	Leadership, conflict management, positive interdependence, and individual accountability
6.		Teachers posted a voice note in WAG to be criticized by students entitled "The AI Roles for Public Administration"	Speaking & listening	Interpersonal skills, group skills, time management, and critical thinking skills
7.	Post-OCL (evaluating) Week 8	Final product: Problem solution through Self-evaluation Peer evaluation Teacher Evaluation and Feedback. (Google Drive, WAG & Zoom Meeting)	ESP Language Proficiency Achievements.	Fostering collaboration understanding and awareness Enrich social skills & intellectual skills Improving speaking proficiency Critical thinking skill enrichment administration competence Problem solving skills Collaborative skills

According to the findings of the study, teachers used Google Documents (Google Docs), Google Drive, and WAG voice notes to facilitate critical collaborative projects. This study aimed to answer the second research question, which focused on understanding teachers' perceptions of online collaborative learning in ESP teaching. The research findings revealed teachers' perceptions of the effect/impact, conditions, interaction, and challenges, which are illustrated in figure 1.
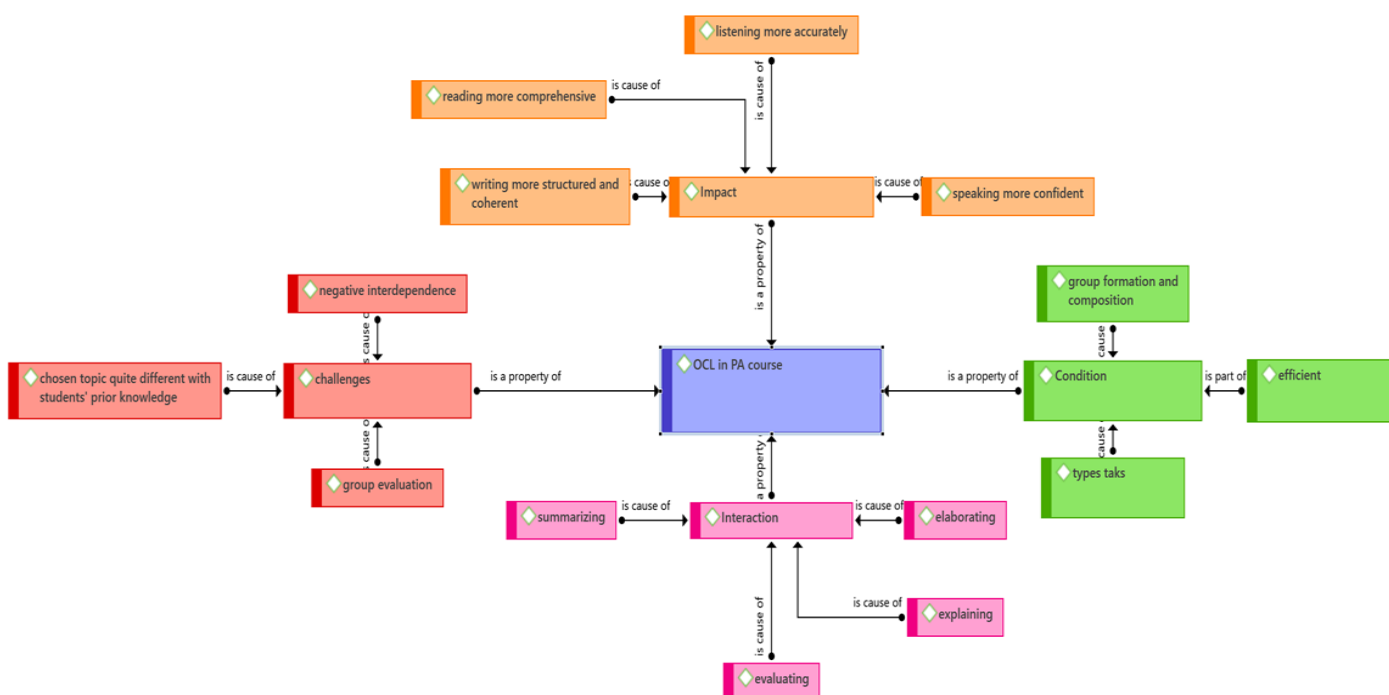

Figure 1. OCL in PA course

The research presented in Figure 1 illustrates that the teacher's perceptions of OCL in ESP have been narrowed down to four main themes: (1) condition, (2) interaction, (3) impact, and (4) challenges. Each of these themes is explained below.

Condition

The theme of this condition refers to the effectiveness of the OCL in teaching English for public administration purposes. This effectiveness is apparent in structured collaboration, which requires a structured approach to online learning that includes carefully designed tasks to promote interaction and engagement among

the learners. This may involve group projects, discussions, peer feedback, or collaborative problem-solving activities relevant to learners' ESP contexts. The conditions mentioned are relevant in the context of the administration field, as acknowledged by Teacher 1. She found the OCL technique to be useful in teaching English for administration courses, as they believed that this skill would be valuable for the students' future. Teacher 2 emphasized the effectiveness of real-world situations, such as the upcoming presidential election in Indonesia in 2024, in fostering collaborative teaching environments by selecting relevant topics.

Interaction

The investigation showed that motivating students to collaborate during OCL by assigning group-based roles such as information seekers, leaders, presenters, and evaluators significantly enhanced their engagement. Teachers posted a voice note in WAG titled "The AI Roles for Public Administration," which challenged students to critically analyze and evaluate their group members' exploration through both oral and written communication. This trend was relevant in fostering and encouraging collaborative interactions during OCL. Teacher 3 expressed enthusiasm for The AI Roles for Public Administration, stating that it was highly effective in promoting students' interactive learning and cognitive development. It is worth noting that these findings indicate that cognition is closely linked to collaborative work and interactions.[49]

"The contemporary nature of the topic likely captured students' interest and motivated them to actively engage in discussions and activities related to AI's impact on public administration, thereby enhancing their learning experience" (Teacher 10).

Teacher 10's assertion is consistent with engagement theory,[50] which posits that individuals are more inclined to engage in learning activities when they find the content personally interesting and relevant. The contemporary nature of the topic, which examines "the impact of AI on public administration," is likely to have captured students' interest because of its connection to current societal trends and technological advancements. Consequently, students are more likely to actively participate in discussions and activities related to the topic, as they align with their intrinsic interests and curiosity. By acknowledging the contemporary nature of the topic and its relevance to students' lives, educators can foster a motivating and engaging learning environment.

Impact

The utilization of online collaborative learning (OCL) in English for Specific Purposes (ESP) can be advantageous for shared reading materials. This study revealed that educators used Google Drive to distribute reading materials, articles, and electronic books to students. They selected pertinent real world topics for collaboration with learners. In this regard, collaborative reading tasks require students to engage in group discussions, summarize texts, and analyse content collectively, ultimately fostering active reading and comprehension skills.

The implications of verbal communication have been investigated, and the results indicate that voice notes on WAG can promote OCL, particularly by enhancing discourse and strategic abilities. Teacher 4 involved in the study attests to the fact that the OCL tools had a profound effect on the coherence and cohesion of written communication. Furthermore, the study revealed that strategic competency was also fostered during group discussions, for example, "I wholeheartedly concur with..." "in response to student A's viewpoint, I affirmed..." and other similar statements.

Challenges

The present study delves into three key obstacles experienced during online collaborative learning (OCL): negative interdependence, divergent topic interests, and discrepancies in group evaluation. Negative interdependence arises when a person or group's success is believed to come at the expense of others, which can hinder collaborative learning when peers perceive that their accomplishments or efforts detract from their opportunities for success.

Moreover, the study found that differing topic preferences pose a challenge for educators. In this regard, Teacher 6 argued that learners in problem-based learning settings typically possess diverse backgrounds, interests, and learning objectives, which leads to disparate preferences for subjects and tasks. Furthermore, when individual group members exhibit significantly differing topic interests, this can result in disagreements, disengagement, or frustration among learners. Certain students may feel unmotivated or disinterested in participating in discussions or projects that are not aligned with their interests or objectives.

Additionally, Teachers 7 and 8-10 shared their perspectives on discrepancies in group evaluations, which can cause feelings of unfairness, resentment, and mistrust among group members. When individuals believe that their efforts are undervalued or that others receive excessive credit, this can lead to decreased motivation and cooperation within the group.
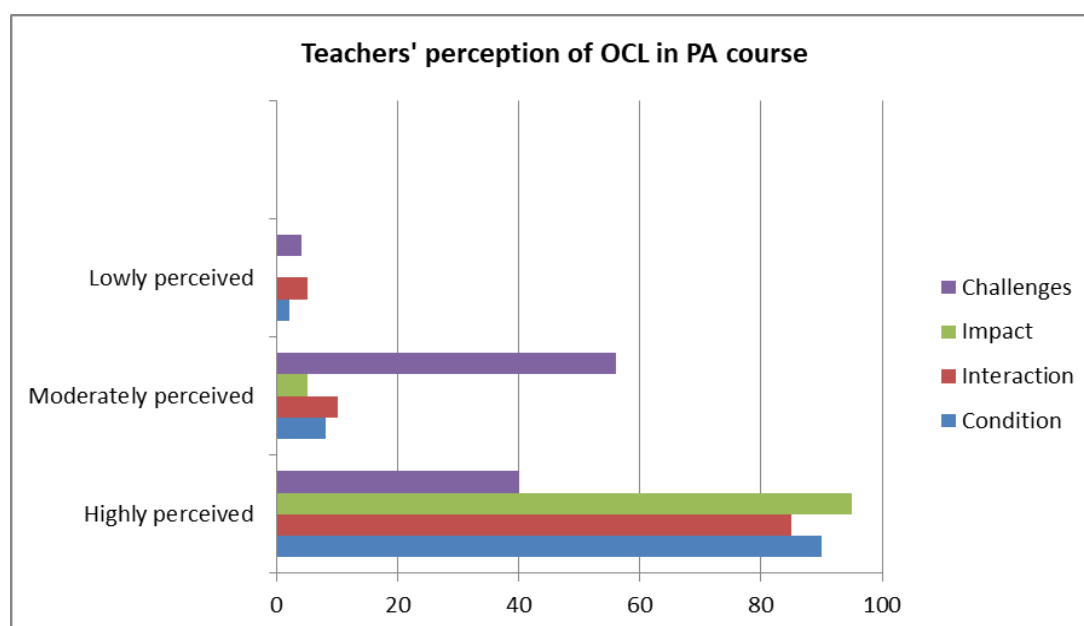
Figure 1. Teachers' perception of OCL in PA course

The data in figure 1 indicate that the OCL during the English PA course was highly regarded by 90 teachers, moderately regarded by 80 teachers, and poorly regarded by only 2 teachers. With respect to interaction, 85 teachers were highly regarded, 10 teachers were moderately regarded, and five teachers were poorly regarded. It is evident that 90 teachers strongly agreed with the impact of OCL on teaching PA courses, 10 teachers somewhat agreed, and no teachers disagreed. These findings suggest that all the teachers agreed with the positive impact of teaching the PA course. Additionally, 40 teachers found the challenges of OCL while teaching English in the PA course to be significant, 56 teachers perceived them as moderate, and only four teachers viewed them as minor. This information suggests that the four teachers were adequately prepared to incorporate the OCL approach when instructing English within the PA curriculum.

DISCUSSION

This section consists of two subsections. How does online collaborative learning apply to ESP teaching? How do teachers perceive online collaborative learning when teaching ESP? The utilization of OCL in AP faculty is carried out in three phases: pre-OCL (planning), which extends from week 1 to week 2; while-OCL (implementing) in week 3 and week 7; and post-OCL (evaluating) in week 8. These stages are in line with the notion that teaching ESP goes beyond just emphasizing communicative competence, as pointed out.[51] As a result, the teaching of ESP in the PA field necessitates innovation and creativity on the part of ESP teachers in developing syllabi and evaluation methods that emphasize professional outcomes.

This application is comparable to the work of [22], who emphasized the importance of teachers in ESP possessing current knowledge to create lessons that align with ESP objectives.

The present study recognizes that the roles of ESP teachers vary significantly from those of ELT teachers. The research revealed that teachers employed innovative methods, such as identifying ESP objectives, tasks, materials, and collaborative projects, all of which were carried out in real-world conditions.[52] This method also agrees with [15] idea about the characteristics of ESP exercises that allow students to retrieve spoken information from written information. To encourage students to work together and engage in specific roles, such as information seekers, leaders, presenters, and evaluators, teachers created collaborative-based critical issues on Google Drive that were developed by each group member. These topics were chosen based on the teacher's information and were considered to be trendy and influential among students in the study. This finding's teacher role was consistent with that of [33], who supported the idea that the shifting role of teachers in ESP classes is crucial for the success of active learning through a constructivist approach.

In a similar vein to [9], who prioritized process over product in addressing students' needs in ESP, it is essential to focus on the journey rather than the result when it comes to language learning. The process of learning a language involves acquiring new knowledge, developing skills, and gaining confidence, all of which contribute to the overall success of the language learner. By prioritizing the process, teachers can create a supportive and effective learning environment that fosters growth and progress, ultimately leading to improved language proficiency.

The ESP evaluation in this study was structured around three main areas: group process, interaction, impact,

and final product. The evaluation process includes self-evaluation,[52] peer evaluation,[54] teacher evaluation,[55] and feedback. These three types evaluated the degree and value of the students' interactions with the group environment. Peers evaluated the extent to which they could construct knowledge, skills, and experiences during OCL. Pioneering the evaluation of learners and courses,[15] recognized that both types of assessment serve not only to measure student performance but also to reflect on the effectiveness of the course.

The present study aimed to investigate the perceptions of teachers regarding ESP. To this end, the study identified and discussed four key themes: (1) the condition of OCL in PA course, (2) the nature of interaction between teachers and students, (3) the impact of ESP on students' learning outcomes, and (4) the challenges that teachers face when teaching ESP. These themes are of utmost importance as they highlight the process of ESP, rather than the end product.[15] Furthermore, the study emphasized the significance of collaboration and teamwork in meeting the needs of students in PA courses.

Regarding students background and prior knowledge, teachers in this study conditioning OCL tasks, project, and group project close to students' real-world condition. [32] suggested that incorporating a diversity of topics within ESP instruction is beneficial. Rather than concentrating exclusively on a single, narrow subject area, teachers should introduce learners to a variety of topics relevant to PA professional fields or domains. This recommendation has several underlying rationales. Firstly, exposing learners to various topics helps broaden their comprehension of language use in different contexts. Since language is highly context-dependent, learners can enhance their ability to adapt their language skills to various situations they may encounter in their professional lives by studying different topics.

Additionally, incorporating diverse topics can boost learners' engagement and motivation. Students often have different interests and areas of expertise, so by diversifying subject matter, ESP teachers can cater to a wider range of learner preferences. This can help maintain learners' interest and enthusiasm throughout OCL instruction.

Moreover, encountering various subjects can foster the development of a more extensive vocabulary and language repertoire. Different fields often have their own specialized terminology and arguments. By studying a range of topics, learners can expand their vocabulary and become more comfortable using language in specialized contexts. The inclusion of a variety of topics in ESP instruction is grounded in the belief that such an approach contributes to more effective language learning outcomes. By exposing learners to a range of topics,[55,56,57,58] teachers can assist them in developing the linguistic skills and flexibility necessary to communicate effectively [59] in diverse professional settings.

The findings of the study suggest that the OCL process-based topics and students' interactions based on roles have a significant influence on the language performance and professional skills of OCL students for PA. The students' ESP language abilities were manifested in the areas of written communication coherence and cohesion, active reading and comprehension, active listening, and strategic speaking and were assessed through real-world situations and OCL-focused critical issues.

The implementation of OCL has a positive impact on the professionalism of students in the PA. This includes leadership, conflict management, positive interdependence, individual accountability, interpersonal skills, group skills, time management, and critical thinking skills. These competencies are reflected in the PA's service-oriented, collaborative, and communication-focused skills.

The challenges that educators encounter when teaching ESP include negative interdependence, diverse student interests, and differences in group evaluations. These issues are compounded by the lack of relevant prior knowledge among students, as highlighted by [61] in their study on teaching English in an administration program. This absence of appropriate prior knowledge presents a significant hurdle for both students and educators in the learning process.

CONCLUSION

The primary objective of this study is to explore and evaluate teachers' perceptions of English for Specific Purposes (ESP). To achieve this aim, the study identifies and examines four significant themes: the state of Online Collaborative Learning (OCL) in Practical Application (PA) courses, the dynamics of interactions between teachers and students, the influence of ESP on students' learning outcomes, and the challenges teachers face when teaching ESP. The researchers agree with constructivist theory that knowledge is constructed through social interactions and emphasize the impact of OCL on student interaction in PA courses and language proficiency attainment. However, challenges such as negative interdependence, diverse interests, and discrepancies in group evaluation have also been identified. Despite these difficulties, integrating various topics and fostering process-oriented learning can enhance ESP students' language proficiency and professional skills. The findings suggest that OCL in ESP holds significant potential for cultivating the skills necessary for success in administrative professions, and that ongoing development and refinement of this approach can lead to improved outcomes for students. While the current study did not utilize a true experiment or direct observation, future studies should address this limitation and explore the potential benefits of augmented reality based on ESP administration. This

study indicates that OCL in ESP teaching requires teachers' innovation and creativity, as it goes beyond simply emphasizing communicative competence. Teachers must continuously update and enhance their competencies to effectively teach ESP in the context of the Fifth Industrial Revolution. Additionally, the study implies that OCL offers students immersive, interactive learning experiences that closely resemble authentic administrative situations, thereby better preparing them for their future professional careers.

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CONFLICT OF INTEREST

The author declares that there is no conflict of interest.

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