

## Action Research on Increasing the Intrinsic Motivation and Confidence of the ESL Learners Through Instructional Design Writing

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### Abstract

The use of technology in education has grown crucial in today's classrooms all over the world. For a long time, technology has been a crucial tool for enhancing language learners' reading, writing, speaking, and listening skills. Thanks to technology, writing has become one of the most supported abilities. For learners, learning how to write paragraphs or essays is a crucial ability. The objectives of this experimental study were to: 1) assess the effectiveness of instructional design writing in enhancing ESL learners' writing abilities, 2) investigate students' satisfaction and motivation with instructional design writing, and 3) investigate students' autonomy following the completion of the instructional design writing course.

31 English literature undergraduate students participated in this study. The instruments used to acquire pertinent data were lesson plans, grammar and writing tasks, learner perception questionnaires, pre- and post-tests. The data was evaluated, and the results showed that the learners' writing achievement level was much greater after taking the course. The post-test scores of the students improved over the pre-test results. According to the findings, the students' motivation and level of satisfaction with the instructional design writing course were quite high. The results of this course also showed that the students' writing abilities might be enhanced. Suggestions are made and given in terms of the need for further study and practical use in the future.

**Keywords:** Instructional Design Writing, Writing ability, motivation

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## **Introduction**

Modern technology is becoming a more significant part of daily life in the twenty-first century, and it has drastically altered how educational institutions operate and how its staff, including teachers and students, live. Technology is constantly used by people all around the world. As technology is a tool that can enhance many other facets of life, including business, the economics, education and health, they can easily access through social networks. In terms of education, the use of technological resources, tailored learning materials, and chances for advanced learning benefits both teachers and students. The internet enables the students to communicate, practise their lessons, and share fresh information.

Today's educational technology gives many options to change global education at all grade levels and to access global learning materials. So, in terms of education, studying English and using technology are essential for all students and are a fundamental prerequisite for a positive learning environment. Technology in education has been included into the educational system since using it in the classroom has helped students study more effectively while also developing their multitasking abilities.

Technology in the classroom can offer digital communication, flexible scheduling, increased freedom of choice, and relevant materials (Harris, Yunus and Badusah, 2017). Technology frequently raises questions, makes it easier for students to understand concepts, and elevates its significance in education. Technology can give students and teachers more resources to use when learning English as a second language or as a foreign language, than it can help to improve learning outcomes. Technology, particularly social networking sites, makes teaching and learning easier. The use of technological tools and advances may cause academic personnel to lose sight of the fundamental pedagogical principles that guide extensive language instruction.

Language is still seen as being among the most crucial components of education and literacy, both in terms of receptive and productive skills. Writing abilities are one of the most crucial language productive talents, frequently linked to other abilities, and the desirable consequence for students. Writing abilities are highly valued in all educational establishments. When practising English writing, the learner's motivation is crucial. For successful outcomes,

interesting instructional ideas and tactics must be used. The usage of technology in the classroom may help students to create a positive learning environment. Teachers must use a variety of writing exercises to comprehend the students' strengths and weaknesses (Stine 2010, Alanazi, 2013).

Proper exercises and strategies can improve a learner's writing abilities even if they are not already strong writers. When practising writing, students may find it challenging to choose words, grammatical structures, and terminology. To effectively encourage writing and motivation, sessions can be held virtually, in person, or in a hybrid format (Albalawi, 2015). The teachers' attempt to adapt a cutting-edge teaching strategy for writing lessons could inspire the students and save time. Since understanding students' learning preferences and utilising an appropriate teaching delivery technique result in meaningful learning, instructors should choose an efficient teaching approach to teach the students (Ahmadi, 2017). Education professionals must pick their teaching methods wisely if they want to succeed.

The utilisation of electronic resources and activities by students to practise their language abilities must be interesting and engaging for the instructors. In order to promote learners' interest in communicating in the target language and to offer them with a variety of practise opportunities, the path to strengthening learners' English writing skills may therefore include appropriate instructional delivery techniques and contemporary teaching media. This study uses instructional design writing to classify helpful teaching strategies for ESL learners who are having trouble writing in English.

The following objectives are established for this study:

1. Evaluate how well instructional design writing improves ESL students' writing skills.
2. Examine students' confidence and motivation with instructional design writing.
3. Examine students' autonomy once the course is over.

The effectiveness of instructional design writing is examined by the following research topics.

1. Do learners' writing styles alter between before and after taking the instructional design writing course?

2. How can instructional design writing affect learners' motivation and self-confidence?
3. How does writing for instructional design encourage independent learning?

### **The Importance of Writing Skills**

For learners, effective writing abilities are essential. The capacity of a learner to write in English is frequently used as a measure of literacy. In higher education or at work, students will use their writing talents. All of a learner's linguistic abilities come together in their writing competence. It's essential for a learner to be able to articulate ideas clearly when writing. A learner's vocabulary, sentence structure, and grammar can all be improved by writing (Ridha, 2012).

Writing is an essential tool for coming up with fresh ideas, comprehending complex material, and disseminating significant data in an academic setting (Graham, Gillespie, 2013). Because writing is a complicated process that includes technology, the teaching approach for writing instruction will be an important strategy to develop learner writing skills. A language lesson can be utilised to boost the learner's motivation for writing. A learner's autonomy, social self-control, interpersonal skills, decision-making ability, and social skills can all be influenced by their writing capabilities.

### **Motivation and Autonomous Learning for English Writing**

The ability to be motivated and to learn on one's own are essential for language learners. Achievement is centred on motivation. Learners who are autonomous tend to be more motivated. Participating in extracurricular activities and working hard outside of class can help students advance their skill levels more quickly than those who lack motivation. Learner autonomy can be encouraged or discouraged depending on the classroom environment a teacher develops. Students' writing abilities may improve if they are engaged and motivated during the writing courses.

Learning to think critically, or metacognition, is a prerequisite for success as an autonomous learner (Little, 2007). Learners should make an effort to depend less on the instructor's courses and more on their own self-guided learning for successful language acquisition. If teachers want their language students to succeed, they must promote independent

learning. To encourage learner autonomy and effective learning outcomes, instructors should discover engaging methods to incorporate technology into their classes. Through enjoyable activities and tasks, technology may make boring subjects more fascinating for students.

### **Research Methodology**

This study intends to investigate ESL learners' motivation and confidence, learner autonomy, and the effectiveness of the instructional design writing course in improving their writing abilities. Lesson plans, PowerPoint presentations based on instructional design writing, questionnaires on the learners' perceptions, assignments, and pre- and post-tests were all used as research tools in this study. Students studying English literature at the undergraduate level made up the study's participants. A limited number of 31 students were enrolled in this course.

### **Data Collection**

This research took place during the months of February and March 2023. It was conducted for 30 hours. Students were taught and given exercises on instructional design writing, content writing, proof reading, grammar, spelling, jargons, story weaving, writing reviews, gaming instructions, recipes, summarizing, writing e-mails, writing blogs, video scripts, writing instructions for animators, imaginative and creative writing etc. Students were also involved in activities such as jumbled letters, hangman game, adzap, fun with rhymes, association word game, stem word, picture prompts, comic strips, slogans and captions, fantasy wish, search engine optimization, finding objectives, tweeting, how stuff works, trouble shooting, debate etc.

The students were initially required to prepare responses to practise ID questions and submit them for review. Their writing weaknesses were discovered from the provided responses. Both the technical and linguistic components were evaluated. The corresponding students received comments and succinct advice on how to improve their performance in the future. The students' performance was then evaluated through instruction. Assessments and activities.

## Findings

Students were found to increase their grammar and proofreading capabilities. It was found that students commonly made errors in grammar, spelling and tense. Some responses were not appropriate for written English. They improved their spelling through activities like jumbled letters and hangman. Extensive grammar exercises on prepositions, tenses and voice helped the students better comprehension and application of grammar. Activities like story weaving and adzap enabled them to increase their creativity skill through interest and motivation. Students could increase their vocabulary through creative writing, word games and writing slogans and captions.

They also learnt business English through practising writing reviews, gaming instructions, recipe instructions and writing e-mails. They learnt to optimize their content through SEO and writing objectively. They also learnt how to browse through and research information to understand how an object works and trouble shooting the problems. They also practised informal writing through imaginative writing, writing blogs and tweets.

## Limitation

The review was conducted by one researcher and the level of subjectivity may be high.

## Conclusion

The study sought to investigate the effects of demographic factors on writers' talents. The activities carried out were determined to be beneficial in raising the students' writing performance in terms of the calibre of their writing. Demographic factors were found to have no discernible impact on their writing.

This planned study was designed to identify the pupils' needs or areas for improvement. The writing exercises stressed what was required of them in order to produce high-quality writing.

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