

English for Occupational Purposes, Motivation, and Writing Skills: Evidence from Indonesian Higher Education

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Abstract

In the context of increasing internationalization, profession-specific English proficiency is widely recognized as a key graduate attribute for employability and competitiveness. Yet, English teaching in higher education often remains focused on General English, with limited integration of English for Occupational Purposes (EOP). This gap contributes to low student motivation and underdeveloped writing skills. Addressing this issue, the present study investigates the influence of EOP on student learning motivation and examines how both factors affect writing ability. The study employed a quantitative approach with a confirmatory and explanatory design. The research sample consisted of 100 students from a university in Riau Province, determined using the Slovin formula. Data collection was carried out through

questionnaires, and data analysis used SEM-PLS with the help of SmartPLS 4.0. The results showed that EOP had a significant effect on student writing ability, learning motivation had a considerable effect on writing ability, and EOP had an indirect impact on writing ability through the mediation of learning motivation. The results of the determination coefficient test showed that the R^2 value for the writing ability variable was 0.813. This means that 81.3% of the variation in students' writing ability can be explained by the English for Occupational Purposes (EOP) and learning motivation variables. Meanwhile, the remaining 18.7% is influenced by other factors outside the research model, such as self-efficacy, language anxiety, learning environment support, and vocabulary and grammar mastery. The R^2 coefficient indicates a high level of explanatory strength, confirming that the model is effective in predicting differences in students' writing performance. Thus, it could be concluded that the effective implementation of EOP not only improves writing ability directly but also indirectly through increased learning motivation. This finding provides important implications for the development of English curricula in higher education, particularly in the integration of the EOP approach to strengthen motivation while improving students' writing skills.

Keywords: English for Occupational Purposes, Learning Motivation, Writing Ability, SEM-PLS

Introduction

In the era of globalization and digital disruption, higher education is required to produce not only academically superior graduates but also graduates who can compete in the international job market. College graduates must possess adaptive skills, such as effective communication, problem-solving, critical thinking, cross-cultural collaboration, and digital literacy, which are part of 21st-century skills (Martinez, 2022). One key competency that has become a global standard is mastery of English as an international lingua franca, which enables individuals to interact, negotiate, and collaborate on a worldwide scale. Poor English proficiency often hinders graduates from obtaining broader job opportunities, both domestically and internationally. At the national level, Government Regulation of the Republic of Indonesia Number 57 of 2021 concerning National Education Standards emphasizes the strengthening of eight educational standards, including graduate competency standards based on the Indonesian National Qualifications Framework (KKNI). This regulation requires college graduates to possess not only academic capacity but also professional competencies that align with the needs of the workforce. In this context, mastery of a foreign language, especially English, is seen as a crucial skill for enhancing competitiveness at both the national and international levels. Higher education today faces the challenge of adapting curricula to industry demands, ensuring graduates are equipped not only with academic knowledge but also with soft skills such as communication, critical thinking, and collaboration (Small et al., 2022). As a global lingua franca, English is a key indicator of professional competence, while limitations in its use often hinder access to employment and international collaboration (Pratiwi, 2020).

In response to increasing international competition and workforce expectations, contextualized English competencies relevant to professional domains are now regarded as vital graduate outcomes. EOP is a branch of English for Specific Purposes (ESP) designed to align language learning with students' professional communication needs, thereby encouraging the application of language skills in real-world work situations (Basturkmen, 2022; Bolton, 2022). English language learning in college is no longer solely focused on

mastering basic skills but also on meeting students' professional needs. One approach that is increasingly relevant in this context is English for Occupational Purposes. Several studies have shown that implementing EOP can increase student learning motivation because the material learned is contextual, applicable, and aligned with the demands of the workplace (Marisa & Nurcholifah, 2023). Students who study using the EOP approach perceive that what they learn is directly related to their careers and professional needs, thus fostering both intrinsic and extrinsic motivation. The success of EOP implementation is heavily influenced by student motivation. Motivation plays a key role in language learning engagement, persistence, and achievement, including academic writing performance. Pratiwi (2020) demonstrated that collaborative writing instruction interventions that stimulate motivation can improve students' writing performance and self-efficacy. Motivation to learn has long been recognized as a crucial factor in determining students' success in mastering language skills, including writing. Several studies have shown that intrinsic motivation encourages students to be more active, persistent, and focused on the quality of their writing (Zhou et al., 2021). On the other hand, extrinsic motivation, such as academic demands and professional needs, has also been shown to improve students' writing performance. (Chen & Hwang, 2020). Thus, motivation not only serves as a driver of learning activities but also plays a role in determining the level of writing skill achievement.

In English language learning, writing skills are often one of the biggest challenges for students. Success in writing is not only influenced by mastery of linguistic aspects but also depends heavily on learning motivation. Students with high motivation tend to be more diligent, consistent, and committed to honing their writing skills. Conversely, a lack of motivation often makes it difficult for students to develop optimal writing skills. Several studies emphasize the importance of motivation in achieving writing skills, as motivation serves as the primary driver that directs students to continue practicing and progressing (Maslow, 2023). On the other hand, psychological factors such as self-efficacy also support the development of writing skills. However, their role is more to strengthen students' confidence in expressing ideas in writing (Astuti, 2021). Academic writing requires mastery of linguistic and rhetorical aspects such as idea organization, coherence, lexico-grammatical accuracy, and educational conventions. Vaughan-Johnston & Jacobson (2020) a significant positive relationship was found between writing self-efficacy and the writing achievement of English as a second language students. This suggests that motivation and self-confidence play a direct role in the quality of student writing. The integration of EOP in higher education has the potential to increase motivation and strengthen writing skills. Furthermore, several studies indicate a mediating relationship between EOP, learning motivation, and writing skills. For example, (Ibhar, 2022) found that students participating in EOP programs demonstrated improved writing skills not only due to mastery of field-specific vocabulary but also due to increased learning motivation. (Senbekov et al., 2020) emphasized that a well-designed EOP learning program will strengthen student motivation, ultimately impacting the quality of their writing, both in academic and professional contexts.

Recent studies on EOP have identified key themes such as communicative needs, assessment practices, and genre- or goal-based learning. (Bui & Huong, 2023). However, empirical studies directly examining the pathways between EOP, motivation, and writing ability are still minimal. Most studies focus solely on EOP needs or curricula, rather than on the mediating relationship between motivation and writing performance. Furthermore, similar studies are

scarce in the Indonesian or Southeast Asian context, even though cultural factors, institutional policies, and students' language backgrounds can influence how EOP impacts motivation and writing ability. (Tasheva & Nielsen, 2022). This highlights the importance of conducting studies that systematically examine the mediating influence of motivation on the relationship between EOP and writing ability in higher education across this region. The purpose of this study is to gain a more comprehensive understanding of the relationship between English for Occupational Purposes, learning motivation, and student writing ability. Specifically, this study aims to: (1) analyze the influence of EOP on student learning motivation in higher education; (2) test the influence of learning motivation on students' writing ability; and (3) identify the indirect influence of EOP on writing ability through the mediating role of learning motivation. Based on the problem formulation that has been put forward, this study attempts to answer several main questions, namely whether English for Occupational Purposes (EOP) has a significant influence on students' learning motivation, whether learning motivation has a significant influence on students' writing ability, and whether English for Occupational Purposes has an indirect influence on writing ability through the mediation of learning motivation.

Literature Review

English for Occupational Purposes

In higher education, especially in vocational education (Dinh, 2024) explains that the role of English courses (General English), especially ESP, is enormous, especially when students are studying or when using various media, tools, or machines whose language of instruction is English. What is more important, however, is when students graduate and enter the workforce.

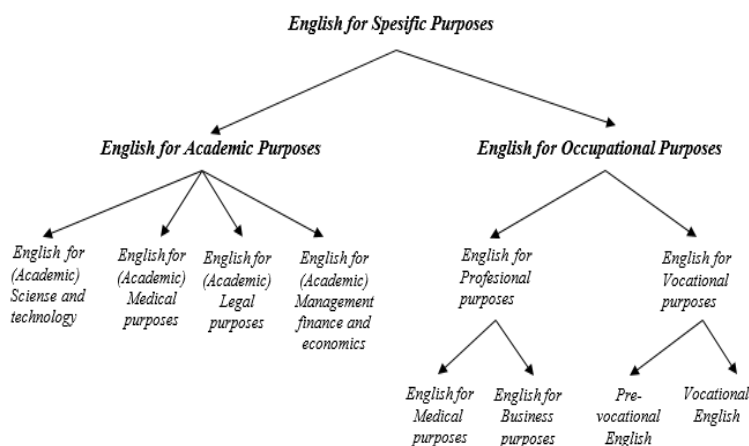


Figure 1. ESP Classification by Professional Area (Adapted from Dudley-Evans & St John, 1998)

Figure 1 presents the classification of ESP based on professional areas, which provides a more detailed description of the division of ESP. English for Occupational Purposes is a branch of English for Specific Purposes (ESP) designed to meet English language needs in the workplace. Unlike English for General Purposes (EGP), which is general and not tied to specific objectives, EOP specifically aims to help learners master relevant English skills to support tasks and responsibilities in the workplace. In EOP, language learning focuses not only on linguistic aspects but also on communicative and pragmatic skills required in specific professions. (Kamil & Muhammad, 2021). EOP focuses on providing learning materials relevant to learners' needs based on their professional fields (Pranoto & Suprayogi, 2020). This approach is pragmatic because it is based on the realities of professional needs, such as the ability to

write technical reports, make presentations, or communicate with international colleagues. Furthermore, EOP prioritizes needs analysis as the primary foundation for designing curriculum and learning materials. (Mukhlis et al., 2023). This needs analysis helps identify the language skills most relevant to learners' work contexts, including technical vocabulary, formal sentence structure, and understanding of workplace culture.

EOP also reflects the close relationship between language and the work context. The success of EOP lies in its ability to provide authentic, situation-based learning. (Jeon, 2022). For example, a student in the hospitality industry might learn how to handle customer complaints in English, while an engineering student might focus more on understanding technical manuals and project communication. Thus, EOP not only teaches language but also provides professional communication skills that can be directly applied in the workplace. According to (Pranoto & Suprayogi, 2020), the main components of EOP include three key elements:

1. Needs analysis, which is the first step in determining learning objectives and the relevance of the material.
2. Authentic context, where English learning is conducted using real work scenarios so that students can understand how the language is used in everyday work situations.
3. Immediate outcome orientation, which emphasizes that EOP learning aims to provide practical skills that can be immediately applied in a professional environment.

EOP involves not only language proficiency but also the ability to understand international work norms and cultures relevant to a particular profession (Banerjee & Sowards, 2022). In a global context, Tasheva & Nielsen (2022) state that EOP plays a strategic role in enhancing individual competitiveness in the international job market. The era of globalization demands cross-cultural communication skills, particularly in English, which has become the lingua franca of the workplace. In Indonesia, the need for EOP is also increasing, particularly in strategic sectors such as tourism, manufacturing, oil, and education. Many universities are now incorporating EOP programs into their curricula to prepare graduates for the challenges of the global workplace.

Learning Motivation in Language Learning

Linguistically, motivation originates from the word motive, which means drive or, in English, to move. Motive refers to the driving force within an organism that drives it to act. (Marisa & Nurcholifah, 2023). The theory proposed by humanist psychologist Abraham Maslow specifies learning motivation as being specific to the need for self-actualization. Maslow's theory posits five hierarchies of needs: 1) Physiological; 2) Safety and protection; 3) Social needs; 4) Need for esteem; and 5) Self-actualization. Considering that learning is a need to enhance one's potential, Maslow considers learning motivation to be a self-actualization need. Meanwhile, Gardner's theory explains that language learning motivation has a social dimension. This means it is closely related to an individual's reactions to other communities. (Gardner et al., 1985). In its development, Gardner's theory has often been criticized as irrelevant for measuring motivation to learn a foreign language. However, Gardner proved by measuring samples from four countries where English is a foreign language, not a second language, proving that Gardner's theory is acceptable for measuring motivation to learn foreign languages. (Journal, 2020).

Motivation is a psychological process that initiates, directs, and sustains learning behavior. (Zia et al., 2022). Motivation is a psychological concept that has long been a focus of attention in the world of education, as it is believed to be a significant factor determining an individual's success in achieving their academic goals. Etymologically, the term "motivation" comes from the Latin word *movere*, which means "to move" or "to impel." Thus, motivation can be understood as an internal force that drives individuals to act, determines the direction of behavior, and maintains effort until desired goals are achieved. In the context of learning, motivation plays a crucial role as a driving force that encourages students to engage in learning activities, persist in the face of difficulties, and strive for academic achievement. Motivation is a crucial psychological factor in the learning process because it acts as the primary driver that initiates, directs, and sustains student engagement in learning activities (Zia et al., 2022). With strong motivation, students tend to demonstrate active involvement in the learning process, such as participating in discussions, persevering in completing assignments, and taking the initiative to seek additional learning resources (Dörnyei & Ushioda, 2021). This directly contributes to improving the effectiveness and quality of learning. Furthermore, high motivation also plays a crucial role in maintaining student learning consistency. This consistency refers to a student's ability to remain focused and committed to learning despite facing various external obstacles or distractions. Rettig & Schiefele (2023) asserted that sustained motivation enables students to maintain learning effort and commitment over a long period of time, ultimately increasing the chances of achieving better academic results.

Motivation also increases students' mental resilience in the face of learning difficulties. When students are highly motivated, they are better able to overcome frustration, failure, and challenges that arise during the learning process (Deci & Ryan, 1985). Intrinsic motivation, in particular, enables individuals to find meaning and satisfaction in learning, so they do not give up easily even when faced with complex difficulties. This is particularly important in the context of English language learning, which often requires time and intensive practice to master. Overall, motivation not only increases engagement and consistency in learning but is also a key determinant of academic success and the development of students' cognitive and affective abilities (Norton, 2020). Therefore, in developing learning media such as culture-based e-modules, the motivational aspect requires special attention so that the media can increase students' enthusiasm for learning and resilience in achieving the established learning objectives. Motivation in the context of English language learning has various dimensions that can be measured through several indicators. Based on Gardner's theory, one of the leading indicators is integrative motivation, namely the drive to learn a language that arises from the desire to integrate socially and culturally with the target language-speaking community. Furthermore, there is instrumental motivation, which places more emphasis on practical goals such as career advancement or academic achievement (Gardner et al., 1985).

Another frequently used indicator is interest and fascination with language learning, which plays a crucial role in maintaining a continuous spirit of learning. (Ye & Hu, 2025). Furthermore, having clear learning objectives serves as an indicator of how directed and focused students are in the learning process. (Cheng, 2023). Effort and consistency in learning are also important parameters that describe the intensity and discipline of students in participating in the learning process. (Cheng, 2023). Finally, motivation can also be measured by students' ability to demonstrate resilience in the face of learning difficulties, namely mental resilience that prevents them from giving up easily despite facing obstacles. (Deci &

Ryan, 1985). Based on the various views above, it can be understood that learning motivation is essentially a force that drives students to engage in learning activities, maintain involvement in the learning process, and strive to achieve specific academic goals. Motivation is not a single entity, but rather complex, multidimensional, and dynamic, as it can be influenced by basic needs, expectations, goal orientation, and even self-identity in a global context.

Writing Ability

Writing ability is one of the most complex productive skills in English because it involves various aspects, from mastery of grammar and vocabulary to the organization of ideas and critical and logical thinking skills. (Altun, 2023). In the context of English for Occupational Purposes, writing skills are critical because students are required to be able to produce professional texts such as reports, official letters, memos, and technical documents relevant to the needs of the world of work. (Zain et al., 2025). Writing is also seen as not just a mechanical activity, but a cognitive process that involves planning, drafting, revising, and editing. (Yaacob et al., 2022). Murtadho (2021) emphasized that writing skills require consistent practice so that students can express ideas coherently, clearly, and contextually. Thus, writing mastery is the result of a combination of linguistic abilities, cognitive strategies, and affective factors such as motivation and self-efficacy, which play a supporting role in the learning process. (Tao & Yu, 2024).

Writing ability assessment must be conducted comprehensively, encompassing several key aspects. Akhmadjonov (2024), good writing is characterized by the completeness and relevance of its content, the orderly organization of ideas, the accuracy of vocabulary, the use of grammar, and technical aspects such as spelling and punctuation. In terms of content, a piece of writing is considered good if the ideas conveyed are clear, relevant to the topic, and supported by adequate explanations. The organizational aspect is evident in the writer's ability to develop a logical flow with a coherent paragraph structure, from the introduction to the conclusion (Agzamkhanova et al.). Vocabulary mastery is also an essential element because it determines the accuracy and variety of words used according to academic and professional contexts (Harselina et al., 2024). Furthermore, the use of correct grammar, including sentence structure, tense, and subject-verb agreement, also determines the quality of writing (Yusuf & Ali, 2025). The final aspect is writing mechanics, such as the use of punctuation, spelling, and formatting, which function to support the readability and formality of a piece of writing (Chauhan, 2022). Writing skills can be measured more objectively and comprehensively. This assessment model is relevant for EOP learning because it emphasizes not only linguistic accuracy but also contextual, professional writing skills that align with the demands of the global workplace (Kamil & Muhammad, 2021b). Therefore, developing writing skills in higher education should be a top priority to prepare students for both academic demands and the needs of the international industry.

Methodology

This study used a quantitative approach with a confirmatory and explanatory design to examine the effect of English for Occupational Purposes (EOP) and learning motivation on students' writing ability. The study population was all students taking English courses at a private university in Riau Province. The sample size was determined using the Slovin formula, and 100 respondents were obtained, dominated by first-semester students (73%), and the

majority were female (63%). The research instrument was a Likert-scale questionnaire covering three latent variables: EOP (6 indicators), learning motivation (5 indicators), and writing ability (5 indicators). The results of validity and reliability tests showed that all indicators met the criteria with loading factor values > 0.70 , AVE > 0.50 , and Cronbach's Alpha > 0.70 . Data were collected through a survey in the 2025 academic semester and analyzed using Structural Equation Modeling-Partial Least Squares (SEM-PLS) with the help of SmartPLS 4.0. The analysis included testing the measurement model and the structural model. The coefficient of determination test results showed an R^2 value of 0.813, meaning that EOP and learning motivation can explain 81.3% of the variation in students' writing ability. In comparison, other factors outside the model influence the remaining 18.7%. This value was categorized as strong (substantial), so the research model is considered to have excellent predictive ability.

Findings

This section presents the research findings related to the characteristics of respondents who served as the study sample. Information regarding respondents' backgrounds is essential to provide a general overview of data distribution, as well as to ensure that the research results can be analyzed within the context of respondents' demographics. The characteristics presented include age, gender, and semester, as summarized in Table 1 below.

Table 1

Respondent Characteristics

No	Category	Number of people)	Percentage (%)
1	Age		
	< 17 years	9	9.0
	18 years	22	22.0
	19 years	45	45.0
	20 years	18	18.0
	≥ 20 years	6	6.0
	Amount	100	100.0
2	Gender		
	Male	37	37.0
	Women	63	63.0
	Amount	100	100.0
3	Semester		
	1	73	73.0
	2	14	14.0
	3	7	7.0
	4	4	4.0
	≥ 5	2	2.0
	Amount	100	100.0

Source: Processed Data, 2025

The majority of respondents were in the 19-year-old age group, with 45 respondents (45.0%). This age group dominates because most students in their first semester fall within this age range. Respondents aged 18 years old were in second place, with 22 respondents (22.0%), followed by those aged 20 years old with 18 respondents (18.0%). Meanwhile, respondents under 17 years old numbered 9 (9.0%), and those over 20 years old were only 6 (6.0%). This

indicates that the majority of respondents were in the age range that qualifies as early- and middle-level students. The respondents to this study were predominantly female, at 63 (63.0%), while 37 (37.0%) were male. This indicates that the proportion of female students is higher than that of male students in the study population, which is influenced by the composition of the number of students in the study program or faculty studied. The majority of respondents, 73 (73.0%), were in their first semester. This indicates that most of the students in the study sample were still in the early stages of their studies. Furthermore, 14 (14.0%) were in their second semester, 7 (7.0%) were in their third semester, 4 (4.0%) were in their fourth semester, and only 2 (2.0%) were in their fifth semester. This data reinforces previous findings that the majority of respondents were new students or in their first semester.

Table 2

Loading Factor Test Results

Variables	Indicator	Loading	Size	AVE
EOP	X1.1	0.826	0.7	0.675
	X1.2	0.827	0.7	
	X1.3	0.807	0.7	
	X1.4	0.821	0.7	
	X1.5	0.848	0.7	
	X1.6	0.796	0.7	
Student Learning Motivation	X2.1	0.874	0.7	0.761
	X2.2	0.883	0.7	
	X2.3	0.883	0.7	
	X2.4	0.877	0.7	
	X2.5	0.846	0.7	
Writing Ability	Y1.1	0.904	0.7	0.764
	Y1.2	0.858	0.7	
	Y1.3	0.864	0.7	
	Y1.4	0.870	0.7	
	Y1.5	0.871	0.7	

Source: Processed Data, 2025

Based on the results of the outer loading analysis, all indicators in the research variables showed loading factor values greater than 0.70. This indicates that all indicators have good convergent validity and can reflect their respective latent variables. In the English for Occupational Purposes (EOP) variable, six indicators (X1.1–X1.6) show loading factor values between 0.796 and 0.848, with an Average Variance Extracted (AVE) value of 0.675. This value is higher than the minimum limit of 0.50 (Fornell & Larcker, 1981), so it can be concluded that the EOP construct has adequate convergent validity. Furthermore, the Student Learning Motivation variable (X2.1–X2.5) showed a loading factor value ranging from 0.846 to 0.887, with an AVE value of 0.761. These results indicate that the indicators in the learning motivation construct can explain the variables strongly, even higher than the EOP construct. Meanwhile, the Writing Ability variable (Y1.1–Y1.5) also showed consistent results, with loading factor values ranging from 0.858 to 0.904 and an AVE of 0.764. This indicates that students' writing ability can be measured well through the indicators used, and this construct has the highest convergent validity among the three variables. Overall, the loading factor test results indicate that all indicators used in this study are valid and reliable in measuring each

latent construct. The AVE value above 0.50 confirms the finding that the measurement model has good convergent validity. Therefore, the variables EOP, student learning motivation, and writing ability can be retained in the research model for further analysis at the hypothesis testing stage.

Table 3

Test Result Cronbach's Alpha

Variables	Cronbach's Alpha	Size	Decision
EOP	0.903	0.7	Reliable
Student Learning Motivation	0.922	0.7	Reliable
Writing Ability	0.922	0.7	Reliable

Source: Processed Data, 2025

Based on the reliability test results shown in Table 3, all research variables had Cronbach's Alpha values above 0.70. This indicates that each variable has an excellent level of internal consistency and can therefore be considered reliable. In more detail, the English for Occupational Purposes (EOP) variable has a Cronbach's Alpha value of 0.903, indicating that its constituent indicators can measure the EOP construct with high consistency. The Student Learning Motivation variable has a Cronbach's Alpha value of 0.922, indicating that the instrument measuring student learning motivation is highly reliable. Meanwhile, the Writing Ability variable also obtained a Cronbach's Alpha value of 0.922, indicating that the indicators on writing ability have excellent reliability. Thus, all research variables were declared reliable because the Cronbach's Alpha value was >0.70. These results confirm previous findings in the convergent validity test (factor loadings and AVE), allowing the measurement model in this study to proceed to the next stage of analysis, namely the Composite Reliability test and hypothesis testing using SEM-PLS.

Table 4

Test Result Composite reliability

Variables	Composite Reliability	Size	Decision
EOP	0.926	0.7	Reliable
Student Learning Motivation	0.941	0.7	Reliable
Writing Ability	0.942	0.7	Reliable

Source: Processed Data, 2025

Based on the test results presented in Table 4, all research variables demonstrated Composite Reliability values greater than 0.70. This indicates that the research instrument has excellent reliability and is consistent in measuring the intended construct. In detail, the English for Occupational Purposes (EOP) variable obtained a Composite Reliability value of 0.926, which means that its indicators have strong internal consistency in representing the EOP construct. The Student Learning Motivation variable showed a Composite Reliability value of 0.941, which indicates very high reliability in measuring learning motivation. Meanwhile, the Writing Ability variable also obtained a Composite Reliability value of 0.942, so it can be concluded that the writing ability measurement instrument is very reliable. Thus, all variables in this study can be declared reliable based on the Composite Reliability test. These results are consistent with the Cronbach's Alpha test, which also showed a high level of reliability for all variables. Therefore, it can be concluded that the research instrument has strong reliability

for use in the structural analysis stage, including testing intervariable relationships using SEM-PLS.

Table 5

Results of the Determination Coefficient Test

Model	R Square	R Square Adjusted
Writing Ability	0.813	0.803

Source: Processed Data, 2025

From Table 5 above, the R Square value for the Writing Ability variable was 0.813. This means that EOP and Student Learning Motivation influence 83.1% of the Writing Ability variable.

Table 6

Hypothesis Testing Results

N o	Hypothesis	Original Sample (O)	T (O/STDEV)	Statistics	P Valu es	Decisi on
1	EOP-> writing ability	0.170	2,177		0.030	Accept ed
2	Student learning motivation-> writing ability	0.340	3,583		0,000	Accept ed
3	Eop-> Student Learning Motivation -> Writing Ability	0.175	2,128		0.034	Accept ed

Source: Processed Data, 2025

Based on the results of the hypothesis testing shown in Table 6, it can be explained as follows:

1. **Hypothesis 1 (EOP → Writing Ability)**

The original sample value (O) was 0.170 with a T-statistic of 2.177 and a p-value of 0.030 (<0.05). These results indicate that English for Occupational Purposes (EOP) significantly influences students' writing ability. Thus, the first hypothesis (H1) is accepted. This confirms that the better the implementation of EOP, the more students' writing ability improves.

2. **Hypothesis 2 (Learning Motivation → Writing Ability)**

The original sample value (O) was 0.340 with a T-statistic of 3.583 and a p-value of 0.000 (<0.05). These results indicate that learning motivation has a significant influence on students' writing ability. Thus, the second hypothesis (H2) is accepted. This finding strengthens the theory that learning motivation is an essential factor that drives the improvement of students' writing skills.

3. **Hypothesis 3 (EOP → Learning Motivation → Writing Ability)**

The original sample value (O) was 0.175 with a T-statistic of 2.128 and a p-value of 0.034 (<0.05). These results indicate that EOP has a significant indirect effect on writing ability through student learning motivation as a mediating variable. Thus, the third hypothesis (H3) is also accepted. This means that learning motivation acts as a mediating mechanism that strengthens the influence of EOP on writing ability.

Discussion

The results of this study indicate that English for Occupational Purposes significantly impacts students' writing skills. This finding aligns with research by (Abdumalikovna et al., 2024), which states that professional-needs-based English language learning provides a more

contextual and relevant learning experience, enabling students to more easily apply language skills, including writing. In other words, the better the implementation of EOP, the higher the quality of students' writing skills. Furthermore, this study also demonstrated that learning motivation significantly influences students' writing ability. This finding corroborates the Self-Determination Theory of Deci and Ryan in (Xu et al., 2025), which emphasizes the importance of intrinsic and extrinsic motivation in fostering academic achievement. Consistent with Han (2024), motivation is a key factor that motivates students to be more persistent, consistent, and focused on improving their writing quality. Furthermore, the results of this study revealed that EOP has an indirect effect on writing ability through the mediation of learning motivation. This means that EOP learning not only improves writing ability directly but also indirectly by fostering student motivation. This aligns with the findings of (Collins et al., 2021), which show that relevant EOP learning designs can encourage active student participation, increase motivation, and ultimately improve the quality of their writing. This study demonstrates the critical role of English for Occupational Purposes (EOP) in enhancing writing competence, both directly and through the mediating effect of motivation. By empirically validating motivation as a central mechanism rather than a peripheral factor, the research advances current theoretical perspectives on second language acquisition and motivation in professional contexts. It contributes to the literature by clarifying how contextually relevant instruction fosters not only linguistic competence but also sustained learner engagement, thereby enriching models of motivation within English language learning. From a practical standpoint, the findings highlight the need for universities to integrate EOP into their English curricula as a transformative strategy for aligning language learning with workplace demands. Effective implementation of EOP not only strengthens academic and professional writing skills but also cultivates student motivation as a driver of long-term learning success. This dual impact positions EOP as a sustainable pedagogical approach that equips graduates with both the language proficiency and motivational resilience required to thrive in global workforce environments.

Conclusion

This study aims to analyze the influence of English for Occupational Purposes (EOP) on students' learning motivation and its impact on writing skills. The results of hypothesis testing indicate that EOP has a significant influence on students' writing abilities, demonstrating that English learning based on professional needs can enhance students' writing competence. Furthermore, learning motivation is also found to significantly affect writing ability, confirming that both intrinsic and extrinsic motivation play a crucial role in students' success in developing their writing skills. In addition, EOP exerts an indirect effect on writing ability through learning motivation, which serves as a mediating variable that strengthens the relationship between EOP implementation and improved writing competence. Therefore, it can be concluded that effective implementation of EOP not only directly contributes to writing skills but also fosters learning motivation, which in turn further enhances students' writing performance. These findings carry practical implications for curriculum development in higher education, highlighting the importance of integrating the EOP approach as a strategy to boost students' writing motivation and competence, where English curricula should evolve from a general skills orientation to one that strategically embeds EOP principles. Such integration offers a dual advantage: equipping graduates with writing skills aligned to workplace demands while simultaneously fostering the motivational drive necessary for sustained learning. While the study is limited to a single institution and sample, it opens

avenues for broader cross-institutional and cross-cultural investigations into the EOP, motivation, and writing nexus. Ultimately, this research contributes to building a more future-ready higher education system in which language learning is not only academically rigorous but also professionally meaningful.

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