

## ATTITUDES AND MOTIVATION OF MANGEMENT SCIENCES' STUDENTS TOWARDS ESP COURSES IN PRIVATE UNIVERSITIES OF PAKISTAN

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### ABSTRACT

*Attitudes and motivation have long been in the discussion of numerous researchers. Throughout their studies, the researchers have tried to enlighten the impact of attitudes and motivation on the performance of the learners. In our context, unfortunately, there has been a research gap on exploration of the selected topic i.e. attitudes and motivation of students towards English for Specific Purposes (ESP) courses. This study aims to find attitudes and motivation of management sciences students towards ESP courses in Pakistani Public sector universities. To accomplish this goal, a questionnaire was constructed having different statements based on attitudes and motivations, which meant to judge the students' perspectives towards ESP courses. The data was collected from three public sector universities in Karachi focusing on the first year students of management sciences. The study included 150 participants who were sampled using simple random sampling. The results of the study exhibited that students of management sciences have positive attitude towards ESP courses in our local context. Integrative motivation was found to be the highest among the participants.*

Key words: ESP, attitudes and motivation, intrinsic, extrinsic, instrumental and integrative motivation

### 1. INTRODUCTION:

Throughout the recent years, the noteworthy expansion in the technology of business and communication has intensely inclined the teaching field of English language. An unpredicted explosion occurred after the World War II, specifically in the technical, economic and the scientific world where an international language was required for communication and work purposes. Therefore, English arose as an international language in the twenty first century. The consideration of the course designers due to the growth in various fields like technology, economics, and science switched from English for general purposes teaching to English for specific purposes teaching in particular.

Therefore, the objectives to learn and teach English have become the foremost purposes in many of the countries, specifically the ones where English language is the second language or the foreign language like Pakistan. These countries include the developed and the underdeveloped ones. According to Arslan and Akbarov, (2012) "Foreign languages have been learned not for their own sake but as vehicles for social and economic contacts and for the transportation of ideas."

In addition, English in the countries where it is taught with a general goal like in most of the other parts of the world, where learning a language is deemed as an important thing. The reason for considering language learning procedure as an imperative thing is that it will be of a substantial benefit in the future for the language users. But, it is only possible in terms when the students are youngsters as it is not deemed as the similar thing with adults. As Arslan and Akbarov (2012) believed, "Adults, on the other hand, unless they are learning a foreign language for 'pleasure' at evening institutes, as a 'cultural' and social experience, are largely greatly conscious of the use to which they intend to put it. That use is habitually linked with an occupational, vocational, academic or professional requirement."

However, little research has been done on precisely how potent an ESP course is in respect of contrasting it with a general English course. Dudley-Evans and St. John (1998) and, Hutchinson and Waters (1987) composed fundamental books related to ESP. In these books in any case, there was no doubt of looking at the outcomes of an investigation of how an ESP course caters students not simply to their quick needs however their specific needs and goals for future needs.

During the route to language teaching in the past, the main focus was on the teacher and not on the learners. But, in the today's world, the consideration is given to the learner which is termed as learner's needs in the course of English for Specific Purposes. In English for Specific Purposes, the learner is at the center of attention in every level of English teaching whether it is the tertiary education or the primary school education. Nevertheless, taking tertiary education into consideration, the needs of the learners become more certain and specific as they are learning English for specific purposes. The field also familiarizes with the Learner –Centered approach which helps the teachers to emphasize on explicit areas where the learners need consideration. Similarly, the conducted needs analysis of Learner-Centered approach also helps the learners to focus on key areas.

Attitudes and motivation have prodigious impact on the learning of the students. As Martinović & Poljaković (2010) remarked that "many students who are non-language majors appear to lack enthusiasm and interest in their language classes", which is directly linked with their performance. This lack of enthusiasm and interest can be linked with attitudes and motivation of the students. Both the concepts i.e. attitudes and motivation, go hand in hand as for example in Lam & Kramsch (2002), Almon, a young Hong Kong immigrant to California was de-motivated to learn English at high school for a number of reasons, however

his social interactions on the internet led him to alter his attitudes and turn out to be motivated for communicative purposes and this resulted in a fresh motivation to learn and perform better in his school studies. This also shows that the terms attitude and motivation are very complex and fluid in nature, as they have the capacity to change over time (Brunton, 2009). The learning becomes fruitful if the attitude is positive and the level of motivation is at its peak. Students in the outer circle specifically learn English due to some external motivation and ESP courses are the best designed ones to fulfill their needs. Therefore, it is important to learn about the attitudes and motivations of the students to design more specific courses and provide them the guidance required. The objective of the research paper is to study the opinions of the learners about English for Specific Purposes and determine the motivation and the attitude of the learners towards English for Specific Purposes.

#### **STATEMENT OF THE PROBLEM:**

In Pakistan, ESP courses are widely taught to the students in both public and private sector universities. "It is assumed that ESP courses are relevant to their future careers whether in the scientific and social sciences discipline" (Ali, 2014). ESP courses are widely helpful for the students to get success within their field specially in the field of management sciences where communication in English is considered as a vital skill.

However, there are many problems in Pakistan concerning how ESP is practiced in the classroom, which may negatively affect the goals of English language learning. For example, it is observed that students do not value these ESP courses (Ali, 2014). The subjects related to their field of study are more important for them. This shows the attitudes, readiness level and acceptance level of the students towards their ESP courses. The attitudes of the students further help to find out the motivation of the students towards their ESP courses, which also has a strong relevance towards learning a language. The highest quality of learning and teaching can take place if students and teachers are aware of the types and level of attitudes (negative and positive) and motivation (Intrinsic, extrinsic, instrumental and integrative). They can use this knowledge of attitudes and motivation to enhance the quality of their language learning and teaching.

Moreover, the studies conducted on attitudes and motivations in Pakistan are scanty. They are either concerned with attitudes (Rukh, 2014) or motivation (Rehman et al, 2014 & Hashwani, 2008). Therefore, a study purely devoted to the study of the attitudes and motivation of the students within Pakistani and ESP context is strongly needed specially in the field of management sciences where proficiency in all the skills of English language are of great importance.

#### **1.1. RESEARCH QUESTIONS:**

The study explored the following questions:

1. What are the attitudes of management sciences first year students towards ESP courses at university level in Pakistan?
2. Which type of motivation do students have towards ESP courses at university level in Pakistan?

#### **2. LITERATURE REVIEW:**

ESP emerged as a noticeable field amid the 1970's as the interest for English for Science and Technology (EST) and business turned out to be more earnest in Asia, Africa, and Latin America (Johns and Dudley-Evans, 1991). In the Arab world, the education of ESP expanded in the period from 1977 to 1983. Around then, there was a solid push for English to be instructed outside the field of teaching, particularly in the business world (Zikri, 1993).

Since the field is new to our context, different attitudes and motivations have emerged with the dawn of ESP. It has been proven through research that ESP meets the need of every learner in all aspects. Therefore, the level of motivation is high in the learners especially at tertiary level. Motivation is viewed as a standout amongst the most critical ideas that has a solid relationship to the education of any language (Guilloteaux and Dörnyei, 2008). It assumes a fundamental part in how well a learner comprehends the proposed material in an EFL/ESL classroom. Researches in the course of the most recent three decades have demonstrated that motivation, alongside the impression of study conditions, can be a standout amongst the most powerful figures in the field of EFL (Dörnyei, 1998; Masjuan and Troiano, 2009; Vaezi, 2008). As per studies carried out by Masgoret and Gardner (2003) and Cooper and Fishman (1977), language learners embrace distinctive sorts of motivation (e.g., instrumental or integrative) and states of mind, both of which influence the learning procedure. The connection amongst motivation and attitudes has been viewed as a prime worry in language learning research.

Gardner and Lambert (1972, p.3) express that "his [the learner] motivation to learn is thought to be dictated by his attitudes towards the other gathering specifically and by his introduction towards the learning assignment itself". Furthermore, Lifrieri (2005, p.14) affirmed that "attitudes are essential yet deficient aberrant conditions for linguistic accomplishment." A superior comprehension of understudies' motivation and attitudes may help ESL/EFL educational programs and guideline architects to devise language instructing programs that create the attitudes and motivation most helpful for the generation of more fruitful ESL/EFL learners (Gardner and Lambert, 1972; Midraj, 1998, 2003).

When we turn to second language acquisition and especially English for specific purposes, there have been many different studies conducted related to motivation and attitudes of students towards ESP. Many have contributed to the field of attitudes and motivation in second language learning in prior years (Dörnyei, 1998; Gardner and Lambert, 1972; McClelland, 1998; Teweles, 1996 and others.). Early studies related to this were first conducted by Gardner and Lambert (1972). In their study, they proposed that the desire of a person to integrate into a culture of the L2 group is one of the foremost elements of language learning. They referred the above phenomenon as "integrativeness".

On the other hand, Dornyei (1998) stated motivation as the utmost important key to learning. Dornyei (1994) proposed a framework related to second language motivation which was based on an educational approach from a classroom perspective. On the contrary, Gardner (1985) gave another social and psychological perspective while explaining the roles of attitudes and motivation in second language learning. In his theory, Gardner (1985) explained motivation of second language as “the extent to which an individual works or strives to learn the language because of a desire to do so and the satisfaction experienced in this activity.” Moreover, there have been other studies conducted which have explored the term motivation especially with respect to second language learning overtime. (Gardner, Masgoret, Tennant and Mihic 2004, Williams and Burden, 1997).

Other researches have shown that along with the perceptions of anxiety, study conditions and orientation, attitudes and motivations are the most effective factors in predicting L2 achievement (Dornyei, 1998; Noels et. al. 2000; Gardner, 1985; Vaezi, 2008). Csizier and Dornyei (2005) focused on behavior and intrinsic as well as extrinsic motivations. They concluded that “motivation is only indirectly related to learning outcomes because it is by definition an antecedent of behavior rather than achievement.” Intrinsic type of motivation mentions enjoyment and satisfaction as the primary focus when engaging in any activity (Noels et.al 2000). Deci and Ryan (1985) proposed that intrinsic motivation is focused towards self-motivation and innate needs for competence. On the other hand, unlike intrinsic motivation, extrinsic motivation depends on the actions that are focused towards achieving rewards or avoiding punishments (Noels et.al 2000). Dornyei (2001) mentions both of intrinsic and extrinsic motivations as to being inversely proportional. He states that people’s intrinsic motivation gets lost when they are forced to do something which serves as an extrinsic requirement.

There have been many studies focusing on the relation between attitudes and motivation in the past few years. The principal study related to this relationship was conducted by Gardner and Lambert in 1959. “Attitude is considered one of the motivation components along with motivational intensity and the desire to learn” (Dörnyei, 1998; Gardner & Lambert, 1972). Gardner and Lambert (1972) worked on the connection between the student’s attitude and their motivation regarding language learning. They supplemented that the learner’s attitudes and willingness to recognize the whole procedure of learning a foreign language regulate his/her motivation toward learning such a language. However, Dörnyei (1994) revealed that the consequence of attitudes and motivation are relatively diverse as they are resulted from dissimilar psychological domains and should not be used collectively in psychology literature.

Almost all the fields include English as an obligatory course within their academic programs. This English course might differ according to the field, such as it can be specifically related to the field (ESP) or can be simple EGP. Martinović & Poljaković (2010), analyzing students’ attitudes towards such type of an obligatory course, concluded that students have positive affective attitudes towards their teacher, evaluation method, English and English language learning for specific purposes, they further extended their study towards highlighting that which of the students have such positive attitudes and which do not. So, they remarked that students who consider their final English grade as a failure have more positive attitude towards learning English language. It might be possible that in spite of their failure, they are aware of the demand of English language in general and within their field as well. Therefore, they do not have any negative perception regarding learning English language.

Another important aspect enlightened by this study is the difference of attitude towards ESP, between males and females. As far as the attitude towards the teacher is concerned, so both males and females have a positive attitude. But in terms of attitude towards English and English language learning, females are found to have more positive attitudes and more integrative and instrumental motivation towards learning English language with reference to their specific fields (Martinović & Poljaković 2010).

Brunton (2009) evaluated the attitudes of students who were hotel employees and learning both ESP and EGP, stated that students have an appreciative attitude towards ESP because it has a ‘communicative relevance towards their job’. On the other hand, they enjoyed general English classes more than ESP. Because in their view, EGP is universal in nature and it can provide them a wide range of lexical items, practice in reading skills, awareness related to universal themes and topics and command over communication skills. So, keeping in view the attitudes of the students towards both the components, a new terminology (General English for Specific Purposes) was suggested, which is not truly generic and not specific as well.

Tsao, Wei, & Fang, (2008) highlighted another important view regarding ESP, is that students and teacher may have positive attitude towards ESP, if it differs in terms of objectives, materials and approaches from EGP. Both the parties, students and teachers, have positive attitudes towards ESP and recognize its importance as it integrates specialized terms and content with reference to the field.

Ali (2014) working on Egyptian graduates, declared motivation and attitudes as an important factor within learning English for specific purposes. This study explored that students are highly motivated and deeply interested in learning English for specific purposes. So, we can say that they are motivated both intrinsically and extrinsically. ESP students usually have positive attitude towards their course. The reasons behind such a positive attitude of students towards their ESP course can be their goals or the conditions of different classes at different academic discipline. This attitude of students can also be as negative towards their ESP course. The reason behind such negative attitude would obviously be different such as, unrelated course materials, inconvenient course schedule, lack of educational technology, poor teaching methods and ineffective learning environment (Ali, 2014).

A very important study conducted in the multilingual context of Karachi by Hashwani (2008) highlights that students have “affirmative attitudes and high level of enthusiasm towards learning English” (p. 129). As compared to intrinsic motivation, students are found to be more extrinsically motivated towards their English courses. But girls were found to have a higher degree of positive attitudes and motivation as compared to boys. A very similar study conducted within the Pakistani

context by Rehman et al (2014) also suggested the type of motivation which our students have towards English language learning. They found that students were found to be more instrumentally motivated towards learning English language rather than having integrative motivation. Both the studies are conducted within Pakistan in the scenario of general English language learning not English for specific purposes as this study intends to do.

The review of available ESP literature proves that there is scarcity of studies devoted to ESP learners, their motivation and attitudes towards ESP courses (Sifakis, 2003 cited in Ali, 2014). While a few studies have been conducted in the field of motivation (Haswani,2008 & Rehman et al, 2014;Talpur & Shah,2016) and attitudes (Rukh,2014). But not a single study has been conducted (to the best of the authors' knowledge) collectively on motivation and attitudes of students towards ESP in Pakistan. As a result, there is need for a study concerning the attitudes and motivation of learners towards ESP courses in Pakistan.

### **3. METHODOLOGY:**

#### **3.1. Research Design:**

This study employed quantitative research approach, which is considered as the most appropriate tool for observing beliefs, opinions and attitudes (Ali, 2014). One of the sub-types of quantitative data collection approach is survey research. Survey is a most frequently used data gathering technique. It can provide us with 'accurate, reliable and valid data' (Neuman, 2014). The reference of many studies can be found, dealing with the attitudes and motivation of students towards ESP courses, which are designed on quantitative lines of research and using survey as a research design (Tsao et al,2008; Rehman et al,2014; Burksaitienė,2015; Tamimi & Shib,2009). Therefore, quantitative approach and survey as a research design can be regarded as appropriate to find out the attitudes and motivation of a large group of students towards ESP courses.

#### **3.2. Instruments:**

The instrument used in this study, was a questionnaire consisting of 18 items. The items were carefully placed within the questionnaire and it was reviewed and structured multiple times by the researchers and validated by two highly experienced professionals within the field. The final draft of the questionnaire comprised of the questions having five points Likert scale starting from 'Strongly agree' and ending at 'Strongly disagree'. The items within the questionnaire are designed keeping in view all the intended investigations including positive and negative attitudes of the students towards ESP courses and all types of motivation (intrinsic, extrinsic, instrumental, integrative). The research intends to generalize the results for all the tertiary level students studying management sciences in the private sector universities within Karachi.

#### **3.3. Population and Sampling:**

As it is a survey research, so sample size was needed to be a large one, which included 150 first year students from two private sector universities of Karachi. All the tertiary level management sciences students belonging to the private sector universities of Karachi can be regarded as the population of this research. The universities were chosen using convenience sampling. All of the students within the sample of 150 were enrolled in the universities in the year 2016. All of them belonged to the field of management sciences having multiple majors (Finance, HR, Marketing etc.). The entire sample comprised of an equal ratio of males and females. Moreover, simple random sampling technique was applied to select the participants as it is considered as the most suitable sampling technique for a survey or quantitative researches (Neuman, 2014). All of the students had a little background of studying English language as they have been studying English within their prior academic careers because English is taught as a compulsory subject at schools, colleges and universities in Pakistan. Therefore, all of them are also bound to study a compulsory English course (Specifically related to their field i.e. Business) at university as well.

#### **3.4. Data Collection Procedure:**

The data was collected during the last week of the month of October, as it was the second semester of the academic year 2016, from both the universities. Before collecting the data, permission was taken from the Deans of the respective departments. Data collection was planned and scheduled before hand, so that sufficient time could be provided to the students to record their responses on the questionnaires. Before the distribution of the questionnaire, participants were informed about the objectives and purpose of the research project and the required questionnaire to be filled. Students were given an open choice to willingly take part in the research process or to withdraw at any time.

### **4. Results and Data Analysis:**

Data collected through questionnaires is analyzed by performing descriptive analysis through SPSS version 22. As this study intends to find out attitudes and motivation both at the same time so the results are presented for both the variables separately.

**4.1. Results for the first research question:** What are the **attitudes** of Management Sciences first year students towards ESP courses in Pakistan?

**4.1.1. Positive Attitudes:**

**Table: 4.1.1.1. I enjoy when we have discussions in the English class.**

The above statistics show that 50.7% of the students agreed that they enjoy having discussion in English during class while 37.3% strongly agreed with this statement.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Disagree	5	3.3	3.3	3.3
	Neutral	13	8.7	8.7	12.0
	Agree	76	50.7	50.7	62.7
	Strongly agree	56	37.3	37.3	100.0

**Table: 4.1.1.2. It is good that the teacher insists on having conversation in English.**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	strongly disagree	1	.7	.7	.7
	Disagree	3	2.0	2.0	2.7
	Neutral	12	8.0	8.0	10.7
	Agree	64	42.7	42.7	53.3
	strongly agree	70	46.7	46.7	100.0
	Total	150	100.0	100.0	

With this statement, students positive attitude is evident as 46.7 % agreed with the statement that the they like when teacher insists on conversation in English language. While 42.7% strongly agreed with the above statement. A very small number of students disagreed with this statement.

**Table: 4.1.1.3. English language should be a compulsory subject at university level.**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	strongly disagree	5	3.3	3.3	3.3
	Disagree	5	3.3	3.3	6.7
	Neutral	19	12.7	12.7	19.3
	Agree	34	22.7	22.7	42.0
	strongly agree	87	58.0	58.0	100.0
	Total	150	100.0	100.0	

58% of the students strongly agreed and 22.7% agreed and reflected their favour for English as a compulsory subject at university level. While 12.7% remain neutral on this statement. Apart from it a very small number of students 3.3 disagreed and 3.3% strongly disagreed with the above-mentioned statement.

**4.1.2. Negative Attitudes:**

**Table: 4.1.2.1. English course is difficult to learn.**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	strongly disagree	19	12.7	12.7	12.7
	Disagree	63	42.0	42.0	54.7
	Neutral	44	29.3	29.3	84.0
	Agree	20	13.3	13.3	97.3
	strongly agree	4	2.7	2.7	100.0
	Total	150	100.0	100.0	

42% of the students strongly disagreed with the statement that English is difficult to learn. 29.3 % remain neutral and 12.7% strongly disagreed with it. On the other hand, 13.3% agreed and found English as a difficult subject and only 2.7% strongly agreed with the statement.

**Table:4.1.2.2. I usually bunk my English class.**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	strongly disagree	72	48.0	48.0	48.0
	Disagree	54	36.0	36.0	84.0
	Neutral	18	12.0	12.0	96.0
	Agree	2	1.3	1.3	97.3
	strongly agree	4	2.7	2.7	100.0
	Total	150	100.0	100.0	

48% strongly disagreed and rejected the statement that they bunk their English classes while 36% strongly agreed. 12% remain neutral. 2.7% strongly disagreed and only 1.3 % disagreed to bunk their classes.

**Table: 4.1.2.3. I will never attend any ESP course after the completion of my degree.**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	strongly disagree	21	14.0	14.0	14.0
	Disagree	45	30.0	30.0	44.0
	Neutral	54	36.0	36.0	80.0
	Agree	21	14.0	14.0	94.0
	strongly agree	9	6.0	6.0	100.0
	Total	150	100.0	100.0	

36% of the students remained neutral on the point of view that they will never attend ESP course after the completion of their degree. 30% disagreed and 14% strongly disagreed with it. On the other hand, 14% of the students agreed and 6% strongly agreed that they will never attend ESP course after the completion of their degree.

**4.2. Results for the second research question:** Which type of *motivation* do management sciences students have towards ESP courses at university level in Pakistan?

**4.2.1. Intrinsic Motivation:**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	strongly disagree	1	.7	.7	.7
	Disagree	6	4.0	4.0	4.7
	Neutral	16	10.7	10.7	15.3
	Agree	59	39.3	39.3	54.7
	strongly agree	68	45.3	45.3	100.0
	Total	150	100.0	100.0	

**Table: 4.2.1.1. When I accomplish any task in English class, I feel satisfied.**

45.3% strongly agreed and 39.3% agreed that they feel satisfied when they accomplish something in English class. On the other hand, 10% remain neutral, 7% strongly disagreed and 4% disagreed with the above statement.

**Table: 4.2.1.2. Accomplishments in English class help me to be more confident.**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Disagree	3	2.0	2.0	2.0
	Neutral	10	6.7	6.7	8.7
	Agree	63	42.0	42.0	50.7
	strongly agree	74	49.3	49.3	100.0
	Total	150	100.0	100.0	

49.3 % of the total students strongly agreed and 42% agreed to feel more confident on their accomplishments in English class. 6.7% remained neutral and 2% disagreed with it. While none of the students strongly disagreed with the above statement.

**Table: 4.2.1.3. Achieving high G.P. in English course is not worthwhile.**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	strongly disagree	31	20.7	20.7	20.7
	disagree	52	34.7	34.7	55.3
	neutral	37	24.7	24.7	80.0
	agree	24	16.0	16.0	96.0
	strongly agree	6	4.0	4.0	100.0
	Total	150	100.0	100.0	

34.7% disagreed and 20.7% strongly disagreed with the statement that scoring high GP in English is not worthwhile which shows that they are intrinsically motivated towards their English course.

#### 4.2.2. Extrinsic Motivation:

**Table: 4.2.2.1. English as a subject at university level will help me to continue my studies in future.**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	strongly disagree	1	.7	.7	.7
	disagree	7	4.7	4.7	5.3
	neutral	16	10.7	10.7	16.0
	Agree	50	33.3	33.3	49.3
	strongly agree	76	50.7	50.7	100.0
	Total	150	100.0	100.0	

50.7% of the students strongly agreed and 33.3% that English course is usually helpful in continuing studies in future. 10.7% remain neutral, 4.7% disagreed and 7% strongly disagreed with the statement.

**Table: 4.2.2.2. Rewards and appreciation from the teacher makes me to be more efficient in English class.**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	disagree	2	1.3	1.3	1.3
	neutral	17	11.3	11.3	12.7
	agree	52	34.7	34.7	47.3
	strongly agree	79	52.7	52.7	100.0
	Total	150	100.0	100.0	

52.7% strongly agreed and 34.7% agreed that teachers' rewards make them more efficient in class. 11.3% remain neutral and 1.3% disagreed with this statement. High percentage for agreement shows that they are extrinsically motivated towards English course.

**Table: 4.2.2.3. Scoring low GP in English would not harm my reputation as an intelligent student.**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	strongly disagree	26	17.3	17.3	17.3
	Disagree	45	30.0	30.0	47.3
	Neutral	28	18.7	18.7	66.0
	Agree	33	22.0	22.0	88.0
	strongly agree	18	12.0	12.0	100.0
	Total	150	100.0	100.0	

17.3% students strongly disagreed and 30% disagreed with the statement that scoring low GP would not harm their reputation as an intelligent student. This shows that majority of the students are extrinsically motivated towards their English courses as scoring high GP is important for them. But on the other side, 22% agreed and 12% strongly agreed with the above statement. So, we can say that a considerable number of students do not regard English as an important subject which can influence their overall results.

#### 4.2.3. Instrumental Motivation:

**Table: 4.2.3.1. English will help me to get a reputable job in future.**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	strongly disagree	2	1.3	1.3	1.3
	Disagree	5	3.3	3.3	4.7
	Neutral	17	11.3	11.3	16.0
	Agree	42	28.0	28.0	44.0
	strongly agree	84	56.0	56.0	100.0
	Total	150	100.0	100.0	

More than half of the sample, 56% of the students strongly agreed and 28% agreed with the statement and regard English as helpful to get a reputable job in future. This is evident of the students having instrumental motivation towards their English courses. While 11.3% of the students remained neutral.

**Table: 4.2.3.2. Studying English as a subject helps me to understand foreign music, films, TV, Internet and Magazines.**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	strongly disagree	3	2.0	2.0	2.0
	Disagree	9	6.0	6.0	8.0
	Neutral	14	9.3	9.3	17.3
	Agree	48	32.0	32.0	49.3
	strongly agree	76	50.7	50.7	100.0
	Total	150	100.0	100.0	

Almost half of the population 50.7% strongly agreed and 32 % agreed that studying English as a subject helps them to understand foreign music, films. This evident of their instrumental motivation towards English courses.

**Table: 4.2.3.3. I study English only because it is compulsory to get the degree.**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	strongly disagree	33	22.0	22.0	22.0
	Disagree	53	35.3	35.3	57.3
	Neutral	22	14.7	14.7	72.0
	Agree	27	18.0	18.0	90.0
	strongly agree	15	10.0	10.0	100.0
	Total	150	100.0	100.0	

35% of the students disagreed with the above statement, 23% strongly disagreed 14.7% remain neutral. While only 10% strongly agreed and 18% agreed with it. This shows that most of the students are not intrinsically motivated to study English.

#### 4.2.4. Integrative Motivation:

**Table: 4.2.4.1. Knowledge of English will help me to communicate with people all over the world.**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	strongly disagree	1	.7	.7	.7
	Disagree	2	1.3	1.3	2.0
	Neutral	6	4.0	4.0	6.0
	Agree	36	24.0	24.0	30.0
	strongly agree	105	70.0	70.0	100.0
	Total	150	100.0	100.0	

The results mentioned above elucidate that students have integrative motivation towards their English courses as 70% strongly agreed and 24% agreed with the statement that it helps them to communicate with people all over the world.

**Table: 4.2.4.2. Learning English will allow me to use and understand international literature.**

48.7% of the students strongly agreed and 36.7% agreed with the statement that English courses help them to understand international literature which shows their integrative motivation towards English courses. While 12% remain neutral to this statement and a very few of them disagreed,

**Table: 4.2.4.3. English helps me in the understanding of other subjects.**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid strongly disagree	2	1.3	1.3	1.3
Disagree	7	4.7	4.7	6.0
Neutral	18	12.0	12.0	18.0
Agree	66	44.0	44.0	62.0
strongly agree	57	38.0	38.0	100.0
Total	150	100.0	100.0	

44% students agreed and 38% strongly agreed that an English course is helpful in understanding other subjects. 12% remain neutral and very few of them disagreed. This shows that most of the students have integrative motivation towards English course.

## 5. DISCUSSION:

The objective of this study is to find out the attitudes and type of motivation of ESP students towards their English courses. As far as the attitudes are concerned so the management sciences first year students are found to have positive attitudes towards their English course. The descriptive statistics show that they enjoy when they have discussion in English within class, they consider it good when teacher insists on conversation in English (50%) and they think that English should be a compulsory subject at university level (46%). Moreover, they do not find English as a difficult subject (42%), some of them don't bunk their classes (48%) but some do. The overall analysis of the attitudes reveal that students have positive attitudes towards their ESP course. This is in opposition with the commonly found perception that students do not take interest and have negative attitudes towards their English classes.

For the sake of finding out the type of motivation statements 7-18 were included in the questionnaire representing all the types of motivation. It was found that traces of all types motivation (intrinsic, extrinsic, instrumental and integrative) were found among the students towards their ESP courses. They were found to be intrinsically motivated as they feel satisfied when they accomplish any task in English class (45%) and they feel more confident after accomplishments in English classes (49%). They were also found to be extrinsically motivated as they regarded English as helpful in their future studies (50.7%) and rewards and appreciation from teacher make them more efficient within class (52.7%). Similarly, students were also instrumentally motivated to some extent, as they regard English as helpful to find a reputable job (50%) and understand foreign music, internet and films

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid strongly disagree	1	.7	.7	.7
Disagree	3	2.0	2.0	2.7
Neutral	18	12.0	12.0	14.7
Agree	55	36.7	36.7	51.3
strongly agree	73	48.7	48.7	100.0
Total	150	100.0	100.0	

(50.7%). The fourth type of motivation i.e. integrative is highly found among the students as they regarded English as greatly helpful for the purpose of communication around the globe (70%), understand international literature (48%) and other subjects (44%). The percentages for the statements related to integrative motivation is higher than other types of motivation. So, we can state that all types of motivation are found among the students of management sciences at university level but they have the highest level of motivation in terms of integrative motivation.

## 6. CONCLUSION:

The study explored the attitudes and motivation of ESP students towards their courses. It was found that most of the students within the universities of Pakistan are having positive attitudes towards their English courses. A very important aspect

highlighted by this study is that among all the types of motivation, students are having the highest level of integrative motivation towards English courses. Moreover, there is a need to find out factors behind such attitudes and motivational level of the students in further studies which will be helpful for teachers and students both for enhancing the quality of learning and teaching ESP at the same time.

This study will be of interest for all those researchers who intend to explore attitudes and motivation in the field of ESP in Pakistan. Moreover, it provides insight into the aspects of attitudes and motivation towards ESP courses, so it can be fruitful for language education policy makers, syllabus designers, educational administrators and teachers, who can further appropriate the needs, objectives, content and assessment with the field of ESP, keeping in view the level of attitudes and motivation of students in Pakistan.

Some limitations include the confinement of the study to only two private sector universities of Karachi. The study could be expanded by taking more universities as sample but due to lack of time and resources it was not possible. Moreover, the research uses only one systematic instrument for the purpose of data collection i.e. questionnaire depending mainly on students' self-reporting. The triangulation method would have added a lot to the research.

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