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**Attitude and Motivation towards ESP Courses:
The Case of the Bachelor Students in the English Department
at Mouloud Mammeri University of Tizi-Ouzou**

Presented by:

Ms. Hayet KHENNACHE

Ms. Kahina KEMACHOU

Board of Examiners:

Mr AOUINE Akli, MAA, Mouloud Mammeri University of Tizi-Ouzou; Chair.

Mrs ADEM Karima, MAA, Mouloud Mammeri University of Tizi-Ouzou; Supervisor.

Mr CHETOUANE Madjid, MAB, Mouloud Mammeri University of Tizi-Ouzou; Examiner.

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Dedication

- ❖ This work is dedicated to :
- ❖ My dear father and beloved mother without whom I would have been what I am.
- ❖ Special dedications to my brothers, who have brought peace, delight and love to my life. They are a mixture of tenderness, intelligence and beauty.
- ❖ To my sisters.
- ❖ All my friends.
- ❖ All my classmates.
- ❖ All those who would be interested in reading our work.

Hayet

DEDICATION

- ❖ I dedicate this work to the memory of my father.
- ❖ To my mother who was of great support for me.
- ❖ To my sister and my brothers and their families.
- ❖ As well as to my friends.

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ABSTRACT

The present research work is concerned with the investigation of the attitude and motivation of the English language learners within the context of English for Specific Purposes (ESP). It aims at exploring the aspects of motivation of the Bachelor students in the English department at Mouloud Mammeri University of Tizi-Ouzou. It is intended to determine their attitude and whether they are motivated towards specialized language courses provided at the English department, as well as the type of motivation they possess. This study relies on Gardner's and Lambert's (1972) theory of attitude and motivation and draws on Hutchinson and Water's (1987). Different studies tackled the concept of attitude and motivation of the undergraduate students towards ESP in different departments, but little attention is paid to the motivation of English language learners who would be future teachers or workers in different fields using English language. A Mixed method for gathering data is used. It combines between the quantitative and the qualitative method. A questionnaire is distributed to (50) students and an interview is conducted with (03) ESP teachers from the English department. For the interpretation of the data, a statistical method is used to elicit numerical data, and a qualitative content analysis theory is adopted to interpret and explain the qualitative data. The results have revealed that the third year BMD students are motivated towards ESP courses and their attitude is found to be positive. Furthermore, high rate (37%) of the students is intrinsically rather than extrinsically motivated, and other (31%) are instrumentally rather than interactively motivated. However, some students are de-motivated due to the teaching methods and lack of materials. Thus, in order to raise students' motivation, authentic materials should be implemented.

List of Abbreviations

BE: Business English

BMD: Bachelor Master Doctorate

EAP: English for Academic Purposes

EFL: English as a foreign Language

EGP: English for Specific Purposes

ELT :English Language Teaching

EOP: English for Specific Purposes

ESP: English for Specific Purposes

EST: English for Sciences and Technology

GE: General English

IAMTB: International Attitude /motivation Test Battery

ICT: Information Communication Technology

IMRAD: Introduction, Methods, Results and Discussion

TEFL: Teaching English as a Foreign Language

MMUTO: Mouloud MAMMERI University of Tizi-Ouzou

QCA: Qualitative Content Analysis

List of Symbols

%: Percentages

X: The calculated percentage

Y: The value of similar answer

Z: The number of participants

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General Introduction

- **Statement of the Problem**

The latest reform in the Algerian Educational System has brought great changes concerning the teaching of the English language in the Algerian school and university. These changes have occurred because of the development of the English language and its globalization, which has become the language “par excellence” in its role in the decision making process at the international level. Given that English is the international medium of communication, English language learning has been given a special importance in the Algerian Educational system. The need to learn English to communicate effectively and to have access to the latest advances in knowledge and technology led to the introduction of English at all levels of education in Algeria. From the classical way of teaching to the Bachelor-Master-Doctorate (BMD) system, the programs have changed, and different modules have been introduced to cope with the new needs of the world. There has been the introduction of English for Specific Purposes or ESP in short, which is one of the most prominent areas of English as a Foreign Language (EFL) teaching today.

The implementation of such a system in Algeria has led to a call for the implementation of ESP courses in different departments across all faculties. As for the teaching of ESP in the English department, this will permit the English language learners to have access to different fields of study which can help them to face their future job career, as workers in different fields or future teachers of English and ESP. According to Guy Cook (2003), ESP is the teaching of English by focusing upon the language and discourse skill needed for particular jobs, English for Occupational Purposes(EOP) or for particular fields of study, English for Academic Purposes (EAP) (Cook,127). Many researchers have studied and have explained what ESP means. However, little attention is paid to the attitude of the English

learners towards ESP and their motivation during ESP sessions. Thus, the purpose of this study is to investigate the attitude and motivation of the third year students in the English Department of Mouloud Mammeri University of Tizi-Ouzou (MMUTO) towards ESP courses.

- **Aim and Significance of the Study**

This study is an attempt to investigate the effect of current ESP programs on the third year English language students at Mouloud Mammeri University of Tizi-Ouzou (MMUTO). It seeks to explore the students' consciousness about the usefulness of ESP courses. The work is important because it is one of the few works that studies English language university students as learners of ESP, their attitude and motivation. This study tries to shed light on the students' awareness of the importance of ESP courses in constructing their knowledge about the English language, not only in English for General Purposes (EGP), but also in English for Specific Purposes (ESP) in order to cope with the needs of the different fields that the learner of ESP will face in the future, either for Academic or for Occupational purposes.

The current study concentrates on the two most important social-psychological variables, i.e. attitude and motivation of the third year BMD students in the English department at Mouloud Mammeri University of Tizi-Ouzou (MMUTO). As being related primarily to actual classroom learning situations, attitude and motivation are very decisive and essential factors contributing in the foreign and second language learning process.

This work is original because it tries to attract the attention of the learners of ESP on the importance of ESP courses for the English language students as language majors. This will help course designers and teachers understand the factors that can motivate students towards ESP courses to better cope with their needs.

The objectives of this paper are as follows:

- To determine the attitudes that the third year students have towards ESP courses.
- To determine whether the third year students are motivated towards ESP courses.
- To determine the type of motivation that could be the primary source of the third year students' motive towards ESP.

● **Research Questions and Hypotheses:**

This study is an attempt to explore the following questions in order to achieve our objective.

- What are the students' attitudes towards ESP classes?
- Are the third year students motivated towards ESP courses and what factors affect their motivation?
- What type of motivation do the third year BMD students have?
- Does the ESP program affect the students' attitude and motivation?

The following hypotheses are developed to check the research questions regarding the attitude and motivation of ESP students for English language learners:

- Third year BMD students have positive attitude towards ESP courses.
- Third year BMD students are motivated towards ESP courses.
- Third year BMD students have negative attitude and are not motivated towards ESP courses.
- Third year BMD students are motivated but still have several factors that affect their motivation
- The ESP program affects the students' attitude and motivation.

- **Research Techniques and Methodology**

To conduct the investigation, the mixed method research is adopted. It is a combination of quantitative and qualitative methods for the collection and the analysis of the data, exploring the effect of the ESP courses provided to the third year BMD students on their attitude and motivation. Besides, the research data is collected from two main sources: a questionnaire is directed to the third BMD students of the English language, option: “Linguistics and ESP”, at Mouloud Mammeri University of Tizi-Ouzou during the academic year (2014/2015), from which we have randomly selected fifty (50) of them, and an interview conducted with three (03) ESP teachers. Thus, the data collected from the questionnaire are elicited and analyzed in order to get numerical data organized in the form of diagrams. For the qualitative data, the interview is interpreted and explained by using MCQ. Thus, the data collected from the questionnaires are elicited and analyzed in order to get numerical data in the form of diagrams. For the qualitative data, the interviews are interpreted and explained.

- **Structure of the Dissertation**

The overall structure of this dissertation follows the traditional simple model, also known as the IMRAD method. It consists of a general introduction, evolves through four chapters, and ends with a general conclusion. The first chapter is named “Review of the Literature”. It is devoted to the main authors that have contributed in the field of ESP, including different definitions, some of its characteristics and the stages of development of ESP. The review of literature also reviews the main theoretical concepts relating to attitude and motivation. The second chapter is named “research design and methodology”. It starts by presenting the procedures of data collection, which consist of a questionnaire distributed for the third year BMD students and an interview conducted with the ESP teachers. Then, it presents the procedures of data analysis. The third chapter is entitled “Presentation of the

Findings and discussion”. It concerns the results obtained from the questionnaire that are presented in the forms of diagrams and the interview that is interpreted and explained that will be then discussed. This chapter also discusses the results inferred and interprets them according to the theoretical framework adopted, and tries to answer the questions raised as well as confirm or refute the hypotheses. Finally, the general conclusion sums up the general outcomes gained from the study.

Review of the Literature

Introduction

The current chapter aims at reviewing the relevant literature to the English for Specific Purposes (ESP), as well as the main works that have dealt with the concept of attitude and motivation. It is composed of two main parts. The first part reviews the literature on ESP, and discusses the different definitions about ESP. It, then, accounts for the ESP characteristics, it also includes the stages of development of ESP, and try to clarify the relationship between Needs Analysis in relation to ESP. The second part is devoted to the concepts of attitude and motivation as viewed by some influential scholars in the field. It also reviews the two concepts in relation to ESP, the types of motivation, and the different factors affecting motivation.

I. English for Specific Purposes (ESP)

1. Definition of ESP

As a subfield of English Language Teaching (ELT), it is pretended that English for Specific Purposes (ESP) has started to be used since 1960's, and today it has become an approach to language teaching. ESP is increasingly relevant in today's world, and due to the common use of the English language in international communication, non-native English speaking students and professionals find themselves highly seeking training in ESP. Nowadays, such training is found and provided by universities.

The ESP community does not give a clear definition of what ESP means. For instance, many scholars like Anthony assert that ESP should be defined as part of English for Academic Purposes (EAP). Others as Hutchinson and Waters declare that ESP is the teaching of the English language for any purpose that could be specified, such as business English,

Technical English, Scientific English, English for waiters, English for tourism, English for Art, ...etc. According to John Munby (1978), “*ESP courses are those where the syllabus and materials are determined in all essential by the prior analysis of the communication needs of the learner.*”(Munby, 1978: 2). That is, the communicative lacks of the students that decides about the syllabus design and materials to be used in ESP courses. Mackay and Mountford (1987) define it as “*a restricted repertoire of words and expressions selected from the whole language because that restricted repertoire covers every requirement within a well defined context, tasks or vocation*” (Mackay and Mountford, 1987:4).

In fact, ESP is a language that is tailored according to specific contexts and needs to cope with specific situations. Furthermore, Mackay and Mountford (1987) assert that ESP:

Is generally used to refer to the teaching of English for a clearly utilitarian purpose, this purpose is usually defined with reference to some occupational requirement (e.g. for international telephone operators)... or vocational training programmes (e.g. for hotel and catering staff) ... or some academic or professional study, (e.g. Engineering...).

(Mackay and Mountford, 1978:2).

McDonough (1984) views ESP as a focus on language teaching which has a set of focuses and priorities and as a kind of language teaching activity (McDonough, 1984:154).

For Hutchinson and Waters (1987) “*ESP is an approach to language teaching in which all decisions as to content and method are based on the learner’s reason for learning*” (Hutchinson and Waters, 1987:19). In this respect, every decision about ESP as an approach to language teaching is related to the learners’ needs.

Anthony (1998) claims that ESP is related or designed for specific disciplines, and used to face specific situations (Anthony, 1998: 4). He adds that ESP is not only designed for adult learners and professional cases, but for intermediate, advanced learners as well as

beginners (Anthony, 1998: 5). Anthony (1998) claims that “*ESP makes use of underlying methodology and activities it serves*” (Anthony, 1998).

Master and Brinton (1998) view ESP as “*a contextualized notion of language*” (Master and Brinton, 1998:1). Hence, ESP is seen to be mere contextual decisions, in terms of analysis and selection of the language.

2. Characteristics of ESP

Stevens (1988) defines ESP in terms of its characteristics, by distinguishing between four (04) absolute and two (02) variable characteristics. In a more recent study in 1997, Dudley-Evans and St John (1997) clearly influenced by the definition introduced by Stevens, define ESP by enumerating two main characteristics named absolute and variable characteristics of ESP.

In terms of absolute characteristics, ESP:

- Is defined to meet specific needs of the learner
- Makes use of the discipline it serves
- Is centred on the language (grammar, lexis, register) skills, discourse, and genre appropriate to these activities.

In terms of variable characteristics, ESP:

- May be related to or designed for specific discipline
- May use in specific teaching situations, a different methodology from that of general English

- Is likely designed for adult learners, either at a tertiary level institution or in professional work situation, and could also be for learners at secondary school level
- Is generally designed for intermediate or advanced students
- Assume some basic knowledge of the language system
- Can be used with beginners

(Dudley-Evans and St John, 1997:4-5)

The definition given by Dudley-Evans and St John (1997) indicate that the absolute characteristics can be found in any field of ESP. As for the variable characteristics, it shows what changes from one branch to another in ESP area. From the definition, we can guess that ESP is not necessary concerned with a specific discipline, nor is it destined for a certain age group or specific level.

3. Development of ESP

The end of the Second World War gave birth to an age of expansion of scientific, technical and economic activity. This development unified the world by two forces; technology and commerce that in turn generated a demand for international language.

The development of ESP as an approach in English Language Teaching (ELT) is the result of five (05) major stages. These five stages are: Register Analysis, Rhetorical Analysis, Target Situation Analysis, Skills and Strategies, and The Learning-Centred-Approach.

- **Register Analysis**

This is the earliest school of ESP that started around the late 1960s and early 1970s, with the Works of Halliday, et.al. (1964); Ewer and Lattore (1969); and Swales (1971). The basic principle in register analysis is that in different situations people shift into different registers. That is, the English of different fields builds up a specific register that is not the

same from one field to another. It is concerned with the study of the changes from one register to another in relation to specific occupation. For example, English for a specific science differs from the others in the structure, lexicon, and linguistic features which are its main goals. Then, the teaching materials are designed based on these linguistic features. The major objective of this stage is to focus on the linguistic features that are most used in the discipline that the learners are able to meet frequently in their field of specialty or academic profession.

- **Rhetorical or Discourse Analysis**

Discourse analysis emerged as a reaction to Register analysis that focuses only at the surface level of language (i.e. lexicon and sentence level). Discourse analysis is the study of the way language is organized beyond the sentence level. This leads ESP to take another step towards maturation and complexity. So, ESP shifted from register analysis to the rhetorical level (i.e., from the lexicon and surface structure level, towards the discourse level). Allen and Widdowson (1974) as founder fathers of this stage have explained the basic concept of this phase. They claim:

“We take the view that the difficulties which the students encounter arise not so much from a defective knowledge of the system of English, but from an unfamiliarity with English use, and that consequently their needs cannot be met by a course which simply provides further practice in the composition of sentences, but only by ones which develop a knowledge of how sentences are used in the performance of different communicative acts”

Cited in Hutchinson and Waters (1987: 10).

While Register Analysis stresses on the sentence level (i.e. the grammar and the structure of the language), Rhetorical Analysis focuses more on the way of combining these structures in communicative acts.

- **Target Situation Analysis**

This stage focuses on making language more closely related to learners' reasons of learning, in the aim to enable learners to function in a target situation. This process is called

needs analysis; it takes into consideration the setting and knowledge when establishing commands for rendering language learning close to learners' reasons of learning when designing ESP courses taking into account the target situation analysis. There are two steps; the first is the identification of the target situation, and the second step is the analysis of what kind of linguistic features are appropriate to the given situation. Its aim was to give more scientific justifications for how ESP might be designed to properly meet the needs of the learners. Because it focuses on finding the best way to know the actual needs of the learners, and how to build the learning materials that best meet those needs, this stage is known as The Needs Analysis Approach. Munby (1978) provided complete details about the learners' needs in terms of their communication goals and purposes. He also demonstrated the way to meet these goals and needs perfectly in communicative settings, as well as the means of communication that the learners may use. Then, the skills and the functions the students might need are put together in a syllabus.

- ***Skills and Strategies (The Skill-Centred approach)***

The skill-centred approach is mainly based on the theory that states that there are common reasoning and interpreting process for all language use, as to make learners able to extract meaning from discourse; this means that the form is not given importance, and it is rather given to interpretive strategies. In this approach precedence is given to how students are going to learn language elements and what strategies they will use in order to use them in different situations, and also how to turn theory into practice. This stage is more concerned with the psychological and cognitive level of ESP. This stage attempts to consider the thinking process underlying it. Proponents of this approach justify that shift by claiming that this approach the importance is given to the ability to read rather than the language itself. The focus should rather be on the skills and strategies that enable students to learn. The evidence on this stage can be seen in the statement by Chitaravelu (1980, as cited by Hutchinson and

Waters, 1987) that *“it was argued that reading skills are not language-specific but universal and that there is a core of language (for example, certain structures of argument and forms of presentation) which can be identified as “academic” and which is not subject-specific”* (Hutchinson and Waters, 1987: 13).

- ***A Learning-Centred Approach***

Learner-centred approach gives attention to each student’s needs. A learner-centred approach improve learning through techniques that take into account learners’ needs, desires, capabilities and preferences in dealing with these needs. This stage considers ESP from the perspective of the learning process itself. A good example of this approach is manifested in Hutchinson and Waters on (1987). Orr (2002) agreed and said, *“specific-purpose English includes not only knowledge of a specific part of English language but also competency in the skills required to use this language”* (Hutchinson and Waters, 1987: 1).

4. Needs Analysis and ESP

Needs analysis also known as needs assessment is the first path in designing any language course, either it is ESP courses or general English (GE) courses, as it is said by Hutchinson and Waters (1987) *“there is always an identifiable need of some sort”* (Hutchinson and Waters, 1987:53). They add that needs analysis is at the heart of any course design. This is shown in their statement *“we would still maintain that any course should be based on an analysis of learner needs”* (Hutchinson and Waters, 1987:53). They define needs as *“the ability to comprehend and/or produce the linguistic features of the target situation”* (Hutchinson and Waters, 1987:54). They state that there are two kinds of needs, the first called target needs, i.e. what learners need to do in the target situation, and the second called learning needs, i.e. what the learner needs to do in order to learn (Hutchinson and Waters, 1987:54). Furthermore, they classify needs into necessities, wants and lacks (Hutchinson and Waters, 1987:53).

They maintain that learning is determined by the learners' needs in "*as teachers we can influence what we teach, but what learners learn is determined by the learner alone*" (Hutchinson and Waters, 1983:72). They add that "*learning therefore, is an internal process, which is crucially dependent upon the knowledge the learners already have, and their ability and motivation to use it*" (Hutchinson and Waters, 1983:72). Brindley (1989) and Berwick (1989) distinguish between different types of needs, including ways in which the distinction between needs identified by analysis and those expressed by the learners themselves, and through their experience (Brindley and Berwick, 1989).

For Robinson (1991), needs analysis is considered as a basic principle of ESP (Robinson, 1991:13). He assumes that needs analysis is more useful when students' needs are related to a discrete set of communicative situations (Robinson, 1991:12). In addition, he affirms that needs analysis is helpful in detecting whether a program should be changed by checking if it matches the needs and objectives of the learners, and simultaneously may help improving the content of the program and making it closer to the learners' needs. Furthermore, needs analysis can also help in evaluating programs and suggesting a change. Robinson (1991) affirms that needs analysis can be limited to gathering information about the attitudes, opinions, beliefs of the learners as well as the teachers (Robinson, 1991:12).

According to Iwai (1999) needs analysis is generally concerned with the activities that are used in collecting information that will serve as the basis for curriculum development that will meet the needs of a particular group of learners (Iwai, 1999: 23). In this respect, all procedures that may provide data about planning and designing appropriate curriculum to a particular group of learners is considered as needs analysis.

Richards (2001) describes needs from the linguistic point of view. He affirms that "*needs are often described in terms of a linguistic deficiency, that is, as describing the*

difference between what a learner can presently do in a language and what he/she should be able to do” (Richards, 2001:54). Moreover, goals in his view are referred to as needs; he claims that in ESP, learners are often described in terms of performance, that is, in terms of what the learner will be able to do with the language at the end of a course of study (Richards, 2001:33). He also offers a much simplest definition of needs analysis saying that “*the procedures used to collect information about learners needs are known as needs analysis*” (Richards, 2001:51). In this sense, needs analysis is the process used to determine the learners’ needs that make the foundation of a material design. He adds that needs analysis is as a process of collecting data about the learners’ needs introduced into language teaching through the ESP movement (Richards, 2001:5). But this claim doesn’t mean that only in ESP needs analysis is found. Needs analysis is an important starting point in course and material design. Therefore, Richards (2001) has cited some purposes to needs analysis:

- To find out what language skills a learner needs in order to perform a particular role, such as sales managers, tour guides, or university students.
- To help determine if an existing course adequately addresses the needs of potential students.
- To identify a gap between what students are able to do and what they need to be able to do (Richards, 2001: 42).

II. Attitude and Motivation

1. Attitude

Over the past decades, a lot of attention has been devoted to attitude in language learning. It is viewed as an international stage that influences what the learners likely to do. Allport is the first scholar who introduces the concept attitude in 1930s. He states that “*An attitude is a mental state of readiness, organized through experience, exerting a directive or*

dynamic influence upon the individual's response to all objects and situation with which it is related" (Allport, 1954:5). Thus, attitude is how the learner views his language and its speakers. According to Gardner (1980), attitude is "*the sum total of a man's instinct and feelings, prejudice or bias , preconceived notions, fears, threats ,and convictions about any specific topic*" (Gardner, 1980: 267). For Baker (1988), "*attitude are not subject to inheritance because they are internalized predispositions*" (Baker, 1988: 172-177). Besides, attitude towards a particular language might be either positive or negative. Karahan (2007) points out that positive language attitude lets the learners have positive orientation towards learning English (Karahan, 2007:84). In this respect, attitude may play a very crucial role in language learning as it may influence the students' success or failure in their learning. Moreover, it is considered as an important concept because it plays a key role in language learning and teaching.

According to Gardner (1985), attitude is considered as an evaluative reaction to some referent or attitude object, inferred on the basis of the individuals' beliefs or opinions about the referent (Gardner, 1985:9). Some researchers such as Stern (1983) distinguishes between three types of attitudes in second language learning situations: attitudes towards the community and people who speak the target language (L2), attitudes towards learning the language concerned, and attitudes towards languages and language learning in general (Stern,1983: 376-7). These attitudes are influenced by the kind of personality the learners possess, whether they are "*ethnocentric*" or "*authoritarian*". They may also be influenced by the particular social environment within which the language learning process takes place.

Brown (2000) uses the term "attitudes" to refer to the set of beliefs that the learner holds towards the members of the target language group and also towards his own culture (Brown, 2000: 160). Moreover, attitudes differ in intensity or strength. Whereas, Wenden

(1991) suggests a broader definition of the concept "attitude". He says that the term attitude contains three components namely, cognitive, affective, and behavioural.

_The cognitive component is made up of the beliefs and ideas or opinions about the objectives or the attitudes;

_The effective one refers to the feelings and emotions that one has towards an object, "likes" or "dislikes", "with" or "Against";

_Finally, the behavioural components refers to one's consisting actions or behavioural intentions towards the objects (Wenden, 1991: 41).

2. Attitude in ESP

Hutchinson and Waters (1987) point out that the trend among most educators is a belief that human's acts are always logically justified. This belief affects the way educators, teachers, and policy makers view learners as machines or empty containers to be filled with knowledge and information (Hutchinson and Waters, 1987: 48). Since language learning is an emotional experience, it can generate emotions that can have crucial bearings on the success or the failure of the learner. Hutchinson and Waters (1987) also claim that the thinking aspects of the learners are affected by the effective aspects. This leads to realize that the emotional factors in language learning are of great importance. They constitute the core concept behind the cognitive theory, which believes that learning takes place when learners want to learn. It is at this wanting level where affective factors like attitude and aptitude play a major role in the learning process.

There are many studies that have been conducted on motivation and attitude towards language learning, either as ESL or EFL. In almost all these studies, motivation and attitude are studied at the same time. This is because of the effect of Gardner's model of motivation in language learning where attitude is looked at as a subcategory under the wider construct motivation. Within the framework of ESP, learners have usually a more positive attitude

toward learning English than the other learners of English for General Purposes (EGP) who might study English because it is part of their programs (Alhuqbani, 2005). For Johns (1991), as cited in Hutchinson and Waters (1987), ESP groups always express high positive attitude which results in the improvement of their English. (Hutchinson and Waters, 1987)

3. Motivation

The relation between motivation and attitude has been considered a prime concern in language learning research. Gardner and Lambert (1972) state that "*his [the learner] motivation to learn is thought to be determined by his attitude towards the other group in particular and by his orientation towards the learning task itself*" (Gardner and Lambert, 1972:3).

According to McDonough (1983), "*motivation is the most determinant factor that influences the learners' success or a failure in foreign language learning*". (McDonough, 1983: 142). In addition, Dornyei (1998) says that it is a key to learning. He adds that motivation is one of the main determinants of second or foreign language learning achievement (Dornyei, 1998: 43-4). Accordingly, the last three decades have seen a considerable amount of research that investigates the nature and role of motivation in the learning process.

Motivation is a complex concept that is very hard to define. As Gardner (2006) states: "*motivation is a very complex phenomenon with many facets...thus, it is not possible to give a simple definition*" (Gardner, 2006:242). This is because the term motivation has been viewed differently by different schools. Lambert (1963) has proposed a 'social psychological model' in which he has emphasized cognitive factors such as language aptitudes and intelligence, as well as, affective factors as attitude and motivation. He suggests that the degree to which an individual acquires a second language may depend on motivation, attitude towards the other community and orientation towards language learning (Lambert, 1963: 114-121).

Gardner (1985) defines L2 motivation as "*the extent to which an individual works or strives to learn the language because of the desire to do so and the satisfaction experienced in this activity*" (Gardner, 1985:10). For Brown (2000), it is easy in second language learning to claim that a learner will be successful with the proper motivation (Brown, 2000: 160). In further studies, Brown (2007) reviews the definitions of motivation based on the three historical schools of thought as follows:

- ***Behaviourism:*** *This perspective sees motivation as the anticipation of reward .Driven to acquire positive reinforcement and based on our prior experience. We repeat the action to get rewards.*
- ***Cognitivism:*** *It sees motivation as choices people make. The forces behind our decision are the needs or drives.*
- ***Constructivism:*** *Each person is motivated differently and the emphasis is on social context and individual personal choice.*

4. Types of Motivation

In second language acquisition studies, two best known classifications for motivation are distinguished, Integrative/Instrumental motivation and Intrinsic/Extrinsic motivation.

4.1. Integrative/ Instrumental Motivation

The typical model of motivation is the dichotomy Integrative /Instrumental zone (Gardner and Lambert, 1972: 193).

- **Integrative Motivation**

Integrative motivation means learning the language with the intention of participating in the culture of its people. It has to do with the wanting to be accepted by another world, integrating oneself within a culture to become a part of that society.

- **Instrumental Motivation**

Instrumental motivation means learning a language primarily like getting a job or fulfilling an academic requirement. That is, to acquire a language as a means of achieving goals like promoting a career or job. It suggests and implies that a learner learns a language in support of a purpose relating to an occupation or further useful motive.

Gardner (1985) and Ellis (1994) also introduce the two types of motivation, namely, integrative and instrumental. The integrative occurs when the student wishes to join or be a member of a certain crowd or a member of that culture. The instrumental happens when the learner anticipates various benefits that he proposes to have while learning some particular language. However, Ellis (1994) considers that the integrative motivation is the best one, for him, it is more competent and well organized.

There is another concept in the field of motivation introduced by Deci and Ryan (2000) as self-determination theory, it consists on the distinction between intrinsic and extrinsic motivation.

4.2. Intrinsic / Extrinsic Motivation

The dichotomy Intrinsic/extrinsic motivation as introduced by Deci and Ryan (2000) refers to whether the motivation is inside or outside a person.

- **Intrinsic Motivation**

It refers to the interest to do and take part in certain activities because an individual feels that they are attractive and pleasant. It is originated inside a person, where there is no reward except the activity itself. It means that the essence of a motivated action that is, sense or autonomy and the desire is self-initiating and self-regulating. Students who have an intrinsic motivation are inclined to stay with intricate and complicated problems and gain knowledge from their slips and mistakes (Mansell, 2006:1-12).

In addition, it is a primary factor for the integration process by which the internal awareness and knowledge is assimilated or mixed with the new knowledge. Moreover, the

intrinsic motivation is a motivation to do an activity because of itself. In fact, the individuals who are intrinsically motivated do and practice the activities and works because they feel that those activities are enjoyable. Ryan and Deci (2000) describe intrinsic motivation as “*doing something because it is inherently interesting or enjoyable*” (Ryan and Deci, 2000: 55).

- **Extrinsic Motivation**

If refers to the prosperity to take part in activities because of the reasons which are not linked to the activity. These reasons can be the anticipation of reward or punishment, like being successful in the exam or getting a good mark (Deci, 2006). That is, there is an anticipation of reward from outside and a person is motivated from an outside source rather than the self. Extrinsically motivated behaviours are carried out to get a reward from outside and beyond the self. For Ryan and Deci (2000) consider extrinsic motivation as “doing something because it leads to a separate outcome” (Ryan and Deci, 2000:55). Extrinsically motivated students perform as they think that their contribution will cause enviable results like a reward, teacher administration, or evasion of punishment (Pintrich and Schunk, 1996). Maslow (1970) believes that intrinsic motivation is noticeably superior to extrinsic motivation because we are motivated to achieve "self-actualization" (Maslow, 1970). Bruner (1966) claims that one of the most effective ways to help students is to free them from the control of reward. In some cases, the two kinds of motivation may overlap to some degree because one may be motivated from both an inside and an outside source at the same time. Mostly, both kinds of motivation play essential roles in learning, and lack of motivation can cause prevarication because motivation is the driving force that makes people act. That is, the presence of motivation can increase the learning behaviour. Teachers need to know the type of motivation and its sources to meet the students' particular needs.

5. Motivation in ESP

The discussion about attitude and motivation in relation to ESP is a recent development. For this reason, there is little literature on the topic. As far as motivational and attitudinal variables in ESP are concerned, there is no systematic line of studies in the literature that examine the motivation and attitude of ESP learners towards the learning of ESP (Alhuqbani, 2005:8). According to Chen (2006), the learners' needs, wants and lacks are essential in the successful completion of an ESP course design. In addition, generalized teaching strategies of ESP learning situation is difficult to be outlined since research has proven that individual experiences are valuable (Chen, 2006). For that reason, Kaur (2007) underlines the importance of making an ESP teaching learner-centred by claiming that the course content has relevance for the learners who are more motivated to participate in class when the learners are asked to negotiate aspects of course design (Kaur, 2007:9). For Orr (2002), "*Specific-purpose English includes not only knowledge of a specific part of the English language, but also competency in the skills required to use this language ,as well as sufficient understanding of the context within which it is situated*" (Orr, 2002:1).

6. FACTORS AFFECTING MOTIVATION

There are different factors that can affect the students' motivation, and Harmer (1991) provides us with the different factors.

6.1. The Society we live in

The attitude of the learner towards language learning and the English language is brought from outside the classroom, from the society in which they live; that is developed over a period of time, whether it is positive or negative.

6.2. Significant Others

The attitude of the learners in learning a language will be influenced by the people who are close to them. Parents, older siblings, and peers' attitude is influential. Whether they

are critical to the subject or they are enthusiastic learners, this may affect the students' motivation.

6.3. The Teacher

The teacher is the most affective factor on the learners' motivation. His/her attitude towards the learning task is vital, in such a way that his/her enthusiasm for the English language and language learning brings positive atmosphere to the classroom.

6.4. The Method

The method of teaching is crucial for learning. It can bring confidence to both the teachers and the learners in the way of teaching and learning takes place. This confidence has a great effect on their motivation, in such a way that when they feel comfortable with the method, the success is predictable.

6.5. Interesting Classes

In order to keep going the students' intrinsic motivation, students need to be interested in the subjects, topics, and activities in which they are presented. The materials provided into the classroom and the way in which they are used will be very important.

6.6. Goals and Goal setting

Motivation is closely related to a person's desire to achieve a specific goal. Long-term goals are of vital importance, but this can be difficult to the student to achieve a long term goal when the English language appears to be more difficult than the students' anticipation. Short-term goals are naturally much closer to the students' daily life. It is very easy to focus on the end of the week than the end of the year. Thus, helping students from the teachers to achieve their short-term goals will have a strong effect on their motivation

6.7. Learning Environment

It is not always evident to choose the actual classrooms, but one can do much more about the physical appearance and the emotional atmosphere of the lessons. This can greatly influence on the initial and continuing motivation of the students.

Attractive classroom at the beginning of the course can help students keep going their motivation. Teachers are able to create and sustain emotional atmosphere of the classroom which is very important. There is a need for a supportive, cooperative environment to suit various learning types. Teachers' rapport with students is critical to creating the right condition for motivated learning (Harmer, 1991: 52-54).

7. Theoretical Framework

Our work is directed by Gardner and Lambert's theory on attitude and motivation. Their studies concerned with attitudinal and motivational factors on second language learning. As social psychologists they focus on the effects of social variables on learner's motivation, as well as the effects of the syllabus, lesson plan, and activities learners experience in the classroom. The basic of their theories is that the learner motivation to learn is thought to be determined by his/her attitude, belief, and opinion. The reason for choosing this theory is that because it has tight relation with the present work which investigates attitudes and motivation of the third year students towards ESP courses. Therefore, in the field of ESP, Hutchinson and Waters' (1987) are the main authors who contributed in this field and that we have relied on in this work.

Conclusion

This chapter deals with the review of the literature in which we have shed light on English for Specific Purposes (ESP), attitude and motivation. The first part in the review is devoted to the definition of ESP, characteristics of ESP as well as needs analysis. The second part is concerned with the attitude and the different points of view related to this concept and

motivation as defined by some researchers, including its four types. The last part of the literature review tries to show the previous studies that relate motivation to ESP and their contribution.

In the next chapter, we are going to deal with the research design and methodology where we will explain the procedures of data collection and data analysis.

Research Design and Methodology

Introduction

The present chapter is methodological. It outlines the research design used in investigating the present issue which is to investigate the effect of current ESP (courses) programs on the students' motivation and attitude towards ESP courses. It also tries to describe and to explain the data collection procedures starting from the methodology adopted and research techniques used to carry out this work. It is worth mentioning that this work follows the theoretical framework of Gardner and Lambert (1972).

This chapter contains two main sections; the first section is about data collection procedures, it deals with the description of the sample population under study and the setting, as well as the methods used for collecting data; the second section deals with the analysis of the collected data and the theory used to analyze these data in order to generate reliable and valid results.

1. Context and Subjects of the Investigation:

The investigation is carried out at the English department at Mouloud Mammeri University of Tizi-Ouzou. It took place in May 2015. The concerned population consists of a representative sample of the third year "Linguistics and ESP" students. It comprises 50 students selected randomly for a number of reasons that influence the approach of sampling, such as homogeneity of the population in terms of skills, attitudes, or knowledge (Richards, 2001:58). This is why it is useless to include everybody. As far as demographic information is concerned, their age varies between 21 and 25 years old. Being third year students, they are mature enough and are aware about what they want to do in their future life with ESP. Concerning the gender, one cannot make any speculation since the overwhelming majority of the students are females, i.e. (82%) females and (18%) males. So the gender cannot be taken

into consideration. As they have studied ESP for three years, they have background knowledge about ESP and should be aware of the importance of the ESP courses.

The other sample of the participants consists of three (03) ESP teachers of the English department.

2. Procedures of data collection

The investigation has started by an interview with the ESP teachers, because an interview may often be useful at the preliminary stage of designing a questionnaire, since it helps the designer to have an idea of what topics and issues can be focused on in the questionnaire (Richards, 2001: 61). The questionnaire, however, is conducted with the students of the third year “Linguistics and ESP”.

2.1 Description of the Teachers’ Interview

The interview is the best tool to gather informative data, where the informants deal with each question. The investigator is sure that no question is left out without being answered. In addition, the researcher may give further explanations about the questions, though this method is time consuming and doesn’t allow for a large sampling. As it is asserted by Richards (2001) “*Interviews allow for a more in depth exploration of issues than is possible with a questionnaire, though they take longer to administer and are only feasible for smaller groups*” (Richards, 2001:61).

The structured interview is conducted with the ESP teachers. The aim is to obtain information about motivation in actual ESP situations. It was used because it ensures that participants have similar chances to provide information and are assessed accurately and consistently. It was conducted after a preliminary analyze of students ‘questionnaire results. There were areas in the questionnaire which needed to be complemented and explained, so the interview filled the gap.

The informants are reminded that their responses would remain confidential. The interview consists of (15) close-ended, open-ended questions. Before starting the interview the informants are kindly asked to answer the questions and are given the objectives of the interview. As Nunan (1992) affirms that before starting the interview, the researcher should inform his population about the nature of the research, the aim of the interview as well as how the data are going to be used. (Nunan, 1992: 74).

The interview wonders if the learners are motivated and participate during ESP courses, then asks the teachers if the ESP courses taught to the third year students meet their needs and lacks. Moreover, the interview aims at pointing whether the students show enjoyment toward ESP programs. The interview includes questions that invite the teachers to stimulate their learners' motivation. Other questions are devoted to the materials and methods used by the ESP teachers, and whether they take into account or make efforts to select the materials so as to attract the students' attention on the importance of ESP programs. Another point to which importance is given in the interview is whether the teachers tolerate and understand their students' demotivation and unmotivation, and what kind of tips they use to push them participate in ESP classes. For this reason, the interview requests the teachers about their behavior in ESP classes, especially when there is no participation at all. Furthermore, the teachers are asked about the students' attendance in ESP classrooms. They are also asked to explain what pushes the students not to attend ESP courses. Concerning the teachers' impression about ESP programs, the interview asks the teachers if the ESP programs are appropriate and can enhance the students' level. The interview invites the teachers to make judgments about the difficulties they face in teaching ESP and what kind of suggestions they can offer to better face these obstacles.

2.2 Description of the Students' Questionnaire

In this study, a questionnaire is used in order to collect data about the students' motivation in ESP courses. Hence, the questionnaire aims at identifying the students' attitude towards ESP. It is a group or sequence of questions designed to elicit information upon a subject, or sequence subjects, from an informant. The questionnaire is divided into four sections. The first section is devoted to general information, the second one is concerned with the attitude of the students, the third one tries to check their motivation, and the last section deals with the learners' own thoughts and views about ESP program.

In fact, the use of the questionnaire as a research instrument is not made haphazardly, but because of the fact that it is a tool used to collect a great amount of information in a short period of time. As it is claimed by McMillan and Schumacker (1989), the questionnaire elicits attitudes, views, reactions and beliefs. In addition, questionnaires are easy to design and analyze and are familiar to the selected sample (Anderson et al, 1986: 242).

For Richards (2001) "questionnaires are relatively easy to prepare. They can be used with a large number of subjects and they obtain information that is relatively easy to tabulate and analyze" (Richards, 2001: 60). Our major aim by using a questionnaire is to collect data about the students' motivation and attitude, and the extent to which they are motivated in ESP courses, and also to reduce the interview biases and to get the harmony of the questions to be asked.

In this study, the questionnaire is composed of 14 questions of different types: close-ended, open-ended, and mixed questions. Questions 1,2,3,4, and 5 aim at pointing whether the learners enjoy learning ESP, if ESP is among their interests and

whether it helps them learn English and aims at knowing about the learners' purpose in learning ESP. Questions 6, 7 and 8 determine whether the students are motivated, the kind of motivation they have, and what stimulates their motivation. In addition, invite the ESP students to make recommendations about the factors that can help them be motivated in the ESP sessions. Questions 9, 10, 11, 12, 13, and 14 aims at checking their attendance in ESP classes, as well as their opinion about the ESP program and what help them learn ESP. It also deals with the students' access to available materials adequate to their ESP sessions, and the difficulties they encounter within the ESP sessions.

3. Procedures of Data Analysis

The investigation includes an interview with the teachers of the English department, and a questionnaire with the students of the third year LMD system. The best method that seems to suit this research is the descriptive one, for it enables to describe the students' motivation in ESP situations at Mouloud Mammeri University of Tizi-Ouzou in the third year context. It is not time consuming as the experimental method. The methodology followed is both qualitative and quantitative. The former refers to the data gathered generally referred to as needs that will be used as a basis for designing a language course (Richards, 2001:61), the latter refers to the actual results in terms of numbers and statistical results.

3.1 Qualitative Procedure

The collected data from the interview, were analyzed by adopting a Qualitative Content Analysis (QCA). The method content analysis has been defined as a systematic technique for transforming many words of text into less content based on an organized set of rules. It enables the researcher to identify properties, such as the frequencies of most used key

words, by locating the more important structures of its communication content. According to Hsieh and Shannon (2005) it is “*a research method for the subjective interpretation of the content of the text data through the systematic classification process of coding and identifying themes or patterns*” (Hsieh and Shannon, 2005:1272).

3.2 Quantitative Procedure

For the analysis of quantifiable data collected through the questionnaire, the results are interpreted in terms of numerical data manually coded in a Microsoft Excel document in the form of percentages, then presented in the form of diagrams. The percentages are calculated by means of the Rule of Three:

$$X = \frac{Z \times 100}{Y} .$$

X refers to the calculated percentage. Z is the value of the similar answers. Y is the total number of participants.

Conclusion

This chapter is concerned with the methodology used to carry out this study. It presents the setting and participants under investigation as well as the data collection procedure that is followed in this work. Concerning the data collection, two research instruments are used, the questionnaire used to collect information distributed to the third BMD students, and the interview intended to reach reliable and valid information from the ESP teachers. Then, the collected data are interpreted through their suitable methods.

The following chapter, namely presentation of the findings and discussion, is devoted to portray the result reached from the collected data.

Presentation of the Findings and Discussion

Introduction

The present chapter aims at presenting and discussing the findings of the interview we have conducted with the (03) ESP teachers and the questionnaire we have administered the fifty (50) students from the third year “Linguistics and ESP”.

The aim of this chapter is to highlight the effect of current ESP programs on the students’ motivation and attitude towards ESP courses. The findings are presented by percentages and displayed in the form of diagrams. This part is divided into two sections. The first section is devoted to the presentation of the findings of the teachers’ interview, and the second section of this chapter is devoted to the results obtained from the questionnaire. As well as discusses the data obtained in order to answer the research questions and to confirm or refute the hypotheses raised in the general introduction.

1. The teachers’ interview

The first data collection tool used in our research is the structured interview (Appendix1) which is conducted with the ESP teachers. The interview helps us to bring more details to answer our research hypotheses and our research questions. The following are the detailed results of the interview.

Question 01: Can you tell us about your background as an ESP teacher?

The teachers' period of the ESP teaching varies. All of them say that they have been teaching ESP for four years except one for one year, who hasn't have any training in ESP.

Question 02: Is there any specific methodology that you follow?

The three ESP teachers have answered that in teaching ESP a specific methodology is required. One of them answers that they do not teach ESP in the same way they teach General English, the two others claim that ESP teaching requires a specific methodology which starts with the analysis of the learners' needs according to specific fields in relation to journalism, Politics, medicine, tourism...etc. For one of the teachers, the important point is that ESP requires the teaching of terminology within a given context.

Question 03: Can you tell us more about the difficulties which an ESP teacher may face?

The three interviewed teachers answer that they face many difficulties within the ESP classes. The main difficulties that they highlighted are:

- ❖ The teachers are not trained as ESP teachers, they are not specialized.
- ❖ They bring big efforts to find content and appropriate knowledge.
- ❖ Documents are not always available
- ❖ Lack of materials;
- ❖ Teachers face difficulties to transmit the terminology taught in the field of ESP so that students do not use specific terminology in real life situations, which hinders the memorization of terminology;
- ❖ Large classes; teachers are not able to assess students and check their performance in crowded classes.

Question 04: How large are your classes?

The three of them agree on the fact that the ESP classes are too large.

Question 05: Do all students attend your classes?

The three respondents do not have problems with students' attendance whether in TD sessions or in lectures.

Question 06: Do your students participate in ESP classes?

One teacher answers that students often participate. The other says that students participate and adds that it is the teacher responsibility to make students participate. However, the third teacher points that generally the students do not like to participate in ESP classes because according to him his students find the subject difficult especially in some fields like, law and medicine.

Question 07: If no, what kind of tips do you use to make students participate?

The tips proposed by the teachers are: by providing them with important language items and interesting subjects; by following specific techniques or methods, and Showing them the importance of ESP, something that leads them to be able to become communicatively competent in real life situations; for example, this will help students when looking for a job or attending a given lecture in a specific field. The second teacher proposes that the best way to push the students participate is by finding interesting topics and showing them the objective of the ESP courses.

Question 08: What is the attitude of your students in ESP classes?

Two of the three interviewed teachers answer that the students' attitude can be positive or negative. Yet, the third respondent answers that the learners have generally positive attitude towards ESP courses because of the syllabus which is interesting, attractive and rich, and because of the practical techniques followed by the teachers, such as explanation, memorization of the courses, checking their understanding, and the use of assessment tools.

Question 09: Are your students motivated in ESP classes?

The answer to this question shows that the majority of the students are motivated. One of the respondents insists that the motivation varies according to the topic and field studied in

class where the students show more interests to ICTs than other fields. Another teacher says that the majority of the students are motivated in ESP classes, and it is up to the teacher to motivate them through the authentic materials to show them the importance of ESP and to find efficient methods and techniques.

Question 10: How do you think motivation can be raised?

One teacher answers this question by explaining his own techniques that consist of presenting the subject in a clear way by giving concrete examples and explaining difficult terminology, help the students to get into the context and to be familiar with the subject. The respondent insists on the importance of using authentic materials to make the course more attractive so as to raise the students' interests. The same respondent points at the importance of ESP in many countries such as USA, UK, and Australia where ESP is given the importance it deserves. The other respondents insist on the way topics should be selected to meet the learners' needs, interests and age as well as the Algerian market needs. As a suggestion the respondents insist on collaboration between the teachers, and put students in small groups.

Question 11: Which part of the course attracts the students' attention and interest?

The three teachers answer that the practical side and the learning of the terminology attract more the students. One of them justifies this fact by saying that practice is related to practical problem solving, and that it in relation to real life situations such as, asking for a job, in the field of travelling and tourism ...etc. Another informant announces that it depends on the way they practice, he gives the examples of doing exercises, or when using dictionaries.

Question 12: What difficulties do your students encounter while undertaking the ESP course?

The three informants agree that the students are not familiar with the content of the proposed topics, and they sometimes find difficulties within the context to use the appropriate terminology or explaining a phenomenon. One of the teachers mentions the problem of understanding the terminology, poor background in English, lack of use of authentic materials which is helpful for both teachers and students.

Question 13: How do you help them overcome the difficulties?

The three teachers insist on:

- ❖ The explanation of the phenomenon/concept before starting the course.
- ❖ Finding appropriate documents
- ❖ Making the students in smaller groups
- ❖ Reviewing programs which interest them more
- ❖ Providing students with clear explanations and using concrete examples
- ❖ Providing the learners with handouts
- ❖ Asking questions in order to check and analyse their understanding.
- ❖ Putting terminology into context to facilitate its learning.
- ❖ Using authentic materials that should be ensured by the administration.
- ❖ Collaboration with specific companies to permit students practice in real life situations.
- ❖ More adequate infrastructures.

Question 14: Do you think that teachers' motivation is important in teaching ESP?

The three teachers mention that teacher motivation is fundamental. It is one of most important ingredients for successful ESP teaching. One of them adds that motivation is important in any field and that ESP teachers should be charismatic and should be able to

motivate their students by following certain criteria in relation to the method, techniques, materials, and explanations.

Question 15: Do you think that the ESP taught for the third year meet the needs of the students?

One of the interviewed teachers says that it is difficult to select the materials that attract the students' attention. Sometimes teachers have to find appropriate documents that fit the level of the learners. So it depends on the level of knowledge of the learners, such as teaching the appropriate language in medical terminology. The other teacher states: "It depends, sometimes the course is related to real life situations, and sometimes they are just theoretical points."

2. The students' questionnaire

The second data collection tool used in our research is the questionnaire (Appendix 2) which is administered to and completed by the third year students. The questionnaire helps us to bring more details to answer the research hypotheses and the research questions that are asked in this work. The following are the detailed results of the questionnaire.

The questionnaire was submitted to (50) students but (15) were absent.

Each question will be dealt separately:

Section one:

Background information

Interpretation of the Learners' Questionnaire:

Number of students	35
Age	21-25 years old
Sex	Male: 06 Female: 29

Table 01: Students' Background Information

Section Two:

Attitude towards ESP:

Question 01: What do you think about ESP as a module?

Almost all the students think that ESP is an interesting module, because it helps them to improve their English, skills, and to reach and achieve their specific skills. But they have expressed some reservations by using "it is interesting, but...."

- ...but it needs improvement in teaching materials and programs
- ...but our system doesn't allow to study in a good way
- ...but, if there is appropriate materials
- ...but the method of teaching must be improved.
- ...but, sometimes it is very difficult
- ...but insufficient

Question 02: Do you enjoy learning ESP?

- a) Yes b) No

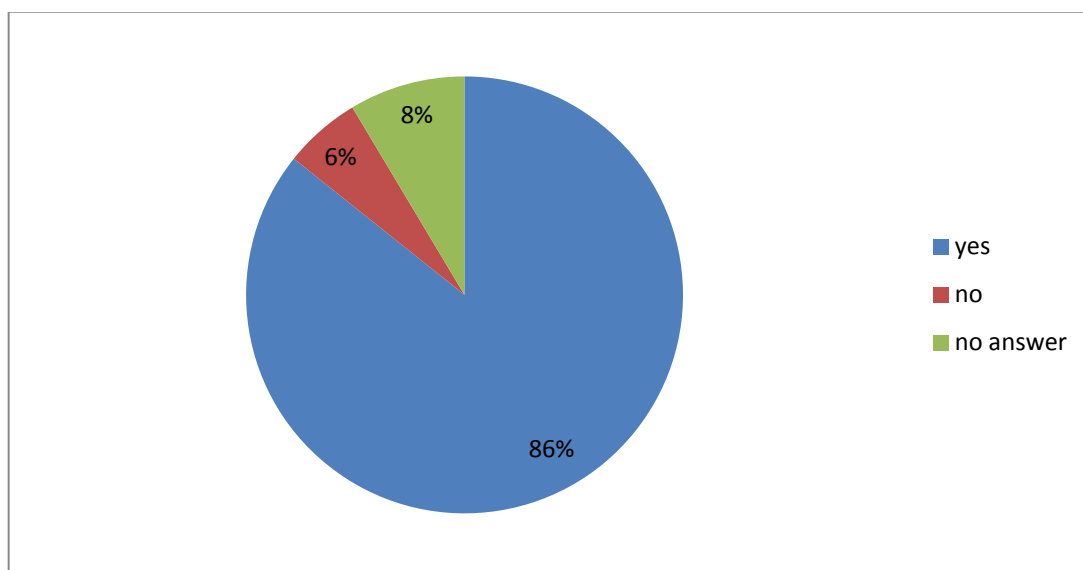


Diagram (01): Students' enjoyment towards ESP.

Diagram (01) indicates that (86%) of the respondents have answered “yes”, while (06%) have answered “no” and (08%) of them have not answered this question.

Question 03: Do you think that learning ESP is interesting?

- a) Yes b) No

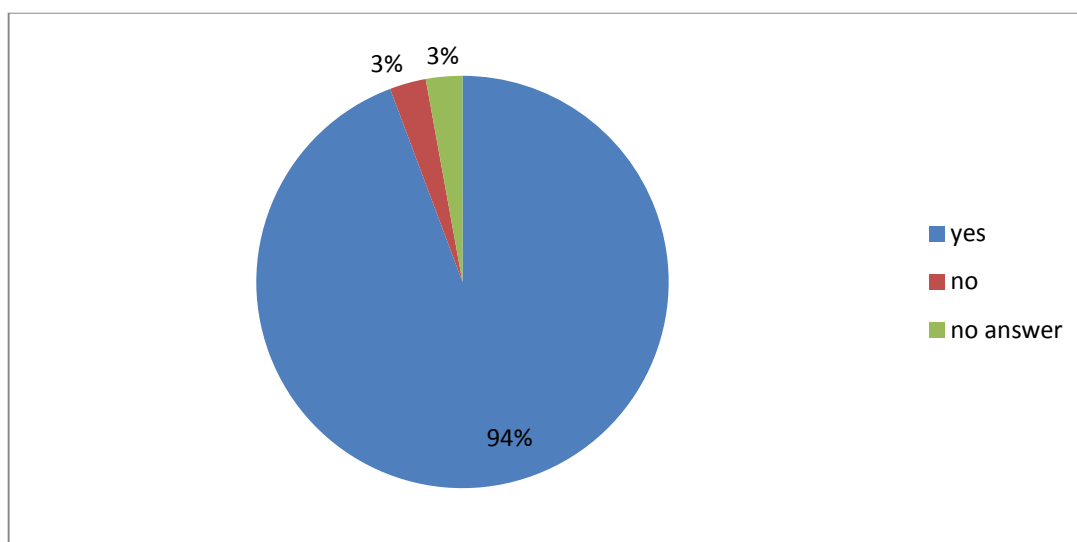


Diagram (02): Students' views about the importance of ESP.

Diagram (02) indicates that (94%) of the students find that ESP is interesting. However, (03%) say that it is not interesting, and (03%) give no answer to this question.

Why?

According to the answers given by the respondents, the major part of the students, those who said “yes”, are interested in ESP because of the fact that it permits them to get knowledge in different fields. This let them discover the different uses of the English language and help them understand more. Some of them find that ESP is interesting because it helps them to be integrated easily in the professional life. Different jargons used in different professions help the students to learn a specific language in each specific field. The minor part

who said that ESP is not interesting, (03%) of the respondents, consider that it is not an important module, and (03%) of the students has not answered the question.

Question 04: Do you think that ESP helps you improve your English?

- a) Yes b) no

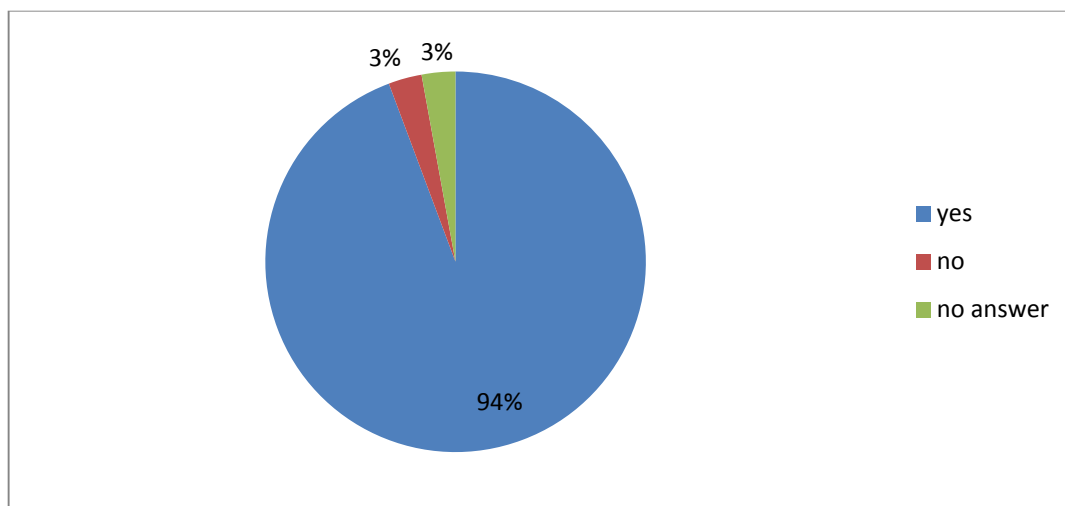


Diagram (03): students' views about ESP in improving their English

The results show that the majority of the students (94%) consider that ESP helps them improve their English, but (03%) of them do not approve this view and (03%) of the respondents have not answered this question.

Justify your answer?

The majority of the students focus on the fact that ESP helps them learn new terminology related to specific contexts. Others state that this makes them be motivated; it provides them with a lot of knowledge that enrich their vocabulary. Some of them say that teachers show them how to use a language in an appropriate way. So they learn English in context.

Question 05: What is your purpose in studying ESP?

- a) To improve your knowledge d) To have a good mark in the exam

- b) Job career
- c) Socializing

e) To go abroad

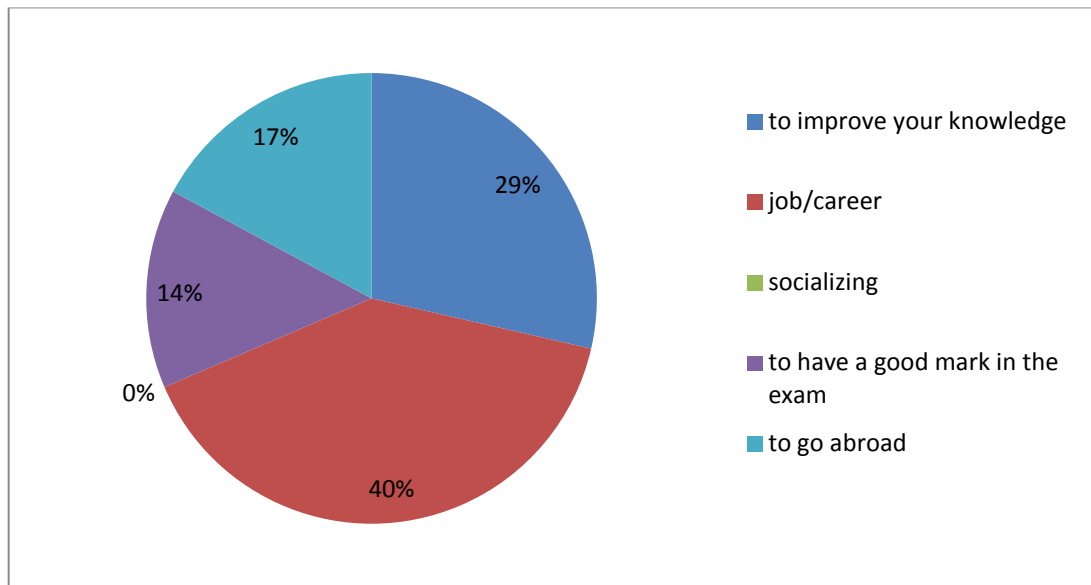


Diagram (04): Students purpose of studying ESP

From Diagram (04), we notice that the purpose of studying ESP is varied among the respondents that is (29%) of the respondents study ESP to improve their knowledge. (40%) of them have answered that their purpose in studying ESP is for job/career that is to have a better job. (14%) of the respondents assert that their aim is to have good marks in exams, and the (17%) state that their objective is to tackle the field with specialized people. From this table, one can deduce that a big rate of the students' purpose is devoted to job /career finality.

SECTION TWO:

MOTIVATION

Question 06: What is your behavior in ESP classes?

- a) Motivated
- b) de-motivated
- c) unmotivated

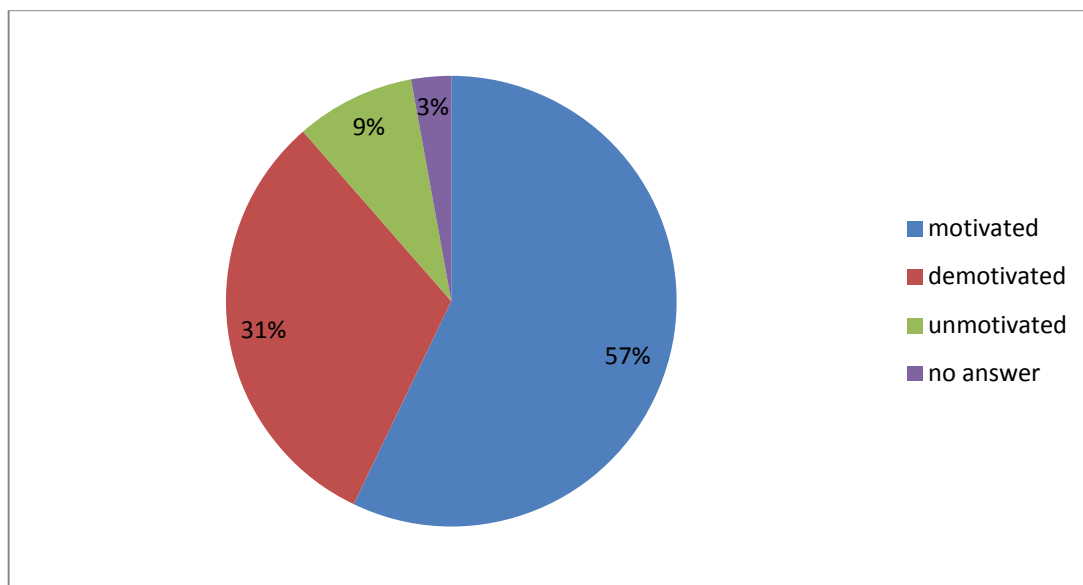


Diagram (05): Students' behavior in ESP classes.

The students' behavior in ESP classes, according to the Diagram (05), is varied. (57%) of the answers are devoted to the option "motivated", (31%) of the students are de-motivated in ESP classes, (08%) of the respondents are unmotivated towards ESP classes, and only (03%) of them have not answered to the question.

Justify your answer?

Students' views are divided between the "motivated" ones, who say that they like the module and learning ESP can help them to achieve their specific goals, others add that they always find new things to learn and discover and it is interesting. Those who answers by the option "de-motivated justifies their answers by the fact that the content they study in course is different from the content of the TD session. The other part of students is not attracted by the course.

Question 07: What is your source of motivation in learning ESP?

- a) Teacher behavior
- b) Teacher methods and materials
- c) To get a good mark in the exam
- d) To improve your knowledge
- e) To get a better job

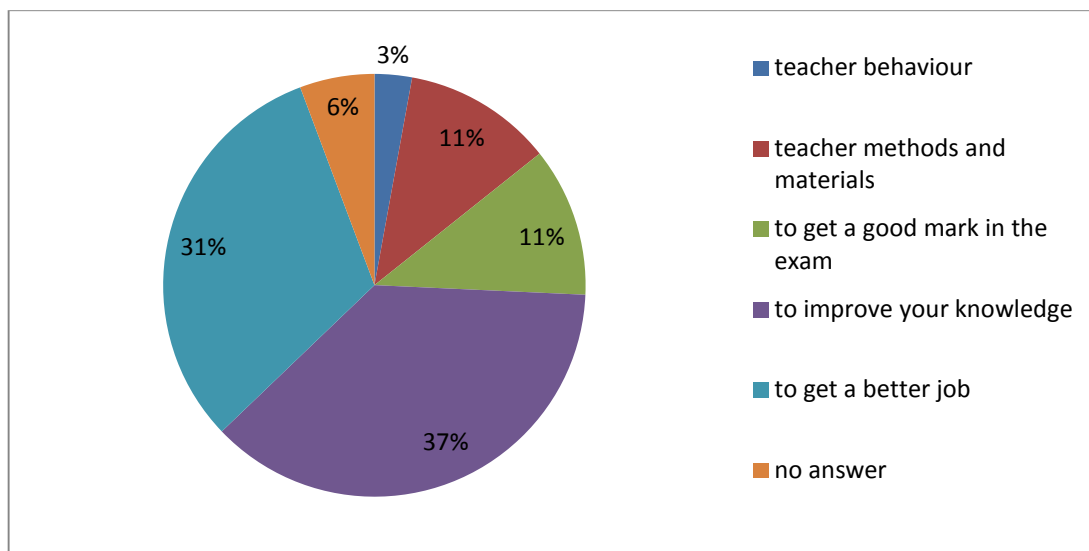


Diagram (06): Students' sources of motivation.

The students' motivation in learning ESP, according to Diagram (06), is due to: (37%) the improvement of their knowledge, (31%) to get a better job, (11%) with equal rate to the teachers' method and materials and in order to get good marks in the exam, (03%) of the students are motivated by the teachers' behavior, and (07%) of the respondents have not answered to the question.

Question 08: In your opinion, what are the factors that affect your motivation in ESP courses?

From the responses inferred, the major factors that affect the students' motivation in ESP are as follows:

The factors that affect motivation are:

- ❖ Acquiring knowledge
- ❖ Teaching methods
- ❖ Variety of topics
- ❖ Authentic materials
- ❖ Specific terminology

❖ Methods and materials

SECTION THREE

Attitude and Motivation towards the ESP Program

Question 09: How often do you attend ESP courses?

- a) Always b) sometimes c) never

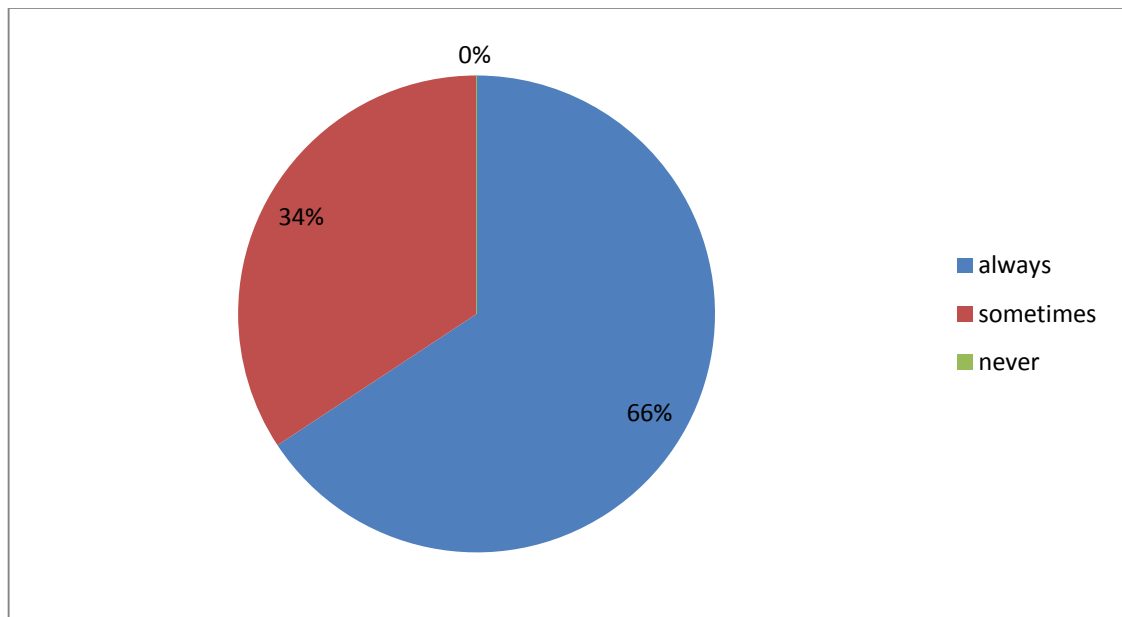


Diagram (07): Students' attendance in ESP courses

According to Diagram (07), (66%) of the respondents say that they always attend the ESP sessions, however (34%) of the students declare that they sometimes attend the ESP sessions.

Question 10: What do you think of the ESP program?

- a) Interesting b) boring c) insufficient

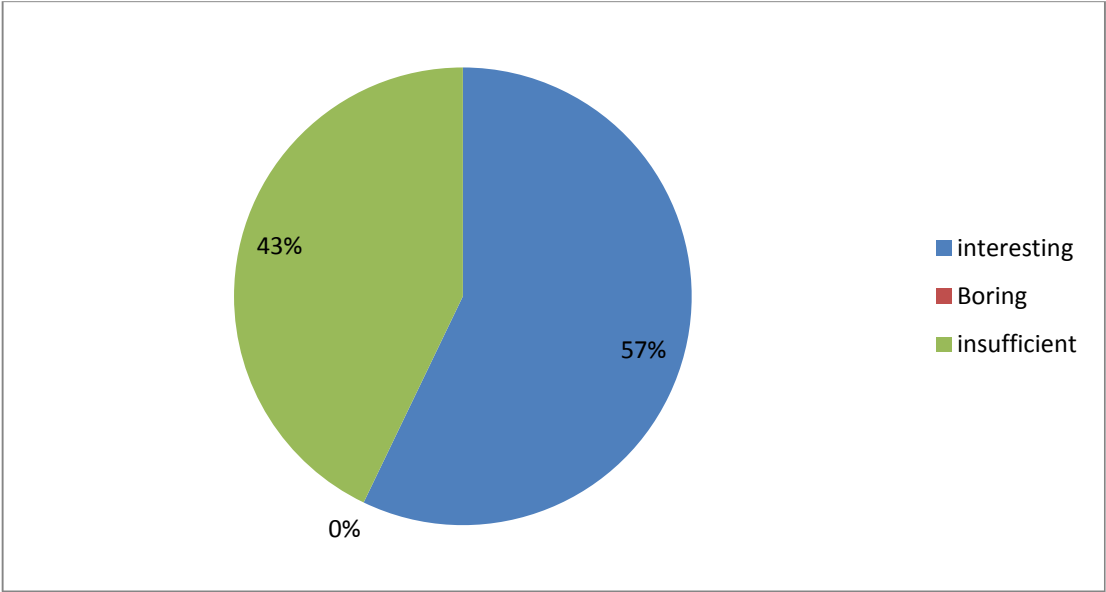


Diagram (08): Students' impression about ESP program.

Concerning the ESP program, Diagram (08) indicates that (57%) of the respondents find that the program is interesting. (43%) of the students think that the program is not sufficient, however no one of them say that the program is boring.

Question 11: In your opinion what is the best way to learn ESP?

- a) Working in groups
- b) working individually
- c) Using audio-aids

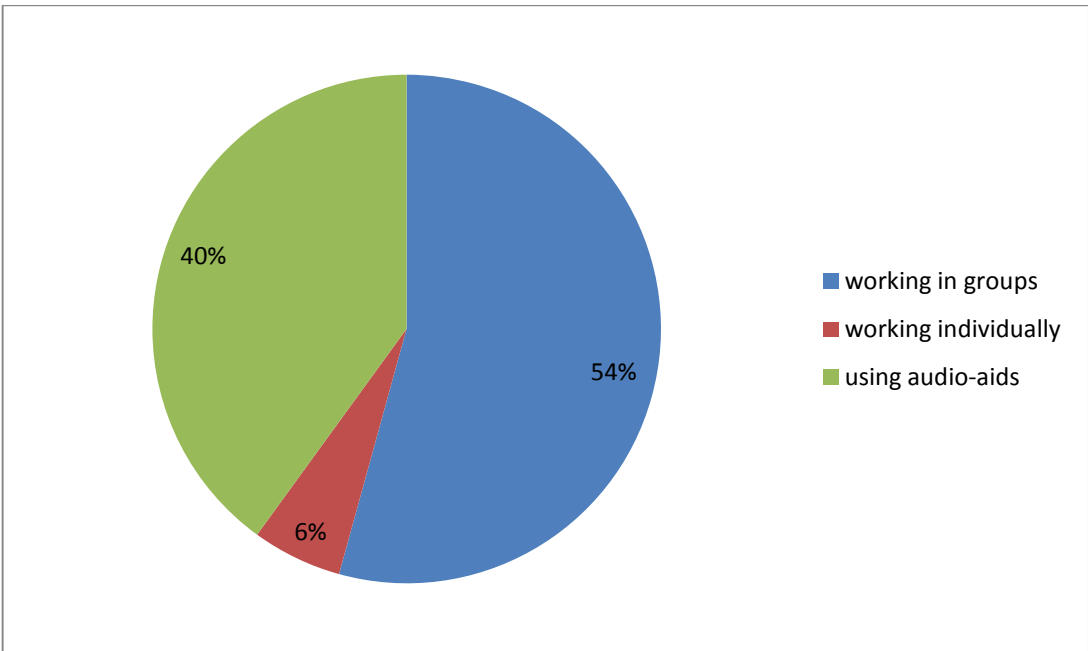


Diagram (09): Students' opinion about the best way to learn ESP.

According to the Diagram (09), the respondents' views about the best way to learn ESP are varied. Most of the respondents (54%) think that working in groups is the best way that can help them learn ESP. (40%) of the students assume that using audio-visual aids help them in the learning process of ESP, and the minority (06%) of them prefers working individually.

Question 12: The methods and materials used by the ESP teachers while teaching are:

- a) Useful b) useless

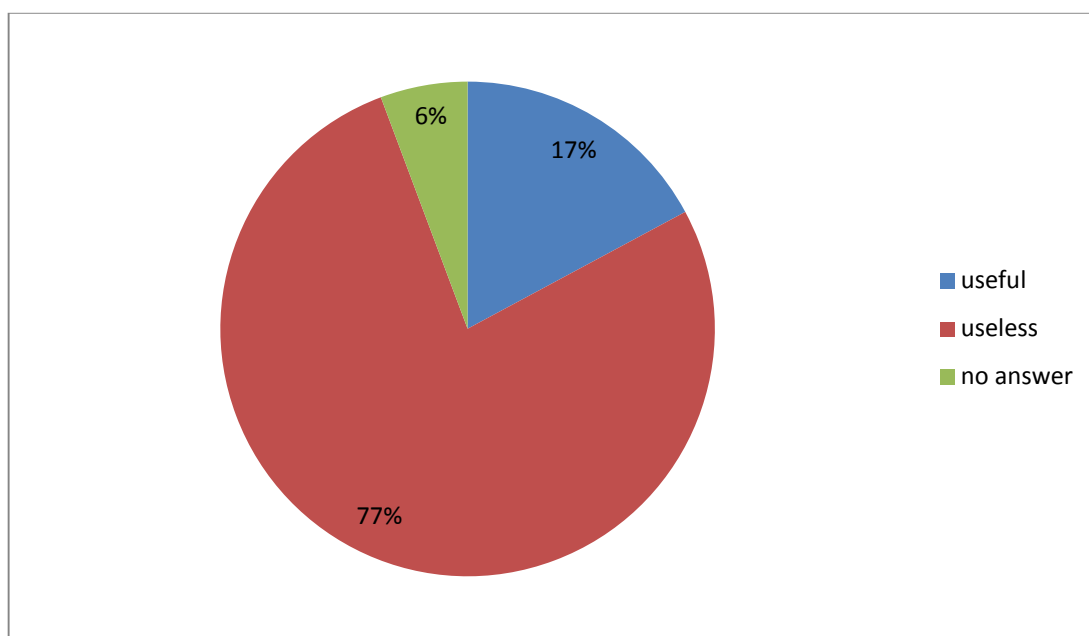


Diagram (10): students' views about the methods and materials used by the ESP teachers

Diagram (08) shows that the great part of the respondents (77%) find that the methods and materials used by the ESP teachers are useless, and only (17%) of the students consider that it is useful. (06%) of them have left the question without answer.

Question 13: What kind of material ESP teachers use while teaching ESP?

- a) Authentic
- b) Those available

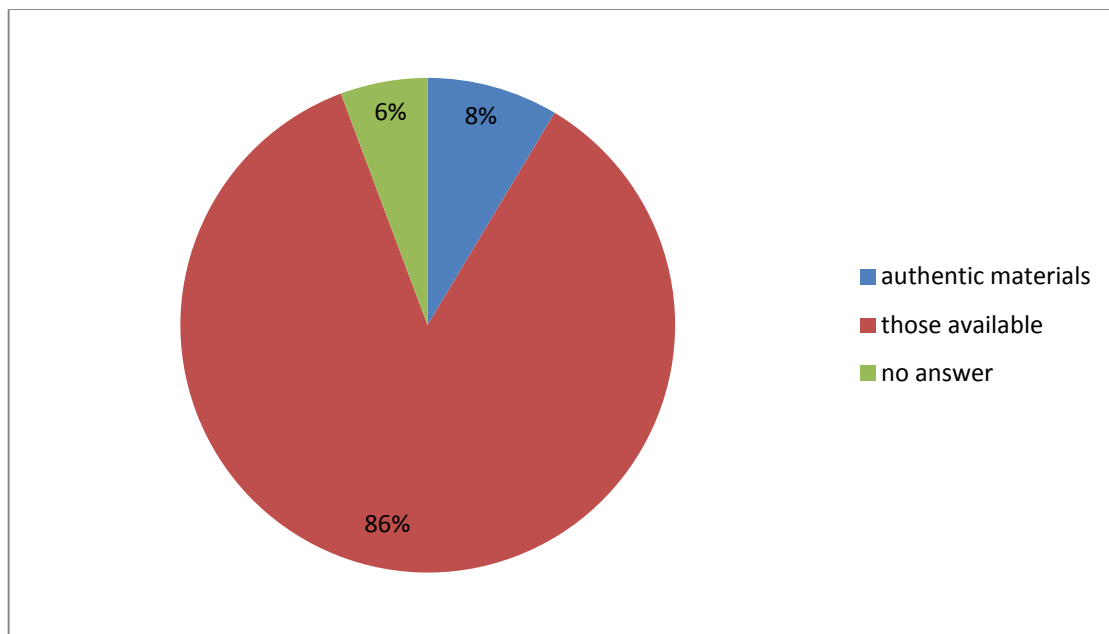


Diagram (11): Material used by ESP teachers.

As indicated in Diagram (11), the majority of the respondents, namely (86%), say that ESP teachers use available materials while teaching ESP, however (08%) of them declare that the teachers use authentic materials. The minority (6%) of the students have not given an answer to this question.

Question 14: What kind of difficulties do you face while learning ESP?

- a) Terminology
- b) Program
- c) Subjects related to other fields

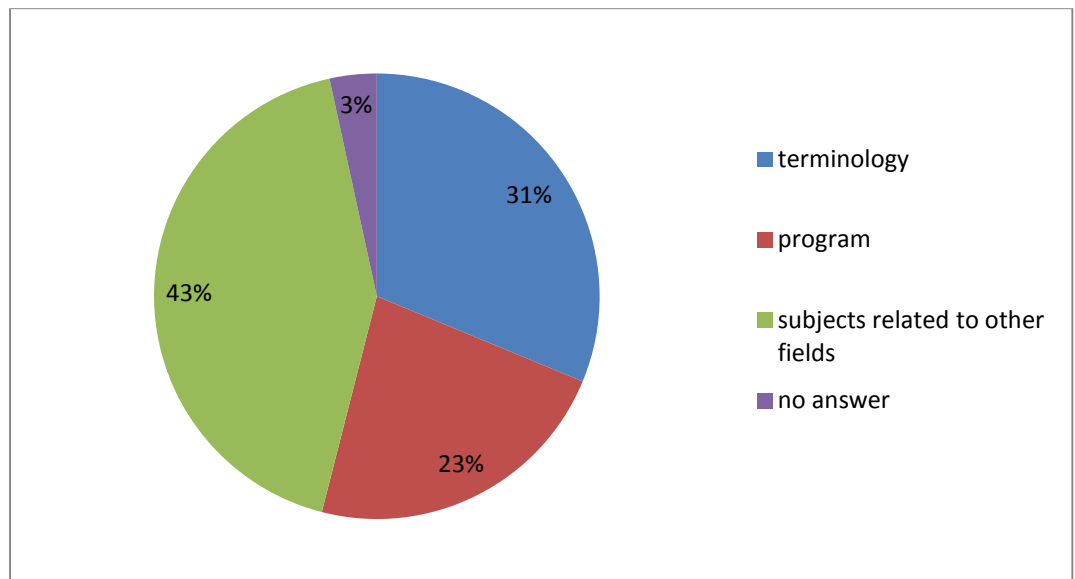


Diagram (12): The Students' difficulties while learning ESP.

Concerning the difficulties that the students face while learning ESP, Diagram (12) indicates that (43%) of the students find difficulties in relation to the subjects related to other fields. (31%) of the respondents have difficulties according to the terminology, (23%) consider that the difficulty is according to the program and only (03%) of the students left the question without answer.

Discussion of the Findings

1. Attitudes towards ESP classes

The main data gathered from the students' attitudes within ESP context are presented as follow:

The first research question deals with the attitude of the third year students of the English department, option Linguistics and ESP, towards ESP classes. According to the answers inferred from the student' questionnaire, almost all the third year students, that is, (94%) of them think that ESP is an interesting module. It helps them improve their English

language, and gain specific knowledge from different fields. Some of them find that ESP is interesting because it helps them to be integrated easily in the professional life. This let them discover the different uses of the English language and helps them understand more. They said that different jargons used in different fields help them to learn a specific language in each specific field, but they express some reservations about ESP in relation to the methods, materials, and the program. This goes in line with Wenden's (1991) cognitive component of attitude which is made up of the beliefs and ideas or opinions about the objectives or the attitudes (Wenden, 1991).

As far as enjoyment is concerned, the overwhelming majority of the students (85%) enjoy learning ESP. Since the majority said "yes", one may conclude that ESP is enjoyed among the third year students. This determines the attitude of the third year students towards ESP courses, and confirms Wenden's (1991) affective factor that refers to the feelings and emotions that one has towards an object "likes" or "dislikes", "with" or "against". In the same train of thought Gardner's view (1980) about attitude is "the sum total of man's instinct and feelings, prejudice or bias, preconceived notions, fears threats, and convictions about any specific topic" (Gardner,1980:267).

As for the beliefs of the students that ESP helps them improve their English, ESP can also help them learn new terminology related to specific context. Other students state that this makes them motivated. ESP let them learn a lot of knowledge that enrich their vocabulary. Some of them say that the teachers show them how to use a language in an appropriate way, so they learn English in context. This encounters the ideas of Hutchinson and Waters' (1987) words, "*ESP groups always express high positive attitudes which are resulted in the improvement in their English*" (Hutchinson and Waters, 1987).

As regard the students' purpose in studying ESP, the majority of them say that their purpose in studying ESP is devoted to job/career (40%), others say that it improves their

knowledge (29%), the remaining ones say that their purpose is to get good marks and to deal with specialists of different fields. Thus, the job /career is the most important purpose of the students. So Wenden's (1991) behavioural component of attitude is confirmed as it consists of actions or behavioural intentions towards the object.

From the teachers' interview, all the teachers say that the third year students have positive attitude towards ESP. These results tend to be confirmed through the students' questionnaire and the teachers' interview and one can deduce that the third year students have predominantly positive attitude towards ESP courses. In addition, as stated by Karajan (2007), "*positive language attitude let learners have positive orientation towards learning English*" (Karahana, 2007:84). This also confirms our research hypothesis that assumes that the third year students have positive attitude towards ESP classes.

2. Motivation towards ESP Courses

From the collected data through the students' questionnaire, the students' feelings in ESP classes are varied. (57%) of them are "motivated", and justify their answer by the fact that they are attracted by the module in advance in such a way that they attend the course and participate in the ESP classroom. Gardner (1985) speaks about this, he says that: "*the extent to which the individual works or strives to learn the language because of a desire to do so and the satisfaction experienced in this activity*" (Gardner, 1985: 10). However (31%) are "demotivated". It is not inconsiderable part of the respondents, and they justify their demotivation by the lack of authentic materials and hard terminology. (08%) of the respondents are unmotivated towards ESP classes, they are just not interested by the module. This goes hand in hand with Hutchinson and Waters' (1987) view "*Learners were seen to have different needs and interests, which would have an important influence on their motivation to learn and therefore, on the effective of their learning*" (Huchinson and Waters, 1987:8). So content is motivating for ESP students, in such a way that they focuses on the

subject matter and the topic they are interested in, and develop important skill they can use (Brown,2001). In ESP instruction, interesting themes and content have to be accompanied by students who wish to learn the material, and the learners' motivation enables teachers to meet learners' needs and expectations easier.

In order to get a valid and reliable answer, a question about the students' motivation is asked to the teachers. The answer is that the majority of the students are motivated, and sometimes this motivation varies according to the topic. When there is a lack of motivation, it is the teachers' responsibility to motivate the students through authentic materials to show them the importance of ESP by efficient methods and techniques. In addition, the interviewed teachers justify the students' motivation towards ESP sessions by insisting on the students' regular attendance as well as their participation in classroom activities and their realized home works within the ESP sessions, so high percentage of attendance was mentioned by the interviewed teachers. Students' attendance plays a great part in measuring students' motivation. From these answers, one may deduce that the majority of the third year BMD students are motivated. Therefore, the hypotheses stated in the general introduction is confirmed, but at a certain extent, since there is a considerable part of the students, that is (31%), who are de-motivated because of the teaching methods and unsuitable content with their needs. These results can be explained by the individual differences among the students which is an important obstacle for the teacher who find himself in a situation where he cannot meet the needs of all the students since the classes are crowded. It is among the problems that the ESP teachers encountered in their classes, as mentioned by them in the interview. This also confirms the constructivist view according to Brown (2007) that *"each person is motivated differently and the emphasis is on social context and individual personal choice"* (Brown,2007).

As concerns the question that deals with the students' source of motivation, that permits to reveal the type of motivation the students have, and according to the questionnaire, the answers are varied. (37%) of the students are motivated in learning ESP because they want to improve their knowledge about ESP; that is, that they are intrinsically motivated, which is a motivation to do an activity because of itself. In fact, the individuals who are intrinsically motivated do and practice the activities and works because they feel that those activities are enjoyable. This deduction confirms Deci and Ryan's (1985) view about intrinsic motivation, it is a "*motivation to engage in an activity because that activity is enjoyable and satisfying to do*" (Deci and Ryan, 1985: 39). They add that extrinsic motivation is defined as the doing of an activity for its inherent satisfaction rather than for some separable consequences. When intrinsically motivated, a person is moved to act for the fun or challenge entailed rather than because of external products, processes or reward (Ryan and Deci, 2000:56). Besides, intrinsic motivation is essential and fundamental for the integration process through which elements of one's accessible internal awareness and knowledge is assimilated or mixed with new knowledge.

The results indicate that the majority of the respondents (31%) want to get a better job. This means that they are instrumentally motivated. According to Gardner's (1985) conception of the instrumental motivation, it happens when the learner anticipates numerous benefits that he proposes to have while learning some particular language. According to Wilkins (1972), a learner is instrumentally motivated when he or she wants to learn a language "*to pass an examination, to use it in one's job, to use it in holiday in the country, as a change from watching television, because the educational system requires it*" (Wilkins, 1972:184).

Some of the students, namely, (11%) of the students are motivated in studying ESP in order to get good marks in exams with equal rate to the teachers' method and materials. One

may deduce that they are extrinsically motivated, since their source of motivation is external, what is to get a reward from the teacher or to get good marks, which are external factors.

A minor part of the respondents, i.e. (02%) of the students are motivated by the teachers' behavior. This can be considered as an extrinsic motivation since the source of the students' motivation comes from the outside, that is, the teachers' behavior.

The level of motivated students to learn ESP is considerably high. This is mainly due to positive attitudes they have about ESP as it is previously mentioned in the literature review in the words of Gardner and Lambert (1972), "his(the learner) motivation to learn is thought to be determined by his attitude towards the other group in particular and by his orientation towards the learning task itself" (Gardner and Lambert, 1972:3).

From the obtained results, it is clear that students' motivation is not only driven by integrative and instrumental reasons but also by intrinsic and extrinsic motivation. Yet (11%) of the informants reply learning ESP to get a good mark for the exam and being part of the curriculum, and the same percentage of students are motivated by the teachers methods. So (22%) of the students are extrinsically motivated.. Students have a personal interest towards ESP which can be defined as an internal drive that helps them to keep up with the learning process. On the other hand, extrinsic motivation is the one promoted by a reward of the teacher, or the mark, or other external positive return. Gardner (1985) asserts that many attributes of the individual, such as compulsiveness, desire to please a teacher or a parent, a high need to achieve, might produce efforts as would social pressures, such as a demanding teaching, impending examinations, or the promise of a new bicycle (Gardner, 1985:10). One may deduce that the type of motivation that the third year BMD students is varied, since the attitude and the motivation are social psychological variables, one cannot determine a single type of motivation because as human beings their attitude and motivation is not static, but rather a dynamic entity that can change over time and circumstances, as well as the

differences at the individual level. Thus, the answer to the research question about the type of motivation is that the type of motivation is variable.

3. Factors affecting students' motivation

The research question that is investigated concerns the factors that affect the third year students' motivation towards ESP courses. From the responses inferred through the questionnaire, the major factors that affect the students' motivation in ESP are varied such as the acquisition of a new knowledge, the methods used by the teacher to transmit this knowledge, as well as the fact that the topics are varied, the use of authentic materials in the teaching process, and the specific terminology to be learned.

It can be deduced that the students' motivation is affected by the course content since ESP is a module that attracts their attention. They are mostly motivated by the course content rather than the external factors that can motivate them such as; the teacher, the learning environment, the goal and goal setting; as mentioned in Harmer's (1991) factors affecting motivation in English language learning .

However, a question is asked to the teachers concerning the way motivation can be raised. One teacher answers this question by explaining his own techniques that consist of presenting the subject in a clear way by giving concrete examples and explaining difficult terminology; help the students to get into the context and to be familiar with the subject. The respondent insists on the importance of using authentic materials to make the course more attractive so as to raise the students' interests. The same respondent points at the importance of ESP in many countries such as USA, UK, and Australia where ESP is given the importance it deserves. The other respondents insist on the way topics should be selected to meet the learners' needs, interests and age as well as the Algerian market needs. As a suggestion the respondents insist on collaboration between the teachers, and in small groups for students.

4. Generating student's motivation:

In fact, there is no single magical way for motivating students, since it exist many factors that affects learners motivation. According to Ericksen (1978) "*Effective classroom depends on the teachers' ability ...to maintain the interest that brought students to learning in the the course in the first place*" (Ericksen, 1978:3)

Furthermore, Good and Brophy (1994) note that "*the simplest way to ensure that people value what they are doing is to maximise learners 'free choice and autonomy*" (Good and Brophy, 1994). This means to demonstrate at first time all the existing conscious or unconscious language learning strategies, then to provide choice by letting students decide which strategies to work best for them, after that, to encourage learners to use them, as well as their favourite learning styles. Of course, they become more self relevant and better able to learn independently.

Some strategies are:

- **Detecting students existing needs**

It is clear that students learn best when the course satisfy their own motives and go hand in hand with their needs, for example the need to seek new experiences, the need to interact with other people.

- **Make students active participants in learning**

This can be reached for example by asking questions, and it is preferable not to tell students something when it is possible to ask them and push them participate.

- **Learning environment**

In fact, the learning environment is very important to learn in order to feel at ease and relaxed, whether it is the physical appearance of the classroom or the supportive

classroom atmosphere that hinges considerably the learners motivation .The teacher of course is the pillar founder to this attractive classroom and considered as motivational tool (Dornyei, 2001:120) in a classroom.

- **Interesting classes**

Learning tasks have to be enough challenging to tease students motivation and not too high above learners capabilities in order to keep the balance between the task demanded and the current learners aptitude.

- **Administratively or at a governmental level**

Give more importance to the creation of ESP centers and to renew scientific research with national and international universities and extend ESP time loading.

- **From part of the teacher**

ESP teacher have to receive former special ESP formation .then to induce learners to use the different learning strategies and be aware of their learning styles in order to maximize chances to learn effectively and use authentic materials .

- **From students' level**

Students have to investigate more seriously as the ESP lectures are concerned, and keep away all negative attitudes.

5. The effect of the ESP program on the students' attitude and motivation

The last research question is devoted to whether the ESP program affects the students' attitudes and motivation. To answer this question, the students' questionnaire and the teachers' interview are analyzed and interpreted.

A set of questions are asked to the students in the form of a questionnaire in order to verify the influence of the ESP program on the learners' attitude and motivation, and the teachers' interview provide us with a complementary information about this effect. From the

two research tools, it is inferred that the level of the students' attendance in ESP classes is high; (66%) of students always attend ESP classes, however (34%) sometimes attend ESP classes.

As concerns the students' participation, the teachers' answers are varied, one says that they often participate, the other declare that it is the teachers' responsibility to make students participate, but where there is no participation the problem is at the level of the subject. So the students' participation depends on the teachers' proficiency and the students' familiarity with the subject. This is why a question is asked to the teachers about the tips to use in order to make their students participate which are: providing them with important language items and interesting subjects, by following specific techniques or methods, showing them the importance of ESP, something that leads them to be able to become communicatively competent. For this reason, the main important role of the teachers is to provide the learners with adequate and suitable programs that meet their needs. As stated in the literature review by Robinson (1991) who claims that needs analysis may help to check the adequacy of the program in meeting the needs and objectives of learners, thus, improving the content of the program and making it closer to the learners' needs.

According to the interviewed teachers, the difficulty resides in the selection of the materials that attract the students' attention. Sometimes teachers have to find appropriate documents that fit to the level the learners. So it depends on the level of knowledge of the learners, such as teaching the appropriate language in medical terminology. Or whether the course is related to real life situations, and sometimes they are just theoretical points that is difficult to assimilate by the learners. This leads the researchers to ask the teachers about the part of the course that attract the students' attention and interest, and the answer is that the practical side and the learning of the terminology attract more the students. One of them justifies this fact by saying that practice is related to practical problem solving, and that it in

relation to real life situations such as, applying for a job, in the field of travelling and tourism and so on.. Another informant announces that it depends on the way they practice, he gives the example of doing exercises, or when using dictionaries. One may deduce that the difficulties encountered by the students are at the level of the terminology with which they are not familiar and are not related to their field of study, and this may be enhanced through practice.

As concern the ESP program, as revealed by the questionnaire, the majority of the respondents find that it is interesting but still not sufficient. This opens a bracket to the difficulties that the third year students encounter while undertaking an ESP course; which are according to the teachers, is due to the students unfamiliarity with the content of the proposed topics, as well as within the context of using the appropriate terminology or explaining a phenomenon. That they must learn because it is not used in their daily life.

One of the teachers mentions the problem of the understanding of the terminology, poor background in English, lack of use of authentic materials which is helpful for both teachers and students. Thus, according to the students, the difficulties that they face while learning ESP, (42.85%) of the students consider that the most important difficulty resides on the fact that the topics and subjects are related to different fields, so they have not sufficient knowledge about these fields. (31.42%) of the respondents have difficulties according to the terminology itself, so they cannot understand the terminology unless it is put in context. This tend to justify Mackay and Mountford (1987) assertion that ESP is a limited repertoire of words and expressions that are chosen from the whole language to meet the needs of learners within a well defined context, tasks or vacation. (22.85%) consider that the difficulty is according to the program itself.

For this reason, to better cope with the situation the teachers need to use authentic materials to make the lesson accessible to the students. As well as the difficulties encountered

in the ESP course is recognized from sides, the teachers and the students. To overcome these difficulties, we have asked the question to both of them. According to the interviewed teachers, the main solutions to face the students' difficulties are; by explaining the phenomenon before starting the course, after finding appropriate documents; reducing the number of students in each group; providing the students interesting programs, and using concrete examples when explaining; handouts are also important to provide for the students; using authentic materials that should be provided by the administration in order to put the terminology in context; asking questions to check their understanding; and making collaboration with specific companies to permit students practice in real life situations.

For the students, a close-ended question is asked. Most of the respondents (54%) think that working in groups is the best way that can help them learn ESP, this may let them produce exchange between students about the content and knowledge that one student may have and transmit it to the other members of the group where communication is needed between them. (40%) of the students assume that using audio-visual aids help them in the learning process of ESP. Since the module is devoted to other discipline that the students lack knowledge about, they need concrete situations in order to better understand the language and the context in which it is used , and (06%) of them prefer working individually.

As concerns the methods and materials used to carry out their courses, the majority of the respondents, namely (85%), say that ESP teachers use available materials while teaching ESP, however (08%) of them declare that the teachers use authentic materials. This leads the important part of the students (77%) to judge that the methods and materials used by the teachers while teaching ESP, i.e., available materials are useless, while only (17%) of the students consider that it is useful. In order to better understand the context, a question about the methodology is asked to the teachers. The three ESP teachers have answered that in teaching ESP a specific methodology is required. As stated by Johns and Dudley-Evans

(1993): “*we have believed that ESP requires methodologies that are specialized or unique. An English for academic purposes EAP class taught collaboratively by a language teacher and subject area lecturer..., sheltered and adjunct EAP classes..., and special English classes for students in the work place...require considerably different approaches than those found in general English classes.*” (Johns and Dudley Evans, 1993:123). As it is inferred by the answers, one may deduce that teaching ESP is not an easy task, and teachers find difficulties to ensure their task, and this is due to their lack of training as ESP teachers since they are General English teachers that assume the teaching of this module, they are not specialized. In this respect, Hutchinson et al (1987) state that “*teachers who have been trained for General English teaching or for the teaching of literature may suddenly find themselves having to teach with texts that they know little or nothing about*” (Hutchinson et al, 1987:160) This leads them to bring supplementary efforts to find the content and the appropriate knowledge. In fact, specialized documents are not always available and it is hard to find those who are adequate to the level and context of the learners, something which is important in teaching ESP. Hutchinson and Waters (1987) also say that “*ESP is an approach to language teaching in which all decisions as to content and method are based on the learner’s reason for learning*” (Hutchinson and Waters, 1987: 19).

Another issue which is raised by the teachers is the lack of materials that the students also suffer from. This makes the transmission of the terminology and knowledge to the learners more difficult as it is generally strange to their field of study, which in turn make the understanding of this specific terminology quasi impossible since it is not used in their real life situations, in such a way that it hinders the memorization of terminology. Another difficulty which is raised by the teachers is the crowded classes, this make the teaching environment within which the language learning process takes place influence on their attitude as mentioned by Stern(1978), teachers are not able to assess students and check their

performances. For John (1990), *"ESP teachers find themselves in a situation where they are expected to produce a course that exactly matches the needs of a group of learners, but are expected to do so with no, or very limited preparation time"*(John,1990:91)

From the results interpreted above, it is inferred that despite of the efforts formulated by the ESP teachers to accomplish their mission in a proper way, it is found that the students suffer from the lack of materials, as well as ESP program may influence on the attitude and the motivation of the students. Another important point that is induced from the data obtained is the absence of adequate materials suitable to ESP learning by describing the materials used by their teachers as being useless. According to the students, in order to bridge the gap between motivation and ESP, new and other methods and materials should be integrated. The whole students suggest that if authentic materials are used this may enhance ESP learning and make them feel more involved. Hutchinson and waters (1987) state that there are three possible ways of applying materials: Using existing materials, writing materials, and adapting materials (Hutchinson and Waters, 1987: 96). Yet, material development is not an easy task that can be achieved by all ESP teachers as it is stated also by Hutchinson and Waters (1987):*"Few have had any training in the skills and techniques of materials writing"*(Hutchinson and Water, 1987: 106). Furthermore, Dudley-Evans and St John add that *"only a small proportion of good teachers are also good designers of course materials"* (Dudley-Evans and St Johns, 1998: 173). Moreover, John (1990) claims: *"ESP teachers find themselves in a situation where they are expected to produce a course that exactly matches the needs of a group of learners, but are expected to do so with no, or very limited preparation time"*(John,1990:91).

In fact, the absence of authentic materials affects students' motivation. These findings suggest that teachers should try to incorporate authentic materials into syllabus which can help students to be familiarized with ESP.

Students are aware of the importance of the ESP program since they are mostly interested by the module and have positive attitude towards this module but express some lacks concerning the methods and materials that they suffer from, and this may affect their motivation towards ESP since it is not something static , as mentioned by Dorniyei and Otto (1999) that it is not “ static state but rather a dynamically evolving and changing entity, associated with an ongoing process in time” (Dorniyei and Otto, 1999:1).

Conclusion

The analysis of the results gives different facts. The actual status of ESP at the level of the English department context has many problems and this is reflected in the students’ and teachers’ answers’. The third year students have positive attitude and are motivated rather they still exaggerate about the necessity of using other materials in learning ESP. As regards teachers, they assert that the lack of infrastructures and materials enables them to proceed well in ESP. This entails that both teachers and students are not satisfied about the way ESP is taught in the English department.

GENERAL CONCLUSION

The present work has investigated attitudes and motivation of the third year students in ESP contexts at the English department at Mouloud Mammeri university of Tizi-Ouzou. It focuses on determining the types of attitude third year students have towards ESP courses, as well as the type of motivation they own, as well as the factors that affect the students' motivation, The investigation of this field is of a great importance since it has raised the issue about the two social psychological factors, attitude and motivation, that determine the success or the failure of English language learners within the context of ESP

The study is an attempt to shed light on the close relationship between attitude and motivation. We have hypothesized that the third year Linguistics and ESP students have positive attitude and are motivated towards ESP courses, but still there are other factors that affect their motivation. In the first chapter, some theoretical concepts that are related to the concepts of attitude and motivation are highlighted, based on Gardner and Lambert s'theory, as well as some definition of ESP and needs analysis in order to set the context of the investigation.

Our investigation has targeted two main objectives. The first objective consisted on determining the type of attitudes the third year students have in relation to ESP courses; the second objective consisted on providing the students' source of motivation, in addition to their type of motivation.

To conduct the research, we adopted the mixed method research that combines between the quantitative and the qualitative methods for data collection and data analysis. The data consisted of fifty (50) questionnaires that are distributed to the third year students who have been randomly selected from the English Department, and conducted an interview with three (03) ESP teachers from the English Department. For the quantitative part, we have

adopted a descriptive statistical method to generate statistical data from the open-ended questions. For the qualitative part, we used a Qualitative Content Analysis framework in order to interpret and explain the data that are generated from the open-ended questions.

The discussion of the results of the study inferred from the students' questionnaire and the teachers' interview have revealed that the third year BMD students have positive attitude towards ESP courses. It has shown that attitude is a crucial element in motivation. In addition, they are motivated to learn ESP courses, and the type of motivation they possess are varied, but the predominant one is the intrinsic motivation represented in the (37%) from the selected sample. There are different factors that affect their motivation such as the method and materials. Furthermore, it is inferred from the results that the program to be taught affect the third year BMD students' attitude and motivation in such a way that they complain about the method of teaching and the materials used by their teachers. The results of the study have also revealed that teachers do not have a specific training; this makes them do big efforts in ESP courses. Both teachers and students are not satisfied with the materials used at the level of the English Department. These achieved results tend to answer the questions that are asked in the general introduction, as well as confirm our hypotheses that state that the third year BMD students do have positive attitude and they are motivated towards ESP courses, in addition, they provide us with the type of their motivation, as well as the effect of the ESP program have on the third year BMD students.

It is hoped that our study has contributed to the field of ESP though slightly so that it will open a new perspective for future research in ESP and motivation. The limitations that the work suffer from is the fact that it is the case study that cannot be generalized to the whole population, since it is concerned with social psychological variables that can vary from one individual to another; another limitation resides on the fact that the majority of the students are females (82%), so it will be preferable to investigate with a mixed method sample in terms

of gender. For further research, the investigation on the attitude and motivation towards ESP courses will be enriched by using a triangulation method. It consists of the investigation of the same issue, which is the attitude and motivation within the ESP context by using three research tools: a questionnaire, an interview, and a classroom observation.

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APPENDICES

APPENDIX I

Questionnaire

Dear Participants

We are presently conducting a research to try to shed light on “Attitudes and Motivation of the English Language Students towards ESP Courses”, and this questionnaire is administered as part of our research.

We would be very grateful if you could answer these questions. Your responses will be used for research only and will remain confidential.

Thank you in advance for your kind cooperation.

SECTION I

BACKGROUND INFORMATION:

Please tick (✓) the statement which applies to you

Age:

Sex:

Male

Female

SECTION II

Attitude towards ESP Courses

01/ what do you think about ESP as a module?

.....
.....

02/ Do you enjoy learning ESP?

Yes

No

03/ Do you think that learning ESP is interesting?

- Yes
- No

Why?

.....
.....

04/ Do you think that ESP helps you improve your English?

- Yes
- No

Justify your answer

.....
.....

05/ what is your purpose in studying ESP?

- To improve your knowledge
- Job/ Career
- Socializing
- To have a good mark for the exam
- To go abroad

SECTION III

Motivation Towards ESP Courses

06/What is your behavior in ESP classes?

- Motivated
- Demotivated
- Unmotivated

Justify your answer

.....
.....

07/ What motivates you in ESP classes?

- Teacher's behaviour
- Teacher's methods and materials
- To get a good mark in the exam
- To improve your knowledge
- To get a better job

08/ In your opinion, what are the factors that affect your motivation in ESP courses?

.....
.....
.....

SECTION THREE:

Attitude and Motivation towards ESP program

09/How often do you attend ESP courses?

- Always
- Sometimes
- Never

10/What is your impression concerning the ESP program?

- Interesting
- Boring
- Insufficient

11/What in your opinion helps you learn ESP?

- Working in groups
- Working individually
- Using Audio-visual aids

12/ What kind of materials ESP teachers are using while teaching?

- Authentic materials
- Those available

13/The methods and materials used by your teacher in ESP courses are:

- Useful
- Useless

14/ What kind of difficulties do you face while learning ESP?

- Terminology
- Programme
- Subjects related to other fields

APPENDIX II

INTERVIEW

Dear Sir/Madame

We are presently conducting a research to try to shed light on the attitude and motivation of the third year students within the ESP classes

We would be very grateful if you could answer these questions. Your responses will be used for research only and will remain confidential.

Thank you in advance for your kind cooperation.

Questions:

1/ Can you tell us about yourself and background as an ESP teacher.

.....
.....
.....

2/ Is there any specific methodology to follow while teaching ESP?

.....
.....

3/ Can you tell us more about the difficulties which an ESP teacher may face?

.....
.....
.....

5/ How large your classes?

.....

6/ Do all students attend your course?

.....

If no, why?

.....
.....

7/ Do your students participate?

.....

8/If no, what kind of tips do you use to push them participate?

.....
.....
.....

9/ Are your students motivated in ESP classes?

.....

How?.....

.....

9/ How do you think motivation can be raised?

.....
.....
.....

10/ What is the attitude of your students in ESP classes?

.....
.....

11/ Which part of the course attracts students' attention and interest? Why?

.....
.....
.....

12/ What difficulties do your students encounter while undertaking the ESP course?

.....
.....
.....

13/ How do you help them overcome the obstacles?

.....
.....

14/ Do you think teachers' motivation is an essential element in teaching ESP?

.....
.....
.....

15/ Do you think that the ESP taught for the third year meet the needs of the students?

.....

How?

.....

.....

.....