



An Investigation into EFL Students' Attitudes and Motivation for Learning General Business English at a Vietnamese Vocational College

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Abstract

In reality, a person often has attitudes and motivations for an action. In language learning, plethora of studies has confirmed that attitudes and motivations are vital affective factors that contribute to its success or achievement [Lambert, 1963; Gardner, 1985, Dornyei, 1994]. In contexts of English as second or foreign language, specifically General Business English (GBE) belonging to English for Specific Purposes (ESP), a specific branch of English, learners needs positive attitudes and proper motivations for successful learning. However, in the literature, despite the large number of researches on this field, there were few investigations, which pinpointed two-year college learners, especially in learning GBE as the current study. Given the opportunity to get the study done, the research questions were posed as follows (1)What are the levels of two-year EFL students' attitudes and motivations for learning GBE? (2) Are there any differences in their levels of attitudes and motivations for learning GBE due to the differences in the demographic information? (3) Are two-year EFL students more instrumentally or integratively motivated? And (4) Is there correlation between attitudes towards learning situation and motivation? And, the purposes of this study were to investigate (1) the levels of two-year college students' attitudes and motivations for learning GBE; and find out (2) if there were differences in these levels due to the differences in demographic information. Another aim was to discover that (3) they are more instrumentally or integratively motivated to learn GBE. Finally, (4) the correlation between attitudes towards learning situation and motivation was examined in the study. Both quantitative and qualitative methods were applied. First, the 74-item questionnaires with 5-point Linkert scale adapted from Gardner's [1985] modal were administered to all students of two-year courses in Can Tho section of a Vocational College, Vietnam, then, 219 responses were received. A week later, in-depth interviews were conducted to 29 participants randomly selected from the sample to gain more insight into these fields. The results from quantitative data revealed that (1) the level of overall attitudes and motivations were relatively high but statically different from the level of 4.0; and (2) there were differences in these levels in terms of age, major, education type and English learning interruption. It was also indicated that (3) the learners were more instrumentally than integratively motivated; and (4) that there was the positive and strong correlation between attitudes towards learning situation and motivation. Besides, qualitative data shed more light into learners' opinions of how teachers, school, and students to enhance the attitudes and motivation for learning GBE and the quality of GBE learning and teaching. The findings contributed some field information about learners of this type to the literature in general; and significant insight about learners' aspects of attitudes and motivation can be gaine;therefore, chances to enhance these levels for better GBE learning become more obtainable and less challenging if more attempts were made by this school teachers, administrators and students in particular.