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ATTITUDES TOWARD ESP AMONG UNIVERSITY STUDENTS

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The introduction of the Bologna process to Croatian Universities has resulted in many changes in course programmes. At the University of Zadar many areas of study from the fields of Humanities and Social Sciences have included obligatory courses in foreign languages. However, many students appear to lack enthusiasm and interest in their language classes. The aim of this paper was to understand student attitudes toward learning English for Specific Purposes (ESP) among first year university students who are non-language majors. The instrument used was a questionnaire whose results were subject to factor analysis. The results showed three subscales: firstly, attitude toward the teacher and evaluation method, secondly, attitude toward English, and thirdly, affective attitude toward learning English. It can be concluded that students generally had high results on all three subscales, that is, a positive attitude toward the teacher, evaluation method, and English as well as a positive affective attitude toward learning English.

Key words: *Attitudes; English for Specific Purposes (ESP); Bologna Process; university students*

1. Introduction

One of the aims of the Bologna Process has been to make academic standards compatible throughout Europe. In addition, the Bologna Process has put pressure on higher education institutions to “implement a coherent language policy clarifying its role in promoting language learning and linguistic diversity, both amongst its learning community and in the wider locality” (Communication 2003: 8). To meet the new challenges universities have had to overhaul old methods of teaching and assessing foreign languages, and have begun to play a more active role in promoting foreign language learning. The introduction of the Bologna process to universities in Croatia

has led to numerous changes. The University of Zadar has founded the Foreign Language Centre (FLC), an organizational unit of the University, in order to enhance foreign language learning. Many non-language disciplines in the Humanities and Social Sciences have implemented learning a foreign language as an obligatory course in their programmes. Several changes have taken place in the manner in which foreign language courses are now being taught. Firstly, there has been an attempt to promote communicative language teaching which encourages a focus on learner needs. This has resulted in new courses such as foreign language for specific purposes/academic purposes courses. In addition, smaller classes have become the norm in teaching languages as opposed to languages being taught in large lecture halls. Changes in assessment have also taken place, whereby continuous assessment has replaced one final examination. Moreover, courses have been designed to reflect language competences as determined by the Common European Framework of Reference (CEFR) and credits are awarded for completion of courses.

However, notwithstanding these changes, many students who are non-language majors appear to lack enthusiasm and interest in their language classes. Although students are obligated to regularly attend classes, nevertheless, teachers at the FLC have consistently complained that the level of participation of students is relatively low as is the level of effort in class assignments. This lack of effort has continued despite the fact that a 'participation grade' has been introduced to encourage student involvement. In addition, final grades of these language learners are generally low. How is effort linked with language success among these students? Effort can be linked to the concepts of attitudes and motivation; however, these are complex concepts and researchers from different fields have defined and approached them in various ways.

1.1. Motivation and second language acquisition

Early studies in attitudes and motivation in second language acquisition were based on a social psychological approach and were carried out by Gardner and Lambert (1972). They argued that *integrativeness*, that is, the learners' desire to integrate into the culture of the second language group, was a major factor in successful language learning (Gardner & Lambert 1972). Gardner (1985) introduced a socioeducational model of integrative motivation which was based on three factors: integrativeness, attitudes toward the learning situation, and motivation. In a seminal article that aimed to do a meta-analysis of the work of Gardner and his associates, Gardner and Masgoret argued that all three factors of integrative motivation are important elements; nevertheless, it seems that the highest correlations are between achievement and the component of motivation (Masgoret & Gardner 2003). Dörnyei (1994) proposed a framework of second language motivation based on an educational approach from a classroom perspective which consisted of three levels: the language level, learner level and learning situation level. In a survey conducted on Hungarian pupils, Dörnyei has shown that integrativeness (an element of the language level) is a primary factor in

motivation and motivated behaviour (Csizér & Dörnyei 2005). Recently, there has been a shift in emphasis in second language motivational research led by Dörnyei who proposed a process-orientated approach to motivation that takes into consideration changes over time (Dörnyei 2000, Dörnyei 2001, Dörnyei & Csizér 2002, Dörnyei, Csizér & Nemeth 2006). Other studies have also investigated the changes in motivation over time (Gardner, Masgoret, Tennant & Mihić 2004, Williams, Burden & Lanvers 2002).

Other aspects of motivation that have been explored in second language research include the variable of instrumentality. Instrumental orientation or motivation refers to the practical benefits of attaining proficiency in a second language, such as obtaining a better job or higher salary. Studies have shown that instrumental motivation can also be related to language achievement (Gardner & MacIntyre 1991, Masgoret & Gardner 2003). Other research has focused on the teacher as an important factor in student motivation, for example, negative teacher attitudes can significantly demotivate learners (Nikolov 2001), as can student perceptions of teacher's communicative style, that is, teachers who were perceived to be controlling and less informative resulted in lower student motivation (Noels, Pelletier, Clément & Vallerand 2000), while the teacher's use of motivational strategies can increase motivation (Dörnyei & Csizér 1998).

1.2. Studies in motivation in Croatia

The role of motivation in second language acquisition in Croatia has been studied extensively by Mihaljević-Djigunović who has focused on the role of language anxiety, affective factors, and attitudes in successful language learning (Mihaljević-Djigunović 1998, Mihaljević-Djigunović 2002, Mihaljević-Djigunović & Bagarić 2008). However, there has been limited research on the introduction of the Bologna process to universities in Croatia and its effects on students, particularly non-language majors. Some professional papers have been published on this topic (Jelovčić 2010, Matić & Kovač 2009, Borić 2005), however, student attitudes toward foreign language learning at university needs to be investigated further. This paper focuses on student attitudes toward English as it is the language that the majority of students are learning.

2. Aim

The aim of the study described in this paper was to understand attitudes among first year university students who were non-language majors toward learning English, that is, English for Specific Purposes (ESP) within the context of changes that have occurred since the introduction of the Bologna process. An attempt will be made to present student attitudes and to answer the following questions: 1) Is the lack of effort of students related to negative attitudes toward English and/or the ESP course? 2) Are there any differences in attitudes between genders? 3) Is there a relationship between

attitudes, length of studying English and final grades? 4) Are there any differences between attitudes and perceptions of success?

3. Method

3.1. Sample

The sample included a total of 149 first year students from the University of Zadar who were enrolled in the English course during the second semester of 2009. Students were from the field of Humanities (Archaeology, Art History, Croatian Language and Literature Ethnology and Cultural Anthropology, History, and Philosophy Studies); as well as the Social Sciences (Geography, Library Science, Pedagogy, and Sociology Studies). A total of 98 females and 51 males completed the questionnaire at the end of the summer semester. All the students had taken English as a second language for a minimum of 4 years before taking the course at university. Furthermore, a foreign language is a mandatory requirement for all the above studies, except for Pedagogy and Sociology, for a minimum of two semesters (except for Archaeology and Philosophy which has a mandatory requirement for LSP for one semester only). Moreover, these students took the English course that is offered as a specific course, that is, English for Specific/Academic Purposes (ESP) – English for the Humanities and Social Sciences.

3.2. Instruments

The instrument used was a questionnaire consisting of 35 items which were taken from an open-ended survey given previously to students by the authors. Students were asked to write about what they thought about studying English at university as well as what they perceived as important factors in their success or lack of success in learning English in general. Responses that were given most frequently were chosen as items in the questionnaire. In addition, items pertaining to specific course content were added. Upon closer examination, it was found that the items were related to various motivational variables such as instrumentality, affective components, and attitude toward the teacher, teaching and course. In other words, statements related to motivation and attitude on the language level, learner level, and learning situation level. The items, which were arranged in random order, consisted of both positively and negatively worded items. Students were asked to respond to statements on a five-point Likert scale ranging from 1 (strongly disagree) to 5 (strongly agree). The language used in the questionnaire was Croatian. The questionnaire was administered anonymously during class without the presence of the teacher.

The questionnaire also included other variables including gender, length of studying English, final English grade in high school, final winter semester English grade in university, and student perceptions of success or failure in English based on final grades.

The Statistical Package for Social Sciences (SPSS) was used to analyse the results.

4. Results

4.1. Descriptive Analysis

A descriptive analysis of the variables show that the average number of years of studying English was 11; the average final English grade in high school was 3.95; and the average final English grade at the end of the winter semester was 2.93. The results are shown in Table 1.

Table 1: Descriptive Analysis of Variables: Mean (M) and Standard Deviation (SD)

Variable	Mean (M)	Std. Dev. (SD)
Total number of years of studying English	11	2.4
Final English grade at the end of high school	3.95	.91
Final English grade at the end of winter semester (university)	2.93	.89

Overall, it was found that 91% of the students had studied English for a minimum of 9 years, while 9% had studied English between 4 to 8 years (see Table 2).

Table 2: Total Number of Years of Studying English

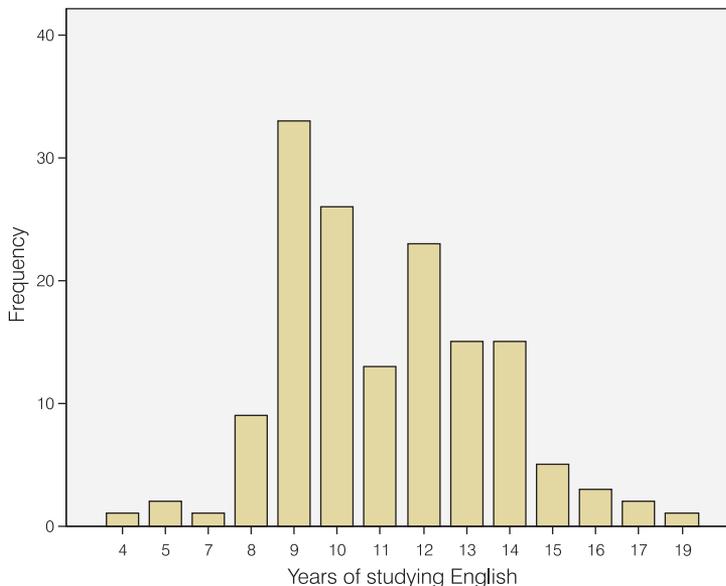
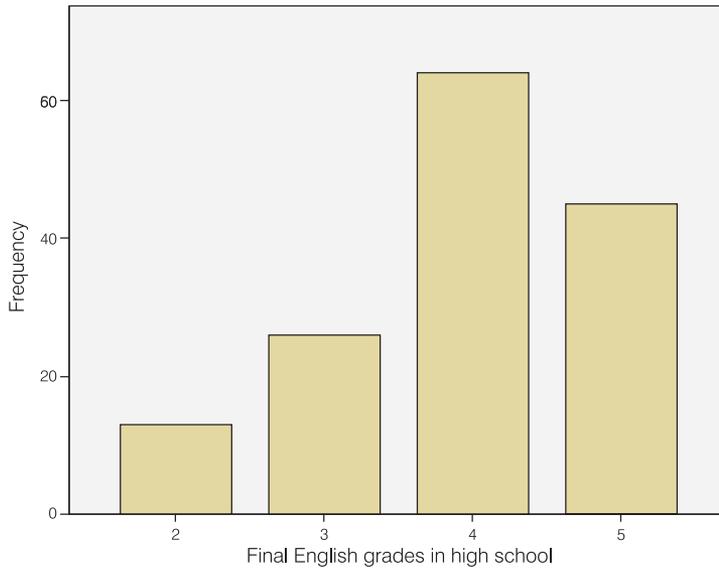
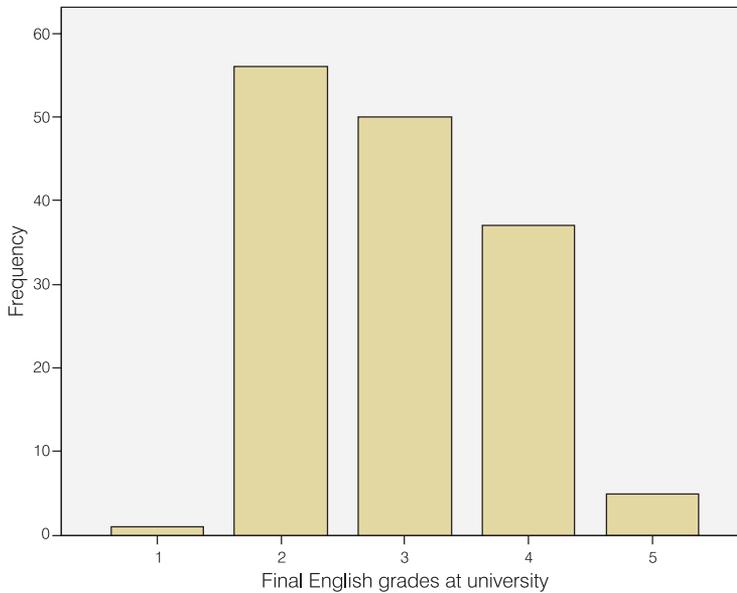


Table 3: *Description of Final English Grades in High School***Table 4:** *Description of Final English Grades at the End of the Winter Semester at University*

Furthermore, a view of the frequency statistics shows that 43% of the students had a final English grade of 4 at the end of high school, while 30% had a final grade of 5, on a scale ranging from 1 (insufficient) to 5 (excellent). In other words, final grade levels of 4 and 5 accounted for 73% of the total grades. Only 27% of the students had final high school grade levels of 2 and 3 (see Table 3). A total of 79% of the students considered their final English grade in high school a success, while 21% considered their final grade a failure. Conversely, final English grades at the end of the first winter semester at university were much lower, for example, 37.6% had a final grade of 2, whereas 33.6% had a final grade of 3 (note: .7% had a failing grade of 1). These grade levels accounted for 72% of the total grades. Only 25% of the students had a university grade level of 4, and 3% had a grade level of 5 (see Table 4). As for perceptions of success or failure with regard to these grades, the results show that 46% of the students considered the grade they got a success, while 54% considered it a failure.

4.2. Factor Analysis

Factor analysis was applied to the results of the 35 item scale in order to identify underlying factors. The extraction method used was the principle component analysis and varimax rotation with Kaiser Normalization. The strategies used to extract the number of factors were, firstly, the Kaiser criteria, which determine that components with eigenvalues lower than one should be excluded and, secondly, the scree test of Cattell criteria. Upon examination of the scree plot, it was decided that a three-factor solution provided an acceptable solution, which accounted for 37% of the total variance. The items were subjected once again to factor analysis using a fixed three factor solution. The results show that this three factor solution accounted for 51% of the total variance. In each of the three subscales items loading above 0.30 were considered. The reliability of each of the three subscales showed satisfactory internal consistency. The Cronbach alpha coefficient for Factor 1 was .876 and contained 5 items, the Cronbach's alpha score for Factor 2 was .831 and contained 10 items, while the Cronbach's alpha score for Factor 3 was .743 and contained 5 items.

The first subscale, consisting of 5 items, was labelled *Attitude toward the teacher and evaluation method* (Factor 1). The second subscale, containing 10 items, was labelled *Attitude toward English* (Factor 2). The third subscale, consisting of 5 items, was labelled *Affective attitude toward learning English*. Factor 1 contains items related to the teacher and evaluation methods. The five items are: *I like the way the teacher teaches; students and the teacher have good communication; the teacher is very motivated; I like the course evaluation method; I think the evaluation method is fair*. Factor 2 consists of items pertaining to attitudes toward English, predominately instrumental, that is, the practical benefits of learning English. The first five items, according to factor loadings, are: *English will help me in my job; knowledge of English will allow me to communicate with people all over the world; English is useful for furthering my education; English helps me to understand foreign music, films, the internet, TV, and magazines; learning English will allow*

me to use foreign literature. Factor 3 contains various aspects related to student's attitude toward English, the course, and the course material, moreover, they all contain an emotional element and thus this factor was labelled as affective attitudes toward learning English. The items are: *English is a pretty language; English is an interesting language; the course material encourages me to learn; it is important that only English is used during the lesson; I enjoy when we have discussions in class.* The factor structure is shown in Table 5.

Table 5: Items and factor structure of Factors 1, 2, 3

Item	Factor 1	Factor 2	Factor 3
I like the way the teacher teaches (10)*	.881		
Students and the teacher have good communication (18)	.800		
The teacher is very motivated (4)	.791		
I like the course evaluation method (14)	.767		
I think the evaluation method is fair (30)	.747		
English will help me in my job (2)		.783	
Knowledge of English will allow me to communicate with people all over the world (1)		.760	
English is useful for furthering my education (29)		.691	
English helps me to understand foreign music, films, the internet, TV, and magazines (24)		.661	
Learning English will allow me to use foreign literature (8)		.554	
Learning English at university is important in order to ensure continuity in language learning (25)		.533	
Learning English at university improves my knowledge of the language (11)		.522	
Knowledge of English is important for my field of studies (16)		.465	
The course material expands my knowledge of other cultures (26)		.437	
It is good that the teacher insists on having conversations in English (19)		.365	
English is a pretty language (9)			.865
English is an interesting language (3)			.779
The course material encourages me to learn (33)			.567
It is important that only English is used during the lesson (5)			.540
I enjoy when we have discussions in class (12)			.446

Note: Only loadings above .30 are shown

* Item number

4.3. Comparison of Factors with other variables

In the next analysis a comparison was made between males and females with regard to all the factors using the t-test. The results show that there was no significant difference in attitude toward Factor 1 between males and females, $t(147) = .32, p = .75$. That is, the average Factor 1 (Attitude toward the teacher and evaluation method) score of females ($M=14.5, SD=3.9$) was not significantly different from that of males ($M=14.7, SD=4.0$). With regard to Factor 2 (Attitude toward English), it was found that there was a significant difference between males and females, $t(147) = -3.3, p = .001$. In other words, the average Factor 2 score of females ($M=38.7, SD=5.4$) was significantly higher from that of men ($M=35.6, SD=5.4$). In terms of Factor 3 (Affective attitudes toward learning English), the results show that there was a significant difference in attitude between males and females, $t(147) = -2.3, p = .025$. That is, the average Factor 3 score of females ($M=16.2, SD=3.2$) was significantly higher than that of men ($M=14.9, SD=3.2$). The results are shown in Table 6.

Table 6: Differences in Attitude toward the Teacher and Evaluation Method (Factor 1), Attitude toward English (Factor 2), Affective Attitudes toward Learning English (Factor 3) between Males and Females – Results of One-way ANOVA

Gender	N	Mean	Std. Dev. (SD)	t	df	p
Factor 1 Males	51	14.7	4.0			
Females	98	14.5	3.9			
Total	149			.32	147	.75
Factor 2 Males	51	35.6	5.4			
Females	98	38.7	5.4			
Total	149			-.3.3	147	.001*
Factor 3 Males	51	14.9	3.2			
Females	98	16.2	3.2			
Total	149			-2.3	147	.025*

* results are significant

The results of the t-test between the variable of student perceptions of success or failure of their final English high school grade, and Factor 1 showed no significant difference between students, $t(146) = .43, p = .67$. The average Factor 1 score of students who considered their final grade a success ($M=14.7, SD=3.9$) was not significantly different from students who considered their grade a failure ($M=14.3, SD=4.1$). Furthermore, there was no significant difference between students who perceived their final English grade in high school a success and those who perceived their final English grade as unsuccessful in relation to Factor 2, $t(146) = -.09, p = .93$. The average Factor 2 score between students who considered their grade a success ($M=37.6, SD=5.5$) and those who considered their grade a failure ($M=37.7, SD=6.3$) was not significant. Finally, there was no significant difference between students who perceived their final

English grade in high school a success and those who perceived their final English grade as unsuccessful with regard to Factor 3, $t(146)=-.21$, $p=.84$. The average Factor 3 score between students who considered their grade a success ($M=15.7$, $SD=3.4$) and those who considered their grade a failure ($M=15.9$, $SD=2.6$) was not significant.

The results of the t-test between students who perceived their final first semester English grades at university a success and those who considered their grades a failure, and Factor 1 indicate that there was no significant difference in attitudes, $t(147)=.45$, $p=.66$. The average Factor 1 score of students who considered their end of semester final English grade a success ($M=14.7$, $SD=3.7$) and those that considered it a failure ($M=14.4$, $SD=4.2$) was not significant. On the other hand, the average Factor 2 score between students with perceptions of success and those with perceptions of failure was significant, $t(126)=-2.7$, $p=.008$. The average Factor 2 score of students who considered their end of semester final English grade a failure ($M=38.8$, $SD=4.7$) was higher than students who considered their end of semester grade a success ($M=36.3$, $SD=6.2$). There was no significant difference toward Factor 3 between students who perceived their final English grade a success and those that considered it a failure, $t(147)=-1.2$, $p=.23$. The average total Factor 3 score of students who perceived their grades a success ($M=15.4$, $SD=3.2$) and those that perceived their grade a failure ($M=16.1$, $SD=3.2$) was not significant. The results can be viewed in Table 7.

Table 7: *Differences in Attitude Toward the Teacher and Evaluation Method (Factor 1), Attitude Toward English (Factor 2), Affective Attitudes toward Learning English (Factor 3) between Students with Perceptions of Final University Grades as a Success and those with Perceptions of Final University Grades as a Failure – Results of One-way ANOVA*

	N	Mean	Std. Dev. (SD)	t	df	p
Factor 1 Student grade perception: success	69	14.7	3.7			
Student grade perception: failure	80	14.4	4.2			
Total	149			.45	147	.66
Factor 2 Student grade perception: success	69	36.3	6.2			
Student grade perception: failure	80	38.8	4.7			
Total	149			-2.7	126	.008*
Factor 3 Student grade perception: success	69	15.4	3.2			
Student grade perception: failure	80	16.1	3.2			
Total	149			-1.2	147	.23

* results are significant

4.4. Correlations between Factors and continuous variables

In order to determine the degree and direction of relatedness between continuous variables, the Pearson correlation coefficient was calculated. It was found that the number of years of studying English was unrelated to student attitudes toward the teacher and evaluation method (Factor 1), $r=-.151$, $p=.066$, toward English (Factor 2), $r=.092$, $p=.264$, and affective attitudes toward learning English (Factor 3), $r=.155$, $p=.059$. Also, students' final high school grade level was unrelated to student attitudes toward the teacher and evaluation method (Factor 1), $r=-.109$, $p=.188$. In addition, students' final university winter semester grade was unrelated to attitudes toward the teacher and evaluation method (Factor 1), $r=-.112$, $p=.173$, as well as toward English (Factor 2), $r=.151$, $p=.067$. Thus, it can be concluded that the number of years of studying English was not a significant variable in relation to Factors 1, 2, and 3. Student final high school grade levels were not a significant variable with regard to Factor 1. Lastly, student final university winter semester grade levels were not a significant variable with regard to Factor 1 and Factor 2.

On the other hand, it was shown that there was a moderate positive relationship between the number of years of studying English and final English grades in high school ($r=.251$, $p=.002$), and a weak positive relationship between the number of years of studying English and final winter semester university English grades ($r=.162$, $p=.049$). Thus, the more years of studying English is related to a higher English grade in both high school and university, but the former is a stronger relationship. Furthermore, there was a moderate positive relationship between final English high school grades and final winter semester university English grades ($r=.441$, $p=.000$). Students with higher English grades in high school generally had higher English grades in university. Moreover, the analysis revealed that there was a weak positive relationship between student final English high school grades and Factor 2, attitude toward English ($r=-.187$, $p=.022$), and a moderate positive relationship between student final English high school grades and affective attitudes toward learning English ($r=.277$, $p=.001$). Consequently, students with higher English grade levels in high school had a more positive attitude toward the English language and toward learning English. In addition, the results indicate a moderate positive correlation between final English university grades and Factor 3, affective attitudes toward learning English ($r=.292$, $p=.000$). Thus, students with higher university English grades had a more positive affective attitude toward learning English. Finally, it was shown that there was a moderate positive correlation between student attitudes toward the teacher and evaluation method (Factor 1) and attitudes toward English (Factor 2) ($r=.335$, $p=.000$). Similarly there was a moderate positive correlation between student attitudes in Factor 1 and Factor 2 ($r=.333$, $p=.000$). There was a strong positive correlation between student attitudes toward Factor 2 and Factor 3 ($r=.619$, $p=.000$). On the whole, students who had more a positive attitude toward the teacher, evaluation method and English, also had a more positive affective attitude toward learning English. The results are summarised in Table 8.

Table 8: *Correlations between Continuous Variables and Factors 1, 2, and 3*

	Length of studying Eng.	Final Eng. Grade in High School	Final Eng. university Grade (winter sem.)	Factor 1	Factor 2	Factor 3
Length of studying Eng.	1	.002*	.049*	.066	.264	.059
Final Eng. Grade in High School		1	.000*	.188	.022*	.001*
Final Eng. University Grade (winter sem.)			1	.173	.067	.000*
Factor 1				1	.000*	.000*
Factor 2					1	.000*
Factor 3						1

*results are significant

5. Discussion

The results reveal that students have a positive attitude toward the teacher and evaluation method (Factor 1), toward English (Factor 2), and a positive affective attitude toward learning English (Factor 3). This is surprising as it was assumed that student apathy in most classes was the consequence of a negative attitude toward these elements. Moreover, these findings show that student motivation on the learning situation level and language level, components of Dörnyei's (1994) motivational framework, is generally positive.

All the items in Factor 1 were related to attitudes toward the teacher and evaluation method, that is, motivation on the learning situation level. The highest factor loadings in Factor 1 were items related to the teacher. The descriptive results show that the majority of students like the way the teacher teaches (56.4%); think that there is good communication between students and the teacher (56.4%); and believe that their teacher is highly motivated (64.4%). It should be noted that the first year course is given by four different teachers which may indicate that teaching at the FLC is relatively satisfactory. In addition, it appears that smaller classes have resulted in better communication between students and teachers. The items with the lowest factor loadings were related to assessment. The descriptive analyses revealed that a total of 31.6% of students gave scores of 4 (partially agree) and 5 (completely agree) to item 14 (*I like the course evaluation method*), while a total of 40.9% of students gave scores of 4 and 5 to item 18 (*I think the evaluation method is fair*). A significant number of students (43.6% and 38.9%) neither agreed nor disagreed with these items. It seems that students' attitude toward assessment is somewhat ambiguous.

The items in Factor 2 involve attitudes toward English which seem to fall under the instrumental and integrative subsystems of motivation proposed by Dörnyei (1994). Students rated highly items that were related to the usefulness and the practical aspects of knowing English, as shown by the first five items with the highest factor loadings. For instance, items such as *English will help me in my job* (item 2); *English will allow me to communicate with people all over the world* (item 1); and *English is useful for furthering my education* (item 29) had the highest scores. In fact, the descriptive statistics show that 81.9% of the students completely agreed, while 14.1% partially agreed, a total of 96% of the students, valued the importance of English for their job. Furthermore, 90.6% of the students either completely agreed or partially agreed that English allows them to communicate worldwide. Additionally, 91.2% completely or partially agreed that English will help them in their education. These results indicate that students are aware of the practical benefits of learning English in today's globalised world. In addition, the majority of students agreed that it is important to continue learning English at university (items 25 and 11) which may signify their agreement with the necessity for obligatory language courses in their programmes. One of the items (item 26), reveals that almost half of the students (48.9%) also valued the course material as a way to learn about other cultures, indicating the integrative component of second language motivation. Finally, the last item (item 19) shows that students (66.4%) believe that it is important to have conversations in English which seems to indicate student support of the communicative method of teaching ESP.

The high loadings on the first two items in Factor 3 (English is a pretty and interesting language) indicate that students have a positive affective attitude toward the English language. Other studies in Croatia have also shown the importance of affective factors in learning English (Mihaljević-Djigunović 1998). In fact, the descriptive statistics show that 66.4% of the students consider English an interesting language, while 71.8% think that English is a pretty language. Two other items in this third factor referred to the course, namely, students (63.1%) once again indicated that it is important that only English be used in class (item 5) and that more than half (53.7%) enjoyed having discussions in class (item 12). These items, as well as item 19 from Factor 2, indicate that conversations and discussions, which can be realised in small classes, are motivational elements of teaching that should be encouraged. However, the descriptive results of item 33, *the course material encourages me to learn*, which is the third item under Factor 3, show that students are not entirely satisfied with the course material. Namely, only 16.8% of the students completely or partially agreed with this statement. This low level of satisfaction reflects the need for better teaching materials and resources. Zavašnik (2009) has also indicated a need for better teaching materials in ESP in universities in Slovenia. Perhaps collaborative endeavours should be initiated in creating pedagogical resources instead of dispersing efforts in developing teaching materials individually, which has been the norm thus far.

Other aspects that need to be considered include the differences in attitudes between males and females. Both males and females have a positive attitude toward

Factor 1, that is, toward the teacher. However, females have a more positive attitude toward both Factor 2 and Factor 3 compared to males. This implies that females have higher motivation with regard to the integrative and instrumental subsystems of motivation than males. These differences and the reasons for them need to be further explored.

The finding which showed the positive relation between higher grade levels, both at the end of high school and at the end of the first semester in university, and the number of years of studying English is not surprising. Furthermore, the results reveal that students with higher grades in high school had higher grades at university, which is to be expected. Higher final English high school grades were related to positive attitudes toward both Factor 2 and Factor 3. Similarly, students with higher English grades in high school had a more positive attitude toward English and toward learning English. Interestingly, there was no relation between students with higher high school grades and Factor 1. It would seem that students with higher grade levels are more critical toward the teacher and evaluation method. Students with higher winter semester final grades in university showed a more positive attitude toward Factor 3, indicating a relationship connected with the emotional value to learning English. Moreover, there was a relationship between student attitudes among all three Factors. In other words, students with a positive attitude toward the teacher and evaluation method also had a positive attitude toward English and learning English.

An interesting result includes the analysis of attitudes among students with positive and those with negative perceptions of success of their university final winter semester English grade. Students who considered their end of semester final English grade a failure had a more positive attitude toward English than did students who considered their grade a success. It would be expected that students with positive perceptions of success have a more positive attitude toward English. It might be assumed that, although students have low perceptions of success, nevertheless, they are aware of the importance of English in today's world and do not have negative feelings toward English in general. Furthermore, the fact that they consider their grade a failure might be a revealing factor that can explain their lack of participation in class. Motivation theories in psychology such as the 'self-efficacy theory' (Bandura 1997) have shown that people's judgement of their capabilities to carry out particular tasks will determine their choice of activities attempted and the amount of effort exerted. Another theory is the 'attribution theory' (Weiner 1992) which states that a person's explanations or causal attributions of past successes and failures can effect an individual's motivation to instigate future action. It may be possible that students perceive their English language level to be too low; therefore, they are not willing to extend any further effort and/or participate in activities. Another interesting result is related to final grades and attitudes. Namely, the descriptive analyses show that on average students had much lower final grades in English at university than in high school. Consequently, one would assume that the results should show a negative attitude toward the teacher, English, and learning English; however, this is not the case.

On the contrary, these students show a positive attitude toward all the factors. In short, the results seem to indicate that student apathy toward English, among non-language majors at university, is not related to instrumental or learner situation components of motivation. These results seem to support the findings of studies conducted both by Gardner and Dörnyei (Masgoret & Gardner 2003, Csizér & Dörnyei 2005). Clearly, other aspects of motivation need to be investigated further among this sample of learners.

6. Conclusion

All in all, it can be concluded that the lack of effort among first year university students taking the ESP course is not related to negative attitudes toward English or the course. On the contrary, students have a positive attitude toward the teacher, English, and learning English. It seems that the introduction of the new programme, based on the Bologna process, has been well received by students. Elements which need to be evaluated further are the assessment procedures and course materials. In addition, differences between attitudes, components of motivation and gender need to be investigated more fully. Moreover, it was shown that students with negative perceptions of success had positive attitudes toward English, which may indicate that learner participation and activity in class may be linked to other components of motivation such as self-efficacy and causal attributions. Also, it would be interesting to investigate these same students over a period of time to see whether their attitudes and motivation change. More studies need to be undertaken which focus on this group of learners, especially in light of the changes taking place in universities in Croatia.

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SAŽETAK

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ODNOS STUDENATA PREMA ENGLESKOM JEZIKU STRUKE

Uvođenjem Bolonjskog procesa na hrvatska sveučilište došlo je do mnogih promjena u nastavnim programima. Na Sveučilištu u Zadru na mnogim odjelima humanističkog i društvenog smjera strani jezik je obavezan predmet. Ipak, izgleda da mnogi studenti ne pokazuju dovoljno entuzijazma niti interesa za strani jezik. Svrha ovog rada je bio razumjeti odnos studenata prve godine, čija studijska grupa nije strani jezik, prema učenju engleskog jezika struke. Koristila se anketa kao instrument istraživanja, a dobiveni rezultati su se podvrgli faktorskoj analizi. Rezultati su pokazali tri podgrupe: prvo, odnos prema nastavniku i metodi evaluacije, drugo, odnos prema engleskom, i treće, afektivni odnos prema učenju engleskog jezika. Može se zaključiti da su studenti općenito imali visoke rezultate u sve tri podgrupe, tj. pozitivan odnos prema nastavniku, metodi evaluacije, i engleskom jeziku, kao i pozitivni afektivni odnos prema učenju engleskog jezika.

Ključne riječi: *odnos; engleski jezik struke; Bolonjski process; sveučilišni studenti*