

ESP Students' Attitudes Towards Learning English Language 2023-2024

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Abstract:

English for Specific Purposes (ESP) is an innovative field that was founded in the 1960s and focuses on the distinct English language demands of the target learners. ESP describes teaching a certain English genre to learners with a particular set of objectives and emphasizes the necessity of creating numerous chances for education, employment, and personal growth, as well as the significance of English as a language of business and technology. The current study aims at investigating English for specific purposes students' attitudes towards learning the English language and finding out the difference between male and female ESP students' attitudes toward learning the English language. The study adopts a descriptive design on the first year of ESP students at the College of Physical Education and Sport Sciences/ University of Baghdad by constructing a reliable scale, which is composed of 30 items. The instrument is completely approved by a jury of specialists. The results of the current study illustrate that the sample has a good degree of attitudes toward learning English for ESP students, according to the data. In addition, the females' attitudes are more positive than those of the males. Finally, learning English can provide individuals with a competitive advantage in their business, and speaking English is helpful in improving one's perspective.

Keywords: English for specific Purposes, Students' Attitudes, Need Analysis, Learning English

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1.Introduction

1.1. Problem and Significance

English for Specific Purposes (ESP) focuses on the learning process more than just content knowledge. The goal of the ESP method of teaching languages is to tailor instruction to the needs of individual students. Providing learners with the assistance and direction they need to achieve their individual learning goals is ESP's main objective.

Anthony (2018:3) defines ESP as “an approach to language that targets the current and/or future academic or occupational needs of learners, focuses on the necessary language, genres, and skills to address these needs, and assists learners in meeting these needs through the use of general and/or discipline-specific teaching materials and methods.”

Iraqi ESP College students are anxious about studying English for four years due to variety reasons, even though it is compulsory as a medium of instruction in all colleges. The reasons behind that depend on their individual differences. The common reasons are that English is a difficult language for Iraqi students who are non-native speakers, English is taught in governmental schools only for one period a day, except in private schools, where students may study all the subjects in English, so they do not use and practice English well. ESP University students are deeply concerned about the type of English textbook topics, lectures, teachers' styles, and methods of teaching. They need to learn English in a way that is compatible with their needs, wants, and lacks. The researcher really noticed the diversity in learning English among her students. Their levels in acquiring and mastering the English language is highly affected by their attitudes toward English negatively or positively. According to Alimyar (2020:22), an attitude is a shared set of ideas about learning a foreign language, and motivation is thought to be the driving force behind such learning. Learning a foreign language for the purpose of understanding a set of beliefs may give rise to ambiguity. There may be a motive behind a learner's motivation to pick up a new language. Therefore, favorable perceptions of the culture, values, social standing, or language speakers may be the cause of this. Cabsang (2013) also asserted, (as cited in Dadi, Dadi, 2018:38), that attitude plays a significant role in language acquisition and that students who have a positive attitude toward the target language are more likely to retain it. For this reason, before attempting to teach students the intended knowledge of the target language, English teachers should consider the feelings, beliefs, and behaviors of their students.

Many previous studies on English for Specific Languages (ESP) have been conducted. For example, Farmati, C., Yeou, M., & Benzehaf, B. (2022) and Zaghar, F., & Zaghar, E. A. W. (2021), which revealed ESP university students have positive attitudes towards learning English for specific purposes and want to use it for both instrumental and integrative reasons, there are

studies (Ghadirzadeh, Hashtroudi, and Shokri, 2012; Li & Zhou, 2017) that demonstrated demotivating factors such as lack of individual competence, lack of intrinsic motivation, inappropriate characteristics of teachers' teaching methods and course contents, inadequate university facilities, and a focus on difficult grammar. Thus, ESP students need to recognize and discipline their personal attitudes toward learning English in a way that enables them to exert more effort to strengthen and manage their positive ones that are absolutely affected by their proficiency and get rid of or overcome a negative one. English teachers should take their role in guiding and supporting their ESP students to achieve this investigation by using their experience in teaching, applying different and sufficient questionnaires, and selecting certain topics that pique their interest.

1.2 Aim

The present study aims at:

- 1- Investigating ESP Students Attitudes Towards Learning English Language.
- 2- Finding out the difference between Male and Female ESP Students Attitudes Towards Learning English Language.

1.3 limits of the study

The present study is limited to Iraqi ESP 1ST year college students, University of Baghdad, for the academic year 2023-2024.

1.4 Value of the study

It is hoped that the following benefits will come from this research:

1. The findings of this study may provide feedback to English instructors about ESP students at colleges in Iraq.
2. Finding out from the students' own attitudes towards learning English either impact effectively in their learning or negatively that hinder their learning process.

2. English for Specific Purposes (ESP)

The development of English for Specific Purposes, or ESP, is mostly dependent on the actual needs of most social sectors, but it is extremely important in the field of education. The ESP teaching technique was inspired by the need for English language competency among learners for goals related to their job descriptions. Since its establishment in the 1960s, English as a Second Language (ESP) has grown into a significant and innovative endeavor within the Teaching English as a Foreign Language (TEFL) or Teaching English as a Second Language (TESL) movement.

ESP places less emphasis on teaching grammar and linguistic structures and more on language use in context. It includes a wide range of topics, from tourism and hospitality management to business

and medical sciences. The key component of ESP is that English is integrated into a subject matter area that is significant to the learners, rather than being taught as a subject isolated from their real world (or desires). (Rahman, 2015:24)

Anthony (2018:8) defines ESP as “an eclectic approach that takes the most useful, successful, and valid ideas from other theories and practices, combining them into a consistent whole.” Johns & Nodoushan (2015:115) concurred with the 1990s assertions that ESP is flexible, adapting to changes in language, pedagogy, and content studies when examining the function of context in ESP. However, they did stress that to be responsive to (1) the environment of teaching and learning, (2) time restrictions, and (3) the range of content as well as professional courses in which learners are involved, ESP needs to be even more flexible today. Nodoushan, (2020:252) claims “ESP is just the practical application of language to a specific ‘use’ context, but not a self-sustained autonomous type of language in and of itself—unless we may want to adopt a sociolinguistic perspective on ESP and argue in favor of a pidginized or vernacular version of English.”

Rahman, M. (2015:25), mentions that Dudley-Evans and St. John list the features of ESP, which include: ESP is made to especially meet the needs of the learner. The core ideas and procedures of the disciplines that ESP supports are applied; ESP is concentrated on the discourse, skills, language (lexis, grammar, register), and genres that are pertinent to those activities. There are three main characteristics of ESP courses that are listed by Carter (1983), as mentioned in Ibrahim (2019:85), that are shared by all of them: authentic content, purpose-related orientation, and self-direction.

1-Authentic Material: Examining the assertion made by Dudley-Evans (1997), ESP should be taught at an advanced or intermediate level, and using real learning resources is entirely doable. He continues by recommending a more thorough analysis of the ESP materials, which are said to satisfy the needs of the students. Additionally, he makes the case that this stage of using real content materials—whether in their modified or unmodified form—is a characteristic of ESP, especially when it comes to self-directed study and research assignments.

2-Purpose-Related Orientation: Purpose-related orientation, or the use of language for communicative goals, is the second feature of ESP. It speaks to the importance of communicative activities necessary for the target setting. According to Carver (1983), the attendees prepared papers, read them, took notes, and wrote as part of a simulation of a conference. (Hazar & Sabrina, 2023:26)

3-Self-Direction: Self-direction courses constitute the third and final feature of ESP, as stated by Carter (1983:134), who states that the purpose of incorporating self-direction is to “turn learners into users.” The foundation of learners' autonomy is their ability to choose what, when, and how they will study. Additionally, teachers should employ a methodical approach (learning techniques) to educate students

on how to learn (learners' autonomy). The goal of ESP is to provide educated users with linguistic mentorship so they can develop self-direction. By picking and deciding how they will study, learners who are taught learning strategies will have some degree of autonomy. Nevertheless, understanding how to establish relationships and acquire knowledge of a foreign culture is crucial for students. (Natsheh, 2020:16).

ESP is defined by five fundamental concepts, which may seem like an odd list, but they help teachers make sense of how various facets of the real communicative world function and apply what they learn to the classroom: needs analysis, genre analysis, communicative teaching strategies, ethnography, and social constructionism. (Hyland, 2022:4).

2.1. Stages of ESP Development

Hutchinson & Waters (1987:10-14) describe that ESP has evolved through five major stages:

1. ESP has concentrated on sentence-level language.
2. Attention was drawn to the level above the text by ESP.
3. ESP developed a close relationship with others of the newly formed discipline of rhetorical or discourse analysis.
4. ESP focused on comprehending how phrases were put together in discourse to create meaning.
5. ESP has observed an effort to delve deeper and examine the thought processes that underpin language use rather than the language itself.

2.2. The Significant Effects of ESP on Instruction

The idea behind English for specific purposes is the widespread recognition that institutional norms and beliefs have a significant impact on people's language use and communication styles. It also emphasizes how crucial it is to take these elements into account when creating instructional activities and resources so that students have access to meaningful discourses and the tools to evaluate them. Hyland (2022:13) introduced the Four characteristics of ESP are worth mentioning:

1. The focus is on discourse analysis rather than language study: During their instruction, ESP practitioners more frequently cover broader communicative abilities. Therefore, an emphasis on discourse rather than just language and how communication is ingrained in disciplinary epistemologies and social practices are central to ESP.
2. The teacher's dual role is as researcher: This means that teachers are rarely able to function as mere users of the resources that textbook publishers give. Because of the requirements of specialized English, they frequently must perform their own study and evaluate how the studies they read in

publications or the exercises in prescribed textbooks apply to their own students. investigating the texts or the intended scenarios that are pertinent to their students.

3.The significance of collaborative pedagogies: ESP is based on the core tenet that professional societies have unique discursive practices, genres, and communicative conventions. Subject knowledge serves as the framework for language learning since learners must develop a specialized literacy competency in addition to the knowledge and skills required by their vocations. Thus, certain discourses and communication skills are taught through the issues, content, and practices of the profession. Collaboration with subject professionals and students is desirable because the ESP practitioner is typically inexperienced in these areas.

4.The priority of language diversity: The most obvious kind of diversity is lexical; different disciplines have very different ways of explaining the world, necessitating that student's study entirely different vocabulary for their various courses.

2.3Need Analysis NA

It is worth to mention that need analysis is the most important aspect of ESP program and how all the authors of English language teaching (ELT) refer to it according to its role in improving the ESP learners. "Needs analysis is a learner-centered process that is tremendously important in ESP instruction". (Farmati et.al,2022:122).Need analysis shapes ESP curriculum and resources,it keeps ESP grounded by balancing any excesses of theory-building with real-world applications. It is a crucial link between perception and practice.(Mauludin,2023:4)

These days, needs analysis is a crucial and indispensable tool in language instruction (for both direction and course evaluation). The teacher can track the information about the skills that pupils have learned and the skills they wish to enhance and improve with the aid of needs analysis. A need analysis involves several steps, including gathering information about students' needs, wants, hopes, beliefs, and points of view. (Pranoto, et, al:2020:97). In ESP, learners' needs are the goals. Mascalister (2009:27-29) determines three types of needs, which are the following:

- A- **Necessities:**The process involves identifying the knowledge that the learner needs to be able to apply to the intended situations in an efficient manner. What is required in the language use of the learners Requirements align with necessities in knowledge.
- B- **Lacks:**What are the students lacking? does not fit into current understanding.
- C- **Wants:** What knowledge do students hope to acquire? wishes to satisfy arbitrary requirements. Students each have different opinions about what they believe to be helpful.

2.3.1 The Purpose of Needs Analysis:

Need analysis in language instruction can be utilized for a variety of reasons, according to Jack Richard (2001: 52).

1. To determine the linguistic proficiency required of a Learner to carry out a specific task.
2. To assess whether a current course sufficiently satisfies the requirements of possible pupils.
3. To see if there is a disconnect between pupils' current abilities and what is required of them.
4. To gather data regarding a specific issue that students anticipate.
5. To identify the group of pupils who require the greatest instruction in a specific language competence.
6. To determine if there is a shift in course that the reference group believes is crucial.

3.Students' Attitudes

Affective aspects can cause interference, almost as much as cognitive components impede learning. Consideration should be given to variables like motivation, attitudes, and anxiety because of their potential to either facilitate or impede learning in general and learning foreign languages in particular. These elements of the learner's personality have a direct and significant impact on the ESP learner in the setting of ESP. (Zaghar et.al, 2021:418). The way that students approach the language will determine how well they learn it. Students' impressions of their class, teacher, and curriculum vary while they are learning English. These views determine their attitudes, which have a significant impact on English language learners. (Asmali, M. 2017:11). We treat attitude as an input as well as an output. A positive attitude towards language acquisition, for instance, could be essential to language proficiency. As such, disposition influences the results of language acquisition and acts as a predisposing factor. However, attitude can also be an end in and of itself. A teacher may wish for a positive attitude on the language learned, for instance, during a language-learning course. (ibid)

Fakeye (2010, 206) states that "students' attitude to the language is one of the personal variables that affect[s] the learning of English language."

Understanding what is meant by attitude in language learning is crucial since attitude plays a significant role in language acquisition. According to Hosseini & Pourmandnia (2013: 63) an attitude is "a disposition or tendency to respond positively or negatively towards a certain thing such as an idea, object, person, or situation." The definition of attitude according to Ajzen (2005: 3) is "a disposition to respond favorably or unfavorably to an object, person, institution, or event." It implies that attitude describes how an individual or a group of individuals reacts to anything that occurs in their

environment, whether positively or negatively, and the actions that follow. Both positive and negative attitudes among students have an impact on how well they learn languages.

4. Learning English

These days, English is widely used in many commercial and cultural domains influenced by the British Empire, as well as in nations that were directly impacted by British empire. It is therefore a helpful and even required language to know. People choose to study English as a second language all around the world because they believe it is vital to learn. Children begin learning English at an early age, and many countries include it as a second language in their curricula. The languages of science, aviation, computing, diplomacy, and tourism are all in English. Possessing English improves your chances of landing a solid position in a global corporation. (Ilyosovna, 2020:22).

English is presently the language that communicates most of the knowledge and information, so learning the language is becoming more and more crucial. Speaking fluent English is demanded of people to keep them informed about the newest advancements in science and technology. Furthermore, users of English are sometimes thought to have a higher chance of surviving and prospering in the global community due to the language's widespread usage for communication on a global level. As a result, one of the subjects taught in Iraqi universities and schools is English. General English and English for Specific Purposes are the two categories of English courses that are typically offered in universities. While the materials in an English for Specific Purposes program are focused on a single scientific topic, those in a General English class are intended to help students comprehend English in general ideas. To be honest, most research has concentrated on English for Special Purposes (ESP) despite the importance of General English as a foundation for ESP. (Normawati & Nugrahaeni, 2023:56).

Acquiring proficiency in English is crucial, particularly for those seeking career advancement. Studying English in the ESP program is one method that students can learn the language. It will affect how students' analytical needs in the ESP program are supported and how their talents relate to one another. English is a general subject that students must pass in higher education. It's also critical to understand how students view the English material that professors teach. Students still frequently face challenges when learning English, particularly when studying ESP. (Maulida, 2024.1359)

3. Procedures and Methodology

3.1 Population and Sample

The first-year Iraqi ESL College of Physical Education and Sport Sciences students enrolled at the University of Baghdad for the academic year 2023–2024 represent the population of the study. The

sample for this study is one hundred first-year university students who were chosen at random from the Physical Education and Sport Sciences College, as illustrated in table (1):

Table (1)
The Population of the Study

No.	Colleges	Male	Female	Total Number
1.	College of Physical Education & Sport Sciences/Al-Jadriyah University of Baghdad	41	59	100
2.	College of Physical Education & Sport Sciences for women/Al-Waziriyah University of Baghdad		100	100
	Total	41	159	200

Table (2)
The Sample of the Study

College	Male	Female	Total Number
College of Physical Education & Sport Sciences/Al-JadriyahUniversity of Baghdad	41	59	100

3.2. The Construction of the Instrument

Ascale of attitude towards learning English for ESP students has been constructed,depending on the Likertscale, as it is one of the commonly used scales in measuring attitudes in educational and psychological research. The scaleis composed of (30) items for the attitude towards learning English for each of the items and thus the total score of the scale is (150) as the highest level and the lowest level is (30), with and a hypothetical mean of (90).A gradient answer scale has been used with five responses (totally agree, partially agree, agree, disagree, totally disagree) where the alternatives were given respectively the following grades (5,4,3,2,1) for the positive items and the opposite is done for the negative items (1,2,3,4,5). The positive items of attitudes are: 1,2,4,5,6,7,8,19, 20,21,22, 23, 24, 26, 27, 28, 29.

3.2.1Face Validity

The extent to which a test appears to measure the abilities or knowledge it claims to evaluate based on the subjective evaluations of an observer is known as face validity (Richards and Schmidt, 2002:196-7). This has been achieved by presenting the items ofthe scale to (12) experts and specialists in educational and psychological sciences and experts in English language methods to verify the

suitability and validity of the items of the scale. It has obtained the approval of (100%) of the experts with no change in the words of the items. This shows that the scale is valid.

3.2.2 Item Validity

The validity of each item has been measured through the application of Pearson Correlation Coefficient Formula as shown in table (3)

Table (3)

Correlation Coefficient for each item of the scale of attitudes towards learning English

Item N.	Correlation	Item N.	Correlation
1	0.282	16	0.352
2	0.415	17	0.283
3	0.479	18	0.547
4	0.391	19	0.482
5	0.397	20	0.501
6	0.368	21	0.361
7	0.456	22	0.306
8	0.471	23	0.457
9	0.316	24	0.279
10	0.347	25	0.487
11	0.273	26	0.501
12	0.214	27	0.474
13	0.328	28	0.430
14	0.245	29	0.415
15	0.327	30	0.361

It's clear from the above table that all the values of the correlation coefficients between the items and the total degree of the scale are significant at the level of 0.5. This indicates that all items have good validity.

3.3 Reliability

Harmer (2001:322) states that test procedures should be preserved constant, response variability should be kept to an all times, and test instructions should be explicit. The Alpha-Cronbach Formula was used to calculate the reliability coefficient. It has been determined that the reliability coefficient is (0.730). It is considered acceptable according to Lehmmen and Mehrens (1991:255).

3.4 Items Analysis

Analysis of the obtained itemshas been done using the T-test formula. The analysis of the items is displayed in table (4) below:

Table (4)

T-test Value and Means and SD on the attitudes towards learning English Scale

Item	Groups	Mean	S. D	T	
				computed	Sig.
-1	Upper	4.5930	0.54749	9.559	1.960
	Lower	3.5369	1.00861		
-2	Upper	4.2600	1.02639	2.977	
	Lower	3.5800	1.24687		
-3	Upper	3.6200	1.06694	4.33	
	Lower	2.7200	1.01096		
-4	Upper	4.1800	.87342	2.516	
	Lower	3.6400	1.24146		
-5	Upper	4.4200	1.01197	2.609	
	Lower	3.8200	1.27279		
-6	Upper	4.4800	.88617	2.406	
	Lower	3.9600	1.24474		
-7	Upper	3.6000	1.21218	3.504	
	Lower	2.7400	1.24228		
-8	Upper	4.0200	1.18649	3.551	
	Lower	3.1600	1.23487		
-9	Upper	3.2400	1.36367	2.201	
	Lower	2.6000	1.53862		
-10	Upper	3.3000	1.44632	4.271	
	Lower	2.2000	1.10657		
-11	Upper	3.3400	1.33417	2.679	
	Lower	2.6200	1.35360		
-12	Upper	3.1400	1.38520	2.236	
	Lower	2.5400	1.29694		
-13	Upper	4.4800	.88617	2.406	
	Lower	3.9600	1.24474		
-14	Upper	2.8400	1.29929	3.153	
	Lower	2.0200	1.30133		
-15	Upper	4.5930	0.54749	9.559	
	Lower	3.5369	1.00861		
-16	Upper	3.9795	0.87511	7.33903	
	Lower	2.8416	1.35454		
-17	Upper	4.8881	0.30385	13.687	
	Lower	3.7418	0.82448		
-18	Upper	3.9712	1.05322	7.015179	
	Lower	2.8888	1.21003		
-19	Upper	4.7000	.70711	4.233	
	Lower	3.8200	1.28873		
-20	Upper	4.8200	.52255	4.100	

	Lower	4.0600	1.20221		1.960
-21	Upper	4.0400	1.24474	2.396	
	Lower	3.4200	1.34149		
-22	Upper	3.0400	1.52476	2.42	
	Lower	2.3200	1.44900		
-23	Upper	3.7600	1.25454	4.551	
	Lower	2.6800	1.11465		
-24	Upper	4.4400	1.09096	2.06	
	Lower	3.9184	1.41181		
-25	Upper	4.5000	0.67672	11.18	
	Lower	3.3611	0.81411		
-26	Upper	4.2400	1.04119	2.855	
	Lower	3.6000	1.19523		
-27	Upper	4.2600	1.08440	3.708	
	Lower	3.4600	1.07305		
-28	Upper	4.2800	1.01096	2.138	
	Lower	3.8200	1.13731		
-29	Upper	4.0800	1.10361	2.477	
	Lower	3.5800	.90554		
-30	Upper	4.3800	1.14089	2.743	
	Lower	3.7200	1.26233		

It's clear from the above table (4) that the computed T- values of the items have been collected then the tabulated T- value of 1.960 at the level of significance 0.05 and the degree of freedom 98, which indicates that the items of scale of the attitudes towards learning English for ESP students have the ability to distinguish between students

4. Data Analysis, Results, Conclusions and Recommendations

4.1. The First Aim: Investigating ESP Students Attitudes Toward Learning English Language.

To achieve this aim, one sample T- test has been used to identify statistical differences between the average of the sample and the hypothetical average which is 84. The computed T- value of the sample is 7.124 and appeared greater than its tabulated value which is 1.960 at the level of significance of 0.05 and the degree of freedom of 99. The male computed T- value is 2.247 has been greater than their tabulated values which is 2.021 at the level of significance of 0.05, with a degree of freedom of 40. Also appeared. The T- value computed for the female sample is 8.887 has been greater than the tabulated value which is 2.000 and at the level 0.05 of significance, with degree of freedom of 58. The results show that there are statistically significant differences between the hypothetical average and the average of the samples mentioned.

Table (5)**T- test Valuefor Attitudes Towards Learning English**

Variables	N.	Mean	S. D	Hypothetical mean	T-Test Value		Level of Significance
					Computed	Tabulated	
Male	41	89.0488	14.38915	84	2.247	2.021	Sig.
Female	59	95.1186	9.60977		8.887	2.000	Sig.
Total	100	92.6300	12.11448		7.124	1.960	Sig.

The sample has a good degree of attitudes toward learning English for ESP students, according to the data. The results may be referred to the following reasons:

- 1- Students have a good level of English.
- 2- Materials that are studied are simple and generally easier than preparatory-stage materials.
- 3- According to their major, they socialize and participate in different sports activities, competitions, the Olympics, and world championships.
- 4- Using social media sites in addition to scientific applications.

4.2The Second Aim: Finding out the difference between Male and Female ESP Students Attitudes Toward Learning English Language

To achieve this aim, The two independent samples T-test has been used to compute the difference between the scores of the male and female sample students. The mean for males is 89,0488 with a standard deviation of 14,38915, while the mean for females is 95, 1186 with a standard deviation of 9,609,77. The computed T-value which is greater than the tabulated value which is 98. which indicates that there are statistical differences between both males and females in their attitudes towards learning English in favor of females. Table 5 illustrates this.

Table (5)**T-test value for Attitudes of ESP Male and Female students Towards Learning English**

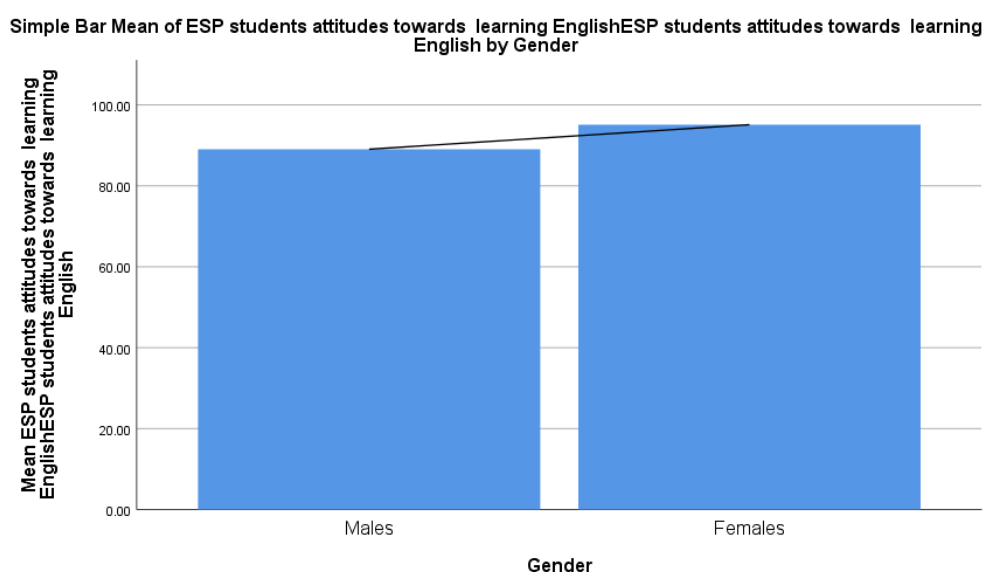
Gender	sample	Mean	Standard Deviation SD	T-Test Value	
				Computed	Tabulated
Male	41	89.0488	14.38915	2.531	1.960
Female	59	95.1186	9.60977		

The table above shows that the computed T-test value of 2.531 is greater than the tabulated T-test value, which is 1.960, with a degree of freedom of 98 and the level of significance of 0.05, which indicates that the female sample is distinguished by its attitude towards learning English. The females of the sample are more positive than the males and this may be due to the following causes:

- 1- They possess a unique innate ability to interact with others, knowing and identifying other cultures.
- 2- They tend to regulate their own learning typically.
- 3- They acquire language skills fast, especially reading skills like reading passionate novels, stories, and poems.
- 4- They believe that mastering English increases their opportunity to get jobs.
- 5- They grow rapidly and thus improve their cognitive, social, and emotional skills.

Figure (1)

Graphical distribution of male and female scores on the scale of attitude towards learning English



4.3. Conclusions

It is concluded that:

1. ESP students have a good and appropriate attitude towards learning English based on the constructed scale.
2. The ESP female students are more positive about learning English.
3. The minimum requirement is a good intermediate level of English.
4. Students' willingness to learn English increases inside and outside the lesson.

4.4. Recommendations

Some recommendations can be stated, depending on the conclusions above:

1. Motivation has a positive effect on students' attitudes towards learning English, so teachers should create an appropriate atmosphere to achieve this.
2. Engage ESP students widely in practical educational programs, activities, and workshops to ensure that they have access to the best English.

3. Aware students how to identify their attitudes towards learning English and improve it, especially in the first pre-college stages.

Scale

Sexes: **Male** ☐ **Female** ☐

Year: -----

No.	Items	Totally Agree	Partially Agree	Agree	Disagree	Totally Disagree
1.	English is an important part of the college program.					
2.	I have desire to learn good English.					
3.	I put a lot of effort in learning English.					
4.	I plan to learn as much English as possible.					
5.	I really enjoy learning English.					
6.	I find learning English very interesting.					
7.	I would read English stories and magazines as often as I could.					
8.	When I have English exercises, I will finish them.					
9.	I prefer to read materials in other languages rather than English.					
10.	It is hard to learn English.					
11.	I feel stress in learning English.					
12.	I find doing English exercises difficult.					
13.	I force myself to listen to the teacher during English classes.					
14.	During English classes, I become completely bored.					
15.	I think learning English is dull.					
16.	I never think of improving my English language.					
17.	I shall give up the study of English entirely when I leave college.					
18.	Learning of English is a waste of time.					
19.	I like learning English.					

20.	When I hear someone speaking English fluently, I wish I could speak like him.					
21.	I attend classes on time.					
22.	I read the material before the teacher explains it.					
23.	I like reading English books at home to my English abilities.					
24.	English is important for my future.					
25.	I don't need English in my daily life.					
26.	Learning English is good for self-development.					
27.	I gain my confidence upon learning English.					
28.	I need to learn English because it makes me more knowledgeable person.					
29.	I learn English because I can contribute more to society.					
30.	I feel disappointed when I am not able to express or share my ideas with others in English					

المستخلص

اتجاهات الطلبة دارسي اللغة الإنكليزية لأغراض محددة نحو تعلم اللغة الإنكليزية

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الإنجليزية لأغراض محددة (ESP) هو مجال مبتكر تأسس في ستينيات القرن العشرين ويركز على متطلبات معينة من اللغة الإنجليزية لدى فئة محددة من متعلمي اللغة الإنجليزية. يعرف (ESP) على أنه طريقة تدريس نوع معين من اللغة الإنجليزية للمتعلمين بمجموعة معينة من الأهداف ويؤكد على ضرورة خلق الفرص للتعليم والتوظيف والنمو الشخصي فضلاً عن أهمية اللغة الإنجليزية كلغة للأعمال والتكنولوجيا . تهدف الدراسة الحالية الى استقصاء اتجاهات الطلبة دارسي اللغة الإنجليزية لأغراض محددة نحو تعلم اللغة الإنجليزية وإيجاد الفرق بين اتجاهات الطلبة الذكور والاناث. طبقت الدراسة على طلبة المرحلة الأولى في كلية التربية البدنية وعلوم الرياضة /جامعة بغداد. اعتمدت الدراسة التصميم الوصفي من خلال بناء مقياس موثوق به وموافق عليه من خبراء في مجال طرائق تدريس اللغة الإنجليزية مؤلف من (30) فقرة. تشير نتائج الدراسة الحالية ان العينة لديها درجة جيدة من الاتجاهات نحو تعلم اللغة الإنجليزية بالإضافة الى ان اتجاهات الطلبة الاناث أكثر إيجابية من الطلبة الذكور. يوفر تعلم اللغة الإنجليزية والتحدث بها ميزة تنافسية للأفراد في أعمالهم ويحسن من منظور المتعلم ويفتح آفاق جديدة لهم.

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