

Motivation and Attitudes towards Learning Business English:

A case study on Third Year Students of Co. Operative University, Sagaing

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Abstract

English language has become a global language or a means for international communication. English is an important language in educational field and future professional jobs of the students. English has developed to become the global language for business sectors in all over the world. Then Learning Business English is so important in business field. However, the teachers teaching Business English which is one of the minor subjects are encountering the challenges that the students who take Business English as a foreign language are lack of interest in learning Business English. According to Gardner (1985), Cooper and Fishman (1977), three factors: instrumental motivation, integrative motivation, and personal motivation, stand as the primary sources for the students to learn Business English. That's why, this study focused on the importance of the students' motivation and attitude in learning Business English and examining which factors were the most influence on them in learning Business English. The objectives of this research are to discover whether Student's attitudes are positive or negative towards Business English, to examine which of the three factors of motivation (instrumental, integrative, personal) make for students of Co. operative University, Sagaing and to solve the difficulties of students when they learn Business English as a foreign language. Thus, the more teachers get motivated learners the more teaching is effective and efficient. In this study, an online questionnaire was used as a research tools including 12 items for motivation and 8 items for attitudes and delivered to third year students in all specialization at Cooperative University, Sagaing. The results revealed that Co. operative University students learnt the business English as a foreign language for both instrumental and integrative reasons and they had positive attitudes towards learning business English.

Keywords: *Motivation, Attitudes, instrumental, personal, integrative*

1. Introduction

When we talk about the motivation and attitudes of students in learning English, it is always thought that it is high because, generally, the students are aware of the importance of English and they know why they need English. English language has become a communication language for business sectors. English is a crucial language in academic field and future professional jobs of the students. Moreover, English language is an important tool in the fields of academic, scientific, political issues, communications, cultural interchanges, and business, etc. As a business language, nowadays, English language is being highlighted and widely used in several educational levels. English is the universal language in business areas and because we are living in a world of business changing as speedily as it has never had before, we monitor ourselves current and ever-increasing challenges when it appears to teach business English. In the era of universal business ventures, business English is that the essential English skills and it is widely used in global trade. The purpose of all Business English courses is to give access its users to communicate effectively with other people in a business firm, whether that communication is in correspondence, face-to-face meetings and conferences or different ways.

Therefore, it is widely accepted that being fluent in the English is a key to success in life in this modern era. (Gomleksis, 2010). English is a key element in the working areas. Most of

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Research around the world affirms that cross-border business communication is often conducted in English. Moreover, fluency in English is required for lots of global and international businesses. Thus, they demand workers to be fluent in English. Knowing English gets the opportunities for good career and professionals. Therefore, studying English or Business English is important to communicate in socializing and business area because English has become the global language for business throughout the world.

People and organizations in all companies from different countries use English to communicate in an obvious and effective way. Business English is very important to study and apply in business or social communication. In the world, some of the countries use English as a foreign language or second language but in Myanmar English is used as a foreign language.

Business English is a part of English for special purpose and can be considered a specialism within English Language learning and teaching or variant of international English (Wikipedia). Business English is the general term used for English associated with international commerce, finance, and trade and it has become common for non-native English speakers to study business as a shared language, with the purpose of communicating with other businesses that use English. Therefore, the prominent of good business English can no longer be underestimated in the age of the new global business marketplace.

Business English stands for different things to different people. It focuses on vocabulary and topics utilized in the business, finance, and trade relations for some people. For others it applies for communication skills in the workplace and aims to the language skills needed for common business communication that are presentations, negotiations, meetings, small talk, socializing, correspondence, report writing and systemic approach.

Other factors of studying Business English involve writing all business correspondences such as emails and writing CV for applying for jobs and understanding job profiles. Some Business English courses design for use in the workplace.

Thus, to learn the English language or Business English, motivation, attitudes and set of beliefs are essential factors that influence to students in language classes. McDonough (1983, p.142) presented that students' motivation is one of the most crucial factors to influence for success or failure of the students in learning the language. Another factor is learners' attitudes. Gardner and Lambert (1972, p.3) stated that motivation of the learner to learn is thought to be revealed by the learner's attitudes towards the other group and by the learner's orientation towards the learning task itself. According to (Gardner & Lambert, 1972; Midraj, 1998; 2003) [2], a better understanding of students' motivation and attitudes may assist ESL/EFL curriculum and instruction designers to devise language teaching programs that generate the attitudes and motivation most conducive to the production of more successful ESL/EFL learners. (Shuib, 2009)

1.1 Objectives of the study

This paper aims to focus on the importance of student's motivation and attitude in learning English and to survey students' attitudes towards Learning Business English for their respective fields. The objectives of the study are as:

- (1) to examine which of the three factors of motivation (instrumental, integrative, personal) keep students' motivation
- (2) to observe whether Student's attitudes are positive or negative towards learning Business English

- (3) to find out the difficulties of students when they learn Business English as a foreign language

1.2 Limitation of the study

This study is restricted to the small number of students who are third year students majoring in Accounting and Finance, Marketing Management, Applied Statistics, Regional Development and Social Enterprise Management. Thus, the results gained cannot be generalized to all students from first year to post-graduate diploma courses in Co. Operative university, Sagaing. In order to make generalization, further research which measures all the students' motivation and attitudes attending in Co. Operative university, Sagaing should be done.

1.3 Statement of the problem

The Co-operative University, Sagaing offers bachelor's degrees, master's degrees, and Post Graduate Diploma Degrees in the field of Economics, Accounting and Finance, Marketing Management, Applied Statistics, Regional Development and Social Enterprise Management. The students of the University learn the subjects concerning with Business and Business English is taught as a supporting subject to the students so as to be able to apply practically in their work environment or respective fields. This research examined the third year students of Co-operative University, Sagaing and it is reported on the survey focused on 153 students in all specializations by using online questionnaire.

In current educational context teaching to students at Sagaing Co-operative University, Business English is taught as a foreign language which is also supporting subject. Students learn Business English at different levels in the University educational system; elementary level for first year students, pre- intermediate for second year, intermediate level for third year students, upper- intermediate level for fourth year students as well as advanced level for Post Graduate Diploma students. Previously, General English Courses were taught from first year to Fourth Year. Students. Nowadays, Business English has progressively become more prestigious and more popular, particularly among business schools and university students. Thus, to support Business Subjects in the Co. operative university, Business English courses have been taught since 2011-2012 Academic Year.

Moreover, Business English Courses are also new curriculum for English teachers in English Department at Co-operative University, Sagaing. As a result, the teachers of English Department are facing with a lot of challenges that are whether students are really interested in Business English courses or not. Thus, the present research investigates the motivation and attitudes of students from Co. Operative University, Sagaing in Myanmar. This study is organized to observe whether motivation and attitudes play a crucial factor for the students towards learning Business English.

2. Literature Review

Literature review includes theoretical background, related researches, research methodology, participants and instrument.

2.1 Theoretical background

This research is based on Gardner and Lambert's (1972) work which stated that concepts like attitudes and motivation are important factors in learning another language. Gardner (2002) revealed that many other variables such as anxiety, self-confidence, risk-taking and others are dependent on motivation.

Gardner (1985) revealed that attitude is considered as a subset of motivation in learning a language. He highlighted that “motivation refers to the combination of effort plus desire to achieve the goal of learning the language plus favorable attitudes towards learning the language”. (P 10) (Haque, n.d.)

According to Merriam-Webster’s Advanced Learner’s English Dictionary, motivation is the act or process of giving someone a reason for doing something: the act or process of motivating someone. The stronger the motivation, the more quickly an individual can learn a foreign language.

According to Oxford Dictionary, motivation is defined as a reason or reasons for acting or behaving in a particular way. Motivation is defined as the desire to engage in an activity out of curiosity, interest, or enjoyment. (Zanghar, 2012) Motivation plays a significant role towards learning a language. It has been widely accepted by both lecturers and researchers as one of the key reasons that provide the rate and accomplishment of second or foreign language learning. If the language teachers do not understand the relationship between motivation and its effect on language acquisition, they cannot teach a language effectively.

Motivation is also defined as the force that drives a person to strive and work hard to learn the language because of learning and the satisfaction he will get in the learning process. (Gardner, 1985). Motivation also plays an important role to decide effective language learning as Gardner (2001) puts, motivation in various aspects will make learners eager to learn second language. Brown (2002) highlighted that there are two basic types of motivation proposed by Garner and Lambert in 1972.

The two basic types of motivation are instrumental and integrative motivation. Instrumental motivation refers to learning to accomplish a task, to achieve a goal in life such as becoming a translator, getting better pay and so on. Integrative motivation is defined as a favorable attitude towards the target language community, possibly a wish to integrate and adapt to a new target culture through use of the language. (Gardner, 1985, p 54). Then there is the third factor that was proposed by Cooper and Fishman (1977) which deals with personal satisfaction. Gardner (1985), Cooper and Fishman (1977) highlighted these different kinds of motivation further in second language learning situation are as follow:

- (i) Instrumental motivation-when the learner wants to study a language to accomplish immediate goals, such as getting a job or passing an examination to his/her motivation is of instrumental type. According to Hudson 2000, it is defined as an urge to get a substance from learning a second language.
- (ii) Integrative motivation- the main purpose of acquiring a language is to speak and join with people of other communities who can speak the second language. Falk (1978) states that the most successful students in learning the language are those who admire the culture of that particular community in which the language is used.
- (iii) Personal motivation- besides Gardner’s integrative and instrumental motivations, Cooper and Fishman (1977)[2] proposed a third type of motivation which is termed as personal motivation. It is mentioned that personal development or satisfaction which includes activities such as watching movies, listening to music, travelling, reading newspapers or magazines in foreign language.

Gardner (1985) designed a test battery known as the Attitude and Motivation Test Battery (AMTB). It involved some features measuring all factors that affect attitude and motivation. In

AMTB, the idea of attitude is incorporated in motivation meaning that positive attitudes increase motivation.(Chalak, 2010)

Attitude is an essential factor that can influence success or failure in language learning. Language attitude is a crucial concept because it plays a key role in language learning and teaching. According to Prodromou (1992), a successful learner is the one who possess positive attitude towards the target language.(Chalak, 2010)

Weinburgh (1998) believes that attitude towards learning influence behaviors such as selecting and reading books or speaking in a foreign language. Moreover, the students' collaboration in language learning is determined by their attitude. Attitude is an essential role that can influence success or failure in language learning.

According to Youssef (2012), attitude towards a language can be either positive or negative. Jain (2013) highlighted that attitude is an important factor in language learning if one is to be successful. Motivation and attitude are determined to be two important factors for engaging students in language learning. Fundamentally, language learning is influenced by attitude and motivation.

2.2 Related Research

Several recent studies addressed the role of attitude in the learning of foreign language in different countries with different cultures, English background and grades. Moreover, language researchers mainly highlighted that motivational and attitudinal factors play in an important role in language learning.

In a case study by Sarjit (1993) explored that language skills need for consultants at a company. The name of the company as not mentioned in that study. The research sample consisted of 26 consultants, 4 directors and 1 instructor. Sarjit (1993) applied different techniques to gather information, such as questionnaire, interview and field observation. It was resulted that instrumental motivation was the main reason for learning the language followed by personal motivation.

Another study by Parilah (2002) examined that the respondents' attitudes, motivation and individual characteristics at all. It showed that although the low achievers acknowledged the importance of English for instrumental purposes, they responded negative attitudes to learn English language.

As Thang (2011) stated that students with positive attitudes towards second language learning are more at an advantage compared to their counterpart with negative attitude. In the next study, Thang (2011) found that greater number of Malaysian students know the importance of learning English, but they still showed little or no effort at all in learning the language. The finding of the research is similar to the results found by Parilah 9 years earlier. This indicates that nobody has changed their attitudes among Malaysian students.

2.3 Research Methodology

In this chapter, the design of instruments, procedures of data collection, including the methods of data analysis are also presented. To carry out this research, the online survey questionnaire was used to examine the students' reason for learning Business English and their beliefs about the value of learning Business English. In this section, a review of the literature appropriate for the research objectives is provided. This presents a brief overview of the concepts: motivation, attitudes, and a review of related studies.

2.4 Participants

The total number of participants who replied to the questionnaire is 153. They all are third year students specializing in Accounting & Finance, and Marketing Management, Applied Statistics, Regional Development and Social Enterprise Management during the academic year of 2019-2020 at Co. operative University (Sagaing). The age of the participants is from 19-23. From the accessible participants, a convenient sample of 153 third year students (48 males and 104 females) majoring in respective subjects during the academic year of 2019-2020 responded to the online survey questionnaires.

2.5 Instrument

In this study, primary and secondary data are used. To get primary data, a survey method was used by using Google Forms. Google Forms is a survey administration software that is included in the Google Docs Editors software suite along with Google Docs, Google Sheets, and Google Slides. The collected information automatically entered into a spreadsheet. It was distributed to third year students via internet. The items of this questionnaire are based on Gardner's (1985), Attitude /Motivation Test Battery and Cooper and Fishman (1977), personal motivational construct and adapted.

It comprised of three sections A, B, C. The first section A is to collect students' information including age, gender, and their specialized subjects. The section B is to collect quantitative data related to students' motivation to learn Business English. Moreover, all the items of questionnaire are classified in five general Likert Scales. In this part, instrumental motivation is represented by items 1,2,8,11 and integrative motivation by items 4,5,6,7 and personal motivation by 3,9,10,12. There are twelve items to indicate with five-point Likert Scale (from 5=strongly agree,4=agree,3= not sure, 2= disagree and 1= strongly disagree).

In the section C, the students need to answer 8 items with five-point Likert Scale (from 5=strongly agree,4=agree,3= not sure, 2= disagree and 1= strongly disagree) to indicate their attitudes towards learning Business English. The questionnaire was administered in English and Myanmar. Secondary data were gathered from the sources of relevant books,journals, internet articles concerning the motivation and attitude.

3.Data Collection and Data Analysis

In data collection, third year students were asked a group of items related to motivation and attitudes to learn Business English. Descriptive research methodology is used to analyze the questions in this study. Data analysis began as soon as the questionnaire were collected. The data collected in this study was described with as quantitative design. The quantitative data of the questionnaires were analyzed using Microsoft Excel Version 2010.

3.1 Data Interpretation

3.1.1 Motivation to learn Business English

The following table shows mean values representing the students' motivation towards learning Business English. There are altogether 12 reasons to measure students' motivation about learning Business English. The 4 reasons are included in each motivational construct.

Table 1: The results of Students' motivation towards learning Business English

Motivational Constructs	Reasons for learning Business English	Number of respondents	Mean	SD	Overall mean
Instrumental motivation	1. Because I need to study business English for my business studies and to apply in my workplace.	153	4.43	0.55	4.31
	2. Because business English will be useful subject to get a good job or career.	153	4.37	0.62	
	3. Because I would like to get a job an international company.	153	4.22	0.80	
	4. Because it is necessary for business communication such as CV writing, job interviews, presentations, meetings, report writing, etc.	153	4.24	0.54	
Integrative motivation	5. Because business English will enable me to conduct my business	153	4.05	0.71	4.17
	6. Because business English allows us to participate in business activities.	153	4.09	0.69	
	7. Because I need to know business English for business travel	153	4.20	0.72	
	8. Because business English makes us easier to contact with English Speaking People in the work place.	153	4.36	0.65	
Personal motivation	9. Because I wish I could write emails, articles and reports in English.	153	4.13	0.74	4.14
	10. Because I would like to get communication Skills that are necessary in the work place.	153	4.20	0.53	
	11. Because I wish I could read emails, reports, advertisements, newspapers and magazines in English.	153	4.09	0.66	
	12. Because knowing Business English is an important goal to get success in my life.	153	4.13	0.71	

Source: survey data (2020)

The table 1 shows the results of students' motivation why they study Business English. The respondents' responses to all items were presented with the mean values. The three variables showed significant differences between them based on overall mean. Among the three motivational constructs namely: instrumental motivation, integrative motivation and personal

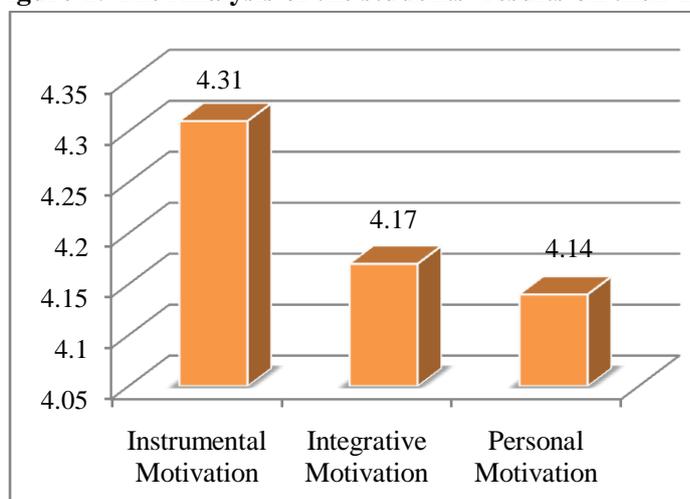
motivation, instrumental motivation has the highest overall mean score, it is (4.31). And the second highest factor is integrative motivation. Its overall mean score is (4.17). The last factor, personal motivation has the least impact of overall mean 4.14.

The results can be seen that 4.43 mean value of students responds to the item 1. 4.37 mean value of students gives responses to the item 2. Then, 4.24 mean value of students reveals the item 4 and students answer the item 3 by 4.22 mean value. These reasons are cause of being instrumental motivation for students to learn Business English.

On the other hand,for the integrative motivation, students admitted to the item 8 by mean value 4.36 and meanvalue 4.20 of students respond forthe item 7.Mean Value 4.09of students answerthe item 6 and the last one, the item 5;meanvalue 4.05 of students reveals thisitem respectively.These reasons are cause of being integrative motivation for students to learn Business English.

For the results of the personal motivation, students respond to the item 10 by mean value 4.20. Mean value 4.13 of students admitto the item 9 andmean value 4.13 of them respondsto the item 12 respectively. However, the lowest number of the item 11 is 4.09 mean value. These reasons are cause of being personal motivation for students to learn Business English.

Figure 1: The Analysis of the students' results on their motivation towards learning Business English



Source: Survey data (2020)

As shown in Figure (1), among three motivational factors: instrumental, integrative and personal motivation that has been the aim of this research, the instrumental motivation is clearly indicated with the highest points. The students highly responded to the reasons in instrumental motivation because they need to study Business English for their business studies and to apply in their workplaces, the students supposed that Business English will be useful subject for getting a good job or career, they would like to get a job in an international company and Business English is necessary for their business communications such as CV writing, job interviews, presentation, meetings, report writing etc.

3.1.2 Attitudes to learn Business English

The following table shows percentages representing the students' motivation towards learning Business English.

Table 2: The results of Students' attitudes towards learning Business English

Questionnaire Items	Agree		Disagree		Don't know	
	N=153	%	N=153	%	N=153	%
1. Business English is very important subject for my university program.	140	91.5	2	0.05	11	7.1
2. I am really interested in studying Business English.	137	89.5	2	0.05	14	9.1
3. Business English is the crucial English Language skills in the era of global business ventures.	136	88.8	2	0.05	15	9.8
4. Business English Vocabulary is harder to learn than general English	93	60.7	15	9.8	45	29.4
5. It is harder to learn Third year Business English Course than first year and second year Business English Courses.	95	62.0	20	13.0	38	24.8
6. Being good at English will help me to communicate in English effectively.	143	93.4	2	0.05	8	5.2
7. In my opinion, Business English is difficult and complicated to learn.	56	36.6	51	33.3	46	30.0
8. Business English is the typical business communication skill in the workplace	126	82.3	4	2.6	23	15.0

Source: Survey data (2020)

Table 2 presents the results of students' attitude towards learning Business English. The analysis of the data was based on eight statements which showed the students' attitudes towards learning Business English.

The findings in table 2 show that most students (93.4%) have great passions to be good at English to help them communicate in English effectively. The great number of students (91.5%) agrees with the statement that Business English is very important subject for their university program. And then, (89.5%) of the students have great interest towards studying Business English. (88.8%) of the students support the statement that Business English is the crucial English Language skills in the era of global business ventures. (82.3%) of the students support the idea that Business English is the typical business communication skill in the workplace. Therefore, it can be assumed that students' attitudes towards learning Business English are positive.

However, (62.0%) of the students describe that it is harder to learn Third year Business English Course than first year and second year Business English Courses and (30.0%) of them responded neutral. Most of the students (60.7%) responded to the statement that Business English vocabulary is harder to learn than General English and only (29.4%) responded neutral. Moreover, (36.6%) of them agree with the statement that Business English is difficult and complicated to learn. (33.3%) of them disagree with this statement and (32.0%) responded

neutral. Thus, it can be assumed that although students have great interest in learning Business English, they have some difficulties to learn vocabularies in Business English Courses.

Besides, some students describe that it is harder to learn third year Business English Course than first year and second year Business English Courses. Therefore, it can be said that they are not completely skillful in first year and second-year courses and it can also be assumed that they were not familiar with Business English before.

4. Findings and Discussion

4.1 Students' motivation toward learning English

This study presents the three types of motivation: instrumental, integrative and personal and attitude of students towards learning Business English. The findings show that the students have a high motivation on instrumental motivation for learning Business English. The highest point of most of the students' motivation on instrumental motivation is to study Business English for their business studies and to apply in their workplace. Moreover, the students believe that Business English is very important to reach their goals and is useful subject to get a good job or career. The responses are also provided that Business English is necessary to get business communication skills such as CV writing, job interviews, presentations, meetings, report writing and email writing and they need to learn it for both instrumental and integrative reasons. Most of the students believed that Business English is an important language to communicate people in the world or workplace.

Integrative motivation is also important but not as important as the instrumental motivation. Most of the students highly respond to the reason, they need to contact in English with people in the world or their workplace. They also agreed that Business English makes them easier to contact with English speaking people in the workplace and allow them to participate in business activities.

Personal motivation, the last motivational constructs is clearly indicated that the least impact on their learning Business English. Although students responded the highest for the personal reason that they want to get communication skills that are necessary in the workplaces. They wish to write emails, articles, and reports in English. Besides students also recognized that Business English is an important goal to get success in their life.

4.2 Students' attitudes towards learning Business English

This study was conducted to investigate the students' attitudes towards learning Business English. The finding of the study revealed that most of students highly agreed that being good at English will help them communicate in English effectively. And then most of the students agreed with the idea that Business English is the crucial English language skills in the era of global business ventures. Most of the students agreed that Business English is very important subject for the University program. They also showed that they are really interested in studying Business English. But a few students responded negatively that Business English vocabulary is harder than to learn general English and it is harder to learn Third Year Business English Courses than first year and second year Business English courses. It was found that although most of the students enjoy learning Business English, a few students have some difficulties to learn vocabularies in Business English Courses. Besides, the result shows that they are not completely fluent in first year and second-year courses and it can also be assumed that they were

not familiar with Business English before. Therefore, teachers should not only encourage students to continue learning Business English but also support by using effective teaching methods such as playing fun games, doing activities, and using role play to be fluent in Business English vocabularies. On the other hand, students need to make more practice themselves so that they can be fluent in Business English. Furthermore, time is limited to teach Business English for teachers because teachers have to teach this subject during the limited period.

In addition, for the statement that Business English is difficult and complicated to learn, more than 1/3 of students' responses is neutral. It may be because they do not understand this statement, or they do not want to describe their opinions openly about this statement. According to their responses to this statement, it was found that to know their opinions, teachers should give a better insight into the students' attitudes towards learning Business English. The findings show that although a few students have negative attitudes to only three statements, most of them have positive attitudes on the rest five statements. Thus, it can be assumed that students have positive point of view about learning Business English.

5. Conclusion

This study was conducted to investigate the types of motivation and attitudes towards learning Business English. Among these three motivational factors: instrumental, integrative, and personal motivation that has been the aim of this research, the instrumental motivation is clearly indicated with the highest points. Moreover, Integrative motivation is also recognized as an important factor. Their responses to the questionnaire indicated that students believed that Business English is necessary, and they need to study business English for their business studies to apply in their workplace. They also agreed that business English is useful subject to get a job or career and they need to learn it for both instrumental and integrative reasons. In contrast, it was found that personal motivation is the least impact on learning Business English. This study presented that instrumental reasons for learning Business English were preferred over integrative and personal motivation. In reference to the students' attitudes, the findings show that most of students have positive attitudes towards learning Business English. Generally speaking, the responses provided by the students showed that they had a high desire to learn Business English and most of the students believed that Business English helps them to communicate in English at their workplace effectively. To sum up, the present study is conducted to identify Co. operative University Students' motivation and attitudes toward learning Business English. The findings revealed that they have certain reasons and hold significant attitudes for learning Business English.

5.1 Suggestions

According to the findings of the study, students have a greater impact upon the instrumental motivation than the other two motivation factors: integrative and personal for the students. Thus, teachers should encourage the students to become more active participants and cooperate in the process of teaching and learning Business English better. Therefore, the teachers should create interesting lesson plans and build some fun and pleasure activities for the students to develop the integrative motivation. And, during the lecture time, the teachers should guide to do activities such as language games, task-based learning related with the lessons for the

students to develop their motivation about learning Business English. If the students are willing to learn Business English, their integrative and personal motivation will develop. Besides, further studies should focus on the motivation and attitudes of students towards other subjects. In addition, individually studies on learning business English vocabularies, business communication skills and practically speaking and listening lessons of Business English should also be conducted.

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Appendix A
Motivation and Attitudes of towards Learning Business English:
A study on Third Year Students at Co. operative University, Sagaing
Questionnaire

Section A: Background Information

1. Gender

Male	
Female	

2. Age

17 years	
18 years	
19 years	
20 years	
21 years	
22 years	
Others (pleasespecify)	

3. Specialization (Major)

1. Accounting & Finance	
2. Marketing Management	
3. Applied Statistics	
4. Regional Development	
5. Social Enterprise Management	

Section B

Questionnaires for Motivation to learn Business English

The following questions ask about your motivation in learning Business English. Remember there are no right or wrong answers: just answer as accurately as possible.

Use the scale below to answer the questions.

1= I strongly disagree
2= I disagree
3= I'm not sure
4= I agree
5= I strongly agree

Reasons for learning Business English	1	2	3	4	5
1. Because I need to study business English for my business studies and to apply in my workplace.					
2. Because business English will be useful subject to get a good job or career.					
3. Because I wish I could write emails, articles and reports in English.					
4. Because business English will enable me to conduct my business.					
5. Because business English allows me to participate in business activities.					
6. Because I need to know business English for business travel.					
7. Because business English makes it easier to contact with English Speaking People in the workplace.					
8. Because I would like to get a job in an international company.					
9. Because I would like to get communication skills that are necessary in the workplace.					
10. Because I wish I could read emails, reports, advertisements, newspapers, and magazines in English.					

11. Because it is necessary for business communication such as CV writing, job interviews, presentations, meetings, report writing, etc.					
12. Because knowing business English is an important goal to success in my life.					

Section C

Questionnaires for Attitude toward Learning Business English

The following questions ask about your attitudes toward learning Business English. Remember there are no right or wrong answers: just answer as accurately as possible.

Use the scale below to answer the questions. Tick (√) only one option for each item in the questionnaire.

1= I strongly disagree
2= I disagree
3= I'm not sure
4=I agree
5=I strongly agree

1. Business English is very important subject for your university program.

1= I strongly disagree	
2= I disagree	
3= I'm not sure	
4=I agree	
5=I strongly agree	

2. I am really interested in studying Business English.

1= I strongly disagree	
2= I disagree	
3= I'm not sure	
4=I agree	
5=I strongly agree	

3. Business English is the crucial English Language skills in the era of global business ventures.

1= I strongly disagree	
2= I disagree	
3= I'm not sure	
4=I agree	
5=I strongly agree	

4. Business English Vocabulary is harder to learn than general English.

1= I strongly disagree	
2= I disagree	
3= I'm not sure	
4=I agree	
5=I strongly agree	

5. It is more difficult to learn Third year Business English Course than first year and second year Business English Courses.

1= I strongly disagree	
2= I disagree	
3= I'm not sure	
4=I agree	
5=I strongly agree	

6. Being good at English will helps you to communicate in English effectively.

1= I strongly disagree	
2= I disagree	
3= I'm not sure	
4=I agree	
5=I strongly agree	

7. In your opinion, Business English is difficult and complicated to learn.

1= I strongly disagree	
2= I disagree	
3= I'm not sure	
4=I agree	
5=I strongly agree	

8. Business English is the typical business communication skill in the workplace.

1= I strongly disagree	
2= I disagree	
3= I'm not sure	
4=I agree	
5=I strongly agree	