

ENGLISH PERFORMANCE AND STUDENTS' ATTITUDE TOWARDS ESP: A SEARCH FOR CONGRUENCE

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ABSTRACT

Attitude is regarded as a significant factor impacting language learning and language performance. This study investigated attitude in English for Specific Purposes (ESP) studies and English performance by medical students in Thaibinh University of Medicine and Pharmacy, Vietnam. The respondents were 82 second year undergraduate students in seven classes. Research instruments used included a Likert questionnaire to investigate students' attitude and the Common European Framework of Reference for Languages (CEFR) test, a standardized test used across Vietnam to determine the English performance students. This study focused on quantitative research utilizing the descriptive-correlational method and SPSS software to describe and investigate the relationship between students' English performance and their attitude towards ESP. The findings illustrated that the overall students' attitude towards ESP is neither favorable nor unfavorable. However, across the six dimensions of attitude towards ESP, the students consistently gave the highest scores to learning materials and gave the lowest scores to learning activities. Results indicated that the English performance of the students for both listening and speaking is poor that is, they have not met the minimum competency required for EGP and ESP. The final result is that there is a significant relationship between the students' attitude towards ESP and their English Performance.

Keywords: Attitude, English performance, learning activities, learning materials.