

# 한국대학생들의 특수 목적 관련 교양영어수업에 관한 연구

신명희  
한남대학교 교양융복합대학

## The Study on the Effects of English for Specific Purposes for Korean University Students

Myeong-Hee Shin

Dept. of General English, Hannam University, Daejeon, Korea

**요약:** 본 연구는 한국의 경영 대학 학생들을 대상으로 특수 목적 관련 집중 교양영어 수업을 실시하여 나타난 결과이다. 이 연구는 학생들이 앞으로 학습할 전공 관련 과목들의 영어 습득 능력을 향상시키기 위한 방법으로 특수 목적 관련 집중 교양영어 수업 계획을 진행시켰다. 학생들의 영어 실력 향상도와 학업 성취도를 알아 보기위해 실험 전 인 학기 초에 미리 테스트를 실시했고 실험이 끝난 학기 말에 역시 테스트를 실시하여 결과를 비교해보았다. 실험 학기 동안 학생들은 영어 기초 지식 관련 일반 교양영어 수업이 아닌 경영학 전공과 관련된 교재, 학습 활동, 과제 등을 통한 수업을 진행하였다. 연구 결과 특히 성적이 낮은 학생들의 학업 성취 향상도가 두드러졌다. 이는 학생들의 교양 영어 학습목적이 전공 관련 특수 목적 영어 학습이라는 이유 때문에 학생들의 학습동기가 높았다는 것이 주된 이유로 나타났다.

**주제어 :** 특수 목적 관련 영어, 전공과목 관련 영어, 학습동기, 학업 성취도,

**Abstract** This study is a report of an intensive ESP(English for Specific Purposes) program conducted for the College of Economic students in Korean University. This is planned for the students to enhance their English achievement in comprehending the subject contents which they would learn in the near future. In order to determine whether the course helped the students enhance their English achievement or not, a pre and post test were taken, one at the beginning of the semester and the other at the end of semester. The result of the test shows that this program benefits relevant students, especially lower level students. In accordance with a general accepted view, the English for Specific Purposes(ESP) program is generally targeted for students who expect to learn the basic knowledge of English through mediated courses. Since students already have specific purpose of studying for their major courses, their motivation and interest in the course are higher than the students who don't have any specific purpose. Therefore, this study shows that the students who took English for Specific Purposes(ESP) had higher motivation and interest to study English related to their major courses as the test results were higher than before they had taken the English for Specific Purposes (ESP) program.

**Key Words :** English for Specific Purposes(ESP), proficiency, English related to their major courses, motivation, test results.

Received 27 October 2013, Revised 27 November 2013  
Accepted 20 January 2014  
Corresponding Author: Myeong-Hee Shin(Hannam University)  
Email: scindy@hnu.kr

© The Society of Digital Policy & Management. All rights reserved. This is an open-access article distributed under the terms of the Creative Commons Attribution Non-Commercial License (<http://creativecommons.org/licenses/by-nc/3.0>), which permits unrestricted non-commercial use, distribution, and reproduction in any medium, provided the original work is properly cited.

ISSN: 1738-1916

## 1. Introduction

As we are now living in a globalized society, communicating with other countries is more important and the means of doing it is very crucial. That is to say, English is the most influential language as a lingua franca in this era. We, Koreans, have been studying these effective methods of teaching to acquire better English abilities as a foreign language. One of the ways to improve English skills is through the English for Specific Purpose program(ESP) which is generally targeted for students who expect to learn the basic knowledge of English related to their major courses. English for Specific Purpose(ESP) refers to language research devoted to tailoring instruction to "ESL/EFL learners" specific needs in learning[1]. Therefore the research of English for Specific Purpose(ESP) has been on the rise, and due to the short history of its introduction to Korea, a wide variety of problems have arisen. Possible problems could be improper teaching materials, incompetent instructors, lack of students' motivation or interest to study English mediated courses, and how to design adequate curricula[2]. According to Dudley Evans & St. John[3], English for Specific Purpose(ESP) can be characterized by the following properties; it is designed to meet the specific needs of the learners; it makes use of the underlying methods and activities of the disciplines it serves; the activities are centered on the language, skills, discourse and genres approaches. They emphasized the flexible nature of English for Specific Purpose(ESP) to satisfy the needs of learners and the possibilities of using related academic disciplines. According to Gardner[4], there are four individual differences which are believed to be the most influential in second language acquisition. This includes variables of intelligence, language aptitude, motivation, and situational anxiety. In the English for Specific Purpose(ESP) program, students' motivation and interest in the course are higher than the students who

don't have any specific purpose[5] Motivation is an important factor to successfully achieve foreign language ability. To determine whether the program has the intended effects on the students, the recent study will try to answer the following research questions:

- a) Does the English for Specific Purpose(ESP) program lead to an increase in the learners' motivation and participation during the required English course?
- b) Does the English for Specific Purpose(ESP) program result in the change of the learners' attitude towards studying General English as a required course?
- c) Does the English for Specific Purpose(ESP) program lead to an increase in the learners' English proficiency test ability, such as increasing their TOEIC scores?

## 2. Methods

### 2.1 Participants

During the fall semester of 2012, the sample chosen for the study were 70 sophomore students. Since 5 student responses to the survey were poor and inadequate, only 65 student responses were used for the study data, except the 5 students with poor responses. The participants were between the ages of 19 and 26. They belonged to either the Economics and Business Administration College at Hannam University, located in Daejeon, Korea: Accounting, Business Administration, Global Trade, Management Information System, Chinese Studies and Economics. They were then divided into two groups.

### 2.2 Methods

A standardized, self-administrated student questionnaire was made to survey the students' current ideas and notions. Several trained experts visited the class and explained the goal of the study, and how to

answer the questions and collected the surveys sheets immediately after completion. The questionnaires included the participants' general attributes such as their sex and age; and 10 questions regarding General English for Specific Purpose. The Likert Scale format was used as the evaluation measurement tool for this paper. It was used to find out independent variables of the four levels, "Absolutely Yes" was 4 points, "Usually Yes" was 3 points, "Sometimes Yes" was 2 points, and "Absolutely No" was 1 point.

### 2.3 Analysis

SPSSWIN(ver10) was used after computation of the data for this paper. It was used to compare satisfactory levels of pre and post ESP classes. T-test was used for the statistical analysis, significant level of  $p < 0.05$ .

## 3. Results

### 3.1 Participants' General Attributes

There were 47(72.3%) male students and 18(27.7%) female students of a total 65 students. According to age, the group of over 23 years old was 56.9% which was a higher range than the group of under 22 years old (43.1%). Table 1 shows the demographic information of the participants' genders, and age of the research participants.

**(Table 1) Demographic Information of the Participants** Unit : N(%)

General Attributes	Number of Students	%
Sex		
Male	47	72.3
Female	18	27.7
Age		
Under 22	28	43.1
Over 23	37	56.9
Total	65	100.0

### 3.2 Pre and Post General English for Specific Purpose

According to the pre and post general English for Specific Purpose, the level of class interests was 2.75(pre) points and 3.26(post) points which means that the post level of class interest was higher and statistically significant ( $p < 0.01$ ). Also the post class participation was higher at 3.26 points than the pre class of 2.64 points. The post result shows statistically significant differences as ( $p < 0.01$ ). According to the factor of goals for studying English, the post result was a statistically significant difference of ( $p < 0.01$ ) of a high 3.32 points, compared to the pre class which was 2.73 points. In the case of students' level of understanding during the class, also the post result was higher with 2.98 points, than the pre class result of 2.75 points and the post result shows a statistically significant difference as ( $p < 0.05$ ). Other factors of this study show that the post result was higher than the pre class result, however there doesn't seem to be any statistically significant difference (Table2).

**(Table 2) General English for Specific Purpose**

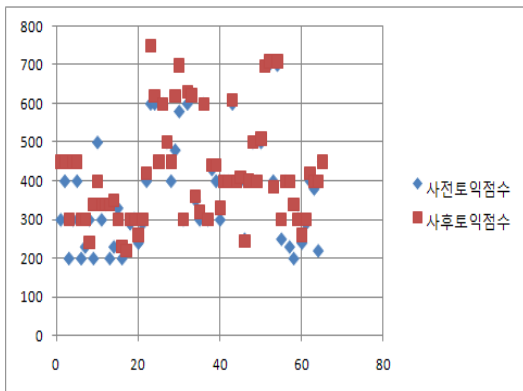
General English for Specific Purpose	Pre	Post	t	P-value
Class interest	2.75±0.72	3.26±0.53	5.766	0.001
Class knowledge	2.90±0.57	3.36±0.48	5.421	0.155
Participation	2.64±0.62	3.26±0.53	7.585	0.002
Goal to study English	2.73±0.71	3.32±0.73	7.153	0.000
Relation to their major course	3.00±0.75	3.41±0.52	4.145	0.057
Assisted into the major course	2.75±0.68	3.12±0.51	4.017	0.034
Knowing ESP	2.32±0.58	2.98±0.64	7.719	0.002
Priority of ESP to their major course	1.64±0.62	2.12±0.85	-2.928	0.149
Necessary of ESP	2.12±0.85	1.75±0.72	2.997	0.073
Desired future jobs	2.67±0.77	2.12±0.48	5.382	0.127

### 3.3 Pre and Post TOEIC Scores

In order to compare the differences between the pre and post changes in the students' English achievement, the same TOEIC test was taken twice, one at the beginning of the semester, and the other at the end of the semester. The results of the two TOEIC tests were that the average score of the pre test was 383, and the post test was 417 which means that the students' English achievement after the English for Specific Purpose(ESP) was higher than before the English for Specific Purpose(ESP) and statistically significant as  $p < 0.001$  (Table 3). Also the results show the scores over 700 points after the English for Specific Purpose(ESP), of which there were none before the English for Specific Purpose(ESP) (Figure 1).

〈Table 3〉 Pre and Post TOEIC Scores

English for Specific Purpose	Pre	Post	t	p-value
TOEIC Scores	383.0±140.2	417.8±134.2	-4.831	0.000



[Figure 1] Pre and Post TOEIC Scores

## 4. Conclusion

Most Korean university students should take general English courses as required subjects when the goal is

to develop their English language communication skills. Also, the curriculum should be designed to motivate students in their language studies[6]. According to Yesik Lee & Hongme Lim [7], university students' motivation to study English is as high as 97.6% and the main reason to study English is to get a good job after graduation, as 53% of the students said in the survey. Also, according to Myeong-hee, Shin[8], from the student's perspective, the students felt encouraged to study when they were made aware of the areas where they lacked ability and where, over the course of the class, they showed improvement. Therefore, in recent years, many Korean universities have enacted policies that reinforce the role of English for Specific Purpose(ESP) which is planned for the students to enhance their English achievement in comprehending the subject contents which they would need in the near future.

This study was designed to investigate three questions, a) Does the English for Specific Purpose(ESP) program lead to the increase of learners' motivation, and participation during the required English course? b) Does the English for Specific Purpose(ESP) program result in the change of learners' attitudes in studying General English as a required course? c) Does the English for Specific Purpose(ESP) program lead to improved English proficiency, such as increasing their TOEIC scores?

For the first and second research question, the results show that the students' motivation and participation are higher than that of pre ESP. The awareness of the students' specific goal for study related to their major courses is helpful for students' immediate motivation and participation in class. In order to answer the last research question, the result of the students' TOEIC test is higher than that of the pre ESP.

As a result, English for Specific Purpose(ESP) helps student set and plan their way to study English related to their major courses. Also, English for Specific

Purpose(ESP) helps students recognize where they are stand academically, what they should do to improve, and how well do they speak English. Then, it also helps students set their goals for studying and future jobs. According to Shin[9], a great amount of influence on students' interest and satisfaction is important for the students to have a specific goal and future-related studying. That is to say, the motivated students' test scores also improved.

## REFERENCES

- [1]. Jun-Eon Park. research issues in English for Specific Purpose. *Foreign Language Education*. Vol. 10, No. 3, 137-162, 2006.
- [2]. Hyeon-Okh Kim. The practices, problems, and prospects of university ESP courses in Korea. *English Language teaching* Vol. 20, No. 3, 143-168, 2008.
- [3]. Dudley Evans & St. M. J. John. *Developments in English for specific purpose*. Cambridge: Cambridge University Press, 1998.
- [4]. R.C. Gardner. *Language Attitudes and Language Learning* In E. Bouchard Ryan & H. Giles, *Attitudes Towards Language Variation*. Edward Arnold. 1982.
- [5]. Enu Ju Kim. *L2 Motivation Factors in ESP Classroom*. Ewha Woman's University, 2005.
- [6]. Myeong-hee Sung. Who is More Effective in Teaching TOEIC, Korean or Native English Teacher? *English Language & Literature Teaching*, Vol. 18, No. 1, 2012.
- [7]. Yesik Lee & Hongme Lim. A Study on the General English Education. *Secondary Institute of Education*, 2005.
- [8].[9]. Myeong-hee Shin. Teacher, Student, Content connections that influence Student subject interest. *Communication in computer and information science*, 2012.

## 신 명 희(Myeong-hee Shin)



- 2001년 : Vancouver College TESOL
- 2008년 : 한국외국어대학교 영어학 박사
- 2006년 3월 ~ 2010년 8월 : 건양대학교 조교수
- 2010년 9월 ~ 현재 : 한남대학교 조교수

· Interests : Cross cultural communication, Teaching methodology. Language learner's affective characteristics, etc.

· E-Mail : [scindy@hnu.kr](mailto:scindy@hnu.kr)