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ESP LEARNING CONTEXT THROUGH THE LENS OF TERTIARY-LEVEL ECONOMICS STUDENTS

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Abstract. English for Specific Purposes (ESP) primarily focuses on learners' current and future professional needs. The context in which English is learned is thus likely to play an important role in learners' future professional contexts. The main objective of the study was to determine learners' attitudes toward the L2 learning context (L2LC), while the subsidiary aim was to examine whether differences exist according to sex and language proficiency level. The sample included $N = 125$ Economics students in Kragujevac. The research was anonymous and participation was voluntary. The main research instrument used to determine participants' attitudes was the Attitudes to L2 Learning Context scale (AL2LC), which showed good internal consistency ($\alpha = .859$). The collected data were analysed using IBM SPSS Statistics 26. Overall, the results indicate that the sample reported mildly positive attitudes toward L2LC regardless of sex or language proficiency level, and that the individual L2LC aspects were evaluated positively. In order to gain deeper insights into the role of L2LC in ESP settings in the light of L2 acquisition, future research should examine the relationship between ESP students' attitudes and other factors relevant to ESP learning. This is important not only for theoretical considerations but also for practical implications in ESP classes.

Introduction

English for Specific Purposes (ESP), as a branch of applied linguistics (Woodrow, 2022), is primarily aimed at learners' present and future academic and/or occupational needs (Anthony, 2018), not only in terms of the language system and skills necessary for the fulfilment of those needs, but also, *inter alia*, in terms of language register, functional language, and situational factors that dictate the choice of language resources, as well as domain-specific teaching items and materials. The subbranch of ESP that our subject matter is specifically set within is English for Occupational Purposes (cf. Anthony, 2018).

Notwithstanding the fact that ESP incorporates domain-specific features concerning “localised” learner needs, as well as multidisciplinary and “eclectic” demands placed on teachers, we argue that the “four pillars” of ESP (needs analysis, learning objectives, teaching materials and approaches, evaluation) and learner-centredness (cf. Dudley-Evans & St John, 1998; Hutchinson & Waters, 1987; Robinson, 1991) are shared by English language learning and teaching (ELLT) and broader educational trends (e.g., Bremner, 2021; Grubor, 2023; Jacobs & Renandya, 2019; Nunan, 2012; Tudor, 1992), rather than being ESP-specific characteristics, as is often claimed.

By analogy with ELLT, ESP also recognises the importance of the language instructor (ESP teacher), the role of instructional materials and teaching approaches, teaching dynamics that foster learner engagement, agency and focus, as well as learner needs that may be reflected through their attitudes. All of the stated aspects can be said to constitute the foreign/second language (L2) instructional context. Furthermore, there appears to be an imbalance between ELLT and ESP in the extent to which the affective dimension of L2 learning is investigated, particularly in relation to the context in which learning and teaching take place. With this in mind, in this study we set out to examine ESP students' attitudes towards the L2 learning context, thereby contributing to the study of ESP in this respect.

L2 (ESP and/or EGP) Learning Context from a Learner Perspective

The concept of the L2 learning context is typically discussed in ELLT literature to distinguish between two learning settings – learning an L2 as a second language and learning it as a foreign language, following Krashen's (1982) acquisition versus learning hypothesis within the Monitor Model. Against the backdrop of globalisation and the current status of English, any such demarcation becomes superfluous – an issue that is well beyond the scope of the present study. We therefore do not limit the learning context to reflect the said division but rather conceptualise it as an environment in which an L2 community of practice (CoP) functions, with the primary aim of valuing learning as a process and fostering positive learning outcomes. Any CoP consists of individuals with different feelings, beliefs, and with varying degrees of adherence to different sociocultural norms. Hence, the perception of the quality of relationships and connections among CoP members becomes central. The attitude construct is closely connected to emotions, beliefs, and sociocultural norms, and is shaped primarily by the immediate social environment (Grubor, 2021b, p. 312).

According to the ECPS model (Grubor, 2025a), L2 learning attitudes are shaped by the following dimensions: the *educational* dimension (i.e., the L2 learning environment), the *cultural* dimension (learners' attitudes toward L2 culture), the *personality* dimension (e.g., L2 learning motivation), and the *social* dimension (cf. social norms). The present paper focuses on one constituent factor of the L2 learning environment or the educational dimension, specifically, the L2 learning context (L2LC).³ The L2LC is conceptualised as the instructional environment in which students come into contact with the L2 (Grubor, 2025b), simultaneously establishing relationships with other members of their L2 CoP. In other words, it includes the physical features of where learning occurs (Ouhaichi et al., 2023), such as the classroom, instructional materials, equipment, etc. It also includes other agents in the learning process, such as peers and the teacher, who are integral to education (Eradze et al., 2020), as well as teaching approaches, classroom interaction, and the rapport established among participants. All of these aspects shape learners' beliefs and perceptions. Thus, the psychological dimension plays a role in how learners feel in class, the perceptions they form, the beliefs they develop and reinforce, and the attitudes they ultimately form.

Previous research using the AL₂LC scale confirms the importance of this construct in L2 learning attitude formation, showing that it explains attitude variance in secondary and tertiary students learning both EGP and ESP. Moreover, in

³ Other factors constituting the L2 learning environment are L2 exposure (in and out of class), background factors (e.g., age of onset, frequency of lessons), and L2 as the language of instruction.

secondary school students, it directly predicts intention, coupled with emotions, to engage in a given behaviour (Грубор, 2012).⁴ ESP research further indicates that the L2LC positively correlates with tertiary students' evaluation of class materials and their needs pertaining to learning resources (Кочовић Пајевић, 2024). Beyond the ECPS model, research into constructs closely connected to L2LC further supports its relevance. The construct of the L2 learning experience within the L2 Motivational Self System (Dörnyei, 2009), relating to the immediate learning environment (the teacher, instructional materials, classroom setting), has been shown to predict motivated behaviours in learners across studies (Al-Hoorie, 2018), as well as their willingness to communicate (Sadoughi & Hejazi, 2024). The construct of the EFL learning environment, which encompasses instructional materials, teaching approaches, interaction, and rapport, thus corresponding to L2LC, has been found to predict learners' persistence in learning English (Mutlu & Yildirim, 2019).

Concerning the potential link between learners' perceptions of their L2LC and their language proficiency level, research results are inconclusive. While some studies suggest that learners with higher proficiency tend to perceive their L2 learning context more positively (e.g., Alshehri et al., 2024), other studies report mixed results. Namely, in some ESP settings, a positive link was observed, whereas it was absent altogether in other fields of study (Кочовић Пајевић, 2024).⁵

In general, learners can develop and progress across multiple dimensions (cognitive, social, and emotional) if their learning is set in a positive learning environment (Ahmadi-Azad et al., 2020; Gregersen & MacIntyre, 2014; Grubor, 2025a, 2025b; Lamb, 2017). This is further supported by research suggesting that engaging and supportive learning environments lead to positive emotions and learning outcomes (Li et al., 2021; MacIntyre & Gregersen, 2012; Saito et al., 2018; Zawodniak et al., 2017; Zhang et al., 2025). Moreover, according to the ECPS model, other attitudes, like attitudes towards the learning context or target language speakers, also influence the formation of overall attitudes to L2 learning (Grubor, 2025a).

Attitudes play multifaceted roles, serving knowledge, instrumental, social identity, and impression management functions (Smith et al., 2014); they are sociocultural, cognitive, and affective by nature (Grubor, 2021b) and they are regarded as predictors of behaviour (Aronson et al., 2016; Bohner & Wänke, 2014; Fishbein & Ajzen, 2011; Gazzaniga et al., 2016). Accordingly, they are deemed relevant to L2 acquisition. Given that they are formed in the learning environment and that L2LC represents an integral and focal part according to the ECPS

⁴ According to the Reasoned Action Approach, intention is considered to be a direct antecedent of behaviour (Ajzen & Fishbein, 2005; Fishbein & Ajzen, 2011).

⁵ The correlation was relatively strong in natural sciences and mathematics, weak in social sciences and humanities, and absent in technical sciences.

model (Grubor, 2025a), the main objective of this study was to determine the ESP learning attitudes of tertiary-level Economics students by examining their relevance in the respective learning setting, particularly because ESP literature consistently emphasises the significance of learner-centredness and learner needs.

Methodology

The study was carried out during English lessons at the Faculty of Economics in Kragujevac, Serbia, with students attending an ESP course as part of their curriculum. After the ESP instructor introduced the survey administrator, the instructor left the classroom to minimise social bias in participants' responses. Participants were informed about the main purpose of the research, its voluntary and anonymous nature, and possibility to withdraw from the survey at any time. Informed consent was obtained by having respondents tick a box above the scale instructions. The final sample included $N = 125$ tertiary-level Economics students, aged $M = 20.26$ ($SD = .674$), with an uneven sex distribution ($m = 43$, $f = 82$). $N = 93$ of them also completed a multiple-choice English-in-use test.

Owing to the fact that there is a paucity of research on ESP learning contexts, to the best of our knowledge, the main objective of the study was to determine ESP learners' attitudes towards their L2 learning context, and the subsidiary aim was to check for potential differences in attitudes according to sex and language proficiency levels.

Research Instruments

To collect basic demographic data (sex and age), a background questionnaire was administered. As for language proficiency, an English-in-use test was used, including grammatical and lexical items categorised under the CEFR for general English at the targeted ESP course level. Based on their test scores, the participants were broadly categorised as low, intermediate and high proficiency (i.e., level A: A1 and A2, level B: B1 and B2, and level C: C1 and C2), which allowed us to examine whether they evaluated their ESP learning context differently based on this criterion.

To measure the participants' attitudes towards their ESP learning context, we employed the AL2LC scale, whose componential structure (one-factor solution) was confirmed on a sample including philologically and non-philologically oriented secondary and tertiary students (Grubor, 2021a). The AL2LC is a semantic differential scale comprising bipolar adjectives with seven intermediate points, capturing participants' degrees of agreement or disagreement. The scale includes ten items pertaining to different aspects of the L2 learning context: L2 teacher and teaching styles (e.g., *The teaching approach is uncreative ... creative*), instructional materials (e.g., *The English textbook we use in class is boring ... interesting*), class dynamics

and atmosphere (e.g., *The atmosphere in English lessons is negative ... positive*), and learner relaxedness/anxiety (e.g., *I feel relaxed ... tense in English lessons*).

The scale demonstrated good internal consistency in this study ($\alpha = .859$), as was the case in previous studies reporting Cronbach's alphas of $\alpha = .945$, $\alpha = .897$, $\alpha = .899$, $\alpha = .870$ (Grubor, 2014, 2021a, 2025b; Кочовић Пајевић, 2024, respectively), supporting its reliability.

Data Analysis

Data were analysed with IBM SPSS Statistics 26. Descriptive statistics were calculated for frequencies, means, standard deviations, standard errors for the entire scale and for the individual items. Reliability analysis (Cronbach's alpha α) was conducted to assess the internal consistency of the scale, and normality tests (skewness and kurtosis) to check whether responses were evenly distributed across the sample. Differences between groups were tested using an independent-samples t-test for sex and one-way ANOVA for language proficiency levels.

Results and Discussion

Since the main objective of the study was to determine ESP students' attitudes towards their L2 learning context, and the subsidiary aims were to examine differences according to sex and proficiency levels, in this section we first present the data, then briefly discuss the findings, and finally conclude with the limitations of the study.

As illustrated in Table 1, the responses on the overall score of the L2LC scale were normally distributed across the sample, and the participants' attitudes were reported as mildly positive.⁶

Table 1. Descriptive statistics: Overall score of the L2LC scale

	N	Min	Max	M	SE	SD	Skewness	Kurtosis
L2LC	124	35	67	53.3	.816	9.089	-.412	-.817

N = number, Min = minimum, Max = maximum, SE = standard error, SD = standard deviation

Although male participants reported higher values on the overall score (m: $M = 55.07$, $SD = 9.382$; f: $M = 52.36$, $SD = 8.844$), an independent-samples t-test showed no statistically significant difference ($t(122, 81.45) = 1.591$; $p = .122$). Similarly, language proficiency (A: $M = 55.04$, $SD = 6.580$, B: $M = 58.54$, $SD = 7.267$,

⁶ By employing the frame of reference suggested by Grubor (2021b), the means were interpreted as: 1 very negative, 2 negative, 3 mildly negative, 4 neutral, 5 mildly positive, 6 positive, 7 very positive attitudes, and correspondingly in this study 10 very negative, 20 negative, ..., 70 very positive.

C: $M = 59.13$, $SD = 7.039$) made no difference to the participants' overall scores on the scale ($F(2, 67) = 2.151$; $p = .124$).

When it comes to individual scale items, Table 2 shows that the sample displayed positive attitudes to their ESP teacher, mildly positive attitudes regarding ESP lessons, teaching style, and classroom ambience and dynamics, while they neutrally evaluated their relaxedness in class and class materials in particular.

Table 2. Descriptive statistics: Items on the L2LC scale

Item	N	Min	Max	M	SE	SD
I1 English lessons: static/dynamic	125	1	7	5.02	.114	1.279
I2 Textbook: boring/interesting	125	1	7	4.11	.143	1.597
I3 Class ambience: negative/positive	125	2	7	5.82	.109	1.214
I4 Teacher: unappealing/appealing	125	3	7	6.01	.096	1.074
I5 <i>I feel tense/relaxed in English lessons</i>	125	1	7	4.68	.172	1.920
I6 Teaching style: uncreative/creative	125	1	7	5.16	.126	1.405
I7 English lessons: boring/ interesting	125	2	7	5.03	.114	1.276
I8 Teacher: passive/energetic	125	3	7	6.04	.097	1.081
I9 Classroom interaction: bad-/good-quality	125	2	7	5.64	.124	1.388
I10 Class content: futile/educational	124	2	7	5.69	.217	1.277

I = scale item

Regarding differences in scores on individual items according to sex, none of the items except one (Item 5) was evaluated differently (cf. Table 3). A statistically significant difference was detected for the item relating to students' feelings in class in terms of anxiety and/or relaxedness, implying that male participants reported feeling more relaxed in English lessons than female participants.

Table 3. Differences by sex: Items on the L2LC scale

Item	sex	N	M	SD	t	df	p
I1 English lessons: static/dynamic	male	43	5.09	1.525	.398	67.17	.692
	female	82	4.99	1.138			
I2 Textbook: boring/interesting	male	43	4.33	1.629	1.083	123	.281
	female	82	4.00	1.579			
I3 Class ambience: negative/positive	male	43	6.02	1.102	1.447	96.08	.151
	female	82	5.71	1.262			
I4 Teacher: unappealing/appealing	male	43	6.19	.852	1.483	110.06	.141
	female	82	5.91	1.167			
I5 <i>I feel tense/relaxed in English lessons</i>	male	43	5.49	1.549	3.840	104.41	.000
	female	82	4.26	1.968			
I6 Teaching style: uncreative/creative	male	43	5.33	1.492	.954	123	.342
	female	82	5.07	1.359			

I7 English lessons: boring/ interesting	male	43	5.12	1.219	.533	123	.595
	female	82	4.99	1.310			
I8 Teacher: passive/energetic	male	43	6.14	.990	.744	123	.458
	female	82	5.99	1.128			
I9 Classroom interaction: bad-/good-quality	male	43	5.88	1.366	1.428	123	.156
	female	82	5.51	1.390			
I10 Class content: futile/educational	male	43	5.49	1.437	-1.255	122	.212
	female	82	5.79	1.180			

Concerning differences according to language proficiency, the only item on which scores differed was Item 8, pertaining to teacher dynamism in class (cf. Table 4). A post-hoc Tukey HSD test showed a difference between groups A and C ((I–J) = $-.880$, $p = .012$), indicating that higher-proficiency students evaluated the teacher as more dynamic than low achievers.

Table 4. Differences by the language proficiency level criterion: Items on the L2LC scale

Item	LL	N	M	SD	df	F	p
I1 English lessons: static/dynamic	A	25	5.08	1.256	2	2.181	.121
	B	37	5.68	1.270	67		
	C	8	5.00	.926			
I2 Textbook: boring/interesting	A	25	4.76	1.128	2	.437	.648
	B	37	4.92	1.090	67		
	C	8	4.50	1.852			
I3 Class ambience: negative/positive	A	25	6.16	1.143	2	.655	.530
	B	37	6.27	.990	67		
	C	8	6.63	.518			
I4 Teacher: unappealing/appealing	A	25	6.2	.816	2	.986	.379
	B	37	6.38	.758	67		
	C	8	6.34	.744			
I5 <i>I feel tense/relaxed in English lessons</i>	A	25	4.36	1.955	2	1.557	.218
	B	37	5.03	1.740	67		
	C	8	5.5	1.927			
I6 Teaching style: uncreative/creative	A	25	5.32	1.145	2	2.494	.090
	B	37	5.89	.966	67		
	C	8	5.88	.835			
I7 English lessons: boring/ interesting	A	25	5.08	1.187	2	2.366	.102
	B	37	5.65	1.184	67		
	C	8	5.88	.835			
I8 Teacher: passive/energetic	A	25	6.12	.927	2	4.910	.010
	B	37	6.51	.651	67		
	C	8	7	.000			

I9 Classroom interaction: bad-/good-quality	A	25	6.2	1.041	2	.217	.805
	B	37	6.14	1.251	67		
	C	8	5.88	1.553			
I10 Class content: futile/educational	A	25	5.76	1.091	2	.857	.429
	B	37	6.08	1.211	67		
	C	8	6.25	.707			

LL=language level; Broad categories: A: A1, A2, B: B1, B2, C: C1, C2

Overall, regarding the main objective of the study, Economics students taking ESP lessons reported mildly positive attitudes towards their L2 learning context, irrespective of their sex or the language proficiency group they were assigned to according to their English-in-use test scores. The absence of differences in terms of sex aligns with previous findings pertaining to learners’ perception of their overall L2LC (Grubor, 2014, 2025b; Кочовић Пајевић, 2024). However, caution is warranted at this point due to the gender imbalance in the samples both in this and previous studies, with female participants significantly outnumbering male participants. As regards language proficiency, as discussed previously, research results are overall inconclusive, since some studies indicate a connection (Alshehri et al., 2024), while others report mixed results (cf. Кочовић Пајевић, 2024), or no connection, as the current study overall shows. One possible reason for these varying findings may lie in the language proficiency measure itself.

Concerning individual aspects of L2LC, participants positively evaluated their ESP teacher (their appeal and dynamism), as in previous studies (Grubor, 2014, 2021a; Кочовић Пајевић, 2024). This finding may suggest that students are motivated and/or engaged in English lessons, since research indicates that the L2 teacher affects language learners’ motivation in the language learning context, alongside other individuals in their social network and/or environment (Gardner, 1985, 2010; Grubor, 2025b; Noels, 2001). The sample also positively evaluated their ESP lessons, teaching style, and classroom ambience and dynamics, i.e., class content as educational, lessons as interesting and dynamic, interaction and rapport as positive, and teaching style as creative and motivating. Learners’ positive attitudes towards teachers and their teaching approaches are generally associated with motivation and progress in class (Cook, 2016; Gardner, 1985, 2010). Rapport is typically linked with students’ self-confidence and relaxedness (Clément et al., 1994; Grubor & Hinić, 2010), together with their commitment to learning and willingness to communicate (Cavanagh et al., 2018; Joe et al., 2017; Li et al., 2022; Wang et al., 2024). Dynamism, or rather learners’ perception of class dynamics and the teacher’s (non-)verbal behaviours reflecting *perceived teacher enthusiasm*, were reported to affect learner engagement (Dewaele & Li, 2021; Kunter et al., 2011; Lei, 2026).

In terms of statistically significant differences, high achievers assigned higher values to their ESP teacher’s dynamism in comparison to low achievers.

Drawing on the view of engagement as a complex dynamic system (Crick, 2012), both the instructor and peers play relevant roles in the creation of the system (Duffy & Elwood, 2013; Weyns et al., 2018). Thus, a plausible interpretation of this finding is that low achievers may have projected their class disengagement, attributable to their limited language proficiency, onto their teacher. Research in general shows that students' proficiency levels are closely associated with their class (dis)engagement, whereas higher achievement catalyses higher engagement (Chi et al., 2018; López-Pernas & Saqr, 2024). Finally, the least positively evaluated aspects were relaxedness/anxiety and class materials, both of which received neutral scores, neither negative nor positive. This finding may be interpreted in different ways. First, since English is not one of their core subjects, it is possible that these students did not find it relevant to "feel either relaxed or tense" in ESP lessons, or else that they might not consider this aspect important for any other subject either. Male participants, however, reported being more relaxed than female participants, which may be somewhat related to national gender stereotypes, whereby men perceive themselves more positively in terms of self-confidence, self-acceptance, assertiveness, capability, and control (Begeny et al., 2020; Popić, 2023). In addition, this item previously displayed lower factor loadings on the AL2LC scale (Grubor, 2021a), which may also imply that this dimension has added value in learners' perception of their learning environment in general. No difference was found between proficiency groups, although learners at B2 and higher levels are claimed to exhibit a sense of belonging and relaxedness in their learning environment (cf. Tsui, 2003). As for instructional materials, one possible reason may be the fact that their textbook is not up to date, since the field is rapidly changing and evolving (cf. Kočović Pajević & Grubor, 2025). An alternative interpretation is that students do not consider class materials to play a key role in ESP classes, or that the textbook does not correspond to their learning needs and/or personal affinities, as strongly argued by some critics of textbook use (cf. Allwright, 1981; Gilmore, 2007; Tomlinson, 2012).⁷

As regards the study limitations, the sample is not representative of the population of tertiary-level Economics students, and it is unbalanced in terms of the distribution of male and female participants. In addition, the language test used does not fully represent their general English proficiency, on the one hand, nor is it indicative of their specific ESP knowledge, on the other. Lastly, although self-reports are commonly considered valid and reliable measures of attitudes (Smith et al., 2014), they are susceptible to social desirability bias (Grubor, 2025b, 2021b; Miller, 2012; Tourangeau & Yan, 2007), which poses a potential limitation.

⁷ For an insightful analysis of ESP textbook evaluation, see Кочовић Пајевић, 2024.

Conclusion

Although ESP is indisputably an independent field within applied linguistics with its own specific features, it still shares broad characteristics with English for General Purposes. Both fields are increasingly oriented toward the learner (learner-centredness), learning objectives, learning as a process rather than a product, learner engagement in terms of interactive and motivating activities (cf. Grubor, 2023), and the professional and/or personal relevance of class content and materials (Кочовић Пајевић, 2024). All of these are intricately connected to the teacher, their use of teaching approaches conducive to learning, the promotion of interactive learning, and the establishment of good class rapport, so that learners can feel they belong to an L2 community of practice and perceive their learning as relevant.

Besides language- and/or register-specific features that have long been the focal point of study, together with learner-specific needs (Anthony, 2018; Woodrow, 2022), we maintain that other “extra-linguistic” aspects of ESP learning (e.g., ESP learning motivation, ESP learning attitudes, the process of reaching ESP learning objectives, etc.) should be further explored in future studies. Such avenues of research could provide valuable insights into the mechanisms underlying ESP learning and language acquisition, in parallel with studies on second language acquisition, and could also offer empirical evidence regarding potential differences and/or similarities between the fields.

In this study, we focused on one aspect specifically – ESP students’ attitudes towards their instructional learning context. In brief, the results indicate that our participants evaluated their instructional context and its individual components rather positively, and that sex and language proficiency did not yield significant differences in perception. Our results thus call for further investigations into the role of affect in tertiary-level ESP settings, as well as for addressing issues such as relaxedness and tension, which are indicative of the learners’ emotional dimension within L2 acquisition. One possible line of research would be to examine the connection between students’ level of progress and their attitudes towards ESP learning. Additionally, further research may shed light on one of the limitations of the current study pertaining to a general orientation to language proficiency by devising a domain-specific test.⁸ Finally, since the obtained results are representative of the recruited sample, the study may be replicated in other ESP contexts at the tertiary level to determine whether a common and/or similar tendency would be exhibited.

Concerning practical implications, need-supportive teaching brings about positive learning outcomes and environments (e.g., Haw & King, 2022; Liu &

⁸ Our working hypothesis was that participants’ English-in-use scores could be used as a general indicator of their overall L2 proficiency.

Oga-Baldwin, 2022; Noels, 2023; Wang et al., 2023), which is why teachers are constantly encouraged to (re)create an environment conducive to learning. Since this task is quite challenging for teachers, it is vital that the key factors promoting such an environment be continuously identified and implemented, by establishing positive rapport and interaction, matching instructional materials to learner needs, etc. (cf. Grubor, 2025b), so that students become engaged in the learning process (Grubor, 2014), feel willing to communicate (Sadoughi & Hejazi, 2024), and persist in their learning efforts (Mutlu & Yildirim, 2019).

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Резиме

Примарни фокус енглеског као језика струке (EJC) чине садашње и будуће професионалне потребе полазника. Изгледно је да контекст учења енглеског језика може бити важан за полазнике у потенцијалним околностима њиховог занимања. Стога је основни циљ рада утврдити ставове полазника према контексту учења страног језика, а помоћни – испитати да ли постоје разлике у перцепцији према критеријуму пола или језичког нивоа. Узорак је укључивао $N = 125$ студената економије у Крагујевцу, истраживање је било анонимно и добровољно. Главни истраживачки инструмент за утврђивање ставова испитаника била је скала C-KUL₂, која је показала добру интерну конзистентност ($\alpha = .859$). Прикупљени подаци су анализирани путем статистичког програма *IBM SPSS Statistics 26*. Основни резултати показују да су испитаници изразили умерено позитивне ставове према контексту учења језика, без обзира на пол или категорију језичког нивоа, као и да су појединачни аспекти контекста учења језика највећим делом позитивно процењени. Како би се додатно разјаснила улога контекста учења EJC у смислу усвајања језичког регистра, будућа истраживања би требало да испитају везу између ставова и других фактора важних за усвајање језика струке. Ово је важно не само у смислу теоријских разматрања већ и практичних импликација за наставу EJC.

Кључне речи: енглески као језик струке (EJC); контекст учења енглеског језика; скала C-KUL₂; студенти економије.



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