

much lower in reality. Thus, the power of comparative advantage has settled on a number of developed countries leading in the list of countries exporting education services. Advanced technologies, typical for electronic learning (e-learning), will have the most powerful impact on the service sector in the future. Besides, many countries have real concerns about the potential challenges to the culture and the traditional values of his country while strengthening trade liberalization in education services.

Different opinions, even contradictory, related to issues of trade liberalization in education services, removing protectionist barriers of each country for this sector continues to increase. Also, a path ahead to GATS negotiations on achieving a consensus in WTO and GATS member countries can come into the life of the international community. However, whether to support or oppose the reviewers have agreed a principle that education, especially, higher education remains an important factor in national policies. Educational services from outside can only be a complement and support to the national education system. They cannot replace the existing system for the size and quality, although not really correspond to the growth development of that country. The multinational service providers must also respect the national sovereignty in education, reach an agreement with the local government, and comply with international treaties signed in this field.

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### TEACHING ENGLISH TO VIETNAMESE STUDENTS IN THE HIGHER INSTITUTION

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At present, one of the worrying situations for higher education is the lack of basic and professional knowledge of English among the students (for technical universities). It is still a serious problem, though many innovations in teaching and learning methods have been implemented in many universities. The need to expand cooperation ties among many countries is increasing in the world, so English is very important and indispensable for students, especially, English for Specific Purposes. This article aims to reflect the results of research on teaching basic English and English for Specific Purposes to Vietnamese students at technical universities, and it is focused on analyzing the aspects of learners' needs. Also, it is concentrated on the fundamental factors such as program planning, teaching and assessment forms in universities.

Nowadays, the knowledge of English as a foreign language is one of the indispensable conditions for getting a desired job in all fields. Consequently, teaching and learning of foreign languages in universities becomes a "hot spot". So, policy innovations in the curriculum and teaching methods are constantly being implemented in order to improve foreign language skills of students. The main aim of this process is to provide students with a good job and necessary skills after graduation from the university.

English is the official language of over 53 countries and territories in the world. Also, it is the official language of the EU, and it is the 3rd most widely known language used only after China and Spain (because of disparity in the national population use). For the students, who wish to study abroad, the countries in the EU and the USA are the top priority by living conditions and the reputation of universities. English is the language you can never ignore. According to Wikipedia, there are over 400 million people using English as their mother-tongue, and more than 1 billion people use English as a second language. English has the largest vocabulary in all languages with over 500,000 words in the Oxford book. In addition, English is the language of science, technology and business, so its vocabulary is getting more and more new words day from day. The countries with high *per capita* income in the world have many people being fluent in English.

We have studied trends in Teaching English as a Foreign Language (TEFL), and several investigations addressed to teaching and learning of English for Specific Purposes (ESP). In terms of theory, training must have high quality to meet the needs of training subjects in the society, and to create good training products. It means that students must use basic English and English for Specific Purposes in their jobs after graduation. However, English for Specific Purposes as a subject has revealed in recent years many difficulties and limitations in many aspects of teaching. This has led to financial wastes, and many training institutions has not achieved the desired objectives. For engineering sector, students do not have many opportunities to contact or work in English; their level of English has just stopped almost at grasp the basics. This is a really urgent problem, and it needs to be solved quickly.

Students always encounter many difficulties in learning English caused by different reasons. This article will clarify the difficulties of the students studying at technical universities in order to find the best solutions to overcome these weaknesses. Also, it is aimed to help students in improvement of their proficiency and language skills. There are many teachers, linguists and scientists around the world, who research teaching methods and abilities of students learning English. Many of them such as Adrian Doff, Jeremy Harmer, Penny Ur, H.D. Brown, Lawson (1979), Widdowson (1981), Hutchinson & Water (1987) have written popular books for teaching English. Canale & Swales (1983) has definitions and analysis connected with the needs of students, and they explain for language learners what is possible to do by means of language. Marginson & McBurnie (2004) study activities of professional work using English.

As to English of Specific Purposes, the names of Hutchinson and Water (1987) have gone down in history, because the work of these authors has helped to highlight the important aspects of English. English for Specific Purposes plays an important role for students, especially, for the students of technical universities. The learners of English Specific Purposes are successful, when they know how to bring the knowledge and skills learned to the job. They can do plenty of things: they can read books and newspapers on their profession. In addition, they can translate materials about their jobs from other sources in other languages, they can write reports, correspondence, or answer the phone, communicate with other people in the environment using English for work or with foreign elements. The study by Zhang (2007) and Bouzidi (2009) have shown that learning English for Specific Purposes must be derived from the practical needs of students wishing to use the language to perform the function work. Hutchinson & Water (1987) argued that teaching English for Specific Purposes has to base on the individual needs of learners in their primary professions. Moreover, if curriculum, programs, teachers and students are not focused on the concrete job, the teaching of English for Specific Purposes will not be effective. (Widdowson-1978, Savas-2009, Luka-2009).

A target group of the research is Vietnamese students studying at technical schools in Russia and Vietnam. In the course of research various methods and different types of surveys have been used such as the Internet survey, survey forms and interview directly with respondents, the method of processing and analyzing the data collected. Respondents could choose several options while answering the questions. The survey process includes 200 students from Vietnam.

a. Survey on the status and demand of students learning English.

The first question for students in the survey is about the role of learning English. The following answers are received: 4% of the students said: "Learning English is not necessary", 12% of the students said: "Learning English is normal", and 84% of them said: "Learning English is necessary". The next question is "Why do you learn English?". 90% of students chose: "To find a job easily and need for future job", 60% of students chose: "To improve knowledge", 40% students chose: "Because it is a compulsory subject", and 30% of students chose: "To understand films and songs in English". We can see that learning English is now very important for students. Most of them really need English for study and for work in the future.

The next question is "How long have you learnt English?". Most of them (95%) said: "When they were 15 year olds". It means that they were in the 6<sup>th</sup> class at school. Surprisingly, the majority of students have weak and average levels of English. 50% of the students participating on the survey said that they had a weak level of English, and 40% of them said they had an average level. We can see that students have learned English for a long time, but they cannot speak English well. It is a big problem, and we have to find out the main reasons and resolve it.

b. Survey on students' difficulties at learning English.

The first group of questions includes the difficulties that students often mention in various forms such as interviews, comments in social networks. 80% of students said that learning English themselves was determined by the English level of each person. But it was a real surprise, when 60% of students said that the difficult thing for students was the lack of information: they did not know where they could start learning English. This shows that the problem about "a fundamental root" to learn English plays an essential role. This is the basis for the first step in learning English. If students do not know where they can start learning English, they will face many difficulties. In addition, 70% of students said that they did not have a right way to learn English, this led to poor level of their English. Therefore, the majority of students cannot hear clearly the sounds when they listen to English task in listening comprehension, they do not have enough knowledge in vocabulary and sentence structures to understand the speech of others. So, they have no response in communication.

Another question for students is "What factors influence badly learning English?" 60% of students agreed with "Living in the same room with people who do not know English", 80% of them agreed with "Do not have friends to speak English", 90% of them - with "Do not communicate with local persons speaking English.", 70% of them - with "Do not go to English centers" and a few of them (5%) said: "The environment of speaking English is not important". We can conclude that the majority of students in technical universities do not have the environment for communication. Students cannot demonstrate their language skills. Therefore, the rule of "Practice makes perfect" is very important.

In addition, studying the factors affecting learning English, we asked many different questions and sorted out the most typical to find out the reasons often faced by students. 70% said they were afraid of communication in English with friends and teachers, 50% of them said that they were afraid of speaking to strangers, 60% of them said that they feared of making mistakes while speaking English. We can see that psychology of communication is very important for students. The majority of students have experienced embarrassment while speaking English. So, during classes teachers should pay special attention to this issue, teachers need to create more opportunities for students to communicate, teachers should create a psychological comfort for students in the classes. This is the key to develop the abilities of students for learning English.

The majority of students participating in the survey said that they did not have enough time to learn English. 50% of students said they had to study many other subjects, 80% of students say that they had to learn, mostly, professional English, which is rarely used in the communication. Especially, 90% of the students complained that they

had a lot of English grammar exercises; they had to do them as a machine, so they did not have a sufficient opportunity and time to communicate in English. Therefore, teachers need to create conditions for students to improve their skills of communication in English. Too many grammar exercises during classes are not useful. What students really need is the ability to use all language skills rather than only to write the reports.

The next group of questions is about the relationships between students and their group mates, and the relationships between students and teachers. There are several reasons of difficulties. 20% of students said: "Teachers do not teach well", 30% of students said: "Our friends do not like when we speak English", 70% of students said: "Teachers communicate only with someone, who is good at English". It can be observed that the relationship between people in university is also very important for learning English. Students need to have a friendly environment, and to be open-minded. Teachers need to understand the psychology and the ability of the students and create more conditions for them to communicate. In addition, creating excitement for learning is also necessary. Students are shy and difficult to ask for help from others: 82% of students said that the request for help from teachers was difficult, 25% of them said they had some difficulties of working with friends in the group. According to our research, "Speaking" is the most important part in English for students. 62% of students surveyed agreed with this idea. Next, 28% of students said that "Listening" was the most important part, 6% of students said that it was "Writing" and only 4% of them selected "Reading". As to English, students want to improve as follows: 91% of students want to improve their speaking skills, 80% of them want to improve listening skills. We have found that students are particularly interested in listening and speaking. Teachers need to pay more attention to these parts in order to help their learners.

c. Survey on some desires of students in learning English.

The first group of questions is "Who can teach you English best?" 8% of the students selected "Relatives", 15% of students chose "Friends", 23% of students chose "Teachers not from England or country speaking English", and 54% of them chose "Native teachers". So, we can see that in teaching English teachers are always better than others. In particular, students look forward to working with foreigners to have more opportunities to improve English skills.

The next group of questions relates to assessment of English clubs activities. As many as 71% of the students said that English clubs were extremely necessary. Most students want to get friends in order to communicate in English and exchange knowledge. The more important thing is "Learning by practicing". The last group of question is the ideas of students about a good English teacher. 86% of students said: "A good teacher needs to pronounce correctly", 91% of them said: "A good teacher needs to understand the psychology of students", 79% of them said: "A good teacher needs to offer interesting exercises", 18% of them said: "A good teacher needs to have a high education", and 25% of them said: "A good teacher has to have a good reputation".

From the results above, we can see the problems in learning and teaching English to Vietnamese students. Teaching English today becomes more demanding, especially, for the students of technical universities, who have fewer opportunities to communicate in English. Teachers need not only to be qualified, but also they must have good teaching skills. Teachers need to capture the thinking and psychology of the students to use the best teaching methods. Also, the application of technical equipment in teaching English is very important, this is a very good support for teachers and students in teaching and learning English.

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### ACADEMIC MOBILITY AND ITS ROLE IN GLOBALIZATION PROCESS

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Nowadays it is a well-known fact that the labor market is very competitive and even the higher education can't ensure successful employment to the applicant. Therefore, if you are looking for a job, you should satisfy some additional qualifications, which must help to get the position. Usually employers are looking for someone who knows at least one foreign language and has developed communicative skills and flexibility. In the current context of globalization, the phenomenon of academic mobility gets a special urgency and can be one of the guaranteed ways to gain all these qualities and skills while studying at university.

A potential employee that has studied abroad for a certain period of time is a priority able to speak foreign languages enough to understand international colleagues. He has a broader view of life gained after a long stay in a foreign environment. Developing his own as a specialist, he is ready to help in developing his employer's business. That