

Материалы III Всероссийского научно-методологического семинара-конференции «Профессиональная подготовка студентов технического вуза на иностранном языке: методическая готовность преподавателей»

UDC 811.111:378

MOTIVATION IN ENGLISH LANGUAGE LEARNING FOR PROFESSIONAL PURPOSES

M.V. Netesova, E.O. Francuzskaya

National Research Tomsk Polytechnic University

E-mail: netesova@tpu.ru

National Research Tomsk Polytechnic University (TPU) than 16 year practices the realization of language enhancement programs for university staff members to enable them to participate in the development of the university, its teaching and learning practice, research and administrative and managerial process. Various language programs are regularly developed and delivered to meet the demand of the new tendencies of the University. The Strategic Programme on University Competitiveness Enhancement in the Group of Top Level World Class Research and Academic Institutions requires the university staff members to get the English language proficiency which is coincide for professional purposes.

A particular dozens of language programs are designed for the language needs of the administrative and managerial university staff whose workload has greatly been changed with the necessity of the application of English in their professional activities.

The paper shows the number of methods used to develop and raise motivation of students in teaching English for professional purposes and discusses the experience of TPU in teaching groups of administrative and managerial university staff members.

Key words: motivation, learning process, managerial staff.

Modern tendencies in economics of Russia refer to the cardinal technological modernization which requires both training a new generation of staff with improved professional competences and development in the system of higher education centers of innovative ideas and technologies [1].

TPU has been providing its employees and teaching and research staff with a wide set language enhancement programs for about 16 years [2]. The range of programs covers language proficiency courses, methods of teaching foreign languages at a technical university English for science and engineering and other fields. One of the most requested program directions among university managers is English for managerial and administrative staff professional purposes.

Материалы III Всероссийского научно-методологического семинара-конференции «Профессиональная подготовка студентов технического вуза на иностранном языке: методическая готовность преподавателей»

The programs improve the participant's work-related skills in English and focus on grammar, punctuation, stylistic aspects, formal vs. informal language and politeness in English. The courses run for closed groups including human resources and public relations department managers.

There is a specific audience of programs in English for managerial and administrative staff – senior managers of TPU. Teaching senior managers English for professional purposes and developing their communicative competence require specific attitude to raising students' motivation. Instructional commitment of the teacher suggests paying attention to all the aspects of motivation of senior managers taking into consideration their intensive workload.

The learning process depends on various factors; the most important of them are motivation, social and cultural background, individual student language aptitude.

Why is motivation important? First, a motivated student expends effort to learn the language. Second, he wants to achieve a goal which he has set for learning. Third, the motivated student enjoys learning the language. Nowadays TPU widely recognizes the necessity of increasing motivation of studying foreign language [3].

The definition of motivation empowers to reveal its aspects which are essential for teaching English for professional purposes.

The World English Dictionary [4] defines motivation as

- the act or an instance of motivating
- desire to do; interest or drive
- incentive or inducement
- the process that arouses, sustains and regulates human and animal behavior.

Merriam Webster Learner's Dictionary [5] provides the following definition of motivation as:

- the act or process of giving someone a reason for doing;
- the condition of being eager to act or work.

Thus, motivation is a desire to achieve a goal.

The teacher has to meet the challenge how to engage the students from various departments with different life and professional experience work on the development of their communicative competence and the use of English for professional purposes.

Approaches and methods of raising motivation in groups of adults have some points in common:

Материалы III Всероссийского научно-методологического семинара-конференции «Профессиональная подготовка студентов технического вуза на иностранном языке: методическая готовность преподавателей»

- creating a pleasant, relaxed atmosphere in the classroom, providing conditions for group work;
- setting objectives in the most comprehensive way make the tasks more manageable and leading to visible results;
- students are to believe that such mistakes that do not affect the meaning much in their speech cannot ruin the communication process;
- requirements and assessment criteria are to be clear and understandable by all the group members which enables them to manage the tasks better;
- bringing some fun to class can be achieved by using real-life situations, engaging topics for discussions, film episodes and brainstorming;
- promoting self work of students through their fields of interest;
- relating learning to student needs;
- matching motives;
- providing students with situations of success as success is extremely motivating and encouraging;
- paying attention to cultural awareness as an aspect communicative competence which is extremely important in professional communication at senior management level [6].

To mention the methods that enable to activate the students' activity the most recognized methods are: the grammar translation method, the audio-lingual method, direct method, communicative language teaching, competency-based language teaching, language immersion and some others [7]. The most popular methods of teaching nowadays are considered communicative language teaching centered on the teacher- student cooperation, and competency-based language teaching which is based on linking learning carried out at class to varied and relevant contexts-of-use in order to make the learning useful and durable [8].

The program "English for administrative and managerial staff" requires attention to the needs of the participants. The most frequent aim of attending the program is getting confidence in giving presentations, business writing and meeting discussions. Targeted business English training for persuasive presentations, effective emails and managing discussions at business meetings are the key points of the course. Obtaining visible results raises the student's motivation as they can see the practical use of the skills they are acquiring.

The program for senior managers suggests two levels of language proficiency: pre-intermediate and intermediate. The work with the pre-

intermediate group of students is regarded effective due to the use of methods and the program organization.

Core Program Components include English training for: presentations, meeting and discussions, effective business writing as well as instruction in English grammar and pronunciation. The details of the core components are presented further.

The course is intended for managers and management trainees who need to use English professionally in the modern business world. It is based on a comprehensive language syllabus which is developed in the context of managerial functions. It provides opportunities for practicing the language within the range of specific and general professional situations, such as presentations, meeting and discussions, effective business writing. Teaching the course we were able to see more needs of our students and in future we are planning to add such components as Telephoning to Make Arrangements and Describing the Company Structure. Nowadays in terms of language skills the emphasis is on listening and speaking. The course is aimed at:

- developing students' confidence and ability to perform adequately in a wide range of business situations;
- encouraging them to use authentic texts on management;
- facilitating their listening to English-speaking lecturers;
- communicating effectively in English in their work.

Initially the course has been designed for students of pre-intermediate level of English, but successful approbation let us develop program for intermediate and upper-intermediate levels.

Giving presentations, business writing and meeting discussions, require clear and convincing communication.

Thus, there are many ways to cultivate student motivation. The set of programs of English for administrative and managerial staff members including the groups for senior managers are proved effective and popular with TPU employees as they demonstrate the high level of the practical use of the skills obtained. The programs match the requirements of TPU and elaborate the students' communicative competence. The application of modern methods of teaching and the effective program composition facilitate the raise of students' motivation. Motivation is one of the key factors in student success and fortunately they all bring motivation with them in one form or another.

Acknowledgement

The presented work and the current paper are funded within the framework of realization of Strategic Programme on National Research

Tomsk Polytechnic University Competitiveness Enhancement in the Group of Top Level World Class Research and Academic Institutions.

References

1. CHUBIK, P. (2013, 2015). Strategic Programme of National Research Tomsk Polytechnic University Competitiveness Enhancement in the Group of Top Level World Research and Academic Institutions, pp. 4-30.
2. ADMINISTRATIVE SUPPORT PROFESSIONALS COMPETENCY FRAMEWORK. The Centre for Learning and Development [Electronic resource]. URL: http://www.exec.gov.nl.ca/exec/hrs/learning_and_development/pdf/administrativecompetencyframework.pdf. Date of access: 01 November 2015.
3. NETESOVA, M.V (2015). Motivation and its importance in learning English / M.V. Netesova. In *Professional training of students at an engineering higher education institute: theory and practice*. Tomsk, April 23–24, 2015. Tomsk: TPU Publishing House, pp. 105-107.
4. THESAURUS [Electronic resource]. URL: <http://dictionary.reference.com/browse/motivation>. Date of access: 05 November 2015
5. MERRIAM WEBSTER LEARNER'S DICTIONARY [Electronic resource]. URL: <http://dictionary.reference.com/browse/motivation> Date of access: 05 November 2015
6. PROFESSIONAL DEVELOPMENT THROUGH THE MEDIUM OF ENGLISH FOR UNIVERSITY MANAGERS [Electronic resource]. URL: http://portal.tpu.ru:7777/departments/kafedra/mpiya/Programms/Tab2/20_Rasvit_kompet_angl.pdf. Date of access: 01 November 2015.
7. ASETOVA, J. (2015). Modern methods and techniques of teaching foreign languages, especially English [Electronic resource]. URL: http://www.rusnauka.com/36_PVMN_2012/Pedagogica/5_123921.doc.htm, Date of access: 05 November 2015
8. AUERBACH, E. R. (1986). Comptency-based ESL: One step forward or two steps back? TESOL Quarterly 20(3), pp. 411-430.