

How to motivate students to study English language for professional purposes

The paper sets out the types of motivation and their influence on the English for specific purposes teaching process during the Aviation English lessons in the Universities. Integrative and instrumental motivation as a social-educational model of language learning in training aviation engineers are revealed from the point of view of aviation English teaching.

The efficient use of English language as an instrument for a professional communication in the field of aviation is vitally important nowadays for the aviation safety issues. Future pilots and air traffic control operators are highly self-motivated to learn English in most cases they face it in their everyday life. Hence, the English language teacher does not need to encourage such students – they are rather career-oriented learners. The teacher's prevailing goal is to meet the student's professional needs and correspond them during the English lessons.

Aviation engineers in contrast with flight crew and controllers are generally less motivated. They do not have to pass their English language qualification exam. The students often think about their professional duties as dealing more with equipment than with people. The teacher can give such students the proper reasons why studying English is important.

Exploiting students' motivation during English lessons can help teachers to achieve better results in the classroom.

According to Gardner and Lambert analysis conducted by them in 1972 two key motivations for language learners as a social-educational model of language learning can be identified. They are instrumental and integrative motivation.

Integrative motivation corresponds to positive attitudes toward the target language group and potential for integrating into that group, or at least an interest in meeting and interacting with members of the group. Instrumental orientation refers to more functional reasons for learning a language, such as to pass a required examination or to get a better job or promotion. [1]

Instrumental motivation means motivation as a result of an external need, i.e. something that the learner needs to do. For example, they may need to communicate in a foreign language in their job, or they may need to pass the exam. They are described as external needs because the needs comes from outside, rather than from the learner himself/herself. The language is simply a tool or instrument that enables the learner satisfy that need.

In contrast, integrative motivation comes from within the learner. It comes from the learner's desire to integrate to some extent with other people who speak the same language (or the same variety of a language, such as aviation English). So where instrumental motivation comes from an external need, integrative motivation comes from an internal want.

The learners have some combination of the two types of motivation, and this combination will vary over the course of their learning. The teachers need to be aware of both types, in order to take advantage of them.

Both instrumental and integrative motivation work on a large scale: they help us to understand why a particular learner is attending a course. But they say very little about how the learner feels during and between individual lessons. It is quite possible for a learner to have high levels of integrative and instrumental motivation, and still feel demotivated by boring lessons or an unpleasant learning environment. Conversely, it is possible for a learner with little or no instrumental or integrative motivation to be highly motivated in the classroom, due to the quality of the teaching, for example. [2]

The situations connected with future professional field of communication can raise the learners' integrative motivation greatly. The use of instrumental (external) and integrative (internal) motivation for ESP teaching purposes can be done by the following techniques.

The feeling of affiliation as the state of having shared interests or efforts (as in social or business matters) will motivate the students. The teacher can invite English-speaking visitors, native speakers or non-native ones to the classroom. The students will practice in interviewing the specialists from the aviation field. Also involving elements of the target community's culture into the lessons, including cross-cultural communication techniques is useful.

Furthermore, focusing on learners' professional needs when setting up and designing English for professional purpose course curriculum is very important. For instance, developing different surveys for prospective employers for their needs in qualified engineers' analysis with the following involvement in course design process will ensure the teacher and the students that the course of English is really focused on their professional needs.

It is definitely important to clarify what the learners expect from their English lessons, what they want to study. Questioning students about their expectations at the beginning of the course can help the teacher to decide what specific activities to add to the course. A combination of class discussion and survey forms, which include both multiple choice options and space blank for students' own ideas can be proposed to the learners. [3]

The students are easily involved into surfing the Internet for professionally targeted materials such as articles, different video content, podcasts in English, and making reports to their group mates on the topics they are interested in. Using cases and role plays, authentic texts (different technical manuals, etc.) from the aviation field are also useful. Some students may need help in preparing relevant

The teacher should also motivate students raising their self-reliance by setting short and long-term goals in studying with regular interval checks. Thus the students will see if the target is reached successfully. Small steps lead to great results.

Taking part in different events like students conferences, subject olympiads will also contribute to learners' instrumental motivation. Students' annual international conference "Polit" held in National Aviation University is a good

example. Moreover, the students should be aware with their English language assessment criteria at the beginning of the academic year.

One more problem can appear in the classroom - there can be the demotivated students. It is difficult enough to re-motivate somebody after he or she has lost motivation. The teacher might be a kind of an outstanding personality.

The university students of the first year study commonly name the teacher as a key factor of successful education process. The safe speaking environment is important too. The instructors have to give the learners corresponding support to their tries to communicate in English in the classroom. Proper emotional atmosphere during the lessons can help to overcome students' fear to speak. Some students are interested in positive feedback for their learning process. The teacher should start and finish commenting on the results of the test with some good moments.

Conclusions

Combining different teaching styles during each lesson will help he learners with different learning styles to achieve their studying goals. The use of variable activities can transform a routine lesson into a challenging one. The target skills will be trained more successfully in positive environment with emotionally involved learners.

The instructor can effect significantly on learners motivation towards studying English. The role of the teacher is in helping the students to reveal their instrumental motivation in the operational environment and transform their external needs into internal wants, by communicating with real people around the world, for example, by joining and participating in online conferences and other real time events.

References

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