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Enhancing Motivation of ESP Students: Analyses of Feedback

The article is devoted to the issue of student motivation. The motivation of ESP students varies. Many students understand the need for foreign language competence while others merely aim to pass the course requirements in order to complete the ESP course. Some students even view it as a side effect of their 'real' studies. These forms of motivation are either not sufficient for their studies or makes them discouraged in general, which negatively influences their otherwise cooperative peers. Teachers are aware of different motivational methods and apply them with more or less success. The first part of this paper focuses on the theoretical points of motivation whilst the second part draws on findings obtained from a questionnaire on motivation given to the ESP students. The students' direct responses and feedback point at novel aspects of the divergence between expectation and reality. Analyses of the results can ensure a higher level of success for motivation since it may assist ESP teachers in addressing those issues which students are worried about as opposed to those assumed by teachers. The findings and opinions of individual students shall help ESP teachers understand their role in motivating their students and being supportive facilitators. We intend to outline possibilities for creating feedback loops the analyses of which could lead to more cooperative, student-centred and mutually enriching environment.