

MOTIVATION TO USE FOREIGN LANGUAGE COMPETENCE ON THE INTERNATIONAL LABOUR MARKET

ANNA SCHNEIDEROVÁ

PhDr. Anna Schneiderová, PhD., Faculty of Law, Matej Bel University of Banská Bystrica, 048-4463160
anna.schneiderova@umb.sk

ANNA ZELENKOVÁ

Doc. PhDr. Anna Zelenková, PhD., Faculty of Economics, Matej Bel University of Banská Bystrica,
048-4462520 anna.zelenkova@umb.sk

Abstract

The labour market in present Europe is characterised by cultural and linguistic diversity of the workforce and the workplace. Business operations get international dimensions and require the use of English and other foreign languages from Slovak university graduates if they want to establish themselves successfully on the international labour market.

Studying foreign languages is part of the curriculum at most non-philological faculties. Foreign languages are connected with the content of the subject study (foreign languages for specific purposes) to allow communication in the given specific field. For students the study of a specific language may present some difficulties because the language courses are usually set in the first semesters of their university studies, i. e. before students gain the basic economic content knowledge in their native language. The aims of foreign language competence are projected for the future professional needs of graduates, who may not yet be aware of the necessity and importance of these concepts in a foreign language and may therefore lack the motivation. Our paper focuses on the study of English for specific purposes (ESP) in economics and law studies. It explores the awareness of students of the present and future utilization of their foreign language knowledge and hence the motivation to study the specific, work-oriented and profession-focused English. The research done by a method of questionnaire and interviews has been carried out on a group of economics and law students. The data collected show that students are motivated to study more than one foreign language at the university and are aware of their practical use on the labour market. The results should have implications for the curriculum and foreign language policy at universities in accordance with the policy of multilingualism of the European Union.

Key words: motivation, labour market, skills, foreign language competence, English for vocational purposes, labour market

JEL classification: A22, I23

1. Introduction

English at non-philological faculties is taught as part of the curriculum designed for various studies, such as economics and law and the related subject studies or study programmes. It is one of many kinds of ESP (English for Specific Purposes) whose concepts have been elaborated since the 1980s by many theoreticians and practitioners. English for Specific Purposes has some characteristic features that should be considered in a course at university.

In our paper we would like to focus on some problems connected with the teaching of English for specific purposes in economics and law study programmes, mainly in relation to future needs of present students. For most of the students this kind of English (ESP) differs from the English they studied at secondary schools to that extent that they have problems to get onto a higher level of proficiency. This is also due to the fact that language courses are usually set in the first semesters of their university studies, i. e. before students gain the basic content knowledge in their native language. Students have to acquire not only new specific language and vocabulary but also learn subject studies concepts in English before they acquire them in their native language. In our particular case English courses in economics study programmes are set in the first four semesters of bachelor studies as well as in the law studies. For many students with a lower level of English the specific English may be demotivating as they struggle at the same time with new learning environment, do not know how to use other resources for self-improvement and may not see the connections between the content they are required to master and the future application of the required knowledge in practical life. Moreover, the aims of foreign language competence are projected for the future professional needs of graduates, who may not yet be aware of the necessity and importance of these concepts in a foreign language and may therefore lack the motivation. As there is a strong link between motivation to study a foreign language and the learning outcomes (Gardner, 1982, Harmer, 1991), we set out to investigate how students are aware of the present and future utilization of their foreign language knowledge and, as a result, what kind of motivation drives them to study the specific, work-oriented and profession-focused English. Does it make any sense for them to learn about marketing, human resources management, organizational structures, taxes, responsible behaviour, business ethics (to name just a few topics from the economics English course) or sources and areas of law, criminal and civil proceedings, law of tort, legal terminology, legal writing (some of the topics included in the legal English course). Do they see any practical usage of ESP in their present studies or in the postponed use in their future jobs and professions? We believe that students' awareness of their present and future needs enables them to study meaningfully, can motivate them to achieve higher level of English proficiency and lead to their better placement on the future labour market.

2. English in non-philological study programmes

Some authors consider English for the professional (or vocational) purposes a specific language meaning the system of specific sentence structures, vocabularies and their use in oral and written communication. Hutchinson and Waters (1991, pp. 16-19) in their then revolutionary publication (1991) do not consider English for specialists a specific language that should be taught and learnt; in their view it is an approach to teaching this specific language. The guiding line for the teaching should answer the question why a student needs to study the language. The needs of students and future users stand in the foreground and any Ellis and Johnson (1994), Donna (2000), Frendo (2005) stress the importance of the needs analysis of future users of the foreign language in the beginning of any ESP course. For an ESP course in higher education it is necessary to take into account the difference between the needs of pre-experience learners and those of job-experienced learners (Ellis and Johnson 1994, 4-13).

Other authors tried to define the learning aims for English for specific purposes in terms of certain competences (linguistic, communicative and cultural competence) and were concerned with the pedagogic approach and principles to achieve these aims (Zelenková,

Schneiderová, 2013). Dudley-Evans and St John (1998) describe the methodology of teaching specific English and suggest the use of teaching methods that are applied in the subject-related studies, e. g. projects, case studies, problem solving, etc. We base our approach on Jordan (1997) who distinguishes two strands within ESP at university level:

- a) English for Academic Purposes (EAP) emphasizing the English that students need for their current study of their study subject, e. g. Economics, Law, etc.
- b) English for Occupational Purposes (EOP), oriented on job-related needs, i.e. on students' future needs within their integration at the labour market.

English for academic purposes is often based on the learning of the content of subject studies and its good knowledge may enable students to develop themselves in various areas, such as:

- studying basic subject-related concepts in English,
- researching literature and online resources,
- following lectures of visiting foreign teachers,
- participating in mobility programmes and study abroad,
- developing language competences for the future labour market.

This brings us to the connection of academic and future job-oriented needs in an ESP course. The English language programme should also cover the future needs of students: mastering to some extent the English they will use in their work, during their internship or practical training abroad. In connection with the labour market our graduates will enter it is necessary to mention the third dimension of the ESP: its orientation on intercultural characteristics of the business today and the intercultural competence that should be developed through the study of any foreign language (Zelenková, 2015). Dolinská (2016, 38) includes this competence among soft skills that are inevitable on the road from plurilinguism to pluriculturalism that the graduates are going to be part of when they enter the labour market. ESP courses should prepare then the students for overcoming the barriers of intercultural communication (such as inadequate language skills, cultural stereotypes, generalizations, categorizations or ethnocentrisms (Dolinská, 2016, 44). In both cases the intercultural dimension of ESP must be considered due to the fact that students are preparing to use the language in the international context of either higher education or business or trade.

3. Motivation to study a foreign language

Motivation is the psychological quality that leads people to achieve a goal. The goal of language learners is the mastery of a foreign language. The reasons may be various. The students may wish to be able to communicate with people who don't speak their mother tongue (e.g. in international professional activities), or, naturally, to increase their competitiveness in the labour market. Companies today require a versatile staff in order to communicate effectively and it is in their interest to employ speakers of foreign languages who are able to talk to clients, business partners, fellow employees in different countries in their own languages as this will not just help communication but, above all, it helps to make sales and to negotiate and secure contracts (Pace, 2013).

According to Gardner (1982), most influential in second-language learning are the four individual differences: intelligence, language aptitude, motivation, and situational anxiety. Motivation plays the key role in successful teaching and learning a foreign language since students' motivation can, to a certain degree, influence their learning results. Dörnyei (2002) also states that the learner's enthusiasm, commitment and persistence are the key determinants of success or failure. Ellis (1997, cited in Wimolmas, 2013) points out that, as teachers, we need to explore more fully the factors that are involved in motivating students to

perform tasks well because this is something that a teacher has some control over. Therefore, as Wimolmas (2013) puts it, “it is important to find out the underlying possible factors which affect students’ motivation in English learning, especially in the practical sense to teachers who want to stimulate students’ motivation”. Krashen (1988, 31) listed motivation among three basic affective factors in second language acquisition (motivation, self-confidence and anxiety).

Motivation has long been identified as one of the main factors affecting English language learning (Gardner, 1985). Dörnyei (1998, 117) maintains that “although ‘motivation’ is a term frequently used in both educational and research contexts, it is rather surprising how little agreement there is in the literature with regard to the exact meaning of the concept”. According to Keblawi (2014) researchers still do not agree on its components and the different roles that these components play – individual differences, situational differences, social and cultural factors, and cognition. The complexity of motivation can be more appreciated if one takes into consideration that it is “intended to explain nothing less than the reasons for human behaviour” (Dörnyei, Csizer & Nemeth, 2006, cited in Keblawi, 2014). The following are just a few definitions to illustrate some approaches to motivation. Harmer (1991, 3) explains the meaning of motivation as the “internal drive” that pushes somebody to do something. In our case, when our students think that their goal is worth doing and attractive for them, then they try to reach that goal; this is called “the action driven by motivation” (Harmer, 6). Lightbown and Spada (1999, 56) believe that motivation in second language learning is quite complicated to study while the explanation is based on two factors: learner’s communicative needs and their attitudes towards the second language community.

Motivation as defined by Parsons, Hinson and Brown (2001, 28) is an important component or factor in the learning process. Learning and motivation have the same importance in order to achieve something. Learning makes students gain new knowledge and skills and their motivation pushes them or encourages them, to go through the learning process successfully (Wimolmas, 2013). Finally, motivation is viewed as the process aroused by a stimulus to achieve desired purposes, behaviours or conditions. Motivation is the continuous process based on a person’s desire. With respect to the already expressed view that motivation is the psychological quality that leads people to achieve a goal, Harmer (1991) applies the word “goal” to divide the motivation in second language learning into two following types: a) a short-term goal means when students wish to succeed in doing something in the near future, for example, students who want to pass their examination or to get good grade or high scores; b) long-term goal refers to a wish of students or learners who want to get a better job in the future or to be able to communicate with people who use the language that they study or the target language.

3.1. Motivation in studying specific English for economics and law

There are a number of views that are concerned with motivation types that can apply to university teaching context. Our study of motivation is based on concepts of Harmer (1991), Arnold (1999) and other authors who provide two main categories of motivation: extrinsic and intrinsic; and, of Krashen (1988) and Saville-Troike (2006) who deal mainly with integrative and instrumental motivation.

1. The extrinsic motivation, which refers to a desire to get a reward and avoid punishment. It emphasizes external need to persuade the learner to take part in a learning activity, such as homework, grading, passing the exam or doing something to please teachers. Extrinsic motivation is based on external outcomes such as rewards (in terms of passing an exam or a

test) and punishment (failing an exam). This motivation could bring a negative impact to the students, because with extrinsic motivation, students do not learn with their strong intention or will but they study it because they are pushed by the interest in the rewards or the punishment. When a student is learning because he is promised rewards or because he wants the rewards, he will be highly motivated to come to classes and learn and achieve the goal that is set for him. But when these rewards are taken away, or sometimes even if they do not see any punishment, the student will not be interested in coming to class and learn the language any longer.

2. The intrinsic motivation refers to learning itself having its own reward (1999, 14). It means the learners are willingly and voluntarily (not compulsorily) trying to learn what they think it is worth or important for them. When students have intrinsic motivation, they have the internal desire to learn a foreign language and, moreover, to explore the concept of their subject studies through the foreign language. In addition, intrinsic motivation pushes the students to learn without rewards, because the need is innate or come from inside or depends on their own will. Lightbown and Spada (1999, 56-57) argue that teachers do not have many effects on students' intrinsic motivation since the students are from different backgrounds and the only way to motivate students is by making the classroom a supportive or challenging environment. We think that the latest trends in teaching/learning English at university which combine learning the language with the content (content-based learning) are strong motivation factors.

3. The integrative motivation (Krashen, 1988, 22) is defined as a desire to be a part of recognized or important members of the community or society that speak the second language. It is based on interest in learning the second language because of their need to learn about, associate or socialize with the people who use it or because of purpose or intention to participate or integrate in the second language using the same language in that community; but sometimes it involves emotion or affective factors (Saville-Troike, 2006, 86).

4. The instrumental motivation, on the other hand, involves the concepts of purely practical value in learning the second language in order to increase learners' careers or business opportunities, giving them more prestige and power, accessing scientific and technical information, or just passing a course of their study in school (Saville-Troike, 2006, 86). Both integrative and instrumental motivations can be also grouped under the branch of the extrinsic motivation (Harmer, 1991, 4).

We think that these types of motivation prevail in the study of foreign languages for specific purposes. The integrative motivation refers to the need of belonging to the group of university students who – through the means of English – can develop as learners, acquire the competences to communicate with others (teachers and foreign students), and acquire the knowledge from other subjects of study. The instrumental motivation refers to the need of gaining prestige and advantage for their (future) job careers.

4. Research in motivation to study English for specific purposes

4.1. Aims, material and methodology

As mentioned before, English for specific purposes is studied in the first four semesters of bachelor studies. The type of study combines two modes: a) the content-based language learning (language is learned through and by learning the economics and legal concepts – sometimes long before they are acquired in the subject study in their native language), and b) learning specific communicative English (i. e. business communication, such as meetings, negotiating or arranging a business trip). Students may be motivated or demotivated either by

“heavy” specific content (Zelenková, 2015) or the specific features of the language, such as phrasal verbs in business context (Vasbieva, 2015). The aim of our research was to find out how students at the Faculty of Economics (EF) and the Faculty of Law (LF), Matej Bel University are aware of their needs to study the specific English for business and law, what kind of motivation drives them to study and use the language at present or in the future. At both faculties students can decide which foreign language they choose to study as a first foreign language (approximately three quarters of students choose English). They can also study one or two other foreign languages on an elective basis (German, French, Spanish, Russian and Italian at the Faculty of Economics, and German or Latin at the Faculty of Law).

In order to compare students’ motivation at both faculties, there were two groups of respondents: 120 students of the first and second year of the Faculty of Economics and 60 students of the Faculty of Law (total of 180), 76% female vs 24% male respondents. All responding students study English as a first foreign language. The research questions were focused both on the integrative domain of their motivation (present study needs: to be able to integrate into the community of university students or professional users of English) and the instrumental motivation (future careers: to learn English for functional or external reasons, such as furthering a career or gaining promotion). In many cases it is difficult to define the right type of motivation as both of them are mutually inclusive (Gilakjani, Leong and Sabouri, 2012, 11). As a result, it proved difficult to design the “right” type of questions/statements for the questionnaire.

The research methods applied were questionnaires and the interviews. The first version of the questionnaire was piloted among a group of 42 students and adjusted afterwards. Students were asked to comment on the questions/statements and make suggestions for the changes or improvements, for example when some questions appeared irrelevant or new questions were added (e. g. the use of English in future private business and self-employment). The final version consisted of three categories of questions/statements: the first category related to the present needs of the use of English in students’ studies (looking at integrative motivation); the second category referred to the future needs of students (instrumental motivation); the third category of questions was related to the awareness of students as self-learners as we believe that motivation is part of a person’s dynamic and acts at the same time in three dimensions: dimension of direction (what the person tries to do), dimension of intensity (how much a person tries to do and the dimension of stability (endurance: how long a person tries to do) (Arnold, 2007). The questionnaire also included general data about the respondents and the foreign language study. We applied the five-point Leikert scale to allow students to express their attitudes to the statements or the level of agreement or disagreement.

4.2. Findings and discussion

General data

Table 1 provides information on the gender of 180 respondents. The majority of respondents were female (FL-57.5% + EF-77.5%) and the minority of respondents were male (FL 42.5% + EF 22.5%).

Table 1 Respondents’ Gender

Gender	% of total 180	
Male	LF	42.5
	EF	22.5
Female	LF	57.5

	EF	77.5
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Source: Own processing

As for other foreign languages studied at the university, the results showed differences between the students of the two faculties, however, not very significant, as 27.5% of the law students study another foreign language (in addition to English) and only 2.5% of the law students study a third foreign language. On the contrary, 46.2% of students of economics study another foreign language (in addition to English) and 17.1% of them study a third foreign language.

Questions related to present study context (domain of integrative motivation)

Responses to the first statement concerning the use of English in present subject studies show that students of both faculties are aware of the fact that specific English is essential for them to be able to follow other study-related courses in English with much higher percentage of positive answers from the EF students (75%) vs. LF students (45%). This statement is closely associated with the second question aiming at the use for searching for information on the Internet (74.6% LF vs. 57.5% EF students agreed or strongly agreed with the use of online resources in English). In today's higher education learning environment it is essential to use other, e. g. online resources, most of which are published in English. The ambition to participate in the Erasmus mobility programme was confirmed only by 32% of students of the respective faculties. On the one hand this number is acceptable (studying abroad is a challenge for only the best ones) but on the other hand, it can also confirm that students can critically assess their level of English proficiency (the level of English of secondary school graduates has been falling in the past years).

The motivation to get some practical work experience abroad during their studies (e.g. AIESEC programme) is also relatively low in the students of both faculties (LF 32.5% vs. EF 32%). Similarly, the ambition to have the knowledge confirmed by an international certificate in English is low (34% LF vs. 24% EF), but interestingly the law students displayed a higher interest.

Table 2 Questions related to present study

Questions / Statements	%	
	LF	EF
1. I use English in studying for other courses/subjects in my university studies.	45	75
2. I study English to be able to search for relevant information for my studies on the Internet.	74.6	57.5
3. I study English to be able to study abroad (on the Erasmus student mobility programme).	32.5	32
4. (I study English to be able to participate in a foreign internship (e. g. AIESEC programme).	32.5	32
5. I study English to gain an international certificate.	34	24

Source: Own processing

Questions related to students' awareness as self-learners (dynamic aspect of motivation)

As for the learner self-awareness, the questions concerned the awareness of students about their strengths and weaknesses and the ways to improve their knowledge and skills on their own as self-learners. The findings show that there are no big differences between the students of both faculties which is reflected in the majority of positive answers (strongly agree or agree). A high number of students are aware of their strengths: LF 72.5% vs. EF 84.4%. The same goes for the awareness of learners' weaknesses in the English language (speaking, writing, grammar): LF 97.5% vs. EF 95.6 %. However, as the answers mapping the additional study of English (trying to improve the level of English studying on their own, working hard above the regular duties) show, the percentage of positive answers was lower than that of stating the awareness of their weaknesses (57% of LF students work harder compared to 72% of EF students; 72% of EF students stated working above school duties even if 96% confirmed that they are aware of their weaknesses). The same goes for the LF students: even if 97.5% are aware of their weaknesses, only 57% work above their duties. The answers to questions focusing on autonomous learning provide relatively high percentage of agreement (from 62.5% to 71% know about additional resources but not all of them use the resources available. However, 20% of respondents said that they do not know how to use additional resources for their further improvement even if the University has a self-study room for languages with online learning resources and access to databases.

Table 3 Questions related to learner self-awareness

Questions / Statements	%	
	LF	EF
1. I know about my strengths in the English language.	72.5	84.4
2. I know about my weaknesses in English.	97.5	95.6
3. I try to improve my English above my school duties	57.5	72.2
4. I know how to study on my own to improve my English.	79.5	81.7
5. I know about the resources I can use to improve myself in English (online resources, language courses, textbooks, journals, communication with a foreigner	62.5	71.1
6. When studying on my own, I use the above resources.	47.5	63.4

Source: Own processing

Questions related to future job and professional context (domain of instrumental motivation)

This category of questions tried to find out how the students view the need to learn English for specific purposes (economics and law) in terms of its use in the future. We are presenting only the percentages referring to *agree* or *strongly agree* answers or, in some cases, outstanding findings of *disagree* or *strongly disagree* or *I do not know* answers.

Most students see the necessity of studying English for the use in their future job/profession: 85% of LF students and 90.9% of EF students. But up to 20% LF and 17.4% EF students stated “I do not know” which is surprising as it is generally proved (Hutchinson, Waters, 1991, Dudley-Evans, St John, 1998) that teaching specific English must be based on covering students’ needs.

The students of both faculties are united in viewing English as a means enabling them to get a better job or help them in their future career growth as their answers “strongly agree” and “agree” reach up to 87,5% in the LF students and up to 89,3% in the EF students. The answers/responses “I do not know” are in this case reaching only up to 10% which proves that the students are aware of the significance of learning English with a perspective of better job opportunities.

The statements aimed at finding out the future possible utilization of English in the international labour market showed the following results: Studying English with the view of prospective work in a multinational company received 42.5% of positive answers by the LF vs 47.9% by the EF students. Students are aware of the international labour market situation and the chances or willingness to work in multinational companies. Similar numbers of students think that they can use English in their *own future business (as a self-employed)*. What is surprising is the fact that 45% of LF students think that they will use English internationally in their jobs, even if we believe that the majority of their potential clients in the law firms will speak Slovak. More than half of the EF students’ confirmed the use of English in their own future businesses, which may be acceptable and seem justified, as business today is done internationally and self-employed persons may also do business with foreign companies. It also shows that the students of economics are probably more motivated to set up their own businesses with a view of using English. Similarly, more EF students displayed high motivation to study English because of the future possibility to use it in a job with a Slovak company (LF 77.5% vs. EF 91.7%).

A relatively low number of students know what kind of English their future employer will need from them which may be interpreted as a low internal awareness of the relevance of types of skills they learn at present and low critical distinguishing among them.

Table 4 Questions related to future job and profession

Questions / Statements	%	
	LF	EF
1. I study English to use it in my future job/profession.	85	90.9
2. My knowledge of English can help me to get a better job.	87.5	89.3
3. My knowledge of English can help me in my future career growth.	75	82.6
4. I study English because I want to work in a multinational company.	42.5	47.9
5. I study English because I want to use it in my own future business (as a self-employed).	45	57.1
6. I study English because I can use it in my future work in a Slovak company.	77.5	91.7
7. I think I will need another foreign	57.5	70

language in my future job.		
8. I know what kind of English my future employer will need from me.	35.9	38.8
9. In my future job I will use English in written communication (letters, e-mails, reports).	60	75.9
10. In my future job I will use English mainly for oral communication.	71.1	70.4
11. In my future job I will need English mainly for reading.	62.5	66.9
12. For my future job I will have to improve my English and study further.	57.5	50.4
13. For my future job I will need to study another foreign language.	42.5	38.8

Source: Own processing

The language skills students consider important for their future job appeared in the following order:

1. oral communication,
2. written communication (letters, e-mails, reports),
3. reading.

These answers show that students do not consider reading as important as it is now in the university study context. Reading skills are essential in the academic context. Most of the specific vocabulary is gained through the study of economic or legal texts respectively and different types of reading skills are trained. Our experience as teachers can confirm, that reading long specific texts may often be demotivating for many students. Here we can see the contradiction present in the ESP course design: which language – the academic or the practical should be the teaching/learning aim of the syllabus. Students may be right from the pragmatic future-oriented view as they think they will use English only for direct communication, either oral or written. Reading, anyway, is an integral component of communication today (reading on the internet) which students miss in their considerations.

When asked whether they are content with their level of English proficiency, around only half of them believed that they will have to improve their English later in their job.

When considering the necessity of another language in their future jobs, 42.5% of LF students and 38.8% of EF students believed they would need to learn another foreign language to be able to communicate in their future profession. What is striking are the negative answers (don't agree, strongly disagree, not given in the table): almost one third of EF students do not agree or strongly disagree with the statement *I think that in my future job I will also need to study another foreign language* in comparison to 7.5% of LF students. This may be in correlation with a relatively higher number of EF students studying already a second or a third language now at university (will therefore not need to study them in the future), while most LF students may not work in a fully international working environment and hence only 7.5% think of the necessity of another foreign language competency.

5. Conclusion

The motivation is one of the most important factors influencing foreign language learning and communication success. It is hence of great importance for teachers to understand the internal and external dimensions of motivation that are expressed in the terms of students' needs. Our research has shown that the need for good performance, success in the communication process, success in studies and future job and work environment may be the main driving force in the learning of specific English in higher education. Both group of students scored highly in the statements concerning their future use of English in relation to job or profession. It confirms that students are aware of their future needs and may relate the present study to them. Our findings also confirm the contrast between students' present ambitions and opportunities to study another foreign language at university (relatively low) and the awareness of the importance and necessity of the knowledge of another language in the international working environment (relatively high). Nevertheless, when reflecting on their own "contribution" to the learning success, students displayed only little effort to do something for improvement before they graduate from the university. This is an important finding which may have implications for the teaching process. Even if resources are available, students are using them in a limited way. What does it show us? The first-year students may not be oriented enough in the new educational environment or the "burden" is too heavy for them to manage. They need more help and facilitation from the teacher side. In our case, student autonomous learning is not a common place and needs to be taken seriously by institutional educational policy.

Another implication for the teaching process is the need to clarify the aims and objectives of the syllabus (both academic and the professional language part) and use incentives as teaching instruments. Some of them may include preparation for an internationally recognised or accredited exam (such as UNICert or Business/Legal English Certificate), involving students in extra-curricular activities or enabling them participation in various events, which may empower students in setting and achieving their own language learning goals.

The last implication is the consideration of changing the institutional policy in foreign language teaching. In compliance with the European Union policy that supports multilingualism the universities should do anything to support the learning of more than one foreign language. English is not considered a specific feature in the graduate profile today. What makes a graduate interesting for a labour market is the knowledge of another foreign language, preferably the language of the neighbouring country. Hence, the good preparation of graduates for the labour market means also the implementation of these reasonable principles of multilingual policy on all levels of education, at the university in particular. This step in itself will present a good external motivational factor for the success in foreign language teaching and learning.

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