

**Петрова О.Б., Корнейко І.В. Мотивація здобувачів PHD ступеня вивчати англійську для спеціальних потреб (медицина): гендерні аспекти (Petrova O.B., Korneyko I.V. PHD students motivation to learn ESP (Medicine): gender aspects) // V Міжнародна науково-практична конференція “Гендер. Екологія. Здоров’я” (20-21 квітня 2017 р.). – Збірник матеріалів конференції. – Харків: ХНМУ, 2017.– С.23-24.**

Мотиваційний аналіз має бути складовою процедури аналізу потреб при плануванні курсу англійської для спеціальних потреб. Викладачі можуть застосовувати мотиваційні фактори, виявлені цим аналізом, щоб стимулювати зацікавленість тих, хто навчається, вивчати іноземну мову.

**Ключові слова:** мотивація, вивчення англійської мови для спеціальних потреб, доктор філософії

**Петрова О.Б., Корнейко І.В. Мотивация соискателей степени PHD изучать английский язык для специальных целей (медицина): гендерные аспекты (Petrova O.B., Korneyko I.V. PHD students motivation to learn ESP (Medicine): gender aspects) // V Международная научно-практическая конференция “Гендер. Экология. Здоровье” (20-21 апреля 2017 г.). – Сборник материалов конференции. – Харьков: ХНМУ, 2017. – С.23-24.**

Мотивационный анализ должен быть составной частью процедуры анализа потребностей при планировании курса английского языка для специальных целей. Преподаватели могут использовать мотивационные факторы, выявленные этим анализом, чтобы стимулировать заинтересованность учащихся в изучении английского языка.

**Ключевые слова:** мотивация, изучение английского языка для специальных целей, доктор философии

**Petrova O.B., Korneyko I.V. PHD students motivation to learn ESP (Medicine): gender aspects // Proceedings of V International scientific practical conference “Gender. Ecology. Health” (20-21 April,2017). – Collection of works of the conference. – Kharkiv: KhNMU, 2017. – P.23-24.**

Motivation analysis should be a part of needs analysis procedure in an ESP course planning. The teachers can manipulate the motivating factors revealed by the analysis to enhance the students' interest to language learning.

**Key words:** motivation, study of English for specific purposes, Philosophy Doctor

Korneyko I.V., Petrova O.B.

## **PHD STUDENTS MOTIVATION TO LEARN ESP (MEDICINE): GENDER ASPECTS**

Motivation, or the “effort plus desire to achieve the goal of learning the language plus favorable attitudes toward learning the language” (R.C. Gardner, 1985), is generally considered to be the most potent factor determining success in foreign language acquisition. Z. Dornyei (1998) emphasizes that motivation can also compensate for some learners' deficiencies such as lack of aptitude. As it is influenced by a variety of factors, it can be reasonable to investigate them before starting a course of a foreign language. As the program can motivate the students to learn if it corresponds their needs and interests (R. Schmidt, D. Boraie, O. Kassabgy (1996), we assessed the motivation of PhD students as a preliminary stage in needs analysis. The purpose of the work was to distinguish the factors which could have influenced motivation, attitude to the subject and desire to learn it before the course beginning.

Our survey involved the first-year PhD students of KhNMU who were asked to fill in the questionnaires about their ESP needs, containing several questions dealing with the students' motivation to attend the ESP classes. Within our ongoing examination of the needs of PhD postgraduate students, we analyzed their gender distribution, firstly, and gender-related needs distribution concerning ESP, secondly. The proportion of women and men involved in our research made up 32% to 58%, respectively. All respondents, irrespectively of their gender, assessed positively their previous experience of participation either in international conferences, travelling abroad, international exchange programs, reading English literature in their field, or

holding English medium classes for the foreign students. But some specific features were observed in details. For example, the answer for the question about having experience, that supposes usage of foreign languages, somewhat differed as for the past history and future plans and ambitions, exactly, history of participation in international conferences: men (m) – 50%, women (w) – 64.7%, plans: m – 87.5%, w – 88.2% and beliefs: m – 75%, w – 88.2% ; history of participation in international clinical trials: m – 0%, w – 11.7%, and beliefs: m – 75%, w – 54.7%; history of participation in international exchange programs for specialists: m – 12.5%, w – 11.7%, plans: m – 62.5%, w – 82.3% and beliefs: m – 62.5%, w – 64.7%; history of reading foreign literature in their field; m – 75%, w – 76.5%, plans: m – 75%, w – 78.2%).

Thus, men, having no past experience, hoped to use English knowledge for participation in international clinical trials (history – 0%, , beliefs – 75%, difference – 75%), in women such plans were preserved, as the delta observed is less – 43% (history – 11.7%, beliefs – 54.7%) that indicates the men's intention to use English in new for them area. Having almost the same with the men level of past participation in international exchange programs for specialists (m – 12.5%, w – 11.7%), the women demonstrated greater share as for planning it in future participation in international exchange programs for specialists (m – 62.5%, w – 82.3%; delta: about 20 per cent). It is of interest, that women are less sure to realize these plans (beliefs: m – 62.5%, w – 64.7%). Both men and women intend to increase their participation in international conferences. No changes were observed in levels of history and plans for reading foreign literature in their field, these skills are of interest in both cohorts.

It is obviously, that nowadays it is expected to consider gender differences phenomenon in multivariate investigations. Thus, it was supposed that certain specificity exists in the women's and men's attitude to their needs, motivation and styles towards ESP course study. Gender phenomenon is an actively studied issue in various fields of present science. Meta-analysis can tell us about some such gender-related differences reflected in the answers given to the purpose-developed

questionnaire concerning self-evaluation of needs, necessities and lacks in English as a foreign language course taken by the Medical University PhD postgraduates.

Motivation analysis can give important information about the students' attitude to the subject and their readiness to learn. The teachers can manipulate the motivating factors revealed by the analysis to enhance the students' interest to language learning. Motivation analysis should be a part of needs analysis procedure in an ESP course planning.