Experience in Professional Foreign Language Training

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Abstract   The most effective approaches for teaching professional English language and the best resources involved in this process all round the world are analysed in this study. Great attention is focused on computer-based self-access language learning. In my opinion, it is one of the key points in professional foreign language training, which is effective only if students are strongly motivated for developing their own professional foreign language experience. Significant components for successful teaching examined in this paper are: strategic approach to management in tertiary educational management for professional foreign language preparation; a widened and deepened framework for strategic management in educational process; a growth potential set which was designed for reaching productive professional foreign language training. Adaptation of strategic management to educational process for students' professional English language preparation is defined in this paper as a stipulation of reaching effective results in teaching. Educational research and educational practice are interpreted as an integrated and inseparable process of professional foreign language teaching. It includes vertical and horizontal components, thoroughly related to successful educational process. Other key points brought to light are four subordinate educational stages of professional foreign language training, conjugated with updated experience of postulating and realizing innovative ideas by force of multifarious tasks.

Keywords   Experience, E-Learning, Motivated, Strategic Management, Professional Foreign Language

1. Introduction

Yuppies life is oriented to globally significant events such as scientific conferences, international meetings, professional workshops, world sport competitions and other essentials of nowadays reality. From my point of view, in order to succeed in them and in many other activities, it is necessary to obtain English language, because it is the cornerstone in moving ahead. That's the reason why thousands of people try to obtain it as quickly and successfully as possible. The most serious task for English language teachers nowadays is to find the tools with which it is possible to maximize efficiency of English language training. This paper examined the following items: educational process and tools involved in the structure of class work, e-learning course context, significant findings in this area and experience in professional foreign language training. The study also analyses strategic approach to management in tertiary education management for professional foreign language preparation and demonstrates an extended and perfected framework of strategic management employed in teaching process.

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2. Practicing in Classroom and Online

English language teachers are engaged in developing new methods and approaches for teaching English language successfully. They are oriented to the goal of achieving proficiency competence in English by their students. Scientists are trying to find the most perspective components for this process. A lot of educators practice English language in classroom settings, while others offer it online, focusing their attention on the fact that e-learning is "becoming the dominant medium of mass communication"[8]. They debate that easy access to the Internet provides students with the possibility to learn English language at any time and from any place. In my practical activity I utilize both ways (classroom and online versions). During this experimental work I held regular monitoring of my students' e-learning. The results of another survey held by a group of educators[7] underline significant "differences in approaches on ICT use in the classroom", varying from applying computers for power point presentations (for allowing students to actualize their autonomous work) up to exploring the Internet. From my point of view, e-learning is of great importance, but it's successful only if students are highly motivated for perfecting their professional foreign language preparation. In my opinion, the effectiveness of online learning is stipulated by a lot of external and internal factors. Here are some of

them. First of all, the process of obtaining professional foreign language is time-consuming; secondly, the procedure of raising professional foreign language level demands great efforts. And in order to overcome all the appearing obstacles, from my point of view, it's necessary for students to acquire proper motivation for online learning, which can not be supported by any momentary reward (compared with classroom activity). In this situation, I have developed a specific system of demands on assessing students' formed professional English language skills. This system includes professional English language practical experience necessary for online and classroom learning activities. The components of the system are: 1) quick and effective understanding the gist of the listened information; 2) fluent scrutiny and finding indispensable authentic data; 3) correct execution of professional documents; 4) successful participation in discourses on professional situations in compliance with cross-cultural and ethical standards; 5) implementation of innovative ideas in pilot conferences; 6) productive imitation of professional situations by virtue of the Open space technology and joint foreign language projects, based on multimedia resources; 7) monitoring and verification of the achieved professional English language mastery. Incorporation of the developed system of demands into the educational process enriches students' experience in professional foreign language training.

3. Self-Access Language Learning

Some teachers[3] argue that it is necessary to pay special attention to self-study because of its serious impact on learning areas of many subjects. A specific investigation has been held[4] to prove "the advantages of computer-based self-access language learning (SALL)", to clear out how motivation can be meliorated with the help of involving hypertexts and the incrementing role of the Internet in the era of information technology development. His students were giving a task for realizing a SALL project with the goal of improving English language and at the same time focusing their attention on "computer-based self-learning", aiming at reinforcing "learners autonomy". This educator argues that no particular attention is paid to pitfalls conjugated with involving SALL, oriented to support "learning independence". From my point of view, online version of language learning is thoroughly related to computer-based self- access one. In my practical activity I followed the idea of persuading students to use an online version of language learning material as well as computer-based self-access one. This procedure was a very productive one in the process of my students' self-access language learning preparation for interim tests. The results of these tests were much more effective after such a preparatory work, then without it.

4. Educational Research and Practice

During this experimental work I utilized educational research and educational practice as an integrated and inseparable process of professional foreign language training. In my opinion, both types of activity are so closely connected with each other that it is inadmissible to consider or to employ them separately. Otherwise, such an approach, from my point of view, can serve as an inhibitor and will damage the positive process of acquiring experience in professional foreign language preparation. For instance, learn-by-example approach (actively practiced in information technologies) was modified by me for programmers' professional foreign language preparation. This modified approach thoroughly provided them with accomplishment of their learning goals and had an effect on their obtaining experience in professional English language training. Moreover, it perfectly promoted the realization of my educational policy in professional foreign language teaching. Adoption of this modified approach into the process of English language training, permitted programmers to move ahead basing on their psychological characteristics and existing examples of learning (involving into educational practice such research findings as: scenarios, synopses, projects, Open space technology, designs). The modified learn-by-example approach permitted me to develop training strategy on the bases of programmers' areas of their professional interests and substantive practice in professional English language preparation. This approach decreased students' time and effort demanded for acquiring experience in professional foreign language preparation. I analysed students' essays to find out their claims concerning their own fields of educational research and educational practice, interrelated with professional English language training. The result of this analysis was actualised in a form of accurate and balanced coverage of students' experience in professional foreign language training in their synopses (each of which was not more than for 3 - 4 minutes), related to the information technology topics and backed by multimedia approach to learning. During the final group meetings, the presenters of the synopses visualized their research findings by virtue of multimedia technology and answered questions. These synopses served as facilitators of evaluating students' experience in professional foreign language training in the process of educational research and educational practice. According to Biesta G. and Burbules, N.,[2], problems connected with "the relationship between educational research and educational practice" are directed to "philosophical questions about knowledge, reality, and human action". From my point of view, the research space in professional foreign language preparation is to comprise educational findings and educational practice so as to enrich the whole teaching process.

5. Strategic Management

Table 1. A Framework of Strategic Educational Management and Phases of English language training

No	Discription	
	Phases	Content
1	medieval English term: "apprentice"	1) *analysis of the demands strategy* comprises employment of exemplified information on professional topics and provides students with obtaining all types of grammatically correct English language utterances and cross-cultural skills by virtue of realizing simple scenarios on professional events 2) *definition strategy* comprehends target, directed at widening programmers' professionally-oriented English language capabilities in the process of preparing short diversified synopses
2	medieval French term "homme de journée"	3) *elaboration strategy* contains upgrading of students' professional English language practical skills in the process of their participation in training games 4) *accomplishment strategy* involves performance of multifarious tasks through the instrumentality of short critical projects, presented in professional English language
3	medieval German term "meister"	5) *monitoring strategy* embraces qualitative extraction and perception of demanded authentic professional information, conjugated with problem solving, aimed at actualization of creative ideas in perspective designs on programming 6) *feedback strategy* comprises regular students' reports, concentrated on program topics, connected with the achieved results in professional foreign language preparation for amendments in their future solutions
4	medieval term "creator"	7) *Verification strategy* includes: final computer-aided testing of programmers' creative activity in professional English language training; assessment of the level of intellectual transactions in sharing knowledge and experience (participation in workshops on listened audio-video lectures on information technologies in foreign universities, supported by beforehand practice in actualization of professional and career development system in the form of expert solutions).

My policy in foreign language teaching is based on developing adaptation of strategic management to professional English language training. From my point of view, strategic management predetermines successful results in reaching educational targets. The essence of this approach is connected with employing a developed by me certain *framework of strategic educational management together with elaborated four phases* of programmers' professional English language preparation (Table 1). This framework of strategic educational management covers: 1) *analysis of the demands strategy* (comprises a created set of demands on formed professional English language skills and motivations for learning); 2) *definition strategy* (provides effective procedure of incorporating versatile assignments for mastering professional English language knowledge by students); 3) *elaboration strategy* comprising multilateral tasks (stimulates students for acquiring professional English language experience by virtue of individual projects); 4) *accomplishment strategy,* stipulates innovative performance of foreign language training by means of short critical projects, presented in professional English language; 5) *monitoring strategy* permits to harmonize professional English language teaching means (practicing permanent observation of students' foreign language activity, by virtue of presenting group projects; 6) *feedback strategy* meets the requirements in information for students' decision making in the process of mastering professional English language (in the form of their project reports, employing multimedia technologies); 7) *verification strategy* (includes developed computer-aided interim and final tests). The *four elaborated phases* of programmers' professional English language preparation cover the following educational areas: *The First Phase* of programmers' professional English language training (Medieval English Term: "Apprentice") is based on *Analyses of the Demands Strategy and Definition Strategy,* which dictate coherence of the necessary first steps in getting experience in professional foreign language preparation by students (progress of their initial foreign language skills through actualization of professionally-oriented English language scenarios and synopses, presented orally and supported by multimedia technology). *The Second Phase* of programmers' professional English language preparation (Medieval French Term "Homme De Journée") is founded on *Elaboration Strategy and Accomplishment Strategy* which direct to promoting students' with hands-on experience in professional English language readiness via various assignments (learning games, training games, critical projects, management games). *The Third Phase* of programmers' professional English language training (Medieval German Term "Meister") is grounded on *Monitoring Strategy and Feedback Strategy* which require from students competent problem solving by means of perspective designs presented in professional English language. *The Fourth Phase* of programmers' professional English language readiness (Medieval Term "Creator") is based on *Verification Strategy* which demands computer-aided testing, including beforehand diversified components such as: creative projects, discourses, based upon professional English language audio-video lectures, active participation in Open space technology). In my opinion, incorporation of the above mentioned framework of strategic educational management, elaborated by me, into educational process is the optimum solution for reaching designated educational aims. I applied this framework of strategic educational management to teaching programmers professional English language. After employing this

framework of strategic educational management into the process of professional English language training. positive outcomes of students' interim and final tests were received. These tests examined the level of obtained professional foreign language by the students and proved efficiency of this framework of strategic educational management. From my point of view, this particular framework of strategic educational management incorporated into professional foreign language teaching, correlates with nowadays trends and ensures the quality of professional foreign language training. It also provides validity in reaching experience in professional foreign language training by students. Steiss A.[6] investigated strategic management which was focused on resolving what process of study it was necessary to deal with, on "strategic planning, … resource management, … control and evaluation" and he argued that it was necessary to concentrate on "combined effect of these three basic components" for achieving a successful designated outcome.

6. E-Learning

Having analysed scientific concepts concerning e-learning practicing online and taking into consideration the results of my experimental work, I put forward the idea that the future of professional foreign language training will be connected with them. From my point of view, it's necessary to pay attention to students' appropriate behaviour, i.e. psychological components are to be precisely observed in professional foreign language training. During my research it was found out that distinguishing characteristic of any successful programmer is the level of his verbal abilities. The higher it is the greater success this programmer will achieve in programming. That's why professionally-oriented English language training, which contributes to verbal abilities, is an integral tool for programmers' professional adaptation. In the process of this research work I received confirmations of it in the form of students' essays. In the essays students corroborated that employing new professional English language information by means of schemas, tables, diagrams and practicing online, allows them "to see the system of the language and not to accept it as "a mass of rules which has neither the beginning nor the end". While teaching professional foreign language I took into consideration students' response to e-learning and practicing online. In my teaching activity e-learning included communication with students in such areas: training pilot tests developed by me; sending me their experimental projects and rough sketches of synopses for control; fulfilment of the elaborated online diversified tasks; searching for additional online information; inquiring problematic issues. All of them were correlated with students' professional English language preparation by means of applying new technologies for evolving their creativity. In my opinion, attracting e-learning and practicing online for teaching foreign languages is extremely significant for effective educational process. Tertiary teachers from New Zealand[5] held an investigation involving a phenomenographic research approach for accumulating experience connected with e-learning. According to the results of their research, conceptualization of a phenomenon by an individual, stipulates relevant behaviour. Furthermore, "Non-Web-based distance education programs" were thoroughly investigated by Thirunarayanan, M. and Perez-Prado, A.,[8], and the outcome of the carried out experiment showed the level of students' success and absence of difference in the result of "distance, traditional or classroom-based courses"[8].

7. Textbooks and the Internet Resources

From my point of view, students are mostly interested in sources from which it's possible to obtain new and updated professional information. In my opinion, it isn't very important for them whether it's a textbook or the Internet resource, it may depend on their physical or psychological characteristics (sometimes disabilities). For simplicity, as my students underline in their essays, they commonly scan the most significant items from the Internet resources or from professional foreign language textbooks. Then they download the scan into their graphics tablets or into any other updated devices of this kind. Furthermore, it's quite convenient for them to employ the output information for perfecting experience in their professional foreign language training. More over, it's of great importance to adopt the Internet resources and textbooks into auditorium studies. In my teaching activity I regularly employ these resources for reaching the aims of students' professional foreign language training. In my opinion, the Internet resources and professional foreign language textbooks reveal an unlimited space for effective teaching and learning internal and external environment for productive cooperation. Kong, K.,[3] insists that more studies are to be held with the help "of ethnographic surveys" for monitoring of the contemporary teaching tools. This educator argues that it's possible to incorporate both the Internet and books for training, because most of the websites are directed to self-study. At the same time a lot of textbooks are oriented to double aim of classroom and self-study realization "the different target audience". Kong, K.,[3] believes that "websites and textbooks not only transmit knowledge but also encode the interpersonal relationship between the writer and readers".

8. Strategies

Alkhafaji, A.,[1] used strategies in business management. He argues that "strategies depend on the careful planning, execution, and coordination of functional-level activities. One supports the other; neither can function alone". In my teaching activity I have widened, deepened and employed this approach for reaching successful educational results. In programmers' professional English language training I took into account the predicted development of the future

professional events, interrelated with the growing tendency of employing strategies in different activities all round the world. Contrary to Alkhafaji's[1] approach to business management which has such stages as: intended strategy; unrealized strategy; deliberate strategy; emergent strategy; realized strategy, I have elaborated and applied another one, connected with education. My strategic approach to tertiary educational management in programmers' professional English language preparation includes such a sequence: analysis of the demands strategy; definition strategy; elaboration strategy; accomplishment strategy; monitoring strategy; feedback strategy and verification strategy. In my opinion, this approach to strategies in teaching ensures the quality of professional educational training. From my point of view, any competent educator, applying teaching strategies, is aware of necessity to invest his own resources for reaching successful educative aims. In my opinion, for achieving the best results using strategies for teaching professional foreign language it's better to follow the algorithm, developed by me: Firstly, it's necessary to map out the demanded strategy and then to update it. Secondly, to accept the optimal solution concerning the prepared strategy. Thirdly, to apply the strategy rigorously. Fourthly, it's obligatory to adapt this teaching strategy so as to meet students' professional needs. Fifthly, it's significant to monitor and verify the whole educational process precisely. From my point of view, these are the most serious components of teaching strategies for programmers' experience in professional foreign language training.

9. Findings

A potential matrix has been developed by me for the goals of productive professional language training (Table 2). This potential matrix contains the following main components: it includes *vertical foreign language training*, connected with effective coverage of four stages in the process of professional foreign language teaching. These four stages have been developed by me and adapted to the process of programmers' English language preparation. The stages are associated with updating experience of postulating and realizing innovative ideas with the help of matrix for multifarious tasks in professional English language, related to student's vocational interest. *Horizontal foreign language training* is directed to expanding space of foreign language teaching, by force of diversified foreign language training scenarios and projects (in groups and individually). It involves innovative educational tools of teaching technologies and is actualised with the help of multimedia technologies expansion in related space, connected with the development of professional situations in the future. When *vertical foreign language training is used together* with *horizontal foreign language training*, then it's *a strong competitive position* because only together they make up a complicated model. In case, when *vertical foreign language training and horizontal foreign language training are used*

separately it's *a weak competitive position*, caused by it's simplicity in comparison with the previous one. *Development in conjugated space* is *a strong competitive position* because it's stipulated by innovative process of synchronizing courses of computer science and professional foreign language. This component of the elaborated potential matrix demanded synchronization of the themes, provided for the Curriculum (the courses on computer science and simultaneously the readers for practical English language studies subject area). My identification of the interrelations in conjugated space (synchronization of simultaneous courses on computer science and English language) has provided productive dynamics of students' experience in professional foreign language training. It was actualized by virtue of professionally-oriented English language. *Range of group and individual professional foreign language projects* was based on multifarious online and practical varying projects for stimulating students' learning activity. *Retrenchment of auditorium training hours* is caused by certain negative situation in education in this or that country. That's why it is assessed in this research as *a weak competitive position*. Foreign language training by means of *Skype* is evaluated in this paper as *a weak competitive position*, because, far from all students have any access to this programme. That's why this situation prevents these students from practicing professional foreign language employing Skype.

Table 2.   Foreign Language Training Matrix

Competitive position	High	Low
Strong	Vertical & horizontal professional foreign language training Development in conjugated space Range of group and individual professional foreign language projects Innovative educational tools for professional foreign language training Successful teaching technologies	Dissimilarity into conjugated or unconjugated space Traditional educational tools for professional foreign language training
Weak	Horizontal professional foreign language training Vertical professional foreign language training Professional foreign language training employing Skype	Development into unconjugated space Retrenchment of auditorium training hours Deficient teaching technologies

10. Conclusions

Teacher's successful strategy in professional foreign language training is the cornerstone for students who try to obtain any foreign language. From my point of view, e-learning, computer-based self-assess, online and classroom means of foreign language training are highly productive only in cases when students are motivated for perfecting

their professional foreign language skills, but at the same time psychological components are to be precisely monitored in this process. Strategic approach in tertiary education management for professional foreign language training demonstrates an updated framework to strategic management in educational process. In my opinion, strategic management is an efficient resource for achieving designated educational purposes. From my point of view, educational research and practice are components of an integrated and inseparable process in professional foreign language teaching. Another key point brought to light in this research is a developed by me system of demands on assessing students' formed professional English language competence. The system of demands embraces such components as: 1) initial monitoring and verification of the achieved professional English language skills; 2) fluent scrutiny and finding indispensable authentic data; 3) quick and effective understanding the gist of the listened information; 4) successful participation in English language discourses on professional situations in compliance with cross-cultural and ethical standards; 5) regular monitoring and verification of the permanently improved professional English language mastery; 6) correct execution of professional English language documents; 7) implementation of innovative ideas in model conferences; 8) productive imitations of professional situations by virtue of the Open space technology and joint foreign language projects, based on multimedia resources. Including this system of demands on assessing students' formed professional English language mastery into professional foreign language training process, enhances students' experience in professional foreign language preparation. Developed Matrix of Professional Foreign Language Training Potential stimulated students for productive obtaining professional foreign language.

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