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THE ROLE OF ESP IN MOTIVATING ADULT LEARNERS OF ENGLISH: A QUESTIONNAIRE STUDY IN HUNGARIAN CORPORATE CONTEXTS

Abstract

While second language (L2) motivation has been widely researched in the field of applied linguistics, the role of English for specific purposes (ESP) in L2 motivation has received considerably less attention. If we narrow down the scope of enquiry to adult L2 learners in a corporate context, empirical research is even more scarce. This paper contributes to the growing body of research by presenting the results of a quantitative questionnaire study on the role of ESP in motivating adult learners of English in Hungarian corporate contexts. The study conducted with 232 adult learners compared the strength of ESP exerting its influence on L2 motivation with that of nine other dimensions related to the language teacher. The relationships between ESP and the other teacher-related dimensions, as well as the connection between ESP and intrinsic and extrinsic motivation were also investigated. Results show that ESP plays a significant role in motivating adult learners of English in Hungarian corporate contexts. Furthermore, in the environment investigated, there were significant correlations between ESP and all the teacher-related dimensions and intrinsic and extrinsic motivation. Finally, the regression analyses conducted attested that ESP contributed to the extrinsic motivation of the participants.

Keywords: ESP, L2 motivation, adult education, corporate contexts, Hungary

1 Introduction

Today, a vast majority of companies are knowledge organizations, which means that the products and services they offer are inseparable from the knowledge acquired by their employees. 75% of Hungarian businesses look upon knowledge as a strategic tool (KPMG, 2014). Workplaces are increasingly knowledge-intensive and they require continuous learning in the form of non-formal, informal, or formal learning, which are becoming part of our everyday lives (Kovács & Kálmán, 2020). This is also true for foreign language learning, as a result of globalization and internalization that characterise businesses today (Moron & Mujtaba, 2018).

Due to the social and economic changes that have taken place in Hungary since the end of communism in 1989, the English language has become indispensable on the Hungarian labour market (Földi et al., 2013). It has become the lingua franca of professional and business life (Sturcz, 2010). In spite of the fact that employment in an increasing number of organizations necessitates the skill of speaking foreign languages (Horváth-Csikós, 2018), and a B2 level command of English is regarded as a basic requirement on the Hungarian labour market (Sturcz, 2010), the majority of Hungarian adult employees do not speak languages on a level that knowledge organizations would require (Szabó & Mátó, 2019). Therefore, it comes as no surprise that businesses invest in enhancing and maintaining the language skills of their workforce by organising onsite or online language training courses for their staff (Kálmán, 2015a; 2019).

Various factors affect the efficiency and success of these language courses including the urgency of usable language skills, the profitability of the business, the involvement of the organization in conducting business internationally, the corporate culture and human resources policy of the organization, the attitude of human resources managers, employees, corporate language teachers, and language schools alike (Kálmán, 2016; Kálmán & Gutierrez, 2015). Independent of all circumstances, it has been extensively researched and corroborated that motivation plays a pivotal role in how successful language learners become over the long term (see e.g., Dörnyei & Ryan, 2015; Lamb, 2017; Larsen-Freeman & Long, 2014; Schumann, 2015; Sternberg, 2002).

While L2 motivation has been widely researched in the field of applied linguistics, the role of ESP in motivating language learners has received considerably less attention. If we narrow down the scope of enquiry to adult L2 learners in corporate contexts, empirical research is even harder to come by. This paper contributes to a growing body of L2 motivation research by presenting the results of a quantitative questionnaire study on the role of ESP in motivating adult learners of English in Hungarian corporate contexts. It can be hypothesised that due to the fact that teaching ESP in corporate contexts can mean teaching work-related English, its role might be pivotal in encouraging learners to participate in corporate language courses, and also in providing an opportunity for continuing professional development.

The study conducted with 232 adult learners compared the relative importance of ESP in L2 motivation and that of nine other teacher-related dimensions. These are the appearance, personality, preparedness and personal branding of the teacher, focusing on the present, getting to know the learner, personalised teaching, a free choice of topic, and the atmosphere in the foreign language classroom. The aim of the present study is fourfold: 1.) to establish

the comparative strength of ESP in the motivation of adult corporate language learners, 2.) to measure correlations between the dimension of ESP and the other teacher-related variables, 3.) to examine the relationship between ESP and intrinsic as well as extrinsic motivation, and, 4.) to check whether incorporating ESP in the learning material acts as a predictor of intrinsic or extrinsic motivation.

2 Literature review

Motivation has extensively been researched and regarded as a predictor of achievement and performance in professional and academic contexts alike (see e.g., Hiromori, 2009; Horváth & Kálmán, 2020; Pink, 2009; Winke, 2013). For the theoretical background of this paper, relevant theories and concepts of motivation research, such as the conceptualisation of motivation in the workplace (Pink, 2009) and self-determination theory (SDT), the teacher's role in L2 motivation, and the role of ESP in L2 motivation will be reviewed.

2.1 Motivation in the workplace

A motivation theory applicable in both educational and professional contexts conceptualised by Pink (2009) postulates that *autonomy*, *mastery*, and *purpose* are essential for human beings to be motivated, assuming that individuals would like to learn, create, and make the world a better place. The core constituents of Pink's (2009) theory are founded on Deci and Ryan's (1985) *self-determination theory* (SDT) and Csikszentmihalyi's (1988) concept of *flow*, both of which centre around *intrinsic motivation*, which is the innate satisfaction an activity brings about.

SDT draws on existential, humanistic, and organismic psychologies (Noels et al., 2019) and it postulates that individuals' innate psychological needs must be satisfied if they are to develop and flourish (Deci & Ryan, 1985; Ryan & Deci, 2017). The existential character of SDT lies in the fact that people strive to have meaningful lives, whereas its humanistic feature encapsulates the notion that people are content when they are true to their authentic self. Finally, the organismic nature of SDT is indicative of individuals' inherent curiosity, and their relentless desire to grow by constantly acquiring new skills and exploring their environment. Deci and Ryan (1985) and Ryan and Deci (2017) also posit that autonomy, competence, and relatedness are prerequisites of self-actualization, well-being, and optimal functioning.

In Pink's (2009) conceptualisation of motivation, *autonomy* cannot be equated with independence, it rather provides an individual with choice. The second component of the model, *mastery* – which is the counterpart of *competence* in Deci and Ryan's (1985) taxonomy – necessitates openness and curiosity (Dutton & Wrenniewsky, 2001). As regards *mastery*, it can be assumed that an individual's abilities are not finite, but can be continually perfected. Mastery also entails grit, effort and deliberate practice, which makes development attractive and frustrating as well as challenging at the same time. The third component of Pink's model, *purpose*, is essential as well, as it provides a context for *autonomy* and *mastery*. An area where the second and third legs of the tripod, *mastery* and *purpose*, meet is *personal branding*. Professionals' personal brand represents the values and principles they are able to constantly deliver to those they are serving. Llopis (2013) summarises this in the following words:

Personal branding does not mean self-promotion – that you should be creating awareness for your brand by showcasing your achievements and success stories. Managing your personal brand requires you to be a great role model, mentor, and / or a voice that others can depend upon. (p. 1)

2.2 The teacher's role in L2 motivation

While L2 motivation research had been focusing on the learner and characterized by analysing the components of L2 motivation and the context, until quite recently research on the role teachers play in motivating L2 learners has been marginalized. In the social psychological period of L2 motivation research characterised by Gardner and Lambert's work (1972), the teacher's role in motivation was mentioned only marginally, as part of the *attitudes towards learning the language* component, *motivational intensity or effort* and *the desire to learn the language*. This negligence can partly be attributed to the fact that Gardner conducted his research in an English as a Second Language (ESL) context, and partly to the prevalent language educational approaches in North America at the time, as both audiolingualism and the situational approach were informed by behavioural psychology (Celce-Murcia, 1991).

In the cognitive-situated period of L2 motivation research, Williams and Burden (1997) described components of L2 motivation emphasising the role of contextual influences, including that of the teacher. In Dörnyei's (1994) three-level framework of L2 motivation, the *learning situation level* contained teacher-specific motivational components: the teacher's personality, behavior, and teaching style and practice, as well as the way she or he presents tasks and uses feedback. Dörnyei and Csizér's (1998) study with Hungarian EFL teachers established motivating techniques, later expanded by Dörnyei (2001) into 102 motivational strategies (*micro-strategies*) within 35 *macro-strategies*. The cognitive-situated period of L2 motivation research also highlighted the reciprocity of (lack of) teacher motivation and enthusiasm and (lack of) student motivation and enthusiasm. As Csikszentmihalyi (1997) pointed out, learners are implicitly motivated by their teachers' enthusiasm. More recent studies on the teacher's role in motivation have confirmed the statements on teacher enthusiasm: Ghanizadeh and Moafian's (2010) study conducted with the participation of 826 EFL learners found that interpersonal relationships, the teacher's happiness, enthusiasm, support, and empathy have the highest correlations with learners' success.

The process-oriented period of motivation research around the 2000s brought the temporal nature of motivation into the focus of investigation. A scheme to model the temporal aspect of L2 motivation was developed by Dörnyei and Ottó (1998), who organized motivational influences into two main dimensions: action sequence and motivational influences, along a *pre-actional*, an *actional*, and a *post-actional* phase. There is no reference to the teacher in Dörnyei and Ottó's (1998) model either, even though a teacher can be presumed to help the learner set realistic goals (*pre-actional stage*), support the learner during the *actional stage*, and in the *post-actional stage* help the learner reflect on and assess the *actional stage* and set realistic future goals.

In the socio-dynamic period of L2 motivation research, interactions between context and self became a focal point of enquiry. The influence of *self-theories* was most apparent in the L2

Motivational Self System (L2MSS; Dörnyei, 2005), which draws on Markus and Nurius' (1986) *ideal self* and *ought-to self*, which represent what learners would like to become and what they believe others would like them to become. These two selves, in combination with the *L2 learning experience*, compose Dörnyei's (2005) L2MSS. In the L2MSS, teachers are part of one of the three constituents of the concept: *the L2 learning experience*.

The last decade of L2 motivation research has witnessed a "surge in publications related to the pedagogical aspects of motivation" (Lamb, 2017, p. 302). Lamb underlines such some novel phenomena as the changing nature of teacher-learner relationships, in which "learners are less accepting of a submissive role in class" (p. 301). The second novelty in his writing is the outright classification of the teacher as a motivator:

any good teacher is, by definition, a motivator of learning ... teachers who actually target learner motivation could nurture and strengthen it so that it promotes greater learning effort during the course, produces even better results, and perhaps even carries forward to future periods of study (p. 6).

The idea of the teacher's role being more salient is further evidenced by an increasing number of studies conducted in recent years on the teacher's motivational influence (see e.g., Guilloteaux, 2013; Ruesch et al., 2012; Sugita McEown & Takeuchi, 2014; Wong, 2014). Several of these studies arrived at the conclusion that "some individual teachers express more agency than others in developing their learners' motivation, despite working in similar contexts" (Lamb, 2017, p. 311), which is indicative of the personality of the teacher playing a crucial role in motivating learners. While some teachers demonstrate the quality to motivate more effectively, others might not. Lamb et al. (2016) describe this quality as persistent willingness and ability to empathise with learners, while Lamb (2017) refers to it as *responsiveness*, defined as "the personal quality of empathy ... built up over years of practice, which defines the successful motivator" (p. 15).

2.3 ESP in L2 motivation

It has been confirmed by several scholars that ESP is more likely to generate higher levels of motivation than English for General Purposes (EGP) as it is more relevant to learners' needs and interests (e.g., Basturkmen, 2010; Dudley-Evans & St John, 1998; Hutchinson & Waters, 1987). The salience of *relevance* in motivation was highlighted in Crookes' and Schmidt's (1991) comprehensive education-oriented theory of motivation and instruction design, which, apart from *relevance*, consisted of three more components: *interest* (intrinsic motivation), *expectancy*, and *satisfaction/outcomes*. Relevance forms the basis of *practical intelligence*, which, according to Tennant and Pogson's (1995) entails

practice as opposed to theory, direct usefulness as opposed to intellectual curiosity, ... and commonplace, everyday action or thought with immediate, visible consequences... it seeks to do, to move, to achieve something outside of itself, and works toward that purpose (p. 42).

Relevance makes it possible for ESP courses to be efficient. One advantage of such courses is that they do not waste learners' time nor effort because ESP courses are based on

learners' needs and are relevant to their interests and goals (Strevens, 1988). In ESP instructional contexts, courses take learners' needs as a starting point (Krajka, 2018). Additionally, Strevens (1988) points out that that ESP courses are more cost-effective than EGP courses. Dudley-Evans and St John (1998) claim that "the focused nature of the teaching, its relevance and cost-effectiveness ensure that its aims are widely accepted by learners" (p. 10). Basturkmen (2010) concludes that

It can be argued that because ESP courses cater to students' interests and needs, they are more likely to engender high levels of motivation. It can be assumed that students will be more interested in topics and texts related to their work or study areas. (p. 11).

Interestingly, empirical research substantiating the above claims is still scarce (Altalib, 2019). One of the exceptions is Altalib's (2019) survey which was conducted at four Saudi universities with the participation of 4,043 students enrolled in ESP and EGP courses. His findings confirm that there was a significant relationship between learners' motivation and the course they attended. The ESP group exhibited higher ideal L2 selves and more positive attitudes towards the L2 learning experience than the EGP group. The need for practicality in motivating adult learners of English was also confirmed in Kálmán's (2019) interview study with 18 L2 teachers working in Hungarian corporate settings, and emerged as a salient theme in interviews conducted with human resources managers of 18 organizations operating in Hungary (Kálmán, 2020).

A study conducted by Dostal (2016) on the spoken corpus of Business English (BE) students, apart from underlying the importance of relevant course materials in developing foreign language communicative competence (FLCC) for English business meetings with the help of business meeting simulations, concludes that the teacher's corrective feedback improves the efficiency of FLCC in fluency, accuracy, sophistication, control, range, length and variety in interaction, thus highlighting the role of the ESP teacher.

3 Research method

In order to find out the relative importance of incorporating ESP in the learning material in motivating adult learners of English in Hungarian corporate contexts compared to other teacher-related dimensions related to the teacher's role in generating and maintaining adult learners' L2 motivation, a questionnaire survey was designed. As the purpose of the study was to test hypotheses based on previous findings by the author (Kálmán, 2015a; 2015b; 2016; 2018; 2019; 2020; Kálmán & Gutierrez, 2015), a quantitative questionnaire study was the best choice. Another reason for opting for a quantitative study was to be able to address a larger number of participants, and to obtain generalizable results. Additionally, in order to be able to study the correlational and regression relationships between the investigated dimensions and the constructs of extrinsic and intrinsic motivation, a quantitative questionnaire was the only possible tool to use. Based on the objectives of this study and the theoretical background reviewed, the following research questions were formulated:

RQ1: How strong is the motivational influence of incorporating ESP in the learning material on adult learners of English in corporate contexts compared to other teacher-related dimensions?

RQ2: What correlational relationships exist between ESP and the teacher-related dimensions investigated?

RQ3: What correlational relationships exist between ESP and intrinsic and extrinsic?

RQ 4: What kind of causal relationship exists between ESP and intrinsic and extrinsic motivation?

3.1 Participants

All of the participants of the study were Hungarian employees of 18 organisations, each employing more than 250 employees representing a wide range of industries including the automotive; baby, feminine, and family care; banking; construction; electricity; FMCG (fast moving consumer goods); gas; information technology; insurance; nuclear; pharmaceutical; telecommunications; tobacco; and trading industries; as well as public administration. Six of the organisations were Hungarian state-owned, 12 were public limited companies including two American, two German and one Austrian multinationals. 14 of them are based in Budapest, four in the country. The majority of the participants have university degrees and do sedentary knowledge-work with the exception of five respondents who work on a production line or do technical jobs in power plants (see Table 1).

Table 1
Participants

Total number of participants	Age	Gender		Position		Proficiency		
		Male	Fem.	Manag.	Non-manag.	B1	B2	C1
232	22 – 65 M = 37 St. D. = 9.25	113	119	31	201	31	137	63

In total, 232 employees, 119 females and 113 males filled in the paper and pen questionnaire distributed to them by human resources associates working at the companies. 31 of them were working in managerial positions, 201 of them in non-managerial positions at the time of the survey. The average age of the participants was 37, ranging from 22 to 65 with a standard deviation of 9.25 (for five learners the age data were missing). According to the participants' self-reports, the level of learners' proficiency in the investigated sample ranged from B1 to C1 on the Common European Framework of Reference (CEFR) (Council of Europe, 2001). 31 of the participants rated their proficiency as B1, 137 of them as B2, and 63 of them as C1 (for one learner the data were missing). Half of the participants attended EGP courses while the other half participated in business English or ESP courses relevant to the industry they worked in (e.g., English of the electricity industry, English of the nuclear industry, specific English required for the assembly and operation of production lines).

3.2 The instrument

Dörnyei's (2007) 5-step validation model was used to develop the instrument. For a start an 'item pool' was drawn up (*Step 1*) with as many potential items for each scale as possible. All the items of the questionnaire were developed by the author partly based on the theoretical background (Akbari, 2008; Csikszentmihalyi, 1997; Deci & Ryan, 1985; Dörnyei, 1994, 2001, 2007; Dörnyei & Csizér, 1998; Dörnyei & Ottó, 1998; Gardner, 1985; Ghazizadeh & Moafian, 2010; Heitzmann, 2008; Williams & Burden, 1997), partly based on the results of previous studies conducted in the field by the author (Kálmán, 2015a; 2016; 2018; 2019) which identified themes that HR managers, teachers, and learners working in a corporate context found key in motivating adult learners. Subsequently, some senior researchers were asked to provide feedback and narrow down the number of items (*Step 2*). After getting feedback from them, the pilot questionnaire was put together (*Step 3*). After checking the responses to the pilot instrument (*Step 4*), post-hoc analysis was conducted on the scales (*Step 5*), which resulted in the following ten teacher-related constructs with six items in each:

1. *Preparedness*: to what extent learners find the professionalism of a teacher motivating. Example: *My language teacher motivates me if she or he has a lot of experience in language teaching.*
2. *Focus on the present*: how motivating it is for the learners to experience that their teacher focuses on the present by addressing current needs of the learners by using current technologies, current textbooks, updated handouts. Example: *My language teacher motivates me if she or he continuously updates the handouts for the lessons.*
3. *Appearance*: how motivating it is for the learners if the language teacher is well-groomed, well-dressed. Example: *My language teacher motivates me if she or he looks good.*
4. *Free choice of topic*: how motivating it is for the learners to be given the opportunity to speak about anything they feel like sharing with the teacher. Example: *My language teacher motivates me if I can discuss my problems at work with her or him if I feel like it.*
5. *Incorporating ESP in the syllabus*: how motivating it is for the learners if the teacher incorporates specific vocabulary and tasks related to their work in the lessons. Example: *My language teacher motivates me if we learn things in the lesson that I can use in my work.*
6. *Personalised teaching*: how motivating it is for the learners if the lessons are personalised to cater for their needs. Example: *My language teacher motivates me if she or he adapts to my pace of learning.*
7. *Personality and behaviour*: how motivating certain personality traits and ways of behaviour of the teacher are for the learners. Example: *My language teacher motivates me if she or he starts and finishes the lesson on time.*
8. *Getting to know the learner*: how motivating it is for the learners if the teacher approaches them holistically, not only as learners. Example: *My language teacher motivates me if she or he is sincerely interested in who I am.*
9. *Personal branding*: how motivating it is for the learners if their teacher is well-known and reputable. Example: *My language teacher motivates me if she or he has a good reputation.*

10. *Atmosphere*: how motivating it is for the learners if the teacher creates a good atmosphere in the lessons. Example: *My language teacher motivates me if she or he creates an informal atmosphere in the lesson.*

The ten constructs (each with six items) were complemented with two criterion measure scales measuring extrinsic and intrinsic motivation respectively. The two scales were taken from the study by Noels et al. (2001), and measured the following dimensions:

1. *Intrinsic motivation* (five items): to what extent learners enjoyed learning English for its own sake. Example: *I learn English for the "high" feeling I experience while speaking English.*
2. *Extrinsic motivation* (five items): how motivated learners were from the point of view of instrumentality. Example: *I learn English in order to get a better job in the future.*

In the last part of the questionnaire, background questions were asked concerning the participants' age, gender, and position in their organisation (see Appendix).

3.3 Data collection and analysis

The questionnaire was developed in Hungarian, the mother tongue of the participants. Respondents had to indicate on a Likert scale of 1 to 10 to what extent they agreed with the statements. Applying a 10-point Likert scale made it possible to avoid the ceiling effect, as it was hypothesised that the majority of the answers would fall in the higher range of the scale, since many of the items were pooled from the findings of previous research that had preceded the questionnaire study. In this way, the participants were given the opportunity to more subtly differentiate between the answers (Beall, 2009). The final version of the pen and paper questionnaire was personally delivered or posted to the HR managers of the 18 organisations involved and collected three weeks later. In total 232 questionnaires were returned. All of the completed questionnaires were computer coded and SPSS (Statistical Package for Social Sciences) 20.0 was used to check the internal reliability of the scales and to analyse the data. After the descriptive analysis of the scales, comparative, correlational, and regression analyses of the scales were conducted.

4 Results and discussion

4.1 Reliability of the scales

In order to check the internal reliability of the 12 multi-item scales, their Cronbach's alpha internal consistency reliability coefficients were computed (see Table 2). All scales yielded favourable Cronbach's alphas. According to Dörnyei (2007), because of the relatively low number of items per scale typically used in questionnaires related to L2 acquisition, "somewhat lower Cronbach's alpha coefficients are to be expected, ... if the Cronbach's alpha of a scale does not reach 0.60, this should sound warning bells" (p. 183). The data suggested that the Cronbach's alphas for all the latent dimensions were high enough, as all of them exceeded 0.70.

Table 2

Reliability coefficients of the scales

Construct	Cronbach's α
Appearance	.88
Atmosphere	.77
Focus on the present	.71
Free choice of topic	.82
Getting to know the learner	.77
Incorporating ESP in the syllabus	.84
Personal branding	.78
Personality and behaviour	.71
Personalised teaching	.76
Preparedness	.72
Extrinsic motivation	.73
Intrinsic motivation	.80

4.2 Comparative analysis of the scales

In order to answer RQ1, i.e., "How strong is the motivational influence of incorporating ESP in the learning material on adult learners of English in corporate contexts compared to other dimensions of the teacher's role?", descriptive statistics of the investigated dimensions were calculated. Table 3 presents descriptive statistics of the scales, their mean, standard deviation, skewness, kurtosis, and Shapiro-Wilk values. In general, it can be stated that the majority of the variables (except for *Personal branding* ($W = .991$, $p = .184$) and *Appearance* ($W = .991$, $p = .165$)) do not show normal distribution and are skewed left, as the negative values indicate. The reason for this is that the scales developed for the instruments were meant to establish the relative importance of the dimensions compared to one another, and the constructs were based on the results of previous studies; therefore, it could be hypothesised that the resulting mean values would approximate the higher end of the Likert scale, and as a consequence, distribution would be skewed left. We can see from the data that within the scales, *Personality and behaviour*, *Preparedness*, *Incorporating ESP in the syllabus*, and *Focus on the present* showed the highest mean values, close to or over 8.5, which highlight several inferences. With somewhat lower mean values, but still close to the higher end of the Likert scale came *Personalised teaching*, *Getting to know the learner*, and *Atmosphere*, while *Free choice of topic*, *Personal branding*, and *Appearance* showed the lowest values among the scales measured; however, they were still closer to the higher than the lower end of the Likert scale.

The findings related to the motivating influence of the teacher's *Personality and behaviour* confirm the results of previous research (cf., Csikszentmihalyi, 1997; Dörnyei 1994, 2005; Dörnyei & Csizér, 1998; Ghanizadeh & Moafian, 2010; Williams & Burden, 1997). The teacher's personality and behavioural traits measured in the construct were thoroughness, enthusiasm, credibility, flexibility, punctuality, and empathy.

Table 3
Descriptive statistics of the scales

Construct	Mean	St. deviation	Skewness	Kurtosis	Shapiro-Wilk	
					W	p
Personality and behaviour	8.63	.93	-.97	3.50	.938	.000
Preparedness	8.60	.93	-.87	1.31	.950	.000
Incorporating ESP in the syllabus	8.45	1.16	-1.06	2.10	.929	.000
Focus on the present	8.44	.97	-.84	1.26	.956	.000
Personalised teaching	8.21	1.06	-.64	.66	.968	.000
Getting to know the learner	7.60	1.26	-.32	-.24	.983	.006
Atmosphere	7.25	1.31	-.42	.15	.983	.007
Free choice of topic	6.46	1.63	-.17	-.60	.986	.020
Personal branding	6.33	1.49	-.10	-.27	.991	.184
Appearance	5.76	1.70	-.14	-.40	.991	.165
Intrinsic motivation	7.14	1.60	-.45	-.15	.981	.004
Extrinsic motivation	6.87	1.70	-.44	.09	.979	.001

*The lines indicate significant differences between the scales above and below the line based on paired t-test procedures ($p < 0.05$)

The second most important group of dimensions contained *Incorporating ESP in the syllabus*, and *Focus on the present*, with mean values of 8.45 and 8.44, respectively. As can be seen in Table 2, a paired t-test procedure conducted on the two scales does not indicate a significant difference between the two; however, the standard deviation value of the ESP scale is somewhat higher. Nevertheless, it can be stated that statistically *Incorporating ESP in the syllabus* is as important in motivating learners, as *Focus on the present*. The higher standard deviation belonging to ESP (1.17) reflects the wide variety of English courses that the participants were attending at the time of the survey, some of which were fully ESP-focused, others combined ESP with general English, and some of the courses were teaching only general English.

Both of the dimensions of *Incorporating ESP in the syllabus* and *Focus on the present* are strongly related to the need of practicality in corporate language courses; therefore, it is not surprising that the majority of the participants found the items of *Incorporating ESP in the syllabus* motivating. This scale contained such items as e.g., *My language teacher motivates me if my teacher can help me prepare for meetings with foreign professionals*. (Item 3), or *My language teacher motivates me if she or he can help me prepare for professional presentations in English*. (Item 32), which are concerned with the utilitarian benefits (Gardner & Lambert, 1959) the practicality of learning English.

Both *Incorporating ESP in the syllabus* and *Focus on the present* contained items that measured how the *relevance* of the teaching material motivated learners. (*Relevance* was one of the four

components of Crookes and Schmidt's (1991) comprehensive education-oriented theory of motivation and instruction design in addition to interest (intrinsic motivation), expectancy, and satisfaction/outcomes.) These findings seem to suggest that corporate language learners are more concerned with their actual selves rather than their ideal L2 selves. They need immediate solutions and prompt, constantly updated answers to their needs that might change on a daily basis. This might be the reason underlying the fact that the items of *Focus on the present* had such high mean values.

The next variable in line was *Personalised teaching* (8.21). For an organisation, language teaching is similar to a whole array of services the organisation purchases. Similarly to any other service in the market, being tailored to the specific needs of a client means a competitive advantage over the services of other suppliers who do not personalise their services. Since there are numerous language schools and language teachers in the market, and they are usually selected through tendering, it can be taken for granted that over the long term, those who are able to provide tailor-made services will prevail. Secondly, it must be admitted that teaching in corporate courses can far more easily be personalised than in institutional school settings, as the majority of on-site courses are one-to-one, while learning in groups usually means a maximum of five learners. While the first two reasons are in fact external to and independent of the learner, the third one explains how personalised teaching can contribute to motivation in the learner. By tailoring the course in response to the needs and requests expressed by the learner, learner autonomy is enhanced. If the teacher provides a choice, learning becomes more relevant to the learner's needs and preferences. This autonomy-supportive behaviour has been associated with learners' self-determined motivation and positive feelings about learning (e.g., Assor et al., 2002; Benson, 2007; Black & Deci, 2000; Little, 1991).

The reason why *Getting to know the learner* ended up as the next dimension might be explained with two reasons. On the one hand, getting to know the learner is a prerequisite of personalised teaching, as the more the teacher finds out about the learner, the more she or he can tailor every aspect of teaching to the needs of the learner. On the other hand, by getting to know the learner, the quality of interaction between the teacher and the learner can be improved. This finding verifies Crookes and Schmidt's (1991) belief, which claims that "the type of interaction between teacher and students is likely to increase, maintain, or decrease the students' motivation" (p. 483). However, interaction does not necessarily stop on the level of transmitting cognitive information, but opens more dimensions of interacting, which in turn results in a richer human experience both for the learner and the teacher.

Atmosphere was next in line, still with relatively high mean value of 7.25. This construct measured both the importance of the physical environment, that is, the room where the lessons are held, and the technical infrastructure used in the lessons, as well as the atmosphere created by the teacher. The mean values of the items within the construct show an even distribution, which means that both are equally important in motivating learners. The relatively high mean value of this construct (7.25) is not surprising again, as it has been proved by several studies that a pleasant learning environment contributes to a positive learning experience, which increase motivation (see e.g., Crookes & Schmidt, 1991; Dörnyei, 1994; Dörnyei & Csizér, 1998; Williams & Burden, 1997)

The next dimension, *Free choice of topic* is the most controversial in the survey. Its mean value was 6.46 whereas its standard deviation was the second highest (1.63), which indicates that this dimension might motivate some learners more than others. It is possible that learners do not notice or are unaware of the underlying motivational influence that talking about anything in the lessons brings about. Another possibility is that they might find it embarrassing to admit that sometimes they come to the lessons specifically to ventilate their work-related anger or problems, as has been expressed by teachers and HR managers (Kálmán, 2015a, 2018).

The teacher's *Personal branding* construct came second to last among the ten dimensions measured; however, statistically, it did not prove less important than *Free choice of topic*. Even though the mean value of this construct was relatively low (6.33) compared to the other constructs, *Personal branding* cannot be ignored as its mean value is quite high on a scale from 1 to 10. A teacher's personal branding can be important both in generating and maintaining the motivation of learners. Due to the mechanisms of social networks (Mercer, 2015), teachers with a good reputation can spur employees in an organisation to start learning a language, and can also play a crucial part in the evolution of corporate language education systems. At the same time, the teacher's reputation can speed up of the process of building trust in the learners and thus, fosters the development of a relaxed learning environment where the learners can put aside their mistrust of the teacher right from the beginning.

Finally, the least motivating dimension among the ten teacher constructs measured proved to be *Appearance* with a mean value of 5.76 and the highest standard deviation of 1.70. It can be seen from the data that the participants' opinion is divided most about the motivating influence of this dimension. Whether 5.76 is high or low is a matter of opinion. Nevertheless, it has been confirmed by Howlett et al. (2013) that clothing communicates information about the wearer and first impressions can be heavily influenced by the messages conveyed by attire. Howlett et al.'s (2013) study revealed that people were more positively rated on the attributes of *confidence*, *success*, *flexibility*, and the *ability to earn money* when they were wearing smarter clothes. If we translate this finding into the corporate classroom, well-dressed teachers may create the impression of being more confident, more successful, and more flexible, and in the discussion on *Personality and behaviour*, *Preparedness* and *Personal Branding* above, we could see how the teacher's flexibility, confidence, and reputation may increase learner motivation.

If we examine the mean values related to the scales of *Intrinsic* and *Extrinsic motivation*, we can see that this cohort of participants is significantly more motivated intrinsically than extrinsically (7.14 vs. 6.87, see Table 2). This again, might be put down to the peculiarities of the research context: the voluntary participation in English courses, and the high qualification of the participants. On the other hand, the relatively high mean value of the *Extrinsic motivation* scale highlights instrumental aspects of motivation that might be attributed to the prospects of a better job and/or a higher salary in a competitive corporate environment.

The data were also subjected to independent t-test procedures to find out whether there were significant differences between the results of male and female learners, managers and non-managers, as well as one-way ANOVA procedures to compare the mean values of learners speaking English on B1, B2, or C1 level. None of the procedures yielded any significant

differences between the subgroups investigated in any of the dimensions. Therefore, it can be concluded that the results described above are generally true for all the participants of the questionnaire survey.

4.3 Correlations between ESP and the other teacher-related dimensions

In order to measure correlations between ESP and the other teacher-related scales, Spearman correlational analyses were conducted. Table 4 presents the significant correlations between the scales, whereas Table 5 shows the significant correlations between the ESP scale and the two criterion measure scales, *Extrinsic* and *Intrinsic motivation*. In order to guarantee a much smaller likelihood of the events occurring simply by chance, only correlations where $p < .01$ are reported.

As can be seen in Table 4, the correlational analyses yielded moderate (between 0.5 and 0.7) (Salkind, 2010) correlation coefficients between the dimension of *ESP* and all the other constructs investigated. Even though the extent of significant correlations is only moderate, these results are evidence to the fact that all the measured dimensions are intricately interconnected. Due to the limitations in the length of this paper, only the three most salient correlations will be interpreted. The strongest significant correlation (.620) between the dimensions of *ESP* and the other scales emerged between *ESP* and *Personalised teaching*. This indicates that the two dimensions tap into similar domains in the investigated environment. The reason for this relatively strong correlation in this context might be explained by the fact that those learners who feel motivated by having *ESP* incorporated in their syllabi, are also motivated by personalised teaching. As personalised teaching is the prerequisite of meeting learners' *ESP* needs, this result is not surprising.

Table 4

Significant correlations ($p < .01$) between *ESP* and the other teacher-related dimensions

Construct	ESP
1. Appearance	.295
2. Atmosphere	.429
3. Focus on the present	.441
4. Free choice of topic	.391
5. Getting to know the learner	.430
7. Personal branding	.448
8. Personalised teaching	.620
9. Personality and behaviour	.451
10. Preparedness	.506

The second strongest correlation (moderate correlation at .506) can be observed between *ESP* and *Preparedness*, which demonstrates that learners who find incorporating *ESP* in their syllabi motivating also tend to appreciate the teacher's efforts to be well-prepared. As

teaching ESP usually requires extra effort from the teacher in terms of preparation (Falaus, 2017) as opposed to teaching EGP, this relatively strong correlation is not unpredictable either. The extra preparation is particularly apparent in course design as it has to offer authentic materials, it requires a purpose-related orientation, and should be defined by self-direction (Falaus, 2017).

The third highest correlation coefficient (.451) can be found between the constructs of *ESP* and the teacher's *Personality and behaviour*. If we break up the construct of *Personality and behaviour* into individual items, we can see that if a teacher is thorough, enthusiastic, flexible, credible, empathetic, and punctual (the characteristics measured within the *Personality and behaviour* construct) most probably she or he will always prepare for the lessons, and will exhibit traits of flexibility, which will enable her or him to cater to the needs of her or his learners.

The correlational data of the criterion measure scales yielded much lower but significant correlation values (Table 5). As far as the criterion measure scales of *Extrinsic motivation* and *Intrinsic motivation* are concerned, even the higher correlation coefficient (.336) – with *ESP* – proved to be a weak correlation.

Table 5

Significant correlations ($p < .01$) between *ESP* and the criterion measure scales

Construct	ESP
1. Intrinsic motivation	.236
2. Extrinsic motivation	.339

According to Rumsey and Unger (2015), "most statisticians like to see correlations beyond at least +0.5 or -0.5 before getting too excited about them" (p. 295), therefore these correlation values – even though they are significant – they weak to form the basis of far-reaching inferences. Nonetheless, it can be inferred from the data that there is a stronger connection between extrinsic motivation and *ESP*, which can be attributed to the instrumentality orientation of both dimensions.

4.4 Casual relationships between *ESP* and intrinsic and extrinsic motivation

In an attempt to answer RQ 4, i.e., "What kind of causal relationship exists between *ESP* and the two criterion measure scales of intrinsic and extrinsic motivation?" and to find out whether *ESP* acts as a predictor scale of the participants' motivated learning behaviour, linear regression analyses were carried out with a stepwise approach separately for the criterion variables of *Intrinsic* and *Extrinsic motivation*. The results are summarised in Table 5. While *ESP* did not contribute significantly to *Intrinsic motivation*, it did to *Extrinsic motivation*.

Table 5

Results of regression analysis of the scales with extrinsic motivation as the criterion variable (significance level $p < .01$)

Variable	β	t	p
1. Personal branding	.39	5.94	<.001
2. Incorporating ESP	.17	2.55	<.001
R ²			.23

It can be seen from the data that the proportion of variance in *Extrinsic motivation* that can be explained by the two independent variables (*ESP* and *Personal branding*) is 23%; however, the impact of *Personal branding* (.39) is approximately twice as strong as the impact of *ESP* (.17) in the equation. The significance of both scales in contributing to extrinsic motivation can easily be explained: the participants' work environment is highly competitive; therefore, instrumentality, which is a core determinant of extrinsic motivation in general, plays an important role. The participants might want to get higher positions on the corporate ladder or might want to earn more, which are all associated with the instrumental use of learning English. Both *Personal branding* and *Incorporating ESP in the syllabus* are strongly connected to developing knowledge workers' professional self. The teacher's personal branding might be important from the point of view of setting an example of building one's professional self, which through an identification mechanism can and might trigger adult learners' desire to enhance theirs. *Incorporating ESP in the syllabus* is another means that helps corporate language learners fulfil their professional selves and professional development.

5 Conclusion

This paper attempted to contribute to a growing body of research in L2 motivation research by presenting the results of a quantitative questionnaire study on the role of *ESP* in motivating adult learners of English in Hungarian corporate contexts. The first aim of the study was to establish the relative importance of *ESP* in exerting its motivational influence compared with that of nine other teacher-related dimensions measuring the teacher's role in generating and maintaining the L2 motivation of adult corporate learners. The second and third aims of the paper were to examine the relationships between *ESP* and the other dimensions, as well as the connection between *ESP* and two additional criterion measure scales of intrinsic and extrinsic motivation. Finally, the study also investigated whether *ESP* acted as a predictor of intrinsic and extrinsic motivation.

The results of the survey show that incorporating *ESP* in the syllabus plays a significant role in motivating adult learners of English in Hungarian corporate contexts. In answer to RQ1, which measured the comparative strength of motivational influence, out of the ten dimensions investigated, *ESP* came third only preceded by the teacher's *Personality and behaviour* and the teacher's *preparedness* scales. The salience of *ESP* in L2 motivation in corporate contexts is self-explanatory as an overwhelming majority of the learners use English for their work. As a consequence of the above, one of the most important implications of this study might be that teachers in this context must be aware of this need.

The answer to RQ2, the aim of which was to measure correlations between ESP and the other dimensions investigated, is that all the constructs showed moderate but significant correlations with ESP with *Personalised teaching*, the teacher's *Preparedness* and *Personality and behaviour* demonstrating the strongest coefficients. This finding underlines the intricate interconnectedness of these dimensions and highlights which constructs exert the highest motivational influence on those adult learners who are motivated by learning ESP. As regards RQ3, the correlational relationship between ESP and the two criterion measure scales, only weak correlations were found between them; however, the strength of the relationship between ESP and extrinsic motivation proved to be stronger.

Finally, the results connected to RQ4 aimed to find out whether a causal relationship existed between ESP and the two criterion measure scales revealed that ESP acted as a predictor of extrinsic motivation. This finding emphasises the salience of the instrumental orientation in corporate contexts, which, through the dimension of ESP, can contribute to the development of adult language learners' professional selves.

Concerning the limitations of the present study, it should be acknowledged that about 80% of the participating organisations and participants work, live, and learn English in Budapest; therefore, the Hungarian countryside is underrepresented in the survey. Consequently, one possible future direction of research could be investigating the role of ESP in motivating adult language learners in that context. Alternatively, it would be relevant to replicate the study in other Central, Eastern and/or Western European corporate contexts and do a comparative analysis of the results. Additionally, within the framework of longitudinal research, the study might be replicated in the investigated context in a few years' time to observe changes in corporate language training practices and the role ESP plays in the motivational disposition of language learners.

Hopefully, the results of this paper will prove useful not only for corporations, language schools, language teachers, and teacher trainers, but will also fill a niche in ESP research on corporate language training, and L2 motivation research.

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Appendix: The main questionnaire study – translated from Hungarian by the author

I would like to ask for your help with my research. Please answer the following questions related to **learning English**. This questionnaire is not a test; therefore, there are no good or bad answers. I am interested in YOUR personal opinion. Please be honest, because your honesty guarantees the success of my research. I would like to assure you that I will not show the questionnaires to anybody. Thank you very much for your help!

Below, you will find statements that are true for some people, and false for others. I would like to find out your opinion. Please circle the number in the box that best expresses your opinion. For example, if you love skiing, please circle the number in the first box:

	Not true at all									Completely true
I love skiing.	1									10

There are no good or bad answers – I am interested in your own opinion.

My language teacher motivates me if she or he ...	Not true at all									Completely true
1. knows a lot about the language.	1	2	3	4	5	6	7	8	9	10
2. has a pleasant scent.	1	2	3	4	5	6	7	8	9	10
3. can help me prepare for meetings with foreign professionals.	1	2	3	4	5	6	7	8	9	10
4. manages her or his life well.	1	2	3	4	5	6	7	8	9	10
5. sees the whole person in me.	1	2	3	4	5	6	7	8	9	10
6. is cool.	1	2	3	4	5	6	7	8	9	10
7. updates her or his materials continually.	1	2	3	4	5	6	7	8	9	10
8. starts and finishes the lesson on time.	1	2	3	4	5	6	7	8	9	10
9. is flexible.	1	2	3	4	5	6	7	8	9	10
10. uses the latest course books.	1	2	3	4	5	6	7	8	9	10
11. is thorough.	1	2	3	4	5	6	7	8	9	10
12. builds her or his lessons on each other in a logical way.	1	2	3	4	5	6	7	8	9	10
13. knows exactly what happened in the previous class.	1	2	3	4	5	6	7	8	9	10
14. looks good.	1	2	3	4	5	6	7	8	9	10

My language teacher motivates me if she or he ...	Not true at all									Completely true
15. has good references.	1	2	3	4	5	6	7	8	9	10
16. has pleasant gestures.	1	2	3	4	5	6	7	8	9	10
17. enables me to talk about my work-related problems if I want to.	1	2	3	4	5	6	7	8	9	10
18. is informal.	1	2	3	4	5	6	7	8	9	10
19. has a lot of experience in language teaching.	1	2	3	4	5	6	7	8	9	10
20. has a good reputation.	1	2	3	4	5	6	7	8	9	10
21. adapts the pace of learning to my needs.	1	2	3	4	5	6	7	8	9	10
22. is sincerely interested in who I am.	1	2	3	4	5	6	7	8	9	10
23. corrects homework by the next class.	1	2	3	4	5	6	7	8	9	10
24. is well-dressed.	1	2	3	4	5	6	7	8	9	10
25. takes my personality into account.	1	2	3	4	5	6	7	8	9	10
26. is empathetic.	1	2	3	4	5	6	7	8	9	10
27. is intellectually challenging.	1	2	3	4	5	6	7	8	9	10
28. takes my needs into account.	1	2	3	4	5	6	7	8	9	10
29. is able to manage unexpected situations in class.	1	2	3	4	5	6	7	8	9	10
30. speaks about herself or himself, too.	1	2	3	4	5	6	7	8	9	10
31. knows the special vocabulary of my field of work.	1	2	3	4	5	6	7	8	9	10
32. can help me prepare for my professional presentations in English.	1	2	3	4	5	6	7	8	9	10
33. speaks English very well.	1	2	3	4	5	6	7	8	9	10
34. is enthusiastic.	1	2	3	4	5	6	7	8	9	10
35. adapts the time of the lessons to my needs.	1	2	3	4	5	6	7	8	9	10
36. is open to learn new expressions emerging in my field of work.	1	2	3	4	5	6	7	8	9	10
37. is credible.	1	2	3	4	5	6	7	8	9	10
38. tailors the tasks to my needs.	1	2	3	4	5	6	7	8	9	10
39. makes it possible for me to speak about anything I want to in English.	1	2	3	4	5	6	7	8	9	10
40. is interested in my hobbies.	1	2	3	4	5	6	7	8	9	10

My language teacher motivates me if she or he ...	Not true at all									Completely true
41. sometimes exceeds my expectations.	1	2	3	4	5	6	7	8	9	10
42. is well-known in her or his profession.	1	2	3	4	5	6	7	8	9	10
43. teaches me things I can use in my work.	1	2	3	4	5	6	7	8	9	10
44. always prepares for the lessons.	1	2	3	4	5	6	7	8	9	10
45. tries to find out what is difficult for me.	1	2	3	4	5	6	7	8	9	10
46. lets me be myself.	1	2	3	4	5	6	7	8	9	10
47. knows my strengths and weaknesses.	1	2	3	4	5	6	7	8	9	10
48. is well-groomed.	1	2	3	4	5	6	7	8	9	10
49. says things that increase my self-confidence.	1	2	3	4	5	6	7	8	9	10
50. is popular with her or his students.	1	2	3	4	5	6	7	8	9	10
51. treats me to tea or coffee.	1	2	3	4	5	6	7	8	9	10
52. uses modern technology.	1	2	3	4	5	6	7	8	9	10
53. creates an informal atmosphere.	1	2	3	4	5	6	7	8	9	10
54. treats me as her or his equal.	1	2	3	4	5	6	7	8	9	10
55. trains herself or himself regularly.	1	2	3	4	5	6	7	8	9	10
56. holds the lessons in a pleasant environment.	1	2	3	4	5	6	7	8	9	10
57. has good vibes.	1	2	3	4	5	6	7	8	9	10
58. brings to class tasks related to my job.	1	2	3	4	5	6	7	8	9	10
59. makes it possible for me to have an honest discussion about things in life.	1	2	3	4	5	6	7	8	9	10
60. makes me practise things that I need to practise.	1	2	3	4	5	6	7	8	9	10

I am learning English ...	Not true at all									Com- pletely true
61. in order to get a better job in the future.	1	2	3	4	5	6	7	8	9	10
62. because I like learning new things.	1	2	3	4	5	6	7	8	9	10
63. because a good citizen can speak English.	1	2	3	4	5	6	7	8	9	10
64. for the enjoyment I experience when I grasp a difficult construct in English.	1	2	3	4	5	6	7	8	9	10
65. because in order for me to be an educated person I have to be able to speak English.	1	2	3	4	5	6	7	8	9	10
66. because I enjoy the feeling of acquiring knowledge about English speaking countries and their way of life.	1	2	3	4	5	6	7	8	9	10
67. to get a better salary later on.	1	2	3	4	5	6	7	8	9	10
68. for the pleasure I get hearing English spoken.	1	2	3	4	5	6	7	8	9	10
69. because I would feel guilty if I didn't know English.	1	2	3	4	5	6	7	8	9	10
70. for the high feeling I experience when I speak English.	1	2	3	4	5	6	7	8	9	10

Please answer the following questions, too.

1. Are you 1 – male or 2 – female? 2. How old are you?
3. Are you a 1 – a manager or 2 – not?
4. What is your level? 1 – B1 2 – B2 3 – C1

Thank you very much for filling in the questionnaire!