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DISSERTATION SUMMARY  
DOKTORI TÉZISEK

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**Corporate language education in Hungary: the teacher's role in  
generating and maintaining the motivation of learners of English**

Vállalati nyelvoktatás Magyarországon: a tanár szerepe az angol nyelvet  
tanulók motivációjának felkeltésében és fenntartásában

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## 1 Introduction

Both the initial causes that spur students to start learning a language, and the factors that make students persist in the language learning process have long attracted the attention of linguists and researchers. Since Gardner and Lambert (1959) laid down the foundations of L2 motivation research, a multitude of theories have been formulated to account for what motivates the language learner. Examples include, for instance, Weiner's (1985) attribution theory (AT), Deci and Ryan's (1985) self-determination theory (SDT), Williams and Burden's (1997) social constructivist model, Dörnyei and Ottó's (1998) process model of L2 motivation, Ellis' (2007) dynamic systems theory (DST), Dörnyei's (2009) L2 Motivational Self System, and Dörnyei and Kubanyiova's (2014) vision theory. Motivation research will presumably always remain a field of scholarly enquiry because, as Schumann (2015) puts it:

Different conceptualizations of SLA motivation will continue to be proposed and will continue to inform our notions of the phenomenon. In a species capable of generating symbolic nonmaterial constructs that cannot be isolated as physical entities but only as conceptualizations built out of other concepts, the number of possible formulations of the phenomena is potentially infinite. (p. 12)

In spite of the existence of numerous motivation theories, the teacher's role in motivating learners has remained an underresearched niche to this day, and "empirical studies on the issue of teachers' role in motivating language learners have mostly focused on demotivating factors rather than motivating factors" (Rahimi & Hosseini, 2015, p. 64). This is most surprising, as reviewing the literature provides some evidence that teachers do play a significant role in creating and maintaining a motivating environment. This has been confirmed by numerous studies (Chan, 2014; Dörnyei & Csizér, 1998; Magid, 2014; Mezei, 2014; Mezei & Csizér, 2005; Radel, Sarrazin, Legrain & Wild, 2010; Roth, Assor, Kanat-Maymon & Kaplan, 2007).

If we focus on the motivation of adult learners of English in an English as a Foreign Language (EFL) context, we can find very few empirical studies. Some exceptions are Shoaib and Dörnyei's (2005) interview study with adult learners examining participants' motivational history, Szaszko's (2007) study that investigated the effects of intercultural contacts on adult Hungarians' motivation, and Murray's (2011) study of Japanese adult learners of English. Even though all of these studies are concerned (at least partly) with the motivation of adult learners of English, none of them address specifically the teacher's impact on the motivation of adult learners in a corporate environment.

## 2 Rationale

The above niche provided the rationale for me to explore the teacher's role in generating and maintaining the motivation of adult learners of English in a corporate environment. After reviewing the relevant literature, in my dissertation I devised and conducted a mixed methods study to explore this niche by involving all stake-holders in the investigation: (1) corporate language education policy makers, (2) teachers teaching English in a corporate environment and, (3) adult learners of English in such contexts.

Apart from the endeavour to attempt to fill the niche in SLA motivation research introduced above, another source of inspiration to conduct the study stemmed from my personal curiosity. As a teacher of EFL and ESP working in a corporate context for over twenty years, I have set out on a personal quest and have become increasingly interested in how to motivate adult learners of English in a corporate environment. This can be attributed to the fact that motivated learners facilitate the teacher's work. At the same time and more importantly, motivation is conducive to the process of language learning, and plays a key role in accounting for the differential success in SLA (Dörnyei & Clément, 2001; Gardner, 1985, 2006; Noels' (2001) adaptation of Deci & Ryan's (1985) self-determination theory).

In addition to filling a research niche and satisfying my personal curiosity, the third motive for me was to devise a teacher-focused motivational model applicable in similar corporate contexts. As a result of a previous study on motivation (Kálmán, 2012), it emerged that in the case of on-site corporate language courses, there is a need for a comprehensive teacher-focused motivational model that guarantees the success and efficiency of language courses in which employees participate. As one of the human resources managers summarised:

It would be the responsibility of private language schools to train their teachers how to motivate learners in a corporate setting and supervise what their employees do, but unfortunately, in my experience, this is not the case. It would be much better if companies like ours could come up with a comprehensive but professional guideline that forms the basis of language educational tenders so that applying language schools would be familiar with the requirements we would like them, and their teachers to meet. (Kálmán, 2012, p. 2)

Such a guideline would not only be beneficial for corporations in language education tenders, but for private language schools and language teachers as well, in order to increase their standards of service and to better meet the expectations of their clients. The results might also inform

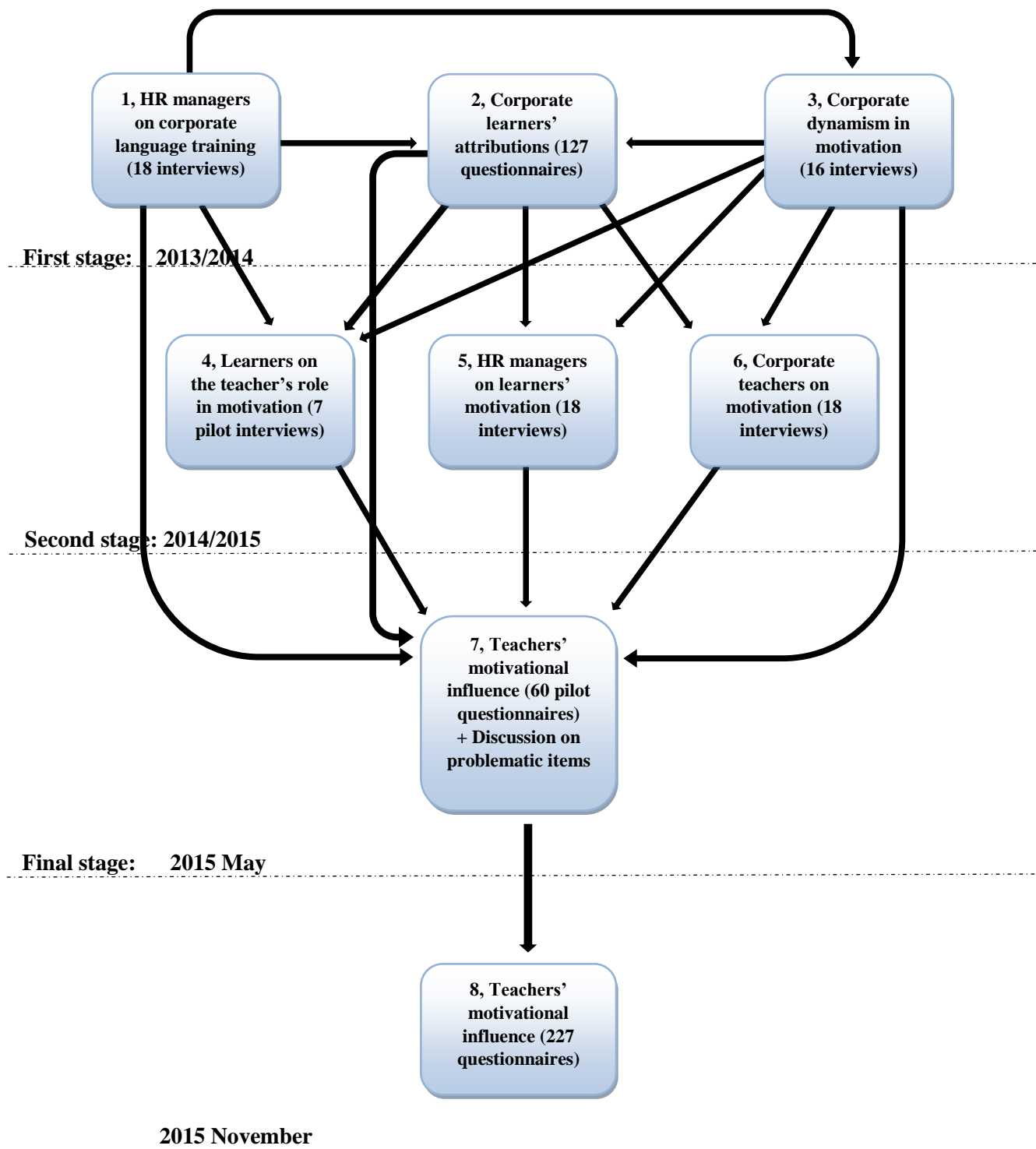
prospective language teachers who have a desire to teach in a corporate context as well as teacher training programmes that prepare such teachers.

Therefore, the overall aim of my dissertation was threefold. First and foremost, it explored the role teachers play in motivating adult learners in a corporate environment. Second, it sought to find out what classroom practices help teachers make the most of their motivating influence in this context, and third, it endeavoured to provide deeper insight into the motivating impact of the teacher so that practising teachers could refute or justify their own hypotheses concerning their motivating influence. By fulfilling the *core* aims of the study, I also intended to fulfil the *functional* aims of filling a neglected niche in motivation research, which included devising a collection of best practices for corporations, language schools, language teachers, prospective teachers and teacher trainers. The study intended to fulfil these core and functional aims by answering the following research questions:

- RQ1: What characterises the context of on-site English language courses in a corporate environment in Hungary in the middle of the 2010s?
- RQ2: What are the most motivating aspects of a teacher's personality and behaviour for adult learners of English in a corporate environment?
- RQ3: What classroom practices contribute best to motivating adult learners of English in a corporate environment?

### **3 Research method**

Ever since I had embarked on designing the empirical studies of my dissertation, my guiding principle was to address all stake-holders involved: adult learners of English in a corporate environment, teachers working in such contexts, as well as HR policy and decision makers. By examining the focus of my enquiry from these three angles, *data source triangulation* was ensured (Erzberger & Kelle, 2003). Apart from *data source triangulation*, I also wanted to achieve vertical triangulation, which, according to Denzin (1978), is *methodological triangulation*, i.e., combining different research methods in order to maximise the external and internal validity of the research. As a consequence of the above, mixed methods seemed desirable for my research. I had been conducting studies since 2013 in order to answer the research questions above and inform the final phase of my research. Figure 1 summarises the studies conducted, and illustrates the relationships between the studies by demonstrating how they were designed and built on one another step by step. Next to the chart, a timeline is provided to facilitate a temporal visualisation of the process.



**Figure 1** Temporal and thematic relationships between the studies

## 4 Results

In the *Results* section I summarise the findings of my dissertation according to the three research questions posed. Therefore, in answer to RQ1: “What characterises the context of on-site English language courses in a corporate environment in Hungary in the middle of the 2010s?” I describe the language training practices of organisations and their expectations of language schools and language teachers. Subsequently, I answer RQ2: “What are the most motivating aspects of a teacher’s personality and behaviour for adult learners of English in a corporate environment?” through demonstrating how teachers can motivate their learners best. Finally, in answer to RQ3: “What classroom practices contribute best to motivating adult learners of English in a corporate environment?” the *Implications* of my dissertation are presented.

### 4.1 Corporate language training practices and expectations

On average, 8.2% of the employees of the 18 investigated organisations are learning languages on-site, however it must be noted that this figure represents a bipolar arrangement. Half of the organisations are more generous towards their workforce in this respect, as 15% to 23% of their employees have the opportunity to learn languages or to maintain their existing knowledge, whereas the other half is spending markedly less on language education, which enables only 1% to 5% of their workforce to attend on-site language courses. The high negative deviation from the mean does not reflect the wishes of the HR managers, as all but one of them were convinced of the necessity and benefits of on-site courses. It rather reflects reality: reducing training and education costs is one of the first ways to help a company cut costs, and it distinctly emerged during the interviews that industries that have recently been hit by surtaxes and/or adverse political measures have had to cut back on their educational budget significantly. Table 1 shows the emerging themes and results related to the general description of corporate language training practices of the 18 organisations investigated, as well as companies’ expectations of language school and language teachers.

Apart from three organisations where options for learning Russian and Spanish are also available, only English can be learnt on the premises of the other 15 companies, including the German and Austrian multinationals. Language courses are generally available for both managers and employees. Courses are held before or after core time for employees, whereas managers tend to choose the time of their lessons whenever it is most convenient for them. Practically, this can be any time on a weekday between 6 a.m. and 10 p.m.

**Table 1** Emerging themes and results

A general description of the language training of organisations	Companies' expectations of language teachers and language schools
<ul style="list-style-type: none"><li>• on average, 8.2% of employees are learning languages;</li><li>• HR managers consider corporate language training useful and necessary;</li><li>• there has been a shift from general English towards ESP;</li><li>• the costs of language training are dwarfed by the costs of other training;</li><li>• primarily English is taught, apart from English Spanish and Russian;</li><li>• both managers and employees can learn languages;</li><li>• the lessons are mostly out of office hours;</li><li>• the participants can learn for free, or they contribute to the costs -this contribution ranges between 15 and 60%, and is refundable in the case of a successful language exam;</li><li>• since language learning schemes subsidised by the government or the EU are overly bureaucratic, companies rather avoid them;</li><li>• the participants have to take a language exam or write a test at the end of the course.</li></ul>	<ul style="list-style-type: none"><li>• schools win a contract through tenders and are selected on the basis of recommendation, personal experience, corporate social responsibility;</li><li>• the operation of the language school / enterprise is legal;</li><li>• the business / enterprise is a partnership or a limited business;</li><li>• the administrative issues are smooth;</li><li>• they have good references;</li><li>• the teachers teach in a tailor-made fashion;</li><li>• ESP is integrated into the material,</li><li>• they strive for a long-term relationship so that they / their teachers can acquire and teach ESP;</li><li>• they are reliable;</li><li>• they are flexible in accommodating to the time, place, syllabus, course book, pace of the course, as well as the learning style of the learner, and the changing needs of the organisation;</li><li>• they are experienced;</li><li>• they are punctual;</li><li>• they are well-prepared;</li><li>• they are cooperative;</li><li>• they are enthusiastic;</li><li>• they are motivating;</li><li>• they are hands-on;</li><li>• they are goal-orientated;</li><li>• they are result-orientated;</li><li>• they are professional and qualified;</li><li>• they regularly and formally assess the participants of the course;</li><li>• they are non-native rather than native teachers.</li></ul>

General basic and intermediate level English courses are predominantly held in the four organisations based in the country, whereas in the capital city advanced English, business English, presentation language, negotiation language and profession-specific English are taught primarily. In six of the companies, language courses for the workers are free, whereas in the other 12 employees are obliged to contribute to the costs of the courses. This contribution ranges from 15% to 60% of



cost and the majority of the organisations refund this amount after the employees have passed the exam specified in their contract. Failure to fulfil this obligation entails sanctions of different severity. Consequences vary from being transferred or demoted (the toughest) to revoking the right to participate in future courses (the most lenient).

With the exception of one multinational, all of the employees are required to take some kind of language exam at the end of their courses or at the end of the term specified in their educational contract. Six of the employers prefer bilingual exams on the grounds that employees should be able to translate as well, but they do not mind what kind of exam they pass as long as it is accredited. Two of the organisations have devised their own in-house exams in cooperation with their partner language schools, and test their employees with real-life tasks, for example, giving a presentation or writing a prompt email, which they claim provides a much more credible assessment on the skills the learners are expected to master.

The most commonly voiced expectations for employees studying a language were: being punctual, professional, well-prepared, cooperative, enthusiastic, motivating, hands-on, goal-orientated and achieving results (in the form of in-house or official language exams). In order to find out whether these criteria are met, only three of the companies resort to formal evaluation procedures. The HR managers typically get a written evaluation of the employees' progress at the end of the course or annually, and apart from this they occasionally meet the teachers or the head teacher of the language school to get some informal feedback, as well.

On the whole, the organisations seem content with the work of the language schools and teachers. The expectations that are formulated at the beginning of their cooperation are generally met. The requirements that stood out in the interviews, however, as key in contributing to the satisfaction of the commissioners were flexibility, tailor-made teaching, and incorporating ESP in the syllabus. Under the term of flexibility, respondents cited flexibility in time, place, syllabus, course book, pace, learning style, and the availability of the teacher.

Having answered the first research question of my dissertation by describing corporate language training practices and HR managers' expectations of language schools and language teachers, now I would like to shift the focus of presenting my results from the context to the learner.

#### **4.2 The most motivating aspects of a teacher's behaviour and personality**

The final questionnaire study of my dissertation drew upon the theoretical and empirical findings of the seven studies that had preceded it. The main purpose of the study was to answer

RQ2, i.e., to find out which aspects of a teacher’s personality, behaviour and teaching practices were perceived as most conducive to generating and maintaining L2 motivation by adult learners of English in a corporate environment. Additionally, the study also aimed to reveal what correlational and regression relationships existed between the ten teacher constructs investigated: *Appearance*, *Atmosphere*, *Focus on the present*, *Free choice of topic*, *Getting to know the learner*, *Incorporating ESP in the syllabus*, *Personality and behaviour*, *Personal branding*, *Preparedness*, and *Tailor-made teaching*, and the constructs of extrinsic and intrinsic motivation. In total, 232 employees, 119 females and 113 males filled in the paper-and-pen questionnaire. The average age of the participants was 37, ranging from 22 to 65 with a standard deviation of 9.25. According to the participants’ self-report, 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. All of the completed questionnaires were computer coded and SPSS (Statistical Package for Social Sciences) 17.0 was used to conduct the descriptive and comparative analyses of the scales.

In order to answer RQ2: “What are the most motivating aspects of a teacher’s personality and behaviour for adult learners of English in a corporate environment?”, I present descriptive statistics of the scales, their mean values and standard deviation values in Table 2. We can see from the data that within the teacher 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.

**Table 2** Descriptive statistics of the scales

<b>Construct</b>	<b>Mean value</b>	<b>Standard deviation</b>	
Personality and behaviour	8.63	.93	
Preparedness	8.60	.93	*
Incorporating ESP in the syllabus	8.45	1.16	
Focus on the present	8.44	.97	*
Tailor-made teaching	8.21	1.06	
Getting to know the learner	7.60	1.26	
Atmosphere	7.25	1.31	*
Free choice of topic	6.46	1.63	
Personal branding	6.33	1.49	*
Appearance	5.76	1.70	
Intrinsic motivation	7.14	1.60	*
Extrinsic motivation	6.87	1.70	

\* The lines indicate significant differences between the scales above and below the line based on paired T-test procedures

The findings related to the motivating influence of the teacher's *Personality and behaviour* confirm the results of previous research (cf., Csikszentmihályi, 1997; Dörnyei 1994, 2005; Dörnyei & Csizér, 1998; Ghanizaded & Moafian, 2010; Kálmán, 2015; Williams & Burden, 1997). The teacher's personality and behaviour play a crucial role in creating a positive language learning experience, and it has been confirmed by several studies that a positive learning experience fosters L2 motivation (e.g., Dörnyei, 2001; Heitzmann, 2009; Noels, Clément & Pelletier, 1999; Wlodkowski, 2008).

As can be seen in Table 2, based on a paired T-test procedure, statistically, the teacher's *Preparedness* is as important in motivating learners, as the teacher's *Personality and behaviour*. This might be explained by three parallel processes. First, as has been confirmed by Donovan, Bransford, and Pellegrino (1999), deep understanding of a subject transforms mere information into *usable knowledge*. Secondly, the teacher's commitment to readiness and professionalism enhances her or his confidence. This gives teachers excellent access to their best talents and memories, which in turn improves their motivating abilities (Zull, 2002). Thirdly, we cannot ignore the relationship between teacher and student motivation (e.g., Carbonneau, Vallerand, Fernet, & Guay, 2008; Martin, 2006; Pelletier, Séguin-Lévesque, & Legault, 2002; Roth *et al.*, 2007). If we accept Pink's (2009) theory on motivation in the workplace, which cites mastery (i.e., professionalism) as one of the three prerequisites of a motivated professional (in any profession) we must assume that well-prepared teachers are motivated teachers, and as such, they increase their students' motivation, as well.

The second most important group of dimensions contains *Incorporating ESP in the syllabus*, and *Focus on the present*, with mean values of 8.45 and 8.44, respectively. 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, which are concerned with the utilitarian benefits (see Gardner, 1959), the practicality of learning English. Both *Incorporating ESP in the syllabus* and *Focus on the present* contained items that measured how *relevance*, one of the four components of Crookes and Schmidt's (1991) comprehensive education-oriented theory of motivation and instruction design, motivated learners.

The next three dimensions in line – between which there were no significant differences – were *Tailor-made teaching*, *Getting to know the learner*, and *Atmosphere*, still with relatively high mean values of 8.21, 7.60, and 7.25. There might be three underlying reasons why tailor-made teaching is so important and at the same time self-evident in this context. For a start, 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 plenty of language schools and language teachers in the market, and they are usually selected through tendering (see *Study 1*), 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 on-site 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 5 members (see *Study 1*). Also, 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, Kaplan, & Roth, 2002; Benson, 2007, 2010; Black & Deci, 2000; Little, 1991).

The reason why *Getting to know the learner*, the next dimension, ended up in the same score band as *Tailor-made teaching*, might be explained with two reasons. On the one hand, getting to know the learner is a prerequisite of tailor-made teaching; 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. The importance of this dimension of motivating learners has already emerged in *Studies 5* and *6*, and has been verified by Crookes and Schmidt (1991), who claimed that "type of interaction between teacher and students is likely to increase, maintain, or decrease the students' motivation" (p. 483). Still in the same core band – statistically not less significant than *Tailor-made teaching* and *Getting to know the learner* – can we find *Atmosphere*. 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 increases motivation (see e.g., Crookes & Schmidt, 1991; Dörnyei 1990, 1994; Dörnyei & Csizér, 1998; Williams & Burden, 1997).

The next construct, *Free choice of topic*, is the most controversial in the survey. Its mean value of 6.46 did not come close to what I had expected based on the results of *Study 4, 5, and 6*. All of the participants of the previous studies, learners, teachers, and HR managers alike, highlighted the importance of a free choice of topic in motivation. I am inclined to believe that learners are unaware of the underlying motivational influence that talking about anything in the lessons brings about (as has been expressed one of the participants in the follow-up discussion after

the pilot). 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 in *Studies 5* and *6*.

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. It was demonstrated in *Section 4.3* that 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. Whether 5.76 is high or low is a matter of opinion. Nevertheless, it has been confirmed by Howlett, Pine, Orakçioğlu, and Fletcher (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 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 *Intrinsic* and *Extrinsic motivation* scales we can see that the participants are significantly more motivated intrinsically than extrinsically (7.14 vs. 6.87, see Table 2). This again, might be put down to the particularity of the research context: the voluntary participation in English courses, and the high qualification of the participants. On the other hand, the 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.

In order to describe the relationships between the scales, I carried out correlational and regression analyses. Table 3 presents the significant correlations between the teacher scales, whereas Table 4 shows the significant correlations between the teacher scales and the two criterion measure scales, *Extrinsic* and *Intrinsic motivation*.

**Table 3** Significant correlations ( $p < .01$ ) between the teacher scales

Construct	1	2	3	4	5	6	7	8	9	10
1. Appearance	—									
2. Atmosphere	.620	—								
3. Focus on the present	.406	.497	—							
4. Free choice of topic	.561	.672	.327	—						
5. Getting to know the learner	.588	.644	.479	.790	—					
6. Incorporating ESP	.312	.450	.464	.403	.461	—				
7. Personal branding	.678	.658	.482	.606	.595	.445	—			
8. Personality and behaviour	.472	.511	.690	.467	.640	.479	.516	—		
9. Preparedness	.413	.544	.650	.420	.477	.535	.619	.619	—	
10. Tailor-made teaching	.416	.592	.508	.570	.683	.614	.538	.612	.531	—

As can be seen in Table 3, the correlational analyses yielded one strong (between 0.7 and 0.9), and very many moderate (between 0.5 and 0.7) correlation coefficients (Salkind, 2010). Therefore, in my analysis I interpret only the strong correlation between the *Free choice of topic* and *Getting to know the learner* variables, as well as those correlations whose size is higher than 0.65, i.e., which approximate the strong correlation band.

The strong correlation (.790) between *Free choice of topic* and *Getting to know the learner* indicates that the two latent dimensions tap into very similar domains in the investigated environment. The reason for this strong correlation might be that those learners who feel motivated by having the opportunity to talk about practically anything in the lessons are also motivated by enquiring teachers who tend to get to know their learners as much as possible, since the dimension of *Free choice of topic* provides teachers with a tool to realise the dimension of *Getting to know the learner*.

The second strongest correlation (moderate correlation at .690) can be observed between *Personality and behaviour* and *Focus on the present*, which demonstrates that learners who find the personality and the behaviour of the teacher motivating also tend to appreciate the teacher's efforts to be up-to-date in motivating them. If we break up the constructs into individual items, we can see that the two groups of items may very well go hand in hand. If a teacher is thorough, enthusiastic,

flexible, and credible, probably she or he will always prepare for the lessons, update her or his teaching materials, and correct homework by the next lesson. The same interpretation can be applied to explain the relatively strong (.650) correlation between *Personality and behaviour* and another construct, *Preparedness*, as well.

Next in line comes the correlation between *Getting to know the learner* and *Tailor-made teaching* with a correlation coefficient of 0.683. This fairly strong correlation can be put down to the fact that those learners feeling motivated by teachers who really want to get to know them probably also appreciate the attention they receive through tailor-made teaching, since both constructs tap into the domain of attention. The teacher is a catalyst in the process. First, she or he acts as an elicitor in order to get to know the learner, and with the help of the information elicited she or he can tailor-make her/his teaching.

The two variables *Appearance* and *Personal branding* correlate roughly to the same extent as the above pair, with a coefficient of 0.678. On the face of it, we might conclude that the two variables fall in the category of externals; and in this sense, it is not surprising that learners who find the appearance of a teacher motivating will have the same approach to her or his reputation. On the other hand, caution must be exercised in this assumption as there might be some connections between one's appearance and one's characteristics. Similarly, as for one's reputation, it is not necessarily the superficial product of marketing specialists, but can also be the result of hard work. Whatever the case, the two dimensions seem to moderately tap into the same domain.

Finally, I present my interpretation of two correlation values between *Atmosphere* and *Free choice of topic* (.672), and *Atmosphere* and *Personal branding* (.658). The former might be the result of the fact that learners motivated by the informal, friendly atmosphere created by the teacher, might also be keener to take advantage of this atmosphere by initiating more conversation in a wider variety of topics with their teacher. The latter correlation is more puzzling. It could either be attributed to the fact that learners whose level of motivation is influenced by the reputation of a teacher might worry less about the performance of their teacher, as a result of which they feel more relaxed in the lessons. Similar to the relaxed, friendly circumstances brought about by other aspects of the teacher, another interpretation might be that the *Atmosphere* construct also contained items measuring the physical environment and technical infrastructure used by the teacher. In this sense, learners motivated by the teacher's reputation can also feel motivated by the high-tech devices they may associate with a reputable teacher.

The correlational data of the criterion measure scales yielded much lower correlation values (Table 4). In fact, the highest coefficient yielded between the teacher constructs and the scale of

*Intrinsic motivation* was .384 with *Getting to know the learner*, which means a weak correlation between the two scales. As far as *Extrinsic motivation* is concerned, even the highest correlation coefficient (.458) – with *Personal branding* – proved to be a weak correlation. According to Rumsey (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 are too weak to form the basis of far-reaching inferences.

**Table 4** Significant correlations ( $p < .01$ ) between the teacher scales and the criterion measure scales

Construct	App	Atm	Foc	Free	Gett	ESP	Bran	Pers	Prep	Tail
1. Intr. motivation	.379	.370	.365	.333	.384	.274	.328	.310	.412	.245
2. Extr. motivation	.346	.401	.224	.385	.368	.336	.458	.238	.329	.356

In order to investigate causality and to find out which teacher constructs act as predictor scales of the students’ motivated learning behaviour, I carried out linear regression analyses with a stepwise approach separately for the criterion variables of *Intrinsic* and *Extrinsic motivation*. The results are summarised in Table 5 and 6. Out of the ten dimensions investigated, only two contributed significantly to *Intrinsic motivation: Preparedness* and *Appearance*; and another two contributed significantly to *Extrinsic motivation: Personal branding*, and *Incorporating ESP in the syllabus*.

**Table 5** Results of regression analysis of the teacher scales with *Intrinsic motivation* as the criterion variable (significance level  $p < .01$ )

Variable	$\beta$	t	p
1.Preparedness	.31	4.81	<.001
2.Appearance	.25	3.93	<.001
R <sup>2</sup>			.22

The proportion of variance in *Intrinsic motivation* that can be explained by the two independent variables is 22%, and the impact of *Preparedness* (.31) is stronger than the impact of *Appearance* (.25) in the equation. Since the key element of intrinsic motivation in general is the enjoyment of the activity in focus, the data show that about a fifth (22%) of this joy derives from the teacher’s preparedness to a greater extent and her or his appearance to a lesser extent.



**Table 6** Results of regression analysis of the teacher scales with *Extrinsic motivation* as the criterion variable (significance level  $p < .01$ )

Variable	$\beta$	T	p
1. Personal branding	.39	5.94	<.001
2. Incorporating ESP	.17	2.55	<.001
R <sup>2</sup>			.23

By comparison, the data obtained from the regression analysis of the teacher scales with *Extrinsic motivation* suggest causality of almost the same degree (23%) between the two (see Table 6). Out of the ten dimensions two contributed significantly to *Extrinsic motivation*: *Personal branding* and *Incorporating ESP in the syllabus*. The effect of *Personal branding* (.39) on *Extrinsic motivation* is more than twice as strong as the effect of *Incorporating ESP in the syllabus* (.17).

The results revealed that of the ten constructs measured, *Personality and behaviour*, *Preparedness*, *Incorporating ESP in the syllabus*, and *Focus on the present* were judged to be the most important aspects of the teacher’s motivating influence. The scales did not show a strong correlation with the two criterion measure scales. The regression analyses conducted with the criterion measure scales revealed that 22% of variance in *Intrinsic motivation* could be explained by *Preparedness* and *Appearance*, and 23% of variance in *Extrinsic motivation* could be attributed to *Personal branding* and *Incorporating ESP in the syllabus*.

## 5 Implications

In this section of the Dissertation Summary I synthesise the implications of the studies that build up my dissertation, and at the same time answer RQ3: “What classroom practices contribute best to motivating adult learners of English in a corporate environment?”. Before I summarise these classroom practices I present some inferences stemming from the broader research context.

### 5.1 Implications stemming from the research context

From the description of the research context in *Chapter 5* of my dissertation, it came to light that corporate language education is here to stay. According to KPMG’s (2014) knowledge sharing report, knowledge management is increasingly important for organisations, and companies view knowledge – including language knowledge – as a strategic tool. Because of the political, economic and social changes, the knowledge of the English language has become indispensable in several

industries in the Hungarian labour market. English has become the Latin of the modern age, as the vast majority of professional literature is born in English today (Sturcz, 2010). In spite of the fact that an intermediate command of English is already a basic entry requirement in the labour market, 95% of big corporations (employing over 250 employees) support the language education of their employees (Hungarian Statistical Office, 2014). On the one hand, this is part of their knowledge management strategy; on the other hand, it is a necessity, as based on self-report, 63.2% of 25- to 64-year old Hungarian adults still do not speak a foreign language (Eurostat, 2013). Public education does not seem to be able to narrow this gap, as the number of foreign language learners is on the decline (KSH, 2014). At the same time, the age of language learning has shifted towards younger generations, as a consequence of which the number of English learners in tertiary education has decreased by 38.86% between 2002 and 2014 in spite of the fact that the number of students in tertiary education has increased by 15.87% in the same period. By the time graduates start their career, chances are they may well have forgotten the languages learnt in primary and secondary education.

If the above trend continues we can anticipate more and more graduates entering the labour market with language certificates that date back to their teens without having a useable knowledge of the language. Based on the above, I anticipate an increase in the number of on-site language learners in the near future, which entails a bigger demand for teachers working in this segment of language education, as well as programmes that prepare teachers for working in corporate settings. These challenges will have to be addressed by teachers, language schools and teacher training programmes alike.

## **5.2 Implications for teachers and language schools**

The interviews conducted with learners, HR managers and teachers in *Studies 1, 5, and 6* have revealed that teaching adult learners of English in a corporate context is very different for the following reasons:

1. language training is optional, consequently the learners will want to enjoy the lessons and sometimes come to class to relax;
2. the learners already speak an intermediate or higher level of English at the onset of the course, that being so, there is more room to chat and get to know the learners better;
3. the learners will want to use or develop their professional field-related ESP to some extent;
4. the learners and the teachers are on a level playing field;

5. teaching usually takes place in a one-to-one setting or in small groups of maximum 5 learners;
6. the length of a course can span years (especially maintenance courses).

As a consequence of all the points above, (particularly because the learners can already speak English, because they learn in a one-to-one setting, and because they can attend a course for years) a more intimate relationship can develop between the teacher and the learner. Thus, because of the circumstances, this setting is ideal for what Day (2004) describes as high-quality passionate teaching. Based on the interviews with learners, HR managers and teachers, beyond the implementation of set curricula, passionate teachers can make a difference not only to the learning and achievement of their students, but their lives as well. Maybe, some teachers / learners do not want to, do not dare to, or are not able to do more than the set curriculum. It is up to the teacher *and* the learner how many latent dimensions they venture into during a class, but the more dimensions they open up, the richer the experience will be both for the learner and the teacher.

In order for language schools and language teachers to be able to accommodate to the needs of this context, a useful benchmark can be the collection of expectations that were expressed by the HR managers in *Study 1*, based on their experience and feedback from employees participating in on-site language courses. The expectations of language schools and teachers that emerged during the interviews were as follows:

Language schools / Teachers should ...

1. win contracts through tenders, or be selected on the basis of recommendation, personal experience, or corporate social responsibility;
2. have legal operations;
3. be a partnership or a limited business, rather than a sole proprietorship;
4. handle administrative issues smoothly;
5. have good references;
6. tailor-make their lessons;
7. incorporate ESP in the material;
8. strive for a long-term relationship so that they / their teachers can acquire and teach the particular ESP needed in the given organisation;
9. be reliable;
10. be flexible in accommodating to the time, place, syllabus, text book, pace of the course, as well as the learning style of the learner, and the changing needs of the organisation;
11. be experienced, punctual, well-prepared, cooperative, enthusiastic, motivating, hands-on, goal-orientated, result-orientated, professional and qualified;
12. regularly and formally assess the participants of the course;
13. should be rather non-native teachers than native teachers.

### 5.3 Implications for teachers: motivating classroom practices

Whereas the list above contains expectations explicitly expressed by HR managers, the list of implications for teachers can be continued with inferences that were drawn from performing comparative, correlation, and regression analyses on the results of the studies of my dissertation that led to conducting the final questionnaire study (for a more detailed description see *Section 6.3.3* of my dissertation). These implications are as follows:

1. minimise teacher talking time, maximise student talking time;
2. create an enjoyable learning environment;
3. emphasise the joy of learning something new;
4. emphasise professional networking around the globe;
5. emphasise the role of English as a lingua franca;
6. save time by tailor-making teaching materials;
7. enhance learners' perceptions of their language learning ability.

Finally, the most important implications of my dissertation based on the results of the final questionnaire study are presented below. I would like to emphasise that since the variables measured in the final questionnaire were synthesised from the results of the preceding studies of my dissertation, all of the dimensions measured play a crucial role in motivating adult learners in a corporate environment.

As can be seen from the data in Table 2, the teacher's *Personality and behaviour* and *Preparedness* proved to be the most motivating dimensions of a language teacher. As the personality and behavioural traits measured in the construct were *thoroughness, enthusiasm, credibility, flexibility, punctuality, and empathy*, it is highly advisable to possess or perfect these characteristics if one would like to teach in a corporate environment.

The teacher's *Preparedness* is as important in motivating learners, as the teacher's *Personality and behaviour*. This dimension measured qualities and practices, such as knowing and speaking the English language, having a lot of experience in language teaching, training oneself regularly, and being able to handle unexpected situations in the classroom. Needless to say, a very good command of English is imperative in any environment, but in this context it is particularly important, since many of the learners are proficient, fluent speakers themselves, and are regularly exposed to a lot of input in international meetings and through work-related literature in English. Continuous development and training is also essential for the teacher, since the English language is changing quickly, however the changes occurring in ESP, in regard to the lexis of different professional fields, are even quicker. New words and expressions are born on the job day by day

and one has to keep up with them. Finally, one has to be able to handle unexpected situations in the classroom. Any workplace can be a stressful environment, and learners sometimes arrive at a lesson frustrated, sometimes in tears, and a teacher has to be able to handle these situations, as well, preferably in such a way, so that student-employees can go back to their desks after the lesson happy and relaxed.

The second most important group of dimensions in the final results contains *Incorporating ESP in the syllabus*, and *Focus on the present*. It is not surprising that ESP is important in a corporate environment, as an overwhelming majority of the learners use English for their work. Therefore, a teacher in this context has to be aware of the particular language. Since the jargon and terminology related to a field is changing at breakneck speed, the best source for the teacher to learn the necessary ESP is the learner. Another aspect of ESP is presentation language and the language of negotiations, both of which are needed in any industry. Therefore, it is a good idea for a teacher to have some personal experience in presenting and to have the skills to be able to teach it at the same time. It is important to note however, that instead of teaching ESP during the whole duration of a lesson or a course, it is a much better idea merely to incorporate ESP in the syllabus. As one of the teachers in *Study 6* pointed out, “ESP is just the decoration on the Christmas tree” (T5, p. 1). The proportion of ESP vocabulary is undeniably less than the everyday lexis and grammar one needs to keep a conversation going or to write a business letter.

As far as the next dimension, *Focus on the present* is concerned, it is not accidental either that it ended up close to the top of the rank order of the scales measured. Corporate language learners are more concerned with the present than the past or the future. They need immediate solutions and prompt, constantly updated answers to their needs that might change on a daily basis. It follows from the previous paragraphs that teaching materials have to be updated continually; course books and handouts with *telexes*, *fax machines*, *cassette players*, *German Marks (the currency)* simply will not suffice in a corporate environment. It is equally important for the teacher to live in the present and to be up-to-date to every single lesson by knowing what happened in the previous class, by preparing for every single lesson, as well as correcting homework by the next lesson.

The next three dimensions in line – between which there were no significant differences – were *Tailor-made teaching*, *Getting to know the learner*, and *Atmosphere*. For an organisation, language teaching is similar to a whole array of services the organisation purchases. Tailoring teaching to the specific needs of a client – apart from being an expectation – means a competitive advantage over the services of other suppliers who do not personalise their services. In fact, because

of the modern quality management systems that organisations are using today, teachers are not only expected to meet their clients' expectations, but exceed them. This requires a great deal of flexibility on the part of the teacher to accommodate to the personality and the needs of the learner in the time of the lessons, in the pace of learning, and in the materials used.

In order for the teacher to be able to tailor-make the teaching, she or he has to become acquainted with or get to know the learner as much as possible, which came as the next dimension in the rank order. The interactions between the teacher and the learner initiated for this reason, does not only provide ample opportunities for the learner to practise the language, but opens more dimensions of interacting, which in turn results in a richer human experience both for the learner and the teacher. In this way, one can make a positive difference not only to the learning, but also to the lives of one's learners. By showing genuine interest in the learner as a person, her or his interests, weaknesses and difficulties in language learning, teachers can create trust and a friendly atmosphere, which is the next dimension in the rank order. If possible, the lessons should be held in a nice and quiet room with an adequate temperature over a cup of coffee or tea if the learner prefers. Teachers play a pivotal role in creating a relaxed atmosphere by being natural, accessible, informal, respectful, and by treating learners as their equals. In this environment, it might easily happen that the learner is older, more experienced, has more degrees, has more children, or has got married and divorced more times than the teacher. Thus, what would be considered the traditional relationship between student and teacher, where the teacher is often older and more experienced than the student, does not necessarily take place in a corporate environment. The relationship between teacher and students in a corporate environment requires a more equality-based approach.

The next construct, *Free choice of topic* is the most controversial in the results. Its importance did not turn out to be as high as I had expected based on the results of the previous studies with learners, teachers, HR managers, and my own experience. I am more inclined to believe that learners might find it embarrassing to admit that they love talking about their problems at work, or in their private lives. Sometimes they come to the lessons specifically to ventilate their work-related anger or problems. As long as it happens in English so as to promote language learning, it is also beneficial, in that students can get these problems off their chests and can leave a lesson in a more relaxed state of mind. Another advantage that this practice brings about is that it teaches learners to speak English in a heightened emotional (either positive or negative) state. In addition, as long as what has been said stays between the learners and the teacher, it creates trust over the long term and a richer learning/teaching experience.

The teacher's *Personal branding* construct came second to last among the ten dimensions measured. A teacher's personal branding can be important both in generating and maintaining the motivation of learners. For a start, teachers with a good reputation can win better contracts and can get to prestigious organisations whose doors would not open without that reputation. Therefore, it is a teacher's vested interest to do her or his best in creating and maintaining a good reputation. Most of it is hard work, as a result of which a teacher can build up a solid clientele owing to referrals, but one can borrow clever tricks from marketing as well, particularly at the beginning of one's career. One such tool is keeping track of one's efforts and successes and not hiding them. Another one might be socialising at corporate hospitality events hosted by the organisation where one teaches or would like to teach.

Finally, *Appearance*, the last construct in the rank order does count, especially in a corporate environment. Clothing communicates information about the wearer and first impressions can be heavily influenced by the messages conveyed by what we wear and how we look. If we translate this to the classroom, if teachers are well-dressed they create the impression of being more professional, taking the teaching situation and the learners more seriously, as a result of which the learners will also take learning more seriously.

I believe the mean values attached to the individual items of the final questionnaire are just as revealing about the most motivating classroom practices as the statistical analyses I conducted. These values represent what importance learners attribute to different classroom practices, as well as the qualities and behavioural aspects of their teachers in motivating them; therefore, studying the final rank order in Table 7 with their mean values and standard deviation values can be highly illuminating.

**Table 7** Final rank order of the individual motivational items of the questionnaire in *Study 8* with their mean values on a scale from 1 to 10 and their standard deviation values

<b>Items: My language teacher motivates me if she or he ...</b>	<b>Mean value</b>	<b>Standard deviation</b>
1. speaks English very well.	9.58	1.08
2. knows a lot about the language.	9.42	0.93
3. builds her or his lessons on each other in a logical way.	9.35	0.95
4. is thorough.	9.19	1.08
5. always prepares for the lessons.	9.12	1.23
6. teaches me things I can use in my work.	9.01	1.15

7. is enthusiastic.	8.98	1.26
8. tries to find out what is difficult for me.	8.92	1.29
9. is credible.	8.91	1.36
10. has a lot of experience in language teaching.	8.85	1.31
11. knows exactly what happened in the previous class.	8.82	1.34
12. updates her or his materials continually.	8.78	1.43
13. treats me as her or his equal.	8.74	1.41
14. takes my needs into account.	8.71	1.33
15. is flexible.	8.67	1.47
16. trains herself or himself regularly.	8.64	1.53
17. creates an informal atmosphere.	8.60	1.35
18. can help me prepare for my presentations in English.	8.58	1.55
19. can help me prepare for meetings with foreign professionals.	8.55	1.73
20. knows the special vocabulary of my field of work.	8.53	1.43
21. knows my strengths and weaknesses.	8.50	1.36
22. starts and finishes the lesson on time.	8.48	1.68
23. is able to manage unexpected situations in class.	8.39	1.53
24. lets me be myself.	8.35	1.37
25. tailors the tasks to my needs.	8.35	1.56
26. adapts the pace of learning to my needs.	8.29	1.54
27. makes it possible for me to speak about anything in English.	8.29	1.55
28. makes me practise things that I need to practise.	8.28	1.61
29. is open to learn new expressions emerging in my field of work.	8.21	1.71
30. is intellectually challenging.	7.94	1.80
31. corrects homework by the next class.	7.92	1.83
32. brings to class tasks related to my job.	7.84	1.71
33. takes my personality into account.	7.83	1.60
34. adapts the time of the lessons to my needs.	7.81	1.81
35. manages her or his life well.	7.74	2.11
36. holds the lessons in a pleasant environment.	7.66	1.70
37. sometimes exceeds my expectations.	7.61	1.92
38. is empathetic.	7.53	1.80
39. is informal.	7.48	1.99
40. has good vibes.	7.45	1.87
41. says things that increase my self-confidence.	7.18	2.16
42. has a good reputation.	6.82	2.06
43. has good references.	6.75	2.04
44. uses the latest course books.	6.68	2.12



45. uses modern technology.	6.63	2.17
46. is popular with her/his students.	6.57	2.09
47. sees the whole person in me.	6.51	2.26
48. is well-groomed.	6.50	2.22
49. is sincerely interested in who I am.	6.25	2.41
50. has pleasant gestures.	6.23	2.01
51. is well-known in her or his profession.	6.23	2.24
52. speaks about herself or himself, too.	5.94	2.37
53. is interested in my hobbies.	5.86	2.23
54. has a pleasant scent.	5.19	2.40
55. enables me to have an honest discussion about things in life.	5.11	2.69
56. is well-dressed.	5.09	2.11
57. treats me to tea or coffee.	4.41	2.59
58. enables me to talk about my work-related problems if I want to.	4.30	2.72
59. is cool.	4.25	2.27
60. looks good.	4.11	2.26

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## 6 Future research

Due to the relatively high number of studies and participants involved in my research, I have reached data saturation in the context investigated, with the exception of one thread, i.e., the discrepancy between the learners' and teachers' views in the importance attached to the motivating influence of the *Free choice of topic* dimension. However, investigating this disagreement falls out of the scope of my dissertation, and would require a study in the field of psychology or culture.

In spite of my circumspect approach, I must admit that it is definitely a weakness of my research 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 corporate language education, and the teacher's role in motivation in that context. Alternatively, it would be exciting to replicate (some of) the studies 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 studies might be replicated in the investigated context in five years' time to observe changes in corporate language training practices and the motivational disposition of language learners. As for the teacher's motivational influence, it would be worthwhile replicating the final questionnaire study in private language schools or tertiary education to find out which

aspect of the teacher's personality, character and practices learners in those contexts find motivating. Further to this, it would be interesting to do more research on the motivating influence of the relationship between a learner and a teacher, as well as the reciprocity of this relationship.

I believe that the results of my dissertation will prove useful not only for corporations, language schools, language teachers, and teacher trainers, but will also fill a niche in research on corporate language training, and L2 motivation research. I would not like the teacher's role in motivation to be addressed as a marginal component of a marginal component in the pie chart of L2 motivation in the future, but as a more central component in L2 motivation theories.

## **7 Hungarian summary**

### **Vállalati nyelvoktatás Magyarországon: a tanár szerepe az angol nyelvet tanulók motivációjának felkeltésében és fenntartásában**

Annak ellenére, hogy számos idegennyelvtanulási motivációs elmélet létezik (Gardner és Lambert, 1959; Weiner, 1985; Deci és Ryan, 1985; Williams és Burden, 1997; Dörnyei és Ottó, 1998; Ellis, 2007; Dörnyei, 2009; Dörnyei és Kubanyiova, 2014) a nyelvtanár motiváló hatása ezekben a modellekben marginális. Mindez meglepő annak tükrében, hogy néhány empirikus kutatás bebizonyította, hogy a nyelvtanár szerepe jelentősen hozzájárul a nyelvtanulók motivációs szintjének növeléséhez és fenntartásához (Chan, 2014; Dörnyei és Csizér, 1998; Magid, 2014; Mezei, 2014; Mezei és Csizér, 2005; Radel, Sarrazin, Legrain és Wild, 2010; Roth, Assor, Kanat-Maymon és Kaplan, 2007). Az ezen a területen végzett empirikus kutatások, ráadásul inkább a nyelvtanár demotiváló, mint motiváló hatásával foglalkoztak (Rahimi és Hosseini, 2015). A tanár motiváló erejének a felnőtt nyelvtanulóakra kifejtett hatását vizsgáló tanulmányok száma elenyésző (Murray, 2011; Shoaib és Dörnyei, 2005; Szaszko, 2007), míg a vállalati környezetben idegennyelvet tanuló felnőttekre gyakorolt motiváló hatása kiaknázatlan kutatási terület. Ez inspirált arra, hogy vegyes kutatási módszertan segítségével megvizsgáljam, mi jellemezi a magyarországi vállalati nyelvoktatás kontextusát és a nyelvtanár motiváló erejét ebben a környezetben. Kutatásom célja az volt, hogy kiderüljön, melyek azok a tanári személyiség- és viselkedésjegyek, illetve nyelvórai stratégiák, amelyek a legmotiválóbbnak bizonyulnak a vállalati környezetben tartott nyelvórákon. A kutatás megvalósításához háromfázisú tervet készítettem nyelvtanulók, nyelvtanárok és HR szakemberek részvételével. Az első két fázisban elvégzett kvalitatív és kvantitatív kutatások megválaszolták a kontextussal kapcsolatos kutatási kérdésemet, az

eredmények szintetizálása után pedig összeállítottam a harmadik fázis kérdőíves kvantitatív kutatását, hogy a tanár motiváló hatásával kapcsolatos kutatási kérdésekre is választ kapjak. Az adatok elemzése után a következő eredmények születtek:

### **Mi jellemzi a magyarországi kihelyezett, céges nyelvtanfolyamok kontextusát a 2010-es évek közepén?** (első kutatási kérdés)

250 főnél többet foglalkoztató 18 nagyvállalat HR szakembereivel végzett interjúkutatás alapján elmondható, hogy átlagosan a munkavállalók 8,2%-a tanul egyre inkább szaknyelvet, mint általános nyelvet kihelyezett nyelvtanfolyamok keretében. Elsősorban angolt, ezen kívül elvétve orosz és spanyolt tanulnak. A vezetők és munkavállalók egyaránt részt vehetnek kihelyezett nyelvtanfolyamokon, az órákat többnyire munkaidőn kívül tartják. A résztvevők ingyen tanulhatnak, vagy a költségek 15–60%-ával hozzájárulnak a tanfolyamok költségéhez, amelyet sikeres nyelvvizsga esetén visszakapnak. A vállalatok a nyelviskoláktól és a nyelvtanároktól elvárják, hogy az adminisztratív kötelezettségek teljesítése zökkenőmentesen menjen; a nyelviskolák jó referenciákkal rendelkezzenek; nyelvtanáraik személyre szabottan oktassanak; integráljanak szaknyelvet a tananyagba; törekedjenek hosszú távú együttműködésre, hogy elsajátítsák és tanítani tudják az adott szaknyelvet; legyenek rugalmasok a tanfolyam során változó igényekhez, időben, térben, tanmenetben, tankönyvben, a tanulás tempójában és stílusában. Legyenek ezen felül megbízhatóak, tapasztaltak, pontosak, felkészültek, együttműködők, lelkesek, motiválók, gyakorlatiasok, cél orientáltak, eredmény orientáltak, képzetek; rendszeresen és formálisan értékeljék a tanfolyamok résztvevőit és inkább ne idegen anyanyelvűek legyenek.

### **Melyek a nyelvtanárok személyiségének, viselkedésének, tanítási gyakorlatának leginkább motiváló elemei?** (második, harmadik kutatási kérdés)

A 227 felnőtt nyelvtanuló által kitöltött, 1-10 pontig terjedő Likert skálákat tartalmazó kérdőív eredményei alapján, a legmotiválóbb dimenziók a következőképpen alakultak:

1. *a tanár személyisége, viselkedése (8.63)* (alaposág, lelkeség, hitelesség, rugalmasság, pontosság, empátia),
2. *a tanár felkészültsége (8.60)* (az angol nyelv használata és ismerete, tanítási tapasztalat, folyamatos képzés, váratlan helyzetek kezelni tudása),
3. *a szaknyelv beépítése a tananyagba (8.45)* (hasznosság, munkával kapcsolatos anyagok feldolgozása, prezentációra, tárgyalásra való felkészítés képessége),

4. *a jelenre fókuszáltság (8.44)* (órára készülés, folyamatosan frissített tananyagok, órák logikus egymásra építése),
5. *a személyre szabott tanítás (8.21)* (tanuló igényeinek, tanulási tempójának, kéréseinek figyelembe vétele, feladatok személyre szabása),
6. *a tanuló megismerése (7.60)* (őszinte érdeklődés a tanuló iránt, a tanuló személyiségének, gyengeségeinek, erősségeinek megismerése),
7. *a légkör (7.25)* (órai hangulat, egyenrangú viszonyrendszer, közvetlenség),
8. *a szabad beszélgetési témaválasztás (6.46)* (nyitottság bármilyen téma megvitatására angolul),
9. *a tanár személyes márkája (6.33)* (elismertség, jó hírnév, kedveltség),
10. *a tanár megjelenése (5.76)* (kisugárzás, ápoltság, megjelenés, öltözet, illat).

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