

## The Motivational Factors of Learning Languages for Specific Purposes

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**Abstract :** A remarkable feature of today's language teaching is the learners' language learning motivation. It is always considered as a very important factor and has been widely discussed and investigated. This paper aims to present a research study conducted in higher education institutions among students majoring in business and administration in Hungary. The aim of the research was to investigate the motivational factors of students learning languages for business purposes and set up a multivariate statistical model of language learning motivation, and examine the model's main components by different social background variables. The research question sought to answer the question of whether the motivation of students of business learning LSP could be characterized through some main components. The principal components of LSP have been created, and the correlations with social background variables have been explored. The main principal components of learning a language for business purposes were "professional future", "abroad", "performance", and "external". In the online voluntary questionnaire, 28 questions were asked about students' motivational attitudes. 449 students have filled in the questionnaire. Descriptive statistical calculations were performed, then the difference between the highest and lowest mean was analyzed by one-sample t-test. The assessment of LSP learning was examined by one-way analysis of variance and Tukey post-hoc test among students of parents with different qualifications. The correlations between student motivation statements and various social background variables and other variables related to LSP learning motivation (gender, place of residence, mother's education, father's education, family financial situation, etc.) have also been examined. The attitudes related to motivation were separated by principal component analysis, and then the different language learning motivation between socio-economic variables and other variables using principal component values were examined using an independent two-sample t-test. The descriptive statistical analysis of language learning motivation revealed that students learn LSP because this knowledge will come in handy in the future. It can be concluded that students consider learning the language for business purposes to be essential and see its future benefits. Therefore, LSP teaching has an important role and place in higher education. The results verify the second linguistic motivational self-system where the ideal linguistic self embraces the ideas and desires that the foreign language learner wants to achieve in the future. One such desire is to recognize that students will need technical language skills in the future, and it is a powerful motivation for them to learn a language.

**Keywords :** higher education, language learning motivation, LSP, statistical analysis

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