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## **1. INTRODUCTION**

My research focuses on the analysis of adult foreign language learning behaviour, a topic that is challenging, but also very timely due to the low level of foreign language skills of the Hungarian population.

Unfortunately, Hungary ranks as one of the last countries in the European Union in terms of foreign language skills. More than half of the population, 58%, speak no foreign language, 29% speak one foreign language, 11% speak two foreign languages, and 2.7% speak three or more foreign languages (EUROSTAT, 2018).

Today, young people are expected to know foreign languages, as the command of languages can have a major impact on their future. Many companies define it as a basic requirement for job seekers to know one or more foreign languages, i.e. multilingualism.

English language proficiency is an important requirement nowadays for achieving social, educational and economic development throughout the world (Fredy et al., 2019).

### **1.1. Topicality of the research**

Foreign language skills are now an essential part of our lives in many areas. In today's globalised world, the knowledge of foreign languages is a key factor in enabling international communication. The reason for my focus on this topic is that no studies have been published in this field that render a complex analysis of the factors influencing language learning intentions and their interrelationships, the motivations for and barriers to language learning, and the preferred forms of language learning (classroom and online).

I was motivated by my personal interest in my research topic. Seamless cooperation between countries requires a change in the qualitative and quantitative indicators of foreign language teaching. Before starting to learn a language, it is very important to clarify the specific purpose, i.e. why we want to learn a foreign language. As the owner of SZABÓ Language School, and based on my own experience of running it, I believe that we usually learn a foreign language to be more successful or to communicate more fluently with others who do not speak our mother tongue. Others may want to meet their own expectations, or they may learn languages because others expect them to do so, and they want to come up to those expectations.

## **1.2. Aim of the research**

The aim of my PhD thesis is to understand the thinking and intentions of potential clients of language schools, i.e. to create a complex model of language learning behaviour. In order to achieve this goal, after having reviewed the relevant literature, I conducted primary research to investigate the motivations and hindering factors of foreign language learning, language learning intention and its influencing factors, the influence of values on foreign language learning, the preference for language learning modes, the role of the native language teacher in foreign language learning and, last but not least, the impact of COVID-19 on foreign language learning. In constructing a theoretical model of language learning intention, I drew on Ajzen's (1991) theory of planned behaviour (TPB). As I have been involved in language teaching for several decades, I also set it as a research aim to investigate whether demographic variables (e.g. gender, age) have an impact on language learning intention. In addition, I aimed

to gain insight into experts' opinions on foreign language learning behaviour by conducting interviews with experts in order to prepare my quantitative research.

## **2. PRESENTATION OF HYPOTHESES**

Based on the literature review, I formulated nine hypotheses in my dissertation focusing on the research objectives.

*H1: The main motivation for learning a language is to obtain a language exam.*

The role of language exams is crucial in language teaching in Hungary. The language examination certificate is a "passport" for access to higher education and career advancement (Fekete and Csépes, 2019).

*H2: For foreign language learning, the perceived usefulness of the traditional/classroom learning form is higher than that of the digital/online learning form.*

Modern computing tools and interactive computer networks together offer many opportunities that can be put to good use in language learning. However, according to Ali and Ece (2017), 78.8% of learners think that online courses are not more effective (productive) than classroom lessons.

*H3: A native teacher has a positive impact on language learning intention.*

Juhász (2021) believes that language learners do not consider native teachers better or more effective language teachers, but according to the respondents of the survey, native teachers perform better.

*H4: Lack of motivation, lack of time and lack of money are the main barriers to foreign language learning.*

Regarding Hungarian language learners, Kelemen (2013) mentions a number of factors that hinder foreign language

learning, such as lack of motivation, lack of time and high costs.

*H5: Women are more motivated than men to learn languages.*

Merritt (2014) wrote in one of her articles that women are more motivated to learn languages. Another author (Noack, 2015) reported that women are almost universally better language learners than men.

### **The hypothetical model**

The theoretical framework for my research was Ajzen's theory of planned behaviour (TPB). Based on the theoretical model (Fig. 1), I developed the following hypotheses about foreign language learning behaviour:

*H6: The more we know about the benefits of language learning, the more likely we are to learn a foreign language.*

*H7: The more positive the emotions associated with language learning are, the stronger the intention is to learn a foreign language.*

*H8: Meeting one's own or others' expectations as much as possible has a positive effect on the intention to learn a language.*

*H9: A better sense of language and easier or faster learning strengthen the intention to learn a foreign language.*

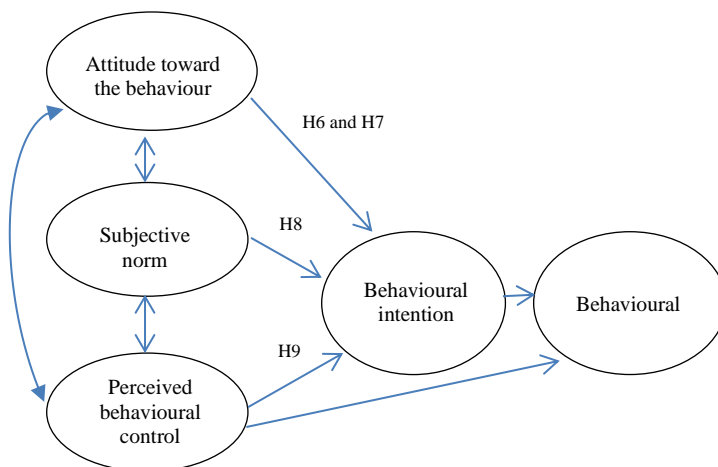


Figure 1: The theory of planned behaviour in language learning (Ajzen, 1991)

*Source: Edited by the author*

## **2.1. Measurement constructs and methods used (research and statistical)**

I used self-developed measurement constructs and scales to compile the questionnaire on language learning habits, except for the assessment of values, which I measured using Kahle's List of Values (LOV) (Kahle and Kennedy, 1988).

In order to understand language learning behaviour and answer my research questions on language learning habits, I conducted qualitative (interviews with experts - 10 people) and quantitative research (large sample questionnaire survey - 1201 people).

I applied a variety of mathematical and statistical methods to analyse the empirical data using SPSS, AMOS and JASP software. In addition to descriptive statistical methods (distribution tables, mean, standard deviation, frequency,

etc.), I also performed multivariate statistical analyses (e.g., factor analysis to examine the components of motivation, attitude, inhibiting factors) and hypothesis testing (e.g., parametric tests: paired sample t-tests and one-sample t-tests). To test my hypothetical model of language learning behaviour, the Structural Equation Modeling (SEM) methodology was applied using Amos software.

## **2.2. Sampling and samples**

To answer the research questions, a snowball-style online survey using Google Forms was made in 2021. The survey was conducted exclusively in Hungary, among the population aged 18-65. Taking into account the sample of 1201 people and the population of 6.191.916 people, the margin of error at the 95% confidence level is 2.83%. According to the data of KSH (Central Statistical Office, 2021), the ratio of men to women in the population is 50-50% (3.094.261 men and 3.097.665 women). Women are overrepresented in the sample: more than two thirds of the sample are women (67.7% women – 32.3% men). Therefore, the conclusions drawn from the survey are mainly related to women.

## **3. QUALITATIVE AND QUANTITATIVE RESEARCH RESULTS**

### **3.1. Qualitative results**

In 2019 and 2021, I conducted ten interviews with experts in the UK and Hungary. The interviews showed that while there was no significant decline in corporate language learning, in the private sector there was an increase in uncertainty and lack of motivation among language



learners, mainly due to the government's 'language exam amnesty'. The main findings from the expert interviews are presented in Table 1.

Table 1: Summary of the results of the qualitative surveys

Title of topic	Year 2019	Year 2021
The future of the language school	blended learning, digitalisation, new technologies incorporated in education, home learning	combination of technical and professional aspects, the role of the human factor
Key success factors for language learning in the long term	motivation, self-training, well-trained language teachers regular further training, native language environment and good facilities	flexibility, high quality language teaching and personalised tuition
Significant differences between online and classroom language learning	the benefits of blended learning	not included in the survey
Increasing/maximising student satisfaction and loyalty	feedback from language learners, quality of teaching, use of new technology	understanding the individual's/employee's needs and objectives, or when the student reaches the target set
The impact of COVID-19 on language learning	not included in the survey	changes in language learning habits, there was no significant drop in corporate teaching, but student motivation decreased in the private sector

Student/employee motivations	not included in the survey	student motivation: to study abroad or obtain a language exam. employee motivation: to work abroad or communicate in a foreign language at work
Barriers to foreign language learning	not included in the survey	for students: lack of motivation, financial background for adults: lack of a sense of achievement, lack of time, stressful jobs, skills problems
Language teaching in ten years' time	not included in the survey	a hybrid of online and classroom teaching, highly qualified language teachers able to use new methods, continuous improvement of teaching systems

*Source: edited by the author*

### **3.2. Quantitative results**

In my primary research I conducted a complex analysis of language learning behaviour. Within that, I also explored the motivations of language learners, as before designing a language school strategy it is very important to determine why potential clients learn a foreign language, i.e. what motivates them to learn. The reasons could include improving communication skills, obtaining a language exam, self-expression through language learning, earning a higher income or simply enjoying learning a language. According to my research, the two most important motives are to communicate more easily with others and to obtain a language exam, and the least important is to work abroad.

My research findings also confirm that success-oriented people are the most motivated language learners and that the older language learners are, the less they like to learn a foreign language, and that motivation to learn a foreign language decreases with age.

My primary research showed that many people find it important to learn a foreign language, but at the same time language learners are not so much fond of learning a language and they are even less motivated to learn a language.

Responses on cognitive and emotional attitudes suggest that the knowledge of foreign languages provides language learners with better job opportunities. The emotional component revealed that a sense of achievement is important in foreign language learning. Lack of time proves to be the strongest among the hindering factors of learning a foreign language, while the lack of a sense of language is the least hindering one. My research found that learning from a native language teacher does not give additional motivation to a learner. In terms of gender, the results suggest that women find the sense of achievement in language learning more important than men. The results confirmed the belief that with age, language learning becomes more difficult and that a feel for language declines. I found that people with lower levels of education are the most likely to believe that foreign language skills will make them more employable, while people with higher levels of education are the most convinced that learning a foreign language will make them more effective in communicating at work. The analysis also shows that the most important thing for foreign employees is the ability to communicate in a foreign language at work. It also shows that, as incomes rise, respondents increasingly agree that the

knowledge of foreign languages provides better job opportunities and higher earnings.

### **3.3. Testing of hypotheses**

The testing of hypotheses was in each case preceded by the testing of normality. The variables measured on the Likert scale are considered as quasi-interval scales and they are used as such when testing hypotheses.

*H1: The main motivation for learning a language is to obtain a language exam.*

#### *Paired sample t-test*

My research results suggest that the variables in H1 cannot be considered normally distributed, but this can be ignored due to the large sample size. To test this hypothesis, a parametric test, i.e. a paired sample t-test, was conducted. According to the mean results obtained, the most important motivation for language learning is easier communication with others ( $\bar{x}=4.10$ ), which was compared to obtaining a language exam ( $\bar{x}=3.77$ ). Based on the result of the paired-sample t-test, i.e. ( $t=-6.55$ , degree of freedom=1133,  $p<0.01$ ), there is a significant difference between the two means, i.e. it is established that the most important motivation for language learning is not to obtain a language exam but to communicate more easily with others. So this hypothesis was rejected, thus *T1: The most important motivation for language learning is to communicate more easily with others.*

*H2: For foreign language learning, the perceived usefulness of the traditional/classroom learning form is higher than that of the digital/online learning form.*

*Paired sample t-test*

To test the second hypothesis, I conducted a paired sample t-test. The results of the test of normality indicate that none of the variables can be considered normally distributed. Due to the sufficiently large sample size, this condition can be disregarded. According to the mean results obtained, there is a minimal difference between individual classroom ( $\bar{x}=3.17$ ) and individual online ( $\bar{x}=3.12$ ), but there is a larger difference between group classroom ( $\bar{x}=2.89$ ) and group online ( $\bar{x}=2.40$ ) (individual  $t=0.89$ , degree of freedom=1132,  $p=0,188$ ), (group:  $t=12.68$  degree of freedom=1133,  $p<0.01$ ), i.e. learners can make a difference between group classroom and group online learning forms, so this hypothesis is only partially accepted, thus *T2: For foreign language learning, the perceived usefulness of the group classroom learning form is higher than that of the group online/digital form, but no such difference can be detected for the individual learning form.*

*H3: A native teacher has a positive impact on language learning intention.*

*One-sample t-test*

Although the results of the test of normality indicate that none of the variables can be considered normally distributed, due to the sufficiently large sample size, this condition can be disregarded. To test H3, a one-sample t-test was used. According to the result ( $\bar{x}=3.60$ ) is higher than the mean ( $\bar{x}=3.00$ ), so the native teacher has a positive role in language learning intention, therefore this hypothesis is accepted ( $t=17.88$ , degree of freedom=1188,  $p<0.01$ ),

thus *T3: A native teacher has a positive impact on language learning intention.*

*H4: Lack of motivation, lack of time and lack of money are the main barriers to foreign language learning.*

#### *Paired sample t-test*

To test the fourth hypothesis a parametric test, i.e. a paired sample t-test, was performed. Although based on the results of the test of normality none of the variables can be considered normally distributed, due to the sufficiently large sample size, this condition can be disregarded.

I examined if the means of the first three inhibiting factors (lack of time ( $\bar{x}=3.63$ ), fatigue ( $\bar{x}=3.52$ ), lack of motivation ( $\bar{x}=3.01$ ) were significantly different from the means of the factor that was ranked the fourth (competent language teacher/service provider ( $\bar{x}=2.69$ )). On the basis of the results obtained from the paired sample t-test ( $t=19.52$ , degree of freedom=1160, in one-sided case:  $p<0.01$ ,  $t=18.417$ , degree of freedom=1158, in one-sided case:  $p<0.01$ ,  $t=7.241$ , degree of freedom=1159, in one-sided case:  $p<0.01$ ). I found that in all the three cases these means are significantly different from the mean of the fourth ranked factor, so this hypothesis is only partially accepted, as lack of money is not included in the first three, thus *T4: Lack of motivation, lack of time and fatigue are the main barriers to foreign language learning.*

*H5: Women are more motivated than men to learn languages.*

#### *Independent samples t-test*

To test this hypothesis, a parametric test, i.e. an independent samples t-test, was conducted despite the fact that none of the variables in H5 can be considered normally distributed.

The sufficiently large sample of respondents (1181) was made up of 381 men and 800 women. 20 respondents did not wish to indicate which gender they felt they belonged to. The mean value of men's intention to learn a language was  $\bar{x}=3.25$ , while that of women was  $\bar{x}=3.47$ . This means that, because of the higher mean value, women can be considered more motivated than men to learn languages. The results of the Levene's homogeneity test ( $F=0.352$ ,  $p=0.553$ ) indicate that there is no significant difference between the standard deviation of the two groups, i.e. it satisfies the condition for homoscedasticity, so the independent samples t-test can be performed. Based on the results of the independent samples t-test ( $t=-3.642$ , degree of freedom =1179 and  $p<0.01$ ) it is considered that women are more motivated than men in language learning, therefore H5 is accepted, thus T5: *Women are more motivated than men to learn languages.*

### **Analysis of the psychological determinants of language learning behaviour using SEM**

In order to analyse the psychological determinants of language learning behaviour, I developed the hypothetical (TPB) model shown in Figure 2, based on the theory of planned behaviour.

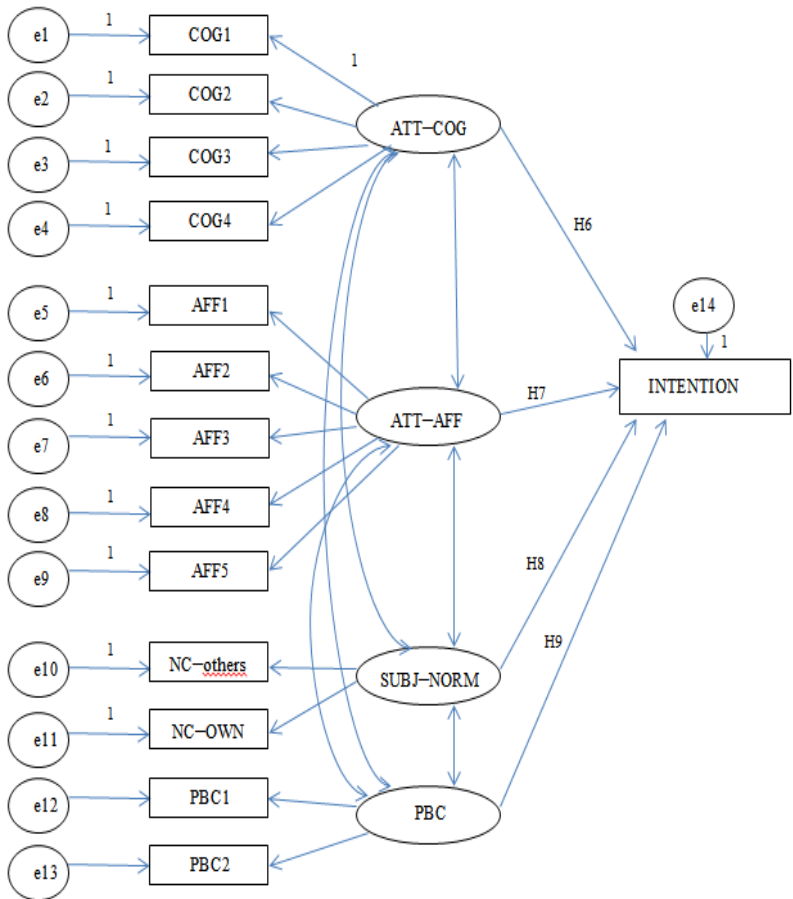


Figure 2: Hypothetical (TPB) model  
 Source: edited by the author

The hypothetical model was tested with the structural equations model using the AMOS software, but the fit parameters of the model were found to be inadequate, so a narrowing of the hypothetical model was necessary.



Variables were omitted to ensure that the predictive ability of the model was not compromised. The resulting model with significantly fewer factors is illustrated in Figure 3. Confirmatory factor analysis was used to test the reliability and validity of the concepts. I measured the reliability of the constructs (latent variables) using Cronbach's  $\alpha$ -coefficient, which should be greater than 0.7 (Hair et al., 2009). Table 2 shows that this criterion was met for all constructs. Convergence validity was verified by using standardized factor weights ( $> 0.5$ ), average variance extracted (AVE)  $> 0.5$  and composition reliability (CR)  $> 0.7$  (Hair et al., 2009). By comparing the indicators in Table 2 with the minimum values, the existence of all constructs was confirmed.

Table 2: Constructs, measurement variables and related indicators

Measurement construction	Variable	Description/ Title	Standardised factor weight	Mean	Standard deviation
Attitude ( $\alpha = 0.742$ , AVE = 0.530, CR = 0.751)	COG3	I expand my network of contacts by learning foreign languages.	0.630	3.62	1222
	AFF4	I like to read/watch a good book or film in the original language.	0.689	3,59	1,352
	AFF5	In my work I like to communicate in a foreign language	0.799	3.17	1.332
Behavioural intention	INTENTION	Are you currently learning or planning to learn a foreign language?	-	4.07	1.216

Subjective norms (meeting my own expectations)	NC-OWN	I learn a foreign language because I want to meet my own expectations.	-	3,81	1,210
Perceived behavioural control ( $\alpha = 0.942$ , $AVE = 0.892$ , $CR = 0.943$ )	PBC1	I can learn a foreign language quickly and easily.	0.966	3.14	1.253
	PBC2	I have a natural flair for languages.	0.922	3.07	1.289

*Source: edited by the author*

The test for discriminant validity was based on the Fornell-Larcker (1981) test, which requires that the AVE of a given latent variable be higher than the square of the correlation between that variable and the other latent variables. Since  $AVE(\text{attitude}) = 0.530 > 0.491$  and  $AVE(\text{perceived behavioural control}) = 0.892 > 0.491$ , this criterion is also met for both latent variables. The aim of my analysis is to examine the direct and indirect effects of attitude (ATTITUD), subjective norm (NC-OWN) and perceived behavioural control (PBC) on language learning intention (INTENTION). The results of the model are presented, including the testing of each path (standardised path coefficients) together with an analysis of the direct and indirect effects between latent variables. The test of the model fit is a comparison of the measured values and the acceptance ranges for the different evaluation criteria (fit indices) in Table 3.

For the empirical model, the measured values fall within the acceptance range for all criteria, so the fit of the model is generally acceptable and, in many respects, very good.

Table 3: Empirical model fit test

Criteria	Measured value	Acceptance range	Degree of model fit
CMIN/Df	4.661	less than 5.0	OK
GFI	0.987	0.9-1.0	almost perfect
AGFI	0.968	0.9-1.0	almost perfect
RMR	0.033	below 0.05	OK
RMSEA	0.057	0.05 és 0.08 között	OK
TLI	0.979	It should be close to 1.	almost perfect
CFI	0.989	It should be close to 1.	almost perfect
NFI	0.979	0.9-1.0	almost perfect
Hoelter.01	544	greater than 200	almost perfect
Hoelter.05	433	greater than 200	almost perfect

*Source: edited by the author*

To test the significance of the path coefficients, I used the Maximum Likelihood Estimates method in AMOS software. Based on the p-values in Table 4, it can be concluded that at one percent significance level, each independent variable has a significant effect on its associated dependent variable (\*\*\*: one per mille significance level).

Table 4: Statistics from the empirical model

Indicator/ Construction	Effect	Indicator/ Construction	Unstandardized regression coefficients	Standardized regression coefficients ( $\beta$ )	Standard error (SE)	Critical ratio (CR)	P
NC-OWN	←-	PBC	,506	,507	,027	18.480	***
ATTITUDE	←-	PBC	,322	,507	,023	13.805	***
ATTITUDE	←-	NC-OWN	,243	,382	,021	11.600	***
COG3	←-	ATTITUDE	1,000	,630			
PBC2	←-	PBC	,982	,922	,023	43.545	***
PBC1	←-	PBC	1,000	,966			
INTENTION	←-	NC-OWN	,169	,168	,041	4.134	***
INTENTION	←-	ATTITUDE	,183	,116	,071	2.577	0,01
AFF4	←-	ATTITUDE	1,211	,689	,067	18.101	***
AFF5	←-	ATTITUDE	1,385	,799	,070	19.676	***

*Source: edited by the author*

The relationships between the exogenous and endogenous variables are illustrated by an empirical model including significant effects (Figure 3).

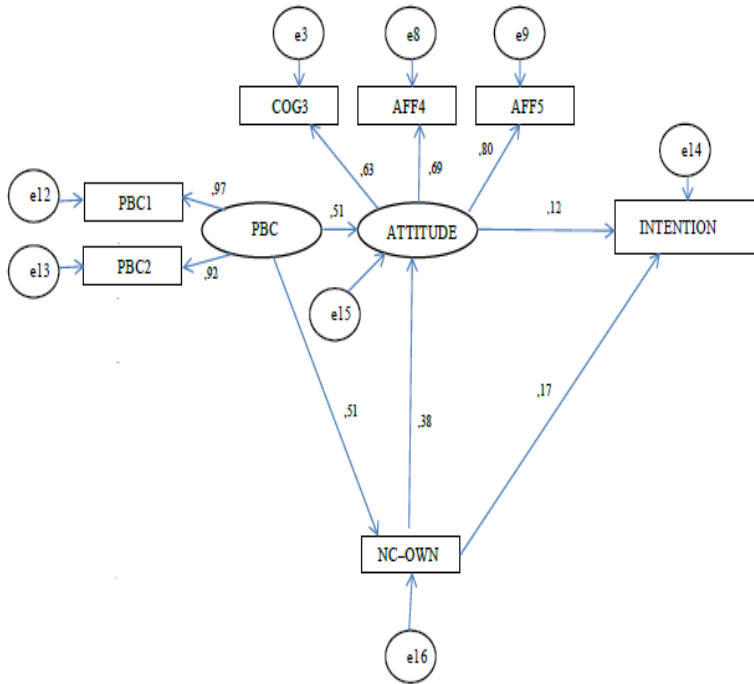


Figure 3: Empirical model  
 Source: edited by the author

In the empirical model, attitudes towards foreign language learning are reduced to two affective and one cognitive variables, i.e., in addition to "consuming" foreign language content (books, films) (AFF4) and communicating in a foreign language (AFF5), expanding one's network of contacts (COG3) plays an important role. In the case of perceived behavioural control, both language perception (PBC1) and ease and speed of language learning (PBC2) are of importance. Regarding subjective norms, meeting others' expectations is eliminated from the model, i.e. this factor does not play a role in language learning, only

meeting one's own expectations (NC-OWN) is of significance. Attitudes towards foreign language learning ( $\beta = 0.12$ ) and meeting your own expectations ( $\beta = 0.17$ ) have a direct effect on the intention to learn a foreign language. Both effects are positive, but their magnitude is weak. The relationships in the empirical model allow for testing H6, H7, H8 and H9.

*H6: The more you know about the benefits of language learning, the more likely you are to learn a foreign language.*

*H7: The more positive the emotions associated with language learning are, the stronger the intention is to learn a foreign language.*

Because of the positive relationship between the attitude coefficient and language learning intention, which includes cognitive and affective elements, these hypotheses were also accepted:

*T6: The more you know about the benefits of language learning, the more likely you are to learn a foreign language.*

*T7: The more positive the emotions associated with language learning are, the stronger the intention is to learn a foreign language.*

*H8: Meeting one's own and others' expectations as much as possible has a positive effect on the intention to learn a language.*

In the empirical model, meeting others' expectations was eliminated with the the narrowing down of the elements due to the lack of significant relationships. On the other hand, in the final empirical model, the direct effect of meeting your own expectations was found to be the strongest, i.e. the

most important direct factor of language learning intention. For these reasons, this hypothesis was only partially accepted:

*T8: Meeting your own expectations as much as possible has a positive effect on your willingness to learn a language.*

*H9: A better sense of language and easier or faster learning strengthen the intention to learn a foreign language.*

The model shows that perceived behavioural control - how easily and quickly I can learn a foreign language and how good my language comprehension is - has a strong direct positive effect on attitudes ( $\beta = 0.51$ ) and the subjective norm ( $\beta = 0.51$ ), and indirectly through all of these on language learning intention (standardised total effect:  $\beta = 0.212$ ). On this basis, this hypothesis is accepted:

*T9: A better sense of language and easier or faster learning strengthen the intention to learn a foreign language.*

Based on the empirical model, it can be concluded that engaging in language learning because one wants to meet one's own expectations has a positive effect on one's attitudes towards language learning ( $\beta = 0.38$ ). Overall, when considering the total effects, subjective norms, and more specifically meeting one's own expectations, have the largest effect on language learning intention ( $\beta = 0.212$ ), more strongly than perceived behavioural control ( $\beta = 0.166$ ), and attitudes towards language learning ( $\beta = 0.116$ ). However, the weak effects suggest that language learning intention may be influenced by factors other than psychological factors, i.e. *psychological factors alone are only weak predictors of language learning intention.*

## Summary of the results of the hypothesis tests

My hypotheses, developed and tested in my research to identify the factors that influence foreign language learning intentions, and a summary of the hypotheses derived from the hypothesis testing, are summarised in Table 5.

Table 5: Summary of the results of the hypothesis tests

Hypotheses	Hypothesis testing results	Theses
H1: The main motivation for learning a language is to obtain a language exam.	Rejected	T1: The most important motivation for learning a language is to communicate more easily with others.
H2: For foreign language learning, the perceived usefulness of the traditional/classroom learning form is higher than that of the digital/online learning form.	Partially accepted	T2: For foreign language learning, the perceived usefulness of group classroom learning is higher than that of group online/digital learning, while no such difference can be found for individual learning.
H3: A native teacher has a positive impact on language learning intention.	Accepted	T3: A native teacher has a positive impact on language learning intention.
H4: Lack of motivation, lack of time and lack of money are the main barriers to foreign language learning.	Partially accepted	T4: Lack of motivation, lack of time and fatigue are the main barriers to foreign language learning.
H5: Women are more motivated than men to learn languages.	Accepted	T5: Women are more motivated than men to learn languages.
H6: The more you know about the benefits of language learning, the more likely you are to learn a foreign language.	Accepted	T6: The more you know about the benefits of language learning, the more likely you are to learn a foreign language.



H7: The more positive the emotions associated with language learning are, the stronger the intention is to learn a foreign language.	Accepted	T7: The more positive the emotions associated with language learning are, the stronger the intention is to learn a foreign language.
H8: Meeting one's own and others' expectations as much as possible has a positive effect on the intention to learn a language.	Partially accepted	T8: Meeting one's own and others' expectations as much as possible has a positive effect on the intention to learn a language.
H9: A better sense of language and easier or faster learning strengthen the intention to learn a foreign language.	Accepted	T9: A better sense of language and easier or faster learning strengthen the intention to learn a foreign language.

Source: own editing

### 3.4. Conclusions, suggestions, further research directions

It is important for language teachers in adult education to raise awareness of the objectives for themselves and for language learners. In the case of language teaching in multinational companies, the trainer needs to know why the employees attend a specific language course, i.e. what the client's expectation are from the service.

In my dissertation, I examined nine hypotheses, and based on the resulting theses, my suggestions are as follows:

*T1: The most important motivation for learning a language is to communicate more easily with others.*

The results of the hypothesis test suggest that the most important motivation for language learning is to communicate more easily with others, not to obtain a language exam. This is also confirmed by my research results (averaging). Since this is the most important motivation for language learners, I suggest that language

schools should design courses that are communication-oriented, i.e. that focus on developing speaking skills. In our globalised world, speaking is a priority. One example is the fact that job seekers are expected to be fluent in English in job interviews.

*T2: For foreign language learning, the perceived usefulness of group classroom learning is higher than that of group online/digital learning, while no such difference can be found for individual learning.*

The results of my perception map (MDS) are consistent with the findings of Ali and Ece (2017) that online courses are not more effective (more productive) than classroom courses. My suggestion would be for language schools to offer more learning forms for language learners, such as: individual classroom, individual online, group classroom or group online. When advertising, language schools should prefer classroom teaching for groups to online, as the constant presence of a language teacher allows for continuous monitoring of the learners and immediate feedback to the participants. When pricing, in line with the perception map, language schools should take into account that the cheaper forms of training should be group classroom and group online, while the more expensive forms should be individual classroom and individual online.

*T3: A native teacher has a positive impact on language learning intention.*

Juhász (2021) believes that language learners do not consider native teachers to be better or more effective language teachers, but native teachers are perceived by respondents as performing better. Thus, I conclude that language schools need to focus more on the role of the native teacher when designing courses and create courses in which the native teacher plays a dominant role. When the

learner chooses a language teacher, it is crucial that the native teacher be a qualified professional with language teaching experience.

*T4: Lack of motivation, lack of time and fatigue are the main barriers to foreign language learning.*

As far as barriers to language learning are concerned, my research findings are in line with the barriers presented in Kelemen's (2013) study, i.e. there are several obstacles for Hungarian language learners that hamper language learning. Examples include lack of time and motivation. When learners experience the main barriers to language learning during the language learning process, they immediately give up their goals. It is important to make them aware that learning a foreign language is not a simple, routine task and it is also important that they be capable of overcoming the obstacles to successful learning as they go along. Learners should know why they want to learn a foreign language, and should be aware that a lot of practice, perseverance and the right amount of time are essential for success. Language schools should develop a strategy to properly address the hindering factors to language learning, i.e. if clients are short of time or tired, they should offer a flexible, personalised training programme, which can be tailored to the client's preferences, in the evenings or at weekends, or online. If the learners lack motivation due to previous negative experiences, it is important to introduce the teaching method with an appropriate teaching attitude, for example during a classroom visit, before the course starts, which may help to change the lack of motivation.

*T5: Women are more motivated than men to learn languages.*

The results of the testing of this hypothesis confirms the findings of Merritt's (2014) study that women are more

motivated than men in language learning, and that women perform better than men in language learning in almost all areas (Noack, 20155).

Women are more interested in language learning because they have more goals/motives than men when they start learning a language, be it to work abroad, travel, etc. If women are more motivated, it implies that they are clever in building their path to their goals; for example, they are motivated to negotiate more confidently at work or to get a higher position, i.e. they have a strong extrinsic motivation. If men are less motivated, the language school should offer them a programme that inspires them. If they enjoy learning a language, they will be motivated. It is essential that the language school informs them before the course starts about the objectives they can achieve by taking the course. As women are more motivated, they are easier to persuade to learn a language and it is harder for them to give up. Teaching a man a foreign language, on the other hand, requires much more effort and attention on the part of the provider, the aim is to get him to start learning in the first place and not to give it up.

*T6: The more you know about the benefits of language learning, the more likely you are to learn a foreign language.*

In the analysis of the psychological factors of language learning, based on the results of the measurement of the cognitive component of attitudes the hypothesis is accepted, as the respondents strongly agreed that the knowledge of foreign languages provides them with better job opportunities and that communication in foreign languages enables them to become familiar with other cultures. For the utilitarian language learner, the practical benefits of language skills should be emphasised in the message; a

higher level and more confident knowledge of a language makes it easier to obtain a language exam, it means a higher income, more important positions, more recognition within the company, it makes it easier to work abroad, i.e. you should learn a foreign language because it is an investment that pays off. Language schools should produce brochures that demonstrate the benefits of language learning, for example based on success stories from previous clients.

*T7: The more positive the emotions associated with language learning are, the stronger the intention is to learn a foreign language.*

According to my research results, in the case of the emotional component, respondents agree most strongly that a sense of achievement is important in learning foreign languages, i.e. they enjoy being able to talk to foreigners in their mother tongue, or being able to read a good book or watch a film in the original language. The more important it is for someone to succeed in life, the more important it will be for them to learn a foreign language. Part of the language learning process is that language learners are trying to express themselves in front of others in a foreign language. This often difficult and uncomfortable process can have many positive outcomes, for example, when the learner can make himself/herself understood by a foreigner or communicate fluently in a foreign language. Each of these gives a huge sense of achievement and has a very positive impact on the learner's self-confidence.

The related marketing communication message is: "Find joy in learning a foreign language so that you can achieve your self/your goals."

*T8: Meeting your own expectations as much as possible has a positive effect on your willingness to learn a language.*

My research results suggest that meeting your own expectations is a very important driver in language learning (almost twice as important as meeting others' expectations). This leads to the conclusion that you do not learn a language primarily because others expect you to do so, but language learning is a kind of intrinsic compulsion. Since women are more likely to have a strong sense of self-imposed expectations, more of them want to learn a foreign language than men. My empirical results support this; indeed, more women learn a foreign language than men. My analysis also shows that the most important thing for foreign employees is to be able to communicate in a foreign language in the course of their work, thereby meeting their own expectations.

In today's globalised world, thanks to the internet, many companies are opening up to international markets, so the labour market expects employees to speak at least one foreign language. Many have internalised this external expectation and have expressed it as their own. A need has arisen for them to know a foreign language, because communicating in another language makes it easier for people to accept other people's points of view and to see the world from a different perspective. "Openness is a motivation to learn a language, knowing a language makes you more open." All this makes it worthwhile for language schools to focus on individual expectations and to use messages such as "learning a language makes you happier and more satisfied" in their campaigns.

*T9: A better sense of language and easier or faster learning strengthen the intention to learn a foreign language.*

The results also revealed that as people get older, language learning becomes more difficult and language skills decline. Further, the analysis showed that it is mostly the learners' feeling that they can learn a foreign language easily and quickly and have a very good sense of language. All people have a sense of language, just at different levels. The more language learners engage in language learning, the better their sense of language develops. A sense of language is not an innate talent, it is the result of persistent and humble work. Language schools should develop their training programmes in such a way that language learners feel that they can learn a foreign language easily and quickly. The learner's sense of language can be achieved through gamification.

My thesis, which focuses on the analysis of language learning behaviour, with particular attention to the exploration of the psychological factors influencing language learning intentions, provides useful insights for theorists, the academic sector, language school managers, language examination centres, language teachers and language learners who can incorporate the findings of the thesis into their work. The research findings can be used on both the theoretical and the practical side. The potential for practical applications is also significant, as the research findings can be used to define a number of marketing campaigns focusing on the motivations of and barriers to language learning, attitudes towards language learning and language learning styles. In the campaigns, the institutions/language schools should deliver messages to the target groups that are included in the knowledge component, i.e. why people should learn a foreign language, i.e. what respondents find important.

Following my PhD thesis, I would like to investigate the language school preferences of my clients, i.e. what factors they use to decide which language school to choose. These may include the accessibility of the provider (distance, parking), the ease of use of the website/application, the flexibility of the administrative processes related to language learning, the perceived efficiency of the provider, the service environment (the furnishings, the outward appearance of the language school), the image, reputation, brand name of the provider, or even the price of the service. Furthermore, I would like to test an extended SEM model, complemented with the barriers to foreign language learning, to determine the individual's perception of the extent to which different environmental factors influence the following of the behaviour.

I would consider it important to examine the impact of the change in language examination requirements on language learning and teaching, as the new government decree 423/2012 (29.XII.) increases the autonomy of higher education institutions in the field of language teaching from autumn 2024. This means, among other things, that these institutions will be able to decide whether to make language examinations compulsory for the award of a degree; they will also have the autonomy to decide whether and to what extent to impose language examinations as an entry requirement. This measure is likely to fundamentally change the way higher education institutions approach language teaching, as well as the motivation of students preparing for or studying in higher education to learn languages in the longer term. It will be of particular interest to examine stakeholders' vision of the measure and how they see it affecting the prestige of language examinations and the motivation to take them. To examine this, a survey could be carried out among HR managers in several sectors



(public, multinationals, etc.) on the need for language certification. A longitudinal study on – what the student's perception is of the government's decision on his/her status as a student and whether he/she holds on to his/her opinion as a job seeker and then as an employee after several years. In addition, the possible changes in the language learning scene as a result of the government regulation could be examined; where individuals choose to learn languages (language school, university, independently, etc.), what the university provides in terms of language learning, what language learning opportunities are offered by each higher education institution and whether this influences the choice of institution of the applicant.

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