

FACTORS AFFECTING MOTIVATION IN LEARNING ENGLISH FOR SPECIFIC PURPOSES AMONG STUDENTS OF DEPARTMENT OF ECONOMICS AT DONG THAP UNIVERSITY

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ARTICLE INFO		ABSTRACT
Received:	26/5/2022	Motivation plays an important role in enhancing students' English learning performance. This paper presents an experimental study designed to measure factors affect motivation in learning English for specific purposes. As part of the study, a structured survey was administrated to a comfortable selected sample of 169 learners from Department of Economics at Dong Thap University. Data collected through the survey were subjected to some basic statistical analyses, such as description statistics, test of scale Cronbach's Alpha reliability, exploratory factor analysis, correlation analysis, multiple regression analysis. These results obtained show that teachers, environmental factors and materials had positive influence in motivation in learning English for specific purposes. It was expected that the factors for instrumental motivation and integrative motivation would be positively affected in motivation in English for specific purposes, but this was not the case. In addition, the number of implications and conclusions are offered to motivate learning English for specific purposes.
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CÁC NHÂN TỐ ẢNH HƯỞNG ĐẾN ĐỘNG LỰC HỌC TIẾNG ANH CHUYÊN NGÀNH CỦA SINH VIÊN KHOA KINH TẾ TRƯỜNG ĐẠI HỌC ĐỒNG THÁP

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THÔNG TIN BÀI BÁO		TÓM TẮT
Ngày nhận bài:	26/5/2022	Động lực đóng một vai trò quan trọng trong việc nâng cao hiệu quả học tiếng Anh của sinh viên. Bài báo trình bày nghiên cứu thực nghiệm được thiết kế để đo lường các yếu tố ảnh hưởng đến động lực học tiếng Anh chuyên ngành. Cuộc khảo sát được thực hiện với phương pháp chọn mẫu thuận tiện gồm 169 sinh viên từ Khoa Kinh tế, Trường Đại học Đồng Tháp. Dữ liệu thu thập được đưa vào thống kê mô tả, kiểm định độ tin cậy Cronbach's Alpha, phân tích nhân tố khám phá, phân tích tương quan và phân tích hồi quy đa biến. Kết quả nghiên cứu chỉ ra rằng giảng viên, môi trường và tài liệu học tập có tác động thuận chiều đến động lực học tiếng Anh chuyên ngành. Kết quả nghiên cứu mong đợi động lực công cụ và động lực hội nhập sẽ tác động thuận chiều đến động lực học tiếng Anh chuyên ngành, nhưng điều này không được thể hiện. Bên cạnh đó, một số hàm ý quản trị và kết luận được đưa ra để tạo động lực học tiếng Anh chuyên ngành.
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1. Introduction

Motivation has been the central subject of numerous studies since certain aspects of motivation have a deep impact on the achievement or acquisition of any foreign language [1]. According to Gardner, “the motivated individual is goal directed, expends effort, is persistent, is attentive, has desires (wants), exhibits positive affect, is aroused, has expectancies, demonstrates self-confidence (self-efficacy), and has reasons (motives)” [2]. Individuals with highly developed abilities but lacking motivation are not capable of achieving the previously set goals [3].

Although various motivation theories continue to develop, it is still possible to study newer motivation perspectives together in relation to the earlier models [4]. There have been many studies since English for specific purposes (ESP) was first introduced in the early sixties. One of the most important scholars was John Swales (1985), whose work entitled *Episodes in ESP* established the basis for ESP studies [5], [6]. Since then, many books, papers and articles have been published on ESP and the motivation it brings to the student in the process of learning a second language. Hutchinson and Water state that “the assumption underlying this approach (ESP) was that the clear relevance of the English course to their needs would improve the learner’s motivation and thereby make learning better and faster” [7]. Regarding the ESP motivation, the importance of identifying learners’ specific needs is usually emphasized. Dudley-Evans and St John [8] argue that ESP motivation of students depends on linking the English language to their main subject courses and the target-profession.

While the understanding of second language learner motivation has developed considerably in English language teaching in recent decades, there has been less focus on ESP literature, even though motivation is also important in the latter field [9].

Economic students at Dong Thap University are aware of the importance of studying ESP. However, they have many difficulties in the learning process due to many actors. Therefore, it is necessary to identify the affecting factors, inspire them and improve the effectiveness of ESP learning. On the basis of a brief review of related studies, there is very little relevant research about motivation in ESP learning in Department of Economics, Dong Thap University. Hence, the author decided to conduct a study with the goal finding solutions to motivate learning ESP. On the other hand, this research plays a practical role in teaching activities as well as help Dong Thap University and Department of Economic to propose solutions to enhance motivation in ESP learning.

2. Literature review and Hypotheses development

Robert Gardner and Wallace Lambert, were the first who with their associates and students were seriously engaged in the research on motivation. Two basic types of motivation based on the socio-educational model were recognized at that time, namely “instrumental” and “integrative”. Instrumental motivation lies in the fact that there is a desire to obtain something assumes an aspect of something more utilitarian. On the other hand, an integrative motivated learner wishes to identify himself with or become integrated into the society that speaks the target language [1].

Numerous studies have already been carried out with the subject of motivation and its impact on the acquisition of a foreign language. Mona Faisal Al-Qahtani investigated motivation towards studying English of the first year Applied Medical Science students (Female section) at the University of Dammam in Saudi Arabia. In this research, students’ motivation was characterized as positive, and there were no significant differences in their “integrative” or “instrumental” reasons for studying English as a second language [10]. Al-Tamimi and Shuib published their study of Petroleum Engineering Undergraduates’ motivation and attitudes towards learning the English language at Hadhramout University of Science and Technology. The results of their study indicated that students in learning the English language predominantly use instrumental orientation, although the personal reasons for learning English were also considered very important [11]. Zanghar in his thesis examined instrumental and integrative

motivation for studying English among undergraduate Libyan students, and the connection between motivation and their achievement in learning English as a foreign language. Forty students participated in the study and data showed that Libyan students were slightly more integratively motivated for learning English and no statistically significant correlation between students' motivation and their achievement was revealed [12].

Hypothesis 1: Instrumental motivation positively affects motivation in ESP learning.

Hypothesis 2: Integrative motivation positively affects motivation in ESP learning.

Students' learning motivation is directly affected by the teacher and the teaching techniques that are supported with appropriate guidance and advice. Teachers are seen to be the most important factor due to the fact that they have important role in the students' learning. Teachers' feedback influences students' learning motivation when they realize that s/he follows their individual development [13].

"Learning material is anything that can be used to help teach. It can be textbooks, workbooks, CDs, magazines, books and pictures, text written on the board that represents the content of the lesson" [14]. For students majoring in specialized materials must always be updated regularly to keep up with new trends and technologies [15]. Ideally, employing motivational principles through interactive use of engaging materials and tasks can also enhance both ESP learners' feelings of relatedness and their self-efficacy beliefs [16].

Environmental factors also affect learners' motivation. The environmental conditions such as classroom size, order of desks, demographic factors, situations, technological learning tools in the classroom, climate, weather conditions, etc. Knowing and trying to find solution for these problems will provide more friendly and motivated environment for both learners and teachers. Besides, students learn new information in their classroom with their friends. That's why we cannot deny the effect of the peers in the learning process [17].

Hypothesis 3: Teachers positively affect motivation in ESP learning.

Hypothesis 4: Materials positively affect motivation in ESP learning.

Hypothesis 5: Environmental factors positively affect motivation in ESP learning.

In sum, the research hypotheses and overall conceptual framework are shown in figure 1.

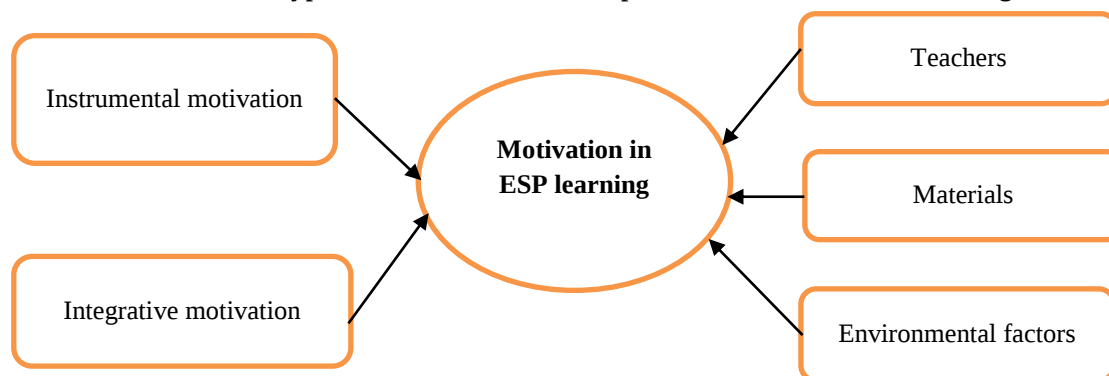


Figure 1. Conceptual framework

3. Research methods

3.1. Sample and data collection

According to Hair et al. [18], a sample size of 100 is an acceptable basis for conducting a factor analysis. Moreover, this research meets the minimum sample size requirement, with a study sample of 169 observations. This research used a convenient, non-random sampling method and in order to increase the representativeness of the sample with the population, the author collects the sample in the form of a quota based on the number of students of 3 majors, the research conducted the percentage for each major compared to the overall (Table 1).

Table 1. *Structure of sample size*

Major	Total number of students	% Sample structure	No. of observations
Business Administration	162	49.7	84
Finance and Banking	44	13.6	23
Accounting	120	36.7	62
Total	326	100	169

(Source: Results from the data analysis, 2022)

The research collected data via survey with the main method of data collection that was an online questionnaire designed by Google Forms®. The respondents were invited to participate in the study by responding the questionnaire and submitting it afterwards. A pre-test was conducted and revised before sending the survey questionnaire out to respondents. We sent out 180 questionnaires and received 169 returned questionnaires. 11 of them were invalid and discarded due to incomplete answers. The participants who took part in the study were students who were currently attending or have already attended ESP courses that cover 3 majors including Business Administration, Finance and Banking and Accounting.

3.2. Measurement

The questionnaire constructed for this research was divided into two parts. The first part of the questionnaire included demographic variables about candidate number, gender, major (3 items). The second part is to collect data regarding the motivation learning ESP with 32 items and the last question (1 items) is open and invites participants to add anything else they find relevant to the research that had not been discussed in the questionnaire.

The Five- point Likert scale was used in the second part of the questionnaire ranged from level 1, meaning Strongly Disagree, to level 5, meaning Strongly Agree. The results were analyzed using Statistical Packages for the Social Sciences (SPSS). The analytical methods were used such as (1) Descriptive statistical methods to statistic relevant information about the research sample such as major, gender, (2) Cronbach's Alpha reliability test method; (3) Exploratory Factor Analysis (EFA); (4) Correlation analysis; (5) Multiple regression analysis measure the impact of dependent variables on independent variable.

4. Results and discussion

4.1. Sample description statistics

After interviewing 180 students using convenient sampling method, 169 valid survey samples meeting the requirements were included in the official study (Table 2).

Table 2. *Survey sample information*

Characteristics		Samples size n = 169	
		Frequency	Percent (%)
Gender	Male	40	23.7
	Female	129	76.3
Majors	Business Administration	84	49.7
	Finance-Banking	23	13.6
	Accounting	62	36.7

(Source: Results from the data analysis, 2022)

4.2. Testing scale reliability

As shown in Table 3, all the constructs' Cronbach's alpha values surpassed the value of 0.3, the individual items' factor loadings were also greater than 0.5.

The test of scale reliability were conducted through Cronbach's Alpha's reliability coefficient. After analyzing Cronbach's Alpha, all 32 items of the four factors met the criteria (Cronbach's Alpha coefficient >0.6 and correlation variable coefficient – total correction >=0.3), the suitability of the model with the data was accepted (Table 3). They were used to analyze the EFA.

Table 3. Results of the reliability calculation of the scale

Scales	Observed variables meet criteria	Corrected Item-Total Correlation (min)	Cronbach's Alpha
Instrumental motivation	5	0.463	0.827
Integrative motivation	7	0.606	0.898
Teachers	7	0.692	0.934
Materials	5	0.699	0.888
Environment factors	4	0.438	0.781
Motivation in ESP learning	4	0.675	0.898

(Source: Results from the data analysis, 2022)

4.3. Exploratory Factor Analysis (EFA)

The analysis results (Table 4) show that all 32 observed variables were satisfactory (with Factor loading > 0.5) and extracted into the five factors as proposed model. All items had Eigenvalue > 1, KMO = 0.921 > 0.5 with Sig = 0.000 < 0.05, indicating that the observed variables were close to the same factor correlating. Also, the total extracted variance of 69.858% > 50% shows that these five factors explained 69.858% the variation of the dataset. Therefore, the extracted scales were acceptable. All there observed variables had factor loadings greater than 0.5. Thus, the scale satisfied the convergence value and reliability.

On the other hand, EFA analysis for dependent variable (4 items), the analysis results show that all 4 observed variables were accepted, KMO = 0.84, total extracted variance was 76.819%, which means that the extraction factor explained 76.819% of the variation of the data set.

Table 4. EFA analysis for dependent variable

Factors	Observed variables are acceptable	Factor loading (min)
1	GV1, GV2, GV3, GV4, GV5 GV6, GV7	0.612
2	TL1, TL2, TL3, TL4, TL5	0.610
3	HN1, HN3, HN4, HN5, HN6, HN7	0.521
4	MT1, MT2, MT3, MT4	0.587
5	CC1, CC4, CC5	0.567
Kaiser-Meyer-Olkin Measure of Sampling Adequacy		0.921
Bartlett's Test of Sphericity Approx. Chi-Square		3561.502
Df		351
Sig.		0.000

(Source: Results from the data analysis, 2022)

4.4. Research hypothesis testing**Table 5.** Pearson correlation

		1	2	3	4	5	6
1. Teachers	Pearson Correlation	1					
	Sig. (2-tailed)						
2. Materials	Pearson Correlation	0.724**	1				
	Sig. (2-tailed)	0.000					
3. Integrative motivation	Pearson Correlation	0.728**	0.666**	1			
	Sig. (2-tailed)	0.000	0.000				
4. Environmental factors	Pearson Correlation	0.559**	0.572**	0.618**	1		
	Sig. (2-tailed)	0.000	0.000	0.000			
5. Instrumental motivation	Pearson Correlation	0.653**	0.617**	0.537**	0.444**	1	
	Sig. (2-tailed)	0.000	0.000	0.000	0.000		
6. Motivation in ESP learning	Pearson Correlation	0.805**	0.708**	0.698**	0.663**	0.620**	1
	Sig. (2-tailed)	0.000	0.000	0.000	0.000	0.000	

**. Correlation is significant at the 0.01 level (2-tailed).

(Source: Results from the data analysis, 2022)

Before performing multiple linear regression analysis to test the research hypothesis, the Pearson correlation test was conducted. The results (Table 5) indicate dependent variables strongly correlated independent variable, and Sig. = 0.000, so the results were accepted to analyse multiple regression.

Multiple regression analysis results (Table 6) indicates that there were 3 independent variables explaining 72.5% of the variation of the dependent variable (Motivation in ESP learning). The model was suitable with the sig. value of F (= 146) equals to 0.000, i.e. the linear regression model given was consistent with the collected data. Durbin Watson $d = 1.905$ ($1 < d < 3$) shows no correlation between residuals. The VIF (Variance Inflation Factor) magnification coefficients of the independent variables were all less than 5, so there was no multicollinearity phenomenon.

However, Integrative motivation (Sig. = 0.223) and Instrumental motivation (Sig. = 0.109) had sig. > 0.05, so hypothesis H1 and H2 were not supported.

Table 6. Multiple regression analysis

Independent variable	Dependent variables	Beta	t	Sig.	VIF	Hypothesis
Adjusted R Square = 0.725	Teachers	0.461	6.523	0.000	3.052	H3 (supported)
	Materials	0.127	1.974	0.050	2.549	H4 (supported)
	Integrative motivation	0.079	1.222	0.223	2.581	H2 (not supported)
	Environmental factors	0.243	4.525	0.000	1.765	H5 (supported)
	Instrumental motivation	0.090	1.613	0.109	1.893	H1 (not supported)

(Source: Results from the data analysis, 2022)

The findings indicate that Teachers did have a high influence in motivating students in learning ESP in students in Department of Economics. Most of the students agreed that the teachers' influence was essential, because most teachers encouraged them to learn the language. Most of them favoured their enthusiastic and attentive teachers in class, regularly update information and ESP knowledge for the lesson, and speaks in English with translation. This result is in agreement with the findings of [19] which stated that students are not motivated to learn when their teachers resort to traditional methods of teaching. They need to create a positive environment and develop activities that allow students to practice the language in a meaningful context. Besides, materials and environmental factors positively affect motivation in ESP learning. This result is in agreement with previous research. Using materials is also important, as some teachers emphasize, for example most of the 21 ESP university teachers in Spain sampled by Bastürkmen and Bocanegra-Valle [10] and promoting learner autonomy through the use of authentic materials that capitalize on ESP learners' interests in developing technology in a digital world [10]. Related to environmental factors, the participants stated that they were more motivated when class size was reasonable for the subject of ESP, and their friends encouraged them to speak English. Also, classrooms are clean and teaching facilities are in good working order are other factors that motivate them. On the other hand, it was expected that the factors for instrumental motivation and integrative motivation would be positively affected in motivation in ESP, but this was not the case.

4.5. Testing the difference in majors and genders

According to testing the difference in majors, the results indicate that the Leneve's Test sig. value was $0.646 > 0.05$, the variance between the three majors was not different. The sig. value of the F-test in ANOVA was $0.017 < 0.05$. Therefore, there was a difference in motivation in ESP learning between different majors (Table 7). Specifically, students with major in Finance-Banking were the most motivated, followed by students with major in Business Administration and Accounting with Mean values of 4.5326, 4.1429, 4.1169 respectively.

Table 7. ANOVA

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	3.215	2	1.608	4.159	0.017
Within Groups	64.163	166	0.387		
Total	67.379	168			

(Source: Results from the data analysis, 2022)

In term of testing the difference in genders, the findings illustrate that the Leneve's Test sig. value was $0.294 > 0.05$, the variance between the two genders was not different, and sig. value of the T-test was $0.732 > 0.05$. As a result, there was no statistically significant difference in motivation in ESP learning in different genders (Table 8).

Table 8. Independent samples test

		Levene's Test for Equality of Variances		t-test for Equality of Means		
		F	Sig.	t	df	Sig. (2-tailed)
Motivation in	Equal variances assumed	1.107	0.294	-0.344	167	0.732
ESP learning	Equal variances not assumed			-0.344	65.060	0.732

(Source: Results from the data analysis, 2022)

5. Conclusion and implications

Research results suggests that there are 3 factors affecting the motivation in ESP learning of students in Department of Economics including Teachers, Materials and Environment factors. The author proposes the following governance implications:

Firstly, Teachers play the most influential role in encouraging students in their learning process. Therefore, teachers should help them to realize the importance of learning ESP and it is necessary to show students the benefits of learning English. They also wanted their teachers to motivate them by applying many various motivational ways by organizing different activities, task and materials in English lesson, especially organizing extra activities in English classes, teachers regularly update information and ESP knowledge for the lesson.

Secondly, the Board of Directors is constantly improving the quantity and quality of equipment and teaching facilities such as reference materials, equipment used in subjects such as projector, fan system, order of desks, all kinds of visuals, useful materials, networked computer, free wi-fi network...

Thirdly, to have a rich source of reference materials for learners, the university regularly updates new books in the library, needs to have a database link between universities each other to be able to share and use electronic learning resources. Students' peers also affect students' attitudes toward the language learning outcomes since students may like learning the language when their peers like it.

Last but not least, depending on the characteristics of each major, teachers need to diversify teaching - learning activities, choose the teaching means that are suitable for the goal, characteristics of the subject as well as different learners. At the same time, they should also organize many forms of assessment to improve learners' capacity.

Limitation: This paper has some limitations which requires further studies in the future. First, the sample only concentrates on motivational factors. However, there are many aspects that have to be taken into consideration that have an impact on language acquisition such as age, intelligence, learning achievements, aptitudes, anxiety, personalities, attitudes, self-identities, parental encouragement. Second, the study was conducted only on a small size of students in university. Therefore, the study should have involved more participants in different universities or countries to generalize the results for larger groups.

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