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THE STUDY OF TECHNICAL UNIVERSITY STUDENTS' TOURISM ENGLISH VOCABULARY LEARNING MOTIVATION AND ACHIEVEMENT

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ABSTRACT

The purposes of the study were to examine technical university students' tourism English vocabulary learning achievement and motivation. The subjects were 118 students from a technical university in southern Taiwan. The instruments consisted of one questionnaire called TARGETT questionnaire with seven factors about learning motivation on tourism English vocabulary and one English test called Professional Vocabulary Quotient Credential (PVQC) on tourism. 58 subjects accepted a 40-hour tourism vocabulary learning training course, and then took a 50-minute PVQC test and 10-minute TARGETT questionnaire in December, 2014. The other 60 students also accepted a 40-hour tourism vocabulary learning training course, and then took a 50-minute PVQC test and 10-minute TARGETT questionnaire in June, 2015. The researcher collected the data from the questionnaire and PVQC test and analyzed the data by descriptive statistics and inferential statistics. The results revealed that most of the subjects liked to learn tourism English vocabulary, and found that learning tourism English vocabulary was important for them. The results also showed that male subjects had significantly different opinions from female ones in some factors of learning motivation. Moreover, the subjects with different attitudes towards tourism vocabulary learning had different effects on their ESP vocabulary learning motivation. And the subjects with different opinions about tourism vocabulary learning had different effects on their ESP vocabulary learning motivation. Finally, the researcher drew a conclusion based on the results and provided some teaching and research implications for the future.

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INTRODUCTION

Research Background and Motivation

Internationalization is a trend for many industries. To meet the needs in the workplace, technical graduates should possess not only professional skills but also English for specific purposes (ESP) (Yang, 2011), like tourism English or hospitality English. ESP teaching can promote students' competitiveness, and English teaching in Taiwan should focus on ESP (Chen, 2008). Many scholars also agree that English instruction in university should include ESP teaching (Chen, 2006; Chen, 2008; Tso, 2009). That is to say, paying attention to students' ability on ESP seems necessary. Based on the Test of English for International Communication (TOEIC) report from Educational Testing Service (ETS) in Taiwan (shown as appendix 1 & 2), it is essential for most technical university students and the employees in hotels, and restaurants in

Taiwan to improve their English skills. Especially, promoting technical university students' workplace English is the key for them to succeed in the global workforce. The researcher has taught English in technical university for more than twenty years and realized that promoting students' workplace English skills is crucial to increase their competitiveness in the future. Vocabulary is the core of language, and enlarging vocabulary size is the first priority to promote language competency. On the other hand, motivation is the key to learn; therefore, the researcher would like to examine students' tourism vocabulary learning motivation.

Research Purpose and Questions

There were three research purposes in the study.

- To examine technical university students' attitudes and opinions while learning tourism English vocabulary.
- To examine technical university students' tourism English vocabulary learning achievement.
- To examine if there were differences among technical university students with different background in

tourism English vocabulary learning motivation and achievement.

According to the research purposes, there were some research questions as follows.

- What were technical university students' attitudes and opinions about learning tourism English vocabulary?
- What was technical university students' tourism English vocabulary learning achievement?
- What were factors influencing technical university students' tourism English vocabulary learning?
- What were differences among subjects with different background in tourism English vocabulary learning motivation?

Definition

ESP vocabulary learning motivation

Tourism English is a part of ESP. In this study, the researcher applied TARGETT motivation model to examine subjects' ESP vocabulary learning motivation, including task, autonomy, being recognized, grouping, evaluation, time, and teacher expectation.

ESP vocabulary ability

In this study, the researcher used subjects' test scores on Professional Vocabulary Quotient Credential (PVQC) as their ESP vocabulary ability.

LITERATURE REVIEW

English for Specific Purposes (ESP)

English for specific purposes (ESP) is a learning-centered teaching approach, but not a teaching product (Hutchinson & Waters, 1987; Yu, 2006). ESP is based on different teaching contents and learning purposes. Hutchinson and Waters (1987) divided ESP development into some phases. In 1960s, researchers focused on register analysis, discourse analysis in 1970s and 1980s, and need analysis in 1980s. Needs consist of necessities, which refer to the professional English for learners to use in some specific situations, and wants, which refer to the professional English terms learners think they need. In order to make ESP curriculum meet learners' needs, instruction designers should know the gap between learners' professional language ability they have and they have to own. Some previous ESP studies focused on students' background and learning goal (Frodesen, 1995), some on teachers' viewpoints (Bridgeman & Carlson, 1983; Johns, 1981), but learners' needs were rarely taken into consideration. Later on, some studies found that need analysis became the key to ESP teaching (Harding, 2007; Hutchinson & Waters, 2002). And need analysis on ESP got attention by many researchers (Chang & Oyang, 2008; Chang, 2009; Hsieh, 2007; Hsu, 2008; Hu, 2009; Kang, 2013; Lin, 2007; Liu, 2010; Shen, 2009; Shen, 2008). On the other hand, some studies focused on the relationship between vocabulary and language performance (Al-Nujaidi, 2003; Henriksen *et al.*, 2004; Hilton, 2008; Qian, 2002; Stæhr, 2008; Zhang, 2008) or the difficulty of vocabulary learning (Yo *et al.*, 2000). Most studies indicated that technical college students' English vocabulary was insufficient and should be improved urgently (Huang,

2001; Huang, 2004; Huang *et al.*, 2006; Lai, 2005; Yang, 2002). Liang (2014) employed Vocabulary Size Test designed by Nation & Belgar (2007) to examine freshmen' English vocabulary and found their English vocabulary should be extended. Most research showed that technical college students' English vocabulary should be improved. Therefore, the study would focus on professional English vocabulary.

TARGETT Motivation Model

Carole Ames (1990, 1992) showed that six factors influencing students' learning motivation, including task, autonomy, being recognized, grouping, evaluation, and time. In 1993, Maehr and Anderman added teacher expectations and formed TARGETT model. The model emphasized meaningful learning task, students' participation and autonomy, grouping learning environment, different learning paces, more flexible time, and teacher expectations.

The Value of Task

Meaningful tasks can arouse students' learning motivation. Hunter (2004) showed that there was significance between meaningful teaching materials and learning motivation and achievement.

The Value of Autonomy

Autonomy focuses on student-centered learning. Students can decide their learning goals, contents, and schedules; they can choose learning skills and methods, monitor learning process, and evaluate learning by themselves. Teachers provide students with support, freedom, and respect in the process. Dafei (2007) showed that students' language competency was influenced by their autonomy and found that students' English ability related to their autonomy positively. Shih (2008) also showed that autonomy had positive effects on learners' learning.

The Value of Being Recognized

If students make progress, and show creativities in learning, teachers should encourage them and recognize their performance to enhance learners' self-confidence. Being recognized in the process of language learning is positive for learners (Dörnyei, 1998; Ushioda, 2011).

The Value of Grouping

Cooperative learning can help students improve social skills, communicate with others, and work with others. Grouping activities have positive effects on learning and teaching process. Well-designed cooperative learning activities can arouse learning motivation, increase students' self-esteem, and promote encouragement and acceptance among team members. Ma (2002) found that grouping activities can stimulate students' learning motivation. Lin (2010) also found that grouping reading had positive effects on elementary school students' English reading ability, and vocabulary. Yang (2003) and Li (2011) found that cooperative learning can promote learners' learning achievement.

The Value of Evaluation

Paying attention to learning instead of scores would make students focus more on the value of learning. Lin (2002) showed that employing appropriate evaluation could activate teaching and promote students' learning motivation.

The Value of Time

Few students have sufficient time to learn in school. Teaching by schedule often interfere students' thinking and learning motivation. Some studies indicated that there was positive significance between teachers' time management and students' learning achievement (Britton & Tesser, 1991; Hunter, 2004; Macan *et al.*, 1990; Pagliaro, 2012; Schuler, 1979).

The Value of Teacher Expectation

There are two kinds of teacher expectation in class. One is self-fulfilling prophecy, which means teachers did not know students' competency at first, but students' performance just matches teachers' wrong expectation. The other is that teachers really realize students' competency, and students' performance also matches teachers' expectation. Some studies found that teacher expectation had predictive effects on students' self-concept, achievement motivation, academic performance, and behavior (Kuo, 1980; Lin, 2007; Trouilloud *et al.*, 2006; Vall, 2007). According to the above, the researcher would like to find that if there is any relationship between TARGETT and students' tourism English vocabulary learning motivation and achievement.

METHODOLOGY

The study was conducted in two stages that took during the fall of 2014 and spring of 2015. In the first stage, a pilot study was conducted to assess the validity and reliability of the survey instrument (TARGETT questionnaire). The respondents in the pretest included 112 undergraduate students enrolled in a tourism or hospitality program at a technical university in Southern Taiwan. The pilot study was conducted to gather respondents' feedback, uncover issues, hone the wording of the survey questions, check data collection results, and test the reliability and validity of the instrument. The reliability analysis to test the consistency of the measuring instrument found that Cronbach's alpha value was .916. According to Hair *et al.* (2010), the value is significantly above the recommended value of .70 and is considered very good. The TARGETT questionnaire can explain 61.67% of variance, which means the validity is good as well. In the second stage, the focus of the study was to use TARGETT to examine technical university students' viewpoints of tourism English vocabulary learning motivation.

Subjects

In the study, the subjects were 118 technical university students from Southern Taiwan who took Professional Vocabulary Quotient Credential (PVQC) on tourism English in December, 2014 (58 students) and in June (60 students), 2015. According to the researcher's teaching experience, the subjects belong to homogeneous group regarding to their general English competence or tourism English.

Research Instrument

Professional Vocabulary Quotient Credential (PVQC)

Professional English is a key to succeed in most global workplace. Many universities in non-English countries take professional English as a graduation threshold. Key words always play an essential role in communication. If students possess professional vocabulary, they have access to the future workplace. There are usually 500-2000 key words or terms in

every professional field. If students are familiar with those terms, it is helpful for them to promote their professional communicative ability. PVQC is issued by Global Learning and Assessment Development (GLAD) in the USA. PVQC consists of six tests; Test 1 is to read Chinese, then spell English vocabulary; Test 2 is to read English vocabulary, then choose their Chinese meanings; Test 3 is to listen to English pronunciation, then choose their Chinese meanings; Test 4 is to listen to English pronunciation, then choose English spelling; Test 5 is to read Chinese, then choose English pronunciation; Test 6 is to read English vocabulary, then choose English pronunciation. In PVQC test, test-takers can choose to take Tests 1-6 in 70 minutes; the total score is 600 points, and the threshold is 390 points with at least 70 points in every test. Test-takers can take Tests 2-6 in 50 minutes; the total score is 500 points, and the threshold is 350 points with at least 70 points in every test. In this study, all subjects took Tests 2-6 except Test 1 because Test 1 is optional.

TARGETT questionnaire on tourism English vocabulary

The researcher designed a self-administered structured questionnaire, which consisted of 21 items, to gather the subjects' responses about TARGETT on tourism English vocabulary learning motivation. The 21 items were divided into seven factors, consisting of three items respectively. A Likert scale of 5=agree strongly, 4=agree, 3=neither agree nor disagree, 2=disagree, and 1=disagree strongly was used to assess the respondents' viewpoints of TARGETT on tourism English vocabulary learning. The 5-point Likert scale was preferred to reduce Asian respondents' bias (Truong, Yap, & Ineson, 2012). Data collected were analyzed using SPSS Version 19. Analysis of Variance (ANOVA) was used to test hypotheses concerning the variances of group responses on dependent variables from task, autonomy, recognition, grouping, evaluation, time, and teacher expectation.

RESULTS AND DISCUSSION

The 118 subjects took the 50-minute PVQC test on tourism English, and completed the TARGETT questionnaire (shown as appendix 3). The data collected from the PVQC test and TARGETT questionnaire were used for further data analysis.

Student Demographic Profile and Viewpoints about ESP Vocabulary Learning

Table 1 shows the subjects' demographic profile and viewpoints about ESP vocabulary learning of in the study. The characteristics and demographic data of the subjects were found to be as follows:

Table 1. Demographic Characteristics and Opinions about ESP Vocabulary Learning of the Subjects (n=118)

Category	n	%
Gender		
Female	94	79.7%
Male	24	20.3%
Attitude towards Learning Tourism English vocabulary		
Like	100	84.7%
Dislike	6	5.1%
Others	12	10.2%
Viewpoint of Learning Tourism English vocabulary		
Important	113	95.8%
Unimportant	3	2.5%
Others	2	1.7%

- The significant majority of subjects (79.7%) were female, whereas 20.3% were male.
- Most subjects (84.7%) reported that they liked to learn tourism English vocabulary.
- The significant majority of subjects (95.8%) reported that learning tourism English vocabulary was important.

Table 2 shows that most subjects (73.7%) passed the PVQC test on tourism English.

Table 2. The Results of PVQC Test (n=118)

The Result of PVQC		
Pass	87	73.7%
Fail	31	26.3%

Table 3 shows that the mean of Test 6 was the highest (96.97), and the mean of Test 5 was the lowest (81.96); the mode of Test 6 was the highest (100), and the mode of Test 3 was the lowest (82.00); the standard deviation (SD) of Test 4 was the highest (13.39), and the SD of Test 3 was the lowest(12.26). The mean of TOTAL scores was 429.45 being much higher than the threshold (350). In other words, it seemed that passing the test was not too difficult for the subjects; however, over 26% of the subjects still failed in the test.

The reason would be that the subjects had to get at least 70 points in every test; but some subjects were worse at some certain tests even their TOTAL score was higher than 350 points. Based on the test results, most subjects did not perform well in Test 5 (to read Chinese, then choose English pronunciation); the reason might be that it is not easy for some subjects to connect Chinese with English pronunciation because the two languages are quite different. On the other hand, the subjects performed best in Test 6 (to read English vocabulary, then choose English pronunciation), the reason might be that the relationship between most English spelling and pronunciation are corresponding and predictable.

Table 3. The Summary of PVQC Test Results (n=118)

	Mean	Mode	SD
Test 2	84.91	92.00	12.39
Test 3	82.28	82.00	12.26
Test 4	82.64	85.00	13.39
Test 5	81.96	87.00	12.86
Test 6	96.97	100	12.92
TOTAL	429.45	428.00	51.97

Note: The subjects in the study did not take Test 1 (to read Chinese, then spell English vocabulary), because Test 1 is optional.

According to Table 4, there were statistically significant differences between female and male group means as determined by one-sample t-test in some parts of TARGETT questionnaire, including Task, Recognition, Evaluation, Time, and Teacher Expectation except Autonomy and Grouping. In other words, male students' opinions about teaching tasks, being recognized, appropriate evaluation, time management, and teacher expectation on tourism English vocabulary learning were different from female ones' and more positive than female ones'. And male students' Total score was significantly from female ones', and more positive than female one's.

Table 4. One-sample t-test between Gender & Targett

	gender	number	M	SD	T-value
Task	male	24	14.63	1.01	.000***
	female	94	13.63	1.44	
Autonomy	male	24	14.23	1.33	.375
	female	94	13.50	1.37	
Recognition	male	24	14.50	.88	.002**
	female	94	13.72	1.23	
Grouping	male	24	14.13	1.57	.294
	female	94	13.53	1.28	
Evaluation	male	24	14.13	1.57	.016*
	female	94	13.50	1.11	
Time	male	24	14.75	.44	.000***
	female	94	13.50	1.46	
Teacher	male	24	14.63	1.01	.000***
Expectation	female	94	13.56	1.40	
Total Score	male	24	431.00	48.52	.000***
	female	94	429.05	53.06	

*p<.05, ** p<.01, *** p<.001

Table 5. ANOVA between the Subjects' Attitudes towards English Vocabulary Learning and TARGETT

		(n=118)			
Item		SS	df	F	Scheff
Task	Between	6.25	2	1.574	
	Within	228.36	115		
	Total	234.61	117		
Autonomy	Between	11.56	2	3.090*	3>2
	Within	215.19	115		
	Total	226.75	117		
Recognition	Between	5.73	2	2.001	
	Within	164.61	115		
	Total	170.34	117		
Grouping	Between	17.86	2	5.217**	3>1
	Within	196.89	115		3>2
	Total	214.75	117		
Evaluation	Between	16.90	2	5.217**	3>1
	Within	162.69	115		3>2
	Total	179.59	117		
Time	Between	10.28	2	2.644	
	Within	223.59	115		
	Total	233.87	117		
Teacher Expectation	Between	16.06	2	4.393*	3>2
	Within	210.21	115		
	Total	226.27	117		

*p<.05, **p<.01

Note: Group1: The subjects like to learntourism English vocabulary.

Group2: The subjects do not like to learntourism English vocabulary.

Group3: The subjects do not know they like to learntourism English vocabulary or not.

According to Table 5, in regard to Autonomy, there was a statistically significant difference between groups as determined by one-way ANOVA ($F(2,115) = 3.090, p=.049$), and group 3 was significantly different from group 2. That is, the subjects with an unclear attitude towards tourism English vocabulary learning thought autonomy had more effects on them than those with a negative attitude while learning ESP vocabulary. As regards Grouping, there was a statistically significant difference between groups as determined by one-way ANOVA ($F(2,115) = 5.217, p=.007$);group 3 was significantly different from groups1 and 2. That is, the subjects with an unclear attitude towards tourism English vocabulary learning thought grouping activities had more effects on them than those with a positive attitude and those with a negative attitude while learning ESP vocabulary. With regard to Evaluation, there was a statistically significant difference between groups as determined by one-way ANOVA ($F(2,115) = 5.974, p=.003$);group 3 was significantly different from groups1 and 2. That is, the subjects with an unclear attitude towards tourism English vocabulary learning thought appropriate evaluation had more effects on them than those with a positive attitude and those with a negative attitude while

learning ESP vocabulary. In regard to Teacher expectation, there was a statistically significant difference between groups as determined by one-way ANOVA ($F(2,115) = 4.393, p = .015$); group 3 was significantly different from group 2. That is, the subjects with an unclear attitude towards tourism English vocabulary learning thought teacher expectation had more effects on them than those with a negative attitude while learning ESP vocabulary.

Table 6. ANOVA between the Importance of English Vocabulary Learning and TARGETT

		(n=118)			
Item		SS	df	F	Scheff
Task	Between	17.50	2	4.633*	1>2
	Within	217.12	115		
	Total	234.61	117		
Autonomy	Between	27.03	2	7.780**	1>2 1>3
	Within	199.73	115		
	Total	226.75	117		
Recognition	Between	2.41	2	.825	
	Within	167.93	115		
	Total	170.34	117		
Grouping	Between	18.05	2	5.277**	1>2
	Within	196.70	115		
	Total	214.75	117		
Evaluation	Between	9.06	2	3.056	
	Within	170.53	115		
	Total	179.59	117		
Time	Between	38.86	2	11.459***	1>3
	Within	195.01	115		
	Total	233.87	117		
Teacher Expectation	Between	8.47	2	2.235	
	Within	217.81	115		
	Total	226.27	117		

* $p < .05$, ** $p < .01$, *** $p < .001$

Note: Group1: The subjects think learning ESP vocabulary is important

Group2: The subjects do not think learning ESP vocabulary is important.

Group3: The subjects do not know learning ESP vocabulary is important or not.

According to Table 6, in regard to Task, there was a statistically significant difference between groups as determined by one-way ANOVA ($F(2,115) = 4.633, p = .012$), and group 1 was significantly different from group 2. That is, the subjects with a positive opinion about tourism English vocabulary learning thought teaching tasks had more effects on them than those without while learning ESP vocabulary. As regards Autonomy, there was a statistically significant difference between groups as determined by one-way ANOVA ($F(2,115) = 7.780, p = .001$); group 1 was significantly different from groups 2 and 3. That is, the subjects with a positive opinion about tourism English vocabulary learning thought autonomy had more effects on them than those without and those with an unclear opinion while learning ESP vocabulary.

With regard to Grouping, there was a statistically significant difference between groups as determined by one-way ANOVA ($F(2,115) = 5.277, p = .006$); group 1 was significantly different from groups 2. That is, the subjects with a positive opinion about tourism English vocabulary learning thought grouping activities had more effects on them than those without while learning ESP vocabulary. In regard to Time, there was a statistically significant difference between groups as determined by one-way ANOVA ($F(2,115) = 11.459, p = .000$); group 1 was significantly different from group 3. That is, the subjects with a positive opinion about tourism English vocabulary learning thought time management had more effects on them than those with an unclear opinion while learning ESP vocabulary.

Conclusion

The results of this study indicated that most subjects liked to learn tourism English vocabulary, and ESP vocabulary learning was important for them. Furthermore, there were some differences about the importance of learning ESP vocabulary between female and male subjects. In regard to TARGETT questionnaire, teaching tasks, being recognized, evaluation, time management, and teacher expectation had more effects on tourism English vocabulary learning for male subjects than female ones. More specifically speaking, the subjects with an unclear attitude towards ESP vocabulary learning were significantly different from those with a positive or negative attitude towards ESP vocabulary learning in some parts of TARGETT learning motivation questionnaire. Finally, the subjects with a positive opinion about ESP vocabulary learning were significantly different from those with a negative or unclear opinion about ESP vocabulary learning in some parts of TARGETT learning motivation questionnaire.

Implications, Limitations, and Future Reserch

Implications

Based on the conclusion, the researcher provides some implications. To increase students' ESP vocabulary learning motivation, in class, teachers had better take students' gender into consideration, and provide students with meaningful learning tasks on tourism English vocabulary learning. Moreover, teachers could try to design teaching tasks connecting with students' living experiences on tourism English vocabulary learning. What's more, teachers had better encourage students and give students confidence while they have progress in ESP vocabulary learning. And teachers could design grouping activities to enhance students' ESP vocabulary learning motivation. Furthermore, teachers could let students understand their evaluation criteria even invite students to decide evaluation criteria on ESP vocabulary learning. Finally, teachers could make students set their own learning goals and encourage them to do their best to reach the goals; and teachers could give students appropriate expectations and more flexibility to arrange their learning time at their pace.

Limitations and Recommendations for Future Research

One limitation of the study is generalization. The study used a convenience sampling method by selecting students from tourism and hospitality departments at the technical university the researcher teaches, which makes generalizing the findings in the study a challenge. To address the limitations of the current study, future research endeavors can examine tourism English vocabulary learning motivation of technical university students in other technical universities. Another limitation of the study comes from the sample size. This study should be repeated in the future with a larger sample size to confirm the relationships between TARGETT and tourism English vocabulary learning.

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Appendix 1

The TOEIC Scores of General University and Technical University Test-Takers in 2015 and 2016 & TOEIC Requirement for Workplaces in Taiwan in 2015

General University TOEIC test-takers' Score in 2015	General University TOEIC test-takers' Score in 2016	Technical University TOEIC test-takers' Score in 2015	Technical University TOEIC test-takers' Score in 2016
561	565	413	455
The Threshold of TOEIC for Recruitment in Different Industries in Taiwan in 2015			
Manufacturing	522.2		
Service	564.7		
Financial	652.5		

Note: revised from http://www.toEIC.com.tw/report_2015_01_02.jsp

Appendix 2

TOEIC Scores in Different Industries in Taiwan in 2016

Industry	Listening scores	Reading scores	Total scores
diplomatic affairs	343	288	631
trade	334	277	611

hotel/travel/ entertainment/hospitality/ restaurant	262	194	455

Note: revised from TOEIC Newsletter No. 43 <http://www.toEIC.com.tw/file/17054017.pdf>

Appendix 3

TARGETT Questionnaire of Tourism English Learning Vocabulary Motivation	AS	A	N	D	DS
1. Teaching tasks will influence my learning motivation.	5	4	3	2	1
2. Meaningful teaching tasks will arouse my learning motivation.	5	4	3	2	1
3. Teaching tasks should associate with students' living experiences.	5	4	3	2	1
4. Students' autonomy should be paid attention in teaching activities.	5	4	3	2	1
5. Students' participation could promote learning efficiency.	5	4	3	2	1
6. Teachers should encourage students participate teaching activities.	5	4	3	2	1
7. Students should know their learning progress.	5	4	3	2	1
8. Teachers should provide students with challenging opportunities.	5	4	3	2	1
9. Teachers should provide students with innovative teaching activities.	5	4	3	2	1
10. Teachers should design grouping learning activities for students.	5	4	3	2	1
11. Grouping activities could help me know how to accept others.	5	4	3	2	1
12. Grouping activities could promote my social skills.	5	4	3	2	1
13. It is important for me to understand teachers' evaluation criteria.	5	4	3	2	1
14. Achieving learning goals is important.	5	4	3	2	1
15. Teachers should consider students' opinions when scoring.	5	4	3	2	1
16. It is important for students to control time in the learning process.	5	4	3	2	1
17. Teachers should have more flexibility to arrange their teaching time.	5	4	3	2	1
18. Teachers should let students learn at their pace.	5	4	3	2	1
19. Teachers should let students know their expectation for students.	5	4	3	2	1
20. Teacher expectation for students should be reasonable.	5	4	3	2	1
21. Teachers should let students modify their learning speed.	5	4	3	2	1

Note: AS: agree strongly A: agree N: neither agree nor disagree D: disagree DS: disagree strongly
