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Technical College Students' Hospitality-Related English Vocabulary Learning Motivation and Achievement

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Abstract

The aim of this study was to examine the hospitality-related English vocabulary learning achievement and motivation of technical college students. The subjects were 95 students from a technical college in southern Taiwan. This study applied a hospitality-related English vocabulary test and learning motivation questionnaire. The results revealed that many subjects disliked learning hospitality-related English vocabulary, but that it was important for them nonetheless. Female subjects were discovered to have significantly different opinions from male subjects regarding some learning motivation factors. The subjects' different attitudes and opinions on hospitality-related vocabulary learning had different effects on the subjects' learning motivation. The subjects successfully getting a hospitality-related English vocabulary certificate showed that various ways of evaluation could increase their hospitality-related English vocabulary learning motivation. The present study drew some conclusions and identified teaching and research implications for the future.

Keywords: *Technical college; Learning motivation; Learning achievement; Hospitality-related English vocabulary*

1. Introduction

English is a global language and internationalization is a trend for many industries. Promoting English, especially professional English, is important for those who work in industries. Technical college prepares individuals for occupations. To meet the needs of the workplace, technical graduates should possess not only professional skills but also English for specific purposes (ESP) (Yang, 2011) such as tourism- or hospitality-related English, business English, or medical English.

Chen (2008) stated that because ESP teaching can promote students' competitiveness, it should be a major focus of English teaching. Many scholars have claimed that English instruction at the college level should include ESP teaching (Chen, 2006, 2008; Tso, 2009). In other words, enhancing students' ESP ability appears to be essential.

According to a Test of English for International Communication (TOEIC) report released by the Educational Testing Service (Appendices 1-4), it is crucial for non-English-speaking countries to promote ESP to meet the requirements of different jobs. It is also quite important for most technical college students and employees in hotels and restaurants in Taiwan to improve their English skills. In particular, promoting technical college students' workplace English is the key for them to succeed in the global workforce.

The researcher of the present study has taught general English, hospitality English and tourism English in technical college for more than 20 years and has realized that promoting students' workplace English skills is crucial to enhancing their future competitiveness. Vocabulary is the core of language, and enlarging vocabulary size is the first priority to promote language competency. Additionally, motivation is central to learning; therefore, the researcher examined the hospitality vocabulary learning motivation of technical college students studying hospitality-related English.

In the present study, the researcher would like to examine technical college students' attitudes and opinions while learning hospitality-related English vocabulary, technical college students' hospitality-related English vocabulary learning achievement, and to identify differences in hospitality-related English vocabulary learning motivation and achievement among technical college students with different backgrounds.

2. Literature Review

2.1 English for Specific Purposes (ESP)

Hyland (2007) stated that the field of English for specific purposes (ESP), which addresses the communicative needs and practices of particular professional or occupational groups, had developed rapidly in the past forty years to become a major force in English language teaching and research. ESP is a learning-centered teaching approach, but not a teaching product (Hutchinson & Waters, 1987; Yu, 2006). Different ESP courses are based on different teaching contents and learning purposes. According to Hutchinson and Waters (1987), the development of ESP can be divided into multiple phases: the register analysis approach in the 1960s, the discourse analysis approach in the 1970s and 1980s, and the needs analysis approach in the 1980s. Needs consist of necessities and wants; in the context of the present study, necessities refer to professional English vocabulary that learners can use in specific situations, and wants refer to professional English vocabulary that learners believe they need. To ensure that ESP curricula meet the needs of learners, instruction designers should possess awareness of the gap between learners' current and target professional language ability.

Some previous ESP studies have focused on the backgrounds and learning goals of students (Frodesen, 1995) and the viewpoints of teachers (Bridgeman & Carlson, 1983; Johns, 1981), but few have

considered the needs of learners. In fact, the needs of learners are related to how, what, and why learners learn. More recent studies have shown that the needs analysis approach became crucial to ESP teaching (Harding, 2007; Hutchinson & Waters, 2002; Hyland, 2007; Richards, 2005), and this approach to ESP teaching has been adopted by many researchers (Ananyeva, 2014; Belcher, 2006; Chang, 2009; Hsu, 2008; Hu, 2009; Kang, 2013; Kavaliauskienė, 2011; Lin, 2007; Liu et al., 2011; Shen, 2008).

Other related studies have focused on the relationship between vocabulary and language performance (Al-Nujaidi, 2003; Atay & Ozbulgan, 2007; Henriksen et al., 2004; Hilton, 2008; Qian, 2002; Sarani & Sahebi, 2012; Stæhr, 2008; Zhang, 2008) and the difficulty of vocabulary learning (Yo et al., 2000). Most related studies have indicated that technical college students' English vocabulary is insufficient and urgently requires improvement (Guo, 2006; Huang, 2001, 2004; Huang, 2010; Huang et al., 2006). Liang (2014) employed the Vocabulary Size Test designed by Nation and Belgar (2007) to examine the English vocabulary of first-year university students and found that their English vocabulary required extending, and this view has been supported in related studies involving technical college students. Therefore, the present study focused on investigating the professional English vocabulary of technical college students.

2.2 TARGETT Motivation Model

Ames (1990, 1992) has shown that the following six factors influence students' learning motivation: task, autonomy, recognition, grouping, evaluation, and time. In 1993, Maehr and Anderman added teacher expectations and formed the TARGETT model. The model emphasizes meaningful task learning, student participation and autonomy, recognizing accomplishment, grouping in the learning environment, accommodating different learning paces, flexibility in time management, and teacher expectations.

2.2.1 The Value of Task

In the TARGETT model, meaningful tasks can arouse students' learning motivation. Some studies also support the value of teaching and learning tasks during the process of learning. For example, Julkunen (2001) and Shaffer et al. (2005) indicated that meaningful learning activities, instructional materials, and even individual tasks can motivate students. Coltman et al. (2002) stressed the power of meaningful learning and showed that new computer tools are available to facilitate aiding meaningful learning. Hunter (2004) showed that meaningful teaching materials are significantly associated with learning motivation and achievement.

2.2.2 The Value of Autonomy

Autonomy focuses on student-centered learning in the TARGETT model. Students can decide their learning goals, contents, and schedules; they can choose the learning skills and methods, monitor the learning process, and evaluate learning by themselves. During this process, teachers provide with support, autonomy, and respect. Dickinson (1995) emphasized the value of autonomy, and indicated that autonomy can lead to better, and more effective work in language learning, and there is an important link between autonomy and motivation. Dafei (2007) showed that students' language competency is influenced by their autonomy and found that students' English ability is positively related to their autonomy. Ryan and Deci (2000) and Shih (2008) also showed that autonomy positively affects learning achievement. In other words, it seems that the value of autonomy plays a crucial part in language learning.

2.2.3 The Value of Recognition

When students demonstrate progress and creativity in learning, teachers should provide encouragement and recognize their performance to enhance their self-confidence in the TARGETT model. Some studies also pay attention to the value of recognition. For example, Bracken and Lombard (2004) showed that encouragement and praise can lead to increases in learning. More encouragement and praise on success from effort related linearly to greater motivation (Zentall, & Morris, 2010). Being recognized in the process of language learning has a positive effect on learners (Dörnyei, 1998; Ushioda, 2011). Additionally, Rahimi and Karkami (2015) showed that those teachers who used involvement and recognition strategies more frequently were perceived to be more effective teachers in EFL language classroom.

2.2.4 The Value of Grouping

In the model of TARGETT, cooperative learning can help students improve their social skills and communicate and work with others. Group activities have positive effects on learning and teaching processes. Well-designed cooperative learning activities can arouse learning motivation, increase students' self-esteem, and promote encouragement and acceptance among team members. Some studies also focus on the value of grouping. For example, Crookes and Chaudron (2001) showed that group activities can increase the promotion of learner-autonomy and self-directed learning. Coltman et al. (2002) showed that collaborative group learning facilitates meaningful learning and new knowledge construction. Warwick et al. (2010) and Järvelä et al. (2010) found that group activities can stimulate students' learning motivation. Lin (2010) also found that group reading has positive effects on elementary school students' English reading ability and vocabulary. Li (2011) and Sung and Hwang (2013) have shown that cooperative learning can promote learners' learning achievement. In other words, grouping seems to have positive effect on learning.

2.2.5 The Value of Evaluation

Ideally, focusing on learning instead of scores would make students focus more on the value of learning in the TARGETT model. Lin (2002) showed that employing appropriate evaluation methods can activate teaching and promote students' learning motivation.

2.2.6 The Value of Time

Few students have sufficient time to learn in school. Teaching by schedule often interferes with students' cognition and learning motivation. In the TARGETT model, the value of time is an important part to increase learners' motivation because every learner learns at different speed. Some studies have indicated a positively significant relationship between teachers' time management and students' learning achievement (Britton & Tesser, 1991; Hunter, 2004; Macan et al., 1990; Pagliaro, 2012; Schuler, 1979). In other words, learning motivation will be promoted when the time of learning is flexible and sufficient.

2.2.7 The Value of Teacher Expectations

There are two types of teacher expectation in class. One is the self-fulfilling prophecy, which means that the teacher is initially unaware of their students' competencies, and the students' performance simply matches the teacher's low expectations. The other is that the teacher is aware of their students' competencies, and the students meet their teacher's expectations. In the TARGETT model, the value of teacher expectations also plays a critical role in learning. Some studies have shown that teacher

expectations have predictive effects on students' self-concept, achievement motivation, academic performance, and behavior (Kuo, 1980; Lin, 2007; Trouilloud et al., 2006; Vall, 2007).

On the basis of this discussion, the present study investigated whether any relationship exists between the TARGETT model dimensions and students' hospitality-related English vocabulary learning motivation and achievement.

3. Methodology

3.1 Research Questions

The researcher would like to examine technical college students' attitudes, opinions, and hospitality-related English vocabulary learning achievement while learning hospitality-related English vocabulary. Therefore, the research questions were formulated:

- (1) What are technical college students' attitudes and opinions about learning hospitality-related English vocabulary?
- (2) What is the learning achievement of technical college students in hospitality-related English vocabulary?
- (3) What factors influence technical college students' hospitality-related English vocabulary learning?
- (4) What differences exist in the learning motivation of students with different backgrounds in hospitality-related English vocabulary?

According to the research purposes, the study was conducted in two stages during the spring of 2015. The first stage was a pilot study assessing the validity and reliability of the survey instrument, the TARGETT questionnaire. For the pretest, the respondents were 101 undergraduate students enrolled in a tourism or hospitality program at a technical college in Southern Taiwan. The pilot study was conducted to gather respondents' feedback, uncover potential problems, refine the wording of the survey questions, check the data collection results, and test the reliability and validity of the instrument. The reliability analysis for internal consistency revealed that the instrument attained a Cronbach's alpha value of .916. According to Hair et al. (2010), this value is substantially higher than the recommended value of .70, indicating high internal consistency. Furthermore, the TARGETT questionnaire explained 61.67% of the variance, indicating adequate validity.

The second stage was focused on using the TARGETT survey to examine technical college students' viewpoints of hospitality-related English vocabulary learning motivation.

3.2 Subjects

In the present study, the subjects were 95 technical college students from Southern Taiwan who took a PVQC test on hospitality-related English in June 2015. According to the researcher's teaching experience, the subjects were homogeneous in their general English competence or hospitality-related English.

3.3 Definition

- (1) ESP vocabulary learning motivation

Hospitality-related English is a part of ESP. In the present study, the researcher applied a TARGETT motivation questionnaire to examine the ESP vocabulary learning motivation, which comprises the model dimensions of task motivation, autonomy, recognition, grouping, evaluation, time, and teacher expectations.

- (2) ESP vocabulary achievement

In this study, the researcher used scores from a Professional Vocabulary Quotient Credential (PVQC) test on hospitality as a measure of ESP vocabulary achievement.

3.4 Research Instrument

3.4.1 Professional Vocabulary Quotient Credential (PVQC)

Professional English is a key to success in most global workplaces. Many universities in non-English countries take professional English as a graduation threshold. Key words always play an essential role in communication. When students possess a professional level of vocabulary, they have greater access to future employment. There are typically 500–2000 key words or terms in every professional field. Being familiar with such terms promotes professional communicative ability. PVQC programs are issued by Global Learning and Assessment Development in the United States. A PVQC program comprises six tests, described briefly as follows: Test 1, read vocabulary in the local language and then write it in English; Test 2, read vocabulary in English and then choose the correct meaning in the local language; Test 3, listen to vocabulary in English and then select the correct meaning in the local language; Test 4, listen to vocabulary in English and then select the correct spelling in English; Test 5, read vocabulary in the local language and then select the correct English spelling; and Test 6, read vocabulary in English and then select the correct spelling in English. In the PVQC tests, test-takers can choose to take Tests 1–6 in 70 minutes (the total score is 600 points, with a threshold of 390 points and at least 70 points in each test) or they can take Tests 2–6 in 50 minutes (the total score is 500 points, with a threshold of 350 points and at least 70 points in each test). In the present study, all subjects took Tests 2–6; Test 1 was not included because it was optional.

3.4.2 TARGETT questionnaire on hospitality-related English vocabulary

The researcher designed a 21-item self-administered structured questionnaire to gather the subjects' responses about the TARGETT model for hospitality-related English vocabulary in order to measure their learning motivation. The 21 items were divided into seven factors, each containing three items. Items 1–3 refer to Task, items 4–6 Autonomy, items 7–9 Recognition, items 10–12 Group, items 13–15 Evaluation, items 16–18 Time, and items 19–21 Teacher Expectations. A 5-point Likert scale ranging from 1 (strongly disagree) to 5 (strongly agree) was employed to assess the respondents' viewpoints of the TARGETT model for hospitality-related English vocabulary learning. A 5-point Likert scale was adopted because it has been shown to reduce bias among Asian respondents (Truong et al., 2012).

The collected data were analyzed using SPSS Version 19. Analysis of variance (ANOVA) was conducted to test the hypotheses concerning the variance of group responses in the dependent variables according to the task, autonomy, recognition, grouping, evaluation, time, and teacher expectation model dimensions.

4. Results and Discussion

In this study, the 95 subjects took the 50-minute PVQC test on hospitality-related English and completed the TARGETT questionnaire (Appendix 5). The data collected from the PVQC test and TAGRETT questionnaire were used for further data analysis.

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

.Most subjects (70.5%) were female.

.Less than half of the subjects (42.1%) reported that they like learning hospitality-related English vocabulary.

.Most subjects (93.7%) reported that learning hospitality-related English vocabulary was important.

TABLE 1: Demographic Characteristics and Opinions on ESP Vocabulary Learning (n = 95)

Category	n	%
Gender		
Female	67	70.5%
Male	28	29.5%
Attitude toward Learning Hospitality-related English vocabulary		
Like	40	42.1%
Dislike	25	26.3%
Others	30	31.6%
Viewpoint of Learning Hospitality-related English vocabulary		
Important	89	93.7%
Unimportant	2	2.1%
Others	4	4.2%

Table 2 shows that most subjects (64.2%) passed the PVQC test on hospitality-related English.

TABLE 2: Pass/Fail Rates for the PVQC Test (n = 95)

The Result of PVQC	n	%
Pass	61	64.2%
Fail	34	35.8%

Table 3 shows that the mean of Test 6 was the highest (97.99), and that of Test 4 was the lowest (75.17). The mode of Test 6 was the highest (100.00), and that of Test 4 was the lowest (52.00). The standard deviation (SD) of Test 4 was the highest (16.64), and that of Test 6 was the lowest (4.14). The mean total score was 415.00, which is well above the threshold (350.00). In other words, it appeared that passing the test was not overly difficult for the subjects; however, more than 36% of them still failed the test. The reason for this is that the subjects had to get at least 70 points in each test; however, some subjects performed poorly on some certain tests, even though their total score was higher than the threshold. The test results showed that the subjects performed best in Test 6 (read vocabulary in English and then select the correct spelling in English); this might be because English spelling corresponds to the pronunciation, making it relatively easy to predict how English words should be spelt. By contrast, most subjects performed poorly on Test 4 (listen to vocabulary in English and then select the correct spelling in

English); the reason might be that it was difficult for some subjects to select the correct English spellings because the distracters in the test easily confused them.

TABLE 3: Summary of the PVQC Test Results ($n = 95$)

	<i>Mean</i>	<i>Mode</i>	<i>SD</i>
Test 2	82.68	85.00	13.62
Test 3	81.63	76.00	11.39
Test 4	75.17	52.00	16.64
Test 5	79.74	76.00	14.01
Test 6	97.99	100	4.14
TOTAL	415.00	384.00	69.48

Note: The subjects did not take Test 1 (read vocabulary in the local language and then write it in English), because it was optional.

TABLE 4: One-Sample t Test Results for Gender, TARGETT Data, and PVQC Scores ($n = 95$)

	gender	number	<i>M</i>	<i>SD</i>	T-value
Task	male	28	11.29	1.78	.000***
	female	67	13.24	1.36	
Autonomy	male	28	12.29	1.78	.011**
	female	67	13.28	1.35	
Recognition	male	28	13.00	1.54	.401
	female	67	13.28	1.35	
Grouping	male	28	12.43	1.53	.634
	female	67	13.28	1.72	
Evaluation	male	28	12.86	1.58	.425
	female	67	13.15	1.70	
Time	male	28	12.86	1.99	.064
	female	67	13.55	1.48	
Teacher Expectation	male	28	12.57	1.62	.027**
	female	67	13.37	1.39	
Total Score	male	28	445.39	49.40	.001**
	female	67	402.30	72.95	

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

The one-sample t test results in Table 4 show that the female and male participants differed significantly in the task, autonomy, and teacher expectation dimensions of the TARGETT questionnaire; specifically, the male subjects' opinions about teaching tasks, autonomy, and teacher expectations in hospitality-related English vocabulary learning were more negative than those of their female counterparts. That is, teachers could use different teaching tasks according to gender, encourage male students to participate in learning tasks, and share their expectations with students. Furthermore, the results show that the male subjects' total scores were significantly higher.

TABLE 5: One-Sample *t* Test Results for PVQC Outcomes and TARGETT Data (*n* = 95)

	outcome	number	<i>M</i>	<i>SD</i>	T-value
Task	pass	61	12.57	1.74	.925
	fail	34	12.82	1.75	
Autonomy	pass	61	13.10	1.54	.665
	fail	34	12.79	1.57	
Recognition	pass	61	13.38	1.42	.263
	fail	34	12.88	1.34	
Grouping	pass	61	13.03	1.57	.195
	fail	34	13.03	1.95	
Evaluation	pass	28	13.18	1.47	.027*
	fail	67	12.85	1.97	
Time	pass	28	13.34	1.72	.561
	fail	67	13.35	1.59	
Teacher	pass	28	13.10	1.50	.778
Expectation	fail	67	13.21	1.51	

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

The one-sample *t* test results in Table 5 show that the Pass and Fail participants differed significantly in the evaluation dimension of the TARGETT questionnaire; specifically, the Pass subjects' opinions about evaluation in hospitality-related English vocabulary learning were more positive than those of their Fail counterparts. That is, the value of evaluation plays a critical role in ESP vocabulary learning achievement. The result was consistent with the study of Lin (2002). Various ways of evaluation could promote students' learning motivation and achievement.

TABLE 6: ANOVA Results for Attitudes toward ESP Vocabulary Learning, TARGETT Data, and PVQC Scores (*n* = 95)

		<i>SS</i>	<i>df</i>	<i>F</i>	<i>Scheff</i>
Task	Between	23.881	2	4.236*	2>1
	Within	259.340	92		
	Total	283.221	94		
Autonomy	Between	8.429	2	1.791	
	Within	216.560	92		
	Total	224.989	94		
Recognition	Between	10.640	2	2.804	
	Within	174.560	92		
	Total	185.200	94		
Grouping	Between	24.479	2	4.533*	2>3
	Within	248.427	92		
	Total	272.905	94		
Evaluation	Between	29.194	2	5.828**	2>1
	Within	230.427	92		
	Total	259.621	94		
Time	Between	21.110	2	4.039*	2>1

	Within	240.427	92		
	Total	261.537	94		
Teacher	Between	38.794	2	10.350***	2>1
Expectation	Within	172.427	92		3>1
	Total	211.221	94		
Total	Between	3551.625	2	.363	
Scores	Within	45280.375	92		
	Total	453832.000	94		

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

Note: Group 1: Positive attitude toward learning hospitality-related English vocabulary; Group 2: Negative attitude toward learning hospitality-related English vocabulary; Group3: Neutral attitude toward learning hospitality-related English vocabulary.

The ANOVA results in Table 6 show that Groups 1 and 2 differed significantly in the task dimension, $F(2,92) = 4.236, p = .017$, evaluation dimension, $F(2,92) = 5.828, p = .004$, and time dimension, $F(2,92) = 4.039, p = .021$. These results indicated that the subjects with a negative attitude toward hospitality-related English vocabulary learning believed that teaching tasks, appropriate evaluations, and time management had more effect on them than did the subjects with a positive attitude. In other words, teachers could give more meaningful teaching tasks, more flexible evaluations and time management to promote learning motivation when students do not like to learn hospitality-related English vocabulary. Significant differences were also observed between Groups 2 and 3 for the grouping dimension, $F(2,92) = 4.533, p = .013$, indicating that the subjects with a negative attitude toward hospitality-related English vocabulary learning believed that the group activities had more effect on them than did those who with a neutral attitude. That is, teachers could give various group activities to promote students' learning motivation if they do not like to learn hospitality-related English vocabulary. Additionally, Groups 2 and 3 differed significantly from Group 1 in the teacher expectations dimension, $F(2,92) = 10.350, p = .000$, showing that the subjects with a neutral or a negative attitude toward hospitality-related English vocabulary learning believed that teacher expectations had more effect on them than did those with a positive attitude. In other words, reasonable teacher expectations could promote students' learning motivation if they do not like to learn hospitality-related English vocabulary. Finally, there were no significant differences on ESP vocabulary learning achievement among the subjects with different attitudes toward hospitality-related English vocabulary learning. In sum, some parts of the TAGRETT model played an important part to increase students' learning motivation and were consistent with the previous studies, including meaningful teaching tasks (Julkunen, 2001; Shaffer et al., 2005), appropriate evaluations (Lin, 2002), flexible time (Britton & Tesser, 1991; Hunter, 2004; Macan et al., 1990; Pagliaro, 2012; Schuler, 1979), and reasonable teacher expectations (Kuo, 1980; Lin, 2007; Trouilloud et al., 2006; Vall, 2007).

TABLE 7: ANOVA Results for Importance of ESP Vocabulary Learning, TARGETT Data, and PVQC Scores ($n = 95$)

		SS	df	F	Scheff
Task	Between	27.693	2	4.985*	1>2
	Within	255.528	92		3>2
	Total	283.221	94		

Autonomy	Between	22.900	2	5.212**	1>2
	Within	202.090	92		
	Total	224.989	94		
Recognition	Between	3.155	2	.797	
	Within	182.045	92		
	Total	185.200	94		
Grouping	Between	6.186	2	1.067	
	Within	266.719	92		
	Total	272.905	94		
Evaluation	Between	24.745	2	4.846**	1>3
	Within	234.876	92		2>3
	Total	259.621	94		
Time	Between	27.919	2	5.497**	1>3
	Within	233.618	92		2>3
	Total	261.537	94		
Teacher Expectation	Between	7.131	2	1.607	
	Within	204.090	92		
	Total	211.221	94		
Total Scores	Between	1329.691	2	1.35	
	Within	452502.309	92		
	Total	453832.000	94		

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

Note: Group 1: Positive opinion about the importance of learning hospitality-related English vocabulary; Group 2: Negative opinion about the importance of learning hospitality-related English vocabulary; Group3: Neutral opinion about the importance of learning hospitality-related English vocabulary.

According to Table 7, Groups 1 and 3 differed significantly from Group 2 in the task dimension, $F(2,92) = 4.985$, $p = .009$, meaning that the subjects with a positive or neutral opinion about the importance of ESP vocabulary learning believed that teaching tasks had more effect on them than did those with a negative opinion. In other words, meaningful teaching tasks played a critical role to increase students' learning motivation if they understood the importance of ESP vocabulary learning. The results were consistent with the studies of Julkunen (2001) and Shaffer et al. (2005).

For the autonomy dimension, Group 1 differed significantly from Group 2, $F(2,92) = 5.212$, $p = .007$; in other words, the subjects with a positive opinion about the importance of ESP vocabulary learning thought that autonomy had more effect on them than those with a negative opinion did. That is, autonomy played a critical part to increase students' learning motivation if they thought ESP vocabulary was important. The result was consistent with the studies of Dafei (2007), Ryan and Deci (2000) and Shih (2008). Additionally, Groups 1 and 2 differed significantly from Group 3 in the evaluation dimension, $F(2,92) = 4.846$, $p = .010$, and the time dimension, $F(2,92) = 5.497$, $p = .006$. In other words, the subjects with a positive or negative opinion about the importance of hospitality-related English vocabulary learning believed that appropriate evaluations and time management had more effect on them than did those with a neutral opinion. That is, various ways of evaluation and flexible time played an important role to increase students' learning motivation. Some previous studies also stressed on the roles of evaluation (Lin, 2002) and time management (Britton & Tesser, 1991; Hunter, 2004; Macan et al., 1990;

Pagliari, 2012; Schuler, 1979) in promoting motivation. Finally, there were no significant differences on ESP vocabulary learning achievement among the subjects with different opinions about the importance of hospitality-related English vocabulary learning.

5. Conclusion

The results of this study indicated that less than half of the subjects had a positive attitude toward learning hospitality-related English vocabulary; however, most of the subjects demonstrated that ESP vocabulary learning was important to them. Furthermore, some gender differences were observed regarding the importance of learning ESP vocabulary; specifically, the TARGETT questionnaire results indicated that teaching tasks, autonomy, and teacher expectations had more effect on the hospitality-related English vocabulary learning of the female subjects.

Moreover, the subjects with a negative attitude towards ESP vocabulary learning differed significantly from those with a positive or neutral attitude toward ESP vocabulary learning in the task, grouping, evaluation, time, and teacher expectation dimensions of the TARGETT learning motivation questionnaire. Additionally, the Pass subjects' opinions about evaluation in hospitality-related English vocabulary learning were more positive than those of their Fail counterparts.

Finally, the subjects with a positive opinion about the importance of ESP vocabulary learning differed significantly from those with a negative or neutral opinion in the task, autonomy, evaluation, and time dimensions of the TARGETT questionnaire.

6. Implications, Limitations, and Future Research

6.1 Implications

To increase students' ESP vocabulary learning motivation during class, teachers are urged consider their students' gender and provide them with meaningful learning tasks and autonomy and hold realistic expectations regarding their hospitality-related English vocabulary learning.

Moreover, teachers should design appropriate learning tasks, group activities, and evaluations according to their students' attitudes toward ESP vocabulary learning in order to arouse their motivation. Furthermore, teachers should hold realistic expectations of their students to stimulate their desire to learn. Furthermore, according to the students' opinions about ESP vocabulary learning in the present study, teachers should give their students autonomy and ensure that they understand the criteria upon which they are evaluated; they could even be invited to decide on the evaluation criteria for ESP vocabulary learning themselves. Additionally, teachers should give their students various ways of evaluation to increase students' learning motivation and help them promote ESP vocabulary learning achievement. Finally, teachers could have their students set their own learning goals and encourage them to strive to achieve them; they could also give their students more flexibility with arranging their learning time at their pace.

6.2 Limitations and Recommendations for Future Research

A limitation of the study is the lack of generalizability. A convenience sampling method was adopted to recruit students from tourism and hospitality departments at the technical college where the researcher teaches; thus, caution is warranted when generalizing the findings of the present study. To overcome this limitation, future studies should investigate the learning motivation of technical college students learning hospitality-related English vocabulary at other technical colleges.

Another limitation of the study is the small sample size. The study should be repeated in the future except with a larger sample to confirm the relationships between the TARGETT model and outcomes of hospitality-related English vocabulary learning.

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Appendix 1

The TOEIC Mean Performance in Asia in 2016

Country	Listening	Reading	Total
Korea	370	309	709
China	302	284	586
Taiwan	295	240	534
Japan	288	228	516
Hong Kong	291	225	515
Vietnam	269	238	507
Thailand	287	209	496

Note: Asian countries whose official language is English are excluded in the table.

Source: adapted from 2016 Report on Test Takers Worldwide: The TOEIC Listening and Reading Test
https://www.ets.org/s/toeic/pdf/ww_data_report_unlweb.pdf

Appendix 2

The TOEIC Mean Performance by Dome Demographic Categories in 2016

Demographic Categories		Listening	Reading	Total
Education	Undergraduate college	346	288	634
Age	21-25 (Born in 1991-1995)	337	279	617
Gender	female	333	269	602
	male	310	258	567
Current status	Full time student	320	261	581
Type of industry	Service-travelling	319	247	566
Type of job	services	334	270	604
Years spent studying English	>10 years	361	306	667
	6-10 years	301	244	645

Source: adapted from 2016 Report on Test Takers Worldwide: The TOEIC Listening and Reading Test
https://www.ets.org/s/toeic/pdf/ww_data_report_unlweb.pdf

Appendix 3

TOEIC Scores of General University and Technical College Test-Takers in 2016 as well as the TOEIC Requirement for Workplaces in Taiwan in 2015

General University TOEIC test-takers' Score in 2016	Technical college TOEIC test-takers' Score in 2016
565	413

The Threshold of TOEIC for Recruitment in Different Industries in Taiwan in 2015	
Manufacturing	522.2
Service	564.7
Financial	652.5

Source: adapted from http://www.toEIC.com.tw/report_2015_01_02.jsp

Appendix 4

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

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

Appendix 5

I. Please indicate your gender:

- Male Female

II. Do you like to learn hospitality-related English vocabulary?

- Yes No Unknown

III. Do you think learning hospitality-related English vocabulary is important?

- Yes No Unknown

TARGETT Questionnaire of Hospitality-related English Learning Vocabulary Motivation	A	A	N	D	D
	S				S
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 = strongly agree, A = agree, N =neutral D = disagree, DS = strongly disagree

Task: Q1-Q3, Autonomy: Q4-Q6, Recognition: Q7-Q9, Group: Q10-Q12, Evaluation: Q13-Q15, Time: Q16-Q18, Teacher Expectations: Q19-Q21