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**STUDENTS' MOTIVATIONS FOR CHOOSING FOREIGN LANGUAGE:
INTERNATIONAL SCHOOL OF TOURISM, SURATTHANI RAJABHAT
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Abstract:

The market needs on tourism industry personnel, especially the labor market in hotels, tourism, and transportations of the Southern Thailand and every part of the country, are very demanding. Therefore, the International School of Tourism (IST) of Suratthani Rajabhat University, Thailand was founded as a center of learning and producing the personnel to meet the demand in the market labor of tourism. Identities of the IST comprise of good personality, service mind, language fluency and environment maintenance. The International School of Tourism provides 7 foreign language courses for students to choose, namely Chinese, Japanese, Korean, Malay, French, German and Russian. All students of the IST have to select one of foreign languages, beyond English. This paper discusses prospective research that aims to explore motivation in choosing foreign language of students from the International School of Tourism and to study factors affecting the students' decision in choosing foreign language. On the basis of the literature surveyed a closed-ended questionnaire will be developed to understand the motivation factors in choosing foreign language of students. The reliability and validity of the instrument will be tested before administering the questionnaire. A five-point Likert scale will be used to measure motivation from Multi-Stage Sampling. The primary data will be completed by 255 students. The frequency, mean, percentage, standard deviation, t-test, and Multiple Regression Analysis will be used to analyze the data. The result of this paper will be information and guideline for the development of teaching and learning model and for planning the teaching of foreign languages in order to comply with the motivation to learn foreign language of students. Moreover, the findings can help in planning for teaching or training in foreign languages in order to support the ASEAN members and as becoming a member of ASEAN.

Keywords:

motivation, foreign language, students

JEL Classification: I20

Introduction

Education is the process by which various aspects of human development throughout life (Office of the National Education Commission, 2001). Thai Qualifications Framework for Higher Education (TQF: HEd) is one of the policies developed in order to enable all Thai higher education institutions to meet the same standards (Pornphol and Saejueng, 2013). The Qualifications Framework for Thailand's higher education system helps to provide appropriate points of comparison in academic standards for institutions in their planning and internal quality assurance processes. Graduates should have the ability and commitment to engage in lifelong learning, capacity for effective communication including communication through use of information technology and the ability to take the initiative in individual and group activities. The framework groups the kinds of learning expected of students into five domains and describes learning outcomes at each level in each of these groupings. The domains are: ethical and moral development, knowledge, cognitive skills, interpersonal skills and responsibility, and analytical and communication skills (Office of the Higher Education Commission, (2009).

The Suratthani Rajabhat University is committed to working together with its students towards expanding knowledge and work competencies so that they may serve both the local community and the nation. Pursuing the goal of becoming a regional prototype university for local development, Suratthani Rajabhat University has, as it was, planted the flag of victory on the field of education, with emphasis on responding to local needs, generating knowledge and taking the lead in preserving and developing our precious heritage of indigenous knowledge. Recognizing the importance of tourism and hotel management, the University has established the International School of Tourism (IST) as a center of learning and producing the personnel to meet the demand in the market labor of tourism. The campus in Koh Samui, Sarat Thani, was founded partnering with first class hotels and domestic and international airlines, to provide on-the-job training for students and to serve as a knowledge-sharing center (Suratthani Rajabhat University, 2016).

The International School of Tourism has focused on 3 essential curriculums, namely: 1) Bachelor of Arts Program (Tourism: Thai Programme), 2) Bachelor of Arts Program (Airline Business: Thai Programme), and 3) Bachelor of Business Administration Program (Global Management of the Tourism and Hospitality Industry: English Program). The identities of the IST comprise of good personality, service mind, language fluency and environment maintenance, with expectation in producing intellectual graduates with abilities, ethics, morals, and professional skills in tourism industry, as well as to promote and support the local environment preservation for sustainable tourism. The IST provides 7 foreign language courses for students to choose, namely Chinese, Japanese, Korean, Malay, French, German and Russian. All students of the IST have to select one of foreign languages, beyond English. Students will gain knowledge in the field of tourism industry management at the international standards and knowledge of English and one selected foreign language so that they

will perform as potential tourism industry personnel and be able to study in university of Western countries in the future. Therefore, the researchers are interested in studying the motivation in choosing foreign language of students from the International School of Tourism and to study factors affecting the students' decision in choosing foreign language.

The Purpose of the Research

This paper discusses prospective research in following issues:

1. What is the motivation for the IST students' decision in choosing foreign language?
2. Motivation to learn a foreign language of the students of the International School of Tourism are the same or different in each language?

Methodology

On the basis of the literature surveyed a closed-ended questionnaire will be developed to understand the motivation factors in choosing foreign language of students. The reliability and validity of the instrument will be tested before administering the questionnaire. A five-point Likert scale will be used to measure motivation from Multi-Stage Sampling. The primary data will be completed by 255 students. The frequency, mean, percentage, standard deviation, t-test, and Multiple Regression Analysis will be used to analyze the data.

Concept of the research and related findings

Studies on the motivation to learn foreign language in the previous researches found that most of studies only focused on foreign language that was popular such as Chinese and Japanese and the researchers choose to study only 1-2 languages.

Fukushima, et al. (2013) studied the motivation and attitudes of students at Kasetsart University (KU) towards learning Japanese and Chinese languages and examined the language learning situations of these KU students in order to determine whether they have changed and, if so, how. The results revealed that students' first and second motivations for studying Japanese were: 1. liking and interest in Japanese culture, and 2. availability of jobs and high salaries. On the other hand, students' first and second motivations ranked by students studying Chinese were: 1. the economic expansion of China, which is expected to be a superpower in the future, and 2. liking and interest in Chinese culture. For students' attitudes towards learning Japanese and Chinese, the results showed that more than 95% of targeted students studied Japanese and Chinese for the same reasons as those listed for motivation. Moreover, the finding found that the number of students who took Chinese courses was 40% more than that of Japanese courses. As for the number of teachers at KU, the Chinese Section

consists of 10 permanent Thai lecturers, three more than the Japanese Section, which was established nearly 20 years before the Chinese Section.

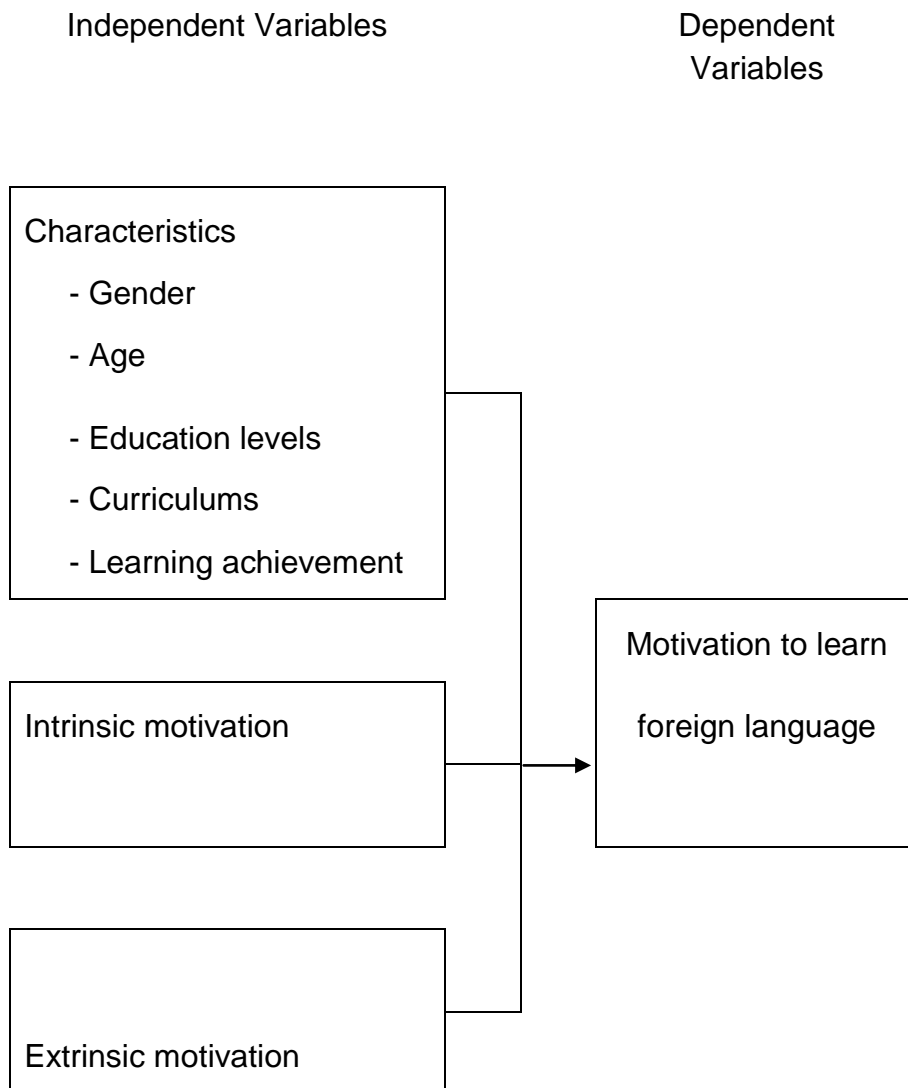
Kazuyoshi Tajima (2014) explored and compared the different factors influencing students' choice of a minor subject between Japanese and Chinese. The finding found that learners were more motivated to take Chinese by intrinsic reasons than learners who chose Japanese. On the contrary, Japanese learners were more motivated by instrumental reasons than Chinese learners. Furthermore, this study revealed that Japanese learners thought it was more difficult to learn Japanese and obtain a good grade than their Chinese counterparts.

Peng Liting.(2014) examined factors affecting students' motivation in studying Chinese at Siam University. The results showed that 3 external factors respectively influenced on motivation to study Chinese; academy (mean = 4.17), society (mean = 4.02) and family (mean = 3.29). Meanwhile, 3 internal factors included life planning (mean = 4.07), interest in China (mean = 3.46), and travel to China (mean = 3.00). Besides, the result indicated the approach to promote students' motivation for learning Chinese at Siam University, as well as to develop the learning outcome and students' ability in using Chinese language. The result could also be used by the University managers in policy planning of improving Chinese language education.

Ryan and Deci (2000) studied intrinsic and extrinsic motivations: classic definitions and new directions. It was found that social contextual conditions that support one's feelings of competence, autonomy, and relatedness are the basis for one maintaining intrinsic motivation and becoming more self-determined with respect to extrinsic motivation. They pointed out that in schools, the facilitation of more self-determined learning requires classroom conditions that allow satisfaction of these three basic human needs—that is that support the innate needs to feel connected, effective, and agentic as one is exposed to new ideas and exercises new skills.

After review of related documents, theories and research related documents, the conceptual framework for this research "Students' Motivations for Choosing Foreign Language: International School of Tourism, Suratthani Rajabhat University" can be defined as following:

Conceptual Framework



Expected Outcomes

Expected outcomes for this research are as following:

1. Knowing of factors that affect the motivation to learn a foreign language of students of International School of Tourism.
2. The result of this paper will be information and guideline for the development of teaching and learning model and for planning the teaching of foreign languages in order to comply with the motivation to learn foreign language of students.
3. The findings can help in planning for teaching or training in foreign languages in order to support the ASEAN members and as becoming a member of ASEAN.

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