

แรงจูงใจและกลวิธีการเรียนภาษาของพนักงานต้อนรับ ส่วนหน้าของโรงแรม

MOTIVATIONS AND LANGUAGE LEARNING STRATEGIES OF HOTEL RECEPTIONISTS

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บทคัดย่อ

งานวิจัยฉบับนี้มีวัตถุประสงค์เพื่อศึกษาแรงจูงใจและกลวิธีการเรียนภาษาของพนักงานต้อนรับส่วนหน้าโรงแรม 3 ดาวในกรุงเทพมหานคร และเพื่อศึกษาความสัมพันธ์ระหว่างระดับแรงจูงใจและการเลือกใช้กลวิธีการเรียนภาษา งานวิจัยนี้ใช้แบบสอบถามเพื่อเก็บข้อมูลเชิงปริมาณ ผู้วิจัยใช้สถิติเชิงพรรณนาและการทดสอบแบบไคสแควร์ในการวิเคราะห์ข้อมูลเชิงปริมาณ ผลการศึกษางานวิจัยพบว่า พนักงานต้อนรับส่วนหน้าโรงแรม 3 ดาวในกรุงเทพมหานครได้รับแรงจูงใจจากภายนอกในการเรียนภาษาอังกฤษ โดยเฉพาะแรงจูงใจที่เกิดจากเงื่อนไขภายนอกและความขัดแย้งภายในตนเอง (introjected regulations) ซึ่งพนักงานต้อนรับเหล่านี้ปรารถนาที่จะพัฒนาภาษาอังกฤษให้ดีขึ้นเพื่อประโยชน์ต่องานที่รับผิดชอบในปัจจุบัน นอกจากนี้พบว่าพนักงานต้อนรับส่วนหน้าโรงแรม 3 ดาว ใช้กลวิธีการเรียนภาษา คือ กลวิธีด้านอภิปัญญา (metacognitive strategies) สูงที่สุดในการเรียนรู้ภาษาอังกฤษ หมายถึงผู้เรียนปรารถนาที่จะจัดการกระบวนการเรียนรู้ภาษาอังกฤษด้วยตนเอง และงานวิจัยยังพบว่าแรงจูงใจและการเลือกใช้กลวิธีการเรียนภาษามีความสัมพันธ์อย่างมีนัยสำคัญเชิงสถิติ ซึ่งผู้เรียนที่มีระดับแรงจูงใจในการเรียนภาษาอังกฤษสูงจะใช้กลวิธีด้านอภิปัญญา (metacognitive strategies) และกลวิธีด้านอารมณ์และความรู้สึก (affective strategies) มากที่สุดตามลำดับ และผู้เรียนที่มีระดับแรงจูงใจในการเรียนภาษาอังกฤษปานกลางเลือกใช้กลวิธีด้านการทดแทน (compensation strategies) และด้านการจดจำ (memory strategies) มากที่สุดตามลำดับ

คำสำคัญ: โรงแรม 3 ดาว พนักงานต้อนรับส่วนหน้าของโรงแรม แรงจูงใจภายใน แรงจูงใจภายนอก กลวิธีการเรียนรู้ภาษา

Abstract

This study aims to investigate the motivational factors and learning strategies used by 3-star hotel receptionists in Bangkok. Also, it aims to examine whether there is a relationship between the level of motivation and the choice of strategy. The data collecting technique for the quantitative approach was Likert-scale questions. In this research, descriptive statistics and Chi-square test were used to analyse the quantitative data. The results revealed that the majority of participants were predominantly extrinsically motivated; the introjected regulations were the highest motivational factor because the desire to have better English was mainly driven by their current job responsibilities. For the strategies used, it was found metacognitive strategies were the most frequently used by the receptionists. This indicates that these adult learners preferred undertaking their own learning process. Furthermore, it was discovered that there was a significant relationship between the level of motivation and the choice of strategy use. Also, highly-motivated receptionists adopted indirect strategies (metacognitive and affective strategies) while the medium-motivated receptionists mostly used direct strategies (compensation and memory strategies).

Keywords: 3-star Hotel, Hotel Receptionists, Intrinsic Motivation, Extrinsic Motivation, Language Learning Strategies

Introduction

People learn English for a variety of reasons including personal interest, examination achievement, graduation requirements, or future career goals. Thus, even though many people are no longer in any academic setting, it is important for them to continue developing their English skills. This is especially the case in some occupational contexts such as the hotel industry, which in Thailand has been rapidly expanding in previous decades.

Receptionists are usually the first people visitors meet when they arrive at a hotel. These hospitality professionals need to have and to maintain a satisfactory level of English competence. In five-star or four-star hotels, the management almost always provides English language in-service training to their staff, including the receptionists. However, a study by Uyen in 2013 in Vietnam has found that some hotels, especially in small or medium organizations, were often not able to provide their staff with language training courses because of limited financial resources, time constraints, and having difficulties in managing working and training schedules (Uyen, 2013). Because of these barriers, the staff in small or medium hotels has to fend for themselves and find ways and strategies to maintain and improve their English competence. For this reason, the researcher is interested in studying how this group of hospitality professionals in Thailand manages the maintenance and development of their English. The focus of the study is placed particularly on an exploration of their motivation and their learning strategies.

Attempts are made here to answer three research questions. First, what types of learning motivation are found among the 3-star hotel receptionists included in the sample of this study? Second, what learning strategies are being adopted by these hospitality professionals? Third, is there a relationship between the group's learning motivation and their learning strategies?

Literature Review

This section provides a review of the literature on three main conceptions related to learning motivation and language learning strategies of adults, and the relationships of motivation and language learning strategies. The conceptual framework for the study will also be discussed.

Learning Motivation

Motivation is defined by Gardner (1985) as a desire and satisfaction of learners to complete individual language tasks. Motivation pushes learners in their endeavor to reach their language learning goals which can be long-term or short-term. Motivation can be a differentiating indicator between successful and unsuccessful language learners. Gardner also pointed out that diverse language learning environments can have an effect on the motivation of learners. An additional definition is presented by Dörnyei (2001, p.8), who notes that motivation includes "the choice of a particular action, the persistence with it, and the effort expended on it". This can be added the further definition of motivation as "self-determination" proposed by Ryan and Deci (2000). Two types of motivation are acknowledged: intrinsic and extrinsic.

Intrinsic motivation refers to the enjoyment and interest the learners have while learning, which is translated into their willingness to be involved in the learning activities. Intrinsic motivation is supposed to be a force behind the accomplishment of long-term learning goals even though in reality few people are intrinsically motivated to accomplish a learning task (Deci and Ryan, 1985; Ryan and Deci, 2000; You and Dörnyei, 2014; Zubairi and Sarudin, 2009).

Extrinsic motivation, on the other hand, has been more extensively studied. This type of motivation includes rewards, professional pressure, and expectations in work places. Ryan and Deci (2000) identified four stages of extrinsic motivation: external regulation, which is driven by rewards; introjected regulation, which involves avoidance of guilt, worry and shame; identified regulation, which derives from learners' recognition of future benefits of their learning efforts without any enjoyment in activities; and integrated regulation, which comes from the learners' wish to be contributing members of a team.

The study of motivation is particularly interesting when we are dealing with adult learners, who are no longer in the context of formal or required education, but whose desire to learn is a personal choice. In terms of adult L2 learners, there is the concept known as andragogical theory based on Knowles(1980). Its six assumptions include (1) adult language learners weighing between advantages and disadvantages before beginning to learn new things; (2) the learners choosing their own language learning approach (self-direction) which suits their needs; (3) the learners normally seeking new challenging learning activities; (4) the learners having a very clear goal orientation for their learning; (5) the learners preferring self-sufficient or independent learning; and (6) the learners having internal and external motivations to achieve their goals.

Studies have shown that employees in some private companies in Thailand have needs of English enhancement in order to gain higher salaries, and receive bonuses and rewards, acceptance and compliments (Singpun,2010). Similarly, Luankanokrat's study discovered that employees at Hongkong and Shanghai Banking Corporation in Thailand needed to strengthen their English because they wished to work in company branches located in other countries' (Luankanokrat, 2011). Those employees seemed to have external regulations. In stark contrast, some researchers in Thailand, Taiwan and Malaysia were interested in conducting research studies regarding hotel receptionists since the hotel employees used English as a medium of communication in their workplace. It was found that most of the hotel receptionists paid more attention to English improvement due to needs of successfully performing professional tasks such as more effective service and higher service quality for guests and customers (Chumtong, & Kunwongse, 2014; Pongjumpa, 2011; Shahrudin, Ali, & Galea, 2015; Shieh, 2012; Suparan, & Porkaew,2014).

Language Learning Strategies of Adults

When adult learners are highly motivated to learn a foreign language, they apply strategies to facilitate their L2 learning. For example, Rubin(1975) explored the behaviors of "the good language learners" who succeed in the target language and concluded that these achievers adopt one of three types of strategy; (1) learning strategies, (2) communication strategies, and (3) social strategies. The notions of learning strategies were redefined by O'Malley et. al. (1985) into three major (1) metacognitive strategies, (2) cognitive strategies, and (3) socioaffective strategies and subsequently synthesized and subcategorized by Oxford (1990) into six types as shown in the table below (Oxford, 1990, pp.18-21).

Direct strategies	Memory strategies Assist learners enable to store and restore new target-language information.
	Cognitive strategies Become a useful tool of mind to assist learners solve a problem or complete a task.
	Compensation strategies Overwhelm learners' insufficient knowledge of the target language
Indirect strategies	Metacognitive strategies Allow learners manipulate or organize their learning perceptions or styles.
	Affective strategies Help learners control their emotions, anxiety or attitudes while acquiring a new target language.
	Social strategies Interact with others through the target language.

Oxford also created the Strategy Inventory for Language Learning (SILL), which has been extensively adopted in different EFL contexts. For example, the instrument was employed to find out patterns of strategy use of EFL university learners in Taiwan based on language proficiency (Lai, 2009). Moreover, Ayachi's study in 2015 applied the survey to explore which strategies were used by sixty executives of a private sector in Tunisia. The result showed those adult learners most used metacognitive, social, and compensation strategies, respectively, in order to support their English learning (Ayachi, 2015). In another work collected in the context of Vietnamese five-star hotels, the staff the most frequently applied metacognitive strategies when learning the target language through online social networks. Also, memory strategies such as diary writing were employed after taking a language training course (Uyen, 2013). According to these previous studies, it has been concluded that metacognitive strategies are highly important techniques for adult learners. Therefore, in this study, Oxford's six classifications have been adopted to find out what learning strategies are being used by hospitality professionals in Thailand's 3-star hotels.

The Relationships of Motivation and Language Learning Strategies

Ehrman and Oxford (1989) pointed out that language learning strategies can be related to motivations in complicated ways. This notion is also supported by Schmidt and Watanabe(2001),who noted that motivation does indeed affect the strategy use. In later studies, Dörnyei and Skehan (2003) asserted that different levels of motivations influenced the choices of language learning strategies used in their learning process. For instance, Oxford and Nyikos (1989) discovered that learners with higher degrees of motivation applied learning strategies in order to reach their achievement rather than the less motivated ones. Additionally, another finding by Nikoopour et. al, (2012) found that Iranian EFL learners with a high interest in English more frequently employed metacognitive strategies in their learning routines rather than the other five strategies based on Oxford's categories. Afterwards, Khamkhien (2010) in Thailand found the pattern of strategy use by high-motivated Thai and Vietnamese EFL learners differed from low-motivated Thai and Vietnamese ones.

Methodology

This section discusses the research design of the study. It focuses on the research participants, the procedure to collect the data, and data analysis methods.

Participants

A total of 216 receptionists participated in this study, comprising 134 females and 82 males. The participants were selected from 3-star hotels listed in Thailand Official Hotels Directory (Thai Hotels Association, 2015) and Agoda.com. Also, those hotels were located in various business districts of Bangkok, including Thong Lor and Ekamai, Chatuchak, Sathorn, Siam, Sukhumvit, Silom, and Pathum Wan. The age range was from 18 to more than 26 years old with different educational backgrounds, including vocational certificate, high vocational certificate, bachelor's degree, master's degree, and others (Grade 9 and 12).

Instrument

The participants were required to complete a four-part questionnaire. Part 1 collected participants' details in five personal background questions, Part 2 asked participants whether they spent any significant time on English learning. If the answer was "No", participants were expected to provide the researcher with some reasons. If they answered was "Yes", they were asked to complete Parts 3 and 4.

Part 3 consisted of twenty-five items using a six-point Likert scale. The items were adapted from Deci and Ryan's motivational classifications and motivational concepts, Internal Structure and External Connections from Schmidt, Boraie and Kassabgy (1996) in order to suit the context of this study. Also, this part aimed to investigate intrinsic motivations, and four types of extrinsic motivations: external regulation, introjected regulation, identification, and integrated regulation. In Part 4, twenty-five items with five-Likert scale were used to examine the language learning strategies of the receptionists. The questions were adapted from Oxford's (1990) Strategy Inventory for language Learning (SILL), version 7.0. Some modification was needed because some items were not appropriate within the Thai context, and words or phrases in some statements were out of date. Finally, the statements were categorized into six groups; Memory-related strategies, Cognitive strategies, Compensation strategies, Metacognitive strategies, Affective strategies, and Social strategies. Moreover, an open-ended question was included at the end of Part 3 and 4, respectively.

Data Collection

The questionnaires, written in Thai, were delivered to the receptionists via The Personnel Department of each 3-star hotel. A research subject information sheet was also attached in order to ask for permission to conduct the research. The data-collection period was approximately 3 months from February to April 2016.

Data Analysis

Quantitative Analysis

To answer the quantitative research questions, diverse tools were employed. SPSS Version 17.0 was mainly used to analyze the data. For Research Questions 1-2, descriptive statistics were utilized to find out the mean scores (M) and standard deviations (SD) of intrinsic and extrinsic English learning motivations, and English learning strategies, respectively. For Research Question 3, the Chi-square test of independence was performed in SPSS to compare the frequency of six learning strategies used by the receptionists with different motivational levels.

Results

Analysis of the responses in Part 2 of the questionnaire revealed that 12% of the participants did not devote any time for English learning, for which they offered three reasons; (1) no time to learn English because of business, (2) no money to learn English because of high expenses, and (3) having sufficient knowledge of English for a hotel receptionist. However, 88% of the receptionists (n=190) did take time to learn English.

Table 1: English learning motivations of receptionists

Motivations	M	SD
Intrinsic motivation	4.71	.72
Extrinsic motivation (all types)	4.78	.73
External Regulation	4.63	.81
Introjected Regulation	5.05	.77
Identified Regulation	4.61	.84
Integrated Regulation	4.83	.83

To answer Research Question 1, the results indicate that the receptionists have slightly higher extrinsic motivations (M=4.78, SD=0.72) than intrinsic motivations (M=4.71, SD=0.73) toward English learning, as shown in Table 1. In further examining each type of extrinsic motivation, results indicate that introjected regulations were the highest motivational factors (M=5.05, SD=0.77), compared to others. This was confirmed by a number of responses in the open-ended part: "I work as a receptionist. English is very important because I have to apply it to my job.", and "I would like to strengthen my work efficiency." It seems like better performance in English language enables receptionists to support their current jobs and daily duties more effectively. Additionally, other respondents commented "I want to know how to speak English and pronounce the words accurately because I can communicate to my customers." and "I need to strengthen my work efficiency and become a nice host to welcome foreigners." This can be interpreted as indicating that the receptionists hope to have higher English proficiency in order to provide their foreign customers with more productive and effective hotel services. They also attempt to avoid shame and reduce their anxiety of English inadequacy when communicating with their guests. These results are in agreement with other research studies (Chumtong, & Kunwongse, 2014; Pongjumpa, 2011; Shahrudin, Ali, & Galea, 2015; Shieh, 2012; Suparan, & Porkaew, 2014).

Integrated regulation was the second most important extrinsic motivation among the receptionists ($M=4.83$, $SD=0.83$). To support the quantitative data, one respondent comments "Learning more English is not only important for my career, but it is also useful for my everyday routines." It shows that receptionists wish to gain and enhance their English competency because they are concerned about self-development and thus wish to increase self-confidence in English language competence. This supports Ryan and Deci's (2000) findings (argument) that learning activities take place when tasks have congruence with the learner's values and needs. Moreover, external regulations ($M=4.63$, $SD=0.81$) such as incentives, rewards, and promotions, played the third role to drive and make the receptionists to study English. Finally, identified regulations ($M=4.61$, $SD=0.84$) had a slightly lower rank.

Although extrinsic motivations played the more dominant role in driving receptionists to learn English, the receptionists in this study also decided to engage in learning activities because of enjoyment, interest and pleasure. To support the statement, one interviewee said "I applied for this job because I like English... I think if I work as a receptionist, I can gain more English knowledge." and "I have fun when learning English. I do not mind that I will receive incentive awards or not." This phenomenon can be interpreted as an attempt to assimilate into the surroundings in which the target language is used with high frequency.

Table 2: Language learning strategies

Learning Strategies	M	SD
Memory Strategies	3.61	.75
Cognitive Strategies	3.51	.73
Compensation Strategies	3.70	.72
Metacognitive Strategies	3.78	.66
Affective Strategies	3.67	.72
Social Strategies	3.61	.81

According to Oxford's SILL Profile of Results, the participants' responses were categorized into different ranges; high use from 4.5 to 5.0 (always or almost always used) and from 3.5 to 4.4 (usually used), medium use from 2.5 to 3.4 (sometimes used), low use from 1.5 to 2.4 (generally not used) and from 1.0 to 1.4 (never or almost never used).

As Table 2 shows, metacognitive strategies ($M=3.78$, $SD=0.66$) are the most frequently employed by the receptionists. This learning approach appears to have been selected because it seems to suit their maturity (Knowles, 1980). Another linguist, moreover, notes that adult learners presumably have preferences to manipulate their learning process in order to gain more effective outcomes rather than enforcement (Oxford, 1990). Also, they realize their particular weaknesses of the target language and they therefore target those faults. Compensation strategies ($M=3.70$, $SD=0.72$) were the second most used by the participants. This may be because the receptionists attempt to overwhelm their inadequacy and limitations of English due to the nature and requirements of their jobs. For the third rank, the receptionists employed affective strategies ($M=3.67$, $SD=0.72$) while learning. This is a similar finding to Duff, Wong and Early, (2002). These approaches help the adult learners to control negative feelings such as anxiety or temper when encountering learning

obstacles or difficulties. Social strategies (M=3.61, SD=0.81) and memory strategies ranked in equal forth position in this study. The results show the receptionists gain target language knowledge from their foreign language surroundings, in particular from hotel guests, Thai and non-Thai colleagues (in the workplace), and Thai and non-Thai friends (beyond their workplace). This indicates that the learners make efforts to interact with others and are keen on the target language in order to clarify unclear points (Oxford, 1990). With regard to memory strategies (M=3.61, SD=0.75), these are used when the receptionists endeavor to memorize the new target-language words or phrases they have learned by taking notes or using them repeatedly. Finally, cognitive strategies (M=3.51, SD=0.75) are the least frequently used. Due to their circumstances, it can be assumed the receptionists have less opportunity to apply the cognitive strategies in their learning process, compared to the other five strategies.

Table 3: The relationship between motivation and learning strategies

	Motivation (N=190)		
	Value	df	Sig.
Memory strategies	22.85	2	.000
Cognitive strategies	23.75	2	.000
Compensation strategies	26.53	2	.000
Metacognitive strategies	61.72	2	.000
Affective strategies	68.54	2	.000
Social strategies	20.84	2	.000

As the Chi-squared test of independence performed in Table 3, the Pearson Chi-square value was MEM ($X^2 = 22.85$), COG ($X^2 = 23.75$), COM ($X^2 = 26.53$), MET ($X^2 = 61.72$), AFF ($X^2 = 68.54$), and SOC ($X^2 = 20.84$) with 2, N=190, $p < .001$, respectively. It can be interpreted that there were statistically significant relationships between motivation and all six learning strategies.

Table 4: The frequency of strategy use by highly-motivated and medium-motivated receptionists

	The frequency of strategy use					
	Highly-motivated receptionists (N = 167)			Medium-motivated receptionists (N = 23)		
	Low	Medium	High	Low	Medium	High
Memory strategies	14 (7.4%)	31 (16.3%)	122 (64.2%)	8 (4.2%)	9 (4.7%)	6 (3.2%)
Cognitive strategies	17 (8.9%)	56 (29.5%)	94 (49.5%)	10 (5.3%)	10 (5.3%)	3 (1.6%)
Compensation strategies	2 (1.1%)	51 (26.8%)	114 (60.0%)	4 (2.1%)	13 (6.8%)	6 (3.2%)
Metacognitive strategies	2 (1.1%)	31 (16.3%)	134 (70.5%)	7 (3.7%)	13 (6.8%)	3 (1.6%)
Affective strategies	2 (1.1%)	50 (26.3%)	115 (60.5%)	10 (5.3%)	10 (5.3%)	3 (1.6%)
Social strategies	14 (7.4%)	36 (18.9%)	117 (61.6%)	8 (4.2%)	9 (4.7%)	6 (3.2%)

Table 4 presents the results of the Chi-square test sequence. The receptionists were divided into three groups according to their motivational levels; high (scores ranging from 101 to 150), medium (scores ranging from 51 to 100), and low (scores ranging from 1 to 50). After grouping each receptionist, it was found that there were 167 receptionists with high motivation, 23 receptionists with medium motivation, and none with low motivation. The frequency of strategy use is categorized into three ranges; high use from 3.41 to 5.00 (always or usually use), medium use from 2.61 to 3.40 (sometimes use), low use from 1.0 to 2.60 (rarely or never use). The results revealed the majority of highly-motivated receptionists have high use of all six strategies. Their patterns of use are metacognitive with 70.5%, memory with 64.2%, social with 61.6%, affective with 60.5%, compensation with 60.0%, and cognitive with 49.5%, respectively. In contrast, the majority of medium-motivated receptionists have medium use of those six classifications; metacognitive and compensation with 6.8%, cognitive and affective with 5.3%, respectively. It can be seen that learning strategy patterns of highly-motivated learners differ from medium-motivated ones. Therefore, the most significant point will be discussed in the next part.

Discussions and Conclusions

The findings of the current study reveal that only a minority of the 3-star hotel receptionists do not spend any time on English learning due to three major personal reasons; time appropriation, high expenses, and adequacy of English knowledge. On the other hand, the majority of the receptionists have decided to engage in English learning activities because they have an awareness of its necessity. This supports Knowles'et. al, (2014) finding in which adult learners invest in learning when they expect to receive some benefits from successful outcomes.

For learning motivations, previous research studies have found that hotel employees are much more extrinsically motivated to engage in English learning activities rather than intrinsically motivated. Those results are in disagreement with this current study in which the hotel receptionists have both intrinsic and extrinsic motivations to push them forward. As the results show, there is not a big difference of those two factors. This means English learning activities in this study are not only undertaken for short-term accomplishment, but also for long-term success. Also, those activities are undertaken for enjoyment, interest and pleasure rather than by force or obligation.

As mentioned above, the current study does not only focus on motivations, but also explores what strategies the receptionists apply to their English learning. The results in this research indicate that metacognitive strategies are most frequently employed. On the other hand, the phenomenon is also in contrast to other previous findings (Duff, Wong and Early, 2002; Janta, Lugosi, Brown, & Ladkin, 2012)conducted with adult learners in native English speaking contexts. Those studies found that adult learners more frequently applied social strategies than other strategies because they were immersed in contexts where English was used as a key medium of communication. It can therefore be interpreted that different settings influence the choices of strategy use. Moreover, another interesting result in this study shows that cognitive strategies are least frequently used. This disagrees with O'Malley and Chamot (1990)who maintained that cognitive and metacognitive strategies are often used together to strengthen learning proficiency. However, one linguist mentions this possibly occurs when adult learners need executive functions in which metacognitive strategies are beyond cognitive strategies (Purpura, 1999). According to motivations and strategies, it is very interesting to look for their relationships below.

For the relationships between motivations and strategies, the results reveal the majority of the receptionists have medium to high motivation while none of the receptionists claimed to have low motivation. This is because English is one of main requirements and tools in their professional contexts. Furthermore, as the results of Chi-square test indicate, highly-motivated receptionists much more frequently applied Oxford's all six categories of memory, cognitive, compensation, metacognitive, affective, and social strategies than the medium-motivated receptionists. This indicates the different levels of motivation influence the frequency of strategy use during the learning process. This is likely because the receptionists with high motivations have clear purposes to enhance the target language. These results are in agreement with Khamkhien's (2010) and Pintrich's (1999) work showing this phenomenon causes more effective learning performance or action of the highly-motivated. In addition, the group of high motivation learners favored indirect strategies rather than direct strategies unlike the medium group. In particular, they most frequently employed metacognitive and affective strategies. As Knowles (1980) noted, these approaches were known as self-directed learning. It is performed when the learners have readiness to cope with their real-life tasks and obstacles. Also, the self-directed learning seems to be the most dominant characteristic of successful adult learners. In turn, the receptionists with medium motivation mostly applied compensation and memory strategies, but the frequency of strategy use is in the only medium level.

Implications

With regard to the findings shown in this study, there are implications and recommendations for future research. As the results show, adult learners prefer directing their own study outside of classroom or in informal settings or doing self-study. This means the organizations would be able to support their employees by arranging appropriate online courses or online materials, such as everyday English conversations or English conversations used in hotel industry, to serve those receptionists. Moreover, EFL teachers may be able to draw on the results of this research in order to prepare learning materials or activities which are suitable for this target group. In addition, the qualitative method was not used in this present study, so the qualitative method is more highly focused to gain in-depth data in the future studies. For the limitations, the study only focused on 3-star hotel receptionists in Bangkok rather than other hotel positions.

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