

Foreign language use in professional placement abroad: Perceptions and attitudes of Hotel Management students

Dr Maria Palma Fahey,
Shannon College of Hotel Management,
Shannon Airport,
Co. Clare.

Email: mariapalmafahey@shannoncollege.com

Abstract

The benefit of placing hospitality students in countries where the target foreign language is spoken is acknowledged by many practitioners and researchers. Some of the main advantages refer to the overall improvement of the students' cultural knowledge and language skills -following the Common European Framework of Reference for Languages. In hospitality degree courses, the teaching of foreign languages has focused on the learning of languages for professional purposes, following a task based approach, while considering at the same time, the target culture or cultures in which the language is spoken. This paper look at the areas in which hospitality students felt more at ease using the target language, while doing their first working placement, and the areas in which they encountered more difficulties and challenges. The paper considers the framework developed by Dörnyei (1994) for the analysis of motivation in foreign language learning, and also Van Lier's (1996) findings on the impact that achievement and failure have on attitude. Following a quantitative and qualitative approach, the study seeks to determine what can be learned from the students' experiences, regarding foreign language use, in order to develop a set of strategies that can facilitate a greater degree of success during and after placement from a linguistic point of view. Ultimately, this sense of achievement can benefit the students' personal development and can have a positive impact on their professional attitude.

1. Introduction

Students of hospitality programmes benefit immensely from learning a foreign language (Casado, 2003, Gamio et al. 1992). According to the research carried out by Lydecker (1996), Gannon (2003), the learning, use and improvement of language skills translate into success in the area of hospitality, helping to develop a positive professional attitude which impact on team work and in better service to the clients. Colleges that offer hospitality degrees which integrate foreign language learning contribute to the success of the hospitality industry in general and to the success of the individual students in their future careers as managers (Yuan, Houston, and Cai 2006). Foreign language ability is of paramount importance in the international hospitality industry according to Casado (2003), who suggests a revision in hospitality programmes to include the teaching of languages. Nowadays, the hospitality industry faces many challenges and one of them refers to multicultural diversity. Williams (1994), Iverson (2000), Kay and Russette (2000) affirm that multicultural education programmes have to be provided in order to develop the relevant interpersonal communicative skills which are required from international hospitality managers. Considering this research, professional placement in a foreign country where the target language is spoken provides the future international managers with an invaluable opportunity to develop the much needed language skills by practicing and improving the strategies learned in the language class in professional and social environs. This study, considering this research, focuses on the perceptions of hospitality students with regard to their use of the target language while on professional placement. The study group concerned comprises the students of Hotel Management from Shannon College who completed, in the previous two years, their first year of placement in a country where the target language is spoken as a native language. The aims of the study are the following:

1. To determine the students' perceptions of their overall use of the target language during the placement year in order to get an insight into the factors that affected their motivation to use the target language while in placement.

2. To determine the students' perceptions regarding factors that encouraged and discouraged their motivation as well as situations in which they felt comfortable and uncomfortable using the target language.

3. To determine what can be learned from the students' perceptions and experiences regarding foreign language use in order to develop a set of recommendations that can facilitate a greater degree of success before, during and after placement from a linguistic point of view and therefore from a professional perspective (Yuan, Houston, and Cai, 2006).

This study adopts both a quantitative and qualitative approach and takes into account the motivational framework developed by Dörnyei (1994), and Van Lier's (1996) findings on the impact that achievement and failure have on attitude.

2. Literature review

Motivation in the area of foreign language learning has been extensively researched and experts have agreed that it is an essential factor that affects second language acquisition (Gardner et al. 1997, Gardner 1985, Ellis 1994, Van Lier 1996, Dörnyei 1994, Dörnyei and Csizér 1998). The research carried out by Oxford and Shearin (1994) is particularly relevant to the present study. Oxford and Shearin (1994) emphasise that motivation in foreign language learning is affected by the degree to which the learner's need for security is met together with the student's need for achievement. In order to attain this, the language tasks must be presented in a clear manner, as valuable exercises and constant feedback must be provided to the student. The learners must feel that the tasks are achievable and that the effort implied on carrying them out is also significant on a personal level. According to Oxford and Shearin 'teachers need to make learners comfortable even when communication is not perfect' (1994: 18). Meeting the students' needs for security and achievement has a positive impact on the students' motivation to use and learn the target language more. It also contributes to decreasing levels of anxiety regarding personal performance. Dörnyei (1994: 277) also refers to the student's need for achievement focusing on the importance of the student's self-efficacy, with regards to being able to determine the

personal ability he/she has for carrying out an action. He also highlights the importance of the student's self confidence in relation to being able to produce results. According to Van Lier (1996: 18) achievement, on one hand, can be measured as the accomplishment of certain goals and the meeting of social expectations, but also in relation to the individual's personal perspective which relates to past successes and failures. According to Van Lier, these past experiences have an impact on the learner's actual performance and on his/her wanting to succeed (1996: 118). Therefore, if success is perceived as unattainable, the learner feels discouraged and this affects his/her attitude to learn. The success attained by learners helps them to increase their motivation making them more eager to learn and to participate in the language class (Herman 1980). For Gardner and MacIntyre (1992) achievement has a positive impact on the student's motivation to use and to continue learning the target language. Nevertheless, according to Green (1999: 267), motivation is not a permanent state but changes according to the experiences and development of a particular learner in terms of maturation, personal growth and world view changes. Ellis (1994) classification of individual learner differences comprises three main variables. The first variable is the learner variable and includes the student's fixed ideas regarding language learning, the emotional components that influence the student's language learning process and the learner's attitudes, which includes levels of anxiety regarding language learning. The second variable refers to the strategies that a student puts in place and develops in order to learn a language (learning techniques) and the third variable refers to the perceived benefits of learning a particular language.

Dörnyei (1994: 279-280) conceptualizes a framework for analysing motivation that consists of three levels: the language level, the learner level and the learning situation level. The language level focuses on motives and various aspects of language such as the potential usefulness of attaining proficiency in it. It also refers to the culture and the community in which the language is spoken. The sum of these factors determines basic learning goals and explains language choice. It is at this level, according to Dörnyei (1994), where the integrative and the instrumental motivational subsystems operate. The integrative motivational subsystem centres on the learner and his/her language-related predispositions, including social, cultural and ethnolinguistic components. The instrumental motivational subsystem consists of internalised

extrinsic motives that refer to the learner's future career needs. The second level, is the learner level, and involves the personality traits of an individual including affects and cognition. Two motivational components are present at this level: the need for achievement and self-confidence, comprising levels of anxiety and perceptions of competence and self-efficacy using the target language. Past experiences of success and failure are relevant to this level. The last level is the learning situation, which considers the language class with its course specific components, the class group and the language teacher's personality, style of teaching and overall class performance (Dörnyei and Csizér 1998). Gardner and Lambert (1972) also acknowledge the importance of the integrative orientation with regard to the community that speaks the language, while Deci and Ryan (1985, 1992) and Ushioda (1996) emphasise the positive effects related to the intrinsic motivation to learn. According to them, the individual engages in his/her personal learning and the feeling of enrichment helps to sustain the effort. The importance of clear and challenging goals has been emphasised by the instrumentality theories, which focus on the relationship between personal effort and the expected outcome or reward. Locke and Latham (1990) put emphasis on the relationship between personal commitment and the importance of seeing the outcome as valuable and personally meaningful. The goal can be externally or internally assigned but what is decisive is the level in which the person accepts the outcome as desirable and valuable.

3. Background to the teaching of foreign languages in Shannon College of Hotel Management

Hotel Management students at Shannon College learn a foreign language. The languages taught are French, German, Spanish and English. English learners, as they are already immersed in a culture in which the target language is spoken as a native language, are not included in this study. Learners of the other three foreign languages have studied the particular target language to Leaving Certificate level. During year one four hours per week of language modules are allocated, which comprise grammar instruction and the development of oral, reading and listening skills. These language skills are developed in class through the students' participation in activities such as

role plays, presentations, conversation and discussion. Aural work is encouraged in the class and in the multimedia language laboratory using interactive language software and a variety of audio and video, media and Internet material. Language teaching is task based and considers the professional and personal communicative needs of the students. The students' work and participation in class is continuously assessed at both formative and evaluative levels and feedback is given on completion of the language tasks. The politeness codes, appropriate to the target culture, are also discussed in class. During the first placement year (second year) students complete a Distance Learning Project prepared by the language lecturers to help the students to set learning targets and track their own progress maximising with this the benefit of their placement year from a linguistic perspective. In third and fourth year, students only have two hours per week of language modules.

During the first year of placement the students work in different hotel departments mainly at operational level. The destination and the specific hotel are chosen by the Shannon College Placement officer considering three criteria: the language level of the student, the student's strengths and work ethics with regards to a particular area of work and the personality of the student. According to the Shannon Placement Officer, the language input during placement is deemed vital by the hotel companies associated with Shannon College that invest in the training of these future professionals. Furthermore, it is considered that the frequency in which students use the target language has an overwhelming impact on the success of the student's professional work and professional attitude.

4. Data and methodology

In order to get quantifiable information on students' perceptions and attitudes with regards to their use of target language while in professional placement a questionnaire was constructed and administered to third and fourth year students of French, German and Spanish in Shannon College of Hotel Management. The questionnaires were given during the language class and a total of 52 questionnaires were completed and returned, corresponding to 72% of the total number of students learning these languages in both years. Only 50 questionnaires were considered because two of them were answered by students that did their placement in English speaking

countries. Details of the students' profiles and the subsequent analysis of results are given in percentages. The actual number of students is given between brackets when deemed important.

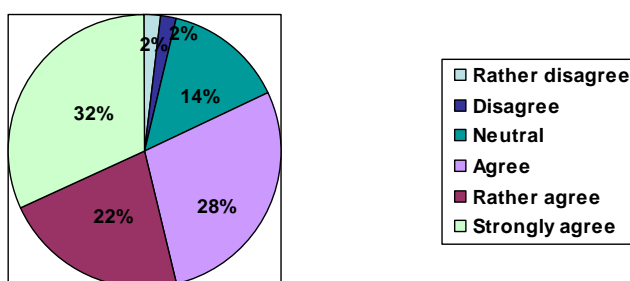
a) Student profile: Of the 50 respondents, 72% were students of French, 20% of German and 8% of Spanish. Of the total amount, 58% were third year students and 42% fourth year students. The ages of the students ranged from 20 to 23 years, from which 56% were female and 20% were male (4% did not specify their gender). The students of German were placed in Frankfurt, Nuremburg and Waltersdorf. The students of French were placed in Brussels, Lausanne, Genève, Provence and Luxemburg. The students of Spanish were placed in Barcelona.

b) The instrument: The questionnaire constructed for this study contains a total of 23 multi-choice and open ended questions. These questions attempt to determine students' perception regarding their use of the target language during placement and with this to identify social and professional factors that motivate the students to speak the foreign language. The discussion in section 5 presents some of the main findings. The study does not present results according to specific target languages for not being this the main focus of this research.

5. Results and Analysis

In order to ascertain the overall perception of the students regarding their use of the target language during their first professional placement, students were asked to agree or disagree with the following statement: 'I can say that I enjoyed using the target language while in my first year of placement'. The answers are shown in figure 1.

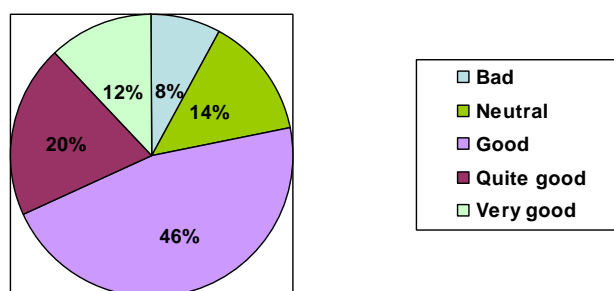
Figure 1: Students' perception on enjoying the use of the target language during their first year of placement



The findings in figure 1 indicate that 82% of the students agreed with the statement, ranging from strongly agree to rather agree. 4% of students did not agree and 14% remained indifferent.

Students were asked to rate their overall use of the target language while in placement. The answers are presented in figure 2.

Figure 2: Students' rating of their overall use of the target language while in placement

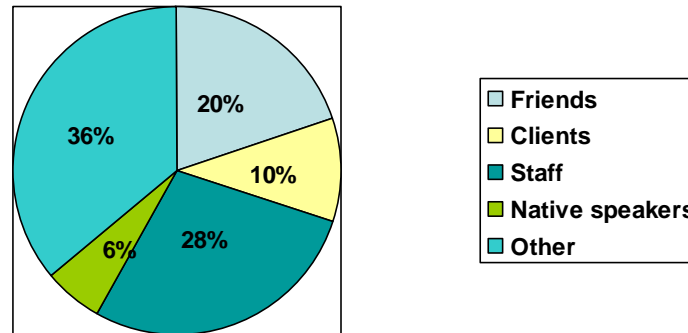


On answering this question, 78% of the students rated their use of the target language positively while 8% of the students perceived it as bad and 14% of the students remained indifferent.

The findings shown in figures 1 and 2, regarding perceptions of enjoyment in using the target language and the overall rate of using it during placement, are similar in terms of percentages. Interestingly, the same percentage of students remained indifferent in both questions. These findings underline a strong correlation between enjoyment and frequency with regards to the use of the target language during placement, which can be associated to Val Lier's (1996) ideas on the importance of past successes and the impact that they have with regards to the use of the target language.

In order to learn about the professional and social situations in which the students felt most at ease using the target language, students were given relevant suggestions with the option to select as many as were true of their experience. The findings are shown in figure 3.

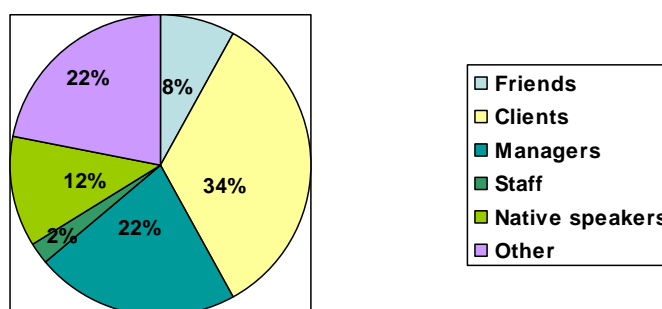
Figure 3: People with whom students felt most at ease speaking the target language while on placement



As the results show, 28% of the students felt more comfortable speaking the target language with members of staff while 20% selected friends. Furthermore, 36% of the students selected more than one answer, included in the category other, mentioning most frequently staff and friends also. On the other hand, 10% of the students selected the option clients and 6% chose native speakers. These findings indicate that most students felt more confident speaking with people in familiarised atmospheres at work (managers were not frequently included) and in familiar social environs such as with friends. In both circles, rapport is created allowing for a more informal type of communication which could have contributed to the students' perceptions of feeling more secure and relaxed using the target language.

In the following questions students were asked with whom they felt most uneasy speaking the target language during placement. Students were also given relevant suggestions with the option to select as many as they deemed appropriate to their experience. Their answers are presented in figure 4.

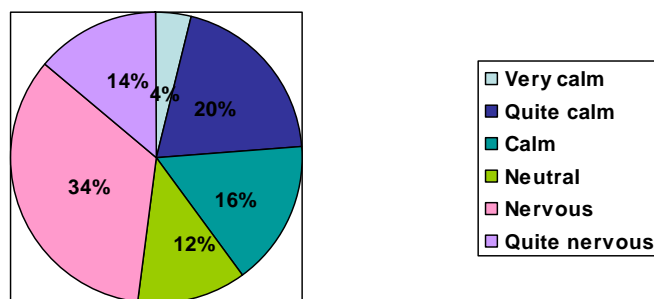
Figure 4: People with whom the students felt most uneasy speaking the target language while on placement



These results indicate that 34% students felt most uneasy speaking the target language with clients and 22% with managers. 22% of the students selected more than one option, choosing clients and managers with more frequency. On the other hand, 12% of the students felt uncomfortable speaking with native speakers, 8% with friends and 2% staff. Also accounted in the category other are the answers of two students that wrote 'nobody'. In sum, these findings indicate that most students felt uneasy interacting in situations of professional nature which are highly demanding and challenging because they are required to demonstrate high levels of self confidence and self efficacy. Combined factors such as the evaluation of outcomes, professional performance and self evaluation appear to be the contributory factors for these perceptions (Rivers 1964). These findings highlight the presence of levels of anxiety felt by students while communicating in the target language with clients and managers in these professional capacities.

A follow up question investigated student's perceptions of the overall levels of anxiety they felt while using the target language during placement. Answers are shown in figure 5.

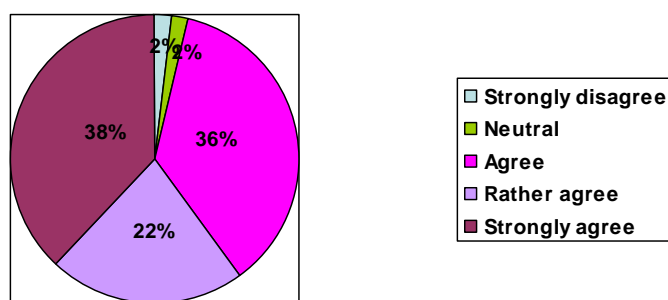
Figure 5: Students' ratings of the level of anxiety they felt while speaking the target language in placement



40% of the students perceived themselves as being calm while using the language in placement, ranging from very calm to calm. On the other hand, 48% of the students found that they were nervous using the target language, ranging from nervous to quite nervous. 12% of the students rated their level of anxiety as indifferent. These results can be linked to the ones shown in figures 3 and 4, demonstrating the manner in which motivation can be affected by levels of anxiety (Oxford and Shearin, 1994).

Students were asked to agree or disagree with the following statement: ‘My attitude regarding speaking the language while in placement improved during my stay in the foreign country’. Figure 6 shows the results.

Figure 6: Students’ perception on improvement of their attitude to speaking the language during their stay in the foreign country



As the results show in figure 6, 96% of the respondents perceived an improvement in their attitude to using the target language during placement, 2% did not perceive an improvement and 2% remained indifferent. These results, shown in figure 6, are highly encouraging as they manifest an important level of personal satisfaction for part of the students with regards to their own performance using the target language during placement.

The impact of the students’ placement experience regarding their actual attitude to speaking the target language was also interrogated. 82% of the students manifested a positive attitude, ranging for positive to very positive. A total of 14% of the students remained indifferent and a negative attitude towards using the target language after their placement experience was not reported.

Students were also asked questions regarding the language environment. First, they were asked if they consider useful the language strategies learned before going to placement. An overall 66% of the students found that they were helpful and 12% of the students found them unhelpful. 22% remained indifferent. Secondly, students were asked about their attitude towards the language class after their first placement. 64% of the students indicated that they have a positive attitude. On the other hand, 28% of the students have an indifferent attitude and 8% a negative attitude. This is an interesting finding considering the important role that the language environment plays in the motivation process regarding language learning and usage (Dörnyei, 1994).

In order to determine the students' perceptions regarding aspects that enhanced their confidence while using the target language in the professional environment, students were asked to name the department in which they felt most confident using the target language while in placement and to refer to the reasons for making the particular choice. To sum up, students named a variety of departments citing the following reasons: last working department, a relaxed working atmosphere, helpfulness of the staff and greater opportunity to communicate using the target language with staff and clients.

On the other hand, students were also asked in which department they felt less confident using the target language and to give reasons for choosing a particular department. A variety of departments were mentioned and the reasons given were the following: first working department, formal and impersonal relationship with clients and staff, lack of friendliness on the part of managers and staff, guests not using the target language, problems communicating in the target language with staff and guests, and stressful work environment.

The answers given underline the importance that students place on feeling confident regarding their professional performance and their level of language experience. Therefore working in the last department, before the end of their placement, was perceived as the professional situation in which they felt most confident using the target language. Together with this, the answers also emphasise the importance that students place on feeling social secure and comfortable with regards to working in a

particular department; hence working in a relaxed and friendly environment with supportive staff and managers was highly appreciated.

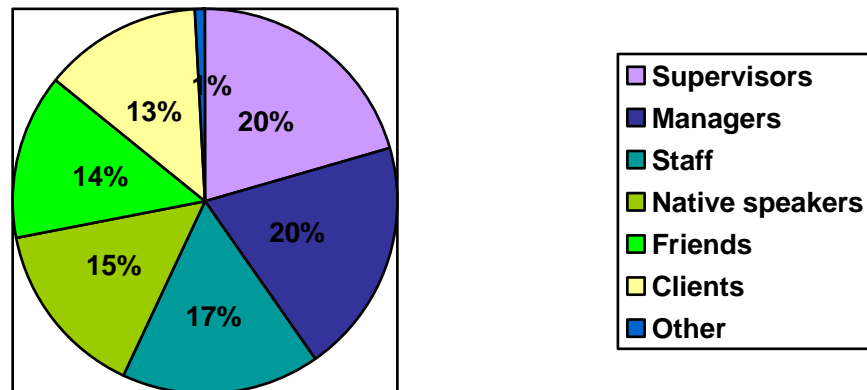
Another question posed to students was what motivated them the most to use the target language during placement. Relevant suggestions were given and students have to select one. 38% of the respondents chose dealing with clients and 38% social interaction. This finding is revealing, taking into account that, as shown in figure 4, 34% of the students felt most uneasy while communicating with clients during placement and 20% felt most uneasy communicating in social situations (friends and native speakers). Figure 6 illustrates that 10% of the students chose a combination of motivating factors which included several choices such as talking with colleagues, staff and managers, and socialising. One student mentioned that experiencing communicative difficulties motivated him/her to use the target language while another student stated that being on his/her own contributed to his/her motivation to use the target language while in placement. These two last comments underline a positive attitude to overcome self-insecurities regarding language use and personal performance. On the other hand, students were asked what tasks were the ones that least motivated them to use the target language. 36% of the students answered shopping, 22% chose integrating socially, 18% talking with managers and 12% dealing with clients. 10% of the students mentioned other factors that refer to communication and social integration. Some students mentioned problems with pronunciation, dealing with colleague and friends, rude customers and working late at night. One student did not reply to this question.

The results obtained from the last two questions show that students' perceptions vary greatly as 38% of student perceived that they were motivated to use the target language because they wanted to integrate socially while 22% of the respondents considered this to be the factor that motivated them the least. In the same manner, 38% of students felt motivated to use the target language because of dealing with clients while 12% of students perceived the interaction with clients as the least motivating factor. These results are significant if we consider, once more, the findings presented in figure 4, with regards to the people with whom the students felt most uneasy speaking the target language while on placement. As mentioned before, 34% of the students felt most uneasy interacting with clients using the target language and

20% in situations of socialising (friends and native speakers). The sum of these findings permit the conclusion that a positive professional attitude allows the student to overcome feelings of uneasiness, insecurities and anxiety regarding motivating himself/herself to interact in the target language because of the professional and personal goals and also the perceived benefits that a particular situation can offer them (Locke and Latham 1990). This fact underlines the presence of strong personal traits that allow the student to remain focused and motivated despite difficulties. It also highlights the presence of instrumental and integrative motivational factors.

It was deemed important to ascertain what the students perceived as discouraging factors regarding interacting in the target language. In a question interrogating this, they were asked to choose situations that made them feel discouraged. In general, they perceived that what discouraged them the most was the sense of personal failure and shyness regarding communicating in the target language, as well as not being given enough time to respond. These findings refer to the feelings of exposure and vulnerability that a student can experience with respect to their ability to interact in the target language. As Rivers (1964) states, anxiety combined with the desire for approval or social status can affect language response to the point of inhibiting it. As seen in figure 5, 48% of the students perceived levels of anxiety while communicating in the target language during placement. On the other hand, students were asked if they did feel encouraged to use the target language and an overwhelming 80% answered yes, 18% no and 2% some times. On a following up question students were asked who they felt encouraged them to use the language. Relevant suggestions were given and the students were asked to select all the appropriate answers. A total of 142 answers were given and the results are shown in percentages in figure 7.

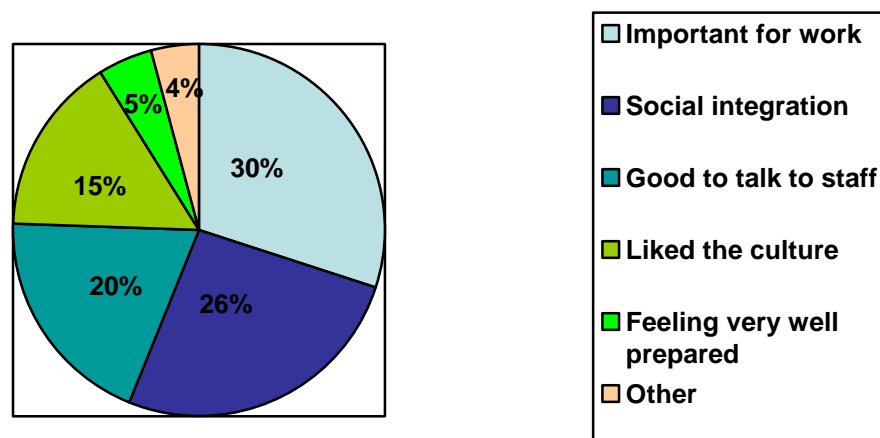
Figure 7: People that students felt encouraged them to use the target language during placement



As figure 7 illustrates, 20% of the students felt encouraged by supervisors, 19% by managers, 17% by staff and 13% by clients. All of which refers to the student’s professional environment (69%). 15% felt encouraged by native speakers and 14% by friends. Both percentages refer to social situations (29%). One student replied ‘myself’ (1%). Another student gave an indifferent reply (1%) commenting that some managers encouraged them to use the target language but not greatly.

Students were asked what motivated them to make an effort to use the target language. Appropriate suggestions were given to the students and they were asked to select all the relevant answers. A total of 123 answers were given. The results are shown in percentages in figure 8.

Figure 8: Perceived motivating factors for using the language while in placement



The results indicate that 30% of the students made an effort because they felt that using the target language was important for work, 26% perceived it as important for social integration, 20% considered important for talking to staff (work and socially related), 15% liked the culture, 5% felt very well prepared and this motivated them to use it and 4% gave other answers which included the importance of having a second language for work and social integration, for gaining self-confidence and because it was considered the main focus of the year from the college perspective. On the other hand, students that did not make any particular effort mentioned anxiety as a factor. One of them added that most friends from the hotel spoke the target language as badly as he/she did. Other students disliked the culture and found it too difficult. One student commented that the hotel was too international and felt that he/she was not given the opportunity.

On answering what factors in hindsight could have contributed to them using the target language more during placement. In the area of work they mentioned that an environment in which less English was spoken, as well as being in a smaller hotel. The provision of language classes for part of the hotel whilst on placement was mentioned, and also making more effort speaking the target language to managers and supervisors. With regard to the learning environment they refer to the need for participating in more role-plays and classes in which more emphasis is given to conversation and pronunciation using language terminology specific to the hotel industry. Also more preparation in the college for starting placement work and moving to a new country was perceived as beneficial. At a social level, they mentioned that living with other people who spoke the target language could have been a great advantage. At a personal level, having more confidence in their language skills could have had a positive impact in their use of the target language. On the other hand, three people responded that nothing could have benefited them more as they took full advantage of the situations and always used the target language.

Finally the students were asked what advice they would give to students going to do their first work placement. A total of 63 pieces of advice were given that can be divided as follows (overall percentages given between brackets):

- a) Learner's level: being confident and remaining calm. Learning from mistakes and making a constant effort (41%)
- b) Language level: acquiring and improving language proficiency before and during placement (25%)
- c) Language level (integrative motivation): using the target language for social interaction (13%)
- d) Language level (post placement): keeping in contact with people and using the media (1%)
- e) Professional environment: developing strategies at work such as asking for help, avoiding speaking in English and remembering that the knowledge and use of the target language does get better (17%)

In sum, the advice given by the students includes the main factors that were identified in the analysis as contributory motivational factors in the use of the target language.

In conclusion, the analysis of the findings has permitted an insight into motivational factors that affect the use the target language during placement. These factors are linked to students' personal traits, perceptions of the language strategies learned in the language class and the professional and social environs in which students interacted using the target language. Maintaining a positive professional attitude was found to be an important factor that allows students to overcome the difficulties and challenges associated with the placement year abroad and permitted the actualisation of integrative and instrumental motivational factors. Regarding the limitations of the study, the present study only considers the perceptions of the hospitality students from Shannon College of Hotel Management. More research on this topic is needed, including students from other colleges which pursue hospitality degrees in order to compare findings and review language strategies that can benefit the industry at national and international levels.

6. Proposed Recommendations

Dörnyei (1994) made important recommendations to second language teachers considering the three levels he developed in his framework of motivation. In this

section recommendations are given to lecturers in order to continue facilitating the achievement of success regarding language use before, during and after placement. The recommendations consider the specific findings of this paper:

- a) Encourage the development of professional attitudes regarding language use by attending to integrative and instrumental motivational orientations.
- b) Present clear tasks highlighting the benefit of carrying them out with regard to the personal, integrative and instrumental motivation.
- c) Promote task based learning which addresses professional and cultural issues.
- d) Give constant positive feedback on the process of completion of tasks and outcomes (Van Lier 1996).
- e) Promote an appreciation of the culture and the community that speaks the language.
- f) Encourage the student to use the target language during the class rewarding effort.
- g) Promote self-efficacy and self-confidence regarding language use by increasing the amount of classes in which students have an input and feel responsible for their learning in.
- h) Help students to cope with frustration by promoting language learning from success and from mistakes (Brown 1987).
- i) Keep the anxiety levels down in the language class (Young 1991).
- j) Promote strategies that can help students to succeed using the target language when in placement in terms of work and at a personal and social level.
- k) Encourage students to use the media and technology for developing language skills
- l) Review with students the usefulness of the strategies learned before going to placement and set targets for more language development and language use.
- m) View motivation as a constantly changing phenomenon which is affected by the experiences and personal development of the student.

These recommendations take into account that with the expertise and awareness of the language lecturers the students' motivation levels can be supported and encouraged.

7. Conclusions

The findings of the study demonstrate that much can be learned from focusing on the perceptions of students with regard to their use of the target language during placement. The results permit the conclusion that the challenges of speaking a foreign language are multifaceted and linked to the professional attitude of the student, all of which becomes evident during the student's work placement. At the same time, the study shows that having a professional attitude allows the student to overcome insecurities and difficulties associated with speaking a foreign language and to persevere doing this. Even more, the findings have highlighted that the student's professional attitude acts as another motivating factor in foreign language learning and impacts on language use during placement. This finding is crucial considering that one of the challenges that faces the hospitality industry today is the formation of professionals with positive attitudes, who can communicate internationally with confidence and efficiency with clients and professional staff at all levels, and also with the community at large. As Gannon (2003) states, future managers have to be trained in foreign language studies as well as in international management in order to succeed in the demanding environment of the international hospitality industry; hence the importance of learning from students' perceptions and experiences of target language use during professional placement in order to review language strategies and to improve the development of language skills before and after their professional placement. The future of the industry depends on these professionals with foreign language skills that can communicate, respecting cultures and people (Casado 2003). They are the ones who will have the professional attitude and the informed cultural insight to generate ideas and more opportunities of success for the hospitality industry and for themselves.

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