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外籍生於觀光專業英語課程之學習參與與學習滿意度關係之研究—以南華大學旅遊管理學系為主體

A Study of the Influence Between Learning Engagement and Learning Satisfaction for International Students in Tourism English Courses--A Case Study of Department of Tourism Management in Nanhua University

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108 學年度第 2 學期碩士論文摘要

論文題目：外籍生於觀光專業英語課程之學習參與與學習滿意度關係之
研究—以南華大學旅遊管理學系為主體

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論文摘要內容：

本研究的主要目的是探討外籍生於觀光專業英語課程之學習參與與學習滿意度之間的關係。用以曾在南華大學修過觀光專業英語課程的外籍學生，進行文獻蒐集並整理。透過學生的人口統計和學習參與是否達到學習滿意度。

本研究使用具有 5 點克特量表的問卷來進行蒐集資料。研究對象是曾修過觀光專業英語課程的外籍生，並回收了 80 份受訪者的樣本。研究分析採用了 SPSS18.0 軟體進行統計分析。結果顯示學生學習參與的外語能力對學習滿意度有顯著差異，以及學習參與對學習滿意度達到了正向影響。本研究建議維持學習參與的外語能力並加強同時讓學生在學習當中可以提升學習行為和自律性並達到更好的學習滿意度。

關鍵詞：EFL、觀光專業英語、外籍生、學習參與、學習滿意度

Title of Thesis: A Study of the Influence Between Learning Engagement and Learning Satisfaction for International Students in Tourism English Courses--A Case Study of Department of Tourism Management in Nanhua University

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Abstract

The purpose of this study is to investigate the influence between learning participation and learning satisfaction of international students in Tourism English courses. It is used to explore whether learning satisfaction is achieved through student demographics background and learning engagement.

This study used a questionnaire with a 5-point Likert scale to collect data. The research object is foreign students who have taken the tourism professional English course, and 80 samples of the respondents were collected. Research and analysis used SPSS18.0 for statistical analysis. The results show that ability of foreign language in learning engagement has a differentiate on learning satisfaction, and learning engagement has a significant effect on learning satisfaction. This study recommends to keep, apply, and strengthen the foreign language ability of learning engagement while allowing students to improve learning behavior and self-regulation to achieve better learning satisfaction.

Keywords: EFL, Tourism English, International Students, Learning Engagement, Learning Satisfaction

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CHAPTER ONE

INTRODUCTION

1.1 Research Background

1.1.1 International Students in Taiwan

Education is a necessity today. It does not differentiate between gender, age, race and ethnicity, country, and education level. Education is an investment for each individual to acquire more knowledge and skills. It can assemble oneself to become a better person. At present, an undergraduate is a widespread matter compared to a few years ago. Most people assume that more education is achieved, the easier it will be to reach their goals. Some of them tend to pursue study abroad to get more expertise and intelligence. The requirements of study abroad are starting with good grades, foreign language skills, and family financial indeed. Apart from influencing one's dreams to get the ideal job, education also has an impact on a country's monetary. With the existence of high and advanced knowledge, the state will quickly proceed as well, and the financial issues will continue to enhance.

Talking about studying abroad, most people will take this chance as a precious opportunity to get more knowledge in the major that they put interest in and gain new experiences outside their comfort zone. Several factors will be experienced, such as environmental differences, making friends from various countries, diverse cultures and languages, numerous ways of learning until the mindset of oneself will be different as time goes by. With these changes, a person will become more active in adapting and starting to find a

way to get used to the new adventure which they should overcome it by themselves.

According to the website of Study in Taiwan (2020), Taiwan is one of the most developed countries with a free, modern, democratic society, and highly educated. Taiwan is well known as environment-friendly, hospitable people, captivating culture, and lots of opportunities to apply for the scholarship.

In the last ten years, starting from 2009 until 2018, Taiwan has been collecting data from every international student who comes to Taiwan to continue their studies through the research data of the National Development Council in the last ten years. As we can see, starting with 40,000 people in 2009 to 127,000 people, the number of foreigners are kept increasing continuously and rapidly. According to data recorded, about 10 percent of all colleges and universities have international students studying in Taiwan for this year. This evidence proves that foreigners choose Taiwan as a place to continue their studies.

Data of 2018 shown, 127,000 international students have gathered, of which 61,970 people are a Degree student, and 65,027 people are a Non-Degree student.

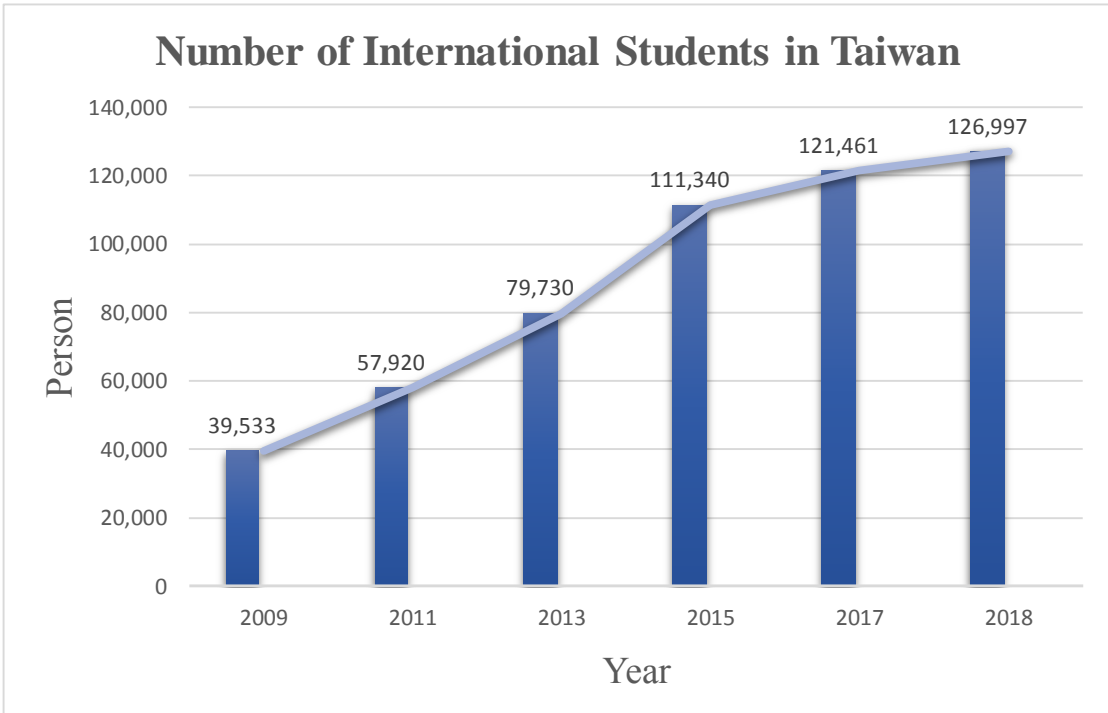


Figure 1.1 Number of International Students in Taiwan

Source: Ministry of Education, National Development Council (2020)

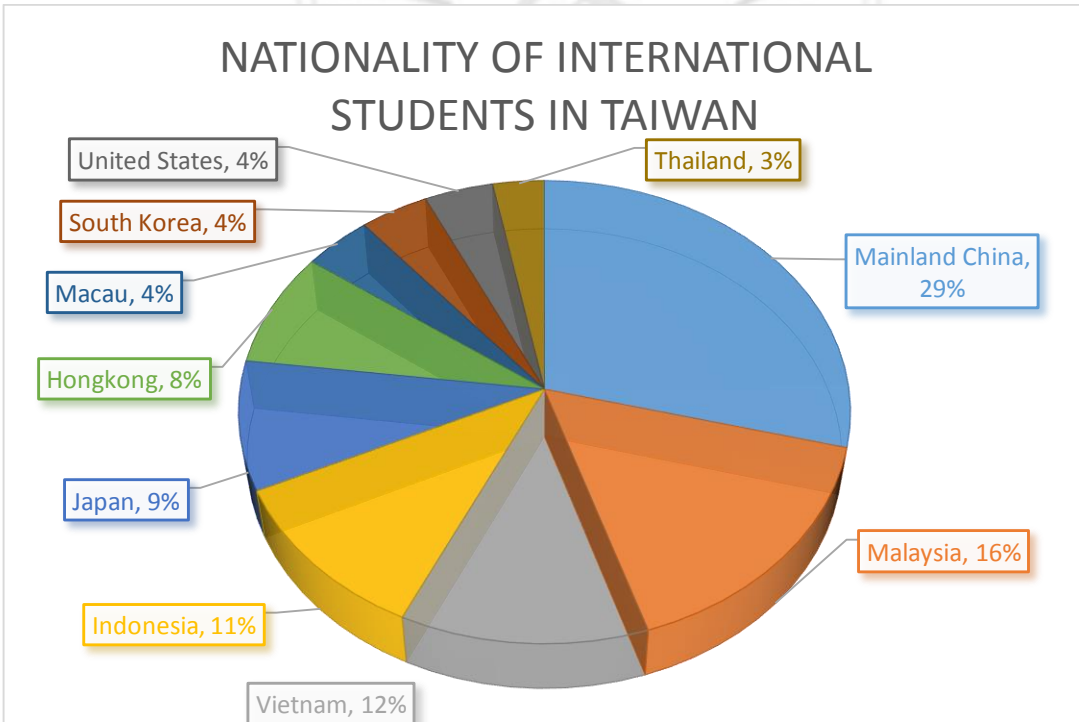


Figure 1.2 Nationality of International Students in Taiwan

Source: Ministry of Education, National Development Council (2020)

Based on the data from the chart above, the first position of the most students who came to Taiwan to continue their study was from Mainland China with 29%, the second position was Malaysia with 16%, the third position was Vietnam with 12%, and the fourth position was Indonesia with 11%.

The data results of international students' majors in Taiwan refer to Study in Taiwan. Based on the data below, the Major of Arts and Humanities is the highest 20%, followed by Majors in Business, Management, and Law with 19% and 18% of Engineering. These three Majors are the most popular and common among international students in Taiwan. The principal of Science, with 5% and Major of Medicine and Social Welfare, with 2%, are the least popular majors.

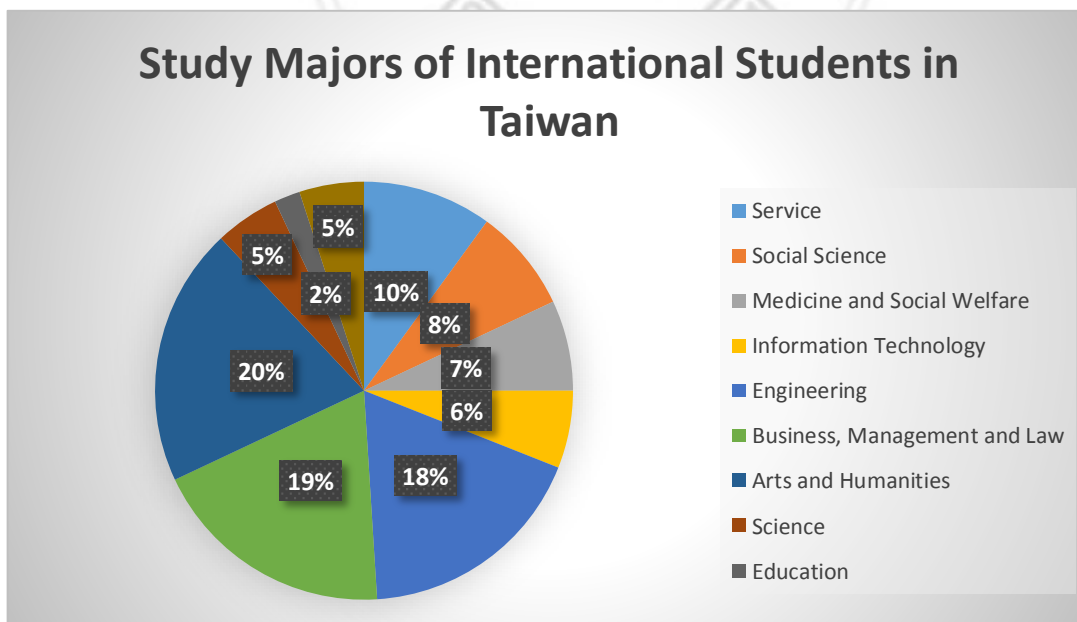


Figure 1.3 Study Majors of International Students in Taiwan

Source: Study in Taiwan (2020)

Taiwan makes it more sufficient for many foreigners to come to advance their studies by contributing scholarships for outstanding students. With the occasion to obtain a scholarship, students with incapable or inadequate family finances will have an opportunity to study abroad with low-cost or free tuition and administration fees.

1.1.2 Nanhua University

According to the official website of Nanhua University, In 1996, Nanhua University(NHU) was founded by Venerable Master Hsing Yun and established by Fo Guang Shan. NHU is located in Dalin Township, Chiayi County, Taiwan. It has 20 undergraduate programs, 24 graduate programs, and one doctoral program. NHU provides five colleges, such as College of Management, College of Arts and Design, College of Science and Technology, College of Humanities, and College of Social Sciences. It has roughly 5,500 students, with 78% of undergraduates and 22% of postgraduates. Referred to UniRank, Nanhua University is ranked 56 out of 143 at the 2020 Taiwanese University Ranking.

Referred to the Department of Statistics (2020), the data of the 2019 academic year below summarizes that 454 foreigners, from 17 different countries, were enrolled in Nanhua University. Mongolia is the highest with 177 students, in the second place came from Vietnam with 88 students, in the third-place from Brazil with 47 students, and in the fourth place came from Myanmar with 41 students.

Table 1.1 2019 Academic year data of International Student in Nanhua University

International Students from Different Countries			
Nationality	Persons	Nationality	Persons
Mongolia	177	Bengal	4
Vietnam	88	Indonesia	3
Brazil	47	Philippines	3
Myanmar	41	United Kingdom	2
India	32	South Korea	2
Cambodia	23	Sri Lanka	2
Japan	15	Eswatini	1
Krygyzstan	7	Peru	1
Nepal	5		

Source: Department of Statistics (2020)

1.1.3 English as a Foreign Language (EFL) in Tourism

According to the data of the English Club (2020), the 16th century was the beginning of Modern English. From 1500 to 1800, it was the era of early modern English. Many new words and phrases, spelling and grammar, became fixed in English. In 1604, the first English dictionary published. Late Modern English starts from 1800 until now. In this era, many new vocabularies are updated continually from foreign languages of many countries. Starting from the 16th century until now, the 21st century, English

becomes an international language that is continuously used and studied throughout the universe. Many people whose mother language is not English are interested in choosing to learn English as foreign language in different ways. As a universal language, English plays an integral part in international diplomacy, academic journals, the internet, and even for international travelers to interact with native languages people.

Currently, many people raise awareness about spending their time to enjoy a vacation in a country or place that has never visited before. Indeed, the purpose of visiting abroad for each person will be very diverse. For example, you can visit scenic spots, tasting new foods, and learning cultural differences, so that someone will get an unforgettable experience from the life he usually lives. Nowadays, spending their time to visit a place or country has become very common. Therefore, this will affect the level of a country's economy.

These days, a country's economy depends on the group of tourists who are willing to spend a holiday traveling in a country. Each country insists on showing scenic spots, foods, and different cultures, that create its uniqueness to attract tourists to their country. With the interest of tourists to visit, a country's environment will also be affected. Many people will begin to learn knowledge about Tourism, improve language skills to be able to communicate, so they can get along while enjoying each visit that carried out in various places or countries.

According to Teaching English (2020), English as a Foreign Language or EFL is using English in a non-English speaking country as an additional language. The EFL programs focus on increasing learners' English

competence for daily use, study necessity until job requirements.

In tourism English, EFL teaching plays an essential role in impacting students' language skills. Students should require appropriate and accurate language skills to reach a better understanding and professionalism in tourism English courses. To participate fully in the learning process, students need a basic language system to better understand and follow the techniques. In this research, EFL will become part of learning engagement because, in the process of learning, students will use English to learn, communicate, and interact with each other. That means EFL has an important role in the learning engagement due to reach students' learning satisfaction.

1.1.4 Learning Engagement

The engagement of students in learning is significant in creating active, creative, and fun learning. There is no learning process without the participation and activeness of students who learn. Each student must be proactive in education, only the difference is the weight of the students' activeness in learning. Teacher's creativity in teaching is needed so that students actively participate in learning.

So in the teaching and learning process, students must build their own knowledge. While the teacher's role is to create conducive conditions and support for the creation of meaningful learning. Students must experience and interact directly with real objects. So learning must be diverted, which was initially centered on students. Modern education is more focused on specific activities, where students learn by experiencing it themselves. By experiencing it on their own, students gain understanding knowledge and

other skills and behaviors, including attitudes and values. Thus the planned learning objectives can be achieved as much as possible.

1.1.5 Learning Satisfaction

Satisfaction has a meaning that certainly meets expectations, needs, or desires, and does not cause complaints. A general reaction when someone with a high level of satisfaction will show a positive attitude. Learning satisfaction can affect the level of excitement a person feels when studying. By using collaborative learning, social presence and satisfaction can reach positive relationships (So & Brush, 2008). Researchers believe the gap level between expectation and reality can affect students' satisfaction (Oliver, 1999). The higher the level of complexity of students in the learning experience, the more will establish students' understanding that can affect student satisfaction (Jurkowitsch, Vignali, & Kaufman, 2006). So, student learning satisfaction is paramount to consider starting from factors that influence learning satisfaction to factors that can be controlled by learning satisfaction.

1.2 Research Purposes

In the learning process, students' learning engagement and learning satisfaction have a healthy relationship to help improve the quality of education. The aim of this study is to determine the relationships of demographic profiles, learning engagement, and learning satisfaction. I decided to do a survey based on Tourism English courses. My research object

is international students from the Department of Tourism Management at Nanhua University.

I want to figure out:

1. Whether Demographic Profile of international students can show differentiate in Learning Engagement and Learning Satisfaction?
2. Will Learning Engagement of international students can affect Learning Satisfaction?
3. Do three subdimension in Learning Engagement can become the impact reasons for Learning Satisfaction?

1.3 Research Questions

In my research, I want to analyze:

RQ 1: Does the demographic profile of students shows differentiate in learning engagement?

RQ 2: Does demographic profile shows differentiate in learning satisfaction?

RQ 3: Does learning engagement can affect learning satisfaction?

RQ 3a: Does learning behavior can impact learning satisfaction?

RQ 3b: Does self-regulation can become the reason to reach learning satisfaction?

RQ 3c: Does the ability of foreign language can become the reason to reach learning satisfaction?

1.4 Definition of Terms

English as a Foreign Language (EFL)

EFL is the teaching of English to people whose first language is not English.

(COBUILD Advanced English Dictionary, 2020)

Tourism

The business of providing services such as transport, places to stay, or entertainment for people who are on holiday.

(Cambridge Business English Dictionary, 2020)

Hospitality Industry

"hospitality industry" consists of hotels and foodservice.

(Cambridge Business English Dictionary, 2020)

Catering and Hotel Industry

It is the business of providing foodservice and accommodation in a lodging or food service facility.

(Catering Hotel Industry Textbook)

Tour Guide

A person who takes people on trips through an area and explains the exciting details about it.

(Merriam-Webster)

Aviation Industry

A collective term for the companies involved in air transport.

(COBUILD Advanced English Dictionary, 2020)

CHAPTER TWO

LITERATURE REVIEW

2.1 Learning Engagement

Student learning engagement means participation by students who volunteer in the learning process (Natriello, 1984). Students' learning engagement has a direct influence on student learning (Barab, Gresalfi, Dodge, & Ingram-Goble, 2010; Bracey, 2009). It is a matter that is often discussed in getting maximum results in learning. Research has shown that as students get older, e.g., high school, student engagement usually begins to decrease (Fredricks, Blumenfeld, & Paris, 2004; Klem & Connell, 2004).

A student with engagement can be associated with getting better achievement in school, while a student with disengagement can be related to dropping out (Archambault, Janosz, Fallu, & Pagani, 2009; Fredricks et al., 2004; Reschly & Christenson, 2006; Zimmer-Gembeck, Chipuer, Hanisch, Creed, & McGregor, 2006). It has been proven that the higher the level of student learning engagement, the better the academic achievement in learning (Carter, Reschly, Lovelace, Appleton, & Thompson, 2012; Lin, Wang, Zhang, & Zhou, 2009; Salanova, Schaufeli, Martínez, & Bresó, 2010). Students who have more engagement will have more knowledge in learning that can lead to becoming successful individuals (Astin 1984). Engagement is often connected with the realization of motivation through the thoughts and actions of an individual that can affect their motivation to do something. (Martin, Ginns et al., 2017).

Many researchers proved that learning engagement has a significant role in increasing the level of active learning (Kearsley & Shneiderman, 1998). By applying the same way of learning in school, students will feel bored, which leads to results that are not optimal because, in the learning process, they will not try as much as possible (Burkett, 2002; Pope, 2002). Educators use the method to increase the adequate level of learning by applying new techniques and materials to attract the attention and desires of the student while simultaneously being able to easily encourage learning engagement (Smith, 2014). Through various learning methods and assignments applied in the classroom can help the improvement of learning engagement (Newmann, 1992; Newmann, Wehlage, & Lambom, 1992). The engagement of students in activities will significantly influence the level of learning (Ball & Perry 2011). Practicing a lot in completing assignments, utilizing the lecturer's video as instruction in every teaching, and taking several quizzes are part of learning engagement as well (Xiong, Kornhaber, Suen, Pursel, & Goins, 2015).

The learning process of students using the case study method can influence how much students' desire to learn, the possibility of students to understand, master the lesson, and the skills acquired where this method is proven to increase learning engagement (Jones and Kerr, 2012). Besides the techniques, both teacher and student should have a positive relationship in learning engagement (Anderson, Christenson, Sinclair, & Lehr, 2004; Klem & Connell, 2004; Muller, 2001; Roorda, Koomen, Spilt, & Oort, 2011). In this research, I decided to divide learning involvement into three parts, i.e., learning behavior, self-regulation, and the ability of the foreign language

skills.

2.1.1 Learning Behavior

In learning engagement, the behavior is identified as being very influential in the learning process and student life, such as persistence and planning, management tasks, which will be an essential means of increasing student motivation (Martin, 2014). Behavior regulation is part of the self-determination theory that identifies the importance of valuing in learning (Ryan & Deci, 2017). Playing as one of the crucial roles of learning engagement, behavior in education is needed during learning (Fredricks et al., 2004). The involvement of behavior can be associated with achieving satisfactory academic results in learning activities and practices that are obtained directly by students in learning that make the student's learning process can achieve effective results (Fredricks et al., 2004).

Many students do not have the initiative to automatically comply with learning behavior and academic expectations as expected by teachers and schools (Janowitz, 1978; Modell & Elder, 2002). According to The U.S. Department of Education's National Educational Technology Plan, competencies and critical thinking skills, complex problem solving, collaboration, and multimedia communication should be woven into academic content and focus on competent behaviors. Behavior in learning engagement can include effort and concentration in the classroom, how enthusiastic students are in asking questions, and participating in discussions (Birch & Ladd, 1997; Finn, Pannozzo, & Voelkl, 1995; Skinner & Belmont, 1993). Students' participation in athletic activities and adhering to school manners is

part of their behavior (Finn, 1993; Finn et al., 1995).

2.1.2 Self-Regulation

Previous research found that learning engagement is a mediation for children to achieve excellent academic achievement with self-regulation (Bohlmann & Downer, 2016). Self-regulation is one's learning can be related to how spontaneously a person uses emotions, thoughts, and actions in a learning process with a focus on learning objectives (Zimmerman, 2002). It is about how well a person comprehends the self, the context, and the ways used to unite the context and self to achieve the desired goals (Sameroff, 2009).

Self-regulation can be quickly learned in early childhood, which can be utilized to develop these skills (Diamond, 2002; Kochanska, Coy, & Murray, 2001; McClelland & Cameron, 2012). Researchers believe that students who enter kindergarten did not have sufficient self-regulating skills will have a higher risk of inability to make friends, socialize, and poor academic performance (Blair, 2002; Gligorović & Durović, 2014).

Self-regulation is one of the useful and affective factors in learning strategies that need to be utilized to improve academic self-efficacy (Shea & Bidjerano, 2010). Self-regulating skills are known as tools that have an essential role for students in school adjustment, social behavior and student academic achievement (Blair & Razza, 2007; Eisenberg, Cumberland, Spinrad, Fabes, Shepard, Reiser, ..., & Guthrie, 2001; McClelland, Cameron, Connor, Farris, Jewkes, & Morrison, 2007; Olson, Sameroff, Kerr, Lopez, & Wellman, 2005; Sameroff, 2009; Valiente, Lemery-Chalfant, & Castro, 2007). Students can use many ways to build, improve, and achieve abilities and

expertise to meet learning objectives, such as having prominent skills in planning, contemporary models, and task management (Zimmerman, 2002).

The results of researchers show that in learning engagement students need the role of self-regulation skills to achieve learning goals (Cadima, Doumen, Verschueren, & Buyse, 2015; Drake, Belsky, & Fearon, 2014; Fuhs, Farran, & Nesbitt, 2013; Nesbitt, Farran, & Fuhs, 2015; Timmons, Pelletier, & Corter, 2016). Student's self-regulation can be influenced by significant involvement with teachers, friends, and activities in the classroom to improve student's outcomes, school performance, and academic results (Bohlmann & Downer, 2016; Eisenberg et al., 2010; Nesbitt et al., 2015; Williford, Maier, Downer, Pianta, & Howes, 2013).

2.1.3 Ability of Foreign Language

English is the most widely used global language when traveling, thus teaching English is required, and students also have the ability to use English in tourism courses (Afzali & Fakharzadeh, 2009; Blue & Harun, 2003; Lee, Sun, Lee, & Law, 2017). In the tourism market, having language skills is essential for communication (Kivela, 1997). With a diverse cross-cultural exchange in tourism, communicative competence is needed as either a guest or a host (Harun & Din, 2002; Laborda, 2009). Currently, approximately one billion people are learning English as their foreign language (Graddol 1997).

In the 21st century, people whose native language is not English are willing to use English as a foreign language to achieve desired goals, such as job requirements, making friends, and tourism. Intending to work in the field of tourists, having basic English skills and education is one of the essential

and necessary requirements (Blue & Harun, 2003; Leslie & Russell, 2006). A person is required to understand the speaker or listener when it goes beyond convention in learning language (Low 1988). Ability of foreign language can be influenced by several factors such as age (Hakuta, Bialystok, & Wiley, 2003; Johnson & Newport, 1989), how long a person is in a community that uses the language (Flege & Liu, 2001; Flege, Yeni-Komshian, & Liu, 1999), the use of appropriate language patterns, and the effect of short-term memory (STM) capacity (Baddeley, Gathercole, & Papagno, 1998; Ellis & Sinclair, 1996).

To improve language skills, mastering vocabulary and increasing oral proficiency become very influential factors in educational success (August, Carlo, Dressler, & Snow, 2005; Verhallen & Schoonen, 1993; Vermeer, 2001). Talk about writing, the complexity of grammar is something that is often done by students (Cumming, 2007). By utilizing their own foreign language skills, they can be recognized as having social recognition and economic benefits. (Gardner & Lambert, 1972). People also believe that having an interest in learning and mastering foreign language skills to earn high salaries, desirable power, and preferable careers. (Johnson, 2001).

Many researchers have proven that language learners are required to prioritize understanding and set goals in learning to teach students to have communication skills in the academic and business environment (e.g., Derwing & Munro, 2009; Levis, 2005). English language skills are often associated with work requirements that are needed in the future (Appleton-Knapp & Krentler, 2006; Harun & Din, 2002; Hutchinson & Waters, 1987; Kim, 2003; Veal, 2002).

2.2 Learning Satisfaction

Student's learning satisfaction is essential to the overall student's learning experience (Wang, 2003). When it comes to students' psychological needs, student satisfaction has a positive impact on levels of academic well-being and engagement (Niemic & Ryan, 2009). Researchers found that the gap between expectation and reality can affect one's level of satisfaction (Tsai, Yen, Huang, & Huang, 2007). The level of student learning satisfaction can be assessed from the difficulty of the tasks found in the learning process (Dziuban, Hartman, Moskal, Brophy-Ellison, & Shea, 2007). The excellent relationship created between teachers and students will increase the level of student satisfaction in learning too (Siming, Niamatullah, Gao, Xu, & Shafi, 2015). Student satisfaction can increase the positive influence of the quality of learning on learning outcomes (Ko & Chung, 2014).

Student learning satisfaction can be obtained from different learning experiences and ways, such as using technology mediation or face-to-face learning (Levy, 2007). Another way to get better learning satisfaction is through the learning process requires the exchange of ideas, opinions, information, and knowledge within the organization or community. (Prieto & Revilla, 2006). Facilities supporting learning and institutional services are benchmarks of student learning satisfaction (Siming, et.al. 2015). Focusing on student expectations and needs will gradually improve the level of student satisfaction (Kara & DeShields, 2004).

In order to increase satisfaction and satisfying results achieved in learning

can be through challenges and participation in the learning environment (Coates, 2008). Learning satisfaction is very much determined by the learning environment (Butt & Rehman, 2010). Researchers believe, learning performance may influence by learning satisfaction too (Alavi, Yoo & Vodel, 1997; Marki, Maki, Patterson & Whittaker, 2000).

Two things can be used to measure satisfaction, including having good and positive feelings towards the lessons learned and wanting to take other lessons taught by the instructor (Howard & Maxwell, 1980). Researchers have shown that student retention is influenced by student grades and satisfaction (Aitken, 1982; Bean, 1980). It is proven that the higher the level of learning and student satisfaction, the higher the quality of interaction with teachers and other students (Shea, Fredericken, Pickett, Pelz, & Swan, 2013). Satisfaction has another meaning for user acceptance and is often used to measure student studies in learning (Chou & Liu 2005; Picooli, Ahmad, & Ives, 2001).

2.3 Learning Engagement and Learning Satisfaction

Learning satisfaction also has profoundly positive effects on learning engagement (Benbunan-Fich & Hiltz, 2003; Carini, Kuh, & Klein, 2006) It has been proven that behavioral intention (part of learning engagement) has a positive effect on student satisfaction (Quadri-Felitti & Fiore, 2012). A positive relationship between learning engagement and learning satisfaction can be essential in increasing the level of efficiency in student learning (Fredricks et al., 2004). Engagement meets profoundly and positively related to affect job performance (Bakker & Bal, 2010; Halbesleben & Wheeler,

2008), and the ability to achieve a high satisfaction (Salanova, Agut, & Peiró, 2005). Regarding overall learning, the experience and value obtained will be associated with the level of learning satisfaction (Magolda & Astin, 1993; Bollinger & Martindale, 2004).

2.4 The Implications of Differentiation Analysis in Demographic Variables towards Learning Engagement and Learning Satisfaction

Satisfaction

Previous research has proven the gender differences in math and science in an emotional debate (Glazer, 2005). Women are often said to be superior in brainstorming, taking risks, identifying, and solving problems (Lachenmayer, 1997). Otherwise, men are superior in logical and rational thinking, enjoy structures and symbols, and abstract conceptualizations (Heffler, 2001). The results of previous studies shown that men value competitive more while women prioritize collaboration. But in terms of the overall collaborative and competitive environment, it can be more attractive to students regardless of gender (Barrett, 2006; Joseph, 2008; Kirk and Zander, 2002).

Some researchers point out and explain that there are differences to age-related in learning (Eppinger, Hämmerer, & Li, 2011; Li & Rieckmann, 2014). It has been proven that motor learning is more widely used and maintained by older adults than young people (Howard & Howard, 2013; Voelcker-Rehage, 2008; Seidler, 2006; Seidler, 2007).

CHAPTER THREE

METHODOLOGY

This study wants to figure out whether international students' demographic profile (gender, age, nationality, grade) and learning engagement (learning behavior, self-regulation, involves the use of English as a foreign language) can show differentiate and impact to reach the level of student satisfaction as expected. This chapter will be used as a tool to collect data as information which needed for further analysis.

3.1 Conceptual Framework

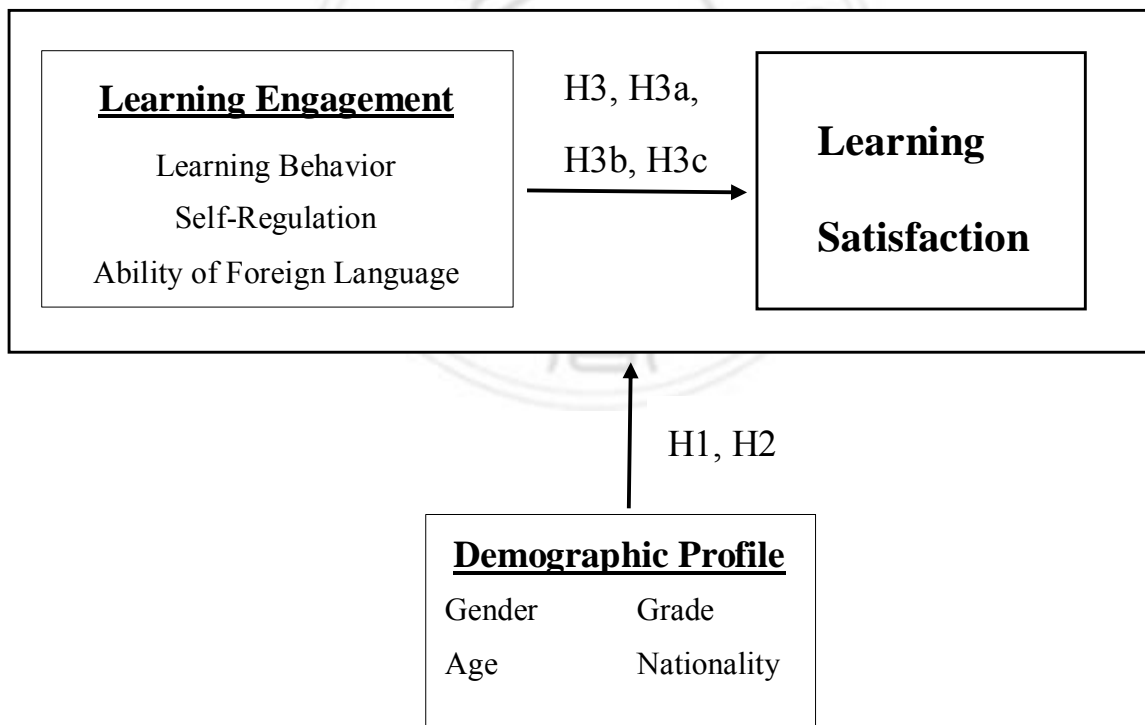


Figure 3.1 Conceptual Framework

Source: Original Study

3.2 Study Process

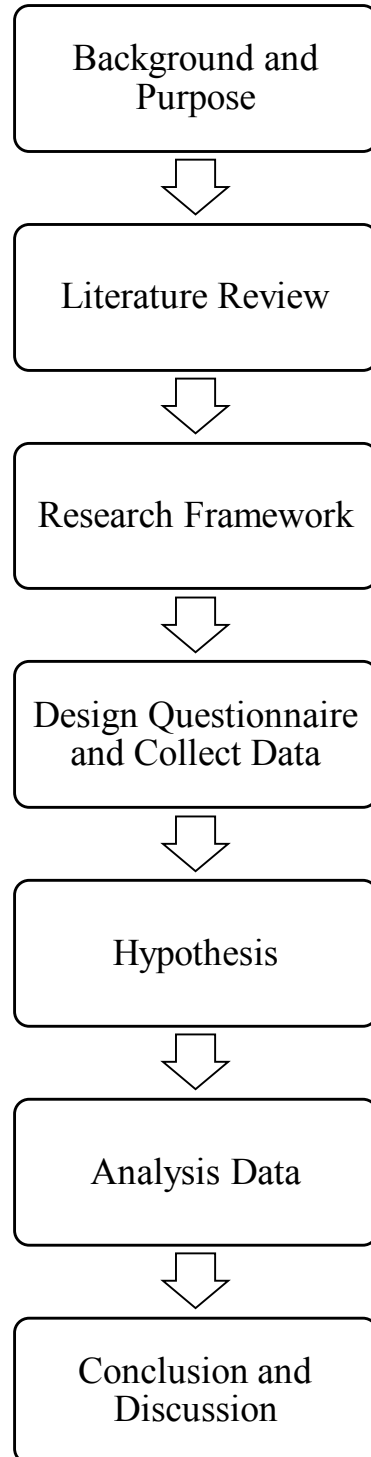


Figure 3.2 Study Process

Source: Original Study

3.3 Research Hypothesis

According to the conceptual framework, this study's hypothesis has been applied below,

H1: Demographic Profile has a differentiate on Learning Engagement.

H2: Demographic Profile has a differentiate on Learning Satisfaction.

H3: Learning Engagement has a positive effect on Learning Satisfaction.

H3a: Learning Behavior has a positive effect on Learning Satisfaction.

H3b: Self-Regulation has a positive effect on Learning Satisfaction.

H3c: Ability of Foreign Language has a positive effect on Learning Satisfaction.

3.4 Research Design

The aim of this study is to investigate the relationships of international student's demographic profile and learning engagement, such as learning behavior, self-regulation, and English ability as a foreign language towards learning satisfaction of Tourism English courses at Nanhua University.

The questionnaire of this study was arranged into two parts. The first part was the demographic profile. This part is about respondents' personal information for descriptive analysis, divided into gender, nationality, grade, and age.

The second part of the questionnaire was learning engagement and learning satisfaction measured on a 5-point semantic differential scale such as 1 as Strongly Disagree, 2 as Disagree, 3 as Neutral, 4 as Agree, 5 as Strongly Agree.

The object of this research was international students whose foreign language was English and had previously taken Tourism English courses taught at Nanhua University. The questionnaire was designed and surveyed via direct and electronic surveys.

3.5 Construct Measurement

This study has three dimensions, such as demographic profile, learning engagement, and learning satisfaction. Overall, there are 37 items of the questionnaire to let respondents participate in this survey.

3.5.1 Learning Engagement

To conduct the measurement of Learning Engagement, it is divided into three sub dimensions, such as learning behavior, self-regulation, and the ability of foreign language. Total 18 items were designed for further analysis.

To measure Learning Behavior, 6 items were designed based on Fredricks & McColskey (2012) and Cassar & Jang (2010).

To measure self-regulation, 4 items were designed based on Fredricks & McColskey (2012) and Abdelshaheed (2017).

To measure the ability of foreign language, 8 items were designed based on Abdelshaheed (2017), Cassar & Jang (2010), and Prachanant (2012). The questionnaire items for “Learning Engagement” dimension is mention below:

Table 3.1 Learning Engagement Construct Measurement

No.	Learning Engagement (LE)
	Part I: Learning Behavior (BE)
1.	When I am in class, I listen very carefully.
2.	When I am in class, I participate actively in discussions.
3.	When I am in class, I ask questions to get more information.
4.	When I am in class, I raise my hand to answer question.
5.	When I am in class, I seem to know what is going on in class.
6.	Most of the things we learn in class are useful.
Part II: Self-Regulation (SR)	
1.	I outline the chapters in my book to help me study.
2.	I ask myself questions to make sure I know the material that I have been studying.
3.	I liked working on the exercises and learning material in the class with the teacher.
4.	I prefer having the teacher during the exercises more than lecture time.
Part III: Ability of Foreign Language (AF)	
1.	It was easy to me to understand the learning material alone at home.
2.	I did not get discouraged and stops trying when encounter an obstacle in school work.
3.	I can pronounce words and expressions correctly.
4.	I use an appropriate words and expressions in speaking.
5.	I have confidence in speaking.
6.	I have confidence in grammar and structure.
7.	I can understand foreign accents.
8.	I can understand the vocabulary.

Source: Original Study

3.5.2 Learning Satisfaction

To measure learning satisfaction, 15 items were designed based on Fishman (2015), Fredricks & McColskey (2012), Yamashita (2015), Chen & Kraklow (2014), Gyamfi & Sukseemuang (2018), and Abdelshaheed (2017). The questionnaire items for “Learning Satisfaction” dimension is mention below:

Table 3.2 Learning Satisfaction Construct Measurement

No.	Learning Satisfaction (LS)
1.	My reason for study is to assist me in my present.
2.	My reason for study is to learn more about the world.
3.	My reason for study is to improve my self-confidence.
4.	My reason for study is to become a better person.
5.	I enjoy learning new things in class.
6.	I feel very happy with myself when I really understand what I am taught at class.
7.	I feel that my language skills improved compared to before.
8.	I was able to find a learning method(s) that I am comfortable with.
9.	I feel more confident about myself.
10.	I developed interest and awareness towards how I learn.
11.	English is an important tool for communication in the international society.
12.	Learning English will be helpful for me when I travel abroad.
13.	English will be helpful in my future career.
14.	I have improved my overall English language proficiency.
15.	The course as a whole was easy and enjoyable.

Source: Original Study

3.6 Demographic Profile

The demographics profile was designed to explore the distinct features of respondents who participate in the survey. In this study, the demographics could be measured by respondents' personal information below:

- Gender: male and female.
- Nationality: Brazil, Indonesia, Malaysia, Vietnam, and others (India, Macao, Mongolia, Hong Kong, Cambodia).
- Grade: Freshman, Sophomore, Junior, and Senior.
- Age: Below 20 and 21 to 25.

3.7 Data Collection

The survey has collected 80 questionnaire responses from undergraduate international students who ever take Tourism English courses as target systems. The respondents' age is below 20 and 21 to 25-year-old and from different countries.

3.8 Research Instrument

This study will use a program named SPSS v.18 as a data analysis instrument to calculate data. There are six methodological techniques adopted below:

- Descriptive Statistic Analysis
- Reliability Test and Factor Analysis
- Independent Sample T-test
- One-way Analysis of Variance (ANOVA)

- Pearson Correlation Analysis
- Regression Analysis

3.8.1 Descriptive Statistic Analysis

Descriptive Statistic Analysis is useful to provide respondents' personal information i.e., characteristics, standard deviations, and means of relevant research variables.

3.8.2 Reliability Test and Factor Analysis

3.8.2.1 Reliability Test

A questionnaire is reliable when the respondents' answer is consistent. The reliable data can refer to how high the reliability measurements. It was tested using the Correlation and Cronbach's Alpha(α) formula. When $\alpha > 0.90$, the reliability is perfect. If α is between 0.70 - 0.90, the reliability is high. When α is 0.50 - 0.70, the reliability is moderate. However, when $\alpha < 0.50$, the reliability is low. In this study, Cronbach's Alpha of two variables are 0.7 - 0.9, it means the reliability is high.

3.8.2.2 Factor Analysis

It is used to explain the relationship or difference between observed independent indicators. The main purpose of factor analysis is to describe the structure of relationships among many variables in the form of factors or latent variables or formed variables. In this study, all of the items use Exploratory Factor Analysis for analyze the relationships among each of the items.

3.8.3 Independent Sample t-test

It is a form of conclusion to determine whether there are differences between the two groups that may be related to specific attributes. This study applied this method to compare the differences between gender and age of students in the learning engagement and learning satisfaction.

3.8.4 One-way Analysis of Variance (ANOVA)

It is a statistical tool that serves to test whether there are significant differences between the average of more than two population groups through measures of the variance of each population group. This research has applied the method to compare the differentiate between 2 items of demographic profile, such as nationality and grade of the respondents towards learning engagement and learning satisfaction. This analysis will be significant, with a p-value smaller than 0.05. This study applied this method to compare the differences between nationality and grade of students in the learning engagement and learning satisfaction.

3.8.5 Pearson Correlation Analysis

It is a measure of correlation used to measure the strength and direction of a linear relationship of two variables, learning engagement as the independent variables and learning satisfaction as the dependent variables with an interval or ratio scale (parametric).

Assumptions in the Pearson correlation, the data must be normally distributed. Unidirectional means that if the free variable is large, the

dependent variable is getting bigger. The magnitude of the relationship ranges from 0-1. When the number is near to 1, it means the two variables' relationship is getting stronger.

3.8.6 Regression Analysis

It is used to analyze the relationship between variables. In the regression model, the variables are divided into dependent and independent variable. The analysis will be significant when p-value or sig. smaller than 0.05. In this study, Regression Analysis used to analyze:

- Learning behavior, self-regulation, and ability of foreign language as independent variables towards learning satisfaction as dependent variables.
- Learning engagement as independent variable towards learning satisfaction as dependent variables.

CHAPTER FOUR

RESEARCH ANALYSIS AND FINDING

In this chapter, we will discuss and focus on data analysis. The results of the analyzed data will be presented using a tabular form with the aim of better understanding.

4.1 Descriptive Analysis

4.1.1 Characteristics of Respondents

The survey was conducted at Nanhua University against international students who ever take Tourism English courses. There are 80 sets of questionnaires received.

In table 4.1 displayed data of demographic profile with 51.3% of female and 48.8% male. In the age group, 80% is between 21-25 years old, and 20% is below 20 years old. In the category of nationality, most of the international students are 52.5% come from Vietnam, and 27.5% come from Brazil. On the other hand, most of the students' grades are junior with 41.3% and seniors with 32.5%.

Table 4.1 Characteristic of Respondents in this Research (n=80)

Item	Description	Frequency	Percentage(%)
Gender	Male	39	48.8
	Female	41	51.3
Age	Below 20	16	20
	21-25	64	80

Table 4.1 Characteristic of Respondents in this Research

(n=80) (Continue)

Item	Description	Frequency	Percentage(%)
Nationality	Brazil	22	27.5
	Indonesia	3	3.8
	Malaysia	5	6.3
	Vietnam	42	52.5
	Others	8	10
Grade	Freshman	5	6.3
	Sophomore	16	20
	Junior	33	41.3
	Senior	26	32.5

Source: Original Study

4.1.2 Measurement Results for Relevant Research Variables

Table 4.2 present the descriptive statistics by questionnaire variables for respondents. The descriptive statistics analyze the mean value and standard deviation of the survey. Learning Satisfaction has a total of fifteen items. Learning Engagement has a total of eighteen items, such as six items of Learning Behavior, four items of Self-Regulation, and eight items of Ability of Foreign Language.

As present in Table 4.2, for Learning Behavior, using 5 – point Likert scales, show the range of item’s value from 3.99 to 4.44, with the highest mean value in factor is BE6, and the lowest is BE3. Factor Self-Regulation

indicated mean value from 4.21 to 4.39, with the highest mean value in factor is SR1, and the lowest is SR3. For the Ability of Second Language, the mean value from the lowest is AF2, with 3.94 to the highest is AF3 with 4.34. In terms of Learning Satisfaction, the highest mean value is 4.37 from LS14, LS15, and the lowest mean value is 4.07 from LS2.

Table 4.2 Descriptive Analysis for Questionnaire Items

Items	Descriptions	Mean	Standard Deviation
Learning Engagement			
Part I: Learning Behavior			
BE1	When I am in class, I listen very carefully.	4.36	.579
BE2	When I am in class, I participate actively in discussions.	4.31	.667
BE3	When I am in class, I ask questions to get more information.	3.99	.665
BE4	When I am in class, I raise my hand to answer question.	4.16	.848
BE5	When I am in class, I seem to know what is going on in class.	4.11	.656
BE6	Most of things we learn in class are useful.	4.44	.613
Learning Engagement			
Part II: Self-Regulation			
SR1	I outline the chapters in my book to help me study.	4.39	.606

Table 4.2 Descriptive Analysis for Questionnaire Items (Continue)

Items	Descriptions	Mean	Standard Deviation
SR2	I ask myself questions to make sure I know the material that I have been studying.	4.37	.644
SR3	I liked working on the exercises and learning material in the class with the teacher.	4.21	.688
SR4	I prefer having the teacher during the exercises more than lecture time.	4.25	.720
Learning Engagement			
Part III: Ability of Foreign Language			
AF1	It was easy to me to understand the learning material alone at home.	4.00	.871
AF2	I did not get discouraged and stops trying when encounter an obstacle in school work.	3.94	.643
AF3	I can pronounce words and expressions correctly.	4.34	.655
AF4	I use an appropriate words and expressions in speaking.	4.20	.604
AF5	I have confidence in speaking.	4.24	.604
AF6	I have knowledge of grammar and structure.	4.02	.679

Table 4.2 Descriptive Analysis for Questionnaire Items
(Continue)

Items	Descriptions	Mean	Standard Deviation
AF7	I can understand foreign accents.	4.10	.756
AF8	I can understand the vocabulary.	4.16	.754
Learning Satisfaction			
LS1	My reasons for study is to assist me in my present.	4.24	.557
LS2	My reasons for study is to learn more about the world.	4.07	.776
LS3	My reason for study is to improve my self-confidence.	4.20	.582
LS4	My reason for study is to become a better person.	4.29	.697
LS5	I enjoy learning new things in class.	4.25	.684
LS6	I feel very happy with myself when I really understand what I am taught at class.	4.22	.636
LS7	I feel that my language skills improved compared to before.	4.29	.655
LS8	I was able to find a learning method(s) that I am comfortable with.	4.10	.805
LS9	I feel more confident about myself.	4.17	.652

Table 4.2 Descriptive Analysis for Questionnaire Items
(Continue)

Items	Descriptions	Mean	Standard Deviation
LS10	I developed interest and awareness towards how I learn.	4.27	.595
LS11	English is an important tool for communication in the international society.	4.21	.589
LS12	Learning English will be helpful for me when I travel abroad.	4.12	.682
LS13	English will be helpful in my future career.	4.14	.725
LS14	I have improved my overall English language proficiency.	4.37	.624
LS15	The course as a whole was easy and enjoyable.	4.37	.624

Source: Original study

4.2 Factor Analysis and Reliability Tests

Several processes are conducted in this research due to verify the validity and reliability of the constructs with confirmatory factor analysis.

In conducting confirmatory analysis, the data from all constructs were taken and adapted through several criteria such as:

- Kaiser Meyer Olkin Measure of Sampling Adequacy (KMO): higher

than 0.8

- Bartlett's Test of Sphericity Sig.: 0.000
- Factor Loading: higher than 0.5
- Eigen value: higher than 1
- Item-to-total correlation: higher than 0.5
- Cronbach's coefficient alpha (α): higher than 0.8

4.2.1 Learning Engagement

In this research, learning engagement will be divided into three sub-dimensions, such as: learning behavior (BE), self-regulation (SR), and ability of the foreign language (AF), with the KMO value of learning engagement is 0.804. In this study, these three sub-dimensions will be analyzed to investigate, verify, and measure the latent variable.

There are a total of six items in this sub-dimension applying to explain the learning behavior, shown in Table 4.3

All items of learning behavior have factor loadings greater than 0.6. Between each item, item BE4 has the highest factor loading 0.780, which means it has the highest relation to constructing learning behavior, and item BE1 has the smallest factor loading is 0.637. Besides, the Eigen-value is 3.308.

The reliability test proved the item to total correlations of all items are greater than 0.5 (except BE1), which means only five items are necessary. The Cronbach's coefficient $\alpha = 0.834$. Based on the data, we can assume that the reliability and internal consistency of the items are approvable. In this sub-dimension, five items were selected for advance analysis.

There are a total of four items in this sub-dimension applying to explain the Self-Regulation, shown in the Table 4.3. All items of factor self-regulation have factor loadings greater than 0.7. Between each item, item SR3 has the greatest factor loading is 0.891, which means it has the greatest relation to constructing self-regulation, and item SR2 has the smallest factor loading 0.717. Also, the Eigen-value is 2.619, which is higher than 1.

The reliability test proved the item to total correlations of all items are greater than 0.5, which means all four items are necessary. The Cronbach's coefficient alpha $\alpha = 0.823$. As a conclusion, the reliability and internal consistency of the items are approvable. In this sub-dimension, four items were selected for advance analysis.

There are a total of eight items in this sub-dimension applying to explain the Ability of Foreign Language, which are shown in the Table 4.3

All items of factor ability of the foreign language have factor loadings greater than 0.6. Between each item, item AF6 has the greatest factor loading is 0.847, which means it has the greatest relation to the construct ability of the foreign language, and item AF4 has the smallest factor loading 0.692. In addition, the Eigen-value is 4.816, which is greater than 1, and the Cronbach's coefficient $\alpha = 0.904$.

The reliability test proved the item to total correlations of all items are greater than 0.5, which means the eight items are necessary. Based on the data, we can draw a conclusion that the reliability and internal consistency of the items are approvable. In this sub-dimension, eight items were selected for advance analysis.

Table 4.3 Reliability and Factor Analysis on Learning Engagement

Variable	Items	Factor Loading	Eigen -value	Cumulative Explained	Item to total correlation	α
Learning Engagement (KMO = .804, Bartlett Test = 782.321)	Learning Behavior		3.308	55.138		.812
	BE4	.780			.653	
	BE5	.779			.661	
	BE2	.771			.649	
	BE3	.755			.632	
	BE6	.723			.589	
	BE1	.637	Deleted		.487	
	Self-Regulation		2.619	65.464		.823
	SR3	.891			.767	
	SR4	.851			.705	
	SR1	.766			.589	
	SR2	.717			.538	
	Ability of Foreign Language		4.816	60.201		.904
	AF6	.847			.781	
	AF7	.838			.767	
	AF8	.805			.736	
	AF1	.775			.698	
	AF3	.750			.669	

Table 4.3 Reliability and Factor Analysis on Learning Engagement

(Continue)

Variable	Items	Factor Loading	Eigen -value	Cumulative Explained	Item to total correlation	α
Learning Engagement (KMO = .804)	AF2	.749			.671	
	AF5	.738			.658	
	AF4	.692			.597	

Source: Original study

4.2.2 Learning Satisfaction

There are fifteen total items in this construct applying to explain the Learning Satisfaction, which is shown in the Table 4.4

Generally, the KMO value of learning satisfaction is 0.882. It represents the data are appropriate. All items of learning satisfaction have factor loadings greater than 0.5. Factor Learning Satisfaction has divided into three parts: Satisfy Result, Reason to Study, and Self-Confident.

Between each item in Satisfy Result, item LS15 has the greatest factor loading with 0.849, and item LS8 has the smallest factor loading 0.518. The Cronbach's coefficient alpha $\alpha = 0.903$, The Eigenvalue = 8.248 (greater than 1). Item LS4 has the greatest factor loading with 0.766.

Between each item in Reason to Study. Item LS12 has the smallest factor loading 0.531. The Cronbach's coefficient alpha $\alpha = 0.857$, The Eigenvalue = 1.065 (greater than 1).

In Self-Confident, item LS5 has the greatest factor loading with 0.781, and item LS3 has the smallest factor loading 0.594. The value of Cronbach's coefficient alpha $\alpha = 0.820$, The Eigenvalue = 1.006 (higher than 1).

The reliability test proved the item-to-total correlations of all items are greater than 0.5. Based on the data, we can draw a conclusion that the reliability and internal consistency of the items are approvable. In this variable, fifteen items were selected for advance analysis.



Table 4.4 Reliability and Factor Analysis on Learning Satisfaction

Variable	Items	Factor Loading	Eigen-value	Cumulative Explained	Item to total correlation	Cronbach's Alpha
Learning Satisfaction (KMO = .882, Bartlett Test = 807.117)	Satisfy Result		8.248	26.721		.903
	LS15	.849			.681	
	LS10	.787			.761	
	LS9	.688			.799	
	LS14	.643			.811	
	LS13	.634			.662	
	LS8	.518			.717	
	Reason to Study		1.065	21.278		.857
	LS4	.766			.708	
	LS1	.758			.571	
	LS2	.637			.620	
	LS7	.579			.764	
	LS12	.531			.773	
	Self-Confident		1.006	20.798		.820
	LS5	.781			.641	
	LS11	.748			.608	
	LS6	.706			.645	
	LS3	.594			.644	

Note: LS= Learning Satisfaction

Source: Original study

4.3 Independent Sample T-test

The purpose of using independent sample T test is for comparing factors of demographic profile using gender and age with learning engagement and satisfaction.

4.3.1 Comparing Gender with Learning Engagement and Learning Satisfaction

According to Table 4.5, it presented higher mean score in Learning Engagement is male with 4.263, while higher mean score in Learning Satisfaction is female with 4.229.

The result of comparing gender with learning engagement and learning satisfaction, although the mean score of both genders has different but does not reach the level of significance. This means both male respondents and female respondents have no difference in learning engagement and satisfaction. As a result, both variables have an important role in gender.

Table 4.5 T-test of Gender in Learning Engagement and Learning Satisfaction

Variables	Male	Female	T-value	P-value	Different between group
	N=39	N=41			
Learning Engagement	4.263	4.162	1.140	0.258	N.S
Learning Satisfaction	4.214	4.229	-0.142	0.887	N.S

Note: $p < 0.05^*$, $p < 0.01^{**}$, $p < 0.001^{***}$

Source: Original Study

4.3.2 Comparing Age with Learning Engagement and Learning Satisfaction

The result is shown in Table 4.6. It presented that ages below 20 years old shown higher mean in Learning Engagement with 4.329, while 21-25 years old have a higher mean in Learning Satisfaction with 4.225.

As a result of comparing age with learning engagement and learning satisfaction, although the mean score of both ages has different, it does not reach the level of significance. This means both below 20-year-old and 21 to 25-year-old have no difference in learning engagement and learning satisfaction. As a result, both variables have an essential role in both ages.

Table 4.6 T-test of Age in Learning Engagement and Learning Satisfaction

Variables	Below 20	21-25	T-value	P-value	Different between group
	N=9	N=71			
Learning Engagement	4.329	4.182	1.335	0.186	N.S
Learning Satisfaction	4.208	4.225	-0.122	0.904	N.S

Note: $p < 0.05^*$, $p < 0.01^{**}$, $p < 0.001^{***}$

Source: Original Study

4.4 One-way Analysis of Variance (ANOVA)

It was developed to enable researchers to test the comparison hypotheses of more than two groups, where the value in one group does not depend on the value in the other group. More than just comparing the mean (average) value, the ANOVA test also considers the diversity of data manifested in the value of variance. The intention of this research is to use ANOVA to gain further information and understanding. It was performed to figure out the significant difference in nationality and grade of students with learning engagement and learning satisfaction.

4.4.1 Nationality of Respondents

The research result showed no significant difference in Learning Engagement and Learning Satisfaction with the nationality of international students. Learning engagement and learning satisfaction have played an essential role in the learning of undergraduate international students, no matter where they come from.

Table 4.7 Results of the Difference of Learning Engagement and Learning Satisfaction among Nationality of International Students

Variables	(1) Brazil	(2) Indonesia	(3) Malaysia	(4) Vietnam	(5) Others	F- value	P- value	Levene Test
LE	4.279	4.344	4.137	4.138	4.406	1.134	0.347	N.S
LS	4.082	4.556	4.280	4.241	4.342	0.959	0.435	N.S

Note: $p < 0.05^*$, $p < 0.01^{**}$, $p < 0.001^{***}$; LE= Learning Engagement; LS= Learning Satisfaction

Source: Original Study

4.4.2 Grade of Respondents

The result has shown in Table 4.8 that senior and junior students have a significant difference in Learning Engagement. It reveals that senior students who have participated more in learning engagement with the mean is 4.359, rather than junior students with the mean being 4.042. That means a total of four grades in undergraduate students, only senior and junior, have reached a significant level and participate fully in learning engagement. In contrast, students in freshman and sophomore have no significant in learning engagement.

The research result presented senior, junior, and sophomore students have a positively significant difference in Learning Satisfaction. It reveals that senior students reach the highest significant level in learning satisfaction with the mean is 4.492, followed by junior students with the mean is 4.075, and junior students have the lowest significant level with the mean 4.058.

That means a total of four grades in undergraduate students, only senior,

junior, and sophomore, have reached a significant scale and participate fully in learning satisfaction. In contrast, a student in freshman has not reached a significant level of learning satisfaction.

Table 4.8 Results of the Difference of Learning Engagement and Learning Satisfaction Among Grade of International Students

Variables	(1) Freshman	(2) Sophomore	(3) Junior	(4) Senior	F- value	P- value	Levene Test
LE	4.387	4.266	4.042	4.359	4.041	0.010	Scheffe (4)>(3)
LS	4.307	4.058	4.075	4.492	4.975	0.003	Scheffe (4)>(3)>(2)

Note: $p < 0.05^*$, $p < 0.01^{**}$, $p < 0.001^{***}$; LE= Learning Engagement; LS= Learning Satisfaction

Source: Original Study

4.5 Pearson Correlation Analysis

In this research, descriptive statistics and bivariate correlations between the variables are presented in the Table 4.9

The research result shown Learning Satisfaction has the greatest mean= 4.222 with the standard deviation is 0.487

In this study, correlation displayed that Learning Engagement significantly correlated with Learning Satisfaction ($r = 0.466$, $p < 0.001$) which supporting H3. The results were illustrated in the Table 4.9

Table 4.9 Pearson Correlation Analysis of Learning Engagement and Learning Satisfaction

Variables	Mean	Standard Deviation	LE	LS
Learning Engagement	4.211	0.397	1	
Learning Satisfaction	4.222	0.487	0.466***	1

Note: $p < 0.05^*$, $p < 0.01^{**}$, $p < 0.001^{***}$

Source: Original Study

4.6 Regression Analysis

According to the Table 4.10

Hypothesis 3: Learning Engagement has a positive effect on Learning Satisfaction. The result reveals that Learning Engagement is significant and positively affect Learning Satisfaction with β value = 0.466, $p < 0.001$. As a conclusion, H3 is supported.

Hypothesis 3a: learning behavior has a positive effect on Learning Satisfaction. It reveals that learning behavior is not significant to Learning Satisfaction. Therefore, H3a is not supported.

Hypothesis 3b: Self-Regulation has a positive effect on Learning Satisfaction. It reveals that Self-Regulation is not significant to Learning Satisfaction. Therefore, H3b is not supported.

Hypothesis 3c: Ability of Foreign Language has a positive effect on

Learning Satisfaction. It reveals that the Ability of Foreign Language has positively significant to Learning Satisfaction with β value = 0.891, $p < 0.001$. Hence, H3c is supported.

Table 4.10 Regression Analysis of Learning Engagement and Learning Satisfaction

Independent Variables	Dependent Variable : Learning Satisfaction						
	B	t	P-value	R ²	Adj-R ²	Collinearity Statistics	
						Tolerance	VIF
Learning Behavior	0.05	0.444	0.658	0.003	-0.010	1	1
Self-Regulation	0.073	0.642	0.523	0.005	-0.007	1	1
Ability of Foreign Language	0.891***	17.291	<0.001	0.793	0.791	1	1
Learning Engagement	0.466***	4.656	<0.001	0.218	0.207	1	1

Note: $p < 0.05^*$, $p < 0.01^{**}$, $p < 0.001^{***}$

Source: Original Study

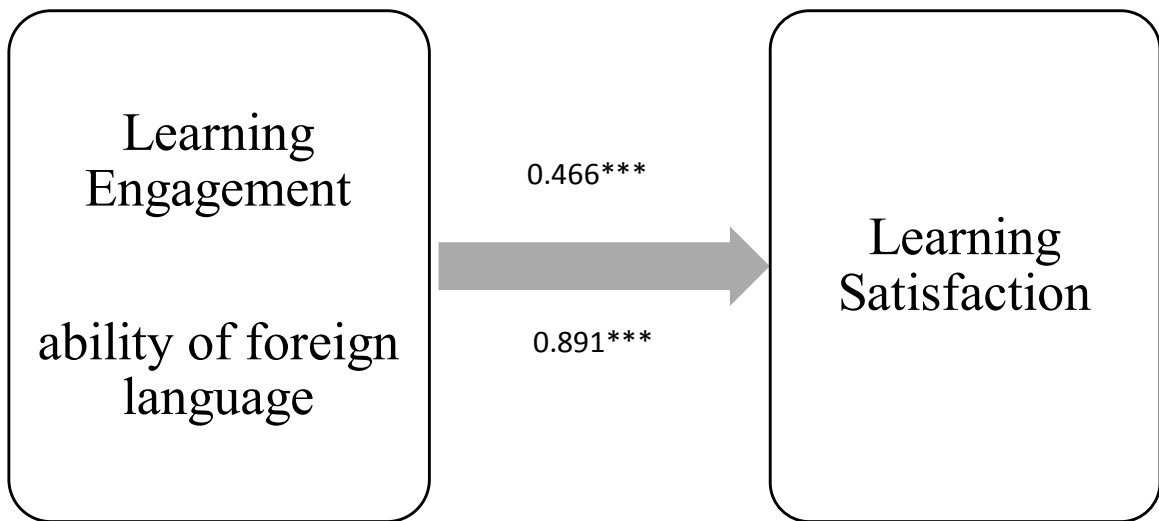


Figure 4.1 Regression Analysis of Learning Engagement and Learning Satisfaction

Source: Original Study



CHAPTER FIVE

CONCLUSION AND DISCUSSION

5.1 Research Conclusion

Table 5.1 The Results of the Testing Hypotheses

Hypotheses		Results
H1	Demographic Profile has a differentiate on Learning Engagement.	Not Support
H2	Demographic Profile has a differentiate on Learning Satisfaction.	Not Support
H3	Learning Engagement has a positive effect on Learning Satisfaction	Support
H3a	Learning Behavior has a positive effect on Learning Satisfaction	Not Support
H3b	Self-Regulation has a positive effect on Learning Satisfaction	Not Support
H3c	Ability of Foreign Language has a positive effect on Learning Satisfaction	Support

Source: Original Study

This research focuses on international students who ever take tourism English courses at Nanhua University. The aim of this study is to assess the factors that have an effect and differentiate on achieving better learning satisfaction in the process of learning. This study tested the respondents'

demographic profiles and learning engagement to determine the relationship with learning satisfaction students in courses. Overall, data was collected from 80 international students.

Regarding students' grades, one of the demographic profile factors has differentiate in learning engagement and learning satisfaction. The results are senior, and junior students have significant in learning engagement, while senior, junior, and sophomore students have significant in learning satisfaction. However, our first and second hypotheses (H1 & H2) have proven that demographic profiles show no difference in learning engagement and learning satisfaction. Hence, H1 and H2 in this research are not supported.

The third hypothesis (H3) confirmed that learning engagement was positively related to learning satisfaction in the process of learning. As a result, H3 is supported.

The third hypothesis (H3a, H3b) found that learning behavior and self-regulation in learning engagement have no significant learning satisfaction level. Hence, H3a and H3b are not supported.

The third hypothesis (H3c) has revealed that the ability of the foreign language in learning engagement has shown positive and significant to learning satisfaction. As a result, H3c is supported.

5.2 Research Discussions and Implications

This research has proved that in 4 factors of demographic profile, only one of the factors, grade, shows differentiate in learning engagement and

learning satisfaction.

Through the level of grades, senior students have the highest relation to learning engagement and followed by junior students. Unfortunately, freshman and sophomore students have shown no significant to learning engagement. We reasonably conclude several possibilities, such as freshman and sophomore students, not yet to figure out the best method for oneself in learning engagement. Students have not used it for the new environment and ways of learning, and lack of English ability makes students hard to do reach suitable learning engagement. While junior and senior students have found and implicate the most appropriate methods in learning engagement.

It has proved that grades have reached a significant level of learning satisfaction. Senior students have the most reliable level to achieve learning satisfaction, followed by junior and sophomore students. However, the freshman showed no significant level in learning satisfaction. Our conclusions are that students in their first year are still trying to adjust to a new environment, not really knowing the right way of learning, and still struggling to strengthen their English ability. While a sophomore, junior, and senior students have found better ways to achieve their learning satisfaction.

The study has revealed that the ability of a foreign language shown a positive significance to learning satisfaction. While learning behavior and self-regulation did not reach a significant level to achieve learning satisfaction. It has proven that students' foreign language ability has the most vital impact on achieving learning satisfaction. Our conclusion is, by increasing the ability of a foreign language, students can find it easier to understand the learning, which leads to reaching better learning satisfaction.

The results of the study revealed that the learning engagement of each student in the process of learning has a direct impact on students' learning satisfaction. The learning engagement is including learning behavior, self-regulation, and the ability of a foreign language. It means although learning behavior and self-regulation did not affect learning satisfaction, but through the ability of the foreign language, a whole learning engagement still reach a positive impact on learning satisfaction. It is because in learning Tourism English courses, students need basic English skills and knowledge to support and improve learning, communicating, and interaction to reach qualified and professionalism in courses and English ability. As a result, a foreign language can help students figure out better learning behavior and self-regulation to reach learning satisfaction.

5.3 Research Limitations

This survey is based on 80 respondents. We assume it is a small sample size. The reason is because international students who ever take Tourism English courses at Nanhua University are limited. More respondents could lead to more potent results.

This study utilizes only two independent variables to comprehend the learning satisfaction of international students in learning. With more independent variables could identify other factors that impact or influence learning satisfaction in learning.

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APPENDIX QUESTIONNAIRE

Dear Participants,

Thank you for participating in this survey. This academic questionnaire was conducted to investigate the Demographic Profile, Learning Engagement, and Learning Satisfaction of international students who ever taken Tourism Management Courses at Nanhua University.

Your assistance will be appreciated. All your answers in this survey will be kept in strict confidentiality. The data of this survey will only be reported for the purpose of the study.

Please take your time to fill in this questionnaire. We sincerely appreciate your kind cooperation. Thank you.

Faitfully Yours,

Department of Tourism Management, Nanhua University
Research Student: Sally
Research Advisor: Wei-Hsiung Chang, Ph.D.

Part I : Demographic Profile

1. Gender

- Male
- Female

2. Age

- Below 20 years old
- 21 to 25 years old

3. Nationality

- Brazil
- Indonesia
- Malaysia
- Vietnam
- Others

4. Grade

- Freshman
- Sophomore
- Junior
- Senior



Part II : Learning Engagement

A. Behavioral	Completely Disagree	Disagree	Neutral	Agree	Completely Agree
1. When I am in class, I listen very carefully.	1	2	3	4	5
2. When I am in class, I participate actively in discussions.	1	2	3	4	5
3. When I am in class, I ask questions to get more information.	1	2	3	4	5
4. When I am in class, I raise my hand to answer question.	1	2	3	4	5
5. When I am in class, I seem to know what is going on in class	1	2	3	4	5
6. Most of the things we learn in class are useful.	1	2	3	4	5

Part II : Learning Engagement

B. Self-Regulation	Completely Disagree	Disagree	Neutral	Agree	Completely Agree
1. I outline the chapters in my book to help me study.	1	2	3	4	5
2. I ask myself questions to make sure I know the material that I have been studying.	1	2	3	4	5
3. I liked working on the exercises and learning material in the class with the teacher.	1	2	3	4	5
4. I prefer having the teacher during the exercises more than lecture time.	1	2	3	4	5

Part II : Learning Engagement

C. Ability of Second Language	Completely Disagree	Disagree	Neutral	Agree	Completely Agree
1. It was easy to me to understand the learning material alone at home.	1	2	3	4	5
2. I did not get discouraged and stops trying when encounter an obstacle in school work.	1	2	3	4	5
3. I can pronounce words and expressions correctly.	1	2	3	4	5
4. I use an appropriate words and expressions in speaking.	1	2	3	4	5
5. I have confidence in speaking.	1	2	3	4	5
6. I have confidence in grammar and structure.	1	2	3	4	5
7. I can understand foreign accents.	1	2	3	4	5
8. I can understand the vocabulary.	1	2	3	4	5

Part III : Learning Satisfaction

	Completely Disagree	Disagree	Neutral	Agree	Completely Agree
1. My reason for study is to assist me in my present.	1	2	3	4	5
2. My reason for study is to learn more about the world.	1	2	3	4	5
3. My reason for study is to improve my self-confidence.	1	2	3	4	5
4. My reason for study is to become a better person.	1	2	3	4	5
5. I enjoy learning new things in class.	1	2	3	4	5
6. I feel very happy with myself when I really understand what I am taught at class.	1	2	3	4	5
7. I feel that my language skills improved compared to before.	1	2	3	4	5
8. I was able to find a learning method(s) that I am comfortable with.	1	2	3	4	5

9. I feel more confident about myself.	1	2	3	4	5
10.I developed interest and awareness towards how I learn.	1	2	3	4	5
11.English is an important tool for communication in the international society.	1	2	3	4	5
12.Learning English will be helpful for me when I travel abroad.	1	2	3	4	5
13.English will be helpful in my future career.	1	2	3	4	5
14.I have improved my overall English language proficiency.	1	2	3	4	5
15.The course as a whole was easy and enjoyable.	1	2	3	4	5