



The relationship of professional goals and the readiness in acquiring foreign language among advertising students: basis for foreign language training

Dr. Jerielyn V. Reyes ^{*)}

I ICPD Marketing Chief, Polytechnic University of the Philippines Open University System

U.P. Campus, University of the Philippines, 1101 Quezon City, Metro Manila, Filipina;

jvreyes@pup.edu.ph

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abstract

The present study aims to determine the relationship of professional goals and readiness of advertising students in learning foreign language to be the basis for foreign language training. This study also aims to identify the preferred teaching method for studying foreign language and the ASEAN native language that they are interested to learn. The study is a descriptive and correlational using quantitative design. The research involved 157 first year advertising students from the Polytechnic University of the Philippines through a survey. After the data gathering and statistical treatment of data, it was found out that the respondents' aspiration falls on material security and their multicultural aspiration is towards deeper understanding on other people. The respondents expressed the readiness to learn foreign language to better understand the values, ideals, and assumption in life of their foreign counterparts. Grammar translation approach was preferred for learning the language and the most preferred ASEAN native language are Mandarin, Chinese, Thai, and Bahasa Indonesia. The Pearson correlation analysis showed a weak positive correlation when professional and multicultural goals were tested with readiness to learn foreign language.

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Introductions

Collaborating with people from diverse cultures is vital to global competitiveness. As Khusainova and Kudryavtseva (2015) mentioned that learning foreign language provides advantage when prospecting for an important position which could potentially advance one's career path. It is easier for a person to fuse in a multicultural community and labor market if one can speak more languages.

According to Husain (2018) the key for business is to find methods for people who think in a different way to work with a team spirit, however, organization have to be conscious with the differences and create strategies in dealing with any cross-culture communication difficulty. Likewise, Alemu (2016) said that having multicultural team often leads to effective functioning with innovative set of skills, ideas and approaches. But diversity can also bring different understanding and expectation, thus, effective communication skills, awareness of diversity and treating members equally can help reduce the adversity in a multicultural team. Additionally, Alaka (2020) said that structural intervention encourages team members to harmonize with others' culture by working around differences.

Job seekers who have adequate international knowledge and experience have more advantages to succeed in global villages as they are being preferred by companies. It is essential that employees possess marketable global competencies (Ghose, 2010). In the study conducted by Hachtmann (2012), it was found out that advertising international companies are interested in hiring students with intercultural communication skills and cultural experience. Because of the expansion of Chinese companies in the world and their market orientation, China has higher awareness on cross-cultural aspects than some Western countries. This is because according to Stein-Smith (2016) multilingualism is imperative in an interconnected world for effective communication, understanding of other cultures, and the development of global citizenship values.

Ratnasari (2018) said that language reflects culture, thus, foreign language learning is about mastering culture which enable a person to communicate effectively. Also, according to Fedorova (2017) acquiring foreign language, especially oriental languages, makes the learner think and reflect that other ways of expressing thoughts, other means of thinking and other connections of form and meaning exist in comparison with their native language.

Asia, the culturally diverse region

East and Southeast Asia embody a linguistically and culturally diverse region. In Indonesia alone more than 700 languages are being spoken (Kirkpatrick and Liddicoat (2017). Demographically, Asia is home to 60% of the world's population: 4.4 billion out of 7.1 billion people in 2015 (UNDESA [2015](#), 1). More specifically in 2015, Asia was home to 57.67% of the world's population aged 0–24 years; it is the largest populace of young people in the world. Asia is fast becoming a global outpost for the internationalization of higher education (UNESCO [2014](#), 11). The higher education landscape is not just expanding, but also becoming more diverse, commercial and international.

The higher education has to keep up with the demand for global career-readiness competency for their students. Warner (2017) said that educational leaders and policy makers recognize the value of learning foreign language as it becomes epitome of the universe as students live in a globalized world. According to Yeravdekar and Tiwari (2014) there is a rapidly growing vocabulary in the discourse of globalization and internationalization in higher education would largely contribute to work preparedness of students.

Nguyen and Solang (2016) said that in the globalization process, higher education plays an important role as pillar for building and developing internal resources that would train high-quality human resources. This is an integral part of cultural, social, economic and political development. There is immense expectation to university graduates' competencies. Hence, curricula in many universities in the Russian Federation expanded which added linguistic and cross-cultural competence of the students that make them more competitive in the labor market (Gorelova, 2014).

This study is anchored to self-determination theory. It states that conditions, supporting the individual's experience of autonomy, competence, and relatedness are argued to foster the most volitional and high-quality forms of motivation and engagement for activities, including enhanced performance, persistence, and creativity. According to Ryan and Deci (2000) human beings can be proactive and engaged or, alternatively, passive and alienated, largely as a function of the social conditions in which they develop and function. Accordingly, research guided by self-determination theory has focused on the social-contextual conditions that facilitate versus forestall the natural processes of self-motivation and healthy psychological development. Specifically, factors have been examined that enhance versus undermine intrinsic motivation, self-regulation, and well-being. The findings have led to the postulate of three innate psychological needs--competence, autonomy, and relatedness-- which when satisfied yield enhanced self-motivation and mental health and when thwarted lead to diminished motivation and well-being. Also considered is the significance of these psychological needs and processes within domains such as health care, education, work, sport, religion, and psychotherapy.

The study aims to determine the professional goals and readiness of advertising students in learning foreign language to be the basis for foreign language training. This study also identified the preferred teaching method for studying foreign language and the ASEAN native language they are interested to learn. This also tries to determine the significant relationship of students' aspiration to their readiness in acquiring foreign language.

Hypothesis

There is no relationship on the aspirations of the advertising students to their readiness in learning foreign language

Method

Descriptive research through quantitative approach was employed in this study. The respondents were 157 first year advertising students from the Polytechnic University of the Philippines. A researcher-made instrument undergone validation from experts in foreign language. The reliability statistics using Cronbach's Alpha garnered 0.928, Since 0.928 alpha is greater than 0.70, then the questionnaire is reliable. A five point Likert scale was used to measure the level of professional and multicultural aspirations of the respondents as well as their readiness to learn foreign language. Choices were made available for the preferred teaching method and preferred Asean language. Frequency was used to gather result for profile, preferred Asean language to study and preferred teaching method. Mean was the statistical tool used to measure the level of aspiration and readiness. While Shapiro-Wilk test was used to test the relationship of the respondents' aspirations to their readiness to learn foreign language.

Result and Discussions

Table 1: Respondents' Aspiration in Terms of Professional Goals

Statement	Mean	Verbal Interpretation
1. To be part of a reputable multinational company/institution	4.4395	Agree
2. To be hired in an international company	4.4459	Agree
3. To secure a full time employment in advertising	4.4777	Agree
4. To fulfill my interest in the advertising environment	4.4268	Agree
5. To have a secured and have financial stability	4.6497	Strongly Agree
Grand Mean	4.4879	Agree

Table 1 shows that respondents have strong aspiration to have a secured job and financial stability garnering a mean of 4.6497. However, the respondents got lowest mean for fulfilling their interest in the advertising industry. This may mean that respondents are more into financial freedom than pursuing their profession aligned to the advertising program they taking up. Majority of respondents came from middle class family; thus, their foremost goal is to have stability in their future job whatever industry they will be hired. Eurofound (2016) indicated that high incidence of unemployment and working poverty induced young people to find opportunities overseas.

Table 2: Respondents' Aspiration in Terms of Multicultural Goals

Statement	Mean	Verbal Interpretation
1. To travel the world and be able to understand other culture	4.707	Strongly Agree
2. To effectively communicate in a diverse world	4.7261	Strongly Agree
3. To develop creativity and problem-solving for complex global issues	4.6242	Strongly Agree
4. To be part of global citizenship values	4.4777	Agree
5. To have deeper understanding of other people	4.9363	Strongly Agree
Grand Mean	4.6943	Strongly Agree

Table 2 depicts the aspirations of respondents in term of multicultural diversity. The respondents have highest aspiration to have deeper understanding of people from other nation with mean of 4.93. The result also shows that respondents are very much aspire to travel the world and understand other's culture, be able to communicate in a diverse community, and be able develop creativity for a complex global issue. However, the table shows lowest for being part of global citizenship values with mean of 4.47.

The theoretical framework Kramsch (1995) explains that teaching culture through language suspends the traditional dichotomy between the universal and the particular in language teaching. It embraces the particular, not to be consumed by it, but as a platform for dialogue and as a common struggle to realign differences. One of the major ways in which culture manifests itself is through language.

Table 3: Respondents' Level of Readiness to Learn Foreign Language in Terms of Cultural Diversity

Statement	Mean	Verbal Interpretation
1. The social group that foreign language represents	4.3185	Agree
2. The attitude, beliefs, and way of thinking of other nation	4.4204	Agree
3. The widely shared ideals, values, assumptions about life	4.4968	Agree
4. The colloquial expressions in the daily conversations	4.4013	Agree
5. The popular literary pieces	4.3949	Agree
Grand Mean	4.4064	Agree

Table 3 manifests the level of readiness of the respondents to foreign language in terms of cultural diversity. With the highest mean of 4.49 for learning about widely shared ideals, values and assumption about life and lowest mean of 4.31 for learning the social group that foreign language represents the result may suggest that respondents have the intent to dig more on the ideals and values which they can

adapt than the social group). According to Ratnasari (2018), language learning is also about knowledge on cultural understanding.

Table 4: Respondents' Level of Readiness to Learn Foreign Language in Terms of Language Components

Statement	Mean	Verbal Interpretation
1. The way word structures change	4.3503	Agree
2. Rules about combining words in sentences	4.4204	Agree
3. The meaning of the words	4.5478	Strongly Agree
4. How/when the language is used	4.535	Strongly Agree
5. The sound system of language	4.4038	Agree
Grand Mean	4.4516	Agree

Table 4 reveals the level of readiness of the respondents to learn foreign language in terms of language components. With the mean of 4.54 for meaning of words and 4.53 for how and when the language is used the lowest mean of 4.35 for the way word structures change.

There is the need of intercultural awareness and competences among graduate students. It helped to obtain valuable insights to better understand multilingual didactics, cultural contexts of learning foreign languages (Гладушина, 2020).

Table 5: Respondents' Level of Motivation to Learn Foreign Language

Statement	Mean	Verbal Interpretation
1. I believe I can master the language and I would gain competitive edge	5	Strongly Agree
2. I believe I can relate to other people of different nationality	4.3718	Agree
3. I believe I can have control of my choices when I have language edge	4.2727	Agree
Grand Mean	4.5775	Strongly Agree

The data in Table 5 shows that respondents have strong motivation to learn foreign language because they believe they can master the language and learning foreign language can give them competitive edge having mean of 5.0. While the lowest result on motivation was on the belief that they have control on their choices when they learn foreign. This result may mean that respondents have strong conviction that they can easily master foreign language, however, with their economic status, it affects their perception on having full control of choices despite having language edge. Drawing on recent research on the psychology of social class, Manstead (2018) argued that the material conditions in which people grow up and live have a long-term impact on their personal and social identities and that this influences both the way they think and feel about their social environment and key aspects of their social behaviour.

The plurilingual and pluricultural competences are dependent on a family and/ or social environment. Whatever the environment that we grew up in, reflective attitudes and a critical look at oneself and one's own culture as well as other cultures can help to develop skills (Suzuki, E., & Kwang Guan Chan, D. (2018). The study of Chao et al. (2019) showed that Chinese language self-efficacy and self-concept were significant predictors for Chinese language learning achievements. On the other hand, many students experienced language anxiety particularly in foreign language learning context (Fallah, 2017).

Table 6: Preferred Teaching Method

Preferred Teaching Method	Frequency
Grammar Translation Approach	137
Communicative Language Teaching	133
Audio-lingual Approach	98
Direct Method Approach	95
Situational Language Teaching	112
Total Physical Response	68
Silent Way	33
Dramatization and Role-Playing	76
Literary Enrichment and Personal Growth	98
Story Grammar Approach	95
Stylistic Approach	86
Task-Based Language Teaching	89
Natural Approach	109

The data in Table 6 shows that the three most preferred teaching method for foreign language are Grammar translation approach with frequency of 137, followed by Communicative Language Teaching with frequency of 133, and on the third spot is Situational Language Teaching with 112 frequencies. The least is silent way with 33 frequencies.

According to Janjić et al. (2016), it is necessary to learn grammar and syntax to be well-versed user of foreign language. Pisarenko (2017), found out that using audio-visual technology in teaching foreign language is effective because it stimulates active learning. Another powerful tool for learning a foreign language according to Kondrateva et al. (2016) is listening as it gives the opportunity to acquire the sound side of the studied language, its phonemic structure and intonation. Listening facilitates the mastery of speaking, reading and writing, which is one of the main reasons for using listening as a secondary and sometimes primary means of learning these types of speech activities.

Fedorova (2017) said that teacher should not only be aware of certain innovative technologies in teaching their subject but also should have a deep understanding of consistent patterns of their basis, their origin, and to foresee the perspectives for further development.

Table 7: Preferred Native ASEAN Language

Preferred Foreign Language	Frequency
Bahasa Indonesia	80
Vietnamese	67
Mandarin Chinese	130
Tamil	14
Malay	48
Burmese	20
Thai	112
Khmer	19
Lao	18

The data in Table 7 shows that the top three most preferred foreign language to learn is Mandarin Chinese with 130 frequencies, followed by Thai with 112 frequencies and Bahasa Indonesia with 80 frequencies. The least preferred are Tamil with 14 while Lao got 18 and 19 for Khmer. The popularity of the languages can be attributed to the respondents' access to the foreign language that maybe common in the country to which they come from.

Table 8: Test of Relationship between Aspiration in terms of professional goals to readiness to learn foreign language

Indicator	Spearman's rho	PROFESSIONAL GOALS			
		Interpretation	p-value	Decision	Remarks
Cultural Diversity	0.283	Weak Positive Correlation	>0.000	Reject Ho	Significant
Language Components	0.325	Weak Positive Correlation	>0.000	Reject Ho	Significant

The result shows that there is a positive correlation between aspiration in terms of professional goals and readiness to learn foreign language in cultural diversity and language component. When significant relationship between professional goals and cultural diversity were tested it garnered p-value of >0.000 which is less than the assumed level of significance of .05, thus, reject the hypothesis. Professional goals and cultural diversity garnered Spearman's rho of .283 that shows a weak positive correlation. Likewise, when significant relationship between professional goals and language component were tested it garnered p-value of >0.000 which is less than the assumed level of significance of .05, thus, reject the hypothesis. Professional goals and language components garnered Spearman's rho of .325 that shows a weak positive correlation.

Table 9: Test of Relationship between Aspiration in terms of multicultural goals to readiness to learn foreign language

Indicator	Spearman's rho	MULTICULTURAL GOALS			
		Interpretation	p-value	Decision	Remarks
Cultural Diversity	0.481	Weak Positive Correlation	>0.000	Reject Ho	Significant
Language Components	0.321	Weak Positive Correlation	>0.000	Reject Ho	Significant

The result shows that there is a positive correlation between aspiration in terms of multicultural goals and readiness to learn foreign language in cultural diversity and language component. When significant relationship between multicultural goals and cultural diversity were tested it garnered p-value of >0.000 which is less than the assumed level of significance of .05, thus, reject the hypothesis. Multicultural goals and cultural diversity garnered Spearman's rho of .481 that shows a weak positive correlation. Likewise, when significant relationship between multicultural goals and language component were tested it garnered p-value of >0.000 which is less than the assumed level of significance of .05, thus, reject the hypothesis. Multicultural goals and language components garnered Spearman's rho of .321 that shows a weak positive correlation.

Conclusions

It is evident that respondents' aspiration falls on material security while their multicultural aspiration is towards deeper understanding on other people. The respondents are ready to learn foreign language to better understand the values, ideals and assumption in life of their foreign counterparts as well as the meaning of the foreign words and how and when they are used. There is a strong motivation to learn foreign language because respondents believe they can easily master them. The study also revealed that respondents preferred grammar translation approach communicative language teaching and situational language teaching. The most preferred ASEAN native language are Mandarin Chinese, Thai and Bahasa Indonesia.

A weak positive correlation was revealed when aspiration of respondents in terms of their professional and multicultural goals were tested against their readiness to learn foreign language. This shows that it is not the aspirations alone that will ready the respondents to learn and take foreign language. Therefore, it is recommended for future study to explore other factors that could influence the readiness of students to learn foreign language.

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