

Integration of a foreign language component in the tourism and hospitality management program in Northern Zambales College

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Abstract

This study examined the integration of a foreign language component in the tourism and hospitality management program at Northern Zambales College, focusing on students' perceptions of its acceptability, practicality, and relevance to industry needs. Using a descriptive correlational research design, data were gathered through a structured survey that assessed student interest, curriculum integration, and perceived practicality, as well as cultural understanding, language proficiency skills, and industry application. The study aimed to determine how foreign language instruction contributes to effective communication, cultural competence, and professional preparation within hospitality education. Emphasis was placed on understanding whether the current curriculum supports meaningful language use in real service environments and aligns with the expectations of the tourism and hospitality industry. Findings revealed strong student support for the inclusion of a foreign language component in the curriculum. Students perceived foreign language learning as highly practical and beneficial for improving confidence, communication skills, and interaction with international guests. The results also indicated that language integration enhances cultural awareness, service quality, and readiness for employment in both local and global hospitality settings. Students recognized that learning a foreign language strengthens career opportunities and supports industry specific communication demands. The study concludes that integrating foreign language instruction into hospitality education plays a vital role in developing globally competitive graduates and recommends continuous curriculum improvement through contextualized, experiential, and industry oriented language teaching approaches.

Keywords: integration of foreign language, student interest, curriculum integration, perceived practicality, cultural understanding, language proficiency skills, industry application

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1. Introduction

The integration of foreign language education into hospitality management curricula has increasingly been recognized as essential for enhancing global competitiveness and service effectiveness. Learning a foreign language has become an important part of hospitality management education. Since people in the hospitality and tourism industry deal with guests from different countries, being able to speak another language helps in giving better service (Srivastava & Sharma, 2021). Studies show that students who are trained in languages like English, Mandarin, or Japanese become more confident, more culturally aware, and more prepared to work with international guests (Gao & Xu, 2022). Because of this, many schools around the world are now adding language subjects to their hospitality programs as part of their plans to improve global competitiveness (Méndez, 2023). However, not all schools teach foreign languages in the same way, and some do not provide enough activities that help students use the language in real situations. This shows the need to find better and more practical ways to include language learning in hospitality training.

Workers and students in the hospitality field both agree that foreign language skills are important. One common problem they experience is that most language lessons focus on theory and do not match the actual conversations used in real workplaces. This often leads to poor communication with foreign guests. In the study of Šuljić Petrc et al. (2021), both tourism staff and hospitality students said that knowing a foreign language is not only helpful in talking to guests but also in getting better job opportunities and growing in their careers.

In Northern Zambales Colleges, Inc., foreign language subjects are included in the Tourism and Hospitality Management course to help students improve their communication and cultural understanding when serving foreign guests. The school aims to connect language learning with real tourism and hospitality work so that graduates will be more competitive locally and internationally. However, it is still unclear whether the current curriculum really helps students use the language confidently in real-life situations. Because of this, the present study will examine students' views on learning foreign languages, review the current curriculum, and check their actual performance to see if there is a gap between classroom learning and real application. The results will be used to suggest improvements in teaching methods and on-the-job training to help students develop stronger language skills and become more job ready.

Statement of the Problem - This study aims to investigate the acceptability and integration of foreign language component into the Bachelor of Science in Tourism and Hospitality Management program at Northern Zambales Colleges, Inc. Specifically, this study sought answers to the following questions:

- What is the demographic profile of the respondents in terms of: Gender; Civil Status; Age; Year level; Curricular Program; other Language Spoken; and Family income?
- How may the acceptability and practicality of the current foreign language component be characterized by the students' perceptions in terms of: Student Interest; Curriculum Integration; and Perceived Practicality?
- What is the level of perception of the respondents regarding the integration of a foreign language component in terms of: Cultural Understanding; Language Proficiency skills; and Industry Application?
- Is there a significant difference in the students' perception of the acceptability and practicality of the foreign language component when they are grouped according to their demographic profile?

- Is there a significant difference in the respondents' level of perception regarding the foreign language component when they are grouped according to their demographic profile?
- Is there a significant relationship between the respondents' level of perception of the foreign language component and their assessment of its acceptability and practicality?

2. Methodology

Research Design - This study employed a descriptive correlational research design. This approach was appropriate as it aimed to describe the perceptions of Tourism and Hospitality Management students regarding the integration of a foreign language component and to determine if a relationship or a significant difference existed between these perceptions and other variables, such as their demographic profiles and academic performance. The research used a structured survey questionnaire to collect numerical data, allowing for statistical analysis to answer the research questions. The survey questionnaire was the primary data-gathering tool. The questionnaire used a Likert scale to measure perceptions and included questions about the students' demographic profiles.

Respondents and Location - The study was conducted at Northern Zambales College, Inc. in Inhobol, Masinloc, Zambales. The total population consisted of all BSTM and BSHM students in their 3rd and 4th year, with a total of 368 students (142-HM and 41-TM 3rd-year students, 159-HM and 26-TM 4th-year students). To select a representative sample, the Researchers used a stratified random sampling technique. This method ensured that the sample accurately reflected the proportion of students from each year level within the total population. Using the Raosoft calculator with a 5% margin of error and a 95% confidence level, the required sample size was determined to be 189 respondents. The sample was stratified distributed as shown in Table 1.

Table 1
Frequency Distribution of the Respondent in BSHM department

| Year level | Frequency(f) | Sample Size | Percentage (%) |
|-------------------------|--------------|-------------|----------------|
| 3 rd Year HM | 142 | 73 | 38.63% |
| 3 rd Year TM | 41 | 21 | 11.11% |
| 4 th Year HM | 159 | 82 | 43.38% |
| 4 th Year TM | 26 | 13 | 6.88% |
| Total= | 368 | 189 | 100% |

This table 1 showed that the population of required actual respondents in one hundred eighty-nine (189) selected students in tourism and hospitality management to be completed the required number of actual respondents.

Research Instrument - The researchers used a researcher-made survey questionnaire as the main instrument for gathering data. The questionnaire was divided into four parts based on the study's objectives.

- **Part I:** Demographic profile of the respondents (Gender, Civil Status, Age, Year Level, Primary Language Spoken and Family Income).
- **Part II:** Perceptions of students regarding the integration of a foreign language component, specifically in terms of Cultural Understanding, Language Proficiency Skills, and Industry Application.
- **Part III:** Factors that influence the integration of the foreign language component, as perceived by students (Student Interest, Curriculum Integration, and Perceived Practicality).

The questionnaire was created and modified after reviewing the works of the questionnaire's items are from various sources, including relevant academic literature and similar studies, to ensure a direct connection with the research questions. The questionnaire was created and modified after reviewing the works of Al-Malki (2023); Apelt et al. (2023); Badu-Baiden et al. (2025); Dolzhich et al. (2024); Fathi et al. (2024); Korsak & Hushtan (2024); Marasabessy et al. (2025); Naydenova & Katsarova (2021); Perry (2025); Poznanskyy & Davis (2021); Petrc et al. (2021); Šuljić Petrc et al. (2021); Taxirovich (2025).

Validation and reliability of instrument - To ensure the validity of the questionnaire, it was subjected to evaluation by an expert panel of three individuals: a subject matter expert in tourism and hospitality management, a foreign language instructor, and a research expert. Their feedback and suggestions were used to revise and finalize the questionnaire's content, clarity, and relevance. For reliability, a pilot test was conducted with a separate group of 30 BSTM and BSHM students who were not part of the final sample. The data from the pilot test were analyzed using Cronbach's Alpha (α) to measure the internal consistency of the questionnaire's scales.

Sampling Technique - The participants of the Study include one hundred eighty-nine (189) of the Tourism and Hospitality Management students of Northern Zambales College Inc. The researcher used the stratified random sampling since the total population of the respondents was relatively big.

Data Collection - The researchers first secured a letter of permission from the College President and the Dean of the Tourism and Hospitality Management program at Northern Zambales College, Inc. After receiving approval, the researchers personally distributed the questionnaires to the selected student-respondents. The researchers provided clear instructions and collected the completed questionnaires on-site to ensure a high response rate. The privacy and confidentiality of all collected data were strictly maintained and used exclusively for the purpose of this research.

3. Results and discussions

3.1 Profile of the Respondents

Table 5
Distribution on the respondents' profile variables (N=189)

| PROFILE VARIABLES | | Frequency (f) | Percentage (%) |
|---------------------------------------|---------------------------|---------------|----------------|
| Gender | Male | 57 | 30.2 |
| | Female | 107 | 56.6 |
| | LGBTQ+ | 25 | 13.2 |
| | Total | 189 | 100.0 |
| Civil Status | Single | 187 | 98.9 |
| | Married | 2 | 1.1 |
| | Total | 189 | 100.0 |
| Age Mean= 21.47 Years Old | 18-22 years old | 128 | 67.7 |
| | 23-26 years old | 60 | 31.7 |
| | 27-30 years old | 1 | .5 |
| | Total | 189 | 100.0 |
| Year Level | Third Year | 107 | 56.6 |
| | Fourth Year | 82 | 43.4 |
| | Total | 189 | 100.0 |
| Curricular Program | BS Tourism | 34 | 18.0 |
| | BS Hospitality Management | 155 | 82.0 |
| | Total | 189 | 100.0 |
| Language Spoken | Mandarin | 12 | 6.3 |
| | English | 123 | 65.1 |
| | Hangul | 3 | 1.6 |
| | Nihongo | 51 | 27.0 |
| | Total | 189 | 100.0 |
| Family Income Mean = Php11, 878.81 | Below 10,000 | 92 | 48.7 |
| | 10,001-20,000 | 74 | 39.2 |
| | 20,001-30,000 | 15 | 7.9 |
| | 30,001-40,000 | 6 | 3.2 |
| | 40,001-ABOVE | 2 | 1.1 |
| | Total | 189 | 100.0 |

Table 5 shows the distribution on the respondents' profile variables of gender, civil status, age, year level, curricular program, language spoken, and family income respectively.

Gender. Majority of the respondents were females with 107 or 56.60%; followed by 57 or 30.20%, males, and 25 or 13.20% were LGBTQ+ sexual preference. The dominance of female respondents in the study is justified by enrollment data from the Registrar's Office, which indicates that female students comprise the majority in the

BS Hospitality Management and BS Tourism programs. This gender distribution reflects the actual population of the courses, thereby validating the representation of female participants in the research and ensuring that the findings accurately capture the perspectives of the prevailing demographic.

Civil Status. Majority were still single with 187 or 98.90% while 2 or 1.10% were married. This typically reflects their age group and life stage, especially in academic settings. Single students may be more focused on their studies, skill development, and future career plans, which could influence their openness to curriculum enhancements like foreign language integration. Being single often means fewer responsibilities outside school, potentially allowing more time and flexibility to engage in additional learning activities.

Age. Majority of the respondents were from age group of 18-22 years old with 128 or 67.70%; followed by 60 or 31.70%, from 23-26 years old; and only 1 or 0.50%, from 27-30 years old. The computed mean age was 21.47 years old. The respondents are categorized in late adolescence to early adulthood, a critical life stage with distinct psychological characteristics. At this stage, most individuals have developed advanced reasoning, decision-making, and abstract thinking skills, which influence how they perceive curriculum changes like foreign language integration. Students at this age are typically focused on employability, career readiness, and global opportunities—making them more receptive to practical and skill-based enhancements in their education.

Year Level. Majority were from Third Year level with 107 or 56.60% while 82 or 43.40% from Fourth year level. The dominance of third-year students as respondents in the study can be attributed to enrollment data from the Registrar's Office, which shows that lower year levels—particularly first to third year—have higher student populations compared to senior levels. This distribution reflects the actual composition of the program, thereby validating the representation of third-year students in the research.

Curricular Program. Majority were from BS Hospitality Management with 155 or 82.00% while 34 or 18.00% from BS Tourism course program. The greater number of BS Hospitality Management respondents in the study is supported by enrollment data from the Registrar's Office, which shows that BS Hospitality Management has a higher student population compared to BS Tourism. This enrollment trend explains the dominance of BSHM participants and ensures that the study accurately reflects the demographic composition of the programs involved.

Other Language Spoken. Majority with 123 or 65.10% were speaking English; followed by 51 or 27.00%, Nihongo; 12 or 6.30%, Mandarin and 3 or 1.60% were speaking Hangul language. This suggests that most students are more comfortable using English, which may influence their perceptions of foreign language integration in the curriculum. It also reflects the role of English as the primary medium of instruction in Philippine higher education, particularly in hospitality and tourism programs. This dominance could imply a strong foundation in English communication, while also highlighting the need to diversify language offerings to support multilingual competence in global service industries.

Family Income. Most of the respondents with 92 or 48.70% with income below Php10,000; followed by 74 or 39.20%, Php10,001-Php20,000; 15 or 7.90%, Php20,001-Php30,000; 6 or 3.20%, Php30,001-Php40,000 and only 2 or 1.10%, Php40,001 and above. The computed mean of family income was Php11,878.81 monthly. This suggests that the household is likely above the poverty threshold but may still fall within the low-income bracket, depending on regional cost of living. The income may be sufficient for basic needs like food, utilities, and transportation, but may not comfortably support emergencies, leisure, or long-term investments. While not classified as poor, this income level may still limit access to non-essential goods, savings, or higher education expenses, especially in urban areas where costs are higher.

3.2 Perception of the respondents on the acceptability and practicality of studying foreign language

Student Interest - The respondents were strongly agreed on all indicators particularly on statement #2, "Students' interest in learning a foreign language significantly impacts their academic success in hospitality education", manifested on its high mean value of 3.56 and ranked first while statement #7, "Traditional, passive

learning models are less effective for language acquisition among hospitality students” with the lowest mean of 3.47 and ranked seventh. Overall, the computed weighted mean on the responses towards Student Interest was 3.51 with qualitative interpretation of “Strongly Agreed”. This suggests that students who are more interested in foreign language learning are likely to be more engaged, perform better, and gain more from their hospitality education—especially since language skills are essential in customer service, cultural interaction, and global career opportunities. The high mean score reflects a strong consensus among respondents on the importance of language interest in shaping academic success.

Table 6

Perception of the respondents on the acceptability and practicality of studying foreign language as to Student Interest

| STUDENT INTEREST | Weighted Mean | Qualitative Interpretation | Rank |
|--|---------------|----------------------------|------|
| 1 Effective foreign language teaching methods can significantly increase and sustain student interest in the subject. | 3.51 | Strongly Agree | 4.5 |
| 2 Students’ interest in learning a foreign language significantly impacts their academic success in hospitality education. | 3.56 | Strongly Agree | 1 |
| 3 There is a strong connection between a student’s proficiency in a foreign language and their long-term career success in the hospitality sector. | 3.53 | Strongly Agree | 3 |
| 4 Better foreign language skills directly improve a student’s career readiness for the hospitality industry. | 3.54 | Strongly Agree | 2 |
| 5 Improving foreign language instruction contributes to students’ career readiness in the hospitality industry. | 3.51 | Strongly Agree | 4.5 |
| 6 Increased student interest in foreign languages leads to better academic performance. | 3.48 | Strongly Agree | 6 |
| 7 Traditional, passive learning models are less effective for language acquisition among hospitality students. | 3.47 | Strongly Agree | 7 |
| Overall Weighted Mean | 3.51 | Strongly Agree | |

Students' interest in learning a foreign language is a crucial factor that directly impacts their academic success and career readiness in the hospitality industry. Foreign language teaching needs to evolve to meet the unique psychological characteristics of today's students. The study argues that traditional, passive learning models are less effective for a generation that is accustomed to instant digital engagement and interactive environments. The research specifically analyzes various digital resources, highlighting their potential to boost students' motivation and learning activity. The findings suggest that by leveraging these tools, educators can create a more stimulating and personalized learning environment that not only improves language proficiency but also fosters a deeper, more sustained interest in the subject. The study's conclusions offer a practical and relevant framework for foreign language educators seeking to modernize their teaching practices and better connect with their students (Dolzhich et al., 2024)

Curriculum Integration- Table 7 shows the perception of the respondents on the acceptability and practicality of studying foreign language as to Curriculum Integration. The respondents were strongly agreed on all indicators particularly on statement #6, “The curriculum design adequately balances language skills with professional hospitality knowledge”, manifested on its high mean value of 3.50 and ranked first while statement #3, “Curriculum with foreign language provides students with more skills” with the lowest mean of 3.43 and ranked seventh. Overall, the computed weighted mean on the responses towards Curriculum Integration was 3.46 with qualitative interpretation of “Strongly Agreed”.

The result indicates that respondents highly perceive the curriculum as well-structured and effective in integrating foreign language learning alongside core hospitality competencies. This suggests that students recognize the value of language education in complementing their professional training, and they believe the curriculum supports both communication skills and industry-specific knowledge in a balanced and practical way. When enhancing a hospitality curriculum, integrating a foreign language like Japanese should go beyond optional classes and be directly woven into existing subjects, transforming it into a practical tool for students. An article explores the feasibility of this interdisciplinary approach for teaching a profession-oriented foreign language to hospitality management students. This method aims to build students' communicative competence using authentic materials, the didactic potential of which is enhanced by digital technology. The study used both theoretical and

empirical methods, including observation and surveys. A unique aspect of their approach involved using a work of fiction, Arthur Hailey's novel "Hotel," as a basis for developing tasks. These tasks required students to not only apply their language skills but also their knowledge of business communication's cultural nuances and specialized hospitality concepts. The findings suggest that this interdisciplinary approach, supported by digital technologies, makes foreign language instruction highly effective for hospitality students. By using diverse sources and forms of learning, this method helps students develop a comprehensive worldview, integrating linguistic and professional knowledge with a deep understanding of cultural specifics (Vorobyov, 2022).

Table 7

Perception of the respondents on the acceptability and practicality of studying foreign language as to Curriculum Integration

| CURRICULUM INTEGRATION | Weighted Mean | Qualitative Interpretation | Rank |
|--|---------------|----------------------------|------|
| 1 Integration of linguistic and professional knowledge supports better cultural awareness in hospitality contexts. | 3.49 | Strongly Agree | 2.5 |
| 2 Language integration can enhance the quality of the academic program. | 3.45 | Strongly Agree | 4 |
| 3 Curriculum with foreign language provides students with more skills. | 3.43 | Strongly Agree | 7 |
| 4 Integration of a foreign language supports global competitiveness. | 3.44 | Strongly Agree | 5.5 |
| 5 A structured program helps students learn foreign language more effectively. | 3.49 | Strongly Agree | 2.5 |
| 6 The curriculum design adequately balances language skills with professional hospitality knowledge. | 3.50 | Strongly Agree | 1 |
| 7 The current foreign language component is practical and relevant to real-world hospitality industry demands. | 3.44 | Strongly Agree | 5.5 |
| Overall Weighted Mean | 3.46 | Strongly Agree | |

Perceived Practicality - Table 8 shows the perception of the respondents on the acceptability and practicality of studying foreign language as to Perceived Practicality. The respondents were strongly agreed on all indicators particularly on statement #7, “Collaborative learning enhances students’ commitment to practical language use”, manifested on its high mean value of 3.62 and ranked first while statement #6, “Students feel that foreign language skills acquired are applicable in workplace communication” with the lowest mean of 3.50 and ranked seventh. Overall, the computed weighted mean on the responses towards Perceived Practicality was 3.54 with qualitative interpretation of “Strongly Agreed”. The finding simply indicates that respondents highly value group-based or peer-supported learning as an effective way to apply foreign language skills in real-world contexts.

Table 8

Perception of the respondents on the acceptability and practicality of studying foreign language as to Perceived Practicality

| PERCEIVED PRACTICALITY | Weighted Mean | Qualitative Interpretation | Rank |
|--|---------------|----------------------------|------|
| 1 Perceived practicality of language learning enhances student engagement in vocational and cultural contexts. | 3.54 | Strongly Agree | 2 |
| 2 Fostering belief in language learning abilities supports deeper cultural engagement. | 3.51 | Strongly Agree | 6 |
| 3 A growth mindset encourages sustained effort and improvement in foreign language acquisition. | 3.52 | Strongly Agree | 4.5 |
| 4 Self-efficacy positively affects students’ openness to learning both the language and its cultural aspects. | 3.53 | Strongly Agree | 3 |
| 5 Foreign language skills can give long-term advantages in career growth. | 3.52 | Strongly Agree | 4.5 |
| 6 Students feel that foreign language skills acquired are applicable in workplace communication. | 3.50 | Strongly Agree | 7 |
| 7 Collaborative learning enhances students’ commitment to practical language use. | 3.62 | Strongly Agree | 1 |
| Overall Weighted Mean | 3.54 | Strongly Agree | |

This suggests that students believe working together—through role plays, group projects, or interactive exercises—helps reinforce their motivation and confidence in using the language practically, especially in hospitality and tourism settings where teamwork and communication are essential. Integrating foreign languages into the BS Hospitality Management and BS Tourism programs enhances students’ global competitiveness by equipping them with essential communication skills for diverse international clientele. It improves service quality,

fosters cultural sensitivity, and aligns with industry expectations for multilingual professionals. Additionally, it opens doors to broader career opportunities, international internships, and academic mobility, making graduates more adaptable and marketable in the global tourism and hospitality landscape.

The tangible utility of learning a foreign language is a crucial determinant of student commitment. This concept refers to how students, faculty, and industry leaders view the direct usefulness and real-world applicability of language skills. Students' commitment to learning a foreign language, like Japanese for those in hospitality management, is significantly influenced by the perceived practicality and real-world applicability of the skills they're acquiring. This belief that their language skills will lead to better career opportunities directly motivates them to achieve higher proficiency. The development of these practical language skills is dependent on specific teaching methods and learning environments. Key strategies include integrating authentic materials, promoting collaborative learning, and providing effective teacher feedback, all of which encourage active language use and improve communicative competence. These elements are essential for fostering a learning environment where students see the tangible value of their linguistic efforts and are thus more engaged in the learning process (Taxirovich, 2025).

Table 9

Summary Table on the perception of the respondents on the acceptability and practicality of studying foreign language

| | Parameters on the acceptability and practicality of studying foreign language | Overall Weighted Mean | Qualitative Interpretation | Rank |
|---|---|-----------------------|----------------------------|------|
| 1 | Student Interest | 3.51 | Strongly Agree | 2 |
| 2 | Curriculum Integration | 3.46 | Strongly Agree | 3 |
| 3 | Perceived Practicality | 3.54 | Strongly Agree | 1 |
| | GRAND MEAN | 3.50 | Strongly Agree | |

The table presents respondents' perceptions regarding the acceptability and practicality of studying a foreign language. All three parameters received a qualitative interpretation of "Strongly Agree," indicating a high level of support for foreign language education. Perceived Practicality ranked highest with a weighted mean of 3.54, suggesting that respondents view foreign language skills as highly useful and applicable in real-life contexts. Student Interest followed with a mean of 3.51, showing that learners are generally enthusiastic and motivated to study foreign languages. Curriculum Integration ranked third at 3.46, implying that while respondents support its inclusion in the curriculum, it may require further development or alignment with existing academic programs. The grand mean of 3.50 confirms overall strong agreement, highlighting that foreign language education is both acceptable and practical from the perspective of the respondents. This findings means that among all evaluated factors, respondents most strongly believed that studying a foreign language is practical and useful. This high score indicates that learners see clear, real-world benefits—such as better job opportunities, improved communication, and cultural understanding—making foreign language education not just acceptable but highly relevant and applicable to their personal and professional lives. Its top ranking highlights that practicality is the most compelling reason for supporting foreign language studies.

3.3 Perception of the respondents on the integration of foreign language component in the curriculum

Cultural Understanding - Table 10 shows the perception of the respondents on the acceptability and practicality of studying foreign language as to Student Interest. The respondents were strongly agreed on all indicators particularly on statement #3, "Effective intercultural communication is essential for success in the global hospitality and tourism industry", manifested on its high mean value of 3.49 and ranked first while statement #1, "The integration of a foreign language component in the curriculum improves cultural understanding among students" with the lowest mean of 3.42 and ranked seventh. Overall, the computed weighted mean on the responses towards Cultural Understanding was 3.45 with qualitative interpretation of "Strongly Agreed". Delivering quality service, building guest satisfaction, and thriving in international hospitality and tourism environments. This strong agreement reflects their awareness that cultural competence is not just an added skill—but a core requirement for global success.

Table 10

Perception of the respondents on the integration of foreign language component in the curriculum as to Cultural Understanding

| CULTURAL UNDERSTANDING | Weighted Mean | Qualitative Interpretation | Rank |
|---|---------------|----------------------------|------|
| 1 The integration of a foreign language component in the curriculum improves cultural understanding among students. | 3.42 | Strongly Agree | 7 |
| 2 Cross-cultural sensitivity fosters positive communication within the hospitality and tourism industry. | 3.45 | Strongly Agree | 4 |
| 3 Effective intercultural communication is essential for success in the global hospitality and tourism industry. | 3.49 | Strongly Agree | 1 |
| 4 Students perceive foreign language skills as practical and beneficial for real-world hospitality industry applications. | 3.47 | Strongly Agree | 2.5 |
| 5 The integration of a foreign language component in the curriculum improves cultural understanding among students. | 3.47 | Strongly Agree | 2.5 |
| 6 Foreign language learning contributes to developing intercultural competence necessary for the hospitality industry. | 3.43 | Strongly Agree | 5.5 |
| 7 Managing cultural diversity effectively creates a competitive advantage for hospitality businesses in the international market. | 3.43 | Strongly Agree | 5.5 |
| Overall Weighted Mean | 3.45 | Strongly Agree | |

Effective intercultural communication is crucial for success in the globally diverse hospitality and tourism industry. A study conducted with tourism and hospitality students in Macau found that cultural diversity awareness is a key factor in their communication skills. The research showed that students who recognized and appreciated ethnic, cultural, and racial differences, and were aware of their own biases, were better at cultural sensitivity, which includes enjoying interactions with diverse groups and being culturally observant and responsive. This study emphasizes that promoting cross-cultural sensitivity can lead to more respectful and positive interactions. Ultimately, the findings suggest that the tourism and hospitality curriculum is an ideal setting to develop future leaders who will champion diversity, equity, and inclusion in the workplace, contributing to the UN's Sustainable Development Goal 4.7, which promotes education for global citizenship and cultural appreciation (Badu-Baiden et al., 2025)

Language Proficiency Skills - Table 11 shows the perception of the respondents on the acceptability and practicality of studying foreign language as to Language Proficiency Skills. The respondents were strongly agreed on all indicators particularly on statement #1, “Proficiency in a foreign language is essential for effectively connecting with guests beyond basic greetings”, and statement #2, “Improving foreign language skills helps hospitality workers build rapport with guests and resolve issues effectively”, with equal high mean values of 3.53 and ranked 1.5th respectively while statement #7, “Enhancing foreign language skills contributes to improved problem-solving and guest satisfaction in hospitality” with the lowest mean of 3.48 and ranked seventh. Overall, the computed weighted mean on the responses towards Language Proficiency Skills was 3.50 with qualitative interpretation of “Strongly Agreed”. This reflect a strong consensus among respondents that foreign language competence is crucial in the hospitality industry. The first statement emphasizes that proficiency goes beyond simple greetings, enabling deeper and more meaningful guest interactions. The second highlights that improved language skills empower hospitality workers to build rapport and handle guest concerns more effectively. Together, these responses suggest that students recognize foreign language proficiency as a vital tool for delivering high-quality service and enhancing guest satisfaction.

Proficiency in a foreign language is a key skill for hospitality workers, as it allows them to connect with guests more effectively than with simple greetings alone. While there's a recognized need for language skills, there is a gap between the language education students receive and the practical application of these skills in the workplace. A study on language proficiency in the hospitality industry highlighted a significant gap between the theoretical language education students receive and its practical use in the workplace. The authors argue that conventional language instruction, which often focuses on memorizing grammar and vocabulary, is insufficient for preparing employees for real-world interactions with guests. Instead, they propose that language training should be reoriented

to concentrate on functional language, which is the practical vocabulary and phrases used in specific work scenarios like check-ins, resolving complaints, and giving directions. This approach shifts the focus from academic knowledge to applied communication, thereby enabling employees to engage more deeply with guests and provide a higher quality of service. The study's findings underscore the need for hospitality training programs to adopt more practical, scenario-based language instruction to better equip their graduates for the demands of the modern, international hospitality industry (Šuljić Petrc et al., 2021).

Table 11

Perception of the respondents on the integration of foreign language component in the curriculum as to Language Proficiency Skills

| LANGUAGE PROFICIENCY SKILLS | Weighted Mean | Qualitative Interpretation | Rank |
|--|---------------|----------------------------|------|
| 1 Proficiency in a foreign language is essential for effectively connecting with guests beyond basic greetings. | 3.53 | Strongly Agree | 1.5 |
| 2 Improving foreign language skills helps hospitality workers build rapport with guests and resolve issues effectively. | 3.53 | Strongly Agree | 1.5 |
| 3 Language training supports confidence in speaking with foreign customers. | 3.49 | Strongly Agree | 4.5 |
| 4 Current language training focuses too much on memorizing grammar and vocabulary rather than functional language use. | 3.49 | Strongly Agree | 4.5 |
| 5 Basic language skills are sufficient for simple transactions with guests in hospitality settings. | 3.49 | Strongly Agree | 4.5 |
| 6 Immersive language learning experiences, such as on-the-job training, enhance cultural understanding and communication skills. | 3.49 | Strongly Agree | 4.5 |
| 7 Enhancing foreign language skills contributes to improved problem-solving and guest satisfaction in hospitality. | 3.48 | Strongly Agree | 7 |
| Overall Weighted Mean | 3.50 | Strongly Agree | |

Industry Application - Table 12 shows the perception of the respondents on the acceptability and practicality of studying foreign language as to Industry Application. The respondents were strongly agreed on all indicators particularly on statement #4, “Learning foreign language gives an advantage in local and international employment”, and statement #7, “Multilingual employees can handle a wider range of guest requests, improving operational efficiency”, with equal high mean value of 3.51 and ranked 1.5th respectively while statement #2, “Investment in language training represents a sound financial decision for enhancing service quality” with the lowest mean of 3.42 and ranked seventh. Overall, the computed weighted mean on the responses towards Industry Application was 3.47 with qualitative interpretation of “Strongly Agreed”.

Table 12

Perception of the respondents on the integration of foreign language component in the curriculum as to Industry Application

| INDUSTRY APPLICATION | Weighted Mean | Qualitative Interpretation | Rank |
|--|---------------|----------------------------|------|
| 1 Language instruction focused on industry-specific communication better prepares students for real-world hospitality scenarios. | 3.44 | Strongly Agree | 5.5 |
| 2 Investment in language training represents a sound financial decision for enhancing service quality. | 3.42 | Strongly Agree | 7 |
| 3 Speaking guests' native languages reduces miscommunication and enhances overall guest experience. | 3.44 | Strongly Agree | 5.5 |
| 4 Learning foreign language gives an advantage in local and international employment. | 3.51 | Strongly Agree | 1.5 |
| 5 Communicating with guests in their native language reduces miscommunication and enhances the overall guest experience. | 3.49 | Strongly Agree | 3 |
| 6 Integration of foreign language components in hospitality education increases students' readiness for international job markets. | 3.47 | Strongly Agree | 4 |
| 7 Multilingual employees can handle a wider range of guest requests, improving operational efficiency. | 3.51 | Strongly Agree | 1.5 |
| Overall Weighted Mean | 3.47 | Strongly Agree | |

The result demonstrate that respondents firmly believe foreign language proficiency provides a competitive

edge in both local and international employment. The first statement highlights that learning a foreign language enhances job prospects by making graduates more versatile and globally employable. The second emphasizes that multilingual employees contribute to smoother operations by effectively addressing diverse guest needs, which is crucial in hospitality and tourism settings. Together, these responses reflect a strong recognition of the practical value of language skills in improving service delivery and career opportunities.

In the hospitality industry, being able to speak foreign languages isn't just a nice bonus, it's a key part of a hotel's business strategy. A crucial element of a hotel's business strategy is the ability to speak foreign languages, as it directly improves profits and reputation. Hotels with more multilingual staff often report higher guest satisfaction and increased repeat business from international visitors. Speaking to guests in their native language reduces miscommunication and enhances their overall experience, leading to more positive online reviews and word-of-mouth referrals. Beyond this, multilingual staff can handle a broader range of guest requests, from concierge services to specific dietary needs, which streamline operations. Consequently, investing in language training and hiring multilingual employees is a sound financial decision that yields better service, higher guest spending, and a stronger global brand. This highlights how language skills are an essential business function that provides significant financial and reputational benefits (Marasabessy et al., 2025)

Table 13

Summary Table on the perception of the respondents on the parameters towards integration of foreign language component in the curriculum

| | Parameters towards integration of foreign language component in the curriculum | Overall Weighted Mean | Qualitative Interpretation | Rank |
|---|--|-----------------------|----------------------------|------|
| 1 | Cultural Understanding | 3.45 | Strongly Agree | 3 |
| 2 | Language Proficiency Skills | 3.50 | Strongly Agree | 1 |
| 3 | Industry Application | 3.47 | Strongly Agree | 2 |
| | GRAND MEAN | 3.47 | Strongly Agree | |

The table presents respondents' perceptions on integrating a foreign language component into the curriculum, with all parameters receiving a qualitative interpretation of "Strongly Agree" and a grand mean of 3.47. Among the three parameters, Language Proficiency Skills ranked highest (mean = 3.50), indicating that respondents believe foreign language education most effectively enhances students' communication abilities. Industry Application followed (mean = 3.47), suggesting that foreign language skills are seen as valuable for employment and professional opportunities. Cultural Understanding ranked third (mean = 3.45), showing that while respondents recognize its importance, it is slightly less emphasized compared to practical and skill-based benefits. Overall, the analysis reflects strong support for integrating foreign language learning into the curriculum, especially for its role in developing proficiency and preparing students for global industry demands.

The results mean that among the three parameters assessed for integrating a foreign language component into the curriculum, respondents viewed the development of language skills as the most important and beneficial. Compared to Cultural Understanding (3.45) and Industry Application (3.47), language proficiency was rated highest, indicating that learners and stakeholders prioritize the ability to communicate effectively in a foreign language over its cultural or professional applications. This suggests that the core value of foreign language education lies in building strong communication skills, which are seen as foundational and essential for both personal and academic growth.

3.4 Test of Differences on the perception of the respondents towards acceptability and practicality of studying foreign language when grouped according to profile variables.

Student Interest - Table 14 shows the Analysis of Variance to test differences on the perception of the respondents towards acceptability and practicality of studying foreign language as to Student Interest when grouped according to profile variables of gender, civil status, age, year level, curricular program, foreign language spoken, and family income respectively. There are significant differences on the perception towards Student Interest when grouped according to curricular programs manifested on the computed Sig. Value of 0.014 which is

lower than ($<$) 0.05 alpha level of significance, therefore the null hypothesis is rejected. On the other hand, there are no significant differences when grouped according to gender, civil status, year level, foreign language spoken, and family income manifested on the computed Sig. Values of 0.141, 0.960, 0.435, 0.670, 0.141, and 0.607 which are higher than ($>$) 0.05 alpha level of significance, therefore the null hypothesis is accepted.

Table 14

Analysis of Variance to test differences on the perception of the respondents towards acceptability and practicality of studying foreign language when grouped according to profile variables as to Student Interest

| Sources of Variations | | SS | df | MS | F | Sig. | Decision |
|-----------------------|----------------|--------|-----|------|-------|------|-----------------|
| Gender | Between Groups | .596 | 2 | .298 | 1.977 | .141 | |
| | Within Groups | 28.046 | 186 | .151 | | | |
| | Total | 28.642 | 188 | | | | |
| Civil Status | Between Groups | .000 | 1 | .000 | .003 | .960 | Accept Ho |
| | Within Groups | 28.641 | 187 | .153 | | | Not Significant |
| | Total | 28.642 | 188 | | | | |
| Age | Between Groups | .255 | 2 | .128 | .837 | .435 | Accept Ho |
| | Within Groups | 28.386 | 186 | .153 | | | Not Significant |
| | Total | 28.642 | 188 | | | | |
| Year Level | Between Groups | .028 | 1 | .028 | .183 | .670 | Accept Ho |
| | Within Groups | 28.614 | 187 | .153 | | | Not Significant |
| | Total | 28.642 | 188 | | | | |
| Curricular Program | Between Groups | .913 | 1 | .913 | 6.160 | .014 | Reject Ho |
| | Within Groups | 27.728 | 187 | .148 | | | Significant |
| | Total | 28.642 | 188 | | | | |
| Language Spoken | Between Groups | .830 | 3 | .277 | 1.841 | .141 | Accept Ho |
| | Within Groups | 27.811 | 185 | .150 | | | Not Significant |
| | Total | 28.642 | 188 | | | | |
| Family Income | Between Groups | .417 | 4 | .104 | .680 | .607 | Accept Ho |
| | Within Groups | 28.224 | 184 | .153 | | | Not Significant |
| | Total | 28.642 | 188 | | | | |

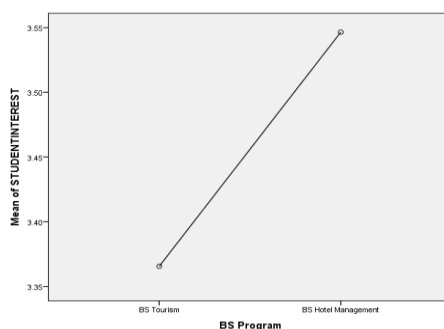


Figure 3. Means Plot showing the differences lie among BH Hospitality Management program in their perception towards Student Interests

Determining that the differences lie among BS Hospitality Management students in their perception towards student interest means that this group showed a distinct or significantly different level of interest in learning foreign languages compared to other groups, such as BS Tourism students. This suggests that BSHM students may perceive foreign language learning as more relevant, beneficial, or engaging within the context of their curriculum and future career paths. The finding highlights that program-specific factors—such as course content, industry exposure, or career orientation—may influence how strongly students value foreign language education.

Developing students' interest in a foreign language goes beyond career opportunities, as the learning environment and teaching methods are also crucial. A positive classroom atmosphere and effective teaching practices can cultivate a strong interest in language acquisition. Proficiency in a foreign language is becoming increasingly vital for graduates' professional success, with employers expecting higher levels of language skills from specialists. Understanding the shift in students' attitudes toward a foreign language and the evolution of their individual motivations is key to enhancing the quality of language education. A study was conducted to track the

dynamics of university students' interest in learning a foreign language. The findings provide practical guidance for educators, offering insights that can help them improve teaching effectiveness in student groups (Naydenova & Katsarova, 2021).

Curriculum Integration

Table 15

Analysis of Variance to test differences on the perception of the respondents towards acceptability and practicality of studying foreign language when grouped according to profile variables as to Curriculum Integration

| Sources of Variations | | SS | df | MS | F | Sig. | Decision |
|-------------------------|----------------|--------|-----|-------|--------|------|-----------------|
| Gender | Between Groups | .324 | 2 | .162 | 1.103 | .334 | Accept Ho |
| | Within Groups | 27.325 | 186 | .147 | | | Not Significant |
| | Total | 27.649 | 188 | | | | |
| Civil Status | Between Groups | .125 | 1 | .125 | .852 | .357 | Accept Ho |
| | Within Groups | 27.524 | 187 | .147 | | | Not Significant |
| | Total | 27.649 | 188 | | | | |
| Age | Between Groups | .707 | 2 | .354 | 2.441 | .090 | Accept Ho |
| | Within Groups | 26.942 | 186 | .145 | | | Not Significant |
| | Total | 27.649 | 188 | | | | |
| Year Level | Between Groups | 1.101 | 1 | 1.101 | 7.754 | .006 | Reject Ho |
| | Within Groups | 26.548 | 187 | .142 | | | Significant |
| | Total | 27.649 | 188 | | | | |
| Curricular Program | Between Groups | 3.024 | 1 | 3.024 | 22.962 | .000 | Reject Ho |
| | Within Groups | 24.625 | 187 | .132 | | | Significant |
| | Total | 27.649 | 188 | | | | |
| Foreign Language Spoken | Between Groups | 1.431 | 3 | .477 | 3.365 | .020 | Reject Ho |
| | Within Groups | 26.218 | 185 | .142 | | | Significant |
| | Total | 27.649 | 188 | | | | |
| Family Income | Between Groups | .260 | 4 | .065 | .437 | .782 | Accept Ho |
| | Within Groups | 27.389 | 184 | .149 | | | Not Significant |
| | Total | 27.649 | 188 | | | | |

Table 15 shows the Analysis of Variance to test differences on the perception of the respondents towards acceptability and practicality of studying foreign language as to Curriculum Integration when grouped according to profile variables of gender, civil status, age, year level, curricular program, foreign language spoken, and family income respectively. There are significant differences on the perception towards Curriculum Integration when grouped according to year level, curricular programs and foreign language spoken manifested on the computed Sig. Values of 0.006, 0.000, and 0.020 which are lower than (<) 0.05 alpha level of significance, therefore the null hypothesis is rejected. On the other hand, there are no significant differences when grouped according to gender, civil status, age, and family income manifested on the computed Sig. Values of 0.334, 0.357, 0.090, and 0.782 which are higher than (>) 0.05 alpha level of significance, therefore the null hypothesis is accepted.

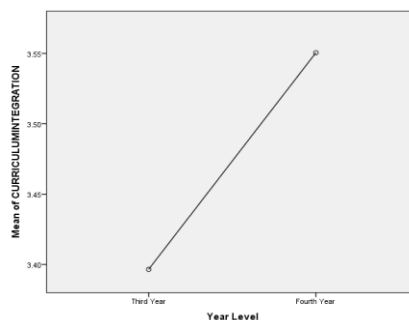


Figure 4. Means Plot showing the differences lie among Fourth year level their perception towards Curriculum Integration

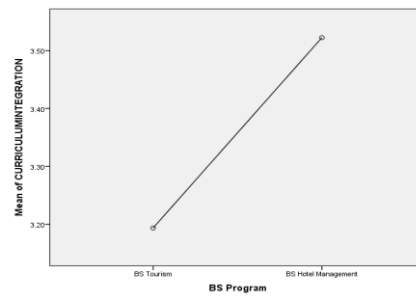


Figure 5. Means Plot showing the differences lie among BS Hospitality Management student their perception towards Curriculum Integration

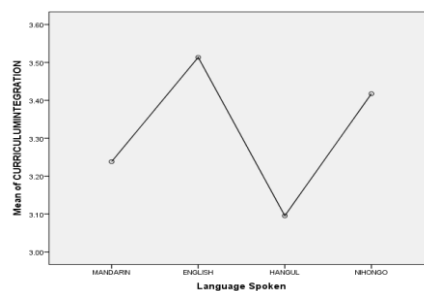


Figure 6. Means Plot showing the differences lie among English as foreign language spoken their perception towards Curriculum Integration

As reflected using Means Plot in Figures 4, 5, and 6, the observed difference in curriculum integration among 4th year BS Hospitality Management students who speak English suggests that this group perceives foreign language learning as more relevant and beneficial within their academic program. Their advanced academic standing likely provides greater exposure to real-world hospitality scenarios, making them more aware of the practical value of language skills. Additionally, their English proficiency may enhance their confidence and openness to acquiring additional languages, reinforcing their belief in the importance of integrating language education with professional hospitality training.

Incorporating foreign language education, particularly English, into hospitality and tourism curricula demonstrably enhances cross-cultural competence and prepares students for the demands of the global industry. Active learning methods like project-based learning, practical excursions, and role-playing games are especially effective. These techniques don't just teach grammar rules; they immerse students in practical scenarios, helping them build oral proficiency by memorizing and using common, grammatically correct phrases for specific industry situations. Moreover, engaging with native speakers during practical lessons is essential for improving pronunciation, listening skills, and confidence in overcoming language barriers. These approaches not only bolster language skills but also equip students with crucial abilities for teamwork, communicating with international guests, and discussing cultural topics. This is vital for those pursuing careers in tourism, as proficiency in a professional language is key to fostering international connections and intercultural relations in this growing sector (Apelt et al., 2023).

Perceived Practicality - Table 16 shows the Analysis of Variance to test differences on the perception of the respondents towards acceptability and practicality of studying foreign language as to Perceived Practicality when grouped according to profile variables of gender, civil status, age, year level, curricular program, foreign language spoken, and family income respectively. There are significant differences on the perception towards Perceived Practicality when grouped according to age, year level, curricular programs and foreign language spoken manifested on the computed Sig. Values of 0.011, 0.012, 0.000, and 0.035 which are lower than ($<$) 0.05 alpha level of significance, and therefore the null hypothesis is rejected.

Table 16

Analysis of Variance to test differences on the perception of the respondents towards acceptability and practicality of studying foreign language when grouped according to profile variables as to Perceived Practicality

| Sources of Variations | | SS | df | MS | F | Sig. | Decision |
|-----------------------|----------------|--------|-----|-------|--------|------|-----------------|
| Gender | Between Groups | .633 | 2 | .317 | 2.223 | .111 | Accept Ho |
| | Within Groups | 26.496 | 186 | .142 | | | Not Significant |
| | Total | 27.129 | 188 | | | | |
| Civil Status | Between Groups | .023 | 1 | .023 | .161 | .689 | Accept Ho |
| | Within Groups | 27.106 | 187 | .145 | | | Not Significant |
| | Total | 27.129 | 188 | | | | |
| Age | Between Groups | 1.288 | 2 | .644 | 4.635 | .011 | Reject Ho |
| | Within Groups | 25.841 | 186 | .139 | | | Significant |
| | Total | 27.129 | 188 | | | | |
| Year Level | Between Groups | .906 | 1 | .906 | 6.459 | .012 | Reject Ho |
| | Within Groups | 26.223 | 187 | .140 | | | Significant |
| | Total | 27.129 | 188 | | | | |
| Curricular Program | Between Groups | 5.482 | 1 | 5.482 | 47.357 | .000 | Reject Ho |
| | Within Groups | 21.647 | 187 | .116 | | | Significant |
| | Total | 27.129 | 188 | | | | |
| Language Spoken | Between Groups | 1.228 | 3 | .409 | 2.924 | .035 | Reject Ho |
| | Within Groups | 25.901 | 185 | .140 | | | Significant |
| | Total | 27.129 | 188 | | | | |
| Family Income | Between Groups | .309 | 4 | .077 | .530 | .714 | Accept Ho |
| | Within Groups | 26.820 | 184 | .146 | | | Not Significant |
| | Total | 27.129 | 188 | | | | |

On the other hand, there are no significant differences when grouped according to gender, civil status, and family income manifested on the computed Sig. Values of 0.111, 0.689, 0.714 which are higher than ($>$) 0.05 alpha level of significance, therefore the null hypothesis is accepted. Showing the Means Plot reflected in Figures 7, 8, 9, and 10, the observed differences among respondents aged 23–26 years old, in their 4th year of BS Hospitality Management, and who speak English suggests that this specific group places a higher value on the practical application of foreign language skills in hospitality settings.

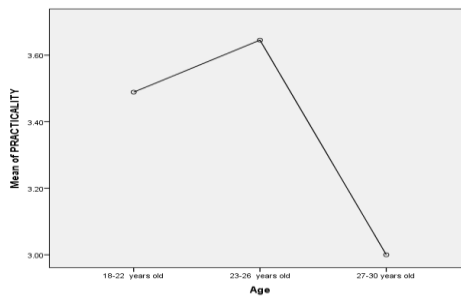


Figure 7. Means Plot showing the differences lie among age group of 23-28 years old in their perception towards Perceived Practicality

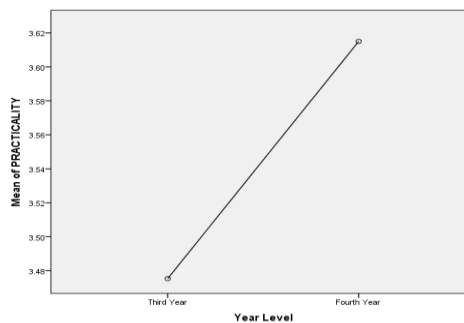


Figure 8. Means Plot showing the differences lie among fourth year level in their perception towards Perceived Practicality

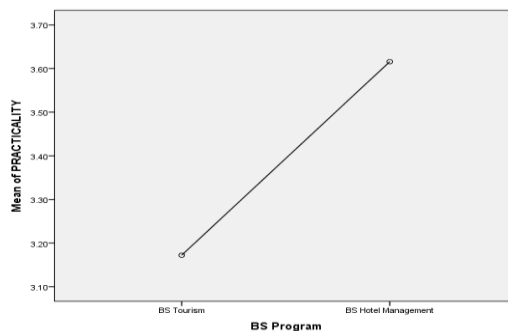


Figure 9. Means Plot showing the differences lie among BS Hospitality Management course in their perception towards Perceived Practicality

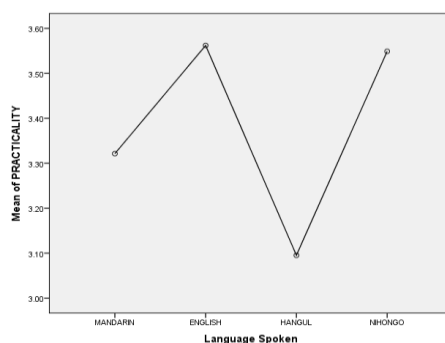


Figure 10. Means Plot showing the differences lie among English foreign language spoken in their perception towards Perceived Practicality

Their age and academic level likely reflect greater maturity and industry exposure, making them more aware of how language proficiency enhances guest interaction, problem-solving, and career readiness. Their comfort with English may also make them more confident in learning additional languages, reinforcing their belief in the usefulness of language training for real-world hospitality operations. Perceived practicality is supported by a study demonstrating that a student's belief in the vocational needs of a foreign language is a significant factor in their motivation to learn it. This research implies that a student's motivation to learn a foreign language is not just about grammatical rules or vocabulary but is deeply intertwined with their perception of the language's value in real-world contexts, such as career opportunities. While the study specifically mentions vocational needs, this can be expanded to include the broader cultural context. A student with a strong belief in their ability to learn (self-efficacy) and a growth mindset the idea that their language skills can be developed through effort is likely to also be more open to engaging with the cultural aspects of the language. This willingness to persevere (L2 grit) would drive them to not only learn the language but also to explore the culture it represents, as they see both as essential components of their long-term learning goals. Therefore, fostering these psychological traits could lead to greater cultural engagement and a more holistic understanding of the language (Fathi et al., 2024).

3.5 Test of Differences on the perception of the respondents towards integration of foreign language component in the curriculum when grouped according to profile variables.

Cultural Understanding - Table 17 shows the Analysis of Variance to test differences on the perception of the respondents towards acceptability and practicality of studying foreign language as to Cultural Understanding when grouped according to profile variables of gender, civil status, age, year level, curricular program, foreign language spoken, and family income respectively. There are significant differences on the perception towards Cultural Understanding when grouped according to curricular programs manifested on the computed Sig. Value of 0.000 which is lower than ($<$) 0.05 alpha level of significance, therefore the null hypothesis is rejected. On the other hand, there are no significant differences when grouped according to gender, civil status, age, year level, foreign language

spoken and family income manifested on the computed Sig. Values of 0.170, 0.544, 0.320, 0.081, and 0.900 which are higher than (>) 0.05 alpha level of significance, therefore the null hypothesis is accepted.

Table 17

Analysis of Variance to test differences on the perception of the respondents towards acceptability and practicality of studying foreign language when grouped according to profile variables as to Cultural Understanding

| Sources of Variations | | SS | df | MS | F | Sig. | Decision |
|-----------------------|----------------|--------|-----|-------|--------|------|-----------------|
| Gender | Between Groups | .550 | 2 | .275 | 1.788 | .170 | Accept Ho |
| | Within Groups | 28.591 | 186 | .154 | | | Not Significant |
| | Total | 29.140 | 188 | | | | |
| Civil Status | Between Groups | .057 | 1 | .057 | .369 | .544 | Accept Ho |
| | Within Groups | 29.083 | 187 | .156 | | | Not Significant |
| | Total | 29.140 | 188 | | | | |
| Age | Between Groups | .355 | 2 | .178 | 1.147 | .320 | Accept Ho |
| | Within Groups | 28.785 | 186 | .155 | | | Not Significant |
| | Total | 29.140 | 188 | | | | |
| Year Level | Between Groups | .546 | 1 | .546 | 3.572 | .060 | Accept Ho |
| | Within Groups | 28.594 | 187 | .153 | | | Not Significant |
| | Total | 29.140 | 188 | | | | |
| Curricular Program | Between Groups | 3.598 | 1 | 3.598 | 26.344 | .000 | Reject Ho |
| | Within Groups | 25.542 | 187 | .137 | | | Significant |
| | Total | 29.140 | 188 | | | | |
| Language Spoken | Between Groups | 1.040 | 3 | .347 | 2.281 | .081 | Accept Ho |
| | Within Groups | 28.101 | 185 | .152 | | | Not Significant |
| | Total | 29.140 | 188 | | | | |
| Family Income | Between Groups | .167 | 4 | .042 | .266 | .900 | Accept Ho |
| | Within Groups | 28.973 | 184 | .157 | | | Not Significant |
| | Total | 29.140 | 188 | | | | |

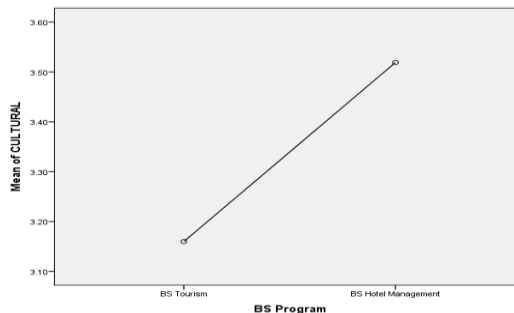


Figure 11. Means Plot showing the differences lie among BS Hospitality Management course in their perception towards Cultural Understanding

As shown in Figure 11, this finding simply implies that this group demonstrated a distinct perception or stronger appreciation for the importance of intercultural communication compared to other groups. This suggests that BSHM students, likely due to their curriculum and exposure to diverse service scenarios, are more aware of how cultural sensitivity and effective communication across cultures are essential for success in the global hospitality and tourism industry. Their academic training may emphasize guest relations and multicultural environments, shaping their heightened recognition of cultural competence as a professional asset.

With the globalized world today, cultural diversity management has become a necessity, particularly in international hospitality where staff and guests are from diverse cultures. It is successful when employees' cultural understanding and intercultural competence are boosted, leading to good communication and service quality among multicultural teams. This is backed by real-life examples from international hotel brands such as Marriott, Hilton, and Accor, demonstrating how cultural adaptation initiatives that link with sustainable development objectives enhance the team environment, minimize conflicts, increase customer satisfaction, and create improved economic results. Grasping and accepting differences in cultures not only enhances working-life interactions but also enhances a hotel's competitive advantage and cultural responsiveness in the international marketplace,

demonstrating the pivotal importance of understanding culture in contemporary hospitality (Korsak & Hushtan, 2024).

Language Proficiency Skills

Table 18

Analysis of Variance to test differences on the perception of the respondents towards acceptability and practicality of studying foreign language when grouped according to profile variables as to Language

| | | Proficiency Skills | | | | | |
|-----------------------|----------------|--------------------|-----|-------|--------|------|-----------------|
| Sources of Variations | | SS | df | MS | F | Sig. | Decision |
| Gender | Between Groups | .308 | 2 | .154 | 1.139 | .322 | Accept Ho |
| | Within Groups | 25.146 | 186 | .135 | | | Not Significant |
| | Total | 25.454 | 188 | | | | |
| | | | | | | | |
| Civil Status | Between Groups | 2.017 | 1 | 2.017 | 16.092 | .000 | Reject Ho |
| | Within Groups | 23.437 | 187 | .125 | | | Significant |
| | Total | 25.454 | 188 | | | | |
| | | | | | | | |
| Age | Between Groups | .437 | 2 | .219 | 1.626 | .199 | Accept Ho |
| | Within Groups | 25.016 | 186 | .134 | | | Not Significant |
| | Total | 25.454 | 188 | | | | |
| | | | | | | | |
| Year Level | Between Groups | .033 | 1 | .033 | .242 | .623 | Accept Ho |
| | Within Groups | 25.421 | 187 | .136 | | | Not Significant |
| | Total | 25.454 | 188 | | | | |
| | | | | | | | |
| Curricular Program | Between Groups | .883 | 1 | .883 | 6.719 | .010 | Reject Ho |
| | Within Groups | 24.571 | 187 | .131 | | | Significant |
| | Total | 25.454 | 188 | | | | |
| | | | | | | | |
| Language Spoken | Between Groups | .413 | 3 | .138 | 1.018 | .386 | Accept Ho |
| | Within Groups | 25.041 | 185 | .135 | | | Not Significant |
| | Total | 25.454 | 188 | | | | |
| | | | | | | | |
| Family Income | Between Groups | .618 | 4 | .155 | 1.145 | .337 | Accept Ho |
| | Within Groups | 24.836 | 184 | .135 | | | Not Significant |
| | Total | 25.454 | 188 | | | | |
| | | | | | | | |

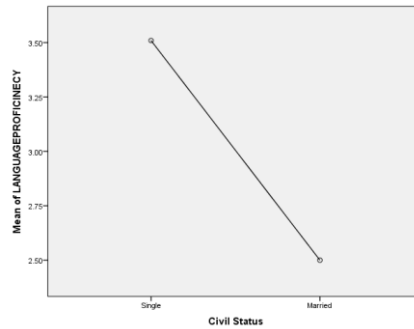


Figure 12. Means Plot showing the differences lie among single in status in their perception towards Language Proficiency Skills

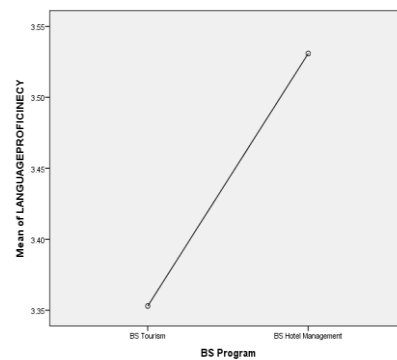


Figure 13. Means Plot showing the differences lie among BS Hospitality Management course in their perception towards Language Proficiency Skills

Table 18 shows the Analysis of Variance to test differences on the perception of the respondents towards acceptability and practicality of studying foreign language as to Language Proficiency Skills when grouped according to profile variables of gender, civil status, age, year level, curricular program, foreign language spoken, and family income respectively. There are significant differences on the perception towards Language Proficiency Skills when grouped according to civil status, and curricular programs manifested on the computed Sig. Value of 0.000, and 0.010 which are lower than ($<$) 0.05 alpha level of significance, therefore the null hypothesis is rejected. On the other hand, there are no significant differences when grouped according to gender, age, year level, foreign language spoken and family income manifested on the computed Sig. Values of 0.322, 0.199, 0.623, 0.386, and 0.337 which are higher than ($>$) 0.05 alpha level of significance, therefore the null hypothesis is accepted.

As shown in Means Plot for Figure 12, and 13, in the aspect of Language Proficiency Skills, the significant difference observed among single respondents and those enrolled in the BS Hospitality Management (BSHM) course suggests that these groups perceive the importance or impact of foreign language proficiency differently or more strongly than others. Single students may have more time or motivation to focus on language development, while BSHM students—whose curriculum is closely tied to guest interaction and service delivery—likely recognize the practical value of mastering foreign languages. This finding highlights how both personal status and academic program can shape students' attitudes toward language learning in hospitality education. The researchers recommend several pedagogical solutions, including modifying educational curricula at all levels and offering immersive learning experiences, such as on-the-job training abroad for students in hospitality and tourism programs. The study's implications extend globally, suggesting that hospitality programs worldwide should improve their English language instruction to better equip their students for the industry (Poznansky & Davis, 2021).

Industry Application

Table 19

Analysis of Variance to test differences on the perception of the respondents towards acceptability and practicality of studying foreign language when grouped according to profile variables as to Industry Application

| Sources of Variations | | SS | df | MS | F | Sig. | Decision |
|-----------------------|----------------|--------|-----|-------|--------|------|-----------------|
| Gender | Between Groups | .336 | 2 | .168 | .875 | .419 | Accept Ho |
| | Within Groups | 35.766 | 186 | .192 | | | Not Significant |
| | Total | 36.102 | 188 | | | | |
| Civil Status | Between Groups | .132 | 1 | .132 | .688 | .408 | Accept Ho |
| | Within Groups | 35.970 | 187 | .192 | | | Not Significant |
| | Total | 36.102 | 188 | | | | |
| Age | Between Groups | 1.446 | 2 | .723 | 3.880 | .022 | Reject Ho |
| | Within Groups | 34.656 | 186 | .186 | | | Significant |
| | Total | 36.102 | 188 | | | | |
| Year Level | Between Groups | 1.105 | 1 | 1.105 | 5.905 | .016 | Reject Ho |
| | Within Groups | 34.997 | 187 | .187 | | | Significant |
| | Total | 36.102 | 188 | | | | |
| Curricular Program | Between Groups | 6.871 | 1 | 6.871 | 43.960 | .000 | Reject Ho |
| | Within Groups | 29.230 | 187 | .156 | | | Significant |
| | Total | 36.102 | 188 | | | | |
| Language Spoken | Between Groups | 2.844 | 3 | .948 | 5.273 | .002 | Reject Ho |
| | Within Groups | 33.258 | 185 | .180 | | | Significant |
| | Total | 36.102 | 188 | | | | |
| Family Income | Between Groups | 1.040 | 4 | .260 | 1.365 | .248 | Accept Ho |
| | Within Groups | 35.062 | 184 | .191 | | | Not Significant |
| | Total | 36.102 | 188 | | | | |

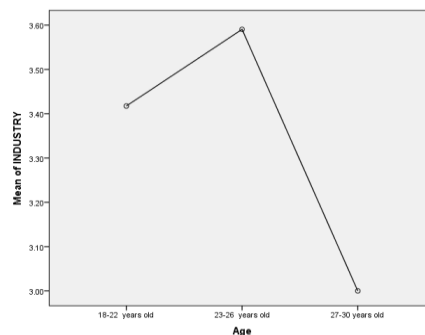


Figure 14. Means Plot showing the differences lie among age group from 23-28 years old in their perception towards Industry Application

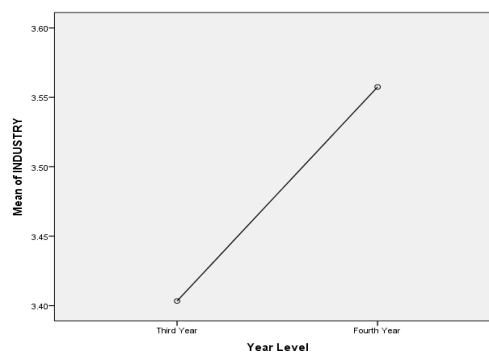


Figure 15. Means Plot showing the differences lie among Fourth year level in their perception towards Industry Application

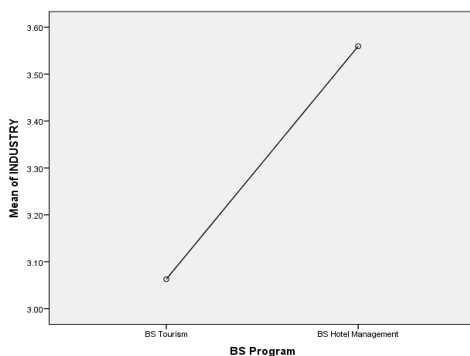


Figure 16. Means Plot showing the differences lie among BSHM Course in their perception towards Industry Application

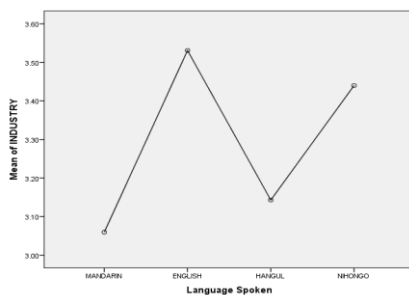


Figure 17. Means Plot showing the differences lie among English foreign language spoken in their perception towards Industry Application

Table 19 shows the Analysis of Variance to test differences on the perception of the respondents towards acceptability and practicality of studying foreign language as to Industry Application when grouped according to profile variables of gender, civil status, age, year level, curricular program, foreign language spoken, and family income respectively. There are significant differences on the perception towards Industry Application when grouped according to age, year level, curricular programs and foreign language spoken manifested on the computed Sig. Value of 0.022, 0.016, 0.000, and 0.002 which are lower than (<) 0.05 alpha level of significance, therefore the null hypothesis is rejected. On the other hand, there are no significant differences when grouped according to gender, civil status, and family income manifested on the computed Sig. Values of 0.419, 0.408, and 0.248 which are higher than (>) 0.05 alpha level of significance, therefore the null hypothesis is accepted.

Reflected in the Figures 14, 15, 16, and 17 showing the Means Plot, in the aspect of Industry Application, the significant difference observed among respondents aged 23–28 years old, in their 4th year of BS Hospitality Management (BSHM), and who speak English as a foreign language suggests that this group perceives the practical value of language skills in the hospitality industry more strongly than others. Their age and academic level likely reflect greater maturity, industry exposure, and readiness for employment, making them more aware of how multilingual abilities enhance job opportunities and operational effectiveness. Their English proficiency may also boost their confidence in handling diverse guest interactions, reinforcing their belief that foreign language skills are a key asset in both local and international hospitality careers.

The globalized nature of tourism and hospitality places a high premium on effective communication, making proficiency in foreign languages a critical competency for industry professionals. In this context, research on language application in specific industries is essential for understanding and improving workforce readiness. Saudi tourism and hospitality students serve as a case in point, revealing a significant gap between their academic English skills and the practical, communicative demands of the workplace. The research found that while students may possess theoretical knowledge of the English language, they often lack the ability to use it fluently and appropriately in real-world scenarios, such as interacting with international guests or resolving customer service

issues. This finding highlights a need for educational institutions to shift from traditional language instruction to a more applied approach, focusing on industry-specific communication and cross-cultural competencies to better prepare students for the demands of their careers (Al-Malki, 2023).

3.6 Test of Relationship on the perception of the respondents towards acceptability and integration of foreign language component in the curriculum

Table 20

Pearson product moment coefficient of correlation to test relationship between acceptability, and integration of foreign language component in the curriculum

| Sources of Correlations | | Acceptability | Integration |
|-------------------------|---------------------|---------------|-------------|
| Acceptability | Pearson Correlation | 1 | 0.723** |
| | Sig. (2-tailed) | | 0.000 |
| | N | 189 | 189 |
| Integration | Pearson Correlation | 0.723** | 1 |
| | Sig. (2-tailed) | 0.000 | |
| | N | 189 | 189 |

** . Correlation is significant at the 0.01 level (2-tailed).

Table 20 shows the Pearson Product Moment Coefficient of Correlation to test relationship between acceptability, and integration of foreign language component in the curriculum. There is positive high correlation between acceptability, and integration of foreign language component in the curriculum manifested on the computed Pearson Product Moment Coefficient of Correlation value of 0.723**. The computed Sig. (2-tailed test) value of 0.000 which is lower than ($<$) 0.05 alpha level of significance, therefore the null hypothesis is rejected hence there is significant relationship. A high correlation between acceptability and integration of the foreign language component in the curriculum means that as students' or stakeholders' acceptance or approval of foreign language learning increases, their perception of its effective integration into the curriculum also tends to rise—and vice versa.

The integration of foreign language education into hospitality management curricula has increasingly been recognized as essential for enhancing global competitiveness and service effectiveness. Learning a foreign language has become an important part of hospitality management education. Since people in the hospitality and tourism industry deal with guests from different countries, being able to speak another language helps in giving better service (Srivastava & Sharma, 2021). Studies show that students who are trained in languages like English, Mandarin, or Japanese become more confident, more culturally aware, and more prepared to work with international guests (Gao & Xu, 2022). Because of this, many schools around the world are now adding language subjects to their hospitality programs as part of their plans to improve global competitiveness (Méndez, 2023). However, not all schools teach foreign languages in the same way, and some do not provide enough activities that help students use the language in real situations. This shows the need to find better and more practical ways to include language learning in hospitality training.

4. Conclusions

Based on the summary of findings, the researchers have concluded that:

- The respondent is female in her early adulthood, single, BS Hospitality Management course, speaking English whose family income is below poverty level.
- The respondents were strongly agreed on acceptability and practicality of studying foreign language as to student interest, curriculum integration, and perceived practicality.
- The respondents were strongly agreed on the dimensions towards integration of foreign language component in the curriculum as to cultural understanding, language proficiency skills, and industry application.

- The study found significant differences in student interest, curriculum integration, and perceived practicality when grouped by curricular programs. Additionally, year level and the foreign language spoken were both significantly associated with students' perceptions of curriculum integration and its practical value, highlighting the influence of academic and linguistic background on the acceptance of foreign language components.
- There is high positive relationship acceptability, and integration of foreign language component in the curriculum

Recommendations - Based on the summary of findings and the conclusions arrived at, the researchers have offered the following recommendations to wit:

- Given the high acceptability and perceived practicality, foreign language components should be formally included in the BS Hospitality Management and BS Tourism programs.
- The significant differences based on the foreign language spoken suggest that offering multiple language choices aligned with student demographics can improve engagement and relevance.
- With notable differences across curricular programs, foreign language integration should be customized to fit the specific needs and focus areas of each discipline.
- To ensure quality delivery, faculty members should receive training in foreign language instruction or collaborate with accredited language centers.
- Recognize high-performing students through certificates, awards, or academic credits to encourage active participation and excellence.
- Embed language application in real-world settings to reinforce learning and demonstrate its practical value in hospitality and tourism contexts.
- Assess students' initial language skills to better tailor instruction and track progress over time.
- Implement a system to regularly assess the effectiveness of foreign language integration in terms of student outcomes and industry readiness.

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