

MANAGING LANGUAGE DIVERSITY IN THE WORKPLACE: PERCEIVED LANGUAGE PROFICIENCY IN NIHONGO AND ITS SIGNIFICANCE AMONG EMPLOYEES OF SELECTED JAPANESE-THEME RESTAURANTS IN THE 3RD DISTRICT OF METRO MANILA

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Abstract

The purpose of this study is to assess the perceived language proficiency in Nihongo and its significance among employees of selected Japanese theme restaurants in the 3rd District of Metro Manila. The study employed a quantitative-descriptive research methodology to establish relevant and valuable research goals. In this research, the stratified-purposive sampling method, which is a non-probability sampling technique, was employed that focused on the characteristics of the population and the research objectives. The respondents were presented with the following set of criteria to select from: The eligible participant for this study is required to be a staff member of a Japanese restaurant situated in the 3rd District of Metro Manila, specifically in the CAMANAVA area, which encompasses Caloocan, Malabon, Navotas, and Valenzuela. Moreover, the individual must be of legal age, ranging from 18 to 60 years old. Upon completion of data collection, the researcher proceeded to aggregate the findings and employ statistical methods to carry out the investigation. Statistical techniques employed in the analysis included percentage calculations, weighted mean calculations, ranking procedures, utilization of the Likert scale, and a one-way analysis of variance (ANOVA). As a result of this study, it was shown that by communicating with them in their own language, you lessen the linguistic and cultural barriers between you and them. It is clearly stated that respondents agreed that learning a foreign language is important in the restaurant business. If you can't get your message across to your customers, it won't matter how great your service or product is. The study's findings suggest that staff at Japanese theme restaurants are comfortable following directions and carrying on conversations in simple Nihongo. With this global expansion comes the need for bilingualism in order to communicate effectively with clients from all over the world. When it comes to reading, respondents have no trouble reading the items printed in Nihongo on the menu or recognizing them. The study showed that there is no significant difference between how well the respondents thought they could listen, speak, read, and write in Nihongo. The research approach's primary focus is the information acquired to verify the hypothesis and answer the specific research question.

Keywords: Bilingualism, Language Proficiency, Nihongo, Global Expansion.

Introduction

Maintaining fruitful internal and external connections, as well as achieving organizational goals, depends on open and frequent lines of communication within an organization. In order to effectively communicate across cultural boundaries, language is crucial. Globalization affects every facet of a company's operations and opens up an infinite number of possibilities for its stakeholders. (Shangkuan, 2022) Learning a new language has a profound effect on the lives of people of all backgrounds, cultures, and geographic locations. It allows us to communicate our needs, emotions, and questions to others. The union's members express a wide range of feelings through their words, bodies, and voices. People have developed many different and interesting ways to communicate verbally and in writing. As a result, it takes use of the human capacity for love and loyalty.

Businesses across the globe are rapidly extending their operations, altering the business environment, and penetrating foreign markets in today's highly interconnected world. With this global expansion comes the need for bilingualism in order to communicate effectively with clients from all over

the world. Learning the language and customs of the countries you do business with will go a long way toward ensuring your own success as well as that of your enterprise. If you can't get your message over to your customers, it won't matter how great your service or product is. By communicating with them in their own tongue, you lessen the linguistic and cultural barriers between you and them. (Sharma, 2021) For Filipinos in particular, Japanese is regarded as one of the most challenging languages to master. Filipinos who are not fluent in Chinese may find it difficult to learn the 2,000 or so kanji or Chinese characters necessary to read and write Japanese. It's crucial to be able to speak to prospective clients in their native tongue. Learning Japanese also gives you access to the rich cultural heritage of Japan and its people. Knowing the ins and outs of Japanese business culture and how to prevent cultural faux pas can be the difference between sealing the contract and losing it.

As the Japanese were the country's fourth-largest market before the pandemic, the government has been working harder than ever to entice more of them to visit. Because the spread of the coronavirus has caused many nations to close their borders, the number of Japanese arrivals has dropped

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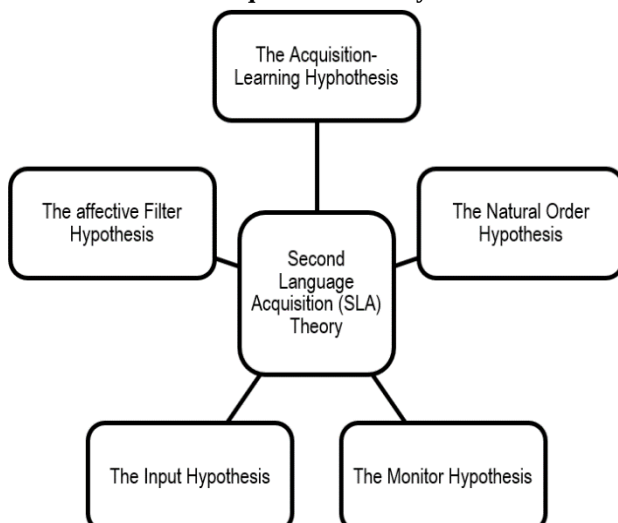
dramatically from a high of 682,788 in 2019 to just 136,664 in 2020 and 15,024 in 2018. The Philippines reopened its borders in February, giving rise to optimism that inbound tourism would increase this year. Approximately 65,080 Japanese nationals visited the country between February and October of 2022, according to data from the Department of Tourism (DOT). (Rocamora, 2022)

Learning a foreign language in the restaurant business has become increasingly important in today's globalized world. Restaurants cater to a diverse clientele and expand their operations internationally; language skills have become a valuable asset. There is a current trend in learning a second language with respect to the globalization of the industry, cultural sensitivity, customer service enhancement, menu adaptation, and staff diversity. On the other hand, some of the issues that arise are resource allocation, staff turnover, language proficiency, cultural misunderstanding, legal and compliance issues, and training costs. Learning a foreign language in the restaurant business is both a trend and a necessity in today's globalized landscape. While it presents challenges, the benefits in terms of improved customer service, cultural sensitivity, and international expansion make it a valuable investment for restaurants aiming to thrive in an increasingly diverse and interconnected world. (Ong, 2023)

Theoretical Framework

The research is based on the Second Language Acquisition (SLA) Theory developed by Stephen Krashen to explain the study's language, learning gaps, and experiences. Five hypotheses are put forth by the SLA Theory: (1) the acquisition-learning hypothesis; (2) the natural order hypothesis; (3) the monitor hypothesis; (4) the input hypothesis; and (5) the affective Filter hypothesis (Krashen, 1984).

Figure 1: Krashen's Second Language Acquisition Theory



According to the acquisition-learning theory, acquiring a language is an automatic process in which the learner may only use the knowledge for practical purposes without being able to articulate the underlying grammatical rules. (Krashen, 1984). Similarly, it is believed that a learner of a language benefits from being explicitly presented with rules and from receiving feedback on their mistakes. The natural order theory, on the other hand, contends that linguistic knowledge is gained rather than taught in a regular sequence. For any particular language, this means that some grammatical rules are learned quickly while others are learned gradually over time. According to the third hypothesis, the monitor theory, the brain automatically makes corrections to the output to produce grammatically coherent speech as pupils learn grammatical rules. The input theory, which states that children learn language through listening to and comprehending adults' speech, finds support in this observation. Lastly, the affective filter hypothesis proposes that the more agitated, stressed, and frightened a learner is, the less likely they are to learn and absorb a language. (Krashen, 1984).

Conceptual Framework

Figure 2: Conceptual Paradigm of the Study

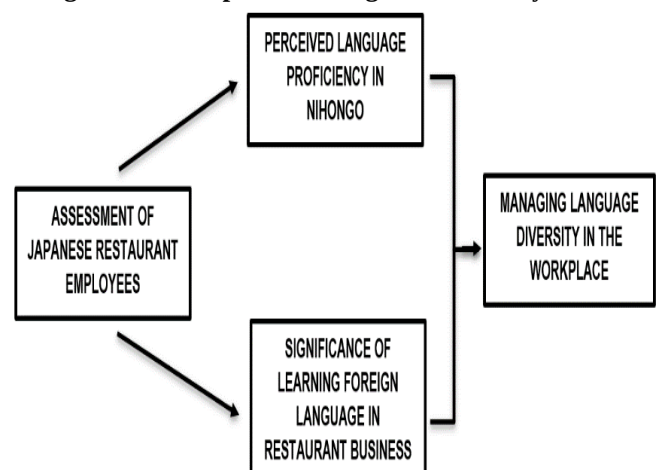


Figure 2 shows the conceptual framework of perceived language proficiency in Nihongo and its significance in managing language diversity in the workplace. The study is based on the assessment of Japanese restaurant employees and their assessments of their perceived language proficiency in Nihongo in terms of listening, speaking, reading, and writing. This research also assessed the significance of learning a foreign language in the restaurant business. This research proposed that in order to manage language diversification in the workplace, we need to assess the language proficiency of the employees and how they see learning a new language becoming vital and pivotal to the nature of the business. At the end of this research, the researcher proposes strategic ways to manage language diversity in the workplace.

Statement of the Problem

The purpose of this study is to assess the Perceived Language Proficiency in Nihongo and Its Significance Among Employees of Selected Japanese-Theme Restaurants in the 3rd District of Metro Manila. Specifically, it seeks to answer the following questions:

1. How do respondents assess their perceived language proficiency in Nihongo as they work in a Japanese theme Restaurant in terms of:
 - 1.1 Listening
 - 1.2 Speaking
 - 1.3 Reading
 - 1.4 Writing
2. How do respondents assess the significance of foreign language proficiency in the restaurant business?
3. Is there any significant difference on the assessment of the respondents on perceived language proficiency in Nihongo in terms of listening, speaking, reading, and writing?

Scope and Delimitation

This study assessed the Perceived Language Proficiency in Nihongo and Its Significance Among Employees of Selected Japanese Theme Restaurants In 3rd District of Metro Manila. There was a total of one hundred (100) respondents in the study. Twenty-five (25) respondents are from Caloocan, twenty-five (25) are from Malabon, twenty-five (25) are from Navotas, and twenty-five (25) are from Valenzuela.

Methodology

The study employed a quantitative-descriptive research methodology to establish relevant and valuable research goals. The present research methodology is well-suited for the purpose of characterizing the features and behaviors of a given sample population. The primary objective of the descriptive research approach is to gather information that can be used to validate the hypothesis and address the specific research inquiry. Stated differently, the aforementioned approach entails the collection of information without inducing any alterations to the existing circumstances, thereby preserving their original state. The utilization of the descriptive research approach facilitated the researcher in devising and executing descriptive studies, as well as gathering data regarding the current state of the phenomena. This approach enabled the researcher to provide a more comprehensive depiction of the variables or circumstances that exist. In this research, the stratified-purposive sampling method, which is a non-probability sampling technique, was employed that focused on the characteristics of the population

and the research objectives. The respondents were presented with the following set of criteria to select from: The eligible participant for this study is required to be a staff member of a Japanese restaurant situated in the 3rd District of Metro Manila, specifically in the CAMANAVA area, which encompasses Caloocan, Malabon, Navotas, and Valenzuela. Moreover, the individual must be of legal age, ranging from 18 to 60 years old, and a Filipino citizen.

The data collection instrument employed in this study is a questionnaire that was developed by the researcher. The aim of the survey is to gather crucial information pertaining to the Perceived Language Proficiency in Nihongo and Its Significance Among Employees of Selected Japanese Theme Restaurants In 3rd District of Metro Manila. The researcher employed quantitative variables in the surveys.

The questionnaire was disseminated through the administration of surveys using pen and paper. The initial segment of the survey evaluates the perceived level of proficiency in the Japanese language by the participants, which is then followed by an assessment of the importance of acquiring foreign language skills in the context of the restaurant industry. The verbal interpretation of numerical data was ascertained through the utilization of a 6-point and 5-point Likert scale. The questionnaire was developed by the researcher subsequent to a comprehensive analysis of issues, pertinent literature, and research in order to gauge and appraise the perceived language proficiency in Nihongo and its importance among personnel of chosen Japanese-themed dining establishments in the 3rd District of Metro Manila. Upon completion of the questionnaire draft, the researcher sought validation and refinement of the items from esteemed professors in the field of hospitality and tourism management within the academic community. The questionnaire was finalized in its ultimate version.

The researcher obtained direct access to the restaurant establishment and sought permission to conduct and administer a survey questionnaire. Upon completion of data collection, the researcher proceeded to aggregate the findings and employed statistical methods to carry out the investigation. Upon completion of data collection and tabulation, the statistical techniques employed in the analysis included percentage calculations, weighted mean calculations, ranking procedures, utilization of the Likert scale, and a one-way Analysis of Variance (ANOVA). The numerical data is subjected to analysis and interpretation through the utilization of the Likert Scale. The questionnaire responses shall be categorized into six (6) and five (5) groups, respectively, each assigned a corresponding point

value. These groups shall be evaluated using the scales outlined below:

Table 1: Six points Likert Scale

SCALE	RANGE	VERBAL INTERPRETATION
6	5.17 – 6.00	Proficient (P)
5	4.34 – 5.16	Advanced (A)
4	3.51 – 4.33	Upper Intermediate (UI)
3	2.68 – 3.50	Intermediate (I)
2	1.85 – 2.67	Elementary (E)
1	1.00 – 1.84	Beginner (B)

Table 2: Five points Likert Scale

SCALE	RANGE	VERBAL INTERPRETATION
5	4.20 - 5.00	Strongly Agree (A)
4	3.40 - 4.19	Agree (A)
3	2.60 - 3.39	Neutral (N)
2	1.80 - 2.59	Disagree (D)
1	1.00 - 1.79	Strongly Disagree (SD)

The data-gathering procedure of this study is conducted with the utmost consideration for the privacy of the respondents. Permission to conduct the study is sought through written correspondence with the respective managers and owners. As for the respondents and participants, their participation is oriented toward the study, and their consent is sought before they take part in it. In order to ensure the confidentiality and liability of the participants and respondents to this study, the following steps were observed: any information collected from you during your participation in this survey will be anonymous. Respondents will not be identified, as

no name or names are required for participation in this study, and all identifying information will be de-identified in the recording and interpretation process. Participation in this study is on a voluntary basis; even if respondents have already decided to participate in the survey, they may withdraw at any time. All the data that has been gathered from the informants has been treated with the utmost confidentiality. Furthermore, the researcher ensured the protection of the participants' identities and rights in accordance with the Data Privacy Act of 2012.

Result and Discussions

1. Respondents' Assessment on Perceived Language Proficiency in Nihongo as they work in a Japanese Theme Restaurant

1.1 Listening

Table 3 shows the level of Perceived Language Proficiency of Japanese Restaurant Employees in terms of Listening. Based on the data, it showed a mean of 3.22 and corresponding verbal interpretation of Intermediate. The highest indicator that received the highest weighted mean of 3.51 and corresponding verbal interpretation of Upper Intermediate is "Can understand basic instructions or take part in a basic factual conversation in Nihongo language" followed by the rest of indicators that received a verbal interpretation of Intermediate "Can understand on some modifications and special requests in products and services in Nihongo" with 3.25 (WM), "Can take order from Japanese native speaker (customer)" with 3.19 (WM), "Can understanding colloquial references and dealing confidently with hostile questions." With 3.13 (WM), and lastly "Can empathized with the customer with frustration in language barrier." With 3.03 (WM). Among five (5) indicators, four (4) received an assessment of Intermediate and one (1) Upper Intermediate.

Table 3: Respondents' Assessment on Perceived Language Proficiency in Nihongo in terms of Listening

PERCEIVED LANGUAGE PROFICIENCY IN NIHONGO IN TERMS OF LISTENING	WEIGHTED MEAN	VERBAL INTERPRETATION
1. Can understand basic instructions or take part in a basic factual conversation in Nihongo language.	3.51	Upper Intermediate
2. Can take order from Japanese native speaker (customer).	3.19	Intermediate
3. Can understand on some modifications and special requests in products and services in Nihongo.	3.25	Intermediate
4. Can understanding colloquial references and dealing confidently with hostile questions.	3.13	Intermediate
5. Can empathized with the customer with frustration in language barrier.	3.03	Intermediate
MEAN	3.22	INTERMEDIATE

Legend: 5.17 – 6.00 Proficient (P); 4.34 – 5.16 Advanced (A); 3.51 – 4.33 Upper Intermediate (UI); 2.68 – 3.50 Intermediate (I); 1.85 – 2.67 Elementary (E); 1.00 – 1.84 Beginner (B)

In order to respond in a meaningful way, listening is the most important aspect of communication. Listening is especially important when learning a language for communication since it allows us to pick up on subtleties in tone of voice, pitch, and accent that would otherwise be impossible to pick up on without actively listening. There can be no

progress in learning if input is not properly understood. In addition, the ability to listen is essential to effective communication. (Renukadevi D., 2014)

1.2 Speaking

Table 4: Respondents' Assessment on Perceived Language Proficiency in Nihongo in terms of Speaking

PERCEIVED LANGUAGE PROFICIENCY IN NIHONGO IN TERMS OF SPEAKING	WEIGHTED MEAN	VERBAL INTERPRETATION
1. Can explain menu offerings; products and services in Nihongo	3.57	Upper Intermediate
2. Can speak and engage in basic conversation Nihongo	3.20	Intermediate
3. Can greet and have deeper communication with the guest using Nihongo language.	3.26	Intermediate
4. Can pronounce and up-sell items from the menu confidently.	3.56	Upper Intermediate
5. Can response calmly and confidently in Nihongo when dealing with hostile questions.	3.41	Intermediate
MEAN	3.40	INTERMEDIATE

Legend: 5.17 – 6.00 Proficient (P); 4.34 – 5.16 Advanced (A); 3.51 – 4.33 Upper Intermediate (UI); 2.68 – 3.50 Intermediate (I); 1.85 – 2.67 Elementary (E); 1.00 – 1.84 Beginner (B)

Table 4 shows the Assessment of the Respondents in Perceived Language Proficiency in Nihongo in terms of Speaking. The data revealed that average of the respondents perceived their speaking proficiency as Intermediate when it comes to speaking Nihongo. It is supported by the grand mean of 3.40. Out of 5 indicators, there are two (2) that has received an assessment of Upper Intermediate: “Can explain menu offerings; products and services in Nihongo” with a 3.57 (WM) and “Can pronounce and up-sell items from the menu confidently.” With 3.56 (WM). While three (3) indicators received a verbal interpretation of Intermediate: “Can response calmly and confidently in Nihongo when dealing with hostile questions.” With 3.41 (WM), followed by “Can greet and have deeper communication with the guest using Nihongo language.” With 3.26 (WM). Lastly, “Can speak and engage in basic conversation Nihongo” with a weighted mean of 3.20.

According to Anishgill (2021) Speaking is a vital component of learning since it allows the learner to create or express themselves orally. It's the process of using spoken language to have a conversation or share one's thoughts and feelings with another person. Information transmission is often implied. Speaking gives us the chance to observe, to take note of the degree to which our own verbal output reflects or diverges from the linguistic models we have been exposed to through intake. Even though the input is simplistic at the initial levels, it nonetheless serves as a good example to which learners can aspire. Language learning is supported by the process of self-awareness and correction, which is more effective than correcting errors only when reminded to do so. Thinking happens as we use language, and as our capacity for thought expands, we gain knowledge.

1.3 Reading

Table 5: Respondents' Assessment on Perceived Language Proficiency in Nihongo in terms of Reading

PERCEIVED LANGUAGE PROFICIENCY IN NIHONGO IN TERMS OF READING	WEIGHTED MEAN	VERBAL INTERPRETATION
1. Can understand instructions or information in Nihongo.	3.49	Intermediate
2. Can understand straight forward information within a known area, such as on products and services.	3.45	Intermediate
3. Can read and identify items written in the menu in Nihongo language.	3.57	Upper Intermediate
4. Can understand documents, correspondence and reports in Nihongo language.	3.50	Intermediate
5. Can identify and understand orders and request in written form.	3.35	Intermediate
MEAN	3.47	INTERMEDIATE

Legend: 5.17 – 6.00 Proficient (P); 4.34 – 5.16 Advanced (A); 3.51 – 4.33 Upper Intermediate (UI); 2.68 – 3.50 Intermediate (I); 1.85 – 2.67 Elementary (E); 1.00 – 1.84 Beginner (B)

Table 5 presents the Respondents' Assessment on Perceived Language Proficiency in Nihongo in terms of Reading. Based on the data that has been collected, It has a grand mean of 3.47 and a corresponding verbal interpretation of Intermediate. The indicator that received the highest weighted mean of 3.57 and verbal interpretation of Upper Intermediate is "Can read and identify items written in the menu in Nihongo language.". Followed by indicators: "Can understand documents, correspondence and reports in Nihongo language." With 3.50 (WM), "Can understand instructions or information in Nihongo." With 3.49 (WM), "Can understand straight forward information within a known area, such as on products and services." With 3.45 (WM) and lastly, "Can identify and understand orders and request in written form." With 3.35 (WM). Out of five (5) indicators, four (4) of it received an assessment of Intermediate and one (1) of them has Upper Intermediate.

More phrases, grammar, and new vocabulary can be learned through reading, even at a slow rate, in a minute than can be learned from listening to a typical, brief lesson, TV show, or song. This is why, despite having taken the same number of classes, those who read literature written in the target language will speak it with greater fluency than their peers who have not. Reading expands one's linguistic and grammatical horizons, providing necessary nourishment for the brain in the form of well-formed language structures. (Ong D., 2019) Reading a text engages numerous linguistic and brain regions concurrently. Reading provides the student with a wealth of linguistic input that can be put to use in the classroom or in everyday life. Although a lack of word knowledge is a common reason for struggling to understand spoken or heard texts, reading can help enhance listening abilities by providing a foundation for learning new words. (Pachina E., 2020)

1.4 Writing

Table 6: Respondents' Assessment on Perceived Language Proficiency in Nihongo in terms of Writing

PERCEIVED LANGUAGE PROFICIENCY IN NIHONGO IN TERMS OF WRITING	WEIGHTED MEAN	VERBAL INTERPRETATION
1. Can complete basic forms, and write notes including times, dates and places in Nihongo language.	3.00	Intermediate
2. Can translate foreign to native language in forms of writing.	2.85	Intermediate
3. Can write short and simple thank you letters and postcards related to personal information.	3.19	Intermediate
4. Can construct reports and letters in Nihongo language.	2.81	Intermediate
5. Can prepare professional correspondence and notes to show ability to communicate.	2.94	Intermediate
MEAN	2.96	INTERMEDIATE

Legend: 5.17 – 6.00 Proficient (P); 4.34 – 5.16 Advanced (A); 3.51 – 4.33 Upper Intermediate (UI); 2.68 – 3.50 Intermediate (I); 1.85 – 2.67 Elementary (E); 1.00 – 1.84 Beginner (B)

Table 6 reveals the Respondents' Assessment on Perceived Language Proficiency in Nihongo in terms of Writing. The data shows that it received an assessment of Intermediate with corresponding weighted mean of 2.96. All five (5) indicators received the same level of assessment with a verbal interpretation of Intermediate. The indicator that received the highest weighted mean of 3.19 is "Can write short and simple thank you letters and postcards related to personal information." Followed by, "Can complete basic forms, and write notes including times, dates and places in Nihongo language" with 3.0 (WM), "Can prepare professional correspondence and notes to show ability to communicate." With 2.94 (WM), "Can translate foreign to native language in forms of writing." With 2.85 (WM) and lastly, "Can construct reports and letters in Nihongo language." With 2.81 (WM).

Writing in a language that is not one's mother tongue is called "second language writing." It is commonly agreed that learning to write in a foreign language is one of the most difficult parts of learning that language. A new writing system may need to be mastered, and lexical and grammatical basics in the target language are vital. Literacy at the "baseline" level is the minimal level of competence expected of second language learners in reading and writing the target language. These abilities are crucial in the modern communication landscape, where most interactions take place over digital networks. While there will always be a requirement for grammatical correctness and cohesive composition, the amount to which non-native speakers will be writing in formal or professional registers will vary depending on the specific circumstances. This skill can be developed through training and exercise. Writing is difficult to master in any language, but for non-native speakers it can pose unique difficulties due to gaps in their

linguistic understanding in areas such as vocabulary, syntax, pragmatics, and rhetoric. (Jones R., 2022)

2. Respondents Assessment on the Significance of Learning Foreign Language in Restaurant Business

Table 7: Respondents Assessment on the Significance of Learning Foreign Language

SIGNIFICANCE OF LEARNING FOREIGN LANGUAGE	WEIGHTED MEAN	VERBAL INTERPRETATION
1. Learning a second language can improve your working memory and your ability to make decisions.	3.73	Agree
2. The ability to communicate in a second language enhances concentration and motivation at work.	3.69	Agree
3. Linguistic training can boost the efficiency of the workforce.	3.71	Agree
4. Foreign language proficiency can aid staff in engaging with new markets and potential clients.	3.78	Agree
5. Knowing the foreign language makes it much easier for staff to interact with customers, establish partnerships with international business partners, and deliver greater levels of service to multilingual customers.	3.63	Agree
6. Enhancing the language skills of your staff can result in a more unified workforce.	3.52	Agree
7. If your restaurant employs non-native speakers, it may be difficult for them to adapt into the company culture.	3.17	Neutral
8. By providing language training at the workplace, you promote a more inclusive and cohesive work environment.	3.30	Neutral
9. Once you're versed in the language, you feel more empowered and accomplished.	3.54	Agree
10. By removing emotion from decision-making, speaking a second language makes individuals more deliberate and realistic.	3.27	Neutral
11. It increases your creativity. When you are unable to determine the precise meaning of a word, you instinctively begin to seek for it, which boosts your creativity.	3.42	Agree
12. Learning foreign language build trust with others and it deepens the connection.	3.57	Agree
13. Learning foreign language gives you prestige and advantage in the workplace.	3.7	Agree
14. Learning a new language improves one's ability to notice and adapt to their workplace cultures, hence facilitating the development of additional relationships and the expansion of one's network.	3.49	Agree
15. It develops a greater sensitivity to other cultures. You learn about a new culture when you learn a new language. In addition, when you begin learning about a new culture, you become more sensitive and gain respect for that culture.	3.49	Agree
MEAN	3.53	AGREE

Legend: 4.20 - 5.00 Strongly Agree (SA); 3.40 - 4.19 Agree (A); 2.60 - 3.39 Neutral (N); 1.80 - 2.59 Disagree (D); 1.00 - 1.79 Strongly Disagree (SD)

Table 7 shows the Respondents Assessment on the Significance of Learning Foreign Language. It accumulates a grand mean of 3.53 and corresponding verbal interpretation of Agree. The indicator that received the highest assessment is "Foreign language proficiency can aid staff in engaging with new markets and potential clients." With a weighted mean of 3.78 and verbal interpretation of Agree. Followed by indicators; "Learning a second language can improve your working memory and your ability to make decisions" with 3.73 (WM), "Linguistic training can boost the efficiency of the workforce" with 3.71

(WM), "Learning foreign language gives you prestige and advantage in the workplace." with 3.70 (WM), "The ability to communicate in a second language enhances concentration and motivation at work." with 3.69 (WM), "Knowing the foreign language makes it much easier for staff to interact with customers, establish partnerships with international business partners, and deliver greater levels of service to multilingual customers." with 3.63 (WM), "Learning foreign language build trust with others and it deepens the connection." with 3.57 (WM), "Once you're versed in the language, you feel more empowered and accomplished." With

3.54 (WM), “Enhancing the language skills of your staff can result in a more unified workforce.” with 3.52 (WM), “Learning a new language improves one's ability to notice and adapt to their workplace cultures, hence facilitating the development of additional relationships and the expansion of one's network.” and “15. It develops a greater sensitivity to other cultures. You learn about a new culture when you learn a new language. In addition, when you begin learning about a new culture, you become more sensitive and gain respect for that culture.” Having both 3.49 (WM), and “It increases your creativity. When you are unable to determine the precise meaning of a word, you instinctively begin to seek for it, which boosts your creativity.” With 3.42 (WM). All having a verbal interpretation of Agree.

On the other hands, “By providing language training at the workplace, you promote a more inclusive and cohesive work environment.” garnered a weighted mean of 3.30, “By removing emotion from decision-making, speaking a second language makes individuals more deliberate and realistic.” with 3.27 (WM), and lastly “If your restaurant employs non-native speakers, it may be difficult for them to adapt into the company culture.” with a 3.17 (WM). These indicators received a corresponding verbal interpretation of Neutral. Out of fifteen (15)

indicators, twelve (12) indicators received a verbal interpretation of Agree while there are three (3) indicators that received a Neutral assessment.

In the business sector, success depends on your ability to communicate with and be understood by your colleagues, coworkers, and clients. While seeking mutual comprehension and new business opportunities, language is indispensable. If your company wants to gain an edge in the global market, you need to know how globalization is changing cross-cultural communication. When you're in charge of a company, no matter what field it's in, it can only help to promote language learning among staff. Learning a second language can open up many doors professionally. As our global community grows, so does the number of job postings that specify a requirement for bilingualism. Learning a second language can open doors to better employment and promotion opportunities, as well as provide valuable insight into foreign cultures. You'll feel more ready and secure to see the world and experience other cultures. (Shangkuan, 2022)

3. Test of Significant Difference on the Assessment of the Respondents on Perceived Language Proficiency in Nihongo in terms of Listening, Speaking, Reading, and Writing.

SUMMARY

Groups	Count	Sum	Average	Variance
LISTENING	5	16.11	3.222	0.03252
SPEAKING	5	17	3.4	0.02855
READING	5	17.36	3.472	0.00652
WRITING	5	14.79	2.958	0.02237

ANOVA

Source of Variation	SS	df	MS	F	P-value	F crit
Between Groups	0.78578	3	0.261927	11.64636	0.000268	3.238872
Within Groups	0.35984	16	0.02249			
Total	1.14562	19				

Table 8 shows the Test of Significant Difference on the Assessment of the Respondents on Perceived Language Proficiency in Nihongo Language in terms of Listening, Speaking, Reading, and Writing. Based on the statistical computation using Analysis of Variance (ANOVA), It showed that there is a significant difference on the assessment of the respondents on perceived language proficiency in Nihongo. Since the F-value of 11.646 is exceeds the critical value of 3.238, and P-value of 0.000268 is lesser than the alpha of 0.05 therefore the decision on the null hypothesis is Rejected.

Conclusion

1. The study's findings suggest that staff at Japanese theme restaurants are comfortable following directions and carrying on conversations in simple Nihongo. They have an intermediate grasp of colloquial Japanese and can hold their own in social situations while also completing tasks with minor modifications and making product/service requests. Despite language problems, they are nevertheless able to empathize with clients.

2. Employees can talk with a level of fluency and spontaneity that makes it easy for them to talk regularly with native speakers. They can pronounce, offer, and explain the restaurant's menu, products, and services in Nihongo. The results also revealed that respondents can understand the main points of a clear standard in conversation and communication in Nihongo even when dealing with hostile situations.
3. When it comes to reading, respondents have no trouble reading the items printed in Nihongo on the menu or recognizing them. They are also able to comprehend written information and instructions in the Nihongo language. Respondents are able to understand information, documents, reports, instructions, and requests that are laid out in a straightforward manner.
4. In regards to writing, despite the fact that it had the lowest weighted mean of 2.96 out of all of the categories and can also be interpreted as "intermediate" verbally. The staff members at the restaurant are able to fill out basic forms and write thank-you notes, letters, and appreciation postcards in Japanese. In addition to that, they are able to compose reports and other forms of professional correspondence in Japanese language.
5. It is clearly stated that respondents agreed that learning a foreign language is important in the restaurant business. The average of the respondents agreed that learning a second language can improve working memory and decision-making, boost efficiency in the workplace, improve interaction with customers, increase creativity, build trust and deepen connections with clients, customers, and colleagues, empower employees, engage with new and potential markets, and understand and respect different cultures. However, respondents are neutral and are not sure whether, when it comes to learning a foreign language, it makes individuals more realistic and deliberate, having difficulty adapting to the company culture, and promoting a more inclusive and cohesive work environment.
6. Although all of the variables received a weighted mean that has corresponding verbal interpretation of "intermediate" It is shown on the result of Analysis of Variance (ANOVA) that it has f value (11.648) is $> f$ critical value (3.238), therefore the decision in null hypothesis is rejected. It means that there is a significant difference in the perceived

language proficiency in Nihongo in terms of Listening, Speaking, Reading, and Writing.

Recommendations

1. The importance of employers assisting employees in attaining a shared language proficiency is highly recommended by the researcher. Ensuring that employees possess adequate language skills to effectively communicate with colleagues and customers is crucial for job performance. It is imperative for employees to possess the requisite skills and exhibit a high level of confidence in their shared language within the workplace. The importance of language training for employees, particularly in Nihongo, should be recognized by owners, managers, and human resource managers. This recognition stems from the belief that investing in language proficiency can yield significant benefits, ultimately enabling employees to perform at their highest potential.
2. The researcher suggests that it would be beneficial to provide cultural awareness training to the employees, or alternatively, to thoroughly conduct research on the topic. It would be beneficial for the employees to receive education on cultural differences they may come across. It might be necessary to make some modifications to their inherent behavior. It would be beneficial for them to have a good understanding of Japanese business etiquette, customs, norms, and culture, as well as an appreciation for the unique aspects of Filipino cultures and traditions, as well as other nationalities.
3. It is highly recommended by researchers to employ a communication style characterized by the utilization of uncomplicated language when engaging with colleagues and clients. The utilization of simplified language can proactively mitigate a significant portion of the challenges arising from language barriers. In order to facilitate effective communication between employees and individuals whose primary language differs from their own, it is imperative for the former to be cognizant of this linguistic discrepancy. The facilitation of clear and concise communication is achieved by promoting a direct and jargon-free approach, thereby mitigating the potential for confusion.
4. It is highly advisable to exhibit a heightened level of sensitivity towards diverse communication styles. In order to foster a conducive environment for open communication, it is imperative to establish a

platform that facilitates the expression of opinions and emotions by both colleagues and customers. This initiative aims to create a sense of comfort and encourage individuals to voice their thoughts freely. Additionally, it is important for employees to exercise caution and awareness regarding their nonverbal cues. The significance of education and awareness pertaining to Japanese gestures cannot be overstated. It is imperative that employees refrain from engaging in any gestures that may be deemed offensive within the context of Japanese culture.

5. The utilization of visual aids is highly recommended in order to enhance the effectiveness of communication and facilitate the comprehension of complex information. The limitations of verbal communication are well-documented, as language can sometimes fall short in effectively conveying complex ideas. In such instances, the utilization of visual aids can prove to be immensely valuable, as they have the potential to enhance comprehension and facilitate a more profound understanding of various concepts. Incorporate the use of visual aids such as infographics, photographs, and diagrams to facilitate the comprehension of the information you are attempting to communicate. It is highly recommended to motivate employees to incorporate this practice in various communication materials such as presentations, brochures, menus, and even in the restaurant's marketing endeavors. This approach ensures optimal clarity and comprehensibility across all channels.
6. The researcher proposes that employers should proactively reinforce the importance of respectful behavior among employees. The presence of language barriers can frequently lead to feelings of frustration. Kindly remind the employees to exhibit a high level of respect in their interactions. It is imperative to refrain from engaging in mockery or bullying towards individuals based on their proficiency in speaking the Japanese language, commonly referred to as Nihongo. This phenomenon has the potential to result in strained interpersonal connections within the professional setting. It is imperative that the work environment is characterized by a high degree of safety, inclusivity, and supportiveness.
7. If planning to operate and open a restaurant in the future, owners or manager should look into hiring employees or team members that are fluent in Japanese or another foreign language. If a member of your team who is fluent in more

than one language, not only will be in a better position to capitalize on international markets, but will also be able to gain a deeper, more strategic understanding of the local culture, which is essential for developing more effective strategies for expanding your company internationally. Displaying an interest in the client's culture and making an effort to communicate in their native tongue can also contribute to the development of better client relationships. Businesses that are able to communicate effectively across cultural boundaries have a significant edge over their competitors because they can dedicate more time and resources to running their operations rather than focusing on resolving communication problems.

Conflicts of Interest

The author declares there are no significant competing financial, professional, or personal interests that might have influenced the performance or presentation of the work described in this manuscript. The study involves only human participants who volunteered for this study and informed consent was obtained from them.

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