

Students' Acceptability and Experiences in Using Language Mastery Remedial Workbook for Hospitality Management

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ABSTRACT

Communication is the lifeline of hospitality service, and when students cannot use it confidently, their readiness for professional practice is directly compromised. This study determined the students' acceptability and experiences in using the Language Mastery (LM) Remedial Workbook as a contextualized communication material for Hospitality Management students. Specifically, it assessed the level of acceptability of the workbook in terms of content quality, organization and structure, engagement and motivation, language clarity, relevance to hospitality services, and usability and design. It also explored the students' experiences in using the workbook as a remedial tool for workplace-related communication. The study employed a mixed-methods research design involving 136 third-year Hospitality Management students from Cagayan State University–Sanchez Mira Campus during the second semester of Academic Year 2025–2026. Quantitative data were gathered through a validated workbook acceptability survey and analyzed using descriptive statistics, while qualitative data were obtained through a semi-structured interview guide and focus group responses and analyzed through thematic analysis. Findings revealed that the LM Remedial Workbook was rated highly acceptable, with an overall mean of 4.74. All six dimensions also obtained Highly acceptable ratings, indicating that the workbook was perceived as clear, organized, engaging, relevant, and easy to use. Qualitative findings further revealed six major themes: relevance and contextualized learning, increased confidence and reduced anxiety in communication, perceived improvement in communication skills, engagement and learner independence, continuing difficulties in grammar, writing, and speaking, and the need for continued practice and feedback. The study concludes that the LM Remedial Workbook is a relevant, learner-centered, and practical remedial communication material for Hospitality Management students, particularly in strengthening workplace-related English communication in front office, housekeeping, and food and beverage service contexts.

Keywords: acceptability, contextualized learning, hospitality management, remedial communication, student experiences

INTRODUCTION

Communication is the silent infrastructure of hospitality service; when it fails, service quality, guest satisfaction, and professional confidence are immediately affected. In the global hospitality industry, communication is no longer viewed as a supplementary skill but as a core workplace competence that enables employees to interact with guests, respond to service concerns, coordinate with colleagues, and perform operational tasks with clarity and professionalism. According to Lertchalermtipakoon et al. (2021), students in tourism and hospitality programs need English language skills that are directly connected to the communication demands of their future workplaces, particularly because listening and speaking remain among the most problematic skills for learners in the field. This suggests that hospitality education must move beyond general English instruction and provide learning experiences that mirror authentic service encounters.

At the global level, the demand for workplace-ready hospitality graduates has intensified the need for English for Specific Purposes and task-based instructional materials. According to Al-Malki et al. (2022), communication skills are integral to tourism-related work, and the development of ESP teaching materials should begin with a careful assessment of learners' actual needs and proficiency levels. Their study emphasized that discipline-specific materials are necessary because generic English courses may not fully address the

communicative situations encountered in tourism and hospitality workplaces. Similarly, East (2021) explained that Task-Based Language Teaching allows learners to acquire language through meaningful, purposeful, and real-life tasks rather than through isolated drills. These perspectives support the use of contextualized instructional materials that allow Hospitality Management students to practice communication in situations similar to front office, housekeeping, and food and beverage operations.

Recent studies also show that task-based instruction can strengthen hospitality learners' confidence and communicative performance. According to Purwanto et al. (2024), the use of Task-Based Language Teaching in hospitality training improved students' English skills, particularly speaking and listening, which are essential in direct interaction with foreign guests. Their findings showed a notable increase in students' post-test performance after exposure to task-based learning activities. In the same direction, Wei and Zhao (2024) found that task-based instruction improved functional adequacy in second-language writing, particularly in content, task fulfillment, and comprehensibility. These studies imply that contextualized and task-based materials are useful not only for oral communication but also for written workplace communication, which is equally important in hospitality tasks such as writing notes, reports, service responses, and guest-related documentation.

In the Philippine context, communication competence is strongly connected to employability and industry readiness in hospitality education. National competency expectations require students to demonstrate the ability to participate in workplace communication, complete work-related documents, welcome guests, take orders, provide service, and respond to guest concerns. These competencies show that communication is embedded in actual hospitality performance rather than treated as a separate academic requirement. However, despite these expectations, many Hospitality Management students continue to experience difficulties in using English confidently and appropriately in service-related tasks. This creates a gap between what students learn in the classroom and what they are expected to perform during practicum, internship, and future employment.

At the local level, this concern becomes more evident among Hospitality Management students who must communicate across different service areas such as housekeeping, front office, and food and beverage services. These areas require students to understand instructions, speak with confidence, respond politely, write clearly, and use task-specific vocabulary. However, learners often enter these service contexts with limited confidence, uneven macro-skill development, and difficulty applying English in realistic workplace situations. This problem points to the need for remedial materials that are not only corrective but also contextualized, motivating, and aligned with the communication tasks of the hospitality industry.

In the context of Cagayan State University–Sanchez Mira Campus, the Language Mastery (LM) Workbook was developed as a contextualized remedial communication material for Hospitality Management students. The dissertation reported that the workbook was designed to address students' communication difficulties in Housekeeping Services, Front Office Operations, and Food and Beverage Services, and that the respondents rated the workbook highly acceptable in terms of content quality, organization, language clarity, relevance, activities and tasks, and usability. It also found that students generally had positive, meaningful, and growth-oriented experiences in using the workbook, although some difficulties in grammar accuracy and oral fluency remained.

Despite the growing body of literature on English language needs, ESP, and task-based instruction in hospitality education, a gap remains in studies that focus specifically on students' acceptability and experiences in using contextualized remedial communication materials. Many studies examine language needs or instructional effectiveness, but fewer studies explore whether students themselves perceive remedial workbooks as clear, useful, engaging, relevant, and supportive of their confidence. This gap is important because learner acceptability influences participation, motivation, and the sustained use of instructional materials. A workbook may be theoretically sound, but its value in actual learning depends greatly on how students experience and accept it.

This study is also aligned with the Sustainable Development Goals, particularly SDG 4 on Quality Education and SDG 8 on Decent Work and Economic Growth. By examining students' acceptability and experiences in using a contextualized remedial communication workbook, the study supports the development of inclusive, relevant, and skills-oriented education. It also contributes to employability by helping Hospitality Management students strengthen the communication competencies needed for decent work in service-oriented industries.

Thus, this article focuses on how students perceived and experienced the use of a contextualized remedial communication workbook as a learner-centered response to persistent communication challenges in Hospitality Management education.

Research Questions

1. What is the level of acceptability of the students toward the Language Mastery (LM) remedial workbook in terms of the following dimensions?
 - 1.1. Content Quality
 - 1.2. Organization and Structure
 - 1.3. Engagement and Motivation
 - 1.4. Language Clarity
 - 1.5. Relevance to Hospitality Services
 - 1.6. Usability and Design
2. What are the experiences of the students in their use of the LM remedial workbook?

METHODOLOGY

This study employed a mixed-methods research design to determine the students' level of acceptability and experiences in using the Language Mastery (LM) remedial workbook. The participants were 136 third-year Hospitality Management students from the College of Hospitality Management of Cagayan State University–Sanchez Mira Campus who participated in the implementation of the LM Workbook during the second semester of Academic Year 2025–2026. The LM Workbook served as the instructional intervention and contained contextualized hospitality communication tasks designed to support students' learning in Housekeeping Services, Front Office Services, and Food and Beverage Services. To gather quantitative data, the study used a Workbook Acceptability Survey, which measured students' perceptions in terms of content quality, organization and structure, engagement and motivation, language clarity, relevance to hospitality services, and usability and design. To gather qualitative data, a Semi-Structured Interview Guide was used to explore the students' experiences, challenges, perceived improvements, and reflections after using the workbook. The quantitative data were analyzed using descriptive statistics such as mean and verbal interpretation, while the qualitative responses were analyzed through thematic analysis involving coding, categorizing, and identifying recurring themes from the participants' responses. The instruments underwent expert validation and reliability testing prior to their use, and ethical procedures such as informed consent, voluntary participation, confidentiality, and secure handling of data were observed throughout the study.

RESULTS AND DISCUSSION

Level of Acceptability of the Respondents toward the LMJ Remedial Workbook

Table 1 shows that the respondents rated the LM Workbook as Highly Acceptable, with an overall mean of 4.74. All six dimensions also obtained Highly Acceptable ratings: Content Quality ($M = 4.74$), Organization and Structure ($M = 4.73$), Engagement and Motivation ($M = 4.73$), Language Clarity ($M = 4.74$), Relevance to Hospitality Services ($M = 4.73$), and Usability and Design ($M = 4.74$). These findings indicate that the respondents generally perceived the workbook as clear, well-organized, relevant, motivating, and easy to use. In particular, the highest-rated items included the clarity and accuracy of the explanations and the ease of navigating the workbook, both of which obtained means of 4.82. This pattern suggests that the workbook was not only highly acceptable in terms of content but was also functionally useful from the students' perspective.

The Highly Acceptable rating for Content Quality suggests that the respondents found the workbook intellectually appropriate and responsive to their learning needs. They rated the explanations as clear and accurate, the examples as relevant to Hospitality Management tasks, and the exercises as helpful in understanding the communication skills needed in their field. This supports the argument that English for Specific Purposes materials become more meaningful when they are directly connected to learners' disciplinary and workplace contexts. According to Bui (2022), effective ESP teaching is associated with discipline specifications, task-based language teaching, corrective feedback, assessment, and alignment with students' needs and expectations. Similarly, Lertchalermtipakoon et al. (2021) reported that tourism and hospitality students need English language skills that reflect actual language use in their field, particularly because students identified communication-related skills as essential and problematic in their learning. The present result therefore suggests that the LM Workbook was highly acceptable because it was perceived as relevant and useful for Hospitality Management communication tasks.

The workbook also obtained Highly Acceptable ratings in Organization and Structure, Language Clarity, and Usability and Design, indicating that the respondents found it easy to follow and practical to use during learning sessions. The respondents rated the workbook as well-structured, with clear unit objectives, a logical sequence of activities, and understandable instructions that did not require much additional explanation. These findings imply that the workbook supported both guided and relatively independent learning. They also align with broader literature showing that well-designed instructional materials are more likely to be accepted by learners when they are clearly organized, linguistically accessible, and supported by effective guidance and feedback structures. Morris et al. (2021) noted that formative assessment and feedback in higher education can support learning when properly designed and implemented for students. In the present study, the highly acceptable ratings for clarity and usability suggest that the workbook's structure helped reduce confusion and supported learners' engagement with the tasks.

Another important finding is the Highly Acceptable level of Engagement and Motivation and Relevance to Hospitality Services, both of which obtained category means of 4.73. The respondents rated the activities as interesting, engaging, and motivating, and they also viewed the workbook as reflective of realistic tasks in Housekeeping, Food and Beverage Services, and Front Office Operations. They further indicated that the workbook helped them understand the language requirements of different service areas and prepared them for professional interactions. This is a significant result because learner acceptability is strengthened when instructional materials are perceived as authentic and professionally meaningful. Miqawati et al. (2024) identified English communication competencies for hotel front office work through document analysis of tourism and hospitality competency standards, which supports the need for workplace-aligned language instruction. In the same direction, Akay et al. (2025) found that gastronomy students experienced English-speaking anxiety due to factors such as limited self-confidence, fear of mistakes, and concerns over peer judgment, suggesting the need for contextualized activities that build confidence. Chang et al. (2024) further reported that task-specific self-efficacy and enjoyment were connected to learners' oral task performance over time. Taken together, these studies support the present finding that the LM Workbook was highly acceptable because students saw it as relevant, confidence-building, and engaging.

Although all indicators were interpreted as Highly Acceptable, a few items received relatively lower means, such as the statement on grammar and spelling being correct and error-free ($M = 4.66$), the manageability of activity length ($M = 4.68$), and the workbook's help in understanding the language requirements of different service areas ($M = 4.68$). These ratings are still highly favorable, but they suggest that minor refinements may further enhance the material. This interpretation is consistent with evidence that even well-received task-based materials may still need improvement in specific aspects of linguistic accuracy, assessment support, or workload balance. Wei and Zhao (2024) found that task-based language teaching improved functional adequacy in second-language writing, particularly in content, task requirements, and comprehensibility, although coherence and language control may still require continued support. Thus, the present findings imply that the LM Workbook was already highly acceptable to students, but continuous revision can further strengthen its effectiveness and usability.

The qualitative responses of the participants supported the quantitative finding that the LM Workbook was Highly Acceptable and useful to Hospitality Management students. Most respondents described the workbook

as relevant, clear, practical, and helpful in improving their communication skills. In terms of positive perception, Participant 6 shared, “Malaking tulong ang LM workbook kasi mas malinaw ko nang naiintindihan ang mga communication tasks na related sa Hospitality Management” (The LM workbook is a big help because I can now understand more clearly the communication tasks related to Hospitality Management), while Participant 22 stated, “Maganda ang workbook dahil hindi lang siya puro theory. Nakaangkla talaga siya sa mga sitwasyong puwedeng maranasan namin sa actual workplace” (The workbook is good because it is not purely theoretical. It is really anchored on situations that we may experience in the actual workplace). This was further reinforced by FGD 4, which noted that the workbook was good because its activities were relevant to actual tasks in Housekeeping, Front Office, and Food and Beverage Services.

The respondents also appreciated the content quality, clarity, and organization of the workbook. Participant 11 said, “Malinaw ang explanations sa workbook kaya mas madaling sundan ang lessons at activities” (The explanations in the workbook are clear, so the lessons and activities are easier to follow), and Participant 19 added that the instructions were easy to understand. In the same way, Participant 8 observed that the activities were arranged from simple to difficult, while FGD 1 emphasized that the workbook was easy to follow because of its organized content and activities. These responses suggest that the clarity of explanations, logical sequence, and user-friendly structure contributed greatly to the highly acceptable rating of the workbook.

Another strong theme was engagement, motivation, and relevance to hospitality services. Participant 13 shared, “Naging interesado akong sagutan ang workbook kasi hindi siya boring at related siya sa kurso namin” (I became interested in answering the workbook because it was not boring and it was related to our course), while Participant 24 explained that the tasks motivated them because they could be useful in future work. Similarly, Participant 17 noted that the activities resembled real tasks in Front Office, Housekeeping, and Food and Beverage Services, and FGD 5 stressed that the workbook was clearly designed for Hospitality Management students and was not just an ordinary English material. These findings indicate that the workbook was highly acceptable because students found it meaningful and directly connected to their field.

The participants also recognized the workbook’s usability and contribution to confidence and improvement. Participant 9 described the workbook as easy to use and not overwhelming, while Participant 30 said that it was user-friendly even with minimal teacher guidance. In relation to improvement, Participant 12 shared, “Dahil sa workbook, mas naging confident ako sa pagsasalita at pagsulat ng English” (Because of the workbook, I became more confident in speaking and writing in English), and Participant 35 added that it helped improve writing by teaching them how to organize their answers better. FGD 7 likewise stated that the workbook gave them the courage to try, even if they still made mistakes at times.

Despite these positive experiences, some respondents admitted that difficulties still remained. Participant 14 said that grammar and spelling were still challenging, while Participant 23 shared that speaking continuously remained difficult because of the need to think of the right words. FGD 8 also noted that although there was improvement, some students still felt nervous during speaking tasks and continued to struggle with grammar. In addition, the workbook seemed to influence students’ attitudes toward remedial classes. Participant 10 admitted, “Noong una, akala ko nakakahiya ang remedial class, pero kalaunan na-realize ko na malaking tulong pala ito” (At first, I thought remedial class was embarrassing, but later on, I realized that it was actually a big help), while FGD 9 emphasized that remedial sessions were eventually seen as opportunities for improvement rather than signs of weakness.

The respondents’ feedback confirms that the LM Workbook was Highly Acceptable because it was clear, well-organized, engaging, relevant, and easy to use. More importantly, it helped improve students’ confidence and communication skills, although some still needed continued practice and teacher feedback, especially in speaking and writing. Overall, the findings indicate that the respondents viewed the LM Workbook as a Highly Acceptable learning material across all major dimensions. The workbook was perceived as strong in content, structure, clarity, relevance, engagement, and usability, which suggests that it successfully met the learners’ expectations as a contextualized remedial resource for Hospitality Management communication. The results also imply that acceptability was closely tied to the workbook’s alignment with hospitality-specific tasks and its capacity to support student confidence and participation. In this sense, the highly acceptable ratings provide

further support for the use of the LM Workbook as a practical and learner-centered intervention for improving workplace-related communication skills among Hospitality Management students.

Table 1. Level of Acceptability of the Respondents toward the LM Remedial Workbook

Statement	Mean	Descriptive Value
A. CONTENT QUALITY		
1. The workbook provides clear and accurate explanations of language concepts.	4.82	Highly Acceptable
2. The examples used in the workbook are relevant to Hospitality Management tasks.	4.72	Highly Acceptable
3. The exercises help me understand the key communication skills needed for my field.	4.71	Highly Acceptable
4. The instructions for activities are easy to follow.	4.71	Highly Acceptable
5. The content is organized logically from simple to more complex tasks.	4.74	Highly Acceptable
6. The workbook includes sufficient material to practice and improve my skills.	4.73	Highly Acceptable
7. The language used in the workbook is appropriate for my level.	4.79	Highly Acceptable
Category Mean	4.74	Highly Acceptable
B. ORGANIZATION AND STRUCTURE		
1. The workbook is well-structured and easy to navigate.	4.82	Highly Acceptable
2. Each unit or chapter has a clear focus and learning objective.	4.71	Highly Acceptable
3. Activities and exercises are arranged in a logical sequence.	4.70	Highly Acceptable
4. The workbook includes helpful headings, subheadings, and guides.	4.73	Highly Acceptable
5. Transitions between sections are smooth and understandable.	4.71	Highly Acceptable
6. The length of each activity is manageable within the session time.	4.68	Highly Acceptable
7. The layout and design of the workbook make it easy to use.	4.76	Highly Acceptable
Category Mean	4.73	Highly Acceptable
C. ENGAGEMENT AND MOTIVATION		Highly Acceptable
1. The workbook activities are interesting and engaging.	4.80	Highly Acceptable
2. The tasks encourage me to actively participate and practice.	4.72	Highly Acceptable
3. The workbook motivates me to improve my communication skills.	4.71	Highly Acceptable
4. I feel challenged by the activities without being overwhelmed.	4.70	Highly Acceptable

5. The workbook encourages me to think critically about communication.	4.72	Highly Acceptable
6. I feel more confident using English in practical tasks after completing the activities.	4.71	Highly Acceptable
7. I am motivated to continue learning after using the workbook.	4.76	Highly Acceptable
Category Mean	4.73	Highly Acceptable
D. LANGUAGE CLARITY		Highly Acceptable
1. The sentences and instructions in the workbook are easy to understand.	4.79	Highly Acceptable
2. Vocabulary used in the workbook is appropriate for my level.	4.70	Highly Acceptable
3. Grammar and spelling in the workbook are correct and error-free.	4.66	Highly Acceptable
4. Complex ideas are explained in a simple and clear manner.	4.73	Highly Acceptable
5. Examples and illustrations help clarify the meaning of tasks.	4.78	Highly Acceptable
6. The workbook avoids ambiguous or confusing language.	4.74	Highly Acceptable
7. I can follow the instructions without needing additional explanations.	4.79	Highly Acceptable
Category Mean	4.74	Highly Acceptable
E. RELEVANCE TO HOSPITALITY SERVICES		Highly Acceptable
1. The workbook content reflects real-life tasks in Housekeeping, Food & Beverage, and Front Office.	4.78	Highly Acceptable
2. The exercises are applicable to workplace communication in the Hospitality industry.	4.71	Highly Acceptable
3. I can relate the examples in the workbook to actual situations I may encounter at work.	4.71	Highly Acceptable
4. The workbook helps me understand the language requirements of different service areas.	4.68	Highly Acceptable
5. Activities simulate realistic communication challenges in Hospitality Management.	4.74	Highly Acceptable
6. The workbook prepares me for professional interactions in my field.	4.74	Highly Acceptable
7. The content addresses the specific language gaps I experience in my coursework.	4.78	Highly Acceptable
Category Mean	4.73	Highly Acceptable
F. USABILITY AND DESIGN		Highly Acceptable
1. The workbook is easy to handle and use during study sessions.	4.79	Highly Acceptable

2. Instructions for completing activities are straightforward and clear.	4.74	Highly Acceptable
3. The workbook encourages independent learning without constant guidance.	4.70	Highly Acceptable
4. The design and visuals make it easy to focus on learning tasks.	4.71	Highly Acceptable
5. I can complete the activities without unnecessary confusion or frustration.	4.74	Highly Acceptable
6. The workbook allows me to track my own progress effectively.	4.74	Highly Acceptable
7. The exercises can be completed using the time allocated for each session.	4.77	Highly Acceptable
Category Mean	4.74	Highly Acceptable
OVERALL MEAN	4.74	Highly Acceptable

Legend:

4.20 – 5.00	>> <i>Highly Acceptable</i>	1.80 – 2.59	>> <i>Slightly Acceptable</i>
3.40 – 4.19	>> <i>Acceptable</i>	1.00 – 1.79	>> <i>Not Acceptable</i>
2.60 – 3.39	>> <i>Moderately Acceptable</i>		

Experiences of the Participants in Their Use of the LMJ Remedial Workbook

The qualitative findings reveal that the participants generally had positive, meaningful, and growth-oriented experiences in using the LM Remedial Workbook. Their responses show that the workbook was not simply viewed as an additional English activity, but as a contextualized learning material that helped them connect communication skills with actual Hospitality Management tasks. Six major themes emerged from the analysis: Relevance and Contextualized Learning, Increased Confidence and Reduced Anxiety in Communication, Perceived Improvement in Communication Skills, Engagement, Participation, and Learner Independence, Continuing Difficulties in Grammar, Writing, and Speaking, and Need for Continued Practice and Feedback.

The first theme, Relevance and Contextualized Learning, shows that the participants valued the LM Workbook because its activities were connected to their course and future workplace. The subthemes under this area include connection to Hospitality Management tasks, authenticity of workplace communication situations, and preference for contextualized English materials. Participant 1 stated, “Nakatulong ang workbook kasi konektado ang mga gawain sa hospitality situations, kaya nakita ko kung paano talaga ginagamit ang English sa field namin” (The workbook helped because the activities were connected to hospitality situations, so I saw how English is really used in our field). This was supported by FGD 1, which emphasized that the activities were not merely general English exercises but were specifically related to “front office, housekeeping, at food and beverage situations” (front office, housekeeping, and food and beverage situations). Participant 13 likewise expressed preference for the workbook because it was aligned with the Hospitality Management course. These responses indicate that students found the workbook meaningful because it reflected the language tasks they expect to perform in professional hospitality settings. This finding is supported by Nguyen (2025), who found that hotel front-desk English proficiency should be developed through ESP curricula that integrate occupational standards and real-world hotel scenarios, particularly oral communication tasks. Alhusna and Suparmi (2025) similarly reported that hotel-service students need authentic English learning materials aligned with industry expectations, including tasks such as greeting guests, managing complaints, handling reservations, writing confirmation emails, and preparing service reports.

The second theme, Increased Confidence and Reduced Anxiety in Communication, reveals that the participants initially experienced nervousness, shyness, and fear of making mistakes, especially because some associated remedial learning with weakness. Participant 4 shared, “Noong una, kinakabahan ako kasi iniisip ko na kapag

remedial class, ibig sabihin mahina ako, at nahihiya ako kapag kailangan kong magsalita” (At first, I felt nervous because I thought that being in a remedial class meant I was weak, and I felt shy whenever I had to speak). This initial apprehension was also expressed by FGD 2, which stated that they first thought remedial classes were only for those weak in English, but later realized that they were helpful. However, as students engaged in repeated workbook practice, their confidence improved. Participant 2 explained, “Mas naging confident ako sa pagsagot kasi paulit-ulit akong nakapagpraktis, at hindi na ako ganoon natatakot magkamali katulad dati” (I became more confident in answering because I was able to practice repeatedly, and I was no longer as afraid of making mistakes as before). Participant 3 also shared that after using the workbook, they felt more capable of trying to express themselves in English. These findings suggest that the LM Workbook helped reduce communication anxiety by giving students repeated, structured, and familiar opportunities to practice. According to Aramaki (2024), collaborative oral task repetition can reduce foreign language anxiety because repeated oral practice makes communication tasks less intimidating. Xu and Xie (2024) also explained that foreign language anxiety is influenced by factors such as language proficiency, language exposure, and cognitive control; therefore, increased exposure opportunities can help address communication-related anxiety.

The third theme, Perceived Improvement in Communication Skills, shows that the students believed the LM Workbook helped them improve in writing, speaking, vocabulary, understanding of instructions, and awareness of their personal weaknesses. Participant 6 stated, “Gumanda ang pagsusulat ko kasi natutunan kong ayusin ang sagot ko at gawing mas akma sa task” (My writing improved because I learned how to organize my answer and make it more appropriate to the task). This response indicates that the workbook helped students produce written outputs that were more organized and task-appropriate. In terms of oral communication, Participant 7 said, “I can now answer more completely when asked to speak, unlike before when I usually stopped after one sentence.” FGD 3 also explained that the workbook helped them learn expressions useful in talking to guests and handling workplace situations. These responses suggest that the workbook supported both productive communication skills and hospitality-specific vocabulary development. Bui and Cheng (2024) found that food and beverage employees perform diverse workplace tasks requiring the four English skills and that ESP training should prioritize authentic speaking and listening practice along with task-specific training content. Souzandehfar and Ahmed Abdel-Al Ibrahim (2023) likewise found that task-supported language instruction improved language achievement and positively influenced learners’ confidence, creativity, and engagement in meaningful language use.

The fourth theme, Engagement, Participation, and Learner Independence, indicates that the LM Workbook encouraged students to participate more actively and take greater responsibility for their own learning. Participant 5 shared, “Napansin ko na mas nakikilahok ako sa sessions kasi mas madaling sundan ang mga gawain at mas related sila sa kurso namin” (I noticed that I participated more in the sessions because the activities were easier to follow and were more related to our course). This suggests that the relevance and clarity of the workbook contributed to students’ active engagement. Participant 15 further stated, “Tinuruan ako ng workbook na magpraktis nang mag-isa at huwag laging umasa sa teacher bago ako mag-improve” (The workbook taught me to practice on my own and not always depend on the teacher before I improve). This indicates that the workbook promoted learner independence by encouraging students to practice beyond direct teacher assistance. Participant 14 also expressed a sense of achievement after noticing that their answers had improved. This theme is supported by Vo (2023), who found that task relevance is a strong predictor of second-language learner engagement because students’ perceived usefulness of learning tasks influences their emotional and behavioral engagement. Aldosari and Alsager (2023) also found that self-assessment within task-supported language learning improved EFL learners’ autonomy, resilience, and creativity.

The fifth theme, Continuing Difficulties in Grammar, Writing, and Speaking, shows that although the students reported improvement, some challenges remained. These included grammar and spelling errors, difficulty with tenses and sentence construction, hesitation during spontaneous speaking, and some activities being difficult or time-consuming. Participant 10 admitted, “I improved in writing, but I still make mistakes in grammar and spelling, especially when I write longer answers.” FGD 4 similarly stated, “Kahit nag-improve kami, mahirap pa rin ang grammar, lalo na sa tenses at sentence construction” (Even though we improved, grammar is still difficult, especially tenses and sentence construction). In speaking, Participant 11 shared, “Nag-improve naman ako sa speaking, pero minsan napapahinto pa rin ako kasi iniisip ko pa ang tamang salitang sasabihin” (I

improved in speaking, but sometimes I still pause because I am still thinking of the right words to say). These findings imply that the workbook supported improvement, but mastery of grammar accuracy and oral fluency still required more practice. Fan (2023) emphasized that EFL writing remains difficult because learners often struggle to express ideas in correct English, and corrective feedback is needed to improve writing performance. Zhang et al. (2023) also found that oral fluency develops through sufficient and high-quality practice, but remains challenging because fluency requires processing ease and automaticity.

The final theme, Need for Continued Practice and Feedback, reflects the participants’ recognition that while the LM Workbook helped them, they still needed more opportunities for correction, speaking practice, writing practice, and teacher guidance. FGD 5 stated, “Malaki ang naitulong ng workbook sa amin, pero kailangan pa rin namin ng mas maraming practice at feedback, lalo na sa speaking at writing” (The workbook helped us a lot, but we still need more practice and feedback, especially in speaking and writing). This response suggests that the workbook was useful as a remedial resource, but its effectiveness can be strengthened when paired with continuous feedback and guided practice. Yang et al. (2023) found that process- and self-regulation-oriented teacher feedback helped EFL writers develop self-regulated writing strategies, monitor their learning, and become more proactive in seeking feedback. Li and Hu (2024) also found that feedback mechanisms significantly affected EFL learners’ speaking accuracy and fluency, and that both peer and teacher correction contributed to oral performance improvement.

The participants’ experiences suggest that the LM Remedial Workbook was a relevant, confidence-building, and learner-centered material for Hospitality Management students. Its strongest value lies in its contextualized design, since students were able to relate the activities to actual hospitality communication tasks. The workbook also supported perceived improvement in speaking, writing, vocabulary, task comprehension, participation, and learner independence. However, the findings also show that some students still needed support in grammar, sentence construction, spelling, and spontaneous oral communication. Thus, the LM Workbook may be considered an effective remedial communication material, but it should be implemented with sustained teacher feedback, additional speaking practice, writing reinforcement, and continuous refinement of activities.

2. Experiences of the Participants in Their Use of the LM Remedial Workbook

Theme	Subthemes	Verbatim	Related Literature
Relevance and Contextualized Learning	Connection to Hospitality Management tasks	Participant 1: “Nakatulong ang workbook kasi konektado ang mga gawain sa hospitality situations, kaya nakita ko kung paano talaga ginagamit ang English sa field namin.” (<i>The workbook helped because the activities were connected to hospitality situations, so I saw how English is really used in our field.</i>)	Nguyen (2025) found that hotel front-desk English proficiency should be developed through ESP curricula that integrate occupational standards and real-world hotel scenarios, especially oral communication tasks. This supports the students’ appreciation of front office, housekeeping, and food and beverage tasks in the LM Workbook. Alhusna and Suparmi (2025) reported that hotel-service students need authentic English learning materials aligned with industry expectations, including oral tasks such as greeting guests, managing complaints, and handling reservations, as well as written tasks such as
	Authenticity of workplace communication situations	FGD 1: “Ang pinaka-nagustuhan namin ay hindi lang general ang mga gawain. Talagang tungkol sila sa front office, housekeeping, at food and beverage situations.” (<i>What we liked most was that the activities were not just general. They were really about front office, housekeeping, and food and beverage situations.</i>)	
	Preference for contextualized English materials	Participant 13: “Mas gusto ko ang workbook na ito kaysa sa ordinaryong English exercises kasi tugma ito sa Hospitality Management course namin.” (<i>I prefer this workbook over ordinary English</i>	

		<i>exercises because it fits our Hospitality Management course.)</i>	confirmation emails and service reports.
Increased Confidence and Reduced Anxiety in Communication	Initial anxiety toward remedial learning Fear of making mistakes in English Reduced apprehension through repeated practice Improved confidence in self-expression	Participant 4: “Noong una, kinakabahan ako kasi iniisip ko na kapag remedial class, ibig sabihin mahina ako, at nahihiya ako kapag kailangan kong magsalita.” (<i>At first, I felt nervous because I thought that being in a remedial class meant I was weak, and I felt shy whenever I had to speak.</i>) FGD 2: “Noong una, akala namin ang remedial classes ay para lang sa mahihina sa English, pero kalaunan na-realize namin na malaking tulong pala ito.” (<i>At first, we thought remedial classes were only for those who were weak in English, but later on, we realized that they were actually a big help.</i>) Participant 2: “Mas naging confident ako sa pagsagot kasi paulit-ulit akong nakapagpraktis, at hindi na ako ganoon natatakot magkamali katulad dati.” (<i>I became more confident in answering because I was able to practice repeatedly, and I was no longer as afraid of making mistakes as before.</i>) Participant 3: “Dati, umiiwas talaga ako magsalita ng English, pero pagkatapos gamitin ang workbook, naramdaman ko na kaya ko nang subukan at ipahayag ang sarili ko.” (<i>Before, I really avoided speaking English, but after using the workbook, I felt that I could try and express myself.</i>)	Aramaki (2024) found that collaborative oral task repetition reduced foreign language anxiety among EFL learners, showing that repeated oral practice can make communication tasks less intimidating. This supports the students’ claim that repeated workbook practice helped them become less afraid of making mistakes. Xu and Xie (2024) explained that foreign language anxiety is influenced by proficiency, language exposure, and cognitive control, and that exposure opportunities are important in addressing communication anxiety. This supports the finding that students became more willing to use English after repeated exposure to workbook tasks.
Perceived Improvement in Communication Skills	Improved writing organization Improved oral response completeness Development of hospitality-related vocabulary and expressions	Participant 6: “Gumanda ang pagsusulat ko kasi natutunan kong ayusin ang sagot ko at gawing mas akma sa task.” (<i>My writing improved because I learned how to organize my answer and make it more appropriate to the task.</i>) Participant 7: “I can now answer more completely when asked to speak, unlike before when I usually stopped after one sentence.” FGD 3: “Nakatulong ang workbook para matutunan namin ang mga expressions na magagamit talaga kapag nakikipag-usap sa guests o humaharap sa workplace situations.” (<i>The workbook helped us learn expressions that we can really use when</i>	Bui and Cheng (2024) found that food and beverage employees perform diverse workplace tasks requiring all four English skills and that ESP training should prioritize authentic speaking and listening practice, along with task-specific training content. This supports the students’ perceived improvement in expressions and workplace communication. Souzandehfar and Ahmed Abdel-Al Ibrahim (2023) found that task-supported language instruction improved language achievement and positively influenced learners’ confidence,

	<p>Better understanding of instructions</p> <p>Awareness of personal communication weaknesses</p>	<p><i>talking to guests or dealing with workplace situations.)</i></p> <p>Participant 8: “Mas naging madali para sa akin na maintindihan ang instructions, kaya mas maayos kong natatapos ang mga activities.” (It became easier for me to understand the instructions, so I was able to complete the activities more properly.)</p> <p>Participant 9: “The workbook made me realize that my weakness was not only grammar but also confidence in using English.”</p>	<p>creativity, and engagement in meaningful language use. This supports the students’ perceived improvement in writing, speaking, and task completion after using the LM Workbook.</p>
<p>Engagement, Participation, and Learner Independence</p>	<p>Active participation in learning sessions</p> <p>Independent practice and learner responsibility</p> <p>Sense of achievement after completing tasks</p>	<p>Participant 5: “Napansin ko na mas nakikilahok ako sa sessions kasi mas madaling sundan ang mga gawain at mas related sila sa kurso namin.” (<i>I noticed that I participated more in the sessions because the activities were easier to follow and were more related to our course.</i>)</p> <p>Participant 15: “Tinuruan ako ng workbook na magpraktis nang mag-isa at huwag laging umasa sa teacher bago ako mag-improve.” (<i>The workbook taught me to practice on my own and not always depend on the teacher before I improve.</i>)</p> <p>Participant 14: “Natuwa ako nang makita kong mas maayos na ang sagot ko kaysa dati kasi ibig sabihin, talagang may improvement.” (<i>I felt happy when I saw that my answers were better than before because it meant that there was real improvement.</i>)</p>	<p>Vo (2023) found that task relevance is a strong predictor of L2 learner engagement and that students’ perceived usefulness of learning tasks influences their emotional and behavioral engagement. This supports the finding that students participated more because the workbook tasks were related to their course.</p> <p>Aldosari and Alsager (2023) found that self-assessment within task-supported language learning improved EFL learners’ autonomy, resilience, and creativity. This supports the students’ view that the LM Workbook encouraged independent practice and responsibility for improvement.</p>
<p>Continuing Difficulties in Grammar, Writing, and Speaking</p>	<p>Persistent grammar and spelling errors</p> <p>Difficulty with tenses and sentence construction</p> <p>Hesitation during spontaneous speaking</p> <p>Time-consuming or</p>	<p>Participant 10: “I improved in writing, but I still make mistakes in grammar and spelling, especially when I write longer answers.”</p> <p>FGD 4: “Kahit nag-improve kami, mahirap pa rin ang grammar, lalo na sa tenses at sentence construction.” (<i>Even though we improved, grammar is still difficult, especially tenses and sentence construction.</i>)</p> <p>Participant 11: “Nag-improve naman ako sa speaking, pero minsan napapahinto pa rin ako kasi iniisip ko pa ang tamang salitang sasabihin.” (<i>I improved in speaking, but</i></p>	<p>Fan (2023) emphasized that EFL writing remains difficult because learners often struggle with expressing ideas in correct English, and written corrective feedback is needed to help improve writing performance. This supports the students’ remaining difficulties in grammar, spelling, and longer written answers.</p> <p>Zhang et al. (2023) found that oral fluency develops through sufficient, high-quality practice and task repetition, but fluency remains challenging because it</p>

	<p>difficult activities</p>	<p><i>sometimes I still pause because I am still thinking of the right words to say.)</i></p> <p>Participant 12: “May ilang activities na mahirap at matagal gawin, pero sa tingin ko nakatulong naman sila para unti-unti akong gumaling.” <i>(There were some activities that were difficult and time-consuming, but I think they helped me gradually improve.)</i></p>	<p>requires processing ease and automaticity. This supports the students’ continued hesitation when speaking spontaneously.</p>
<p>Need for Continued Practice and Feedback</p>		<p>FGD 5: “Malaki ang naitulong ng workbook sa amin, pero kailangan pa rin namin ng mas maraming practice at feedback, lalo na sa speaking at writing.” <i>(The workbook helped us a lot, but we still need more practice and feedback, especially in speaking and writing.)</i></p>	<p>Yang et al. (2023) found that process- and self-regulation-oriented teacher feedback helped EFL writers develop self-regulated writing strategies, monitor their learning, and become more proactive in feedback inquiry. This supports the students’ need for continued teacher feedback in writing.</p> <p>Li and Hu (2024) found that feedback mechanisms significantly affected EFL learners’ speaking accuracy and fluency, and that both peer and teacher correction contributed to oral performance improvement. This supports the students’ call for more practice and correction, especially in speaking.</p>

CONCLUSION AND RECOMMENDATIONS

Based on the findings, the LM Workbook was perceived by the students as a meaningful, relevant, and helpful remedial communication material for Hospitality Management. The students’ experiences showed that the workbook was valued because its activities were contextualized in authentic hospitality situations, particularly in Front Office, Housekeeping, and Food and Beverage Services. This indicates that the workbook was not viewed as a general English material but as a course-relevant learning resource that helped students understand how English is used in actual workplace communication. The students’ statements, such as their preference for activities connected to hospitality situations and their appreciation of tasks related to their future profession, confirm that contextualization contributed strongly to the usefulness of the workbook.

The findings also revealed that the LM Workbook helped improve students’ confidence and reduced their anxiety in using English. Although some students initially associated remedial classes with weakness, their perceptions changed after using the workbook. Through repeated practice, they became more willing to answer, speak, write, and participate in communication tasks. The workbook also helped students perceive improvement in their speaking, writing, vocabulary, understanding of instructions, and awareness of their own weaknesses. However, the findings further showed that some difficulties remained, particularly in grammar, spelling, sentence construction, longer written responses, and spontaneous speaking. Thus, while the LM Workbook contributed positively to students’ communication development, continued practice, corrective feedback, and teacher support are still necessary.

Overall, the LM Workbook may be considered a useful and learner-centered remedial material for Hospitality Management students. Its strength lies in its relevance to hospitality tasks, its ability to build confidence, and its support for students' gradual improvement in workplace-related communication. However, its use should be sustained and strengthened through continuous refinement, guided implementation, and additional support in speaking and writing.

Based on the conclusions, the LM Workbook is recommended for continued use as a remedial communication material for Hospitality Management students, especially for learners who need support in workplace-related English communication. Since the students found the workbook relevant and useful, instructors may integrate it into communication courses, enrichment sessions, or remedial classes that focus on Front Office, Housekeeping, and Food and Beverage Services.

It is also recommended that teachers provide regular feedback while students use the workbook. Although the material encouraged learner independence, the students still expressed the need for more practice and correction, particularly in speaking and writing. Teachers may therefore include guided speaking drills, writing conferences, peer feedback, and corrective exercises to help students improve grammar accuracy, sentence construction, fluency, and confidence.

The LM Workbook may also be enhanced by adding more practice activities that address the remaining difficulties identified by the students. Additional exercises on grammar, tenses, sentence construction, spelling, punctuation, and spontaneous speaking may be included. More role-play tasks, workplace simulations, guided dialogues, and writing templates may also strengthen students' ability to use English in realistic hospitality situations.

Finally, future researchers may conduct follow-up studies on the long-term impact of the LM Workbook on students' actual workplace communication performance during practicum, internship, or on-the-job training. Further studies may also test the workbook in other campuses or hospitality programs to determine whether it remains acceptable, useful, and effective in different learning contexts.

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