

Benefits of Foreign Language Acquisition among Student Teachers of BPSU-DC

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Abstract: This quantitative descriptive research determined the levels of perceived benefits to foreign language acquisitions on basic spoken Mandarin and Spanish, in four domains: cognitive development, motivation, social significance, and career growth. It gave focus on the significant differences between the two languages and its significant difference according to respondents' profile of 87 student teachers of Bataan Peninsula State University (BPSU). Data confirmed that on cognitive development, foreign language in the curriculum enhances open mindedness through building vocabularies. On motivation, language acquisition moves them to become good language teachers and learning new language is not just an academic requirement but also an achievement. On career growth, learning foreign language can give a plus factor, associated with opportunities for advancement in future career development. In summary, social significant domain posed the highest level of perceived benefits, as it opens the awareness and understanding of cultural differences and traditions associated by language acquisition. Results posted evidence proving that both languages are fair and even to be both beneficial. Conclusively, though there is no significant difference on their perceived significance and the student teachers' profile, learning other languages whether Asian or Western, is perceived to remain foreign to native Filipino speakers without provision of homestay and immersion program, yet both are vital component of the curriculum, necessary for worldwide communication competency.

Keywords: Mandarin, Spanish, foreign language, language education

Introduction

As Modern Language Association (MLA, 2014) set its goal and priorities of taking Foreign Language as a vital part of the curriculum, students, both in the basic education and in the higher educational institutions, need to be globally competitive with the so called 21st century skills and major component of such identified skills is foreign language acquisition, which may lead to a lifelong interest in communicating authentically in a globalized cultural environment.

Consequently, several research presented international languages such as Spanish, French, German, Arabic, Bahasa Indonesia, Korean, Mandarin, and Nihongo, according to Hicks (2014). BPSU in 2016, responded to this curriculum reform in the Teacher Education program, and adopted, at first, Asian languages such as Korean, Mandarin, including Nihongo which was an existing Foreign Language to Tourism and Hotel and Restaurant Management (HRM). Considering the availability of teachers who underwent formal training in any of the said languages, Mandarin was the first Asian Language being offered while Spanish for the European language. Moreover, the university continues to include Foreign Language as it is seen to be of significant to all programs offered in all campuses.

In 2017, as the university planned to open an International Education Center, an attempt to have an application to King Sejong Institute Foundation has successfully tied up to deliver Korean language and cultural program, headed by the university's International Affairs office. It moves along with the Spanish language and revised the curriculum for these two foreign languages offered in all bachelor programs of the university.

In this study, since respondents are considered pre-service teachers, exposed to many activities in the field of teaching and are currently serving school community, they are expected to have cognitive outcomes to understand and speak basic foreign languages which they both acquired, evaluate their importance, and analyse their relationship with the first and second languages. It can also be motivating significance through enhancing communication skills using these languages or a career significance by considering the languages as an edge being teachers, exhibiting curiosity and interest in learning. In terms of another aspect of social significant outcomes, good participation in class activities is being signified to finally find out which aspect gives the highest level of benefit as perceived by the respondents.

The fact that the service being offered by future elementary school teachers are different from those of the BSHRM and Tourism graduates, the investigation has its goal of determining if this foreign language learning acquisition would be helpful when they started entering the teaching world and how significant can Mandarin and Spanish languages bring them. Consequently, the conduct of the study is concentrated on the

level of significance of foreign language acquisition- spoken Mandarin and basic Spanish- perceived by the Teacher Education, BEd students of BPSU-DC.

Literature Review

Foreign Language Acquisition. Bilingual or multilingual students tend to score higher on standardized tests than monolingual students, particularly in vocabs, reading and math. Plus, it improves multitasking and decision-making skills, as well as logic, rationality, and perceptiveness. Moreover, it can also improve one's memory, helping one keep away from the onset of Alzheimer's disease and dementia. Regardless if one wants to become certified translator in or out of the Philippines or not, it's definitely an advantageous skill to learn. As the brain is exercised far more often, functionality will improve, thus strengthening your thinking ability. – it can be a stepping-stone if you ever want to pursue a career in translation or interpretation- as the demand for translation services has been recently booming, including foreign language as part of the curriculum would be a great stepping-stone for students who want to pursue a career in translation and interpretation in the future. It will also elevate them on a global level, professionally (Fluentu.com 2017).

FOLA-Foreign Language Courses in the Curriculum. In several articles made by Merritt (2013), she stated that foreign language sets as an instrumental motivation to learners. Learners who study a foreign language in order to achieve another goal are instrumentally motivated. In these cases, language competence is not the goal in itself, but rather the vehicle to achieving a separate professional or personal accomplishment. For many students, internationally or locally, language learning is pursued only in school, as an academic requirement.

In addition, in the investigation done by Hismanoglu, 2013, where he studied if English language teacher education curriculum promote awareness of prospective EFL teachers, he recommended that in order to change the Turkish education system from teacher-centered learning to a learner-centered system, emphasizing that education need to support the infusion of the EFL in curriculum with a concept of communicative approach.

Foreign language education, as in American Policymaking was discussed by Brickbichler (2014), is affected by a variety of factors and increasing influences of outside forces such as the paradox of national curricular and standardization efforts and local and state restructuring movements, and the diversity of policies governing teacher education. In view of the projected teacher shortages, recruitment efforts need to be expanded and alternate teacher certification needed to be explored. The wide diversity of subject-matter and pedagogical courses and experiences required for teacher certification across the 50 states is a matter of grave concern. The efforts of language organizations to create generic teacher education guidelines and language proficiency standards will be instrumental in providing needed leadership and guidance to reform efforts in foreign language instruction.

In 2017 DepEd budget, the department allocated more than 35 million to SPFL around 22m of which is allotted to trainings, seminars and other capacity building activities for SPFL teachers. Furthermore, to ensure that teachers are well equipped in teaching particular foreign language, DepEd partners with Goethe Institut Philippines (German) Embassy of Spain, Spanish Agency for Intl dev Cooperation (AICID) et. al. SPFL started in SY 2009-2010 pursuant to DepEd order no 46, series of 2012 or the policy guidelines on the implementation of the special curricular programs at the secondary level. DepEd (2017), to provide learners with opportunities that will make them both locally and internationally competitive, continues to offer the SPFL in public secondary schools nationwide. The SPFL (Special Program in Foreign Language) helps learners develop skills in listening, reading, writing, speaking, and viewing that are fundamental in acquiring communicative competence in a foreign language acquisition. This program aims to enhance the ability of learners to engage in meaningful interaction in a linguistically and culturally diverse global workplace. More importantly, the SPFL looks to further develop learners' understanding and appreciation of other people's culture. Among the languages offered in the program are Spanish, Japanese, French, German, and Chinese. Moreover, the Memorandum of Agreement, which will include the Korean language in the Program, is set to be signed in March 2017.

Moreover, Foreign Language Education for Teachers study stated that Filipino teachers can educate individuals looking to communicate with other cultures in today's increasingly globalized society. Since being multilingual is a recognized asset in today's global economy, there's really a need for these future teachers to acquire multilingual skills (Foreign Language Education for Teachers).

Foreign Language Benefits. The perception of students about the benefits of acquiring foreign language varies in related aspects like mental and social, presented by Shook and Marian (2012). Benefits of learning a new language actually boosts brain power, improves memory, sharpens the mind, enhances decision-making, first language is improved, improves academic performance, increases networking skills, provides better career choices, enhances ability to multitask and keeps the mind young and active.

Smith (2015) mentioned that with regard to social benefits, learning a new language allows people to

access many different cultures across the world which was proven by the literary work of Shook and Marian in 2012. that explains the valuable social benefits that come from being bilingual. It creates ability to explore a culture through its native tongue or talk to someone with whom you might otherwise never be able to communicate.

However, Merritt (2013) offered motivational benefit which she explained in her article the motivational benefits of foreign language. For university students and professionals, language learning is often motivated by career. Many adults study foreign languages to fortify their curriculum vitae (CVs) and qualify for work.

Lastly, in today's globalized business world, it was mentioned that career benefits of foreign language is completely possible that a person working for a company would be required to travel the world to conduct business with people in different countries. Consequently, an employee with knowledge of a second language adds to his or her value in the workplace. Apdohan, et.al. (2015).

On Cognitive Development. According to Foreign Language Education Research of Miami, research shows that there are benefits of second language learning that exceed a student's own linguistic abilities. Second language learning provides cognitive benefits that help to support academic achievement and improve one's belief as with licensure for grades k-12 out others' cultures, the reason why the university offers foreign language learning opportunities for teacher candidates who wish to teach Chinese, French, German, Latin, and Spanish (Modern Language Association, 2014).

As for cognitive benefit, Dean (2013) posted a literary work about psychological effects of learning another language to a person. People used to think that learning two languages create confusion in the mind, but it was overshadowed by several studies. Some advantages include memory boost, better communication skills, cognitive flexibility, and brain growth. When learning something new, our brains need to cope with the complexity as it absorbs and make sense of new patterns, thus developing key communication skills such as cognitive thinking and problem-solving, that is needed to digest and remember fresh information.

On Motivation. In several articles made by Merritt (2013), she stated that foreign language sets as an instrumental motivation to learners. Learners who study a foreign language in order to achieve another goal are instrumentally motivated. In these cases, language competence is not the goal in itself, but rather the vehicle to achieving a separate professional or personal accomplishment. For many students, language learning is pursued only in school, as an academic requirement. Learning new language is an achievement in itself. It teaches how to organize and grow one's knowledge, resulting in an additional skill in the curriculum vitae. This motivational benefit is also explained in her article the motivational benefits of foreign language. For university students and professionals, language learning is often motivated by career. Many adults study foreign languages to fortify their curriculum vitae (CVs) and qualify for work.

Alladi, et. al. (2013) stated that learning new skills boosts confidence, creativity and make new connections. In addition, it stalls Dementia and Alzheimer's. These diseases are inevitable for some elderly people. However, studies have shown that those who speak second language can stall these by four years, at least. As researcher Dr. Suvarna Alladi says;

"Speaking more than one language is thought to lead to better development of the areas of the brain that handle executive functions and attention tasks, which may help protect from the onset of dementia."

On Social Significance. Beth (2016) gave emphasis that learning foreign language can benefit a person in real and immeasurable ways. In fact, the benefits of being bilingual include higher salaries, more job opportunities, and healthier lives. Yet despite the incredibly beneficial evidence, many Americans remain monolingual even with language courses in school, the majority of young adults speak only single language. Learning a language as a child can avoid many roadblocks that adults and young adults frequently face. Moreover, learning foreign language allows to experience new cultures, it opens up a whole new world of opportunity, the chance to see new things from different perspectives and be able to connect with people across the world, get learn what's fashionable within a culture, help grow as a person and appreciate things that haven't been noticed. It also provides a greater global understanding of the world, giving insights into the history and culture of the nation.

Affective variables have not been adequately investigated in the study of second language acquisition: Imitation, egoism and inhibition are e egocentric factors which have been treated only lightly in previous research. Social variables, empathy, introversion/ extroversion, and aggression may be keys to understanding the social nature of SL learning. And the merging of cognition and effect in "cognitive styles", which may vary within and among individuals, might account for varying degrees of success in learning acquisition (Brown-language learning, 1973)

On Career Growth. Being bilingual in today's crowded job market can incredibly beneficial. It gives competitive edge when searching for new opportunity or within current career. If one speaks a second language over an equally qualified candidate, the hiring manager will probably choose him. Even in the academe, global competence in communication is necessary. In today's globalized business world, it is completely possible that a

person working for a company would be required to travel the world to conduct business with people in different countries. Consequently, an employee with knowledge of a second language adds to his or her value in the workplace. Not only does learning a foreign language provide personal fulfilment, but it can also provide a financial reward. In fact, according to the language experts, a professional fluent in a second language can earn up to 10 to 15 percent more than their monolingual counterpart (Career Profiles, 2018).

Likewise, Doherty (2018) mentioned different focuses proving that foreign language education is vital. Two of them are marketability and appeal to global companies. When creating your resume, an applicant may want to showcase himself as the most appealing candidate so referencing a second language is a great way to do that. Potential employers realize bilingual employees are at a premium in the marketplace and having these skills can make you an attractive candidate, particularly in the retail and manufacturing industries where knowing Spanish, for example, is invaluable. In addition, many people are passionate about working for an international company. As companies broaden their reach across continents and service a diverse population, global corporations are demanding candidates who will immerse themselves in other cultures. Foreign language fluency will give a candidate the opportunity to showcase himself as a global employee, which can be filled with exciting, fulfilling and lucrative professional opportunities. If one likes to travel, he can boost his chance of getting selected for international travel based on your abilities to speak a foreign language. Also, such skills could put him in line for a promotion.

Objectives

The objective of the study is to investigate the benefits of foreign language acquisition as perceived by the Student Teachers of BPSU-DC;

1. To determine the demographic profile of the respondents in terms of Age, Sex, Civil Status
2. To find out the level of perceived benefits of foreign language acquisition, as to: cognitive development; motivation; social significance; and career growth.
3. determine which domain gives the highest level of benefits.
4. To determine the significant difference between spoken Mandarin and basic Spanish' perceived benefits of foreign language acquisition.
5. To find out the significant difference in the respondents' perceived benefits of foreign language acquisition when grouped according to their profile.

Scope and Delimitation

Respondents of the study were 87 Bachelor of Elementary Education (BEE) fourth year student-teachers at the Bataan Peninsula State University, Dinalupihan Campus. Student teachers are those who already took Basic Spoken Mandarin and Basic Spanish courses adopted in the curriculum and assumed to have been using it as they are exposed in their designated area in their Field Study courses and Practice Teaching actual experiences.

Methodology & Materials

Methods and Techniques of the Study. This quantitative study used descriptive method and utilized a random sampling technique. It tested the null hypotheses that there is no significant difference in the respondents' levels of perceived benefits of foreign language acquisition, and that there is no significant difference in the respondents' perceived benefits of foreign language acquisition when grouped according to their profile.

The data gathered using the questionnaire adopted from the work of Apdohan, et. al., (2015) was coded, encoded, and statistically analyzed using statistical software called IBM-SPSS Statistics version 21. They were analyzed using various statistical tools such as weighted mean, paired samples t-test, Mann-Whitney U-test and Kruskal Wallis H-test.

Weighted mean was utilized to describe the level of perceived benefits of foreign language acquisition as to cognitive development, motivation, social significance and career growth. The paired samples t-test was used for the comparison of the perceived significance of Foreign Language Acquisition. Further, Mann-Whitney U-test and Kruskal Wallis H-test were employed for the comparison of the perceived benefits of foreign language acquisition when the respondents are grouped according to profile. These tests were carried out since the assumptions of t-test and analysis of variance (ANOVA) on normality and homogeneity of variance were not met.

In terms of hypothesis testing, SPSS provides significance or probability values; hence, these are simply compared with 0.05 level which was set in the study as the accepted level of benefits. If the level or p-value is equal or lower than 0.05, then the statistical value is significant; thus, the null hypothesis is rejected. Otherwise, if it is not significant and the null hypothesis is not rejected.

The number of samples of the study was calculated using the g-power analysis sample calculator software. With 95% statistical power, alpha (probability error) equals 0.05 and a medium effect size of 0.40. For ease of interpretation the following scale was used:

Scale of Means: Descriptive Equivalent

- 3.26 – 4.00 Strongly Agree
- 2.51 – 3.25 Agree
- 1.76 – 2.50 Disagree
- 1.00 – 1.75 Strongly Disagree

Results, Discussion & Findings

Analysis and interpretation of data relevant to determine the levels of significance of foreign language as perceived by the Student Teachers of BPSU-DC

1. Demographic Profile of Respondents

Table I: Respondents Profile

Age	Freq.	%
20-24	58	67
25-29	17	19
30-34	8	9
35 & above	4	5
Total	87	100
Sex	Freq.	%
Female	74	85
Male	13	15
Total	87	100
Civil Status	Freq.	%
Single	74	85
Married	11	13
Separated	2	2
Total	87	100

As seen on the table, it is indicated that majority of the student teacher respondents are young, between 20-24 years old, as represented by 67% of the total population; majority are female and single with both 85%. This indication further implies that respondents are mostly traditional learners because of their ages and civil status, and that student teachers are dominated by female posting that teacher education course captures female learners more than male.

2. Levels of Perceived Benefits of Foreign Language Acquisition

2.1. On Cognitive Development

Table 2: Levels of Perceived Benefits On Cognitive Development

Indicator	Spoken Mandarin		Basic Spanish	
	Mean	Description	Mean	Description
1. Foreign language acquisition improves my creative skills.	3.09	Agree	3.09	Agree
2. Foreign language learning improves my communication skills.	3.15	Agree	3.13	Agree
3. Foreign language learning helps develop alertness of the mind.	3.17	Agree	3.12	Agree
4. Foreign language learning develops my critical thinking skills.	3.14	Agree	3.12	Agree
5. Foreign language acquisition enhances my open-mindedness.	3.22	Agree	3.15	Agree

6.	Foreign language acquisition makes me more conscious of my vocabulary.	3.17	Agree	3.16	Agree
7.	Foreign language acquisition makes me more conscious of my grammatical correctness	3.20	Agree	3.15	Agree
8.	Foreign language acquisition makes me more aware of my conjugation.	3.11	Agree	3.09	Agree
9.	Foreign language acquisition makes me more aware of correct spelling.	3.14	Agree	3.10	Agree
10.	Foreign language acquisition makes me enhance my Higher Order Thinking Skills.	3.17	Agree	3.14	Agree
Composite		3.16	Agree	3.12	Agree

As a whole, the composite means of 3.16 and 3.12 both in Spoken Mandarin and Basic Spanish respectively, indicates that the respondents agree to the indicators of the perceived significance of foreign language acquisition in terms of cognitive development. Thus, results of this study, as to be linked with the investigation done by Shook and Marian (2012), foreign language acquisition which is a new language, undoubtedly contributes brain growth, boosts brain power and enhances memory that can make the brain young and active. The more using the brain, the better the brain works. This has also posted by Dean (2013), that learning something new, brains need to cope with the complexity as it absorbs and make sense of new patterns, resulting to development of key communication skills such as cognitive thinking and problem-solving, which are needed to digest and remember fresh information. Moreover, it is also presented by MLA (2014) that language learning other than the Lingua Franca, improves linguistic abilities supporting academic achievement of learners. However, in the investigation of Alladi, et. al. (2013), it is agreeable that learning new skills boosts communication skills, but current result deviates the idea of building creativity, which has the lowest mean scored by the present respondents.

It is apparent therefore that both spoken Mandarin and basic Spanish languages are significant on the cognitive development of the learners. The unique peculiarity of Mandarin language may have triggered the minds to get focused on the actual definition of each foreign word in order to enable them to use the new word in situational cases, thus develop cognitive flexibility which may result to better communication skills, too. However, Spanish seems to be more familiar causing to learn it with ease. It indicates further that having foreign languages in the curriculum may enhance learners' minds to be more open minded in building vocabularies and awareness of the grammatical correctness and structure which is a great part of the foreign language acquisition, aside from the first and second languages.

2.2. On Motivation

Table 3: Levels of Perceived Benefits on Motivation

Indicator	Spoken Mandarin		Basic Spanish	
	Mean	Description	Mean	Description
1. Learning foreign language motivates me to perform well at school as a learner.	3.16	Agree	3.18	Agree
2. Learning foreign language motivates me to perform well at school as a student-teacher.	3.15	Agree	3.15	Agree
3. Learning foreign language teaches me to be appreciative in doing things.	3.28	Agree	3.15	Agree
4. Learning foreign language develops positive attitude towards	3.18	Agree	3.15	Agree

any situation.					
5. Learning foreign language inspires me to pursue my preferred field of specialization.	3.11	Agree	3.11	Agree	
6. Learning foreign language encourages me to reside in other country.	2.88	Agree	2.95	Agree	
7. Learning foreign language plays a big role in my decision making.	2.79	Agree	2.80	Agree	
8. Learning foreign language motivates me to learn other languages.	3.24	Agree	3.24	Agree	
9. Learning foreign language moves me to become good student-teacher of language.	3.03	Agree	3.29	Strongly Agree	
10. Learning foreign language motivates me to teach well.	3.10	Agree	3.11	Agree	
Composite	3.09	Agree	3.12	Agree	

In general, the composite means of 3.09 (Spoken Mandarin) and 3.12 (Basic Spanish) denotes that the respondents agree to the indicators of the perceived significance of foreign language acquisition in terms of motivation. The indication of the result proves one of the articles of Merritt (2013), stating that foreign language sets as an instrumental motivation to learners, where language competence is not the goal in itself, but rather the vehicle to achieving a separate professional or personal accomplishment. Though just an academic requirement, learning new language is an achievement in itself which is motivation in its sense. Result also confirmed that learning foreign languages has nothing to do with any decision making of a learner, contradicting that of previously posted by Shook (2012) and Fluentu.com (2017).

Apparently, learning basic Spanish could have motivated the respondents more than in spoken Mandarin. Though most agreed of its perceived significance, it is shown that respondents strongly agreed especially in taking Spanish, that learning foreign languages moves them to become good language teacher, acquiring better confidence to teach language in their practice teaching. This may be due to more familiar words which are understandable to their students because our lingua franca is dominated by Spanish words.

2.3. On Social Significance

Table 4: Levels of Perceived Benefits on Social Significance

Indicator	Spoken Mandarin		Basic Spanish	
	Mean	Description	Mean	Description
1. Foreign language acquisition helps me understand one's culture and tradition.	3.34	Strongly Agree	3.26	Strongly Agree
2. Foreign language acquisition gives me advantage of seeing the world from different vantage points.	3.25	Agree	3.24	Agree
3. Foreign language acquisition makes me be inclined with native in that specific language.	3.10	Agree	3.17	Agree
4. Foreign language acquisition helps me to communicate with foreign people in the stakeholder's community.	3.09	Agree	3.07	Agree

5. Foreign learning acquisition helps me understand cultural differences between countries.	3.34	Strongly Agree	3.34	Strongly Agree
6. Foreign learning acquisition makes me welcome opinions and ideas from different perspectives.	3.30	Strongly Agree	3.26	Strongly Agree
7. Foreign language acquisition encourages me to imitate the native speaker accent when communicating with non-speakers.	3.06	Agree	3.07	Agree
8. Foreign language acquisition motivates me to mingle more with foreign people.	3.01	Agree	3.06	Agree
9. Foreign language acquisition develops my self-confidence in trying other foreign languages.	3.16	Agree	3.20	Agree
10. Foreign language acquisition enhances my participation in any group activity	3.14	Agree	3.15	Agree
Composite	3.18	Agree	3.18	Agree

The mean of 3.18 both for Spoken Mandarin and Basic Spanish, implies that the respondents agree to the indicators of the perceived benefits of foreign language acquisition with respect to social significance. Relatively for social benefits, several studies like that of Smith (2015) mentioned that learning a new language allows people to access many different cultures across the world and develop network skills. It creates ability to explore a culture and opens up a whole new world of opportunity, the chance to see new things from different perspectives and be able to connect with people across the world.

Mandarin and Spanish language acquisitions open the awareness and understanding of the learner on cultural differences and traditions since culture, as it goes hand in hand with the language, has been the initial part of foreign language learning, as strongly agreed on both languages. This indicates development of social awareness not only in the country but also in the international community. Imitating speakers' accents of Mandarin and Spanish may not be that significant to the learners as they may strongly believe that they are all non-native speakers.

2.4. On Career Growth

Table 5: Levels of Perceived Benefits on Career Growth

Indicator	Spoken Mandarin		Basic Spanish	
	Mean	Description	Mean	Description
1. Having foreign language acquired written in my application gives me an advantage in getting my desired position.	3.03	Agree	3.00	Agree
2. Acquiring foreign language can help me a lot in working with any education-related job.	3.14	Agree	3.08	Agree
3. Learning foreign language can also engage me to work far from my field like in	3.00	Agree	2.97	Agree

business, industries, et. al.				
4. Acquiring foreign language makes me more valuable as an employee	3.06	Agree	3.05	Agree
5. Acquired foreign language can give me better compensation at work.	2.97	Agree	2.94	Agree
6. Foreign language acquisition can be a plus factor when applying for a job.	3.23	Agree	3.20	Agree
7. Foreign language acquisition can open more job opportunities.	3.16	Agree	3.15	Agree
8. Foreign language acquisition can develop other potentials for advancement.	3.20	Agree	3.15	Agree
9. Foreign language acquisition leads to progressive achievement in the workplace.	3.13	Agree	3.13	Agree
10. Foreign language acquisition may help me consider other kind of job other than teaching.	3.05	Agree	3.08	Agree
Composite	3.10	Agree	3.07	Agree

The composite means of 3.10 and 3.07 for Spoken Mandarin and Basic Spanish respectively, denotes that the respondents agree to the indicators of the perceived benefits of foreign language acquisition with regards to career growth.

On career growth, result suggested that learning foreign language may not give additional compensation for student teachers, contradicting the result of Beth (2016) that this offers higher salaries. This is because the respondents are still practicing and not yet receiving salaries of their own. It still connotes that acquiring it can give a plus factor, a vital competitive edge associated with opportunities for advancement in career development in the future, especially now that education is gearing towards internationalization. Linking the result to the statement of Brickbichler (2014), language organizations created generic teacher education guidelines and language proficiency standards become instrumental in providing needed leadership and guidance to reform efforts in foreign language instruction.

3. Domain with Highest Perceived Benefits

Table 6: Summary of the Levels of Perceived Benefits

Indicator	Spoken Mandarin		Basic Spanish	
	Mean	Description	Mean	Description
Cognitive Development	3.16	Agree	3.12	Agree
Motivation	3.09	Agree	3.12	Agree
Social Significance	3.18	Agree	3.18	Agree
Career Growth	3.10	Agree	3.07	Agree
Overall	3.13	Agree	3.12	Agree

Among the different areas perceived benefits of foreign language acquisition, the highest mean is on Social Significance with 3.18 both in Spoken Mandarin and Basic Spanish while the lowest mean in Spoken Mandarin is on Motivation with 3.09 and Career Growth in Basic Spanish with 3.07. In total, the means of 3.13 for Spoken Mandarin and 3.12 for Basic Spanish suggests that the respondents agree to the indicators of the perceived Benefits of foreign language acquisition.

In summary, there is only a slight difference in the overall result for both languages as student teachers agreed to its perceived benefits. Conspicuously, it is evident that acquisition of foreign language is perceived to have social benefit domain the highest level. This indicates further that learners not only acquire the new language but also learn and become aware of the culture, traditions and customs associated in the study of the new language.

4. Significant Difference of the Benefits Between Mandarin and Spanish

Table 7: Comparison of Perceived Benefits Between Spoken Mandarin and Basic Spanish

Indicator	Pair Matched	Mean	Mean Difference	Paired Samples t-test		Remarks
				Test Stat Value	Sig. Value	
Cognitive Development	Man	3.16	.032	1.574	.119	Do not reject Ho
	Span	3.12				
Motivation	Man	3.09	.026	-.693	.490	Do not reject Ho
	Span	3.12				
Social Significance	Man	3.18	.032	-.146	.884	Do not reject Ho
	Span	3.18				
Career Growth	Man	3.10	.022	.799	.426	Do not reject Ho
	Span	3.07				
Overall	Man	3.13	.006	.295	.769	Do not reject Ho
	Span	3.12				

The equivalent means for each group did not manifest sufficient evidence to reject the null hypotheses as indicated by the corresponding significant values which all exceeded the 0.05 level. It can be deduced that there are no significant differences in the perceived benefits between Spoken Mandarin and Basic Spanish acquisition.

With the comparison of perceived benefits between both languages, evidence shows not to reject the null hypotheses, proving that both languages are fair and even to be significant as agreed by the student teacher respondents. Its general result reveals and indicates that foreign language, whatever it may be categorized-Asian or Western; remain foreign to native Filipino speakers. Being bilingual in today's crowded job market can incredibly beneficial. Significantly, in the academe, global competence in communication is necessary. Worldwide communication cites these two languages, being the first and second commonly used languages in the world and learning the basic is truly an edge

5. Significant Difference of the Perceived Benefit According to Respondents' Profile

For the comparison of the perceived benefits of foreign language acquisition when the respondents are grouped according to profile, the mean ratings were not used since the data did not comply with the homogeneity of variance assumption and normality test of independent samples t-test and analysis of variance. Hence, mean ranks were utilized for comparison.

5.1. According to Age

Table 8: Comparison of Perceived Benefits of FL Acquisition According to Age

Spoken Mandarin	Age Group	Descriptive			Kruskal Wallis H-Test		
		N	Mean	Mean Ranks	Test statistic value	Asymp. Sig.(2-tailed)	Remarks
Cognitive Development	20-24	58	3.1310	42.64	1.699	.637 ^{ns}	Do not reject Ho
	25-29	17	3.2824	50.76			
	30-34	8	3.0875	40.00			
	35 & above	4	3.1250	43.00			
Motivation	20-24	58	3.0638	43.59	2.682	.443 ^{ns}	Do not reject Ho
	25-29	17	3.2176	50.56			
	30-34	8	3.0875	39.94			
	35 & above	4	2.9250	30.25			
Social Significance	20-24	58	3.1690	44.30	443	.931 ^{ns}	Do not reject Ho
	25-29	17	3.2176	45.38			
	30-34	8	3.2125	42.44			
	35 & above	4	3.1250	36.88			
Career Growth	20-24	58	3.0638	43.20	.770	.857 ^{ns}	Do not reject Ho
	25-29	17	3.1647	45.32			
	30-34	8	3.2250	49.75			
	35 & above	4	3.0000	38.50			

Indicator	Group	N	Mean	Mean Ranks	Test value	Statistic	Asymp. Sig.(2-tailed)	Remarks
Overall	20-24	58	3.1069	43.60	1.246		.742 ^{ns}	Do not reject Ho
	25-29	17	3.2206	48.85				
	30-34	8	3.1531	40.81				
	35 & above	4	3.0438	35.50				
Kruskal Wallis H-Test								
Basic Spanish								
Age								
Descriptive								
Kruskal Wallis H-Test								
Indicator	Group	N	Mean	Mean Ranks	Test value	Statistic	Asymp. Sig.(2-tailed)	Remarks
Cognitive Development	20-24	58	3.07	41.38	2.815		.421 ^{ns}	Do not reject Ho
	25-29	17	3.29	52.44				
	30-34	8	3.10	43.25				
	35 & above	4	3.23	47.63				
Motivation	20-24	58	3.04	41.30	3.264		.353 ^{ns}	Do not reject Ho
	25-29	17	3.28	52.68				
	30-34	8	3.35	47.88				
	35 & above	4	3.00	38.50				
Social Significance	20-24	58	3.15	43.17	.680		.878 ^{ns}	Do not reject Ho
	25-29	17	3.27	48.24				
	30-34	8	3.21	42.44				
	35 & above	4	3.23	41.13				
Career Growth	20-24	58	3.03	43.00	1.376		.711 ^{ns}	Do not reject Ho
	25-29	17	3.19	48.29				
	30-34	8	3.20	47.00				
	35 & above	4	2.98	34.25				
Overall	20-24	58	3.07	41.97	2.257		.521 ^{ns}	Do not reject Ho
	25-29	17	3.26	50.94				
	30-34	8	3.22	47.88				
	35 & above	4	3.11	36.13				

All *Asymp. Sig.* values are more than 0.05 which indicates that the null hypotheses are not rejected. This implies that there are no significant differences noted on the various areas of the perceived benefits of Spoken Mandarin and basic Spanish acquisitions when the respondents are grouped according to age, thus noting and implying that the null hypotheses are not rejected.

Result revealed that in both acquisition of languages, spoken Mandarin and basic Spanish, no significant differences are found between the perceived level of benefits and the student teachers' age group, resulting for the failure to reject the hypotheses. This implies that in foreign language acquisition in both languages, its level of perceived benefits varies in all age group.

5.2. According to Sex

Table 9: Comparison of Perceived Benefits of FL Acquisition According to Sex

Spoken Mandarin	Sex	Descriptive			Mann Whitney U-Test			
Indicator	Group	N	Mean	Mean Ranks	Test value	Statistic	Asymp. Sig.(2tailed)	Remarks
Cognitive Development	Female	74	3.17	44.76	424.50		.487 ^{ns}	Do not reject Ho
	Male	13	3.05	39.65				
Motivation	Female	74	3.10	44.75	425.50		.498 ^{ns}	Do not reject Ho
	Male	13	3.02	39.73				
Social Significance	Female	74	3.20	45.24	389.00		.254 ^{ns}	Do not reject Ho
	Male	13	3.08	36.92				
Career Growth	Female	74	3.10	44.31	458.00		.775 ^{ns}	Do not reject Ho
	Male	13	3.07	42.23				
Overall	Female	74	3.14	44.84	419.00		.456 ^{ns}	Do not reject Ho
	Male	13	3.06	39.23				
Basic Spanish								
Sex								
Descriptive								
Mann Whitney U-Test								
Indicator	Group	N	Mean	Mean Ranks	Test value	Statistic	Asymp. Sig.(2-tailed)	Remarks

Cognitive Development	Female	74	3.14	44.82	420.00	.451 ^{ns}	Do not reject Ho
	Male	13	3.02	39.31			
Motivation	Female	74	3.14	45.66	358.00	.130 ^{ns}	Do not reject Ho
	Male	13	2.97	34.54			
Social Significance	Female	74	3.20	45.20	392.00	.268 ^{ns}	Do not reject Ho
	Male	13	3.08	37.15			
Career Growth	Female	74	3.08	44.92	413.00	.403 ^{ns}	Do not reject Ho
	Male	13	3.03	38.77			
Overall	Female	74	3.14	45.28	386.00	.256 ^{ns}	Do not reject Ho
	Male	13	3.02	36.69			

All significant values are more than 0.05 which suggests that the null hypotheses are not rejected. This implies that there are no significant differences noted on the various areas of perceived benefits of Spoken Mandarin Acquisition when the respondents are grouped according to sex. In like manner, it can be seen that there are no significant differences noted in the different areas of the perceived benefits of Basic Spanish acquisition when the respondents are grouped according to sex as posted by the *Asymp. Sig.* values of greater than 0.05 in all areas.

Result revealed female to have a little higher in overall mean but still indicated to have no significant difference on the perceived benefits between the foreign language acquisition and the student teacher respondents' sex, whether male or female, in both spoken Mandarin and basic Spanish.

5.3. According to Civil Status

Table 10: Comparison of Perceived Benefits According to Civil Status

Spoken Mandarin Indicator	Civil Status Group	Descriptive			Kruskal Wallis H-Test		Remarks
		N	Mean	Mean Ranks	Test statistic value	Asymp. Sig.(2-tailed)	
Cognitive Development	Single	74	3.17	44.76	.550	.759 ^{ns}	Do not reject Ho
	Married	11	3.06	40.41			
	Separated	2	3.00	35.50			
Motivation	Single	74	3.10	44.75	.479	.787 ^{ns}	Do not reject Ho
	Married	11	3.03	39.32			
	Separated	2	3.00	42.00			
Social Significance	Single	74	3.20	45.24	1.363	.506 ^{ns}	Do not reject Ho
	Married	11	3.09	37.64			
	Separated	2	3.00	33.00			
Career Growth	Single	74	3.10	44.31	.867	.648 ^{ns}	Do not reject Ho
	Married	11	3.09	44.77			
	Separated	2	2.95	28.25			
Overall	Single	74	3.14	44.84	.860	.651 ^{ns}	Do not reject Ho
	Married	11	3.07	40.86			
	Separated	2	2.99	30.25			
Basic Spanish Indicator	Civil Status Group	Descriptive			Kruskal Wallis H-Test		Remarks
		N	Mean	Mean Ranks	Test statistic value	Asymp. Sig.(2tailed)	
Cognitive Development	Single	74	3.14	44.82	.600	.741 ^{ns}	Do not reject Ho
	Married	11	3.02	39.82			
	Separated	2	3.00	36.50			
Motivation	Single	74	3.14	45.66	2.377	.305 ^{ns}	Do not reject Ho
	Married	11	2.96	33.73			
	Separated	2	3.00	39.00			
Social Significance	Single	74	3.20	45.20	1.280	.527 ^{ns}	Do not reject Ho
	Married	11	3.09	37.82			
	Separated	2	3.00	33.50			
Career Growth	Single	74	3.08	44.92	1.075	.584 ^{ns}	Do not reject Ho
	Married	11	3.05	40.55			
	Separated	2	2.95	29.00			
Overall	Single	74	3.14	45.28	1.663	.435^{ns}	Do not reject

Married	11	3.03	38.50	Ho
Separated	2	2.99	26.75	

The equivalent means for each group did not mark sufficient evidence to reject the null hypotheses as specified by the corresponding significant values which all exceeded the 0.05 level. It can be inferred that there are no significant differences in the perceived benefits of Spoken Mandarin acquisition in all areas when the respondents are grouped according to civil status. Moreover, from the table, there are no significant differences noted in the various areas of the perceived benefits of Basic Spanish acquisition when the respondents are grouped according to civil status.

Result revealed that although single civil status of the respondents has the highest mean in both spoken Mandarin and basic Spanish, the perceived benefits posted no significant differences among the overall student teachers' civil status, failing to reject the hypotheses. This implies that the level of perceived benefits varies whatever civil status the language user has.

Conclusions

In conclusion, determining the level of perceived benefits of foreign language acquisition, the study confirmed that student teachers agreed and perceived to be best benefited from social significant aspect. Though there is no significant difference on their perceived benefits and the student teachers' profile, learning other languages is believed to be an edge in the internationally competitive environment. These findings indicated that acquiring foreign language, Mandarin, Spanish or even other new languages, remains to be a vital component of the curriculum as it enhances cognitive development and opens awareness to other culture, greatly needed for global competency.

Recommendations

Based on the findings, the following recommendations are as follows:

On the level of Perceived Benefits

On cognitive development, a teacher may use varied strategies required to build repertoire of words to use them correctly with ease. **On motivation**, the learners posted inward motivation of learning the language leading to become good language teachers, therefore foreign language teaching and learning should always be enjoyable to sustain such motivation. **On social significance** which posted vital role for pronounced understanding of cultural differences, provision of Home Stay Program and Immersion- opening doors of opportunities to mingle with local, native speakers of Mandarin and Spanish is recommended

On career growth, it is recommended to start this vital competitive edge to instructors handling the course so the fluency can be cascaded effectively and efficiently, for international competency.

Highest Level of Perceived Benefits. If Home Stay or Immersion Program may be a remote possibility, 'mock activities' using the target language is a good-anticipated culminating activity. Learning the language by heart, however, may truly be an edge in today's digital world and in any professional and academic gathering for career development, so it recommended that learners be exposed to some success stories where foreign language acquisition contributed in career advancement.

Perceived Benefits between Spoken Mandarin and Basic Spanish. Asian and Western languages continue to be indispensable for global competency and worldwide communication. It is highly recommended to have varied foreign language offerings that suit the interest and choice of the learners.

Future Research may be on investigation on correlating both the foreign language acquisition benefits to Hotel and Restaurant Services courses compared to other disciplines.

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