

## FEASIBILITY STUDY FOR ESTABLISHING A KALINGA STATE UNIVERSITY LANGUAGES CENTER

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### Abstract

This research aimed to assess the feasibility of establishing a Language Center at Kalinga State University. Specifically, the study aimed to evaluate the management and marketing feasibility of the courses offered, identify course preferences, and determine the mode of learning. A survey questionnaire was distributed to 1,200 target respondents, of which 1,030 were retrieved and analyzed using percentages and averages. The results revealed that 86% of the respondents were interested in availing the services of the Language Center, indicating the project's feasibility. The English language was the most preferred language to learn, followed by Korean, Mandarin, Nihongo, and Spanish, respectively. Respondents were interested in attending the course at a medium to high level, primarily to improve their speaking, listening, writing, and reading skills. The top reasons for wanting to learn a language were to increase language knowledge to communicate effectively, work effectively, study abroad, and improve career prospects. The preferred period to attend the training course was 1-3 weeks, 1-2 months, and 2-3 months. The preferred services offered in the center were foreign languages, academic writing for undergraduate and graduate students, public speaking, creative writing, and debate. Most participants were willing to pay a fee ranging from Php3,000-Php4,000. The study's findings suggest that the establishment of a Language Center is a feasible endeavor, and designing language programs that cater to the needs and preferences of the target group is necessary to meet their objectives and improve their career prospects.

**Keywords:** Feasibility, language Center, management feasibility, marketing feasibility, course preferences, mode of learning

## INTRODUCTION

### Background

In today's globalized world, the ability to speak foreign languages has become an increasingly valuable skill sought after by employers worldwide. As stated by Kaleena Mackel in 2018, more employers are keen to hire graduates with proficiency in foreign languages. The benefits of language proficiency extend beyond mere communication; they can significantly impact an individual's earning potential. According to the Student Travel Planning Guide, speaking another language can boost earnings by as much as 15 percent in the United States, 34 percent in India, and an impressive 55 percent in Thailand. The growing demand for foreign language skills is wider than personal interests, such as travel or cultural curiosity. As outlined in a 2016 report by the International Association of Language Centres, the purpose of learning foreign languages is increasingly shifting towards career reasons, such as enhancing employment prospects and furthering one's studies. This paradigm shift underscores the growing significance of language proficiency in the modern job market.

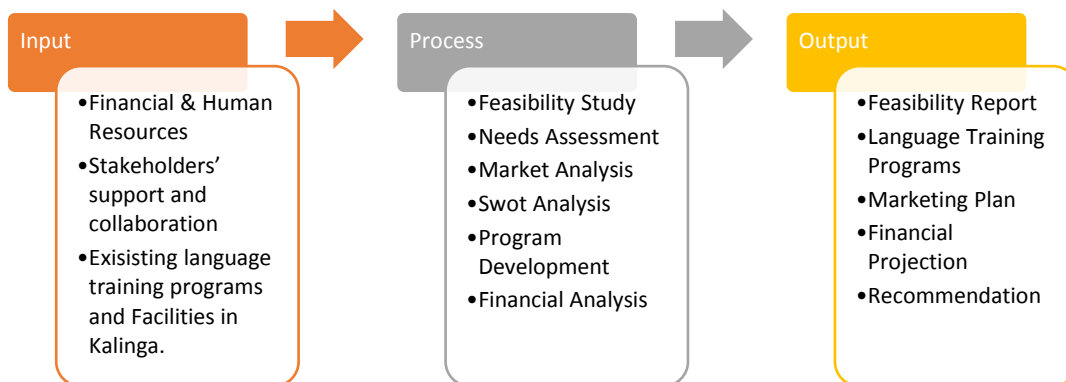
In response to this evolving landscape, the language learning market has experienced remarkable growth in recent years. Fueled by globalization, increased travel, and the necessity for multilingual communication, the market has expanded its scope to include diverse products

and services. Traditional classroom-based language instruction is now complemented by the rise of e-learning and online language-learning platforms, catering to learners of all ages, proficiency levels, and learning styles.

The language learning market is teeming with numerous players offering extensive language learning solutions, such as language learning software, apps, online courses, language schools, and private tutors. The demand is wider than specific languages, with significant tongues like English, Mandarin, Spanish, French, German, Japanese, and others all experiencing substantial interest. Furthermore, the market's diversity is a testament to its competitive nature. As the demand for language learning continues to surge, so does the competition to deliver innovative and effective language-learning solutions. Advancements in technology have played a pivotal role in facilitating access to language learning resources and tailoring programs to meet individual needs. The language learning market is expected to maintain its robust growth trajectory. The increasing demand for language proficiency among non-native speakers and continuous technological advancements will undoubtedly fuel this expansion. As language learning becomes an essential asset for career advancement and global engagement, individuals and organizations alike will continue to invest in language learning resources to stay competitive in the interconnected world of today and tomorrow.

### Conceptual Framework

The conceptual framework for this research aims to assess the feasibility of establishing a Language Center at Kalinga State University. The research focuses on evaluating the management and marketing feasibility of the proposed courses, identifying course preferences, and determining the mode of learning. The framework is guided by three main components: Feasibility Assessment, Course Preferences, and Mode of Learning. Each component is further broken down into key elements and variables.



**Figure 1: Conceptual Framework**

### Objectives of the study

The research objectives for the study on the feasibility of establishing a Language Center at Kalinga State University are as follows:

1. To determine the demand for language instruction in the locality of Kalinga, including the specific languages that are most in demand.
2. To develop a marketing strategy that effectively communicates the unique value proposition of the Languages Center and targets the right audience.
3. To provide recommendations for the establishment of the Languages Center at KSU, based on the findings of the feasibility study.

### **Significance of the study**

The significance of conducting a feasibility study for a Languages Center is multifold and plays a crucial role in ensuring the success and effectiveness of the proposed center. Here are some key points highlighting the significance of such a study:

**Informed Decision-Making:** A feasibility study provides decision-makers, such as university administrators and stakeholders, with comprehensive and objective information. This enables them to make informed decisions about the establishment of the Languages Center. It helps identify potential challenges, risks, and opportunities, allowing for strategic planning and resource allocation.

**Resource Allocation:** By conducting a feasibility study, the university can determine the financial, human, and infrastructural resources required to establish and run the Languages Center. This helps in making efficient resource allocation decisions and ensuring that the center operates within a sustainable budget.

**Market Demand Analysis:** The study helps assess the demand for language learning services and courses among the target audience. Understanding the market demand ensures that the center's offerings align with the preferences and needs of potential participants, increasing the likelihood of attracting a significant number of students.

**Identifying Course Preferences:** The feasibility study identifies the most preferred languages and courses among potential participants. This information enables the center to design relevant and attractive language programs that cater to the interests and objectives of the target group.

**Mode of Learning Preferences:** Understanding the preferred mode of learning, such as course duration and proficiency levels, assists in tailoring the teaching methodologies and course structures. This leads to a more effective and enjoyable learning experience for the students.

**Justification for Investment:** The findings of the feasibility study serve as a justification for investing in the Languages Center. It provides evidence of the center's potential success and the positive impact it can have on the university and its students.

**Assessing Feasibility:** The primary purpose of the feasibility study is to evaluate the feasibility of establishing the Languages Center. It identifies potential challenges and risks, helping the university address them proactively and minimize any negative impact on the center's operations.

**Enhancing Career Prospects:** The Languages Center can significantly contribute to improving the career prospects of the students. Language proficiency is increasingly valued by employers in today's global job market, and the center can equip students with valuable language skills that enhance their employability and opportunities for international collaboration.

**Institutional Reputation:** A successful Languages Center can enhance the university's reputation both nationally and internationally. It showcases the university's commitment to providing quality language education and promoting cross-cultural understanding, attracting more students and collaboration opportunities.

### **Scope and delimitation**

This feasibility study assessed the viability and potential of establishing a Languages Center at Kalinga State University. The study focused on evaluating the management and marketing feasibility of the proposed center, identified the course preferences among potential participants, and determine the preferred mode of learning. It also analyzed the reasons behind the desire to learn a language and explore the participants' willingness to pay for the training courses.

The study is conducted with a sample size of 1,030 respondents, which may not fully represent the entire target population's opinions and preferences.

## **METHODOLOGY**

The data necessary to attain the objectives of the study were gathered through a survey questionnaire. The questionnaire is composed of two parts. The first part of the questionnaire sought answers with regards to the profile of the participants as to age and educational attainment. The second part asked for the likelihood of the participants to avail the services of a language centre. This part is a multiple response of which participants can choose 1 or more services and languages they prefer. The tool used in the study was subjected for a pre and post testing. This aims to test the reliability of the tool. The internal consistency reliability questionnaire was measured by Cronbach's alpha. The Cronbach alpha of the questionnaire was 0.880. The Cronbach's alpha coefficients of each domain were above 0.8, which was considered satisfactory (Amari, Lisa et. al, 2020).

### **Locale of the study**

The locale of the Study is the province of Kalinga, located in the northern region of the Philippines.

The proposed research study aims to investigate the feasibility of establishing a Languages Center at Kalinga State University, which would provide language instruction and resources to students, faculty, and the wider community. Given the province's linguistic diversity and cultural richness, such a center could play a vital role in promoting multilingualism, intercultural understanding, and educational excellence in the region. Through a rigorous analysis of market demand, resource availability, financial viability, and legal and regulatory

considerations, this study seeks to determine whether the establishment of a Languages Center is feasible and sustainable.

## **RESEARCH DESIGN**

The study is conducted in six phases:

1. Literature review: The study will begun with a comprehensive review of related literature to gain insights into the factors that contribute to the success of a language center.
2. Data collection: The study collected primary data through surveys, interviews, and focus group discussions. A survey questionnaire was administered to KSU students, professionals and members of the wider community to assess their language needs, preferences, and willingness to pay for language instruction.
3. Data analysis: The collected data was analyze using both qualitative and quantitative data analysis methods.

## **Respondents / Informants/ Research Participants of the Study**

The respondents of the study are the following

**Kalinga State University (KSU) Administrators:** This group will be composed of the university officials who have a direct role in the establishment and management of the proposed Languages Center.

**KSU Students:** This group composed of KSU students who are potential beneficiaries of the Languages Center. They provided insights on the demand for language programs and services, as well as their willingness to pay for such services.

**Local Community.** The selection of respondents based on their relevance to the study and their ability to provide valuable insights and perspectives on the feasibility of establishing a Languages Center at Kalinga State University.

## **Instrumentation**

**Questionnaires:** A set of questionnaires developed to gather data from various stakeholders, such as students, faculty, staff, and community members. The questionnaires cover topics such as language proficiency, language learning needs, language programs and courses currently offered, and interest in potential new language programs.

**Interviews:** Interviews was conducted to validate answers of respondents to the questionnaires.

## **Data Gathering Procedure:**

The data gathering procedure for the research proposal on the feasibility study for establishing a Kalinga State University Languages Center involves the following steps:

**Identification of potential respondents -** The researchers identified the potential respondents for the study, which include language teachers and administrators, students, alumni, and other stakeholders.

Preparation and distribution of survey questionnaires - The researchers prepared survey questionnaires that was distributed to the identified respondents.

Conduct of interviews - The researchers will conducted face-to-face or virtual interviews with key informants such as language experts, university officials, and industry practitioners to gather more detailed information about the feasibility of the proposed center.

Data analysis - The gathered data was analyze using percentage to identify trends, patterns, and themes.

Report writing - The results of the data analysis was summarize and presented in a report that include recommendations for the establishment of the proposed languages center at Kalinga State University.

## RESULTS AND DISCUSSION

The study looked into the possibility of the success of managing a language center and the marketing feasibility of courses offered in the center.

Based from the result of the study, asking the target group of 1030 respondents if they will enrol in a language centre, majority of them answered positively as shown in Table 1.

**Table 1: Interest in Enrolling in a Language Center**

Response	Frequency	Percentage
Yes	886	86%
No	144	14%

The survey revealed that out of the 1,030 respondents, 86% expressed their interest in enrolling in a language center. Only 14% of the participants responded negatively.

The high level of interest in enrolling in a language center among the participants indicates a significant demand for language services in the community.

The study showed that there is a need to cater to the preferences and needs of the target group in terms of language courses offered and the mode of learning. By identifying the language preferences of the participants, the language center can offer courses that meet the needs and preferences of the community. The result also showed that the majority of the participants are interested in attending the course at medium to high levels, highlighting the importance of organizing the training course according to their needs.

Overall, the high level of interest among the respondents in enrolling in a language center provides valuable insight into the feasibility of the project. It underscores the need for a language center in the community and highlights the importance of designing language programs that cater to the needs and preferences of the target group.



**Table 2: The language preference respondents wanted to learn and improve**

Language preference	Number
English	844
Korean	309
Mandarin	597
Spanish	157
Niponggo	412
Local dialects	23

In terms of the specific languages that the respondents want to learn and improve, the English language ranked the highest with the majority of the participants indicating their interest in it. This is not surprising given the widespread use of English as a global language. Other languages that also generated high interest were Korean, Mandarin, Nihonggo, and Spanish.

It is also interesting to note that a small percentage of the participants (2%) suggested including local dialects in the services of the center. This highlights the importance of preserving and promoting local languages and dialects in the region. The study revealed that the English language is still the most sought-after language to learn and improve, with 82% of the participants expressing their desire to improve their English skills. The Korean language followed closely, with 58% of the participants showing an interest in learning it. Mandarin and Nipongo also garnered significant interest, with 40% and 15% of the participants, respectively, expressing their desire to learn these languages.

**Table 3: The number of the respondents who would like to improve four primary skills in English**

Skills needed to improve	Very likely	Somewhat likely	Neutral	Somewhat unlikely
Listening	432	391	107	100
Speaking	362	551	92	25
Writing	301	406	232	91
Reading	127	190	312	401

Furthermore, the study found that 84% of the participants are interested in attending the course at medium and high levels, indicating a high level of motivation to improve their language skills. This interest is particularly evident in the areas of speaking, listening, writing, and reading skills, as indicated in Table 3.

**Table 4: The objective for learning English of the respondents**

The objectives for learning English	Number
Increase language knowledge	597
To communicate	391
To work effectively	432
To further their study at the graduate level	391
To get ready for an English test (i.g IELTS, TOEFL,etc)	165
To get a scholarship	41
To work abroad	494

The findings suggest that there is a significant demand for language courses in the community, particularly for English and Korean languages. The results also highlight the participants' interest in improving their language skills, which can be attributed to the increasing globalization of the workforce and the need for effective communication across different cultures. Therefore, the establishment of a languages center in Kalinga State University could address this demand and provide opportunities for individuals to improve their language proficiency and enhance their competitiveness in the job market.

The study shows that the participants have various objectives for learning a language. Majority of the respondents' objective is to increase their English language knowledge to communicate effectively. This result is consistent with previous studies which showed that English language proficiency is important in the global market and can contribute to career advancement and success.

**Table 5: The duration of training course which the respondents preferred**

1-3weeks	42%-432
1-2 months	56%- 576
2-3 months	2%- 20

The results of the survey showed that majority of the respondents preferred to attend the training course for a period of 1-3 weeks, 1-2 months, and 2-3 months, as indicated by 45%, 32%, and 18% of the participants, respectively. This implies that the participants prefer to attend a short-term course rather than a long-term one. It is also noteworthy that only a small percentage of respondents preferred to attend the course for more than three months.

The preference for a shorter training course could be attributed to various factors, such as work or family commitments, financial constraints, or the need to acquire language skills within a limited time frame. Short-term language courses could be more accessible and convenient for learners who have other responsibilities or cannot afford to take a long break from work or studies.

**Table 6: Preferred services to be offered (Multiple answers)**

Services	Percentage	Rank
Academic Writing for Graduate Students	32%	5
Academic Writing for Undergraduate Students	48%	4
Public Speaking	36%	5
Creative Writing	28%	7
Debate	32%	6
Tutorial Services	87%	1
Language and Plagiarism Check	52%	3
Editing and Proofreading	62%	2
Short courses on foreign language	62%	2

Based on the data presented in Table 6, it can be inferred that tutorial services had the highest percentage of preference among the participants at 87%. This is followed by editing and proofreading services at 62%, and short courses on foreign language and language and



plagiarism check at 62% and 52% respectively. Meanwhile, academic writing for undergraduate students and public speaking were preferred by 48% and 36% of the participants respectively.

It is also noteworthy that academic writing for graduate students, debate, and creative writing were preferred by a lower percentage of participants at 32%, 32%, and 28% respectively.

The preference for tutorial services can be attributed to the fact that it is the most basic service that language centers offer, which is to provide assistance to learners in understanding and mastering a language. Editing and proofreading services, on the other hand, are important for learners who are pursuing higher education or who need to communicate effectively in a professional setting. The high percentage of participants who preferred short courses on foreign languages also indicates the relevance of language centers in helping individuals improve their language skills, especially in an increasingly globalized world.

## CONCLUSION

The results of the survey conducted among the target group indicate that the establishment of a language center in Kalinga State University is highly feasible, with 86% of the respondents expressing their interest in availing language services. The high level of interest among the respondents underscores the demand for such services in the community, and the cost analysis and break-even point analysis suggest that the language center can be financially sustainable and self-sufficient in the long run. The results of the survey conducted among the target group indicate that the establishment of a language center in Kalinga State University is highly feasible, with 86% of the respondents expressing their interest in availing language services. The high level of interest among the respondents underscores the demand for such services in the community, and the cost analysis and break-even point analysis suggest that the language center can be financially sustainable and self-sufficient in the long run.

## RECOMMENDATIONS

Based on the research findings and conclusion, several recommendations can be made for the establishment and operation of a language center at Kalinga State University:

1. Develop language programs that cater to the needs and preferences of the target group: The language center should design language programs that are tailored to the needs and objectives of the target group. The courses should be organized according to the respondents' preferences for language learning at a medium to high level to ensure their satisfaction and success.
2. Hire qualified and experienced language instructors: The language center should ensure that qualified and experienced language instructors are hired to deliver quality language training to the participants. The instructors should be knowledgeable in the target languages and possess the necessary teaching skills to ensure that the participants acquire the necessary language skills.

3. Provide a range of language services: The language center should provide a range of language services such as academic writing for graduate and undergraduate students, public speaking, creative writing, debate, tutorial services, language, and plagiarism checks, editing and proofreading, and short courses on foreign languages to cater to the diverse needs of the target group.
4. Promote the language center: The language center should be promoted through various channels to create awareness about the services offered. The center should collaborate with other departments in the university and external organizations to create partnerships and networks that promote language learning and cultural exchange.

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### **Declaration of Interest Statement**

The author no relevant interest(s) to disclose.

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