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Trilingual-Based Instruction in English for Tourism: Empowering Students with Cultural Knowledge and Communication Competence

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Abstract

This study holds significant urgency in the context of language learning development and the enhancement of students' communication skills, aiming to prepare high-quality and competitive human resources for the workforce—particularly in the tourism sector. Additionally, the study serves as a preventive effort to ensure that younger generations are still informed about, take pride in, and can preserve and promote the rich cultural heritage of Toraja. In this regard, the implementation of the trilingual method in the English for Tourism course is expected to help both lecturers and students in the English Language Education Study Program at Universitas Kristen Indonesia (UKI) Toraja. The primary aim of this study is to investigate the implementation of the trilingual method in the English for Tourism course. This research employs a qualitative approach, utilizing a descriptive design. The findings demonstrate that the trilingual method is implemented through five primary activities: integrating Toraja local culture into learning materials, simulation-based learning, fieldwork projects, translating cultural texts, and producing a trilingual tourism promotional video.

Keywords: *Trilingual method; English for Tourism; Course; Implementation*

1. Introduction

In the era of globalization, the tourism industry has become one of the most vital sectors for the economy of many countries. Tourism plays a crucial role in driving economic growth, creating jobs, and promoting cultural heritage. English, as a lingua franca, plays a crucial role in communication within the tourism sector (Lee et al., 2023; Syamimi et al., 2019). However, given the cultural and linguistic diversity across various tourist destinations, the ability to communicate in more than one language has become essential (Khabib & Muliana, 2025). The trilingual method, which involves the simultaneous use of three languages, can be an effective solution for enhancing language ability in tourism contexts (Adamson & Feng, 2015; Na et al., 2025).

Specifically, in the Toraja region, which is recognized as a prominent tourist destination for both domestic and international visitors, multilingual competence is essential. Ability in English, Indonesian, and Torajanese within the tourism sector aims to create effective and comprehensive communication between tourism professionals and visitors. Mastery of English enables interaction with international tourists, while Indonesian serves as the national language that eases communication at local and regional levels (Nomnian et al., 2020; Puumala, 2015; Rahman et al., 2022). Meanwhile, the ability to speak Torajanese is vital for introducing and promoting local culture and traditions to visitors.

By mastering these three languages, tourism professionals can offer tourists a more authentic and informative experience, helping them better understand the rich cultural heritage of Toraja. Moreover, these skills enhance the competitiveness of human resources in the tourism industry, broaden professional networks, and open employment opportunities (Indrawati & Kuncoro, 2021; Streimikiene et al., 2021). Therefore, mastering these three languages supports the success of sustainable tourism development and contributes to a positive tourism experience for all parties involved.

Based on this context, the English Education Study Program at the Faculty of Teacher Training and Education, UKI Toraja, offers a course specifically designed to broaden students' horizons and prepare them for the tourism industry, namely,

the course English for Tourism. This course is designed to equip students with the language skills necessary to communicate effectively with tourists and professionals in the tourism industry (Wayan & Anggayana, 2024). In the English for Tourism course, the materials taught are not limited to the use of English in tourism and general knowledge about the tourism world. They also include an understanding of Torajanese culture, which students are expected to learn, internalize, and promote to others. This serves as a preventive effort to ensure that younger generations continue to know, preserve, and take pride in their Torajanese heritage. Nowadays, many young people participate in cultural activities without truly understanding their own culture.

Therefore, one way to enhance students' language skills and deepen their understanding of local culture is by implementing the trilingual method in the English for Tourism course. This study aims to explore the implementation of the trilingual method in enhancing students' language skills within the course. By integrating the local language and other foreign languages, it is expected that students will not only be able to communicate with foreign tourists but also understand, appreciate, and promote local culture.

The implementation of the trilingual method in the English for Tourism course involves the use of integrated teaching materials, interactive activities, technology integration, multilingual assessments, field observations, involvement of cultural figures in the learning process, as well as reflection and evaluation. These approaches help students reflect on their learning experiences, improve their language abilities, and gain a comprehensive understanding of culture. By taking into account factors such as learning motivation, learning experiences, and the improvement of language skills, this research is expected to provide valuable insights for curriculum development and teaching methods in English for tourism. It aims to produce graduates who can compete in an increasingly competitive global tourism industry.

The objective of this study is to find the implementation of the trilingual method in the English for Tourism course in the English Education Study Program at FKIP UKI Toraja. The urgency of this research lies in improving students' communication

skills, preparing competent graduates for the tourism industry, and enhancing students' knowledge in the English for Tourism course. It also serves as a preventive effort to introduce, understand, and promote Torajanese local culture among the younger generation, particularly students in the English Education Study Program at UKI Toraja, through the implementation of the trilingual method.

Implementing the trilingual method in the English for Tourism course is an innovative effort to integrate the mastery of three languages—English, Indonesian, and Torajanese—into the learning process. In this context, the development of an integrated curriculum is key, with relevant teaching materials that cover both tourism content and communication skills. The trilingual method also focuses on enhancing intercultural skills, helping students understand and appreciate cultural differences that are essential in the tourism sector.

The uniqueness of this research lies in its integration of a trilingual approach within the English for Tourism course—an aspect that remains underexplored in the context of tourism education in Indonesia. This study not only focuses on English language acquisition as an international language but also emphasizes the importance of Indonesian and local languages, such as Torajanese, in improving students' communication abilities and cultural understanding. Furthermore, the study adopts innovative teaching methods, such as the use of digital technology and field-based experiences, to provide more contextual and relevant learning. Thus, this research contributes to the development of a more holistic and practical curriculum, while offering new insights into how the trilingual method can improve language ability and intercultural interaction within the tourism sector.

2. Methods

Design and Samples

In this study, we applied a descriptive qualitative method to investigate the implementation of the trilingual method in the English for Tourism course and its influence on classroom dynamics and the learning process (Creswell, 2017). This method is suitable for exploring educational practices and gaining an in-depth understanding of contextual factors, particularly as they relate to the integration of local cultural content and multilingual instruction.

The research was conducted during the even semester of the 2023/2024 academic year at Universitas Kristen Indonesia (UKI) Toraja, specifically in the English for Tourism course. The study site was selected due to its relevance to the research problem, which focuses on the use of the trilingual method in a culturally rich, multilingual learning environment.

The design of the research is descriptive qualitative, where we serve as the key instrument in data gathering and analysis. The types of data collected include primary data from direct interactions with participants (lecturer and students) and secondary data derived from course documents and learning materials. The sources of data are the English for Tourism course lecturer and students, selected through purposive sampling based on their active involvement in the course and experience with the trilingual method.

Data Collection

Data were collected through triangulation techniques, including non-participant observation of classroom activities (Bernstein & Lysniak, 2017), semi-structured interviews (Adeoye-Olatunde & Olenik, 2021) with both the lecturer and selected students, and document analysis of syllabi, lesson plans, and student assignments. These methods ensured a comprehensive understanding of the teaching strategies and the students' responses to the trilingual method.

For data analysis, we applied thematic analysis by coding the collected data, identifying recurring patterns and themes related to language use, cultural content integration, and learning outcomes (Braun & Clarke, 2021) particular attention was paid to how the trilingual method addressed the challenges of language learning and cultural relevance, as highlighted in the introduction section. This approach ensured that the analysis remained grounded in the central research problem and aligned with the study's aims.

3. Results and Discussions

To provide a clear overview of the fundamental areas where the trilingual method is implemented in the English for Tourism (EFT) course at Universitas

Kristen Indonesia (UKI) Toraja, the following thematic matrix was developed. This matrix synthesizes data from classroom observations, interviews with lecturers and students, and document analysis, highlighting key instructional practices and their pedagogical implications. It captures how local culture, language integration, and experiential learning are interwoven into course activities to support students' linguistic development and cultural competence. The findings are organized thematically to reflect the multifaceted approach adopted in the course.

Table 1. Thematic Matrix: Implementation of the Trilingual Method in English for Tourism Course

Theme	Description	Data Source	Pedagogical Implications
Integration of Toraja Local Culture in Learning Materials	Use of local cultural topics (e.g., Tongkonan, rituals) in three languages as primary content.	Interview with lecturer, classroom observation	Enhances contextual learning, cultural identity, and English ability through authentic, culture-rich materials.
Simulation Activities	Role-play exercises such as tour guiding or hotel reception in Torajan, Indonesian, and English.	Interview, classroom observation	Builds multilingual fluency, public speaking confidence, and professional communication skills in real-life tourism settings.
Fieldwork and Interviews	Students conduct observations and interviews at local sites using Torajan/Indonesian, then report and present in English.	Interview, field observation, student presentations	Encourages experiential learning, intercultural competence, and authentic language use across domains.
Translation of Cultural Texts	Translation from Torajan → Indonesian → English of cultural narratives, carvings, and rituals.	Interview, classroom observation	Develops deep cultural understanding, translation sensitivity, and translingual awareness.
Trilingual Tourism Video Production	Students create videos in three language versions to promote Toraja culture.	Interview, student project analysis	Fosters digital literacy, creative expression, and multiliteracies in a real-world task-based context.

The thematic matrix in Table 1 illustrates the strategic and pedagogical depth of the trilingual method as implemented in the English for Tourism course at UKI Toraja. Each theme reflects a deliberate effort to bridge language instruction with cultural relevance and practical application. The integration of Toraja cultural content in three languages not only contextualizes English learning but also strengthens students' cultural identity, aligning with the principles of culturally responsive pedagogy. Simulation activities such as multilingual role-plays mirror real-world tourism scenarios, fostering communicative competence, adaptability, and confidence. Fieldwork and interviews provide students with direct exposure to authentic language use, while reinforcing intercultural communication skills essential in the tourism industry. Translation activities from Torajan to Indonesian and then to English promote metalinguistic awareness and cross-cultural sensitivity— critical skills for multilingual learners. Finally, trilingual video production projects offer a platform for students to synthesize their linguistic, cultural, and digital competencies in a task-based, collaborative setting. Collectively, these pedagogical strategies prove how the trilingual method supports holistic language learning while addressing the specific needs of a tourism-focused curriculum in a culturally unique region.

The matrix above is further elaborated in the following sections, where each theme is discussed in detail based on empirical findings and pedagogical interpretations drawn from classroom observations, interviews, and student outputs.

3.1. Integration of Toraja Local Culture Content in Learning Materials

Based on the interview conducted with the course lecturer, Mrs. SH, it was revealed that the implementation of the trilingual method in the English for Tourism course at UKI Toraja is part of a deliberate effort to contextualize language learning, making it more relevant to students' backgrounds and the local socio-cultural environment. The trilingual approach, which integrates the use of the Torajan language, Indonesian, and English, is intended not only to enhance students' understanding of tourism-related content but also to promote the preservation of local culture while fostering global communication skills through English.

According to the lecturer, one of the primary forms of implementing this approach is through the integration of Toraja cultural content as the core learning material. Cultural topics such as traditional ceremonies, the *Tongkonan* [ancestral houses], the *aluk to dolo* [torajan ancestral' belief] system, traditional carvings, and other local elements are incorporated into class discussions, assignments, and student presentations. As she explained, "We want students not only to be technically proficient in English but also to be able to communicate the richness of Toraja culture to foreign tourists. Therefore, our materials often take examples from local realities."

Classroom observations confirmed that the trilingual method is embedded throughout the teaching and learning process. Course materials are developed based on the cultural and natural tourism assets of the Toraja region. Rather than focusing solely on English language ability, the learning process emphasizes the integration of local wisdom—including traditions, values, and the Torajan language—within a trilingual framework. The material development follows a structured process consisting of seven key stages:

a. conducting field observations at local tourism sites.
b. identifying local vocabulary and terminology relevant to tourism.
c. presenting field findings in classroom discussions.
d. engaging in group activities to translate cultural concepts into English.
e. compiling summaries in Torajan, Indonesian, and English.
f. revising materials based on lecturer and peer feedback; and
g. finalizing products into applied outputs such as brochures, presentation videos, or cultural booklets.

Findings from both the interview and classroom observations prove that the learning content systematically integrates Toraja's language and cultural heritage. This integration affirms the meaningful application of a trilingual approach—positioning English not merely as a subject to be mastered, but as a powerful medium through which students can interpret, preserve, and promote their cultural identity within both local and international tourism contexts.

3.2. Simulation

A concrete application of the trilingual method in the English for Tourism course is the use of classroom simulation activities that mirror real-world professional scenarios in the tourism industry. These simulations are carefully designed to reflect authentic roles such as tour guides, hotel receptionists, and tourism information officers, and require students to communicate in Torajan, Indonesian, and English within meaningful and contextualized settings. According to Mrs. SH, the course lecturer at Universitas Kristen Indonesia Toraja, classroom simulations stand for one of the most effective and often employed strategies for implementing the trilingual method. The primary aim is to create immersive learning experiences that closely replicate the multilingual demands of actual tourism workplaces.

One common simulation involves students taking on the role of a tour guide. In this task, they are expected to introduce a local tourist site or explain a Torajan cultural ritual as if guiding international visitors. "We usually ask students to perform in front of the class as if they were guiding foreign tourists or handling tourism-related tasks. They must be able to explain in English while also inserting important terms or explanations in Torajan and Indonesian, depending on the audience," explained Mrs. SH during the interview.

Classroom observations support this account, revealing that students engage in thorough preparation before simulations. They begin by exploring cultural content relevant to tourism professions—such as heritage sites, traditional rituals, or hospitality services—and then organize their material into three languages. During the simulations, students apply this content in practice, using role-plays that align with course themes and professional scenarios.

These activities serve multiple pedagogical purposes. They help students:

a. Develop multilingual communication skills.
b. Master tourism-specific vocabulary in Torajan, Indonesian, and English.
c. Build confidence in public speaking and performance-based tasks.
d. Appreciate and articulate their own cultural identity in a globally understandable form.

The lecturer emphasized that these simulations are particularly effective in nurturing students' confidence and in synthesizing their linguistic, academic, and cultural competencies. The findings prove that language learning in this context goes beyond grammatical mastery—it involves the ability to apply language functionally and flexibly in authentic communicative situations. The activity also exemplifies translanguaging practices, as students dynamically and strategically move between languages to deliver messages comprehensively. As such, trilingual simulations prove to be an impactful instructional strategy, reinforcing not only students' language ability but also their cultural pride and preparedness for multilingual professional environments in tourism.

3.3. Fieldwork Project

In addition to classroom-based simulations, the implementation of the trilingual method in the English for Tourism course also involves fieldwork projects, which incorporate direct observation and interviews. As explained by the course lecturer, Mrs. SH, one of the core components of this method is a group project in which students engage in experiential learning through visits to local cultural and tourist sites in Toraja. During these field activities, students conduct interviews with cultural informants such as traditional leaders, artisans, or local tour guides. These interviews are typically conducted in Torajan or Indonesian, particularly when exploring culturally embedded concepts such as traditional philosophies, symbolic meanings, and oral histories. The data collected is then synthesized into a narrative report written in English, which students later present in class, enriched with visual documentation, direct quotations, and interpretive cultural explanations. "Through field observations and interviews, students learn directly from the source. Torajan is used as the primary tool to explore cultural information, Indonesian is used to process it, and English is used to convey it to an external audience. This strongly supports contextual and multilingual learning," said Mrs. SH.

According to the lecturer, this activity is designed to fulfill three pedagogical goals:

a. To deepen students' authentic understanding of Toraja culture.

b. To promote the functional and context-sensitive use of Torajan, Indonesian, and English.

c. To train students as cultural communicators capable of transmitting local knowledge to global audiences.

In addition to enhancing linguistic competencies, this field-based activity also fosters students' interpersonal and public communication skills—both in interactions with community members and during formal classroom presentations. Classroom observations confirmed that students were well-prepared for their field assignments. Working in small groups of three to four, each team was assigned a specific topic and guided in formulating interview questions aligned with their focus area. Students then carried out observations and interviews at selected cultural sites, gathered relevant data, and compiled their findings into structured reports.

Later in-class presentations enabled students to share their insights, supported by images, interview excerpts, and cultural narratives. These presentations were followed by reflective discussions involving both peers and the lecturer, allowing students to connect their field experiences with broader learning outcomes. This process aligns with the principles of experiential learning, which emphasize knowledge construction through cycles of action, reflection, and application. Moreover, the approach is grounded in translanguaging theory, which treats language use as a dynamic and strategic practice for meaning making, rather than a rigid system of discrete codes.

From the interview and classroom observation data, it can be concluded that the fieldwork and interview part of the course offers a highly effective, contextualized platform for developing trilingual competencies. It not only eases a deeper, more embodied understanding of local cultural heritage but also equips students with practical cross-linguistic communication skills that are essential for navigating real-world tourism contexts.

3.4. Translation Practice of Cultural Texts

In an interview with Mrs. SH, the lecturer of the English for Tourism course at Universitas Kristen Indonesia Toraja, it was revealed that one of the key activities in

implementing the trilingual method is the translation practice of cultural texts. This activity is designed not only to develop students' linguistic and translation skills but also to deepen their comprehension of the cultural and philosophical meanings embedded in Torajan traditions. The lecturer emphasized that the texts used for translation are authentic sources—drawn from Torajan folklore, symbolic carvings, traditional expressions, and descriptions of significant rituals such as Rambu Solo' and Rambu Tuka'. Students are first asked to translate these texts from the Torajan language into Indonesian, and then into English, with a strong emphasis on supporting the original meaning, nuance, and cultural context. "We use authentic Toraja cultural texts as translation material. This is not merely a language exercise, but a practice in understanding the values and cultural contexts behind the words," said Mrs. SH.

Classroom observations confirmed that this activity is systematically integrated into the course. The lecturer prepares a range of cultural texts, such as Ulelean Pare, Karume, symbolic meanings of Toraja carvings, and detailed descriptions of customary rituals. These texts are assigned to students individually for translation across three linguistic stages—Torajan to Indonesian to English. Through this layered translation process, students not only practice technical linguistic skills but also cultivate a deeper sensitivity to the symbolic, philosophical, and often untranslatable elements of their cultural heritage.

The pedagogical objectives of this activity include: (1) training students to understand and transfer local cultural meanings across languages without diluting their significance; (2) developing critical and reflective linguistic thinking; and (3) enhancing awareness of the challenges involved in translating culturally bound terms that may lack direct equivalents in the target language. As noted by the lecturer, this exercise helps students realize that working in tourism—particularly as cultural mediators or guides—requires not only English ability but also the ability to interpret and communicate culturally rich content to diverse audiences in accessible and respectful ways.

This practice aligns with the theory of translation as cultural negotiation, which posits that translation involves the interpretation and transmission of cultural

meaning, not merely linguistic substitution (Maitland, 2017). It also resonates with the principles of translanguaging, where learners use their full linguistic repertoires to construct and convey meaning across languages. In this context, the translation of cultural texts becomes an integral part of the trilingual method, fostering reflective, intercultural, and contextually grounded communication skills.

Thus, the translation of cultural texts serves as a vital pedagogical strategy within the trilingual approach of the English for Tourism course. It enables students to bridge local wisdom with global communication by transforming cultural knowledge into multilingual narratives, thus preparing them to serve as informed cultural ambassadors in the tourism sector.

3.5. Trilingual Tourism Promotion Video Production

Based on an interview with Mrs. SH, the lecturer of the English for Tourism course at Universitas Kristen Indonesia Toraja, one of the innovative activities employed in the implementation of the trilingual method is the production of trilingual tourism promotion videos. Insights gathered from interviews and classroom observations of student project presentations show that this activity is designed to simultaneously enhance students' communication abilities, digital literacy, and multilingual competence, particularly in the context of promoting Toraja's cultural heritage.

In this project, students are assigned to produce a short video—ranging from one to three minutes in duration—featuring a specific cultural or tourist attraction in Toraja. Examples include the *rambu solo'* [funeral ritual], the Tongkonan traditional house, megalithic sites, carving art, and other local cultural icons. Each video is produced in three language versions:

a. Version 1: Full English narration, simulating content designed for an international audience.
b. Version 2: Narration in Indonesian, incorporating culturally specific Torajan terms.
c. Version 3: Primary narration in the Torajan language, accompanied by English subtitles, aimed at preserving the local language while also reaching global viewers.

"This promotional video becomes a platform for students to be creative while training them to communicate Toraja culture in an engaging and professional way. We see this as very effective in honing three aspects at once: language, culture, and technology," told Mrs. SH.

Observations of classroom video presentations revealed that students were able to deliver spoken English with growing confidence, albeit using simple sentence structures. They effectively integrated Torajan cultural terms into their Indonesian scripts and revived the formal use of the Torajan language, particularly in the third version. Some students enhanced their projects with creative elements such as traditional music soundtracks, video footage of rituals or landscapes, and brief interviews with local community members. These additions signaled a deeper engagement with the cultural material and a sophisticated understanding of audience-appropriate message delivery.

According to the lecturer, the primary objectives of this video project are to foster students' creativity in presenting cultural knowledge in visually engaging formats, to develop their ability to communicate clearly and confidently across three languages, to strengthen intercultural and digital communication skills, and to cultivate a sense of pride in their local cultural identity in a modern and inclusive framework.

This activity exemplifies a task-based learning approach, where students engage in real-world projects that build practical communicative competence. It also aligns with the multiliteracies pedagogy proposed by Rowsell et al. (2008),which emphasizes the need for learners to develop not only linguistic ability but also multimodal and technological literacies for effective participation in a globalized world. Additionally, the project reflects the principles of translanguaging by García and Kleyn (2016), as students do more than merely translate between languages—they strategically interpret and reframe cultural content through multiple linguistic and semiotic resources.

Therefore, the production of trilingual tourism promotion videos is a pedagogically rich and contextually relevant strategy for integrating the trilingual

method into the English for Tourism curriculum. The activity supports students in enhancing their language ability, cultural understanding, digital creativity, and communication skills. More importantly, it equips them to serve as competent cultural ambassadors capable of presenting local wisdom to both domestic and international audiences in meaningful and compelling ways.

The implementation of the trilingual method in the English for Tourism course at Universitas Kristen Indonesia Toraja marks a significant pedagogical advancement toward culturally responsive and contextually grounded language education. Central to this approach is the integration of Toraja cultural content into the curriculum, which fosters meaningful learning by connecting language instruction to students' sociocultural backgrounds. This alignment with contextual learning theory underscores the importance of anchoring educational experiences in the lived realities of learners. By engaging with culturally embedded themes such as Torajan ceremonies, belief systems, and traditional architecture, students are not only getting linguistic competence but are also contributing to the preservation and dissemination of local heritage.

A core part of the course is the use of simulation activities, which provide students with experiential learning opportunities that reflect authentic professional scenarios in the tourism industry. Simulations—such as role-plays of tour guides or hospitality staff—enable students to apply their language skills dynamically and contextually in Torajan, Indonesian, and English. These activities are grounded in the principles of experiential learning, wherein knowledge is constructed through action, reflection, and contextual application. The flexible and strategic use of multiple languages seen during these simulations reflects translanguaging practices, allowing students to draw upon their full linguistic repertoire to communicate effectively and authentically (Dostal et al., 2023; Sanabria Marín & Vallejo Arismendi, 2024).

In addition, fieldwork projects further deepen students' understanding of both language and culture by easing direct engagement with the local community. Students conduct interviews and make observations at cultural or tourist sites, using Torajan and Indonesian for data collection and English for report writing

and class presentations. This multilingual engagement reinforces constructivist learning theories, as learners actively construct meaning from firsthand, real-world experiences. Moreover, by taking on the role of cultural interpreters, students learn to mediate between local knowledge and external audiences, positioning themselves as communicators capable of articulating Indigenous culture within a global framework (Gu, 2019).

The translation of cultural texts adds another dimension to the trilingual method by foregrounding the complexity of cross-cultural meaning-making. Students translate texts from Torajan into Indonesian and English, working with culturally rich materials such as folklore, ceremonial narratives, and symbolic carvings. As guided by Israel (2019) theory of translation as cultural negotiation, this activity challenges students to move beyond direct linguistic equivalence, prompting them to consider audience, symbolism, and cultural context in their interpretive choices. Through this process, students develop critical thinking and intercultural awareness while refining their ability to transfer cultural meaning across languages.

Therefore, the production of trilingual tourism promotion videos integrates language learning with digital and multimodal literacies. Students create short videos in three language versions—Torajan with English subtitles, Indonesian with cultural insertions, and full English—thus combining creative expression with linguistic performance. This task-based project aligns with the multiliteracies framework proposed by Huot et al. (2025) , which emphasizes the importance of developing diverse literacy skills for global communication. Moreover, students assume the role of cultural ambassadors, using digital storytelling to promote Toraja culture to both local and international audiences.

Throughout all components of the course, translanguaging appears not merely as a spontaneous linguistic practice but as a deliberate pedagogical strategy. It empowers students to mobilize their entire linguistic and cultural repertoires to construct and convey meaning effectively. As such, the trilingual method cultivates not only multilingual communicative competence but also the cultural and technological literacies needed in today's multilingual tourism industry—where

language functions as both a professional tool and a medium of cultural exchange (Jeon, 2025).

4. Conclusion

The findings of this study conclude that the trilingual method, when applied through culturally embedded and experiential learning strategies, effectively enhances students' multilingual communication skills and intercultural competence in the context of English for Tourism. This approach enables students to function as cultural mediators who can articulate local wisdom to broader audiences, fulfilling both linguistic and professional goals. The study also highlights the pedagogical value of integrating translanguaging and contextual learning to foster deeper engagement and critical language use. Future research could explore the long-term impact of trilingual pedagogy on students' career readiness and its adaptability across other educational contexts. It is recommended that educators adopt trilingual, culture-based instructional models to promote meaningful learning while preserving Indigenous languages and knowledge in multilingual classrooms.

Conflicts of Interest

The authors declare no conflict of interest. The funders have no involvement in the study design, data collection, analysis, interpretation of data, article preparation, or the publishing process.

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