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ASSESSING THE ENGLISH MACROSKILLS PROFICIENCY OF BSBA MARKETING MANAGEMENT STUDENTS: A NEEDS ANALYSIS

Brian Lee A. Alpus[1], Guilly B. Irene Bacaling[2], Lovelyn Y. Cantero[3], Ramer R. Diaz[4], Jonelson C. Escandallo, PhD[5]

[1234]*Student Researchers, College of Teacher Education, Kapalong College Agriculture Sciences and Techology*
[5]*Program Coordinator, College of Teacher education, Kapalong College of Agriculture, Sciences and Technology*

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ABSTRACT

This study investigates the English language proficiency of BSBA Marketing Management students at Kapalong College of Agriculture, Sciences, and Technology (KCAST), focusing on the four macro skills: listening, speaking, reading, and writing. The aim is to identify gaps in students' language abilities and propose a syllabus to address their needs. Using a mixed-methods approach, the researchers collected quantitative data through a survey answered by 100 students from 1st to 3rd year and qualitative data from interviews with 10 randomly selected students. The findings reveal that while students show moderate competence in reading and listening, they struggle significantly with speaking and writing, which affects their ability to communicate effectively in academic and business contexts. The students expressed a need for more engaging and practical English lessons that mirror real-life marketing scenarios. Based on these results, the study recommends developing a specialized English for Specific Purposes (ESP) syllabus tailored to marketing students, integrating task-based learning and real-world applications to improve their language proficiency and workplace readiness.

KEYWORDS: *Needs Analysis, Macro Skills, Language Proficiency, Bsba Marketing Management, Esp Syllabus*

INTRODUCTION

Language skills are essential in BSBA Marketing Management because they help students communicate clearly with clients, create persuasive content, and present business ideas effectively in both local and global markets. Proficiency in speaking, writing, and comprehension enables future marketers to understand consumer behavior, build strong customer relationships, and support strategic tasks such as campaign development and inventory coordination. Ramos et al. (2018) emphasize that written, verbal, and nonverbal communication are key employability skills needed to perform marketing duties such as persuading clients and analyzing markets. Similarly, Xonazimxon et al. (2024) highlight that without persuasive communication, marketing efforts—including those related to inventory and promotion—may fail. Supporting this, WK Hassan Omer et al. (2024) assert that English language proficiency enhances the ability of marketing students to work with global markets and apply cross-disciplinary strategies, such as inventory analysis, more effectively.

In the global context, BSBA Marketing Management students are expected to have strong English language skills to perform key tasks such as negotiating, writing business documents, and analyzing international markets. However, many students continue to face challenges in mastering the four macro skills—listening, speaking, reading, and writing—needed for global business communication. Wright (2020) observed that Vietnamese BSBA students particularly struggle with speaking and listening, affecting their ability to engage in presentations and group tasks. Similarly, Aizawa et al. (2020) reported that Japanese students enrolled in English-medium business programs experience consistent difficulties across all macro skills, especially in reading and writing, which limits their ability to understand marketing texts and produce professional output. In a study on Malaysian business students, Ting et al. (2017) found that although English proficiency positively correlates with business communication performance, students still faced serious issues in speaking and writing, which hindered their ability to succeed in global marketing roles. These studies highlight that gaps in language proficiency remain a major barrier to academic and professional success for BSBA Marketing Management students in international settings

In the Philippines, BSBA Marketing Management students face ongoing challenges in developing strong English language skills, despite the country's use of English in education and business. Proficiency in listening, speaking, reading, and writing is essential for business tasks such as client communication, report writing, and marketing presentations. However, studies show that many students struggle with these skills. At Visayas State University in Leyte, students showed strength in listening but only moderate ability in the other macro skills, affecting their business communication performance (Domingo, 2018). Cebu Technological University–Pinamungajan Campus reported issues with grammar, vocabulary, and anxiety, limiting students' ability to express marketing ideas clearly (Bendanillo et al., 2024). Meanwhile, Mariano Marcos State University in the City of Batac, Ilocos Norte reported strong employment outcomes, but

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De Vera (2024) noted the continued need to improve communication skills for success in the professional marketing field. These findings highlight the gap between students' exposure to English and their readiness to use it effectively in real business settings.

Conducting a needs analysis on the macro skills in English—listening, speaking, reading, and writing—at Kapalong College of Agriculture, Sciences and Technology (KCAST) is essential to ensure that language instruction aligns with the actual communication needs of students, especially those in non-board programs. English remains a crucial tool for academic achievement, workplace readiness, and participation in a globalized world. However, many students continue to struggle with these core language skills, which affects their performance in both classroom and practical settings. The urgency of this study lies in the immediate need to address these gaps, as the lack of strong English skills can limit students' academic progress and employment prospects. By identifying their current competencies and areas for improvement, the college can take timely action to design responsive interventions that will strengthen students' communicative competence and prepare them more effectively for future challenges.

Moreover, there is a lack of comprehensive needs analysis studies focusing on the macro skills in English among non-board program students at Kapalong College of Agriculture, Sciences, and Technology (KCAST). Existing studies such as *"A Needs Analysis on the Reading Skills of Bachelor of Science in Business Administration Major in Financial Management Students at KCAST"* by De Vera et al., *"A Needs Analysis on the Reading Skills of Bachelor of Science in Office Administration Students at KCAST"* by Gambalan et al., and *"A Needs Analysis on the Reading Skills of Bachelor of Science in Agriculture Students at KCAST"* by Edrada, et al. have contributed important insights into the reading-related challenges in specific programs. Also, there are studies conducted in the same locale (Botohan et al., 2024; Escandallo et al., 2024; Sodoy et al., 2024; Watin et al., 2024) but all just focused with reading skill and not all the four macro skills. However, these studies are limited to the reading skill alone and do not include the broader spectrum of English macro skills such as listening, speaking, and writing. Furthermore, no previous research at KCAST has thoroughly examined the overall English language needs across all macro skills within the context of non-board programs. To address this gap, the current study seeks to conduct a well-rounded needs analysis to inform more effective and targeted instruction in English for Specific Purposes (ESP) tailored to the real academic and professional demands of non-board program students.

RESEARCH QUESTIONS

This study sought to determine the level of language proficiency in the four macro skills of Marketing Management students, gather their insights on these results, and propose a syllabus to enhance their language abilities.

1. What is the level of language proficiency in terms of the four macro skills among Marketing Management students?
2. What are the insights of the students based on the results and findings of their language proficiency?
3. Based on the results, what syllabus can be proposed as essential program to develop the language proficiency of the students?

PURPOSE OF THE NEEDS ANALYSIS

Needs analysis for BSBA Marketing Management students focused on identifying the specific English language skills they need to succeed both in their academic studies and future careers in marketing, sales, and business communication. Understanding these needs allowed educators to design language programs that target essential communication tasks such as writing persuasive marketing content, delivering effective presentations, and engaging in professional correspondence. This targeted approach ensures that language instruction directly addresses the challenges these students face, helped them improve their communication abilities in ways that are practical and relevant to their field.

Moreover, needs analysis served as a critical tool for faculty and administrators to evaluate how well the current English language curriculum meets the demands of the marketing industry. By examining the students' specific language requirements and proficiency levels, educators can make informed decisions to adjust and improve course content, teaching methods, and learning activities. This process helped create a curriculum that not only supports academic achievement but also prepares marketing students with the communication skills needed for workplace success, enabling them to confidently navigate business interactions and meet professional expectations.

TARGET POPULATION

The target population for this needs assessment came from Kapalong College of Agriculture, Sciences, and Technology. The participants include 100 students from the Bachelor of Science in Business Administration and Marketing Management (BSBA-MM) programs, ranging from 1st year to 3rd year students. These students were asked to answer a set of questions prepared by the researchers to help gather information for the needs analysis. After collecting their responses, 10 students from the BSBA-MM department, also from 1st to 3rd year, were randomly selected to participate in a follow-up interview. This group of interviewees was chosen to provide deeper insights based on their experiences and opinions. The study aimed to use this mix of survey and interview responses to understand the needs of the students better and to help improve their learning programs.

C.Framework of the Target Situation Analysis

Why is the Language needed?

Language, particularly English, was essential for BSBA Marketing Management students because it serves as the primary medium for academic learning and professional communication. English proficiency enabled students to comprehend complex marketing concepts, prepare persuasive presentations, and engage effectively in business discourse. In global and local business contexts, marketing professionals must interact with clients, conduct negotiations, draft strategic proposals, and interpret research data—all of which require strong listening, speaking, reading, and writing skills.

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Furthermore, as English is the global language of commerce, students must be able to express their ideas clearly and confidently to succeed in international markets. In the classroom, effective use of English enhances participation in discussions, comprehension of academic texts, and submission of well-organized reports and marketing plans. The ability to communicate fluently and accurately in English equips students with a competitive advantage, enabling them to meet the demands of dynamic marketing roles and contribute meaningfully in diverse workplace environments.

How will the language be used?

Language was used by BSBA Marketing Management students through the four macro skills: listening, speaking, reading, and writing. In listening, students need to understand lectures, marketing presentations, and client feedback, both in face-to-face and online settings. Speaking is essential in class discussions, oral reports, presentations, and persuasive communication with clients and peers. Reading plays a critical role in analyzing marketing materials, research articles, case studies, and business documents. Writing is used in composing reports, business proposals, promotional content, and academic papers. These macro skills are vital not only in academic performance but also in extracurricular engagements such as student-led marketing events or competitions. Proficiency in all four areas supports effective communication, critical thinking, and professional readiness, ensuring students are well-prepared to interact confidently in real-world marketing scenarios and contribute meaningfully to their future careers.

What Will the Content Areas Be?

The content areas were centered on academic tasks that require the active use of the four English macro skills. These include listening to lectures and instructions, participating in academic discussions, reading and analyzing scholarly texts, and writing various academic outputs such as essays, reports, and reflections. Emphasis will be placed on academic communication, critical reading, and structured writing to support comprehension and expression within an academic environment. Through these content areas, students will engage in real academic scenarios where they must understand, articulate, and present ideas clearly and effectively. This ensures that language instruction supports their academic development and prepares them for higher-level academic demands.

Where Will the Language Be Used?

The language was primarily be used in academic settings where students are expected to demonstrate proficiency across the four macro skills—listening, speaking, reading, and writing. It will be used during classroom interactions such as lectures, group discussions, oral presentations, and question-and-answer sessions that require effective speaking and listening skills. In addition, students will apply reading and writing skills in analyzing academic texts, completing written assignments, composing reports, and taking exams. Beyond the classroom, language will be used in academic-related activities such as seminars, forums, and study groups where students must communicate ideas clearly and collaborate with peers. Mastery of the language in these academic contexts helps students not only meet course requirements but also prepares them for more complex academic tasks in higher education. These opportunities for authentic language use foster a deeper understanding and more confident application of English in formal and scholarly environments.

D. Framework of Learning Needs Analysis

Why are the learners taking the course?

The learners from the Bachelor of Science in Business Administration program are taking the course primarily because it is a required part of their curriculum. However, beyond this academic requirement, they recognize the practical value of the course, especially in enhancing their English language proficiency. They understand that strong communication skills are essential in their field of specialization, particularly in business and marketing contexts. English is viewed not just as a subject to pass but as a vital tool for effective communication, enabling them to present ideas clearly, interact professionally, and engage confidently in both academic discussions and real-world business situations.

How Do Learners Learn?

Learners acquire knowledge most effectively through interactive discussions and hands-on or psychomotor activities that engage them actively in the learning process. These methods allow them to internalize concepts better by applying what they learn in practical and meaningful ways. However, when classes rely heavily on traditional lecture-based approaches, students often experience boredom and disengagement. This passive learning environment reduces their motivation to participate and hampers their ability to retain key information, concepts, and skills. Learners benefit more from collaborative tasks, real-life simulations, and task-based learning that stimulate critical thinking and communication. Active involvement through role-playing, presentations, group work, and reflective exercises helps them understand and practice the language more effectively. Therefore, incorporating dynamic and learner-centered strategies is essential to fostering a deeper understanding and sustained interest in the subject matter, especially when developing English macro skills in academic and professional settings.

What Resources Are Available?

Learners have access to various resources that support their language learning, with teachers being the most vital resource. These teachers are well-trained and knowledgeable, especially in English for Specific Purposes (ESP) courses, enabling them to effectively guide students. Aside from the expertise of instructors, carefully designed printed materials such as textbooks, workbooks, and other pedagogical media play an important role in the learning process. These resources are specifically created to target the language skills and content relevant to the students' needs. Additionally, learners can benefit from supplementary materials like handouts, worksheets, and authentic texts related to business and marketing contexts. Together, these resources provide a balanced mix of expert instruction and quality learning materials that support the development of English macro skills in academic and professional settings.

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Who Are the Learners?

The learners are first- to third-year students of the Bachelor of Science in Business Administration – Marketing Management program at Kapalong College of Agriculture, Sciences, and Technology. They come from diverse personal and educational backgrounds but share a foundational understanding of English components, which they regularly apply in reading tasks. Their main interests revolve around business-related activities such as marketing, entrepreneurship, sales, and human resource management, which align with their academic focus and coursework involving business communication. Despite this, their overall proficiency and attitude toward English remain moderate, as English is considered a minor rather than a major subject in their curriculum. Consequently, while they recognize the importance of English for their future careers, many students struggle with language skills, especially in speaking and writing, which impacts their confidence and effectiveness in academic and professional communication.

Where Will the ESP Course Take Place?

The ESP course will take place in a conducive learning environment that is well-ventilated and properly arranged to support effective learning. The classroom should be free from distractions such as noise from vehicles or other external sources, allowing students to focus fully on listening and understanding the instructor's lectures and discussions. A comfortable and quiet atmosphere encourages better concentration and participation, which are essential for language acquisition. This setting helps students engage more actively with the course content and develop their English skills effectively, especially in speaking, listening, reading, and writing within the context of their business and marketing studies.

When Will the ESP Course Take Place?

The ESP course should be conducted regularly, ideally every day throughout the students' academic journey. Daily exposure to English allows students to continuously practice and reinforce their skills in listening, speaking, reading, and writing. Consistent engagement with the language helps students become more confident and fluent, enabling them to apply what they learn in real-life situations both inside and outside the classroom. Regular practice also helps students internalize the different functions and uses of English, especially in business and marketing contexts. By integrating ESP lessons into their daily routine, students can develop better communication skills that will benefit them academically and professionally. This continuous learning approach supports gradual improvement and prepares students for the language demands they will face in their careers.

E. Methods of Needs Analysis

The instruments used in conducting the Needs Analysis are divided into two: reading skills questionnaires, survey questionnaires and interviews.

i. Questionnaire

The first tool used in this study is a questionnaire created by the researcher. It aims to check the current English skills of the students, especially in reading for academic purposes. The questions cover different areas like how much the students know about reading, how important they think reading is, the challenges they face with vocabulary, and other difficulties in reading. The questionnaire focuses on different levels of thinking: knowing facts, applying what they learned, using skills in real situations, and analyzing information. This helps to get a clear picture of the students' strengths and weaknesses in English, which can guide the design of a better English course suited to their needs.

ii. Interview

The second tool used is an interview with 10 students. These students are from 1st year to 3rd year BSBA Major in Marketing Management. The purpose of the interview is to ask questions that help the researchers understand what the students need, want, and lack when it comes to learning English. Their answers give deeper ideas about their learning experiences, difficulties, and preferences. This helps the researchers design a course that fits their level and supports their goals, especially in improving their communication skills for academic and business-related tasks.

F. Procedure of the Needs Analysis

The researchers conducted the needs analysis by approaching three sections of BSBA-MM students from 1st to 3rd year after their regular classes. This approach allowed the researchers to engage the students without disrupting scheduled academic activities. The primary tools used for the needs analysis were a questionnaire and a structured interview, both designed to assess the learners' proficiency in the four English macro skills: listening, speaking, reading, and writing.

The questionnaire consisted of 60 items — 15 questions for each macro skill. These questions measured the students' current level of understanding, ability to apply skills, and capacity to analyze situations using the English language. A total of 40 students were randomly selected across the three-year levels to answer the questionnaire.

After the survey, 10 students were selected for interviews. The interview questions explored their strengths and weaknesses in each macro skill and asked for their insights and suggestions on how to improve the teaching and learning process in their classrooms. Their responses provided qualitative support to the quantitative data collected from the questionnaire.

The collected data were then compiled and presented in tables showing the frequency of each response. This process enabled the researchers to identify the learners' needs, wants, and lacks in terms of language use. Based on the findings, a proposed ESP syllabus was developed. This syllabus is intended to better address the language needs of BSBA-MM students and may serve as a basis for recommending updates to the current curriculum.

G. Data Collection

The researchers followed the subsequent procedures when collecting the data to obtain the required information for the investigation.

Crafting of Questionnaire – Aptitude-test Questionnaires:

The researchers organized group planning sessions to design a questionnaire specifically for the aptitude test assessment. To

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ensure the questionnaire was appropriate for the target respondents, a researcher-made instrument was developed. Careful attention was given to formulating relevant questions aimed at evaluating students' proficiency in the four macro skills: listening, speaking, reading, and writing**.** This test questionnaire functioned as the primary tool for collecting quantitative data. Only one set of aptitude-test questionnaire was administered to the participants.

Questionnaire Validation. The researchers sought validation of the questionnaire from experts or a panel well-versed in questionnaire development to ensure its validity and reliability.

Seeking Permission to Conduct the Study. The researchers asked the formal letter of request to the school administrator, seeking permission to conduct the study within their institution, in particular, is obtain note by the research adviser to distribute the aptitude-test questionnaires to the identified students having difficulty in listening, speaking, reading, and writing.

Aptitude-test Administration. The researchers administered an aptitude- test to BSBA-MM students from 1st to 3rd year students. This pretest aimed to gauge the students' baseline performance levels in listening, speaking, reading, and writing English language.

Data Tabulation and Evaluation. The data gathered from the aptitude test were tabulated for analysis. The completed questionnaires were collected by the researchers and encoded into a Microsoft Excel spreadsheet. A statistician, granted confidential access, was responsible for performing the necessary computations, generating tables, and analyzing the data with strict confidentiality. The results of the tabulation served as the basis for evaluating the effectiveness of the intervention in improving students' proficiency in the four macro skills: reading, writing, listening, and speaking in the English language. These findings informed potential adjustments or enhancements to the intervention strategies aimed at further improving teaching practices.

Statistical Tool

The computation of data and the hypotheses were tested at the significance level of alpha 0.05, involves the utilization of various statistical tools. These tools employed to ensure accurate analysis and interpretation of the data.

Mean. This refers to the average and is calculated by dividing the sum of the students' scores in the assessment. It is used to determine the level of listening, speaking, reading, and writing competency of the students after the aptitude-test.

DATA ANALYSIS

The researchers employed thematic analysis to identify the emerging themes derived from the participants' responses. This process involved clustering responses that conveyed similar thoughts and ideas, which were then categorized under common themes. Each cluster was assigned a corresponding code and theme. To ensure the credibility and trustworthiness of the analysis, the identified themes were reviewed and validated by experts in the field.

RESULTS AND DISCUSSIONS

Research Objective No. 1. What is the level of language proficiency in terms of the four macro skills among BSBA Marketing Management students?

To find the answer for the first research objective, the researchers used a researcher-made questionnaire to suit the context of the study. The set of the questionnaires dealt with the student's language proficiency in terms of the four macro skills listening, speaking, reading, and writing. As shown in Table 1 were the mean for their language proficiency.

Table 1
Level of Language Proficiency in terms of Listening Skills

Listening	Mean	Description
1	60%	Average
2	43%	Low
3	45%	Low
4	48%	Low
5	38%	Low
6	48%	Low
7	51%	Average
8	58%	Average
9	42%	Low
10	50%	Average
11	41%	Low
12	37%	Low
13	50%	Average
14	49%	Low
15	51%	Average
Overall	**47%**	**Average**

Listening. In terms of listening skills, Business Administration students demonstrated an overall mean score of 47%, which is interpreted as "Average." This suggests that their ability to understand and interpret spoken information is moderate an essential skill for following lectures, instructions, and business communications. The highest score of 60% reflects some students' strong capacity to comprehend detailed auditory information, while the lowest score of 37% indicates difficulties encountered by others in certain listening tasks, such as identifying key points or understanding complex spoken messages

Recent studies have explored listening comprehension among students in business and related disciplines. For instance, Lee and Kim (2022) investigated listening abilities of business students and found that integrating real-life business scenarios and authentic audio materials improved students' overall comprehension, especially in understanding lectures and instructions. Similarly, Johnson (2021) reported that business students showed moderate listening proficiency with a wide range of scores, highlighting that while some excelled in grasping detailed spoken content, others struggled with complex auditory information. Furthermore, Martinez and Perez (2020) emphasized the role of targeted listening exercises in business communication courses, demonstrating that consistent practice helps students better identify key points and interpret spoken messages in professional contexts.

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Table 2
Level of Language Proficiency in terms of Speaking Skills

Speaking	Mean	Description
1	41%	Low
2	22%	Very Low
3	23%	Very Low
4	47%	Low
5	45%	Low
6	31%	Low
7	40%	Low
8	42%	Low
9	45%	Low
10	42%	Low
11	33%	Low
12	50%	Average
13	40%	Low
14	41%	Low
15	42%	Low
Overall Mean	**39%**	**Low**

Speaking. In terms of speaking skills, Business Administration students demonstrated an overall mean score of 39%, which is interpreted as "Low." This indicates that their ability to express ideas clearly and effectively in spoken language is limited an important skill for participating in presentations, discussions, and professional communication within Business Administration settings. The highest score of 50% reflects some students' capability to deliver more detailed and coherent spoken responses, while the lowest score of 22% points to difficulties faced by others in certain speaking tasks, such as organizing thoughts or using appropriate vocabulary and grammar.

Recent studies have explored speaking skills among students in various academic fields. For example, Nguyen and Tran (2022) investigated speaking proficiency of business students and found that limited vocabulary and lack of confidence were major factors contributing to low speaking performance, affecting their ability to participate effectively in presentations and discussions. Similarly, Lee and Park (2021) analyzed communication skills in business education and reported that many students struggle with organizing their ideas coherently and using appropriate grammar, which hinders their professional communication. Furthermore, Al-Harbi and Al-Otaibi (2020) and the study of Escandallo and Baradillo (2024) studied speaking challenges among university business majors and emphasized that targeted speaking practice and feedback significantly improved students' ability to express ideas clearly and enhanced their overall oral communication skills.

Table 3
Level of Language Proficiency in terms of Reading Skills

Reading	Mean	Description
1	51%	Average
2	35%	Low
3	43%	Low
4	56%	Average
5	39%	Low
6	51%	Average
7	48%	Low
8	49%	Low
9	46%	Low
10	27%	Very Low
11	45%	Low
12	41%	Low
13	34%	Low
14	30%	Low
15	43%	Low
Overall Mean	**43%**	**Low**

Reading. The respondents' overall reading proficiency score was 43%, which is classified as low. Only four of the fifteen test items received an Average rating; the remaining things received Low or Very Low ratings. According to these findings, most pupils have trouble understanding academic or technical materials, drawing conclusions, and reading comprehension.

This supports the findings of Malik et al. (2024), who highlighted that business students' academic performance is significantly influenced by their level of English proficiency. Lower reading comprehension levels in English have a detrimental effect on students' capacity to understand material, evaluate information, and complete research-oriented assignments, according to the study's findings. Since the majority of business and research courses are taught in English, being able to read well is essential for understanding academic materials and literature reviews.

Furthermore, a lack of prior instruction in reading-to-learn tactics like scanning, summarizing, searching, and skimming may be the cause of the difficulties seen in reading test scores. Effective literature analysis and critical reading, which are necessary for academic research writing, depend on these metacognitive techniques.

Table 4
Level of Language Proficiency in terms of Writing Skills

Writing		
1	49%	Low
2	42%	Low
3	44%	Low
4	52%	Average
5	49%	Low
6	57%	Average
7	49%	Low
8	47%	Low
9	46%	Low
10	39%	Low
11	43%	Low
12	44%	Low
13	43%	Low
14	53%	Average
15	51%	Average
Overall	**47%**	**Low**

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Writing. The overall mean score on the writing test was 47%, which is still considered low. Most of the 15 goods are still in the Low category, even though 5 of them achieved an Average level. This points to deficiencies in grammar, coherence, idea organization, and the capacity to articulate ideas in an academically disciplined manner, skills essential for composing research papers, business proposals, and academic reports.

The study of Harmawan et al. (2023), Manatad and Escandallo (2024) and the study of Rosas and Escandallo (2024) state that university students encounter significant obstacles when writing academic documents, such as trouble organizing their thoughts, paraphrasing, and creating grammatically sound phrases. For business students, who must write in an official, succinct, and convincing manner while generating reports and research results, these concerns are especially important. The authors suggest that teacher feedback, peer review, and scaffolding be used to improve writing training at educational institutions.

The low competency levels highlight the need for writing instruction that emphasizes argumentative writing, source integration, and the logical development of ideas rather than just checking for grammar. Without this kind of assistance, students could still find it difficult to complete assignments like composing literature reviews, justifications, and research backgrounds.

Research Question No. 1: Accounts of the students on their language proficiency in terms of the four macro skills

The level of language proficiency in terms of the four macro skills among BSBA Marketing Management students was explored through in-depth interviews and focus group discussions with informants and participants. Probing questions were used to gather their observations and experiences regarding to their language proficiency. The major themes and supporting statements for research question number 1 were presented in Table 1. Participants had their responses to their own experiences and observation. From the answers of the participants, three major themes emerged: (1) Struggling to Understand Unfamiliar Vocabulary; (2) Struggling with classroom disturbances that affect listening concentration.; (3) Improving Speaking Efficiency Through Regular Practice.; and Use of External Resources (Research and Dictionary) (4).

Table 5
Accounts of the Students on Their Language Proficiency in Terms of the Four Macro Skills

Emerging Themes	Supporting Statements
Struggling to Understand Unfamiliar Vocabulary	"I understand things better when I read them because I can take my time processing the content. It's easier for me to comprehend when I see the words laid out in front of me." *(IDI-01)* "My struggle lies mostly in reading because I encounter a lot of unfamiliar words. Sometimes I haven't even looked them up in the dictionary yet, so I get stuck." *(IDI-03)* "I find reading in English difficult because there are so many words I don't recognize. Since I'm not yet fluent, I take longer to understand what I'm reading." *(IDI-07)* "There are also some English words that I haven't fully learned yet, so I struggle to understand them. I think our brains are still adjusting to advanced vocabulary." *(IDI-04)*
Struggling with classroom disturbances that affect listening concentration.	"Another issue is the classroom environment—when it's noisy, I find it really distracting and difficult to concentrate." *(IDI-01)* "When the classroom is noisy, I can't hear the instructor well, which affects how much I understand during lessons." *(IDI-03)* "Noise in the classroom is a big challenge for me. When there's constant talking, I can't fully focus on what the teacher is saying." *(IDI-06)* "When it comes to listening, I train myself to concentrate more and avoid distractions. I know that constant practice will help me become better." *(IDI-07)*
Improving Speaking Efficiency Through Regular Practice.	"Speaking helps me improve my skills through actual use—like public speaking or even just talking to myself in English." *(IDI-04)* "I practice spelling by reading words several times and even try doing tasks I'm not fond of because they're necessary for my career." *(IDI-05)* "To improve, I focus on developing my speaking skills, especially by working on my confidence. I try speaking in front of others even if I feel nervous." *(IDI-07)* "For speaking, practice is really necessary to cope." *(IDI-2)* "I don't really like reading, so when it comes to speaking in English, I only focus on how the teacher pronounces words. *(IDI-10)*
Strengthening Writing Skills by Practicing Difficult Tasks Repeatedly	"For writing, you have to make your sentences clear so they can be properly read and understood again and again." *(IDI-2)* "I practice by writing essays using unfamiliar words so that next time, I'll know what they mean." *(IDI-03)* "For writing assignments, I research definitions of words I don't understand and practice it many times." *(IDI-04)* "Grammar is the hardest part for me in both writing and speaking. I try reading words several times and push myself to improve." *(IDI-05)* "My coping strategy involves practicing difficult words regularly when writing. I also use Google to find the correct spelling of unfamiliar words." *(IDI-06)*

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Use of External Resources (Research and Dictionary)	"I do research using the dictionary for English terms that are hard to understand." *(IDI-01)* "We really research them to find out what they mean" *(IDI-02)* "Reading the dictionary, searching on social media or Google" *(IDI-03)*

In the study, the students emphasize that they struggle to understand unfamiliar vocabulary, especially when reading English texts. They find it easier to comprehend when they can see the words written down, but many encounters difficult or advanced words they have not yet learned or looked up, which slows their reading and overall understanding as having weak oral vocabulary limits children's reading comprehension and ability to learn new words independently Colenbrander, 2020. This highlights the need for more vocabulary development to improve their fluency and comprehension. Furthermore, contextual learning allows students to infer meanings of unfamiliar words, reducing reliance on dictionaries, which can disrupt reading flow (Muthuchamy, 2020).

Moreover, the study revealed that a noisy classroom environment significantly affects their ability to concentrate and understand lessons during listening activities. They find it challenging to focus when there is constant talking or distractions around them. Despite these difficulties, some students recognize the importance of training themselves to concentrate and believe that regular practice can help them improve their listening skills over time as the need to address noise levels to enhance children's listening and learning experiences Schiller et al., 2021. It relates to the claims that students struggle with listening comprehension due to lack of concentration, often worsened by classroom distractions, limited language exposure, and insufficient practice. Teachers can help by creating a focused environment and promoting regular listening activities (Bahri & Ismahani, 2022).

In addition, improving speaking efficiency through regular practice is essential for effective communication as engaging in regular practice is essential for improving speaking efficiency Eliyeva, 2024. Also as demonstrated in a study conducted at Santa Marianita de Jesus High School. While students had successfully developed listening, reading, and writing skills, they faced challenges with speaking fluency. The study evaluated the impact of the Presentation, Practice, and Production (PPP) method a strategy grounded in the communicative approach on enhancing fluency among seventh-year students. Using tools like pre-tests, post-tests, and observation, results revealed statistically significant improvements in speed, prosody, and coherence, with prosody showing the most notable gains. This underscores that regular, structured speaking practice through PPP significantly boosts learners' ability to express thoughts and ideas clearly in English (Jeannette, 2021).

Furthermore, writing skills are strengthened through focused instruction and repeated practice, particularly in areas such as spelling, grammar, and word construction. The ability to link sounds to form words, essential in writing, improves when students consistently engage with the same vocabulary in writing tasks. Targeted lessons in grammar and spelling not only refine technical accuracy but also enhance overall writing fluency and clarity a study emphasize that repeated pre-task planning, particularly guided-planning, significantly enhances young EFL learners' written production Guerrero-Gomez et al., 2024. Additionally, research supports that writing develops most effectively when these components are practiced regularly, reinforcing foundational language skills and promoting greater writing proficiency (Shokarimova, 2021).

Lastly, the students emphasize the importance of using external resources such as dictionaries, social media, and search engines like Google to understand unfamiliar English terms. They recognize that when they encounter difficult words, especially in academic or subject-related contexts, independently looking up definitions helps them comprehend the material better. This proactive approach shows their reliance on research tools to bridge gaps in vocabulary and improve their overall English proficiency as the integration of these resources encourages critical thinking and self-education, essential for developing independent learners Кірієнко & Січкар, 2024. Aditionaly, the ability to collect and evaluate information from external sources is crucial for students' academic success and future professional endeavors (Vagif, 2024).

Research Question No. 3: The insights of the students based on the results and findings of their language proficiency
To answer this research question, in-depth interviews (IDI) were conducted with the participants. Probing questions were used to draw out their insights, observations, and experiences regarding their language proficiency across the four macro skills: listening, speaking, reading, and writing. Participants reflected on their strengths, weaknesses, and learning progress. From their responses, 3 major themes emerged: (1) recognizing personal weaknesses to improve language proficiency; (2) continuous improvement in marketing english proficiency; and (3) needing strategic skill development tailored to the marketing context. The themes and corresponding supporting statements are presented in Table 2.

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Table 6
The Insights of the Students Based on the Results and Findings of their Language Proficiency

Emerging Themes	Supporting Statements
Recognizing Personal Weaknesses to Improve Language Proficiency	"I realized that there are English terms I still need to work on, so I really have to practice vocabulary and grammar more to be confident." *(IDI-01)* "I know I struggle with writing, so I take time writing essays using new words, so I'll know their meaning next time." *(IDI-03)* "There are distractions, but I cope by reading and practicing more. I don't think anything should be removed, but more practice is needed." *(IDI-05)* "Sometimes the topic is boring, but I still try to stay focused. I know not everything in marketing is interesting, so I need to adjust." *(IDI-06)* "I overuse fillers when I speak, so I record myself now and try to improve. I also need to practice starting essays and public speaking." *(IDI-09)*
Continuous Improvement in Marketing English Proficiency	"I have trouble hearing sometimes, but I still try my best to practice speaking and writing because it's important to improve fluency." *(IDI-2)* "I still find pronunciation and vocabulary hard, so maybe reading more marketing-related materials would help." *(IDI-05)* "I understand body language in presentations, but I need to learn how to write more concisely." *(IDI-07)* "I imagine and rehearse a lot before speaking, but I still need to handle spontaneous speaking during presentations." *(IDI-08)* "My strategies are practical, but I really need to work on organizing thoughts and learning marketing terms better. *(IDI-10)*
Needing Strategic Skill Development Tailored to the Marketing Context	"I still find pronunciation and vocabulary hard, so maybe reading more marketing-related materials would help." *(IDI-05)* "I understand body language in presentations, but I need to learn how to write more concisely, especially for ads and campaigns." *(IDI-07)* "I imagine and rehearse a lot before speaking, but I still need to handle spontaneous speaking during presentations." *(IDI-08)* "My strategies are practical, but I really need to work on organizing thoughts and learning marketing terms better." *(IDI-010)* "I practice by writing essays using unfamiliar words so that next time, I'll know what they mean." *(IDI-03)*

The students claim that recognizing their personal weaknesses plays a crucial role in improving their language proficiency. They demonstrate self-awareness by identifying specific areas they struggle with, such as limited vocabulary, grammar errors, or overusing fillers in speech. Despite facing distractions or unengaging topics, they show determination to stay focused and continue learning. Their responses reflect a proactive mindset, as they take initiative through regular practice, self-recording, essay writing highlighting the importance of self-awareness in enhancing language proficiency Petti, 2022. Also, it relates to the claims that ESL learners often utilize self-repair strategies to correct their speech errors, which can enhance their communication efficacy and help them recognize their weaknesses in real-time (Agustin et al., 2024).

Furthermore, second theme was about the continuous improvement in marketing english proficiency of the students. The students claim that continuous improvement in marketing English proficiency requires persistent effort and practical strategies tailored to their specific challenges. They acknowledge difficulties such as hearing problems, pronunciation, and vocabulary gaps but remain committed to practicing speaking and writing to enhance their fluency. They emphasize the need to improve concise writing skills, especially for marketing materials like ads and campaigns, and recognize the importance of handling spontaneous speaking during presentations. Moreover, a study indicates that teachers' continuous professional development (CPD) significantly enhances students' English language proficiency Mushakamba & Andala Hesbon, 2024. Additionally, the study highlights that continuous practice and feedback help individuals address challenges in grammar, vocabulary, and pragmatics, leading to more effective and culturally aware communication (Shaik, 2024).

In addition, the third theme was needing strategic skill development tailored to the marketing context. The participants admitted that challenges with pronunciation, vocabulary, and spontaneous speaking but try to improve by reading marketing materials, practicing writing essays with new words, and rehearsing presentations. They also want to write more concisely for ads and organize their thoughts better while learning marketing-specific terms. Tailoring strategic skill development to the marketing context can enhance English proficiency by aligning methods with students' interests and the relevance of the material Fakhrini et al., 2024. It relates to the claims on engaging with multimedia resources and authentic texts allows learners to hear and practice correct pronunciation while expanding their vocabulary through contextual usage (Shi, 2024).

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Research Question No. 3: Based on the results, what syllabus can be proposed as essential program to develop the language proficiency of the students?

Based on the findings of the study, it is evident that BSBA Marketing Management students face significant challenges in English language proficiency, particularly in speaking, writing, and vocabulary use. These difficulties hinder their ability to participate in marketing-related tasks such as delivering presentations, crafting persuasive content, and engaging in professional communication. To address these gaps, a proposed syllabus is designed. This program aims to enhance the communicative competence of students by focusing on language skills that are directly applicable to their academic and future business contexts. It prioritizes a speaking-centered approach, recognizing that speaking was the lowest-performing skill area among the students, with an average score of only 39%.

The core of the syllabus focuses on structured and interactive speaking activities. These include role plays, mock sales presentations, debates, interviews, and group discussions that simulate real business situations. The purpose is to help students develop fluency, build confidence, and express their ideas more effectively in English, especially when handling marketing-specific language. Alongside this, the program integrates contextualized writing tasks such as business emails, marketing proposals, and campaign briefs. These writing exercises will emphasize clarity, conciseness, grammar control, and proper organization—areas identified as weak points in the students' performance. Vocabulary development and grammar reinforcement are embedded in lessons through thematic activities that revolve around business and marketing contexts to ensure students are equipped with relevant and practical language tools.

Listening and reading activities will be included to support the development of comprehension and critical thinking. These will involve exposure to real-world marketing content, such as product advertisements, promotional speeches, business articles, and customer case studies. Listening activities will be guided and supported with strategies to minimize distractions, a common issue identified in the qualitative data. These receptive skill exercises will complement productive tasks by giving students a model for how language is used in real business environments.

The entire syllabus is grounded in Communicative Language Teaching (CLT), a learning theory that emphasizes the use of language as a tool for meaningful communication. CLT promotes student-centered instruction where learners are encouraged to interact, collaborate, and engage with language in authentic ways. This approach aligns with the qualitative findings of the study, where students expressed a preference for dynamic, interactive, and purposeful learning experiences. By focusing on real-life communication rather than rote learning, CLT supports the development of fluency, accuracy, and confidence—traits essential for marketing professionals.

The proposed syllabus is designed not only to address the identified deficiencies in students' English language proficiency but also to equip them with the communicative competencies required in the field of marketing. Through structured practice, pedagogically sound instruction, and context-based learning, the program aims to enhance students' language performance and prepare them to meet the linguistic demands of both academic coursework and professional business environments.

CONCLUSION

Effective communication is a core skill required in the field of business and marketing, and BSBA Marketing Management students must be trained not only in theoretical concepts but also in the practical use of language. This syllabus is designed to equip students with communicative competence that is essential for real-world marketing contexts. The first objective of the course is to analyze communication situations relevant to business and marketing to determine appropriate language use, tone, and structure. This involves training students to assess specific communicative scenarios—such as writing a product proposal, delivering a brand pitch, or replying to a client inquiry—and make informed language choices. By sharpening their ability to evaluate purpose, audience, and medium, students will become more strategic and precise in how they construct and deliver messages. This analytical skill is foundational for marketing professionals, as effective message delivery often influences customer perception and business outcomes.

The second objective is to demonstrate effective communication using the four language macro skills—listening, speaking, reading, and writing—in business-related academic and professional contexts. BSBA Marketing Management students are expected to operate in diverse environments where they must interpret information, present ideas, and respond to real-time communication demands. Through structured academic activities and simulated marketing scenarios, the course enables students to practice these macro skills in integrated ways. For example, students may listen to market briefings, read business case studies, engage in group discussions, or write campaign plans. These tasks ensure that communication practice is both functional and relevant, strengthening students' confidence and fluency in using English for real marketing tasks such as planning, negotiation, and reporting.

The third objective is to apply appropriate oral and written business terminologies in marketing-related communication tasks. This focuses on familiarizing students with the language of marketing—terms used in advertising, product development, branding, and customer relations—and guiding them in using these terms correctly in both written and spoken outputs. BSBA Marketing Management students must be able to communicate professionally and persuasively with clients, partners, and co-marketers, and doing so requires not just general fluency in English, but command of discipline-specific vocabulary. Through targeted exercises like business correspondence writing, campaign proposals, and verbal presentations, students will gain the ability to use marketing language naturally and effectively. This outcome ensures that graduates are not only

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proficient communicators but also credible marketing professionals equipped to meet industry expectations.

RECOMMENDATION

Based on the findings of this study, a contextualized and interactive syllabus is recommended to address the low English language proficiency of BSBA Marketing Management students, particularly in speaking. The syllabus integrates creative and task-based activities such as public speaking exercises, debates, role plays, marketing pitch simulations, and the use of marketing-specific vocabulary. These components are designed to build confidence, enhance spontaneous speaking, and develop fluency in both formal and informal settings. The activities are aligned with real-life communication demands in marketing, ensuring that students gain practical and field-relevant language experience.

To further support language development, it is essential to adopt innovative teaching strategies that foster engagement and participation. Instructors are encouraged to move away from passive teaching styles—such as relying solely on PowerPoint presentations—and instead use student-centered approaches. These include collaborative group work, peer feedback sessions, and the incorporation of multimedia materials such as music, video clips, and advertisements. Teachers must also regularly assess student progress and provide timely, constructive feedback to help learners reflect and improve on specific language skills.

In addition, institutions should implement continuous professional development programs for faculty to enhance their pedagogical strategies and keep them updated with effective language teaching practices. Supplementary support such as language tutorials, vocabulary-building workshops, and speech clinics can also be offered to students. By creating a dynamic and responsive learning environment through this proposed syllabus and set of measures, students will be better equipped to overcome their language challenges and perform more effectively in both academic and professional contexts.

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AUTHORS' NOTE

The study used a researchers made test questionnaire to gather data and information as to the current level or status of the students' language proficiency concerning the four macro skills including reading, writing, speaking, and listening. This questionnaire is vital as it served as the basis for the present situation analysis of the students who are the respondents and participants of the study. Also, this test questionnaire underwent a validation process which includes the checking of its content and construct reliability. In addition to this, the output of the study is course syllabus which is a specialized curriculum for language teaching based on the results and findings of the study. However, due to the limited number of words to be included in the study, these important documents are not included. Meanwhile, if you wish to ask for a copy of the test questionnaire and specialized syllabus, feel free to contact the researchers at their specified email address given above of this article. Thank you.