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A NEEDS ANALYSIS ON THE ENGLISH LANGUAGE NEEDS AMONG OFFICE ADMINISTRATION STUDENTS: BASIS FOR CURRICULUM DEVELOPMENT

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ABSTRACT

The purpose of this study was to analyze the English language needs of Bachelor of Science in Office Administration (BSOA) students, with a focused emphasis on their macro skills listening, speaking, reading, and writing. Conducted at Kapalong College of Agriculture, Sciences, and Technology, the study employed a needs analysis framework that combined quantitative and qualitative data collection through a 60-item questionnaire and follow-up interviews with selected students. The objective was to identify which language skill required the most attention for workplace readiness and professional communication. Findings revealed that while students showed average proficiency in listening, speaking, and reading, writing emerged as the most challenging skill. Participants reported difficulty in grammar, sentence construction, and formal document writing such as emails, reports, and memos. The results emphasized the need for a revised, writing-intensive curriculum that integrates real-world writing tasks relevant to office settings. This study highlights the importance of strengthening writing instruction in English courses to better prepare BSOA students for future roles in administrative and corporate environments.

KEYWORDS: *Writing Skills, BSOA Students, Curriculum Development, English for Specific Purposes, Language Needs Analysis, Philippines.*

RATIONALE

Language skills formed a starting point for Office Administration students as they had direct implications on their capacity to execute core work-related tasks. Messum et al. (2016) highlighted that effective written communication like emails, memos, and reports, was often cited among top skills in job postings and is key to professional integrity. Clement and Murugavel (2018) discovered that proficiency in English is still the key determinant of employment and career progress, with lack of communication skills constraining employment opportunities. Furthermore, ASAP (2022) indicated administrators relied heavily on effective written communication, particularly in office or remote societies, where accuracy in emails and documents formed the backbone of organizational performance.

One of the biggest challenges to office and business administration students worldwide was the lack of suitable English writing skills, and this is a key factor in achieving professional success. Evans (2011) identified in Hong Kong that though English was the prevalent language utilized in workplace writing, most professionals did not have writing capabilities to generate clear and proper communication. Likewise, Jitpanich, Leong, and Ismail (2022) found severe shortcomings among Thai undergraduates of business administration in writing formal documents including emails, reports and product descriptions. Such shortcomings were ascribed to poor grammar, short vocabularies, and inadequate knowledge of writing norms. In Japan, Nakamura (2014) noted that despite the fact that students had several courses of general English, they were not adequately equipped for everyday writing tasks needed in practice. Taken together, these results highlight a serious issue in higher education.

In the Philippines, a lack of English writing competency remained an urgent concern foe Office Administration and business students. Rosas and Escandallo (2024) studied non-board program students in Davao del Norte and concluded that their overall writing competency was moderate, with particular shortcomings in mechanics like spelling and punctuation and in planning and expressing ideas clearly. In Bacolod City, a 2022 study conducted by Andrade et al. at Carlos Hilado Memorial State University investigated stenography and writing competencies in 161 students of office administration and indicated low to moderate writing task competence, solidifying concerns over basic writing skills. Furthermore, Mapusao et al. (2023) examined the pandemic's effects on shorthand and writing competence at Camarines Norte State College and reported moderate shorthand-writing proficiency but inefficient time management and use of grammar when writing. These recent national results replicate the present study's findings and

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emphasize the urgent need for curricular renewal through increased writing-intensive, feedback-rich, and applied tasks to better prepare BSOA students for professional communication challenges.

In Kapalong College of Agriculture, Sciences, and Technology (KCAST), the necessity to improve the English language skills of Bachelor of Science in Office Administration (BSOA) students is more and more apparent. While earlier research works have mainly dealt with reading ability, there is an apparent gap in writing skill, which is very important for administrative tasks involving formal communication like report writing, email exchange, and documentation. The failure to place writing skills at the top of the curriculum agenda has created a difficulty in developing students to meet the professional requirements of the workplace. This highlighted the importance of undertaking an in-depth needs analysis to guide curriculum development so that graduates can possess the language competencies required to successfully pursue their careers. Past needs analyses undertaken by KCAST have largely been focused on reading skills across programs.

For example, Watin et al. (2024) discussed the reading ability of students in office administration, citing difficulties in understanding English texts of relevance to their profession. In the same vein, Sodoy et al. (2024) discussed the reading requirements for public administration students, underscoring the value of reading competence for successful completion of studies. Botohan et al. (2024) investigated the reading skills of human resource management students and cited challenges in reading business-related materials. Also, there are studies conducted in the same locale (De Vera et al., 2024; Edrada et al., 2024; Escandallo et al., 2024) but all just focused with reading skill and not all the four macro skills. Although these studies are insightful into reading ability, there is a vast area of research concerning BSOA students' writing ability. Filling this research gap is crucial to formulating a curriculum that comprehensively improves every aspect of English language proficiency, including writing, to keep pace with changing requirements of the administrative field.

RESEARCH QUESTIONS

1. What is the level of language proficiency in terms of the four macro skills among Office Administration 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?

NEEDS ANALYSIS

A. Purpose of the Needs Analysis

The aim of this needs analysis was to determine the existing English language ability of students pursuing a Bachelor of Science in Office Administration at Kapalong College of Agriculture, Sciences, and Technology (KCAST), focusing specifically on the four macro skills: listening, speaking, reading, and writing. The evaluation sought to identify which of these skills required greater attention, particularly those essential to professional success in administrative work. The information gathered through surveys and interviews served as a basis for updating the current curriculum. It informed curriculum developers and educators in creating focused learning activities and materials that addressed the specific language needs of the learners. Ultimately, the needs analysis ensured that the curriculum remained relevant and responsive to the actual communication demands students were likely to face in the workplace.

B. Target Population

The target population for this study consisted of second-year Bachelor of Science in Office Administration (BSOA) students who were enrolled at the time at Kapalong College of Agriculture, Sciences, and Technology (KCAST). The respondents were selected through convenience sampling and comprised 100 students who participated in the test-questionnaire assessment, providing self-assessed data on their English language proficiency in the four macro skills. In addition, a smaller group of students was randomly chosen for interviews to gather qualitative information regarding their perceived challenges and learning needs. This group was of particular interest because they were at a critical point in their academic program, soon transitioning into professional environments where effective English communication skills would be essential.

C. Framework of the Target Situation Analysis

1. **Why is the Language needed?**

   In academic and professional contexts, language played a significant role as a basic tool of communication, coordination, and documentation. It was essential for the successful dissemination of ideas, facilitated understanding, and ensured fruitful relations in a range of contexts. English language proficiency was important especially for BSOA students to communicate ideas effectively, produce professional documents, and engage with multiple stakeholders in the business. They had to display a great level of linguistic proficiency as prospective administrative professionals, particularly in formal writing tasks such as developing emails, memos, reports, and business letters. Furthermore, one of the students' least mastered macro-skills, based on this survey, was writing. Therefore, enhancing their language proficiency especially writing, not only assisted them in facing college but also ensured that they were prepared to meet the workplace communication demands.

2. **How will the language be used?**

   They were expected to apply the use of the English language in different academic and work environments, both oral, written, and electronic. Language was applied in academically oriented environments through business simulations, written reports, oral presentations, and classroom debates. The students had to respond to case studies, draft official documents, and perform professional communication practice exercises that reflected office work. English used in a professional environment encompassed writing and responding to official mail, drafting meeting minutes and other documents, and communicating with clients, managers, and colleagues verbally on the phone or face-to-face. For

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communication to be professional, clear, and effective in the administrative office, the use of language had to have the appropriate tone, register, and structure.

3. **What will the content areas be?**
   The main content areas included standard business English and office communication, which equipped students with the basic skills for professional and administrative settings This included acquiring and using formal writing skills such as business letters, memoranda, emails, and reports, and oral communication skills needed for meetings, presentations, and telephone usage. Additionally, document layout, grammar, and vocabulary applicable in office environments were emphasized. Other relevant areas included the use of technology for communication to ensure effective and efficient exchange of information, workplace ethics, and interpersonal communication. Together as a package, these content areas were meant to develop a level of competence in written and verbal communication that is precisely addressed the needs of today's workplace.
4. **Where will the language be used?**
   English was applied in a variety of settings, such as professional workplaces, vocational training, and university environments. University environments employed it in written reports, class debates, presentations, and simulations of actual workplace settings. Writing official letters, report writing, and contacting supervisors and clients all relied on language skills during practicum or internship assignments. English was needed professionally for conducting meetings, attending conferences, handling client communications, and fulfilling daily administrative tasks that required precise formal communication. Frequent exposure to English in a lot of different settings improved conversational ability and prepared individuals to fulfill administrative work demands.

D. Framework of Learning Needs Analysis

1. **Why are the learners taking the course?**
   The students under the BSOA program at KCAST took the ESP course primarily to develop their English language proficiency in a way that aligned with the professional demands of office administration. This included mastering the specialized vocabulary, formats, and communication styles used in business correspondence, report writing, customer service, and workplace documentation. Both educational and practical goals were served by the course, which supported students' academic performance in other subjects that required fluency in English and helped them secure internships or future jobs in administrative positions. In the context of the BSOA curriculum, English was not just an academic requirement but a critical skill for interacting with clients, drafting official documents, taking minutes, and using communication technologies in a business setting. By understanding their target situation, namely the language demands of administrative and corporate environments, the course was tailored to equip students with practical and relevant language skills that bridged the gap between the classroom and the workplace.
2. **How do learners learn?**
   BSOA students at KCAST brought with them a variety of learning preferences, shaped by their educational backgrounds, exposure to English, and individual learning strategies. Some preferred visual aids such as charts and templates for business writing, while others learned best through auditory means such as role-plays, listening tasks, and discussions. Many BSOA students were likely task-oriented and practical learners, favoring activities that simulated real office scenarios such as mock interviews, simulated business meetings, and email-writing exercises. The ESP course needed to offer more practical and workplace-relevant experiences because their prior exposure to English had been primarily academic and theoretical. Their affective filters also had to be considered, since some students were anxious about public speaking or unfamiliar vocabulary, which could hinder their learning. Students felt more supported when group projects, contextualized assignments, and confidence-boosting exercises were promoted. Understanding how these learners best absorbed and applied information enabled instructors to design lessons that were interactive, participatory, and aligned with the professional realities they were preparing for.
3. **What resources are available?**
   At KCAST, the availability of resources directly influenced how the ESP course for BSOA students was delivered. The human resources included faculty members with expertise in English language teaching, ideally with experience or training in business and administrative communication. When available, guest speakers from the corporate world or alumni working in administrative roles provided authentic insights and motivation. Material resources included access to business English textbooks, writing templates for office documents, computers with internet access for drafting digital correspondence, and multimedia tools for presentations. If the institute supported a learning management system (LMS), it facilitated hybrid or blended learning. The institution's support in terms of scheduling, classroom facilities, and technology (e.g., projectors, printers, and office software like MS Word and Excel) was critical for simulating the real-world office environment. Limited resources required the creative adaptation of materials and activities, such as using free online tools or peer-reviewed writing sessions. The availability and proper use of these resources determined how effectively the course met both its learning objectives and professional standards.
4. **Who are the learners?**
   The learners in this context were undergraduate students pursuing a Bachelor of Science in Office Administration at KCAST. They were likely in their late teens to early twenties, with a mix of urban and rural backgrounds and varying degrees of proficiency in English. Some had strong academic records in English, while others struggled with grammar, pronunciation, or fluency. Their career aspirations included becoming office clerks, executive assistants, administrative officers, and other related roles, all of which demanded a high level of written and spoken

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English in the workplace. As future professionals, they needed to communicate clearly with clients, superiors, and coworkers, which placed high importance on both accuracy and formality in language use. Additionally, socioeconomic backgrounds, past educational experiences, and cultural attitudes toward English impacted their confidence and participation in class. A learner-centered profile that took these factors into account ensured that every student acquired the skills necessary for administrative work while also making the course inclusive and catering to a variety of skill levels.

5. **Where will the ESP course take place?**
   The ESP course was most likely held within the KCAST campus, in a traditional classroom or computer lab setting, depending on institutional scheduling and available infrastructure. The learning environment was ideally designed to mimic a professional office setting, especially for practical exercises such as letter writing, filing documents, and conducting mock interviews. If the course included hybrid or online components, students needed access to reliable internet and digital devices to complete assignments or join virtual sessions. Functional seating arrangements, whiteboards, projectors, and computers so that students could type and format documents, skills crucial in their future roles, were all included in the classroom. For students to experience real-world scenarios, the physical setting facilitated role-plays, group projects, and presentations. Furthermore, the culture of the community and the institution affected attendance, engagement, and motivation, making it imperative to establish a courteous, supportive, and professional atmosphere. Understanding and making the most of the physical or virtual environment of the course ensured that students could practice skills in environments similar to those in which they would eventually use them.
6. **When will the ESP course take place?**
   Scheduling the ESP course appropriately within the academic calendar of KCAST was crucial to ensuring maximum participation and effectiveness. For BSOA students, the course was embedded in their second or third year, when they were preparing for internships or practical training. The timing whether it was offered as a regular semester course, an intersession module, or part of an OJT preparation program influenced its content depth and delivery pace. Sessions occurred two to three times a week, depending on credit hour requirements, and were structured to allow ample time for interactive activities, writing assignments, and feedback. Consideration was also given to students' other academic responsibilities, part-time jobs, or family commitments, particularly for working students. Avoiding peak academic seasons (e.g., midterms or finals) for major assessments within the ESP course helped maintain student focus. Effective timing ensured that students were not only physically present but also mentally prepared to engage with the course content, leading to better learning outcomes and skill retention.

E. Methods of Needs Analysis

In order to thoroughly gauge the English language requirements of Bachelor of Science in Office Administration students at Kapalong College of Agriculture, Sciences, and Technology (KCAST), the researchers utilized both quantitative and qualitative research tools. These uses permitted very accurate information on the students' language ability at present, with specific emphasis on the four macro skills, with particular emphasis on writing. The use of two approaches guaranteed breadth as well as depth in the data collection. The first approach was the use of a structured questionnaire to assess the students' perceived strengths, weaknesses, and challenges in English. The second approach was the use of a semi-structured interview aimed at gaining more detailed answers that could not be achieved through the questionnaire alone. The integration of these instruments facilitated more precise identification of language skill gaps and guided curriculum recommendations.

i. Questionnaire

The main instrument employed in this needs assessment was the self-developed questionnaire created by the researchers. It was designed to assess current English proficiency among BSOA students with specific emphasis on academic and workplace communication. Although the questionnaire contained items for all four macro skills, it was centered on writing skills given their vital role in office work. The questions touched on several skills in writing formal letters, reports, and professional documents and to what extent English writing tasks were encountered at school. It also comprised questions on learning vocabulary, use of grammar, and self-perceived difficulties in producing clear written texts. The organized format enabled a systematic examination of the students' self-assessed abilities and furnished quantifiable results to spot areas needing concerted intervention.

ii. Interview

To complement the questionnaire results, the researchers interviewed 10 randomly picked BSOA students from the entire population of 100 respondents individually. The interview was semi-structured, where participants were free to share their individual experiences, challenges, and expectations in the use of the English language, especially in writing. Participants were asked questions about how comfortable they were with real-life writing scenarios like email communication, report writing, and writing academic papers. The interview also tested the perceptions of the students concerning the present curriculum and how it could be improved. This qualitative method allowed for a clearer understanding of their true language needs and revealed particular gaps that may have gone unseen based solely on survey results. These findings were essential in developing pragmatic, pertinent, and responsive curriculum suggestions to address the professional communication needs of potential office administrators.

F. Procedure of the Needs Analysis

To conduct the needs analysis, the researchers visited several BSOA classes, and each class section was tasked to answer the test questionnaires comprehensively. The questionnaires and

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questions for the interview were based on the respondents' field of interest. The main purpose was to gather data that holistically reflects the students' English language proficiency, focusing on the four macro skills: listening, speaking, reading, and writing.

The questionnaire was divided into four parts. For the first part, the focus was listening skills which are composed of 15 questions. Second focus is speaking which is composed of 15 questions. The third questionnaire's topic was reading which was composed of 15 questions and for the last topic which was the writing skills is composed of 15 questions.

50 out of the total number of students inside the classroom was selected as the respondent who will answer the four topics in the questionnaire made by the researchers. After answering the questionnaire, 10 students was interviewed by the researchers as to their field of interest.

In the interview, the 10 respondents were firstly asked if how would they describe their current level of writing proficiency in English, what were the available resources in school they usually used for learning language, do they believe that the results of the assessment conducted is accurate, how was their current level of writing proficiency affect their confidence in completing academic requirements and professional communication tasks, what specific actions or strategies do they plan to take to improve writing skills, what learning activities do they think would mostly develop their writing skills and what specific topics or subjects would they include if they got a chance to design an English language program or curriculum.

After conducting the Needs Analysis, the answers for survey and interview were consolidated by the researchers and afterwards from the given results, researchers made a table for clearer understanding of the data collected. Enclosed on the table are the frequencies of each question where the researchers analyzed and interpreted. From the collected information, the course designer or the researchers identified the learners' needs, wants, and lacks. With the results at hand, the making of the syllabus goes after. This syllabus will serve as a proposal to change the current curriculum.

G. Data Collection

The researchers made their way to the classroom of the class that they were assigned to conduct their Needs Analysis. They had distributed the questionnaires to the respondents. All of the results are illustrated in tables.

i. Questionnaires

The answered questionnaires with 60 items that were separated into four subjects/topics were collected from the respondents and were checked. The scores of the respondents were listed according to their choices that were separately categorized.

ii. Interview

After interviewing 10 respondents through sampling/selection, the answers of the students are consolidated to have fixed and concrete presentations of the results.

RESULTS AND DISCUSSIONS

This chapter presented the findings from both quantitative and qualitative phases of the study on the level of language proficiency of Bachelor of Science in Office Administration students at Kapalong College of Agriculture, Sciences, and Technology. In the quantitative phase, it highlighted the results from the test questionnaire being administered, highlighting the four macro skills. On the other hand, the qualitative phase presented the interview data summarizing the insights of the participants on the results and findings of their language proficiency. The results of both phases were presented in a table as shown below.

Level of Language Proficiency in Terms of the Four Macro Skills

This quantitative study sought to assess the student's proficiency in the four macro skills in language learning: listening, speaking, reading, and writing. Each skill was examined through a specific focus or topic to assess their foundational knowledge. In particular, listening skill was evaluated through their knowledge of the basic concepts of listening, speaking skills through their comprehension and interpretation of speaking concepts, reading skill through assessing their reading comprehension, and writing skills through their writing proficiency. The study aimed to measure the extent of students' knowledge and understanding of these core concepts and to determine specific areas for further instruction and support.

Table 1.1

Levels of Language Proficiency in terms of Listening Skills

Listening	Mean	Description
1	73%	High
2	58%	Average
3	52%	Average
4	75%	High
5	66%	Average
6	78%	High
7	59%	Average
8	53%	Average
9	66%	Average
10	51%	Average
11	48%	Low
12	62%	Average
13	54%	Average
14	73%	High
15	62%	Average
Overall Mean	**62%**	**Average**

Listening. As presented in Table 1, the students had an overall mean score of 62%, which was interpreted as "average." This suggests that the students were rather competent in grasping oral communications, instructions, and audio-based tasks skills essential in office settings such as answering phone calls, listening to meetings, or handling client inquiries. Moreover, the highest score of 78% suggests that some students were able to understand spoken texts efficiently, while the lowest score of 48% showed difficulty in interpreting spoken information and using listening strategies.

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Furthermore, a study by Villanueva and Jacoba (2021) emphasized that listening proficiency was crucial for BSOA students, as their future roles often required effective auditory processing, particularly in clerical duties and customer service interactions. In addition, Esnara (2020) revealed that, particularly in fast-paced office environments where instructions were typically given verbally, average listening abilities hindered work accuracy and efficiency.

Table 1.2
Levels of Language Proficiency in terms of Speaking Skills

Speaking	Mean	Description
1	72%	High
2	71%	High
3	65%	Average
4	62%	Average
5	72%	High
6	67%	Average
7	62%	Average
8	53%	Average
9	61%	Average
10	56%	Average
11	65%	Average
12	61%	Average
13	67%	Average
14	57%	Average
15	71%	High
Overall	**64%**	**Average**

Speaking. As presented in Table 2, the students had an overall mean of 64%, which was interpreted as "average." Although some students performed relatively well, a significant number fell into the low category, indicating a lack of fluency, confidence, or correct grammar use. This was concerning for office administration students, whose career paths often include front desk communication or public speaking in meetings. Moreover, the highest score of 72% indicated a strong capacity in specific speaking situations, while the lowest score of 53% revealed that some students struggled with grammar use.

Furthermore, the study of Bautista and Del Valle (2023) emphasized that limited classroom interaction and training in English caused lower oral competence (Escandallo & Baradillo 2024). Similarly, Pontillas and Talaue (2021) suggested that educators' oral communication was hindered by high levels of speaking anxiety, particularly during formal interactions, which affected their delivery and confidence.

Table 1.3
Levels of Language Proficiency in terms of Reading Skills

Reading	Mean	Description
1	63%	Average
2	50%	Average
3	63%	Average
4	66%	Average
5	46%	Low
6	66%	Average
7	70%	High
8	64%	Average
9	62%	Average
10	41%	Low
11	58%	Average
12	67%	Average
13	63%	Average
14	43%	Low
15	57%	Average
Overall	**59%**	**Average**

Reading. As presented in Table 3 , it was revealed that the students had an overall mean of 59%**,** which was interpreted as "Average". This suggested that students had a fair ability to comprehend written materials such as memos, reports, and emails which were important for processing internal documents in office environments. Moreover, the highest score of 70% indicated that some students show sufficient reading comprehension, which probably helps them to properly grasp and evaluate regular corporate records. On the other hand, the lowest score of 43% indicated that some students found it difficult to comprehend written texts, which may have hindered their ability to process instructions and interpret important communication in professional settings.

Furthermore, this finding aligned with the study of Watin et al. (2024), who emphasized that among Office Administration students, especially in negotiating challenging academic and industry-related documentation, reading competency was a fundamental need. Additionally, Solihat et al. (2021) demonstrated that the materials employed in the classroom frequently did not correspond with the reading requirements of the workplace, which may have contributed to the students' difficulty in comprehending professional texts.

Table 1.4
Level of Language Proficiency in terms of Writing Skills

Writing	Mean	Description
1	56%	Average
2	45%	Low
3	38%	Low
4	49%	Low
5	40%	Low
6	29%	Very Low
7	51%	Average
8	25%	Very Low
9	40%	Low
10	36%	Low
11	33%	Low
12	31%	Low
13	32%	Low
14	30%	Low
15	58%	Average
Overall	**38%**	**Low**

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Writing. As presented in Table 4, writing was the weakest among the macro skills, with an overall mean of 38%, which was classified as "Low." The scores suggested that students struggled with composing structured and grammatically correct texts. This was critical for Bachelor of science Office administration students, who were expected to draft business letters, meeting minutes, memos, and emails. However, the lowest score of 25% revealed the urgent need for intervention in writing instruction.

Furthermore, a study of Rosas and Escandallo (2024) highlighted that non-board program students like BSOA suffered in articulating ideas, structuring thoughts, and managing language mechanics. Additionally, Manatad and Escandallo (2024) highlighted how grammar, vocabulary, and feedback affected writing performance. Both studies found that regular practice, guided teaching, and targeted feedback among tertiary-level students markedly raised their writing competency.

Level of Language Proficiency in Terms of the Four Macro Skills

This quantitative study sought to assess the student's proficiency in the four macro skills in language learning: listening, speaking, reading, and writing. Each skill was examined through a specific focus or topic to assess their foundational knowledge. In particular, listening skill was evaluated through their knowledge of the basic concepts of listening, speaking skills through their comprehension and interpretation of speaking concepts, reading skill through assessing their reading comprehension, and writing skills through their writing proficiency. The study aimed to measure the extent of students' knowledge and understanding of these core concepts and to determine specific areas for further instruction and support.

Table 1.5
Summary on the Level of Language Proficiency of the Four (4) Macro Skills

Macro Skill	Overall Mean	Description
Listening	62%	Average
Speaking	64%	Average
Reading	59%	Average
Writing	38%	Low
Total	56%	Average

Table 5 provided an overview of the language proficiency levels of BSOA students across the four macro skills: listening, speaking, reading, and writing. The data revealed that the overall mean of language proficiency as reported by BSOA students had a total mean score of 56%, with the descriptive level categorized as "average." This suggested that the general level of language proficiency among BSOA students was satisfactory.

Furthermore, the highest mean score among the indicators was 64%, which belonged to the speaking skill, with a descriptive level of "average." This implied that the measures described in speaking comprehension among students were satisfactorily met. This was followed by listening, which garnered a mean score of 62%, and reading, with a mean score of 59%, both also falling under the average category. This indicates that the measures described in listening and reading comprehension among students were also satisfactory.

In contrast, the lowest mean score among the indicators was 38%, which belongs to writing, with a descriptive level of "Low." This suggested that the measures described in writing proficiency among BSOA students were fairly satisfactory but fell below the expected level.

Insights of the Students on the Results and Findings of their Language Proficiency

This research aims to explore what the BSOA students think with regards to their English Language Proficiency, specifically in the aspect of writing, which was identified as the weakest skill in the assessment being conducted by the Bachelor of Secondary Education Major in English third year students. Based on their responses, there are several emerging themes: Students saw writing as one of the most difficult skill because of limited practice in real life context, lacks of knowledge when it comes to grammar and sentence structure, as well as unfamiliarity with professional writing formats. Despite these struggles that has been experienced by these students, these students showed willingness to improve their writing skills and highlights the need of guided instruction, feedbacks, and practical writing activities that can be used in real-world office work. These insights reflects their needs in learning and support the call for a more targeted English curriculum for these future office professionals.

EMERGING THEMES	SUPPORTING STATEMENTS
Writing as the Weakest Skill	"Writing is really hard... we can speak and understand, but writing is truly challenging."– IDI_3 ""Many of us really find it difficult to compose a proper sentence."– IDI_1 "When it comes to writing, I struggle more. I'm not very confident, and it takes me a long time to finish what I'm writing."– IDI_8 "I can type emails or simple reports, but when it comes to formal writing… I still really lack practice.." – IDI_6 "My writing level is just average… but when it comes to formal or academic writing, I really still need guidance.." – IDI_10
Lack of Exposure to Formal and Professional Writing	"We really just lack exposure and practice." – IDI_2 "We're not very exposed to that [business writing]." – IDI_7 "Writing is also not usually prioritized in class." – IDI_10

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	"Sometimes I struggle how to say things in a more formal and professional way." – IDI_4 "Writing is different because you need to be careful with grammar, the structure, and the tone." – IDI_5
Low Confidence and Writing Anxiety	"I'm really not that confident, especially when it comes to writing." – IDI_1 "It also lowers my confidence because I feel embarrassed about my grammar." – IDI_1 "I'm not confident in what I write, especially when it's formal." – IDI_7 "Sometimes I feel embarrassed... I'm not sure if what I did is correct." – IDI_8 "I always doubt if what I did is correct... it also causes delays in my submission." – IDI_9
Interest in Real-World and Practical Writing Tasks	"It's better to have actual writing tasks... where we really create real letters or documents." – IDI_1 "Those things really help because they're realistic." – IDI_5 "Writing business emails based on different scenarios, or a formal report from a case study... those are the kinds of tasks that really help us learn." – IDI_5 "Simulation or role-play of real office scenarios really helps us apply what we learn in a practical way." – IDI_6
Reliance on Technology or External Help	"I check on Google or ask my classmates if what I did is correct." – IDI_6 "Some students don't really like using English because they're afraid of making mistakes or being judged for their grammar... maybe that's why writing tends to be the weakest skill." – IDI_1 "Some students just really rely on GPT now.." – IDI_4 *"I want to use Grammarly or other apps to help me correct my grammar."* – IDI_3

In the first emerging theme, "Writing as the weakest skill" is supported by Sabti et al. (2024) with their study that highlights linguistic difficulties and lack of writing practice as significant contributing factors to anxiety in writing among students, which leads to poor writing performance. Similarly, Almansouri (2022) reinforces this theme by revealing that EFL students struggle with selecting appropriate academic vocabulary, constructing thesis statements, and organizing coherent paragraphs skills that are essential for effective writing but often underdeveloped due to limited practice and guidance.

On the other hand, the second theme is supported by Nurkamto et al. (2022), whose study showcases a significant gap in students' familiarity with formal and academic writing, particularly for topics not explicitly taught in context-specific formats. This aligns with the assessment results of BSOA students, which indicate a lack of exposure to academic or formal writing such as memos or business letters affecting their ability to perform in an office setting. Similarly, Uba and Nizar (2020) found that many undergraduate business students struggled with essential writing aspects like crafting thesis statements, organizing coherent paragraphs, and using appropriate vocabulary challenges they linked to minimal instructional time and practice in essay and professional writing. Together, these findings underscore the need for curriculum design that explicitly targets students' exposure to and mastery of formal, office-relevant writing tasks.

Moreover, the theme "Low Confidence and Writing Anxiety" was supported by Prasetyaningrum et al. (2020), whose research shows that low self-confidence in writing is a cause of writing anxiety among students, negatively affecting their academic performance. This reflects the experiences of BSOA students, who also report similar struggles of doubt and fear when handling writing assignments and essays. Furthermore, Li and Wang (2022) found a significant negative correlation between writing self-efficacy and psychological anxiety among college learners demonstrating that students with lower confidence experienced higher writing anxiety, which in turn hindered their ability to complete writing tasks effectively.

The theme "Desire for practical and guided learning" is supported by Razmi and Ghane (2024), whose study, *"The impact of written corrective feedback on students' writing performance, self-efficacy, and anxiety"*, demonstrates that targeted written corrective feedback significantly improves students' writing performance, increases their self-efficacy, and reduces anxiety reinforcing the need for structured guidance in writing instruction. This aligns closely with insights from BSOA students who have called for more structured classroom exercises, timely feedback, and realistic, office-ready writing tasks. Complementing these findings, Rahimi, Fathi, and Zou (2024) showed in their investigation into automated written corrective feedback that integrating technology-enhanced feedback with teacher guidance further enhances academic writing skills among EFL learners, underscoring that both human and tech-mediated feedback are crucial for developing

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effective, real-world writing competencies (Rahimi et al., 2024).

Lastly, the theme "Use of Self-Directed Strategies and Technology" is supported by Woo et al. (2022), and Labor and Escandallo (2024) who discovered that EFL students effectively use AI-based writing assistants such as natural language generation (NLG) tools to generate ideas and support writing processes (Woo et al., 2022). This aligns well with BSOA students' own accounts of using technology like Grammarly or ChatGPT to improve their writing. Additionally, Li et al. (2023) found that combining both human teacher input and AI-generated feedback significantly enhances students' writing quality, suggesting that integrating digital tools with reflective teacher guidance fosters learner autonomy and skill development. Together, these findings validate that technology can serve as a beneficial stepping stone in self-directed writing improvement, particularly when paired with structured pedagogical support.

Proposed Syllabus as Program to Develop the Language Proficiency of the Students

The suggested syllabus was structured as an all-encompassing instructional plan that focused on developing the English language skills of Bachelor of Science in Office Administration (BSOA) students, with specific attention to their most essential area of weakness writing. In light of the findings of the needs analysis, the syllabus was designed to address directly the gaps evident in the students' skills, particularly formal and workplace communication. The prime focus of this syllabus is to provide students with functional language skills that are applicable in actual office environments, like writing emails, writing business letters, writing reports, and professional correspondence.

The course was geared towards a functional approach to learning, interweaving the four macro skills of listening, speaking, reading, and writing through realistic, task-oriented activities that mimic real-life office communication. While all skills was practiced, writing is accorded special attention by way of writing-oriented modules encompassing guided writing drills, collaborative writing activity, and peer-reviewed work. Grammar drills, vocabulary-building work with a focus on administrative contexts, and real-time communication activities like mock interviews and presentations are also incorporated into the syllabus. It seeks not only to enhance students' technical skills in English but also their confidence when applying the language for professional communication.

In addition, the syllabus was consistent with the objectives of English for Specific Purposes (ESP), and each lesson is pertinent to office administration. Through the incorporation of real-world workplace language needs into the syllabus, the curriculum acts as a connection between academic training and the communications difficulties students will encounter when they enter professional careers. Teachers should make the content flexible and adjust it according to student performance and feedback in order to keep the students engaged and achieve maximum learning results. Finally, the suggested syllabus is not merely a reaction to a language deficit it was an active solution aimed at empowering BSOA students to be effective, proficient communicators in the administrative labor force.

CONCLUSION

The results of the needs analysis conducted among BSOA students of Kapalong College of Agriculture, Sciences, and Technology (KCAST) indicated that while students possess sufficient proficiency in listening, speaking, and reading, their writing skills remain underdeveloped. Writing, being a crucial macro skill in professional and academic contexts, especially in office administration, requires more focused attention in the curriculum. Students face significant challenges in composing formal documents such as business letters, emails, and reports. Although they have elementary knowledge of vocabulary and grammar, they are not able to effectively apply these tools in practical writing tasks. This highlights a gap between theoretical knowledge and actual performance, suggesting that current instruction may not be adequately preparing students for real-world communication demands.

In addition, learners articulated clear wants, needs, and lacks in their language learning process. They complained about inadequate practice opportunities on communication tasks that mimic workplace situations. They wanted participatory and interactive classes with real-life applicability and stated that the inadequate practice and feedback on written work greatly affected their development as writers. Given these findings, it was imperative to revisit and revise the existing curriculum to make it more responsive to the communication demands of office-bound careers. Instructional practices should be restructured to integrate more task-based writing activities, authentic assessments, and consistent feedback. Doing so would not only enhance the students' writing proficiency but also better equip them for the professional challenges they are likely to encounter in the workplace.

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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.