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AN ANALYSIS OF THE ENGLISH LANGUAGE NEEDS AMONG CRIMINOLOGY STUDENTS: BASIS FOR CURRICULUM DEVELOPMENT

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ABSTRACT

The purpose of this study was to analyze the English language needs of Criminology students, with a focused emphasis on their macro skills. Conducted at Kapalong College of Agriculture, Sciences, and Technology, the study employed a needs analysis framework combining quantitative and qualitative data collection through a 60-item questionnaire and follow-up interviews with selected students. The objective was to assess the current level of speaking proficiency, explore students' challenges and insights regarding oral communication, and propose a relevant English for Specific Purposes (ESP) syllabus. Findings revealed that speaking was the most challenging skill among the four macro language areas, with many students exhibiting low confidence, limited fluency, and difficulty adapting speech to academic and professional contexts. The results emphasized the urgent need for a context-based language program that integrates role-playing, simulations, and real-life communication tasks aligned with the criminology field. This study highlights the importance of addressing speaking skills development to ensure Criminology students are equipped with the communicative competence necessary for future law enforcement and legal professions.

KEYWORDS: *Criminology Students, English Language Skills, Speaking Proficiency, ESP Syllabus, Needs Analysis*

RATIONALE

It is critical that the language requirements of non-native English speakers are addressed in preparatory contexts that relate to both academic and professional demands. In criminology programs, the application of the four macro language skills—listening, speaking, reading, and writing—is essential, as students must comprehend legal instructions, interview subjects, interpret case materials, and draft formal reports. Integrated instruction plays a significant role in developing overall language proficiency (Saidova, 2024), which is particularly useful in addressing the practical linguistic complexities faced by criminology students. These challenges include communication with law enforcement professionals and field interactions after graduation. The structured development of English for Specific Purposes (ESP) is grounded in systematic needs analysis, which is essential for aligning instruction with learners' specific academic and professional requirements. As Hutchinson and Waters (1987) argue, effective ESP course design depends on understanding both the target and learning needs of students. However, some scholars caution that a rigid approach to ESP may neglect the evolving nature of learners' needs, which change over time and require continuous assessment and adaptation (Ichim, 2020). Therefore, a more flexible and responsive course design is recommended. These needs analysis techniques are vital in identifying learners' communicative requirements, target situation demands, and learning gaps, ensuring that curriculum outcomes align with students' real-world communicative contexts and professional dispositions. Ultimately, these perspectives support the application of integrated and targeted language instruction to enhance the language competence and confidence of criminology students in both academic and field-based environments.

Internationally, one persistent challenge faced by criminology students is the development of language competence necessary for academic success and future careers. For instance, in the study of Quyen et al, (2018) freshmen in Vietnam often struggle with fluent communication due to personal insecurities and a lack of supportive learning environments. Similarly, criminology students in other non-English-speaking countries encounter comparable barriers to acquiring contextually appropriate spoken communication. In many cases, there is limited opportunity for real-world English-speaking practice, minimal exposure to context-driven language use, and insufficient access to learning resources tailored to law enforcement and related professional fields. In Indonesia, according to the study of Pranoto (2020) this issue is compounded by the gap between general English instruction and the specific linguistic needs of professional disciplines, prompting calls for more targeted English for Specific Purposes (ESP) courses. This becomes particularly critical for criminology students who must be prepared to read and write law-related texts, listen to testimonies, and communicate professionally during evidence presentation and statement processes in high-stakes contexts. Meanwhile, in Italy according to Ioriatti (2021), the traditional dominance of Italian in legal education is beginning to shift due to the increasing relevance of English and other minority languages, especially

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in multilingual regions. As a result, there is a growing demand for updated teaching methodologies that can better equip criminology students with the linguistic skills required to engage effectively with legal texts, courtroom discourse, and multilingual legal settings.

Across different regions, the challenge of English language proficiency among criminology students has been widely documented. In the Philippines, a study of Diaz et, al., (2024) conducted at the University of Eastern Philippines found that freshman criminology students displayed poor to very poor English proficiency, which hindered their ability to develop critical thinking skills. The research revealed that frequent exposure to local media, such as sports and Pinoy movies, negatively impacted students' language growth, offering limited opportunities to practice English communication confidently. Likewise, another study of Ciasha & Cerna (2019) at the Philippine College of Criminology involving professors from the College of Criminal Justice highlighted similar concerns. While many instructors reached intermediate (B1) to upper-intermediate (B2) levels of English proficiency, a significant number remained at a basic (A2) level. This presents a serious challenge in criminology education, where effective communication, legal interpretation, and precise documentation are crucial professional skills. Contributing factors included minimal access to English for Specific Purposes (ESP) materials, inadequate institutional support for ongoing language training, and the overall decline in English standards. In addition, a study of Genelza (2025) conducted at the University of Mindanao Tagum College found that first-year criminology students' English language competence was significantly influenced by the quality and frequency of language learning opportunities. The study highlighted that active engagement with competent speakers, such as teachers or peers, especially during the pandemic, enabled students to improve their ability to respond to English input effectively. It concluded that passive exposure to English was insufficient; instead, consistent and context-rich interaction was key to building students' confidence and proficiency. These findings stress the need for structured and immersive language programs tailored to the academic and professional demands of criminology students.

This research holds a social relevance as it aimed to address the language skills difficulties of criminology students at the Kapalong College of Agriculture, Sciences, and Technology, a higher learning institution in the Province of Davao del Norte. The aimed of this research seek to develop an intervention addressing the root cause of the problem, students' low knowledge and confidence in using the English language. The criminology department instructors may utilize the findings as a reference for an improved approach in assisting students in developing their language skills. The study needs immediate attention since many students are having a hard time use the English language in academic settings due to limited knowledge and low self-confidence. By recognizing these issues, the study aimed to aid teachers in implementing strategies that would eventually diminish language skills related challenges and help criminology students in enhancing their language skills more effectively and efficiently in English.

Additionally, previous studies at Kapalong College of Agriculture, Sciences, and Technology (KCAST) have mostly focused on improving students' reading skills in English. De Vera et al. (2024) studied the reading needs of BSBA Financial Management students using TSA, PSA, and LSA, but only focused on reading, not other language skills like speaking. Likewise, a study conducted by Escandallo et al. (2024) entitled "English for Business Administration: Reading Strategies" also focused only on reading. Another study by Watin et al. (2024) explored the reading difficulties of Office Administration students and proposed a course called "English for Office Administration." Also, there are studies conducted in the same locale (Botohan et al., 2024; Edrada et al., 2024; Sodoy et al., 2024) but all just focused with reading skill and not all the four macro skills. This indicates a clear research gap, as the ability to speak confidently and effectively is crucial for criminology students who are expected to interact with the public, present cases, and communicate with law enforcement and legal professionals. Therefore, there is a need to investigate and address the specific speaking needs of criminology students to help them develop the oral communication skills required in their field.

RESEARCH QUESTIONS

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

NEEDS ANALYSIS

A. Purpose of the Needs Analysis

This needs analysis study sets out to establish the identified needs related to the consumption of English learning across a criminology course, specifically concerning the students' relevant English language skills. The research aimed to collect feasible and accurate details by way of a survey to create a starting point for developing a course that met the needs of criminology students. There were several ways to establish needs, and a needs analysis was a useful vehicle to determine the areas of language use where students encounter difficulties and their individual preferences that can support their effective and more student-centered learning. Additionally, it was necessary to conduct a needs analysis to discover not just the language skills that needed additional attention, but also the opportunities or modes of learning that supported the teaching-learning process.

The information provided an overview of the students' strengths and weaknesses in English language use, which could then be grouped by theme/topic and designed to suit their proficiency levels at a certain point in time; too easy lessons and learners disengaged; too difficult lessons and learners disengaged; the outcome was a lesson that learners opposed and disengaged from. Thus, the needs analysis served as a guide for an English

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language course relevant to criminology students' intellectual and practical demands in their learning journey.

B. Target Population

The population that the needs analysis targeted was composed of students from Kapalong College of Agriculture, Sciences, and Technology. Respondents included first- to third-year students enrolled in the Bachelor of Science in Criminology program. A total of one hundred students responded to the prepared survey questions formulated by the researchers to gather pertinent data about their English language learning needs. After the survey, ten students were randomly selected for an interview. The two-step approach aimed to obtain quantitative as well as qualitative insights so as to gain a thorough understanding of the specific language learning challenges and preferences of the students.

C.FRAMEWORK OF THE TAGET SITUATION ANALYSIS

1.Why is the language needed?

Language was a gateway that helped individuals to share and express their thoughts, emotions, and ideas. To be effective communicators, students should keep improving their language skills that would enable them to speak more clearly, confidently, and according to contexts. Strong language skills supported more accurate expression of meaning, thereby promoting mutual understanding between speakers. In line with this, the research also emphasized the importance of language skill development in students. When their language proficiency was considered, the contexts in which they were engaged were also considered, as well as how effectively the language they constructed and articulated concepts together in speech, writing, listening, and reading forms. It served as a window through which students were given the opportunity for guidance as far as improvement was concerned concerning the options available for enhancing their areas of learning the language skills. Being pronounced as grammatically and semantically accurate in communication promoted linguistic confidence and competence across all language domains. By integrating these skills into the learning process, it prepares the students to adapt and communicate effectively and efficiently in a range of settings, in academics, professions, and everyday life.

2. How will the language will be used?

Criminology students made use of language through speaking, listening, reading and writing for both academic and practical use. In academics, students articulated language through interactions like lectures, reports, case studies and research presentations that participants had to engage with and cope within writing class. In a professional context, English proficiency and strong oral communication skills were an absolute basic requirement, especially in the formats of interviews, reporting incidents, and court testimonies. All these demanded the utmost standard of professionalism, precision and respect for the facts and relevant information. In addition, these students needed to possess fluent and eloquent language skills as they engaged with clients, officers of the law, and members of the community. In all these interactions, be they phone calls, interviews, or in person conversations criminology students needed to conduct themselves in an ideal manner and possess good command of the English language.

3. What will the content areas be?

Possible content areas encompassed the English Language as it related to other subjects with relevance to English such as English for Specific Purposes, Criminal Law, and Forensic Investigation in addition to other areas in the study of criminology. These subjects entailed the reading of legal texts such as case files, writing report-type documents, and presentation of case studies. Aside from a professional application in Law such as legal communication in the court, police interviewing, and report writing, these content areas placed emphasis on policemen's verbal and written skills. These areas showcased the value of knowing how to use the English language for professional purposes and work in the criminal justice system.

4. Where will the language be used?

Students of criminology employed the English language in numerous academic and professional contexts, and this involved the integration of the four critical language skill areas: listening, speaking, reading, and writing. In the academic environment, students engaged in activities and discussions, such as reporting, mock trials, and reciting otherwise prepared and organized oral readings that all required purposeful and relevant speaking and listening to classmates and instructors. In the same way, the fieldwork that required a mock court experience or courtroom behavior necessarily required listening and speaking as applied to interviews and other investigative situations. Furthermore, criminology students needed to 'read' effectively to process and analyze case files, legal files, and academic texts to participate in discourse and in written work. The writing skills were debriefed through the preparation of case reports, affidavits, and official documents, and writing activities were scrutinized as they had to be accurate and coherent, and relevant vocabulary was agreed upon and academic in some cases. Through participating in public speaking discussions, seminars, and collaborative professional development events, students were able to improve grammar, vocabulary, understanding, and fluency in genuine professional situations on behalf of their practice. Combined, the numerous situational applied and authentic opportunities have the potential to provide practical active engagement and to better learn and apply the four possible aspects of the addressed language skills, and that helped prepare them in their future endeavors.

D. Framework of Learning Needs Analysis

1. Why are the learners taking the course?

The Bachelor of Science in Criminology students took the course because it was an academic requirement and a prerequisite. In addition to satisfying academic requirements, the students recognized that English communication was essential to their profession. English proficiency assisted the students in their future careers in their daily work have as investigators for records, report writing, court processes, and interviewing additional parties. English proficiency was essential to communicate with many of so many individuals with legal and investigative connections. As this was relevant to their career and real-life practices, the course was important for their career development moving forward.

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2. How do learners learn?
Criminology students learned language best by directly involving students in role plays and simulations that represented genuine law enforcement situations. Their speaking and listening skills were developed through situational conversations, whereby each student's response generated authentic dialogue. Students engaged in hands-on tasks like mock interviews, courtroom speaking, and investigative journalism, which improved learning when they were involved and had to figure out what to do in context using language. This type of interactive and participatory experience provided students with chances to integrate learning into practice, and offered a level of involvement, experimentation and experiences of inquiry that were more likely to improve their ability to communicate clearly and competently formatively and summative.

3. What resources are available?
There were many resources when working to develop the English language skills. One of the greatest resources was the instructor, especially if the instructor had training that focused on English for Specific Purposes (ESP) in the context of criminal justice. Beyond teachers, students had access to textbooks, legal briefs, and case study materials that connected to English-speaking contexts, alongside video footage showing processes that were relevant to law enforcers and court processes. Instructors could use these resources in order to replicate, as much as possible, real-world, communicative professional situations. There was also, of course, the possibility for additional materials and relevant practice that students could draw on. Students could access endless material on ESP-related topics through freely available online material, podcasts, and scripts related to role-play. These types of resources further offered continuing practice in both their academic and professional English language skills

4. Who are the learners?
The learners were undergraduates who were studying Criminology at the Kapalong College of Agriculture, Sciences, and Technology. These students had various personal and educational backgrounds and with that, they had a basic understanding of English grammar and vocabulary, which were usually used in the classroom during discussions and in assignments. They concentrated mainly on criminal justice, worked on the different law enforcement procedures, and forensics field of study, thus English was complementary rather than the main subject. However aware they were of the role that English played in interview conversations, report writing, and court sessions, most of them struggled with speaking fluency and confidence because of being underexposed and lacking practice

5. Where will the ESP course take place?
The ESP class for students majoring in criminology was usually taught in an appropriate and well-arranged classroom which located within the premises of the Kapalong College of Agriculture, Sciences, and Technology. The classroom had to be quiet, comfortable, and well-ventilated so that students were able to focus, actively participate, and take advantage of important learning experiences. In this environment, students were anticipated to engage in classroom dialogues, role-playing, and simulations that mimicked real-life situations like court trials, police questioning, investigative reporting, and various law enforcement activities. A calm, orderly, and well-organized setting was crucial for keeping criminology students focused and engaged in their tasks. It additionally aided in enhancing their English language skills, especially in academic and professional environments that demanded clarity, confidence, and precision in communication

6. When will the ESP course take place?
ESP courses for students were offered as a structured delivery, preferably during regularly scheduled class times, to provide constant exposure to the English language. To develop the language and communication skills necessary for interviews, courtroom functioning or report writing it was greatly beneficial to have regular sessions of course delivery. The regularity helped students develop their self-efficacy and their ability to function effectively in using the English language in an academic context, and real-world contexts in police, law enforcement and legal settings. The English language was more developable integral to the developmental aspects in all areas of the language, listening, speaking, reading and writing. Therefore, the more exposure students had with the language, the more fluency, accuracy and communicative competence developed which were the essentials of future career contexts.

E. Methods of Needs Analysis
i. Questionnaire
A comprehensive 60-item test questionnaire was developed to assess the students' competencies in the four macro skills: listening, writing, reading, and speaking. The test was divided into four parts. The first part, Listening Skills, evaluated the students' ability to comprehend spoken English. The second part, Writing Skills, focused on the students' ability to construct grammatically correct and coherent sentences. The third part, Reading Skills, assessed the students' reading comprehension and their ability to understand various types of texts. Lastly, the fourth part, Speaking Skills, measured the students' oral communication abilities with a particular focus on speech registers, their ability to appropriately shift language use depending on formality, context, and audience. The purpose of the questionnaire was to gather initial baseline data on the students' language abilities and to identify which macro skill was most challenging for them.

ii. Interview
To complement the results of the questionnaire and provide more in-depth understanding, the researchers conducted follow-up interviews with ten Criminology students. These participants were purposively selected based on their performance in the questionnaire, especially those who showed significant difficulty in one or more macro skills. The interviews were semi-structured and conducted in a conversational manner to make the respondents feel comfortable and open. The main objective of the interview was to explore the students' perceptions of their language abilities, the challenges they face in using English in academic and real-life settings, and their suggestions for improvement or support. Emphasis was placed on their experiences with speaking, since

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it emerged as the most problematic area based on the test results.

F. Procedure of the Needs Analysis

The conduct of the needs analysis followed a systematic process to ensure accurate and relevant data collection. The first step involved the construction of a 60-item test questionnaire that covered the four macro skills of language: listening, writing, reading, and speaking. Moreover, the questionnaire was administered to first, second, and third-year Criminology students at Kapalong College of Agriculture, Sciences, and Technology. The data collection was done during scheduled class hours, with the permission and coordination of faculty members. Students were given clear instructions and ample time to complete all sections of the test.

After collecting the test responses, the researchers carefully checked and analyzed the results. Based on these findings, the researchers conducted in-depth interviews with a sample of ten students. These interviews aimed to verify the test results, understand the root causes of their difficulties, and gather suggestions on possible interventions.

G. Data Collection

i. Questionnaires

The answered questionnaire included 60 items specifically designed to measure the four macro skills of language, or the paradigms of listening, speaking, reading, and writing. The test was intended to measure their language performance relevant to their experiences and meaningful to them. After the questionnaires were completed, the completed forms were collected and then were thoroughly checked and scored. Each respondent's answers were recorded and classified based on the respondents` responses to the 60-item questionnaire. This enabled the researcher to analyze everyone's strengths and weaknesses, based on performance in the four macro language skills; thereby, giving the researcher a clear picture of the respondents' overall language proficiency and communicative competence.

ii. Interview

The survey data were examined, all interviews were transcribed, categorized, and analyzed by each of the 10 students' answers to observe overall patterns, emerging themes, and individual responses prior to tabulating findings into summary form. All student answers were summarized into common themes and structured. This allowed for a series of fixed concrete displays of findings and made it easy to display the data visually for easier reading of the responses. Several similar responses were captured and key messages combined as an overview of the 10 students' views and experiences. Data consolidation of the 10 individual responses ensured the findings were representative of the sample group, keeping each respondent's response individually as each contribution was different and unique.

RESULTS AND DISCUSSIONS

This chapter presents the findings of the study based on the responses of the respondents and the participants. The data shown in this chapter reflect the measures of speaking skills of the criminology students based on the data. The order of the discussion is divided into two parts. The first part is the quantitative phase. This part is based on the topics of the levels of the language skills of 1st to 3rd year criminology students. The second part is the qualitative phase that presented based on the participants' perception of the quantitative results of the study.

Level of Language Proficiency in terms of the Four Macro Skills

This section presents the quantitative results of the study, focusing on the English language proficiency of Criminology students at KCAST across the four macro skills: listening, speaking, reading, and writing. The analysis was conducted using descriptive statistics, including means, standard deviations, and frequency counts, to interpret the data collected from the needs analysis survey.

Table 1
Level of Language Proficiency in terms of Listening Skills

Test I. Listening	Mean	Description
1	78%	High
2	52%	Average
3	57%	Average
4	72%	High
5	81%	High
6	83%	High
7	93%	Very High
8	86%	High
9	75%	High
10	86%	High
11	74%	High
12	62%	Average
13	80%	High
14	91%	Very High
15	81%	High
Overall Mean	**77%**	**High**

Listening. Test I. Criminology students demonstrated an overall mean score of 77% in listening, indicating a "high" performance. This suggests that they possess a strong ability to comprehend spoken language, an essential skill for processing lectures, technical discussions, and field instructions in criminology contexts. The highest score of 93% in this area highlights students' capacity to grasp detailed information effectively, while the lowest score of 72% indicates occasional challenges in specific listening tasks. This level of proficiency enables them to absorb and comprehend complex content such as legal procedures, law enforcement protocols, investigative reports, and courtroom testimonies which are crucial elements in their field of study and future careers.

Recent studies showed that while criminology students had some challenges in listening skills, these did not significantly hinder their ability to function in real-world contexts. Hong et al. (2024) noted occasional struggles with making inferences and interpreting information, influenced by media exposure and learning styles. Similarly, Cecilia and Andres (2021) identified

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a gap between classroom English instruction and certain practical listening demands of criminology, such as understanding legal terms, investigation steps, and spoken directions.

Table 2
Level of Language Proficiency in terms of Writing Skills

Test II. Writing	Mean	Description
1	46%	Low
2	62%	Average
3	45%	Low
4	66%	Average
5	35%	Low
6	53%	Average
7	87%	High
8	49%	Low
9	37%	Low
10	45%	Low
11	83%	High
12	79%	High
13	70%	High
14	86%	High
15	73%	High
Overall Mean	**61%**	**Average**

Writing. Test II. The overall mean for writing was 61%, classified as "Average," suggesting that Criminology students demonstrate a moderate level of proficiency in written communication. The highest score recorded was 87%, while the lowest was 35%, reflecting a wide range of writing abilities within the group. For criminology students, strong writing skills are essential for drafting investigation reports, case studies, legal documents, and academic papers. These tasks demand clarity, precision, and coherence, as they are critical for both academic success and effective performance in real-world law enforcement or legal settings. While the average rating indicates fair competence, the number of students scoring in the "Low" range underscores the need for targeted interventions to enhance their ability to express ideas clearly and professionally in writing.

Similarly, in a study conducted by Jimenez et al. (2024) and the study of Manatad and Escandallo (2024), it found that criminology students in Ozamiz City struggled with academic writing due to grammar issues, idea organization, vocabulary, and time management. Similarly, Abou (2024) and Rosas and Escandallo (22024) reported that master's students faced challenges in thesis writing due to limited methodology training and lack of practical exercises. Both studies highlighted the need for more focused writing support and methodological instruction by guiding them on the proper ways and technicalities in writing.

Table 3
Level of Language Proficiency in terms of Reading Skills

Test III. Reading	Mean	Description
1	23%	Very Low
2	70%	High
3	83%	High
4	62%	Average
5	70%	High
6	71%	High
7	80%	High
8	76%	High
9	48%	Low
10	66%	Average
11	38%	Low
12	67%	Average
13	74%	High
14	69%	Average
15	68%	Average
Overall	**64%**	**Average**

Reading. Test III. Criminology students obtained an overall mean reading mark of 64%, which is described as "average". This finding indicates that they are usually not struggling to grasp the content and meaning of academic texts, technical guides, and research articles. The highest reading mark observed of 80% indicates the areas where the students have demonstrated strong reading ability, while the lowest reading mark observed of 38%, indicates severe weaknesses of the student sample in reading comprehension. Strong reading skills are essential for criminology students in particular because they have to stay abreast of developments in research, policies in law enforcement and practices in criminal justice. Having a solid understanding of written material helps criminology students transition their theoretical knowledge and skills into other communities and contexts.

Studies revealed that criminology students struggled with reading comprehension especially with legal texts and case reports. Hussin et al. (2024) noted difficulties in inference making and evaluating arguments, caused by language gaps and low confidence. Abiyyu et al. (2024) found that many students had trouble identifying main ideas and references. These findings emphasized the need for targeted reading instruction.

Table 4
Level of Language Proficiency in terms of Speaking Skills

Test IV. Speaking	Mean	Description
1	43%	Low
2	25%	Very Low
3	48%	Low
4	40%	High
5	67%	Average
6	39%	Low

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7	54%	Average
8	47%	Low
9	66%	Average
10	39%	Low
11	57%	Average
12	50%	Average
13	46%	Low
14	30%	Low
15	59%	Average
Overall	**47%**	**Low**

Speaking. Test IV. The overall mean score for speaking was 47%, categorized as "Low", indicating limited proficiency in oral communication among criminology students. The highest average mean was 67%, showing their potential in understanding and using casual register. In contrast, the lowest score was 25%, highlighting key areas that require improvement. For criminology students, strong speaking skills are crucial for articulating investigative findings, delivering reports, interviewing suspects or witnesses, and confidently presenting in court or academic settings. Weaknesses in this area may hinder their ability to communicate effectively in high-stakes environments, which is essential for success in both academic and professional criminological work.

The research conducted by Ayawan et al. (2022) states that the challenges faced by criminology students in speaking during face-to-face communication arise from their limited English proficiency in terms of vocabulary, grammar, and pronunciation. Also, Perse (2024) and Escandallo and Baradillo (2024) stated that many students struggled with speaking skills, which included numerous social, academic, and professional challenges. The findings highlighted the gaps in training, lack of exposure, and need for improved curricula, technology utilization, and organized public speaking opportunities. Further research was warranted considering this with respect to the inadequacy of the traditional paradigm.

Table 5
Summary of Language Proficiency in terms of the Four Macro Skills among Criminology Students

Macro Skills	Mean	Description
Listening	77%	High
Writing	61%	Average
Reading	64%	Average
Speaking	47%	Low
Overall	62%	Average

Table 5 provides an overview of the language proficiency in terms of the four macro skills among criminology students — listening, writing, reading, and speaking. The data revealed that the overall mean of language proficiency as reported by criminology students had a total mean score of 62%, with the descriptive level categorized as average. This suggests that the measures described in reading comprehension among students are satisfactory. Further, the highest mean score among the indicators is 77%, which belongs to the indicator listening, with the descriptive level of high. This means that the measures described in listening comprehension among students are very satisfactory. In contrast, the lowest mean score among the indicators is 47%, which belongs to the indicator speaking, with the descriptive level of low. This means that the measures described in speaking comprehension among students are fairly satisfactory. Lastly, writing skills garnered a mean score of 61% and reading skills garnered a mean score of 64%, both with the descriptive level of average. This indicates that the measures described in writing and reading comprehension among students are satisfactory.

Accounts of Students with Language Proficiency in terms of the Four Macro Skills

This section presents the qualitative results of the study, focusing on the Criminology students' perspectives and experiences in developing their English language skills across the four macro skills. The data was gathered through in-depth interviews. Thematic analysis was employed to identify recurring themes, patterns, and insights, which provide a deeper understanding of the students' challenges, needs, and expectations. These findings complement the quantitative data and offer a comprehensive view of the students' language proficiency gaps and desired learning support.

Table 6
Accounts of Students with Language Proficiency in terms of the Four Macro Skills

EMERGING THEMES	SUPPORTING STATEMENTS
Struggles with Technical Vocabulary Limit Confidence and Performance in English	*"I'm not very confident because there are words that confuse me, and sometimes I get surprised because some of them are new to me" (IDI_02)* *"I'm really not confident because there are some terms, especially technical words used in criminology, that we're not very familiar with. When we encounter them for the first time, it's really hard for us to understand." (IDI_04)* *"We still face challenges with vocabulary and legal terms. Technical language in reports and lectures is more difficult. Confidence levels vary some are very nervous about speaking in formal settings." (IDI_05)* *"Sometimes I struggle with technical terms. I have a hard time if the vocabulary used is too deep or complex." (IDI-07)*
Difficulty Writing	*"It's really difficult. There are specific words we need to use, and we have to research and gather information because it's really hard to write in English, especially if you're used to speaking in Bisaya*

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Formal English Due to Limited Vocabulary	*and your English vocabulary is not that wide." (IDI_02)* *"It's challenging for us because we can't just write anything. We need to gather accurate facts to write properly." (IDI_04)* *"English is a real challenge for me. These documents require accuracy, clarity, and specific structure. I often find myself second guessing my grammar." (IDI_10)*
Lack of Confidence and Fluency in Formal Criminology Speaking	*"I really have a hard time speaking in English, especially in activities like role-plays, interviews, or court simulations. I struggle a lot when it comes to speaking." (IDI_03)* *"We find it hard to express ourselves. We get confused about what the correct English to use is when we talk or explain during mock interviews. We struggle to express our ideas and have a hard time speaking or explaining fluently in English." (IDI-04)* *"When speaking English during role plays, mock interviews, or court simulations, our vocabulary is limited, and we often feel nervous. Some want to participate but are afraid of making mistakes. We are more comfortable speaking informally, but formal activities, like class presentations, are more difficult." (IDI_05)* *"I have a hard time speaking. I get nervous because I'm afraid I might make mistakes. I tend to repeat myself due to anxiety and lack of vocabulary." (IDI_08)* *"In the mock court, that's when I really felt pressured. I had a mental block. I wasn't confident in my English, especially with people watching. I feel like we still lack speaking training." (IDI_09)* *"I feel nervous speaking English. Sometimes I lose my train of talk or struggling to find the right words quickly." (IDI_10)*
Struggles with Legal and Crime English Due to Complex Vocabulary	*"I really struggle. Legal or crime-related texts contain words that I honestly don't understand. They're too deep and are not even part of my vocabulary." (IDI_02)* *"Sometimes it's difficult—especially when the terms are unfamiliar to me. There are technical terms in criminology that need to be properly assessed. There are some terms that you think mean one thing, but they actually mean something else, especially when applied to crime-related contexts." (IDI_03)* *"Often difficult due to the complexity and heaviness of the language. Some students really struggle to interpret these texts without guidance. Our understanding is slow." (IDI_05)* *"I also find it difficult at other times, especially when the phrases are unfamiliar and highly technical." (IDI_06)* *"It's really difficult sometimes to understand legal and crime-related texts in English because of the law terms and formal structure." (IDI_07)* *"Legal texts in English are difficult to understand. There are words I don't know, even if I read them over and over." (IDI_08)* *"I find it quite difficult to read and fully understand legal or crime related text in English. Especially when they use complex or formal language. Sometimes I have to read a passive several times or look up. Legal terms to grasp the meaning. Um the structure of this text can also be confusing. If you're not familiar with the format" (IDI_10)*
Low Confidence in English Speaking Due to Vocabulary, Grammar, and Anxiety	*"I feel a bit shy speaking English during class because I'm not confident in my speaking skills." (IDI_01)* *"The real challenge for me is that I get nervous, especially when reporting in front of the class. I really feel nervous because we are required to speak in English only—no Bisaya or any other language is allowed." (IDI_02)* *"I really have a hard time speaking in English, especially in activities like role-plays, interviews, or court simulations. I struggle a lot when it comes to speaking. But when it comes to writing, I can handle it, and I can be fluent in English." (IDI_03)* *"Our vocabulary is limited, and we have difficulty thinking of the right English words to use. Because of that, we feel shy to speak English for fear of making mistakes or using wrong grammar. We always worry about being judged for using incorrect words or grammar, so we struggle a lot." (IDI_04)* *"Our main challenges in using English for criminology subjects include limited vocabulary, difficulty with technical terms, and lack of speaking practice. We are not confident in oral activities and find formal writing difficult. Our exposure to English inside and outside the classroom is inconsistent" (IDI_05)* *"My common challenges are vocabulary and grammar in English, especially when we're asked to make a report or present in class. Sometimes I struggle to organize my thoughts in English. I also sometimes lack confidence when speaking." (IDI_07)* *"My biggest challenge is being forced to use English when I'm not very familiar with the topic. It's not just a lack of vocabulary—sometimes I also lack confidence." (IDI_09)* *"Limited vocabulary and organizing my thoughts clearly. I also sometimes have difficulty understanding instructions or concept when they are presented in complex English. When writing or speaking, under pressure. I tend to make mistakes or forget what I wanted to say. These problems affect my confidence and performance as well." (IDI_010)*

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The first theme emerged was *Struggle with Technical Vocabulary Limit Confidence and Performance in English.* Criminology students struggled with technical and legal vocabulary, which limited their confidence and performance in using English. The lack of familiarity with complex legal terms made it difficult for them to fully engage in academic and professional tasks. This was supported by Aizawa et al. (2020), who note that English language proficiency significantly influences students' ability to manage academic tasks. It was added by Tubalado and Escandallo (2024) that this finding is true in the case with students who also have to learn subject-specific (technical) vocabulary. If students have lower proficiency, it is harder and more demanding to understand the content of the courses they are taking, and they are likely to be less confident in accomplishing reading, writing, speaking, and listening tasks in English. Another study by Brooks et al. (2023) suggested that knowledge of vocabulary was a very important prerequisite to reading comprehension. Limited technical vocabulary knowledge appears to affect EAL learners' ability to understand the academic text significantly. It could possibly cause a dip in their confidence since they would feel unable to grasp the concepts fully and perform well in English. In this regard, focused support in the area of technical vocabulary development is necessary for establishing better comprehension skills and achievement levels.

The second theme emerged was *"Difficulty Writing Formal English Due to Limited Vocabulary".* Students found it challenging to write in formal English due to limited vocabulary, grammatical errors, and unfamiliarity with proper structure. These issues often resulted in second-guessing and increased time spent on research and revisions. This was connected to the study of Salawazo et al. (2020). They emphasized that students have difficulty writing formal English for many reasons, such as a limited range of vocabulary, not enough study and exposure to new words, and difficulties remembering vocabulary. Also, in the study of Anistasya (2022), students struggle most with the linguistic aspects of writing, specifically language use and vocabulary. So there arise problems in grammar, choice of words, and clarity of the text in general. A limited vocabulary makes it particularly hard for students to write in formal English, which yields ill-structured, ambiguous text

The third theme emerged was "*Lack of Confidence and Fluency in Formal Criminology Speaking"*. Many students had difficulty speaking English fluently in structured activities like interviews, role plays, and court simulations. This was due to restricted vocabulary, fear of making mistakes, and a lack of guided practice. This was consistent with the study of Hunder and Bhardwa (2022). They noted that negative feelings tied to lack of confidence and fluency in formal criminology speaking are contributed to by language barriers, limited English proficiency, anxiety about miscommunication, and lack of accommodation for non-native English speakers in the criminal justice system. Further, the study by Ayawan et al. (2022) and Flores and Escandallo (2024) has revealed that criminology students had hindrances in face-to-face speaking in English that included poor vocabulary, grammar, pronunciation, and knowledge of the content, with psychological barriers that led to misinterpretation and mental blackout. Those who were challenged become the reason why they had a lack of confidence and fluency in speaking from the criminology field, which also results in poor delivery of ideas, low participation in class activities, and reluctance to join discussions from academic and professional domains.

The fourth theme emerged was "*Struggles with Legal and Crime English Due to Complex Vocabulary",* students struggled to comprehend legal and criminology materials written in English because of the technical language and dense vocabulary. This led to slower reading, repeated attempts at understanding, and a need for extra help. This was supported by Martinez et al. (2022), who emphasized that the factors that impede legal and criminal English primarily relate to the complex vocabulary and complex sentence structures, low-frequency jargon, center-embedded clauses, the passive voice, and unusual capitalization that are less subjective gauges of comprehension and retention than other barriers and impair recall by all readers, regardless of the lack of specialized knowledge, due to limitations in working memory. In a similar vein, Lawrence et al.'s (2021) research demonstrates that the use of complex vocabulary in legal and crime English can be a serious barrier to students' understanding and task performance in criminology-related activities. It also demonstrated that students with poorer development of their reading capability have more difficulty understanding academic vocabulary that is complex and/or infrequent than students with better reading capabilities, this impacts the level of difficulty for items and the ability to infer word meanings from their context.

The fifth theme emerged: "*Low Confidence in English Speaking Due to Vocabulary, Grammar, and Anxiety",* their limited exposure to academic English made it difficult to express themselves clearly and accurately, especially the students were from a Bisaya-speaking background. Which aligns with Giray et al. (2022), who noted that being confident in speaking English is hindered by limited vocabulary and grammar skills, personal feelings of inadequacy, fear of being judged, and anxiety, which means that it is important to be taught and to practice in an environment that has some comfort, which is crucial for effectively increasing a person's proficiency. In addition, the research conducted by Rajitha and Alamelu (2020) indicated that English language speaking anxiety was a significant obstacle in anxiety for criminology students in academic and professional context that required them to communicate effectively. It was highlighted that a major source of low confidence in English speaking was due to limited vocabulary, grammatical problems, and increased anxiety, which kept them from articulating their ideas clearly and communicating with confidence in oral discussions.

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Table 7
Insights of Criminology Students based on the Results and Findings of their Language Proficiency

EMERGING THEMES	SUPPORTING STATEMENTS
Constructive Feedback for Motivation and Improvement	*"It motivates me to keep practicing and to become more confident when speaking, especially in academic or professional settings like class discussions, role plays, or mock interviews." (IDI_01)* *"I take it as motivation—whether the result or feedback is good or bad, at least I get to learn something from it. It makes me realize, "Oh, I made a mistake." I don't take it personally; I just use it as motivation." (IDI_02)* *"I have mixed feelings about feedback—I feel happy when the results are good, but sometimes I get discouraged when I make a lot of mistakes. However, it also shows me where I need to improve. The feedback helps me stay motivated to keep practicing." (IDI_07)* *"Honestly, as a good challenge, and motivated. By the feedback, I understand that speaking English flute is not easy. Um when you're nervous or under pressure. But the feedback helps me identify my weak points so I can work on them. I appreciate it when teachers give constructive advice. It makes me want to participate more in class activities that build my confidence." (IDI_10)*
Need for Improved Fluency and Technical English in Criminology	*"I understand that our Technical English course is designed to help improve speaking skills, but I feel that I still need more practice to become fully confident in speaking English." (IDI_01)* *"We really need to improve in order to become effective criminologists. We need to become more skilled in English because it's usually the language used in reports—English and Tagalog. So, improvement is really needed so we can enhance our understanding and use of English." (IDI_02)* *"We need to know how to explain or narrate specific events or incident reports. There are some law enforcers now who don't know how to explain or narrate what actually happened in a crime or incident." (IDI_03)* *"We believe we really need to improve our fluency and use of criminology-specific vocabulary. We also want to develop clearer pronunciation and greater confidence in public speaking. These skills will be especially helpful in real-life situations such as interviews and court procedures. Improving our speaking skills will also boost our academic performance." (IDI_05)* *"I guess it would be in Technical or Legal Language. Since it involves precise, formal terms used in the fields of Criminology. And I think I need to improve it since it is important for avoiding misinterpretation—especially in legal documents, reports, and court proceedings." (IDI-06)* *"In speaking, I still need to improve my pronunciation, fluency, and use of correct grammar. It's also hard to explain legal terms in English. I want to be more confident when interacting, especially out in the field or during interviews." (IDI-07)* *"I still need improvement in fluency. Sometimes it takes me a long time to form a sentence. When it's time to speak, I get confused about how to begin." (IDI_08)* *"I want to improve on how to explain my report in English. I don't know how to present it properly. So what we really need is fluency and clarity." (IDI_09)* *"I need improvement in fluency. Pronunciation and the use of technical vocabulary sometimes I I speak slowly or post a lot because I'm searching for the right words. I also need to be better at organizing my talks before I speak. These are important when interviewing people Presenting in court. Or giving briefings. Um being able to speak clearly and professionally. Professionally is crucial in terminology." (IDI-10)*
Speaking Skills in English as a Professional Necessity in Criminology	*"it's very important because English is usually used in reports, in trials, by judges, and when gathering evidence. English is needed—Bisaya is not used in those contexts." (IDI_02)* *"Strong speaking skills are really the most important skills that criminology students and law enforcers should acquire because these skills are used in all aspects, especially when conducting interviews with witnesses and during court proceedings or hearings. You really need to have strong and polished speaking skills for trials or court proceedings." (IDI_03)* *"This is very important to us because when we become law enforcers someday—most of us want to be police officers—one of the tasks is to face or go to court. It really helps the judge if we are already practiced in trials. We need to be good at communicating there so that we can defend ourselves, for example when reading police reports. We need to be able to defend what we write in court, and what we write in police reports should be correct English." (IDI_04)* *"Speaking skills are very important in criminology. If your communication is unclear, miscommunication can easily occur, which can lead to problems in investigations or court cases. Strong speaking abilities help build credibility as a professional. Without the ability to express ourselves clearly, our impact in the field is limited." (IDI_05)* *"I believe that speaking English in criminology is not just about language—it's about connection, professionalism, and access. Whether we aim to research, teach, enforce laws, or support victims, strong English-speaking skills will help us operate confidently in an increasingly global and interconnected justice system in the near future." (IDI_06)* *"Speaking skills are very important in criminology because you need to communicate clearly in reports,*

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	interviews, and court testimonies. If you don't know how to express what you saw or learned, your point might be misunderstood." (IDI-07) *"For me, speaking skills are really important because you need to speak clearly in reports, interviews, or during investigations. It's not just about being able to talk—you have to be clear and accurate." (IDI_08)* *"Strong speaking skills are important because communication is at this is at the heart ah of the criminology profession. Whether you're interviewing, with disease, testing, testifying in court, or presenting a case. You need to be clear and confident. Miscommunication can lead. To misunderstanding or even failure to deliver justice. Also speaking well and respect and build trust especially when dealing with the public or other professionals. That's why speaking is not just an academic skill but ah professional necessity." (IDI_10)*
Supportive and Practice-Oriented Learning Environment Enhances Speaking Skills	*"A factor that can help develop speaking skills among criminology students is having activities or subjects that specifically focus on improving their speaking skills. There should also be activities that boost students' confidence so they won't be afraid to speak, even if they make mistakes. When they do make mistakes, the instructor should help them." (IDI_03)* *"What really helps is reading criminology-related materials, reading about how to improve speaking skills, and participating in classroom scenarios where we try our best to answer in English." (IDI_04)* *"Factors that help improve our speaking skills include encouragement from teachers, more practice opportunities, and access to helpful materials." (IDI_05)* *"The factors that helps me to develop my ability to speak in English of course is through Feedback and Corrections. As a student we're not perfect, and we must make room for improvement and have a heart to accept feedbacks and corrections for I believe that it helps me to refine clarity, pronunciation, and allows me to speak with precision and credibility. "(IDI_06)* *"What helped develop my speaking skills were role plays, group discussions, and English-speaking instructors." (IDI_07)* *"Factors that help me include supportive teachers, frequent speaking activities, and positive learning environment. When I feel safe to make mistake and learn from them, I improve faster." (IDI_10)*
Fear of Judgment and Lack of Confidence Limit English-Speaking Development	*"The biggest hindrance to development is lack of confidence. In the classroom, most students are afraid to speak up or talk when the instructor asks them because they fear being scolded or laughed at by their classmates." (IDI_03)* *"One challenge is that our vocabulary is limited, so sometimes we feel shy because we struggle to express what we think in English and are afraid to speak up for fear of wrong grammar. That's one big obstacle for us." (IDI_04)* *"Sometimes we are afraid of making mistakes, don't have enough chances to practice properly, and receive limited feedback. Some students lack motivation because of low confidence. A supportive environment with consistent feedback would make a significant difference." (IDI_05)* *"Fear, nervousness, and lack of exposure to English conversations sometimes hold me back. Others also feel less confident because they're afraid of making mistakes." (IDI_07)* *"One barrier for me is the fear of making grammar mistakes. We also don't always get the chance to practice speaking in class, so we really lack exposure." (IDI_08)* *"Fear and shyness hold us back. We also lack a support system where we can practice and feel confident." (IDI_09)* *"On the other hand, fear of judgement, a lack of practice, and limited vocabulary. Can hold me back. Sometimes I'm shy. Or a of being corrected in front of others." (IDI_10)*
Enhancing Criminology Speaking Skills Through Interactive Activities and Feedback	*"By joining mock trial exercises or criminology role-plays, I can improve my speaking skills and get used to real-world criminology scenarios. "(IDI_01)* *"To improve, we suggest more interactive activities such as mock court trials, role-playing interviews, and group discussions. It would be best if these activities involve real-life scenarios to make them more relatable and engaging. We also recommend using audiovisual materials to help improve listening and pronunciation skills. Regular feedback from instructors is very important to guide our progress." (IDI_05)* *"It would probably be better if we had regular speaking activities that are really related to criminology, like mock trials, field interviews, or crime scene presentations. We could also have speaking workshops focused on vocabulary and sentence delivery. I also like receiving feedback after every activity so I know where I need to improve." (IDI_07)* *"It would probably help if there were a subject focused specifically on speaking, with activities like dialogues, situational role plays, and guided speaking drills to boost our confidence." (IDI_08)* *"I suggested their program. Include more oral activities Like more interviews, courtroom rule, place. Um and group discussion. They should be part of our regular classes. We cannot use speaking English naturally. Teachers could also assign presentations or allow us to lead discussion. constructive feedback, and encouragement are also important. Lastly, we can have poor practice where we correct and help each other in a friendly way." (IDI_10)*

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The first theme emerged was *"Constructive Feedback for Motivation and Improvement",* even with mixed feelings, is seen by students as necessary for progress, allowing them to identify weaknesses, gain confidence, and remain motivated to improve in criminology speaking exercises such as discussions, role-plays, and interviews. This was aligned with the study of Abduazizovna and Ikanova (2025). They note that constructive feedback motivates language learners by promoting a growth mindset, encouraging engagement, and fostering ongoing improvement through positive reinforcement and goal-setting. Another study by Mandouit & Hattie (2023) emphasized that students valued feedback that was trimmed down to how they used suggestions to complete future work instead of worrying only about their past efforts. Making student ideas part of feedback processes created a better learning space and one where teachers and students interacted to develop ideas and conversations and make sense of them in the classroom.

The second theme that emerged was *"Need for Improved Fluency and Technical English in Criminology*". Students see the necessity of enhancing their English communication skills particularly fluency, pronunciation, and criminology-related vocabulary as necessary for educational and professional success, with the goal of being more confident and eloquent in activities such as report writing, interviews, and court proceedings, where precise and clear language is critical. This was supported by Marcu (2022). He noted that pronunciation improvement and fluency development in technical English for criminology students require planning a manageable stage of speaking activities that reduce anxiety and develop effective ways to communicate. Additionally, the study by Demi & Payot (2022) revealed that criminology students had particular difficulty using fluency, technical English, especially in terms of grammar, including subject-verb agreement, comma usage, and conjunctions skills necessary for accurate writing in layout forms such as police blotters. The problems identified related to their limited understanding of grammar rules. The results indicated an urgent need for academic initiatives to improve their practices in technical writing.

The third theme emerged was *"Speaking Skills in English as a Professional Necessity in Criminology".* Students highlight that good English-speaking ability is essential both in academic assignments and career positions in criminology, as effective and assured communication is critical in courtroom interactions, presentation of reports, interviewing, and investigation to avoid misunderstandings, assist justice, and establish credibility in the profession. This was connected to Agustina and Setiawan (2020), they emphasized that this will be particularly relevant since oral communication is paramount to effectively express information, to analyze concepts, and to communicate effectively in employment contexts. Moreover, the study of Leleka (2022) revealed that speaking skills were an important aspect of learning a second language, as they facilitate effective communication between users of the language, especially through English for professional reasons due to globalization. The study argued that fostering communicative competence in students happened particularly through dialogic speaking, something that many modern educational programs see as a top priority in order to prepare speakers of English for the global world of work.

The fourth theme emerged was *"Supportive and Practice-Oriented Learning Environment Enhances Speaking Skills"*. Students develop their English-speaking skills as they practice on a regular basis in a supportive atmosphere with specific activities, positive feedback, appropriate materials, and encouragement from the teacher to achieve fluency, accuracy, and confidence for professional communication. This was consistent with the study of Tatarnitseva et al. (2021), they emphasized that practice-oriented learning methods such as mock investigation, courtroom simulation, or case analysis enhance criminology students' communicative competence by motivating them to interact professionally and engage in effective legal dialogue all crucial for developing systemic speaking skills in justice contexts. n addition, according to the research conducted by Rezer (2020), these environments are oriented towards historical and social perspectives and provide further opportunities for deeper learning, communication growth, and overall social learning through practical training methods. They promote connections of students in real-life activity-based settings with expectations that resemble professional demands.

The fifth theme emerged was *"Fear of Judgment and Lack of Confidence Limit English-Speaking Development".* Students tend to be afraid of getting it wrong or being criticized, which, combined with restricted vocabulary and criticism, deflates their confidence and engagement; an encouraging, non-critical atmosphere is vital to shatter this pattern and develop English-speaking ability. Which aligns with Aashiq and Zahid (2024). They noted that English-speaking development among students is impeded by a lack of exposure to the language, low self-confidence, and fear of judgment, making vocabulary, grammar, and pronunciation challenging enough with psychological barriers to their willingness to practice and improve. Relatedly, Ahsan et al. (2020) uncovered several psychological components and psychological barriers, such as fear of judgment and lack of confidence, which resulted in hesitancy and withdrawal from EFL learners engaging with the participants' judgment of their ability to speak English. The fear of judgment placed limits, whilst the withdrawal resulted in limited participation in class activity, and the hesitation affected overall speaking performance and instilled a consistent reluctance towards communicative tasks.

The sixth theme emerged was *"Enhancing Criminology Speaking Skills Through Interactive Activities and Feedback"*, students stressed that criminology-specific, interactive exercises such as mock trials, role-plays, and field presentations coupled with audiovisual material, feedback, and peer support are most important to developing fluency, confidence, and practical English-speaking ability. This was consistent with Mulyadi et al., 2021, who noted that Utilizing Task-Based Language Teaching (TBLT), such as through role-play activities, greatly enhances ESP learners' listening comprehension and speaking performance and demonstrates the effectiveness of engaging in interactive, authentic tasks for communication skills development needed in a specific

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professional field such as criminology. The article by Tsang (2020) highlighted how awareness of oral presentation skills could be raised in students through engaging discussions and a formalized inventory, which positively assisted their speaking development. A variety of activities that aided students' confidence and' readiness suggest that speaking skills for criminology could be interpreted as improved with the use of active learning and feedback.

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

The proposed course, English for Criminology (EC 101), is an 18-week English subject that focuses on developing the comunication skills of criminology students at the academic and professional levels. This subject incorporates all four macro skills of communication—speaking, writing, reading, and listening—through activities related to specialization in criminology, including police report writing, communicating in the courtroom, writing an affidavit, interpreting legal texts, and others. The subject activities reflect real-world activities that students are likely to perform or experience in the criminal justice field.

This syllabus is grounded in two theoretical foundations. The first is the Sociocultural Theory, which reinforces the idea that learning a language is a social exchange that rides on meaningful interactions. This is included in the design of this syllabus because the students will be working in groups on a collaborative activity, including but not limited to court role-play, mock interviews, and simulations. The second is Task-Based Language Teaching, which promotes learning through the completion of real-world tasks that require meaningful language use. Every activity in this course simulates authentic criminology communication scenarios, ensuring students apply language in contextually relevant ways.

As the course progresses, students move from basic speaking and listening activities to more advanced reading and writing activities. Speaking activities may include formal speech practices or logging practice, plus other in-class mock testimony and police communication activities. Writing may include spot reports, incident reports, affidavits, or legal memoranda. Reading associations will develop learners' ability to read and understand primary and secondary sources of legal doctrines, witness statements, and case summaries, while listening tasks will develop students' interpretation of court discussions and radio communication programs.

By the end of the course, students are expected to show greater fluency and confidence in professional oral interactions, competence in writing legal and criminology-related documents, and the ability to interpret complex texts and spoken exchanges. Course outputs include courtroom dialogues, written reports, role-play recordings, legal vocabulary banks, reflection journals, and analytical essays. These outputs demonstrate their ability to use English both accurately and professionally within the context of criminal justice.

In conclusion, the syllabus is a organized and research-based language intervention syllabus in response to the communicative needs of criminology students of KCAST. By using sound philosophies of learning and authentic language tasks, the course provides students with concrete tools they can use to meet the language requirements of their profession. The program is timely and necessary to close the divide between what is taught in the classroom and the realities of workplace communication.

CONCLUSION

Effective oral communication is a crucial skill in the field of criminology, where professionals regularly interact with law enforcement personnel, legal authorities, victims, suspects, and the public. Criminology students must not only acquire theoretical knowledge of criminal justice but also develop strong language proficiency across the four macro skills—listening, speaking, reading, and writing—to meet the demands of real-world investigative and legal contexts. This syllabus is designed to equip students with comprehensive communicative competence essential for their future roles in law enforcement, investigation, and court proceedings.

The first objective of the course is to assess the language proficiency level of criminology students in terms of the four macro skills. Based on the needs analysis, students demonstrated generally satisfactory performance in listening and reading, moderate proficiency in writing, but significantly low performance in speaking. This indicates a pressing need to prioritize the development of oral communication skills to prepare students for various professional speaking situations required in criminology practice.

The second objective is to examine students' specific language difficulties and experiences across the four macro skills. Findings revealed that many students struggle with idea organization, use of appropriate vocabulary, grammatical accuracy, and fluency, especially when delivering oral presentations, participating in interviews, and simulating court testimonies. These difficulties affect their ability to communicate effectively and professionally, particularly in speaking tasks where clarity, precision, and confidence are essential.

The third objective is to gather students' insights based on their proficiency results. Students acknowledged their weakness in speaking and expressed the need for more interactive and practical activities to help them build confidence, improve vocabulary usage, and enhance fluency. They recognized that improving their oral communication skills is essential for their future professional responsibilities in the criminal justice system.

The fourth objective is to propose a syllabus that will address these identified needs and strengthen the students' macro skills, particularly speaking. The proposed syllabus integrates various criminology-related communication tasks such as mock interviews, courtroom simulations, case briefings, investigative reporting, and role-playing exercises. These activities aim to provide practical exposure and allow students to apply criminology-specific terminologies accurately while

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developing fluency, clarity, and confidence in using English in professional contexts.

Overall, this course is designed to address the specific language needs of criminology students by focusing on their weak areas, particularly speaking, while strengthening all four macro skills through practical and discipline-based activities. By developing their communicative competence, the program ensures that criminology graduates are fully prepared to handle the complex communication demands of their field with professionalism, confidence, and accuracy.

RECOMMENDATION

Based on the findings of the study, it is recommended that the proposed course titled English for Criminology (EC 101) be officially included in the criminology curriculum of KCAST. The course was developed to meet a specific language need for criminology students in their technical vocabulary, writing legal documents, understanding legal texts and effective oral communication in a variety of academic and professional contexts.

One of the key issues identified in the needs analysis was the low level of speaking skills exhibited by students and many of them noted that they found it difficult to speak easily and confidently in English, especially during interviews, court simulations, and formal presentations - situations students are likely to encounter during their law enforcement or legal careers. Since effective communication is a critical skill for law enforcement and legal work, this should be a priority when developing the course to help students improve their speaking skills.

It is also recommended that the contents, activities, and assessments in the syllabus be followed as planned. The syllabus was developed from the students' actual requirements, and was based on relevant language learning theories, so there should be no drastic changes to the course content or activities. Instructors may adapt their delivery based on needs in the classroom, but the general topics, learning outcomes, and tasks should stay the same so that the overall goals of the course can be achieved. Working from the syllabus will help the students develop the language skills they need in their future profession.

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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.