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ASSESSING THE ENGLISH LANGUAGE NEEDS OF BSBA MAJOR IN HUMAN RESOURCE MANAGEMENT: FOUNDATION FOR A TAILORED SYLLABUS DESIGN

Karl Patrick Babatuan[1], Dariela Ancajas[2], Rasselle Mae Dela Gente[3], Jonelson C. Escandallo[4]

[123]*Student Researchers, College of Teacher education, Kapalong College of Agriculture, Sciences and Technology.*
[4]*Program Coordinator, College of Teacher education, Kapalong College of Agriculture, Sciences and Technology.*

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ABSTRACT

This research examined the English language proficiency of BSBA Human Resource Management students at Kapalong College of Agriculture, Sciences, and Technology (KCAST), concentrating on the four macro skills: listening, speaking, reading, and writing. The objective was to discover deficiencies in students' language skills and provide a curriculum to meet their requirements. The researchers used a mixed-methods approach, gathering quantitative data via a survey completed by 100 students in their first and second years, and qualitative data via interviews with 10 randomly chosen students. The results indicated that students had modest proficiency in reading and listening, however encountered considerable difficulties in speaking and writing, adversely impacting their capacity for effective communication in academic and professional settings. The students articulated a want for more stimulating and pragmatic English sessions that reflected real-world marketing situations. The research advocated the creation of a customized English for Specific Purposes (ESP) curriculum for marketing students, including task-based learning and practical applications to enhance their language skills and professional preparedness.

KEYWORDS: *Needs Analysis, Macro Skills, Language Proficiency, BSBA Human Resource Management, ESP Syllabus*

RATIONALE

Language proficiency played a crucial role in effective Human Resource Management (HRM), especially for those studying for a Bachelor of Science in Business Administration with a major in Human Resource Management (BSBA-HRM). In HRM, it was essential to have clear and strategic communication for tasks such as recruitment, conflict resolution, performance evaluation, and policy implementation. Strong language skills enabled HR professionals to carry out their responsibilities accurately and with cultural sensitivity, particularly in diverse and global work environments. Effective communication played a key role in HRM, influencing organizational success and employee engagement. As highlighted by Sumbadze (2024) to his study entitled "*How Language and Communication Proficiency Affect HR Effectiveness in Multicultural Settings"*, communication competence significantly impacted HRM practices in multicultural settings. Similarly, Rahmawati and Mege (2023) "*Integrating Language Training in HRM Curriculum for Practical Application in the Workplace",* emphasized the importance of integrating language training into HRM education to prepare students for real-world professional demands. In addition, a study by Zhang and Zhu (2022) entitled "The Impact of English Language Proficiency on HR Practices and Employee Satisfaction in International Firms" found that English language proficiency among HR professionals directly influenced the effectiveness of international business operations and employee satisfaction. Furthermore, proficiency in English was particularly important in logistics, as it facilitated cross-cultural communication and enhanced operational efficiency. Therefore, incorporating language skill development into the BSBA-HRM curriculum was considered vital in preparing students for the varied communication demands of the HR field (Sumbadze, 2024; Rahmawati & Mege, 2023; Zhang & Zhu, 2022).

Language proficiency challenges in Human Resource Management (HRM) education constitute a global concern, particularly for Bachelor of Science in Business Administration students majoring in Human Resource Management (BSBA-HRM) who are being equipped for international work. In the United Arab Emirates (UAE), students' insufficient English proficiency adversely affected their performance in international assessments such as TIMSS and PISA, underscoring the need for enhanced language skills to meet global norms. In Canada, foreign students often had challenges with the academic language demands of their programs, even after satisfying English language entrance standards. This disparity highlighted a divergence between standardized language assessments and the requisite communication ability for academic and professional achievement. In China, business and HRM students often had difficulties in using English for professional communication, especially during presentations, negotiations, and cross-cultural workplace interactions. Zhang (2021) discovered that inadequate English proficiency impeded Chinese university students' participation in genuine HR simulations and diminished their trust in international business environments. These findings highlight the necessity for HRM programs to offer comprehensive language training that goes beyond fundamental proficiency, focusing on practical communication skills essential for effective performance in diverse, multicultural settings.

Language proficiency issues in Human Resource Management (HRM) education have become increasingly apparent in the Philippines, especially among Bachelor of Science in Business Administration students specializing in Human Resource Management (BSBA-HRM) who are being equipped for careers in a globalized workforce. Dela Cruz et al., (2020) stated that Grade 11 students at Bestlink College of the Philippines, namely those in the Humanities and Social Sciences (HUMSS) strand, had considerable difficulties in English communication in Quezon City. The challenges were ascribed to the increasing impact of social media, the widespread use of colloquial language, and the enduring consequences of mother tongue-based training, all of which impeded fluency and confidence in both spoken and written English. In Olongapo City, Panado (2022) noted that freshmen students at Gordon College had high reading abilities; nevertheless, their competency in listening, writing, and grammar varied from average to below average, hindering their capacity to articulate ideas effectively in academic and HR-related duties. Manalo et al. (2021) identified that students in business and HRM studies at a public university in Davao City had difficulties in crafting professional papers and executing oral presentations in English. Their research indicated that several students lacked the requisite vocabulary and structural proficiency for business communication, adversely affecting their

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academic achievement and readiness for foreign professional environments. These results highlight the urgent need for educational institutions to provide specialized English language development programs that address both fundamental abilities and the functional and professional communication requirements of the HRM sector in a global environment.

Students enrolled in the Bachelor of Science in Business Administration with a Major in Human Resource Management (BSBA-HRM) at Kapalong College of Agriculture, Sciences, and Technology (KCAST) are facing significant challenges in English language proficiency, especially in speaking and writing skills. These linguistic deficiencies impede their capacity to proficiently execute vital HR functions, including conducting interviews, organizing training sessions, and managing workplace communications. The necessity to confront these challenges is emphasized by Agdana (2024) study, *"Language Proficiency and Socioeconomic Factors: A Study on College Students' English Competence in the Philippines,"* which indicates a persistent decline in English proficiency among college students attributed to insufficient daily language use and escalating socioeconomic disparities. A study from BusinessWorld Online (2023) entitled *"Multinational Firms Raise Concerns Over English Proficiency in the Philippine Workforce"* emphasized the increasing apprehensions of foreign corporations over the diminishing English proficiency of Filipino employees. The research cautioned that this declining trend may adversely impact the nation's global competitiveness and ability to attract foreign investments. The national and industry insights underscore the need for KCAST to do a comprehensive needs analysis aimed at pinpointing particular inadequacies in the English macro abilities of BSBA-HRM students. This program will facilitate the creation of focused, context-specific interventions to improve students' communication skills, essential for successful engagement in both local and international business settings.

A significant gap exists in thorough needs analysis study including all four English macro skills listening, speaking, reading, and writing among non-board program students at Kapalong College of Agriculture, Sciences, and Technology (KCAST). Previous study has focused only on reading competencies within certain programs. De Vera et al. (2022) performed a research entitled *"A Needs Analysis on the Reading Skills of Bachelor of Science in Business Administration Major in Financial Management Students at KCAST,"* which identified challenges in comprehension, vocabulary, and text interpretation. Escandallo et al., (2022) investigated reading difficulties in their research *"A Needs Analysis on the Reading Skills of Bachelor of Science in Office Administration Students at KCAST,"* emphasizing problems with reading fluency and academic vocabulary. Edrada et al., (2022) conducted a research titled *"A Needs Analysis on the Reading Skills of Bachelor of Science in Agriculture Students at KCAST,"* which identified reading challenges particular to the subject. Also, there are studies conducted in the same locale (Botohan et al., 2024; Sodoy et al., 2024; Watin et al., 2024) but all just focused with reading skill and not all the four macro skills. Although these studies offered significant insights, they concentrated just on reading and neglected to include the other equally vital macro abilities. This study seeks to address the existing gap by performing a thorough needs analysis of listening, speaking, reading, and writing competencies among non-board program students to guide the creation of an English for Specific Purposes (ESP) curriculum that aligns with actual academic and professional communication requirements.

RESEARCH QUESTIONS

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

PURPOSE OF NEEDS ANALYSIS

Needs analysis for BSBA Human Resource Management (HRM) students focused on identifying the essential English language skills they required to excel in both their academic pursuits and future roles in the field of human resources. Since HRM professionals were expected to communicate effectively in a range of professional contexts such as conducting interviews, writing reports, handling employee relations, and facilitating trainings, understanding their specific language needs allowed educators to develop language programs that enhanced practical communication tasks. These included drafting clear and concise HR documents, engaging in interpersonal communication, and participating in formal discussions and negotiations. This targeted approach ensured that English instruction was aligned with the real-world responsibilities HRM students would encounter, enabling them to improve their communication skills in ways that were both meaningful and relevant to their career path.

Moreover, needs analysis played a vital role in helping faculty and curriculum developers assess whether the current English language instruction met the practical demands of the HR industry. By analyzing students' language proficiency levels and the specific communication challenges they faced, educators were able to make data-informed adjustments to course content, teaching strategies, and learning activities. This ensured that the curriculum not only supported academic development but also equipped HRM students with the language skills necessary to thrive in a professional environment, allowing them to interact confidently with colleagues, management, and stakeholders, and to uphold professional standards in workplace communication.

TARGET POPULATION

The target population for this needs assessment came from Kapalong College of Agriculture, Sciences, and Technology. The participants included 100 students from the Bachelor of Science in Business Administration major in Human Resource Management (BSBA-HRM) program, ranging from 1st year to 2nd year students. These students were asked to respond to a set of questions prepared by the researchers to gather essential data for the needs analysis. Following the initial survey, 10 students from the BSBA-HRM department, also from 1st to 2nd year levels, were randomly selected to take part in a follow-up interview. This group of interviewees was chosen to provide more in-depth insights based on their personal experiences, challenges, and perspectives related to English language use in their academic and HR-related tasks. The study aimed to utilize both the survey and interview findings to gain a clearer understanding of the students' English language needs. The insights obtained helped in the development and improvement of language learning programs that were specifically designed to support BSBA-HRM students in achieving academic success and preparing them for effective communication in their future careers in human resource management.

FRAMEWORK OF THE TARGET SITUATION ANALYSIS

Why is the Language Needed?

Language, particularly English, was essential for BSBA Human Resource Management (HRM) students because it served as the foundation for both academic success and professional effectiveness. Proficiency in English allowed HRM students to understand theoretical concepts, draft professional HR documents, and participate in class discussions and presentations with clarity and confidence. In the field of human resources, professionals were expected to conduct interviews, facilitate trainings, resolve conflicts, prepare reports, and engage in organizational communication—all of which required strong listening, speaking, reading, and writing skills. In both local and international workplace settings, HR practitioners had to communicate clearly with employees, management, and external stakeholders. English, being the global language of business, enabled students to perform tasks such as writing clear job descriptions, conducting performance evaluations, interpreting company policies, and managing employee relations in a

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professional and respectful manner. In the classroom, effective English use supported deeper understanding of course materials, active participation in group work, and the production of well-structured reports and case analyses. Mastery of English empowered BSBA-HRM students with a competitive edge, preparing them for the communication demands of real-world HR roles and enabling them to function successfully in diverse organizational environments.

How will the language be used?

Language was used by BSBA Human Resource Management (HRM) students through the four macro skills: listening, speaking, reading, and writing. In listening, students needed to understand classroom lectures, employee concerns, training sessions, and feedback during meetings or interviews, whether in face-to-face or virtual settings. Speaking was essential in conducting interviews, participating in class discussions, delivering oral reports or presentations, and facilitating trainings or meetings. Reading played a crucial role in analyzing company policies, labor laws, HR case studies, employee handbooks, and various business documents. Meanwhile, writing was used in composing resumes, reports, performance evaluations, training modules, HR-related documentation, and academic papers. These macro skills were vital not only for academic performance but also for extracurricular involvement, such as HRM-related events, seminars, and simulations. Proficiency in all four areas fostered effective communication, critical thinking, and professional competence, ensuring that students were prepared to engage confidently in real-world HR scenarios and contribute effectively to the organizations they would serve in the future.

What Will the Content Areas Be?

The content areas focused on academic tasks that required the active use of the four English macro skills within the context of Human Resource Management. These included listening to lectures, training simulations, and instructions; participating in academic discussions, role-plays, and group activities; reading and analyzing HR-related texts such as case studies, company policies, labor regulations, and scholarly articles; and writing various academic outputs such as essays, reports, reflection papers, and HR documents like interview assessments or employee evaluations. Emphasis was placed on academic and professional communication, critical reading, and structured writing to enhance students' comprehension and expression in both academic and workplace settings. Through these content areas, students engaged in real-world academic scenarios where they were required to understand, express, and present HR concepts and ideas clearly and effectively. This ensured that language instruction not only supported their academic growth but also prepared them for the communication demands of their future careers in human resource management.

Where Will the Language Be Used?

The language was primarily used in academic settings where BSBA Human Resource Management (HRM) students were expected to demonstrate proficiency across the four macro skills—listening, speaking, reading, and writing. These skills were applied during classroom interactions such as lectures, group discussions, oral presentations, mock interviews, and question-and-answer sessions that required effective communication. In addition, students used reading and writing skills in analyzing HR-related academic texts, preparing written assignments, composing formal reports (such as performance evaluations and employee assessments), and completing written exams. Beyond the classroom, language was also used in academic-related activities like seminars, HR forums, workshops, and study groups, where students had to communicate ideas clearly and collaborate with peers. Mastery of the English language in these academic contexts enabled HRM students to fulfill course requirements and prepared them for more complex academic and professional tasks. These opportunities for authentic language use promoted a deeper understanding and more confident application of English in both formal and practical HR environments.

D. Framework of Learning Needs Analysis

Why Are the Learners Taking the Course?

Students enrolled in the Bachelor of Science in Business Administration major in Human Resource Management (BSBA-HRM) were taking the English course primarily because it was a required component of their curriculum. However, beyond fulfilling this academic obligation, students recognized the practical value of improving their English proficiency—especially since communication played a central role in human resource functions. They understood that strong English skills were essential in performing tasks such as conducting interviews, writing reports, resolving conflicts, and facilitating employee engagement. English was not merely seen as a subject to pass but as a powerful tool for expressing ideas clearly, engaging in professional discourse, and navigating both academic settings and real-world HR scenarios with confidence.

How Do Learners Learn?

BSBA-HRM learners absorbed knowledge most effectively through interactive discussions, practical activities, and real-life simulations that allowed them to apply what they learned in meaningful ways. These approaches supported a deeper understanding of content by connecting language learning with real HRM tasks. In contrast, when teaching heavily relied on lecture-based methods, students often lost interest and became disengaged, which negatively affected their motivation and retention of key concepts. Students benefited more from collaborative and experiential learning such as role-playing HR scenarios, participating in group projects, conducting mock interviews, and delivering presentations. These learner-centered strategies encouraged active involvement, critical thinking, and effective communication. Therefore, incorporating dynamic, practical, and engaging teaching methods was crucial in developing the English macro skills necessary for academic success and professional readiness in the HRM field.

What Resources Are Available?

Learners in the BSBA Human Resource Management (HRM) program had access to a range of resources that supported their English language learning, with teachers being the most valuable asset. These instructors were equipped with training and experience in English for Specific Purposes (ESP), particularly aligned with the communication needs of HRM students. Their expertise allowed them to guide students effectively in developing relevant language skills. In addition to skilled instructors, students benefited from well-designed printed materials such as textbooks, workbooks, and other instructional media. These materials were specifically developed to address the communication tasks and contexts that HRM students frequently encountered. Supplementary resources like handouts, worksheets, and authentic HR-related texts—including employee manuals, job descriptions, and workplace case studies—further enriched the learning experience. Collectively, these resources created a well-rounded environment that promoted the development of English macro skills in both academic and professional HRM settings.

Who Are the Learners?

The learners are first- to third-year students of the Bachelor of Science in Business Administration – Human Resource Management (BSBA-HRM) program at Kapalong College of Agriculture, Sciences, and Technology. They come from a variety of personal and educational backgrounds but share a foundational grasp of English, especially in reading and classroom-based tasks. Their interests are centered on HR-related functions such as recruitment, employee relations, training and development, and organizational behaviour topics that involve frequent use of business communication and documentation. Although students acknowledge the importance of English in professional HR practice, many view it as a minor subject within their curriculum. As a result, their general English proficiency especially in speaking and writing remains moderate. These language gaps can affect their ability to participate actively in class discussions,

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prepare formal documents, and engage confidently in real-world HR scenarios, such as interviews and employee consultations.

Where Will the ESP Course Take Place?
The ESP course for BSBA-HRM students was conducted in a conducive learning environment designed to enhance concentration and active participation. Classrooms were well-ventilated, organized, and free from external distractions such as traffic noise or crowd disturbances. A quiet and comfortable atmosphere supported attentive listening, clearer speaking, and better comprehension of complex topics discussed in class. This ideal setting encouraged students to focus, interact meaningfully, and apply their English skills more confidently, especially when practicing real HR communication tasks like interviews, presentations, and formal writing.

When Will the ESP Course Take Place?
The ESP course was integrated regularly into the students' academic schedule, ideally with daily sessions throughout their college years. Continuous exposure to English allowed students to build and reinforce their macro skills—listening, speaking, reading, and writing—through repeated practice and application. This consistent engagement helped them gain fluency and confidence, making it easier to transfer classroom learning to real HRM contexts such as recruitment interviews, employee assessments, and report writing. Daily use of English also enabled students to internalize its functions in various workplace scenarios, preparing them to communicate professionally and efficiently. A sustained, day-to-day approach to ESP instruction supported gradual but lasting improvement and ensured that BSBA-HRM students were well-equipped for the language demands of both academic and career pursuits in the field of human resource management.

E. Methods of Needs Analysis
The instruments used in conducting the Needs Analysis were divided into two: test questionnaires and interviews.
i. Questionnaire
The first tool used in this study was a questionnaire created by the researcher. It aimed to check the current English skills of the students, especially in reading for academic purposes. The questions covered different areas like how much the students knew about reading, how important they thought reading was, the challenges they faced with vocabulary, and other difficulties in reading. The questionnaire focused on different levels of thinking: knowing facts, applying what they learned, using skills in real situations, and analyzing information. This helped to get a clear picture of the students' strengths and weaknesses in English, which guided the design of a better English course suited to their needs.

ii. Interview
The second tool used was an interview with 10 students. These students were from 1st year to 2nd year BSBA Major in Human Resource Management. The purpose of the interview was to ask questions that helped the researchers understand what the students needed, wanted, and lacked when it came to learning English. Their answers gave deeper ideas about their learning experiences, difficulties, and preferences. This helped the researchers design a course that fit their level and supported their goals, especially in improving their communication skills for academic and business-related tasks.

F. Procedure of the Needs Analysis
The researchers conducted the needs analysis by approaching three sections of BSBA-HRM students from 1st to 2nd year after their regular classes. This approach allowed the researchers to engage the students without disrupting scheduled academic activities. The primary tools used for the needs analysis were a questionnaire and a structured interview, both designed to assess the learners' proficiency in the four English macro skills: listening, speaking, reading, and writing.

The questionnaire consisted of 60 items — 15 questions for each macro skill. These questions measured the students' current level of understanding, ability to apply skills, and capacity to analyze situations using the English language. A total of 100 students were randomly selected across the three-year levels to answer the questionnaire.

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

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

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

Crafting of Questionnaire – Aptitude-test Questionnaires: The researchers organized group planning sessions to design a questionnaire specifically for the aptitude test assessment. To ensure the questionnaire was appropriate for the target respondents, a researcher-made instrument was developed. Careful attention was given to formulating relevant questions aimed at evaluating students' proficiency in the four macro skills: listening, speaking, reading, and writing. This test questionnaire functioned as the primary tool for collecting quantitative data. Only one set of aptitude-test questionnaire was administered to the participants.

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

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

Aptitude-test Administration. The researchers administered an aptitude test to BSBA-HRM students from 1st to 2nd year. This pretest aimed to gauge the students' baseline performance levels in listening, speaking, reading, and writing in the English language.

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

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Statistical Tool

DATA ANALYSIS

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

RESULTS AND DISCUSSIONS

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

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

Table 1
Level of Language Proficiency in terms of Listening Skills

Listening	Mean	Description
1	72%	High
2	39%	Low
3	59%	Moderate
4	75%	High
5	63%	High
6	69%	High
7	57%	Moderate
8	48%	Moderate
9	56%	Moderate
10	56%	Moderate
11	72%	High
12	43%	Moderate
13	42%	Moderate
14	55%	Moderate
15	69%	High
Overall Mean	58%	Moderate

Listening. In terms of listening skills, BSBA-HRM students had an overall mean score of 58% in listening skills with a description of “Moderate”, which was categorized their performance as "Satisfactory". This signifies that their capacity to comprehend and analyze verbal information is satisfactory, which is crucial for attending lectures, adhering to directions, and engaging in business discussions. The highest score of 75% is classified as "Very Satisfactory," indicating that some pupils possess a robust ability to understand intricate auditory information. The lowest score of 39% is classified as "Fair," indicating that some pupils have difficulties with certain listening activities, such as pinpointing important points or comprehending intricate spoken instructions. These results indicate a need for improved education using more captivating and pragmatic listening materials designed for real-world business contexts.

Recent research underscores the need of using real, context-specific resources and focused training to improve students' listening comprehension, especially in business and hospitality education. Villadiego et al. (2023) highlighted that including listening exercises within authentic business contexts such as meetings, interviews, and customer interactions substantially enhances learners' proficiency in processing spoken English. These pedagogical tactics engage students in authentic communication contexts, enhancing their comprehension of lectures, client interactions, and professional exchanges. Despite consistent exposure to academic settings, Castillo and Vargas (2023) observed that some children still achieve only an intermediate proficiency in listening tests, underscoring a continuing disparity between classroom learning and real-world understanding requirements. This disparity highlights the need of integrating interactive, relevant, and captivating listening resources. Both studies indicate that the incorporation of technology-based resources, including music, everyday discussions, TED Talks, and films, is essential for improving auditory processing and maintaining student interest. These technologies expose learners to various dialects, intonation patterns, and actual language use, enhancing retention and practical comprehension. By replicating professional listening situations, these materials facilitate the transition from theoretical education to practical application, therefore giving students with the necessary skills to understand and react competently in global business contexts.

Table 2
Level of Language Proficiency in terms of Reading Skills

Reading	Mean	Description
1	72%	High
2	40%	Low
3	59%	Moderate
4	76%	High
5	62%	High
6	68%	High
7	55%	Moderate
8	51%	Moderate
9	56%	Moderate
10	55%	Moderate
11	74%	High
12	43%	Moderate
13	41%	Moderate
14	55%	Moderate
15	68%	High
Overall Mean	58%	Moderate

Reading. In terms of reading skills, BSBA-HRM students had an overall mean reading score of 58% with a description of “Moderate”, which was categorized their performance as “Satisfactory.” This signifies that their capacity to absorb and interpret written material is satisfactory of critical skill for reading manuals, reports, hospitality protocols, and customer-related documents. The highest score of 76% is classified as “Very Satisfactory”, indicating that some students have a robust ability to comprehend intricate textual material. In the other hand, the lowest score of 40% is categorized as “Fair”, indicating the challenges faced by individuals in executing activities requiring profound interpretation or analysis of texts. These findings underscore the need of improving reading education by including industry-relevant and engaging content to address students' academic and professional requirements.

Recent studies underscore significant obstacles and options for improving reading comprehension in business-oriented education. Parmis, et al., (2020) examined the influence of genuine, industry-specific reading materials on hospitality students, discovering that exposure to real-world texts such as operational manuals and business reports enhances their comprehension from intermediate to advanced levels. Parmis et al. further underscored that contextualization using actual materials, like industry journals and workplace records, significantly enhances student involvement and analytical abilities. Additionally, it was revealed that students who actively used reading methods such as summarizing, asking, and predicting, along with possessing intrinsic motivation, exhibited much superior reading performance. These studies together highlight the significant synergy of motivation, technique use, and realistic, context-specific resources in enhancing reading ability in academic and professional settings.

Table 3
Level of Language Proficiency in terms of Writing Skills

Writing	Mean	Description
1	68%	High
2	36%	Low
3	54%	Moderate
4	69%	High
5	62%	High
6	68%	High

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7	48%	Moderate
8	51%	Moderate
9	51%	Moderate
10	46%	Moderate
11	71%	High
12	49%	Moderate
13	35%	Low
14	53%	Moderate
15	66%	High
Overall Mean	55%	Moderate

Writing. In terms of writing skills, BSBA-HRM students had an overall mean score of 55% in writing skills, categorized as "Satisfactory." This indicates that their proficiency in articulating ideas effectively and logically in writing is moderate an vital skill for drafting reports, business communication, and hospitality paperwork. The highest score of 71% categorizes as "Very Satisfactory," indicating that some pupils have proficient writing abilities, adeptly structuring and elaborating on their thoughts. In contrast, the lowest score of 35% is categorized as "Fair," indicating the challenges faced by others, especially in producing well-organized and extensive written replies that need critical thought and exact language use. These results underscore the need for improved training emphasizing structure, clarity, and technical precision in writing.

Recent studies validate these outcomes and provide ideas on enhancing writing abilities in business and hospitality courses. Maglalang (2023), and Manatad and Escandallo (2024) discovered that several hotel management students, while attaining intermediate competency, continued to have difficulties with advanced writing abilities. His study underscored the significance of using genuine, industry-specific writing resources such as company reports and operational manuals to provide learners with pertinent and pragmatic settings. Maglalang asserts that this contextualized method enhances students' engagement with the topic, hence augmenting their capacity to comprehend and evaluate intricate literature pertinent to their discipline. Rahmani and Laratmase (2024), and Rosas and Escandallo (2024) examined the correlation between writing proficiency and variables including learning resources, motivation, and practice duration among hotel management students. It was shown that pupils with superior resources and more motivation to develop their writing abilities had markedly higher performance. Rahmani and Laratmase underscored the need of adopting more efficient and relevant learning methodologies customized to the distinct writing requirements of hotel management students.

Table 4
Level of Language Proficiency in terms of Speaking Skills

Speaking	Mean	Description
1	72%	High
2	39%	Low
3	58%	Moderate
4	77%	High
5	62%	High
6	68%	High
7	55%	Moderate
8	52%	Moderate
9	58%	Moderate
10	56%	Moderate
11	75%	High
12	42%	Moderate
13	41%	Moderate
14	56%	Moderate
15	67%	High
Overall Mean	59%	Moderate

Speaking. In terms of speaking skills, BSBA-HRM students had an overall mean score of 59% in speaking skills, classified as "Satisfactory." This indicates that their capacity to articulate ideas effectively and coherently in spoken form is moderate an key skill for successful communication in hospitality contexts, including client encounters, team collaborations, and presentations. The maximum score of 77% is classified as "Very Satisfactory," indicating that some pupils have proficient speaking abilities, presenting their ideas with confidence and interacting well with others. In contrast, the lowest score of 39% is classified as "Fair", indicating difficulties encountered by other students in structuring ideas, sustaining fluency, and using suitable language in many professional and academic settings.

Recent studies corroborate these results and provide insights into ways for improving speaking abilities among hospitality students. Loreto (2024) and Escandallo and Baradillo (2024) examined the efficacy of vlogging as a pedagogical approach to enhance oral communication abilities. The research indicated that including vlogging tasks motivated students to engage in controlled but creative speaking practice, resulting in enhanced confidence, greater fluency, and superior arrangement of ideas. Loreto asserts that peer feedback significantly improved their speaking skills by promoting critical thinking and collaborative learning. Magalhães et al. (2024) investigated the communication competencies of hospitality graduates in the post-pandemic context, highlighting the increased significance of proficient oral communication within the profession. Their study emphasized that businesses now value graduates who can exhibit robust communication skills, flexibility, and professionalism in customer engagements. Magalhães and colleagues advocated for the integration of real-life situations and role-playing exercises into the curriculum to enhance students' preparedness for the dynamic communication requirements of the hospitality industry.

Table 5
Level of Language Proficiency in terms of Writing Skills

Macro Skill	Overall Mean	Description
Listening	58%	Moderate
Reading	58%	Moderate
Writing	55%	Moderate
Speaking	59%	Moderate

The BSBA-HRM students had a moderate level of language competence in hearing, reading, writing, and speaking abilities, with all domains often categorized as "Satisfactory." Listening had an overall mean score of 58%, reflecting a satisfactory capacity to comprehend lectures and professional dialogues, with values ranging from 75% (Very Satisfactory) to 39% (Fair). Villadiego et al. (2023) highlighted that authentic corporate environments enhance listening abilities, whilst Castillo and Vargas (2023) promoted the use of stimulating resources such as TED Talks. Likewise, reading proficiency had an overall mean of 58%, reflecting a satisfactory functional comprehension, with Parmis et al. (2020) observing that engagement with real content, such as business reports, coupled with active reading methods and motivation, significantly improves understanding. Students achieved an overall mean of writing score of 55%, indicating a satisfactory capacity to articulate concepts, however there was considerable variability in results. Maglalang (2023) advocated for the use of industry-specific materials to enhance writing, whereas Rahmani and Laratmase (2024) correlated performance with access to educational resources and motivation. Finally, speaking had an overall mean of 59%, indicating satisfactory oral communication. While several students exhibited confidence and fluency, others had difficulties in clarity and coherence. Loreto (2024) identified vlogging and peer feedback as helpful methods for enhancing speaking skills, while Magalhães et al. (2024) highlighted the significance of real-life situations in equipping students for communication within hospitality contexts.

Research Question No. 2: The insights of the students based on the results and findings of their language proficiency

The level of language proficiency in terms of the four macro skills among BSBA Marketing Management students was explored through in-depth interviews and focus group discussions with informants and participants. Probing questions were used to gather their observations and experiences regarding to their language proficiency. The major themes and supporting statements for research question number 1 were presented in Table 1. Participants had their responses to their own experiences

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and observation. From the answers of the participants, three major themes emerged: (1) drafting and outlining as a strategy (2) struggles with vocabulary and grammar difficulties and (3) lack of confidence in HRM specific writing.

Table 6
Themes and Supporting Statements on the Level of Language Proficiency in Terms of the Four Macro Skills among BSBA Human Resource Management Students

Emerging Themes	Supporting Statements
Drafting and Outlining as a Strategy	"I make a draft first to clarify my message." HRM-01 "I ask help from classmates who are good at grammar." HRM-03 "I use an outline whenever I start writing..." HRM-04 "I ask help from classmates who are good at grammar." HRM-06 "I make sure to start with an introduction, then the body, and finally the conclusion." HRM-09
Struggles with Vocabulary and Grammar Difficulties	"Grammar is really our biggest problem... we get confused with correct tense, subject-verb agreement, and sentence structure." HRM-01 "Grammar and sentence structure are really hard for me." HRM-03 "I don't know if my use of tenses... or subject-verb agreement is right." HRM-04 "We need to master grammar and vocabulary... but we don't have a strong foundation." HRM-09
Lack of Confidence in HRM-Specific Writing	"I'm really not confident in my writing skills for HRM purposes... not yet comfortable writing in that style." HRM-01 "I'm still not confident in my writing skills when it comes to HRM-related tasks." HRM-04 "I'm still not confident in my writing skills for HRM." HRM-07 "My writing lacks of clear structure and grammar the content seems disorganized." HRM-07 "My writing style is still inconsistent sometimes professional, sometimes informal." HRM-10
Mastery of Grammar and Sentence Structure	"Even small grammatical errors can cause misunderstanding I want to be confident in grammar." HRM-01 "I often get confused about where to start and how to arrange the ideas.' HRM-02 "Spelling and punctuation even small mistakes can create a different impression or cause misunderstanding." HRM-04 "I really need to practice writing business letter, report, even memos don't yet know the format." HRM-08 "Report writing and business letter especially when it requires structure and objectivity." HRM-09
Importance of Feedback, Evaluation Criteria, and Peer Learning	"Incorporate peer review; reading classmates' work helps identify correct approaches and common errors; editing based on feedback improves writing." HRM-04 "Teachers provide clear rubrics with criteria for grammar, tone, structure, and relevance to guide improvement and clarify writing standards." HRM-05 "Teacher feedback should include explanations on errors and corrections, not just grades, to help students learn and improve." HRM-08 "Writing reflection papers after HR activities allows practice in formal writing and helps organize ideas coherently based on real experiences." HRM-10

Two recent studies provide strong evidence that including outlining into the drafting process significantly improves the structure, critical thinking, and clarity of student writing. The study entitled "The Outlining Techniques in Academic Writing of Freshmen" by Fatimah and Sari (2023) examined the efficacy of outlining in aiding first-year students to organize their academic writings more proficiently. The results indicated that outlining enabled students to more effectively structure their ideas, leading to clearer and more cohesive writing. Likewise, the research "Students' Perceptions and Challenges in Using Writing Outlines" by Siregar (2024) examined how learners perceive and use outlines in the composition of expository writings. The results indicated that students saw outlining as beneficial for organizing their thoughts, hence facilitating the drafting process and enhancing the overall quality of their writing. Both findings underscore the essential function of outlining as a prewriting technique that enhances academic achievement.

Moreover, two new studies on vocabulary and grammatical hurdles in academic writing underscore the substantial difficulties students encounter and the efficacy of certain solutions to mitigate these issues. In the study titled *Effect of vocabulary learning strategies on students' vocabulary knowledge achievement and motivation: The case of Grade 11 high school students",* Ayana et al., (2024) conducted a quasi-experimental study with Ethiopian high school students, revealing that explicit instruction in vocabulary acquisition strategies such as semantic mapping, keyword techniques, and contextual guessing resulted in statistically significant enhancements in vocabulary knowledge relative to students lacking such training. This intervention improved students' word memory and heightened their enthusiasm to interact with new vocabulary, underscoring the need for integrating vocabulary skills into writing instruction. Conversely, grammatical challenges persist as a significant obstacle in academic writing, notably impacting coherence and sentence structure. In their study, *"Academic writing challenges in English: A linguistic and psychological analysis of university students",* Mehmood et al. (2025) performed a descriptive research on Pakistani university students, revealing prevalent difficulties in morphology, syntax, and punctuation that adversely affected writing fluency and clarity. To resolve these challenges, they proposed treatments such as audio-assisted revision, spaced reading, and regular use of dictionaries and spell-check programs. These results indicate that tackling both lexical and grammatical difficulties with organized assistance may significantly enhance students' academic writing abilities.

Additionally, these studies examining the deficiency of confidence in Human Resource Management (HRM)-specific writing underscore how diminished self-assurance might adversely affect students' capacity to communicate proficiently in professional settings. The study *"Fear of Writing and Motivation to Write among Engineering Undergraduates"* by Mokhtar et al., (2024) examined the writing experiences of ESL engineering

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students, particularly those involved in HRM-related technical and report writing. The researchers found that writing anxiety and low confidence were substantial impediments to the creation of coherent and well-structured documents. They suggested the use of pragmatic alternatives, like writing workshops, consistent practice, and systematic feedback, to alleviate anxiety and enhance writing proficiency. Messaoud (2022), in his study *"A Review on Self-Confidence and How to Improve It"*, underscored that self-confidence is a pivotal element in attaining academic and professional success, particularly in writing tasks such as HRM policy formulation, business report composition, and organizational communication. He suggested practices such as guided mentoring, reflective practice, and self-efficacy activities as useful methods to enhance students' writing confidence. Collectively, these findings highlight the need of tackling confidence-related challenges via specialized instructional assistance to enhance learners' proficiency in HRM-specific writing.

Furthermore, recent studies investigating the command of grammar and sentence structure in academic writing underscore the importance of grammatical precision and the efficacy of focused teaching. In the research titled "*Unveiling the Role of Grammar Mastery: How Sentence Structure, Verb Usage, and Subject-Verb Agreement Shape Tenses Proficiency in English Learning*," Yusuf and Ali (2025) executed a descriptive correlational study including 117 bilingual primary school students in Indonesia. Students' ability in using English tenses was significantly impacted by their command of sentence structure, verb use, and subject-verb agreement, with all predictors demonstrating statistically significant correlations. This underscores the essential function of these interrelated grammatical elements in influencing learners' overall writing fluency and coherence. Pawlak (2023), in his study *"Grammar Learning Strategies: Towards a Pedagogical Intervention,"* examined grammar instruction methodologies and underscored the necessity for systematic grammar teaching that prioritizes practice intensity, specific grammatical elements, and incorporation into academic curricula. He contended that these tactics facilitate L2 learners' internalization of rules, allowing for consistent application in writing assignments. Collectively, these studies emphasize that proficiency in grammar, facilitated by regular and explicit education, is essential for generating clear and logical academic writing.

Consequently, the study highlights the significance of feedback, assessment criteria, and peer learning in enhancing students' academic writing proficiency. The study *"Peer Feedback in Academic Writing: Students' Perspectives on Learning and Improvement"* by Nurkhamidah et al., (2024) presents a qualitative case study involving seven university students, revealing that structured peer feedback markedly improved students' writing skills through the facilitation of collaboration, critical reflection, and increased engagement with the writing process. The authors emphasized that explicit standards are crucial for maintaining the quality and uniformity of comments, as well as for fostering students' trust in the peer review process. In addition, Panadero et al., (2023), in their meta-analytic review *titled "Effects of Rubrics on Academic Performance, Self-Regulated Learning, and Self-Efficacy"* revealed that the implementation of rubrics resulted in moderate enhancements in academic performance and fostered the growth of students' self-regulated learning and self-efficacy. Their results emphasize that clear evaluation criteria facilitate learners' comprehension of academic goals, enhance their ability to conduct accurate self-assessments, and promote more effective engagement in the learning process. These studies together emphasize the synergistic benefits of peer learning and systematic assessment instruments in enhancing writing proficiency, self-assurance, and scholarly achievement.

Proposed Syllabus as Essential Program to Develop the Language Proficiency of the Student

This syllabus is structured as an extensive program intended to cultivate the four fundamental macro skills—listening, speaking, reading, and writing—within the framework of BSBA Human Resource Management. These skills are essential for successful workplace communication, and the curriculum intentionally incorporates them to assist students develop proficiency as communicators in professional HR environments. The course integrates theoretical knowledge with practical applications, equipping learners to comprehend and address real-world corporate communication requirements, particularly in relationships with workers, management, and external stakeholders.

The main objective of this syllabus is to improve students' communication ability in all four macro skills while ensuring the learning material is aligned with HRM-related activities. Listening exercises aim to provide students with the ability to interpret workplace conversations, interviews, and meetings—essential abilities for comprehending employee problems and conducting job interviews. Speaking activities include role-plays, oral presentations, and simulations aimed at enhancing fluency and confidence in articulating policies, mediating disagreements, and executing briefings. Reading activities familiarize learners with HR papers, including policies, employment regulations, corporate memoranda, and case studies, enhancing their capacity to grasp, evaluate, and interpret written business information. Writing-centric training enhance students' proficiency in producing professional documents, including performance assessments, business letters, reports, and email communications, emphasizing clarity, tone, and intent.

Furthermore, the curriculum fosters engagement, reflection, and cultural awareness via the inclusion of collaborative projects, peer debates, and feedback-oriented learning. These methods enhance linguistic precision, analytical reasoning, and effective communication techniques that Human Resource professionals must acquire. Through genuine, task-oriented activities and integrated skill education, students develop individual language competencies and learn to amalgamate them meaningfully, equipping them to operate confidently and successfully in the dynamic field of Human Resource Management.

CONCLUSION

Incorporating outlining into the drafting process significantly improves students' academic writing organization, clarity, and critical thinking skills. Fatimah and Sari's (2023) research, The Outlining Techniques in Academic Writing of Freshmen, revealed that outlining helped first-year students in organizing their thoughts more effectively, leading to compositions that were more cohesive and rationally formed. Siregar's (2024) research, "Students' Perceptions and Challenges in Using Writing Outlines," indicated that students saw outlining as an effective instrument for streamlining the drafting process and enhancing overall writing quality. These data together confirm that outlining serves as a crucial prewriting tool that enhances academic achievement.

Additionally, confronting vocabulary and grammar-related obstacles in writing is essential for enhancing pupils' linguistic proficiency. Ayana et al. (2024), in their study titled "Effect of Vocabulary Learning Strategies on Students' Vocabulary Knowledge Achievement and Motivation," demonstrated that explicit instruction in vocabulary strategies—such as semantic mapping and contextual guessing—significantly enhanced learners' word retention and motivation. Conversely, Mehmood et al. (2025), in their study Academic Writing Challenges in English, discovered ongoing grammatical deficiencies among university students that adversely impacted writing fluency and coherence. They suggested specific therapies such as spaced reading and audio-assisted review. These findings emphasize that both lexical development and grammatical education are essential for enhancing academic writing performance.

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Moreover, a deficiency in confidence about HRM-specific writing might impede students' capacity to communicate professionally and effectively. Mokhtar et al. (2024) discovered that diminished writing self-confidence and anxiety substantially hindered engineering undergraduates' capacity to generate cohesive, discipline-specific texts in their research on Fear of Writing and Motivation to Write. They promoted remedies like writing sessions and structured feedback. Messaoud (2022), in A Review on Self-Confidence and How to Improve It, underscored the need of developing self-confidence via mentorship and reflective practice as essential for success in writing-intensive endeavors, including HR policy paperwork and corporate communication. Collectively, these results underscore the need of overcoming psychological obstacles to improve writing proficiency in HRM settings.

Furthermore, proficiency in grammar and sentence structure is fundamental to achieving success in academic writing. The research by Yusuf and Ali (2025), titled "Unveiling the Role of Grammar Mastery," demonstrated significant connections between students' comprehension of sentence structure, verb use, and subject-verb agreement and their overall skill in English tenses. This indicates that grammatical precision is essential for attaining cohesive and fluid writing. Pawlak (2023), in Grammar Learning Strategies: Towards a Pedagogical Intervention, underscored the significance of focused grammar education incorporated into academic curriculum. His study substantiated the notion that consistent and concentrated grammar practice facilitates the internalization of language norms, leading to enhanced academic presentation. These results underscore that continuous knowledge of grammar is essential for superior academic writing.

Lastly, Feedback, assessment criteria, and peer learning are essential elements in the cultivation of academic writing proficiency. Nurkhamidah et al. (2024) discovered in their research, "Peer Feedback in Academic Writing: Students' Perspectives on Learning and Improvement," that organized peer feedback markedly enhanced students' writing via the promotion of cooperation and reflective practice. The researchers emphasized the need of explicit feedback rules to guarantee uniform and positive peer assessments. Panadero et al. (2023), in their meta-analysis titled Effects of Rubrics on Academic Performance, Self-Regulated Learning, and Self-Efficacy, demonstrated that the use of rubrics enhanced academic performance while fostering learners' self-assessment skills and motivation. These studies together demonstrate that good feedback systems and evaluation tools are essential for improving writing quality, learner autonomy, and academic confidence.

RECOMMENDATIONS

Based on the findings of this study, a contextualized and interactive writing-focused syllabus is recommended to address the identified difficulties and lack of confidence among HRM students in performing English writing tasks. The syllabus should incorporate real-world writing activities such as creating formal letters, writing business proposals, drafting hotel and restaurant reports, and composing event planning documents. These writing tasks must reflect industry standards to ensure that students develop practical and field-relevant writing competencies.

To support students in building both their writing proficiency and self-assurance, instructors should adopt process-oriented and student-centered teaching strategies. Instead of relying solely on traditional lectures and textbook exercises, educators are encouraged to utilize writing workshops, peer editing sessions, writing portfolios, and brainstorming activities. The integration of authentic materials, such as menus, guest feedback forms, reservation emails, and social media marketing content, will also help students relate writing tasks to their future profession.

Moreover, continuous formative assessment and personalized feedback should be embedded in the instructional approach to help students monitor their progress, identify areas for improvement, and celebrate growth. Teachers should provide constructive, supportive responses that focus not only on grammatical accuracy but also on coherence, tone, and the appropriateness of vocabulary based on professional hospitality contexts.

To further enhance instruction, institutions should offer professional development for faculty, focusing on effective writing instruction methodologies and the use of technology in teaching writing. Language support services such as writing centers, tutorial programs, and grammar clinics should also be made accessible to students. These initiatives will contribute to creating a supportive learning environment where HRM students can gradually overcome their writing challenges and gain the confidence necessary to succeed in both academic and workplace settings.

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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.