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DELVING IN THE WORLD OF MARKETING: A NEEDS ANALYSIS ON THE LANGUAGE SKILLS OF MARKETING MANAGEMENT STUDENTS

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ABSTRACT

This mixed-methods design aimed to investigate the level of language proficiency and the insights of the first to third year BSBA major in Marketing Management students in KCAST. It measured the four macro-skills: Speaking, Reading, Writing, and Listening. The study was done through both quantitative and qualitative methods. The first step includes answering the survey questionnaires and the second step includes interviews of the students' insights. In the quantitative phase, it was revealed that among the students' four macro-skills, reading is the skill that they are not proficient garnering a mean of 31. 73 with LOW as its description. Meanwhile, in the qualitative phase, there were 10 students interviewed to analyze their responses behind getting low scores in the questionnaire particularly in reading. The interview comprised of five questions and one concluding question. Some of the insights talks about their struggles in their reading proficiency and fluency as well as their measures and ways on how to address those problems. Common themes were found such as: Aiming for Improvement, Limited Exposure to English Reading Materials, Enhancing Reading Comprehension, Lack of Motivation in Reading, and Difficulty with Time Management. Furthermore, the results from both methods became the basis for identifying what type of syllabus must be implemented to enhance the reading skills of the Marketing Management. Considering that it is a written syllabus, therefore, it will be the guide of both teachers and students in the teaching and learning process. It will be a help for higher education agencies, school stakeholders, and all individuals involved in the implementation of the syllabus.

KEYWORDS: *Mixed-Methods Design, Marketing Management, Macro-Skills, Syllabus, Students*

RATIONALE

In today's ever-evolving and changing world, the demands on the use of English language are continuously rising. Hence, when exploring the world of business particularly in marketing management, one must be equipped and well-versed to use various language skills that are beneficial in dealing with costumers, marketing products, sales-talking, addressing client complaints and concerns, advertising, and explaining terms and conditions. Djuraeva (2024) postulated that effective communication in English is crucial for marketing professionals in the highly competitive global business landscape. Additionally, in a study conducted by Liao (2020), to excel in the global market and effectively connect with diverse audiences, marketers must possess strong English language skills. Ultimately, English language is an essential second language for business and communication. It emphasizes the need for persons and organizations to develop English skills in order to navigate the complexity of the global economy, improve business communication among marketing individuals, and achieve commercial objectives (Abro et al., 2025).

In the global context, problems with regards to the difficulty in language skills among marketing management enthusiasts are put into concern. In Thailand, the study conducted by Hasuelo (2021) revealed that strong English skills are needed for Thai business people that have to interact with foreigners in order to succeed in business communication and advance on their career paths. Due to the nature of their work, Thai business people have to use English language in order to associate with customers, suppliers, co-workers or overseas branches through phone conversations, teleconference and face-to-face meetings. On the other hand, anchoring on the study of Gunadavi et al. (2020), English language ability among employees was the second most important characteristic sought by prospective employers after critical thinking ability in India. In this regard, graduates with marketing backgrounds face similar problems in terms of seeking employment. Lastly, Chhetri (2023) cited that in Nepal, most of business scholars and marketers use English language, particularly speaking and reading in doing day-to-day business transactions.

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In the Philippines, it was found out in the study of Tipan (2021) that the language skills of Marketing Management interns who are presently undergoing their practicum in different business establishments across Batangas Province are very high. As a result, there is a need for schools in the province to realign their curriculum as they do not precisely address the highly needed skills and problems. Additionally, in Bacolod, language skills proficiency is one of the needed requirements preferred by the employers and business managers in hiring and recruiting fresh marketing management graduates alongside leadership and interpersonal skills (Briones, 2021). Furthermore, in Cavite, English has been shown to be the most frequently used foreign language of the province especially in product advertisements. As a result of this, marketing individuals and business owners rely more on using English in any means of communication, may it be through in-person interactions or through social media involvement. Hence, most of the business owners across the province strengthen their employee's competence on using English language (Ambion, 2021).

Therefore, there is a need to conduct this study because the study mentioned above only emphasizes the problem of second-year BSBA-Marketing Management students and that, only reading as one of the essential language skills was highlighted. Through conducting this study, a local college can be able to determine what are the difficulties and challenges experienced by BSBA-Marketing Management students, particularly from first to third-year in their English language skills.

Aside from the studies mentioned, there were three needs analysis conducted here at Kapalong College of Agriculture, Sciences, and Technology. In a study conducted by Escandallo et al., (2024), there were certain challenges faced by second-year Marketing Management students when reading materials for the BSBA-Marketing Management program. As a result, a new course titled "*English for Business Administration: Reading Strategies,"* was introduced and designed specifically to meet the needs of these students and improve their English reading skills in the field. By introducing such course, it is possible for the institution to improve its students' academic achievement in a remarkable way. Similar study has been conducted De Vera et al., (2024) focusing on the reading skills of BSBA-Financial Management students which tackles about the improvement student's reading skills and provide them with the necessary skills to comprehend and analyze complex financial documents and literature, resulting in academic and professional success in financial management. Lastly, the study of Botohan et al., (2024) postulated that while many students considered their reading skills competent, they struggled with comprehending central ideas and technical vocabulary. These challenges highlighted the need for tailored reading instruction to meet the academic and professional demands specific to the BSBA major in Human Resource Management. Lastly, there are studies conducted in the same locale (Edrada 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.

RESEARCH QUESTIONS

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

NEEDS ANALYSIS

A. Purpose of the Needs Analysis

The purpose of this Needs Analysis was to determine the current language proficiency of the BSBA-Marketing Management students in English language particularly in their four macro skills – reading, writing, speaking, and listening. Hence, the results of the study served as a contributing factor for curriculum crafting that would purposely help those students in addressing issues and problems with regards to their English language needs.

Anchoring on the needs analysis, the course designer was given an idea as to what area would be the focus of the participants' language needs that are necessary to be addressed, as well as the learning objectives that were achieved, activities and measures that were done, and the resources and materials that aided both parties – the teacher and the students.

Through the results of the Needs Analysis, certain information was grasped and presented that were beneficial as the basis for curriculum making. The curriculum designer can now choose activities and interventions that would perpetually fit the existing language learning needs of the Marketing Management students.

B. Target Population

The population of this conducted needs analysis came from Kapalong College of Agriculture, Sciences and Technology, one section per grade level – from first-year to third-year students of the Bachelor of Science in Business Administration major in Marketing Management. These students were the chosen respondents of the needs assessment. In the quantitative phase, the respondents were composed of 100 students who answered the prepared test questionnaires given by the researchers. Afterwards, there were 10 students chosen to answer the questions for the interview to complete the qualitative phase.

C. Framework of the Target Situation Analysis

1. Why is the Language needed?

Language is a tool we use in communicating. In using the language, we express ourselves, share ideas, determine opinions and facts, and establish relationships with other people. With that being said, we need to enhance our understanding of the language through learning – being proficient with the language and enhance our language skills. Ultimately, this interpretation helped the students to develop language skills that are beneficial in their future field, most especially in the world of business. As an effective and efficient business enthusiast, a holistic development of the language skills was needed.

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2. How will the language be used?

They used language in communicating – speaking with diverse costumers, listening to complaints and suggestions by managers and colleagues, writing business-related documents and papers, and reading manuals and instructions. Hence, for Marketing Management students, they needed these four language skills to be fully developed in order to perform well in their future fields, jobs, and companies.

3. What will the content areas be?

The possible subject areas were the academic subjects of the students, particularly the English subject and other subjects that are related to English language. Also, they incorporated contents in their area of interest which is business, particularly in their workplace and fields in which they may use the language for varieties of tasks related to Marketing Management such as marketing products, dealing with costumers, doing sales reports, and the like.

4. Where will the language be used?

The students used the language to a variety of tasks – entertaining costumers, persuading potential buyers, innovate and advertise products, and such. Other than that, the students also used the language to enhance and improve their communication capacities in dealing with different types of people in the world of business and marketing.

D. Framework of Learning Needs Analysis

1. Why are the learners taking the course?

The learners from the Bachelor of Science in Business in Administration major in Marketing Management took it not just because it was ideal but because it was highly practical – they needed this course in their future fields of business most especially in marketing. Through this course, they were aided with varieties of activities that were essential in developing their four language skills. They were taught on how to persuade costumers, how to properly write business-related documents, how to listen to feedbacks from other people, and how to read instructions and manuals.

2. How do learners learn?

The learners learned best through a thorough and deliberate discussion followed by a series of real-world application activities. Since their future career deals with handling costumers and marketing products, rote learning was not the proper measure to help students address their needs. They needed to boost their confidence and develop self-trust that were gained through real-world conversations and interactions.

3. What resources are available?

There were available resources that supplemented the needs of the students. However, beyond that, the course instructor was still the most appropriate resource – a teacher should be well-equipped and knowledgeable enough to teach an ESP course for the students. It was a must that a teacher should know what she teaches to her students that has a connection to their future job. By that, considering the teacher's pedagogic competence, it was also important to consider those resources that were easy to use for her to really the address the needs of the students may it be digital resources or those that suits best the students' learning styles.

4. Who are the learners?

The learners were the selected First to Third year students of Bachelor of Science in Business Administration major in Marketing Management of mixed personal backgrounds from Kapalong College of Agriculture Sciences and Technology. They already had the basic knowledge on the different language skills which were all used as the foundation in administering the survey questionnaires and the in-depth interview. However, their interests laid more on marketing-related activities rather than the English language. By that, their subjects really delved with business. Though they have subjects about communication but that was not the right ground for them to develop what they needed – the enhancement of their 4 macro skills.

5. Where will the ESP course take place?

The context where the learners/students learned the course was basically inside the usual classroom – one that is conducive, well-ventilated, and gender-friendly. It is important to note that students learn best when a classroom is free from any noise and external distractions, has complete materials and resources, and is a safe space for every learner. Through these qualifications, students were able to listen attentively and fostered a good understanding that is necessary for learning.

6. When will the ESP course take place?

An ESP course took place according to the intended day and schedule. It was the initiative of the teacher to ensure that every session of an ESP course was productive and engaging since students were not just taking the course alone. They still had other subjects that they needed to attend to.

E. Methods of Needs Analysis

The instruments used in conducting the Needs Analysis were divided into two: survey questionnaires and interviews.

i. Questionnaire

The first instrument that had been used in conducting the needs assessment was the questionnaire made by the researcher that tested the present level knowledge of the respondents in English for Academic Purposes that dealt with the four macro skills – speaking, reading, listening, and writing. The technicalities were considered as well such as the vocabulary and grammar.

ii. Interview

Next was the interview which was made up of 10 selected students who got the lowest scores as identified by the researchers. The results of the quantitative phase were the basis for the in-depth interview of the 10 students. They were asked questions that made it possible for the researchers to come up with a course that satisfied their lacks, wants and needs.

F. Procedure of the Needs Analysis

At first, the class who conducted the needs analysis had been divided into different groups as identified by the course instructor. After identifying the groups, the students were assigned immediately with various programs and majors with were the participants of their needs assessment. In understanding the respondents holistically, researchers made questionnaires and interviews to evaluate them.

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The questionnaires and questions for the interview were based on the competencies of the English language. The questionnaire had 60 items and was divided into four parts. Each part was comprised of 15 items. For the first part, the topic was all about speaking skills which revolved around the types of speeches and coping mechanisms one should do in conducting speeches. The second part pertained to writing skills which had three subtopics – subject-verb agreement, structure of a sentence/paragraph, and pronoun-antecedent agreement. The third part centered around the listening skills. The last part delved with reading skills in which reading comprehension was highlighted.

There were 100 students identified as the participants who answered the survey questionnaire. In each year level from first to third year, the researchers selected one section. After answering the questionnaire and the results had been identified, 10 students were interviewed by the researchers adhering to the in-depth interview.

In the interview, the 10 respondents were asked several questions: (1) How do you feel about the current results of your English-reading proficiency assessment?; (2) What do you think are the main factors that influenced your reading performance?; (3) For you, what do the concept of fluency mean?; (4) How has your reading proficiency impacted your performance and participation in academic or workplace tasks?; (5) What steps are you willing to take to improve your reading skills based on your current proficiency level?

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

G. Data Collection

The researcher made their way to the classroom of the class that they were assigned to conduct their Needs Analysis. They had distributed the questionnaires to the 100 respondents. All of the results are illustrated in tables.

i. Questionnaires

The answered questionnaires with 60 items that were separated into four subjects/topics were collected from the respondents and were checked. The scores of the respondents were listed and were separately categorized as *very high, high, average, low,* and *super low.*

ii. Interview

After interviewing 10 respondents based from the results of the survey questionnaires, the answers of the students were identified through theming.

RESULTS AND DISCUSSION

This part showcased a comprehensive explanation on the current proficiency level of the selected BSBA-Marketing Management students in their English language skills. This gave an idea as to what level they considered the four macro skills and what were their insights with regards to the result.

The results and discussions from the study's quantitative and qualitative phases were shown in this section. The researchers used Excel's organizing, calculating, and visualizing capabilities to assess the degree of students' macro skills. This allowed for a methodical analysis and the identification of important trends and insights that were pertinent to the needs analysis of Marketing Management students. By making use of its features, the study was able to provide insightful findings that advance knowledge of the fundamental macro-skills needed to succeed in the industry.

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

To address the first research question, the researchers utilized a custom-designed questionnaire tailored to the context of the study. The questionnaire focused on students' macro-skills, with indicators covering listening, speaking, reading, and writing.

Table 1
Level of Language Proficiency in terms of Speaking Skills

Speaking	Mean	Description
1	68%	Average
2	21%	Very Low
3	20%	Very Low
4	11%	Very Low
5	14%	Very Low
6	20%	Very Low
7	15%	Very Low
8	74%	High
9	85%	High
10	10%	Very Low
11	67%	Average
12	31%	Low
13	69%	Average
14	57%	Average
15	20%	Very Low
Overall Mean	**39%**	**Low**

Speaking. In terms of speaking, the overall mean is 39%, which is described as low. This means to say that the speaking skills of BSBA-Marketing Management students, particularly in terms of the types of speeches, are fairly limited. The low speaking scores implies that Marketing Management students struggle to identify different types of speeches such as informative, persuasive, inspirational, demonstrative, extemporaneous, impromptu, and such. Among the items under speaking as the first indicator, item *no. 9* got the highest mean of 85% with a descriptive equivalence of *high*, which clearly shows that students know how to differentiate between ceremonial and special occasion speeches. Meanwhile, the lowest mean of 10% with a description of *very low* was obtained in item *no. 10* which talks about the difference between memorized and manuscript speeches – one thing that Marketing Management students failed to distinguish.

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This was anchored on the idea of Austins (2023) and the study of Escandallo and Baradillo (2024) who revealed that the limited public speaking skills of Marketing Management students hinder global competitiveness, productivity in their future field, and effective communication that may reduce possible job enhancements in the future world of business which makes their speaking skills low compared to other components. This was supported by Udo (2024), who postulated that business, particularly marketing management, traditionally rooted in imparting knowledge of commerce, entrepreneurship, and management, is now being redefined by the demands of the 21st-century workforce and having low speaking skills can impact negatively business enthusiasts as they communicate with different types of business personalities all over the world.

Table 2
Level of Language Proficiency in terms of Writing Skills

Writing	Mean	Description
1	22%	Very Low
2	51%	Average
3	73%	High
4	40%	Low
5	64%	Average
6	53%	Average
7	54%	Average
8	83%	High
9	65%	Average
10	80%	High
11	23%	Very Low
12	45%	Low
13	50%	Average
14	78%	High
15	59%	Average
Overall Mean	**56%**	**Average**

Writing. In terms of writing, the overall mean is 56%, which is described as average. This means that the writing skills of BSBA-Marketing Management students, particularly in terms of their understanding on subject-verb agreement, pronoun-antecedent relationship, and sentence structure are satisfactory. The average writing score shows that Marketing Management students are good in terms of determining the proper tense of the verb that with the subject, the pronoun that should be put in terms of its antecedent, and even writing a correct sentence with proper structure. Among the items under this indicator, item *no. 8* got the highest mean of 83% which has a description of *high*. The item showcases the agreement between a subject and verb in terms of number and the students answered the item correctly which implies that they had already a foundational knowledge in terms of subject-verb agreement. However, despite the average result of the overall mean, item *no. 1* got the lowest mean of 22% with *very low* as its description. This means to say that Marketing Management students struggle to define what is subject-verb agreement in its simplest form.

This was aligned with Domingo (2024) and Manatad and Escandallo (2024) who emphasized that in the landscape of business particularly in fields such as marketing management, having proficiency in writing is truly a must. The study shows that when a marketing graduate can be able to write very well, opportunities follow in terms of business. Given the rapid evolution of the business world, especially in marketing, it is crucial to assess how well graduates meet the expectations of their employers by simply knowing how to write. Additionally, in a study conducted by De Leon (2021) and the study of Rosas and Escandallo (2024), it is recommended that the business administration graduates should not be limited to function as employees; instead, they should be exposed to a variety of writing workshops that may be helpful in writing important documents in their business careers.

Table 3
Level of Language Proficiency in terms of Listening Skills

Listening	Mean	Description
1	64%	Average
2	34%	Low
3	58%	Average
4	74%	High
5	79%	High
6	68%	Average
7	79%	High
8	65%	Average
9	40%	Low
10	60%	Average
11	6%	Very Low
12	34%	Low
13	54%	Average
14	64%	Average
15	20%	Very Low
Overall Mean	**53%**	**Average**

Listening. In terms of listening, the overall mean is 53%, which is described as average. This means to say that the listening skills of the BSBA-Marketing Management students, most especially when it comes to applying listening skills in various contexts and situations are satisfactory. The average listening score of the Marketing Management students implies that they are well-versed in using their skills in listening in terms of being attentive to costumer's complaints, instructions from higher business authorities and personnel, and even in their day-to-day conversation and interaction with different types of people. Among the items under this indicator, items *no. 5 and 7* both obtained the highest mean of 79% with a description of *high*. In other words, these items show that these students can now be able to apply their knowledge and skills in listening in real-world applications that are useful and beneficial in their future marketing endeavors. On the other hand, despite the result, item *no. 11* got the lowest mean of 6% with *very low* as its description. This clearly emphasizes that there are still Marketing Management students who find it difficult to distinguish the different processes involved in listening. In relation to this, Michilans (2022) revealed that high listening skills of Marketing Management students and graduates increase their possibility to get high-caliber job positions and vacancies in a business company because they prefer to listen more rather than reacting first. Similarly, Cole (2024) added that listening is particularly important communication tool for

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entrepreneurs who are continuously seeking information and support for their business ideas.

Table 4
Level of Language Proficiency in terms of Reading Skills

Reading	Mean	Description
1	11%	Very Low
2	11%	Very Low
3	58%	Average
4	28%	Very Low
5	8%	Very Low
6	15%	Very Low
7	38%	Low
8	73%	High
9	19%	Very Low
10	23%	Very Low
11	22%	Very Low
12	66%	Average
13	23%	Very Low
14	28%	Very Low
15	53%	Average
Overall Mean	**32%**	**Low**

Reading. In terms of reading, the overall mean is 31%, which is described as low. This means to say that the reading skills of the BSBA-Marketing Management students, particularly in their awareness and use of various reading strategies and techniques is fairly limited. The low reading score of the Marketing Management students suggests that they are struggling and lagging behind when it comes to identifying various reading techniques and strategies in using their reading skills in different aspects. Among the items under this indicator, item *no. 8* got the highest mean of 73% which was described as *high*. In other words, the item signifies that these students can distinguish and decode different barriers in reading. On the other hand, item *no. 5* obtained the lowest mean of 8% which was described as *very low*. The item emphasizes that students face difficulty when it comes to determining what type of skill is needed to help readers understand implied meanings of a text. This was aligned with Artis (2020), who postulated that marketing students who are lagging behind in their reading skills often find themselves to have difficulties when it comes to comprehension, fluency, and grammar. Because of this, it is even harder for them to catch up with business reading materials. To support this, Miglaw (2020) indicated that low reading comprehension skills among fresh marketing graduates contribute to a much unrealiable performance in the business industry because they cannot easily catch up with the demands of clients when it comes to reading documents, instructions, manuals, and complaints.

Table 5
Summary of the Results of the Four Macro Skills

Skill	Mean	Description
Speaking	39%	Low
Writing	56%	Average
Listening	53%	Average
Reading	32%	Low
Total Mean	**45%**	**Low**

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

In this research question, in-depth interviews were conducted with the selected 10 participants with regard to their observations and experiences related to their reading comprehension skills. Although the research question covers all four macro skills – listening, speaking, reading, and writing, the students' responses in the interviews brought particular attention to the reading skills as one major challenge. Many shared that they often find it difficult to fully understand texts which contain unfamiliar meanings and vocabulary, which makes it harder for them to comprehend the whole text. They revealed and admitted that they lack effective reading strategies and techniques and their limited exposure to English language all contribute to the struggles they faced.

Themes and Supporting Statements on Students' Insights on the Results and Findings of their Reading Proficiency

EMERGING THEMES	SUPPORTING STATEMENTS
Aiming for Improvement	✓ "After seeing the results, I realized that there are still things that I need to improve. I am not good in reading and most of the time when I read, I sometimes pause and can't continue right after. I want to improve also how I read." **- IDI-05** ✓ "Still, I'm thankful because now I already know where I should improve. Sometimes, it's harder for me to read complex texts because I am not used to read that. But, I am very thankful of the results." **– IDI-06** ✓ "The results showed that I still have room for improvement, especially in reading comprehension and fluency. Next time, I will improve my reading ability and practice proper use of English language." **– IDI-08** ✓ "As a third-year student in BSBA-MM, I feel that the results of my English-reading proficiency assessment are a good reminder of where I currently stand and what areas I still need to improve." **– IDI-09**
	✓ "Most of the time, I just read posts on social media without learning how to speak and learn how to read properly the English language. It is also my mistake because I have no initiative to look for other reading materials that will help me improve my reading skills." **– IDI-01** ✓ "The main factors that affected my reading performance might include limited exposure to English reading materials outside class, distractions while reading,

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Limited Exposure to English Reading Materials	and then sometimes rushing through the content without fully understanding it. I don't have any materials at home and in our school, we only have few of it." – **IDI-03** ✓ "I think factors include limited exposure to academic readings and business-related content. I will be honest this time. Aside from I don't like reading. I am also not exposed to various English reading materials." – **IDI-04**
Enhancing Reading Comprehension	✓ "I think I need to read more and more books to improve my reading comprehension most especially in English. Aside from that, I believe I also need to improve how I read because it is very important in enhancing my reading comprehension." – **IDI-04** ✓ "I need to put extra effort because I am not good in reading English books and texts. When I read, it took me a long time to comprehend what I'm reading and I want to improve and enhance that. It is important since as a future businesswoman, I need to understand business-related documents and vocabularies." – **IDI-05** ✓ "As for my case. I really need to improve my reading comprehension because sometimes, I don't know what to do speak in front whenever we are told to summarize the stories we read." – **IDI-010**
Lack of Motivation in Reading	✓ "For me is the lack of motivation and lack of focus which made influence my reading performance. Whenever I read especially when there are a lot of people around me, I easily get distracted and I can't find any motivation to continue. I know motivation is a factor in improving my reading proficiency." – **IDI-02** ✓ "Sometimes I feel too lazy to read long paragraphs. I don't have motivation especially when I read lengthy and long paragraphs with complex words and texts. The longer the text is, the easier for me to get bored or lazy." – **IDI-06** ✓ "I feel unmotivated to read a text if it is unfamiliar to me. It does not excite me because I don't know the text fully and it is even harder for me to comprehend it." – **IDI-07**
Difficulty with Time Management	✓ "One factor is the time. Like, I am busy with my academics, projects, and sometimes work so I have no time to sit down and do reading. It is harder for me to balance my time so most of the time, I am lagging behind when it comes to reading." – **IDI-06** ✓ "Another is time management which is really hard for me. I really wanted to read because I'm not good at it however, because I do a lot of things in school, I sometimes forget to lend my extra time on reading books or even simple texts. – **IDI-07** ✓ "I think factors include my exposure to academic readings and business-related content, as well as time management. I struggle to manage my time properly. I really wanted to read but my time won't allow me so bad." – **IDI-010**

The first theme that emerged was all about the students' *aim for improvement* in reading. According to the study of Chou (2021), reading ability and proficiency have had a prominent role in English language education in Taiwan. The comprehension of materials and teacher instruction in English depends on students' English proficiency that may influence how they read and complete tasks in English. To add this, Vernon (2020) stated that to improve reading skills and comprehension, one must be able to correctly assimilate the gist of a certain content and understand what that content is all about. In the study, it was highlighted that the core step in improving reading ability starts with knowing how to read simple texts.

The second theme that was highlighted was all about students' *limited exposure to English reading materials.* Anchoring on the study of Bacus and Alda (2023) and the study of Awatin and Escandallo (2024) that the active immersion of students in various reading materials is still an acknowledged fact that it contributes to effective language learning. Moreover, Clarin (2022) posited that wide exposure to reading comprehension instruction and materials positively contribute to learners' vocabulary knowledge and attitudes towards English lessons.

The third theme centered on the students' will to *enhance their reading comprehension.* Narjes (2021) enumerated ways for students to enhance their reading comprehension which includes the following: activating and using background knowledge, generating and asking questions, making inferences, predicting, summarizing, and visualizing. Additionally, Nicaise & Gettinger (2025) stated that enhancing reading comprehension and ability to read with fluency and proper pausing will contribute to the overall reading improvement and proficiency of a language.

Focusing on the fourth theme which talked about the students' *lack of motivation in reading*, it was found out in the study of McBreen and Savage (2020) that the lack of motivation of students in their English reading skills and proficiency can hinder their overall learning. In the study, the lack of motivation

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in reading can be addressed in terms of content approaches to intervention, intensity of training in reading, study quality, and types of measures used in reading. Similarly, McKeenly (2021) suggested that to enhance reading comprehension in college students, instructors can implement strategies that encourage active reading, build background knowledge, and provide tools for self-monitoring. Students can also improve their reading skills by actively engaging with the text, such as through outlining, note-taking, summarizing, and self-testing.

The last theme revolved around students' *difficulty with time management.* Aligned with the study of Apsari et al., (2024), who postulated that managing and handling time well is a difficult work to do. However, in the study, it was emphasized that effective time management significantly contributes to enhancing literacy skills in the language among college students. It was further discussed in the study of Sarduma (2020) that students often struggle with time management, especially in reading assignments, due to factors like procrastination, lack of organization, and difficulty prioritizing tasks. This can lead to stress and negatively impact academic performance.

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

A Syllabus Intended on the Reading Skills of BSBA major in Marketing Management students

As taken from the results in both quantitative and qualitative phases, it was revealed that among the four macro-skills of students in BSBA major in Marketing Management, reading skills obtained the lowest rate. This means to say that they perform less when it comes to reading. In the research question no. 2 which focuses on the insights of 10 students who got low scores in the reading test, they have given and shared some insights that are beneficial for the formulation of the intended syllabus. Hence, the syllabus that will be crafted will center around the reading needs, lacks, and wants of the Marketing Management students under their ESP courses.

In order to actualize the syllabus, the researchers will act as curriculum designers – they will be the ones who will design the curriculum, formulate learning goals and objectives, strategize a specialized pedagogy in terms of materials, resources, and proper measures that will help these students improve and enhance what needs to be enhanced in reading.

The aim of this syllabus is to help teachers under ESP courses to aid these students to be proficient in their language skills, particularly in reading. This will pave the way for a broader understanding and skill enhancement that will help them in the future as the next business enthusiasts and marketing experts. Through this syllabus, students can be guided in their reading endeavors, which includes how to read with fluency, comprehend texts fully, and the like.

Moreover, this reading syllabus will the basis of teachers as to what they will going to do and teach inside the four corners of the classroom. This will be their guide in achieving certain intended outcomes as well the strategies they will employ along the discussion.

CONCLUSION

To summarize the salient points gathered in the study, here are the results taken from each research question:

For RQ1, the quantitative phase, it showed the level of language proficiency of Marketing Management students in terms of their four macro-skills. Each macro-skill was interpreted and the result goes like this. In speaking, it has a description of **LOW**. This means to say that the level of speaking skills among Marketing Management students is fair. In writing, its description is **AVERAGE**. This means to say that the level of writing skills among Marketing Management students is satisfactory. Meanwhile, in reading, the result of the interpreted table is **LOW**. Hence, the level of reading skills among Marketing Management students is fair. Lastly, in listening, it has **AVERAGE** as its description. This means to say that the listening skills of the students is satisfactory.

For RQ2, the qualitative phase, it highlighted the insights of the students on the results and findings of their language proficiency. Since reading is the component that got the lowest mean with fair as its description, there were 10 students who were interviewed in which they got low scores in the survey questionnaires provided. There were five interview questions and one concluding question that will enable those students to suggest what syllabus they want to have. Each theme was supported by a proponent to add credibility to the statements.

For RQ3, the results of the quantitative and qualitative phases were combined to determine what type of syllabus is appropriate to supplement the English language needs of the students. It was found out that among the four macro-skills, the syllabus will focus on the students' reading skills.

RECOMMENDATION

The syllabus on the reading skills of the BSBA major in Marketing Management students will be recommended to the **Commission on Higher Education** since this educational sector focuses on tertiary level education. Hence, this syllabus will be beneficial as a foundation for future curriculum revisions and that, this might be one of the helping tools to achieve its educational objectives.

Second, this syllabus will be recommended to the **institution** since this was taken from a thorough and deliberate inquiry that centers around the reading skills of the Marketing Management students. Through this, the school will have an idea that there are problems existing on the language skills that need to be addressed as soon as possible.

Third, this syllabus will be highly recommended and used by the **teachers and students** not just in enhancing their teaching and learning experience but to hone the skills needed by the students for their future field of expertise. This will be their guide to have a meaningful interaction inside the classroom while cultivating a sense of understanding and professional mindset.

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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.