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

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ABSTRACT

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

KEYWORDS: *Bachelor Of Science In Office Administration, ESP Syllabus, Macro Skills, Needs Analysis, Language Proficiency*

RATIONALE

Language skills are vital in the Bachelor of Science in Office Administration as they directly impact professional communication, client relations, and administrative functions. In the modern office environment, graduates are expected to handle correspondence, write reports, and communicate effectively with various stakeholders. Proficiency in English and other languages enhances employability and ensures that office administrators can perform duties such as documentation, scheduling, and communication with clarity and professionalism (Henriksen et al., 2021; Musheke & Phiri, 2021); (Hoseini et al., 2020).

Globally, office administrators faced challenges due to poor language proficiency, affecting productivity and business operations. A study in Canada highlighted how language barriers in multinational offices lead to miscommunication and decreased efficiency. Similarly, it was observed that employees in global companies, specifically in global software development teams, struggled with an English-only policy due to inadequate training, which hindered workflow. Also, a study in Thailand found that English-driven organizations whose workers are unsupported by adequate training led to reduced innovation output, miscommunication, and decreased employee satisfaction. These examples underscore how language proficiency remains a global issue, especially in programs like the Bachelor of Science in Office Administration, where international business processes are part of the curriculum (Fiset et al., 2023; Wang et al., 2025; Siriwong & Klitmøller, 2025).

In the Philippine context, the gap in language proficiency among office administration students remains a concern. A study in Caloocan City noted that many BSOA students lacked confidence in business writing and oral communication. Likewise, a study in Region VII found that students had difficulty understanding formal and technical language, which affected their internship performance. Meanwhile, a study in Mindoro revealed that a significant number of students demonstrated intermediate-level proficiency in writing, attributed in part to a lack of confidence and difficulties with organization and content creation. These issues emphasize the need to align language training with the actual communication tasks expected in the office administration profession (Arabis et al., 2023; Dela Cruz, 2021; Abes, 2025).

In Kapalong, particularly in Kapalong College of Agriculture, Sciences, and Technology, the study delved into the language needs of several BSOA students. A study of the same institution yielded that competent communication and interpersonal skills were key to employment success, though gaps remained in real-world administrative tasks and client interactions. Another study also revealed that weaker performance in oral communication and workplace etiquette, especially when interacting with clients or supervisors, was prevalent in the institution. This resonates with the struggle with drafting professional documents, composing effective emails, and confidently presenting reports of many BSOA students (Escandallo al., 2024; Ganiera et al., 2024; Juera, 2024).

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Previous studies at KCAST (Botohan et al., 2024; De Vera et al., 2024; Edrada et al., 2024; Escandallo et al., 2024; Sodoy et al., 2024; Watin et al., 2024) have examined general academic performance, but few have focused specifically on the language proficiency of office administration students. For example, Santos (2022) looked at communication skills among education majors, while a study explored writing skills in general education courses. However, there is limited research focused on the practical language needs of BSOA students. Additionally, another emphasized the lack of specialized language training modules tailored for office work. This study will fill the gap by identifying specific language difficulties faced by BSOA students and recommending targeted interventions (Ramos, 2023; Aquino, 2023).

RESEARCH QUESTIONS

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

NEEDS ANALYSIS

A. Purpose of the Needs Analysis

This needs analysis was deemed instrumental to find out how well Office Administration students are currently learning English, with an emphasis on their four macro skills: reading, writing, listening, and speaking. The survey results helped curriculum designers to create a curriculum that meets the needs of the students who took part in the survey.

In addition, the conduct of the needs assessment not only showed the course designer which language areas need to be improved, but also helped them choose the right activities and learning resources to employ in the teaching-learning process.

Based on the results of the requirements analysis, we found out which parts of the English language the respondents are good at and which ones they have trouble with. This analysis also helped figure out the right order of classes, how hard they should be, and how to make exercises that match the learners' intellectual abilities.

B. Target Population

The population of the conducted needs assessment came from the Kapalong College of Agriculture, Sciences and Technology. In specification, the first to third year students of the Bachelor of Science in Business Administration from the said institution were the subjects and the respondents of the needs analysis. The respondents were composed of 100 students who answered the prepared 60-item test questionnaire given by the researchers. Afterwards, a random selection of students to answer questions for the interview was initiated.

C. Framework of the Target Situation Analysis

1. Why was the Language needed?

In any form of communication, we use language to convey and express our insights in which therefore the students need more language learning to become effective communicators, not just in the classroom setting, but also in their profession in the future. Additionally, this study also delved into the reading skills of the students, particularly the Bachelor of Science in Office Administration. Thus, this analysis gave the students a course on how to enhance their reading skills and become effective readers.

Moreover, language was not just about mere communication and comprehension; it was also about effective conveyance, making writing and speaking significant skills that must be nurtured in a particular language. Being an office administration student meant dealing more with technical papers and documents, along with constant contact and exposure to people and clients. Speaking and writing skills were both important skills for effective communication, improving the transaction flow of an office.

Overall, this study was driven by the increasing demand for learning a language in a great urgency, especially for those students who were expected to handle various clients and responsibilities that require the utilization of effective and correct language in order to attain the goals of the institution.

2. How were the content areas?

They used language in speaking, reading, writing, and listening, whether for academic purposes or extracurricular activities. Likewise, language should be used in communication, the same as how student communicates with some through phone or face-to-face conversations.

Students utilized language in many ways, such as speaking, reading, and writing, for school and fun. Language was an important part of communication since it allowed people to exchange thoughts, feelings, and comprehend one another. In the same way, students used language in their daily lives, whether they were talking on the phone, texting, or in person. These daily conversations, both professional and informal, showed how important it is to improve one's language skills. Being able to communicate well, whether in writing or speaking, is important in school, at work, and in one's personal life. So, students needed to improve their language skills so they can communicate better and with more confidence.

3. What were the learning areas?

The subject area was the academic subjects of the office administration students, specifically the English subjects and other subjects that employ the English language. Similarly, this area of interest, the office administration, particularly in their workplace, in which they use the language in performing their task, communicating with other people, writing proposals, and so with listening to other people in the workplace.

In connection with that, the study intricately looked at the students' school subjects, especially English and other classes that required them to use English. These disciplines were the building blocks for helping pupils improve their language

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skills, especially when it comes to writing. The study looked at the kids' interests outside of school, especially in business, in addition to their schoolwork. Students who want to be office managers in the future need to be able to utilize English in a variety of job situations, such as giving presentations, preparing proposals, and talking to coworkers and clients clearly and professionally. These examples from real life showed how important it is to give office administration students good language abilities that will help them in school and their jobs. The goal was to assist in building a curriculum that will help students become good and confident English speakers by figuring out what language skills they need in both school and job settings

4. Where was the language used?

The students used the language in almost every day cases – communication, workplace, peer relationships, and the like. In the context of office administration, they exemplified their language knowledge in social gatherings, like expressing oneself in meetings, demonstrations, reporting, and on telephone conversations. Other than that, the students also used language to enhance their linguistic features and/or to enhance their grammar during their working hours in their offices.

Moreover, students learned how to utilize English well in a variety of social and professional situations. This includes going to meetings, giving presentations, writing reports, and talking on the phone. In addition to these instances, students also used the language to develop their language skills, especially their grammar and overall communication skills. These skills were very vital during work hours in an office setting, where clear and professional communication is a must. Being fluent in the language did not only help them get their work done quickly, but also made them feel more confident while talking to coworkers, clients, and bosses. So, improving their English skills was very important for both their personal and professional lives.

D. Framework of the Learning Needs Analysis

1. Why were the learners taking the course?

The learners from the Bachelor of Office Administration took it because it was compulsory since it was one of their subjects they acquired but aside from that they treat English as a necessary aspect. It was seen to serve as a great help in having effective communication in their field of specialization.

In connection with that, the Bachelor of Science in Office Administration students knew that English was an important tool for communicating well in their field of study, in addition to being a required subject. Being able to communicate well in English, whether in writing or speaking, helped them perform well in a variety of office job, such as preparing reports, giving presentations, and talking to clients and coworkers.

2. How did learners learn?

The learners learned best through discussion, actual language simulation, and psychomotor activities. However, BSOA students claimed that a discussion-type lesson transmission mostly gave them the feeling of boredom, which led them not to participate or actively grasp the information, concepts, and key points that the teacher was trying to instill.

In addition, the lack of interest made it harder for students to participate and understand crucial ideas, concepts, and information. Because of this, students did not fully understand the lessons, which interrupted their learning. To fix this problem, it was recommended to use a mix of teaching methods that promote active learning, like group work, presentations, role-playing, and hands-on activities. Through this, the teacher got students more involved, helped them remember what they have learned, and made the learning environment more dynamic and effective.

3. What resources were available?

There were many resources that the learners used in learning a language, but one important resource was the teacher. A teacher who is well-equipped in ESP courses was an instrumental resource in the class. Even though teachers were pedagogically intelligent about teaching the course, other important resources that a teacher counts on are the books or any printed media that were thoroughly designed for pedagogical purposes.

Moreover, being a good teacher required them to have access to well-designed teaching resources. These were books, manuals, and other written materials that were made just for teaching. These kinds of resources were important tools for teaching because they gave structured content, relevant exercises, and real-life examples that helped students reach their learning goals. Teachers made the learning environment more interesting and successful by using properly chosen instructional materials along with their teaching skills. This allowed them to meet the individual needs of each student.

4. Who were the learners?

The learners were the first-year to third-year students of the Bachelor of Science in Office Administration, coming from varied personal backgrounds from Kapalong College of Agriculture, Sciences and Technology. They have basic knowledge about basic knowledge on the different components of English, which they always use during any of their reading activities. Their interest are mostly office management and administration, thus, activities like negotiating clients, fulfilling administrative tasks, which is why most of their subjects are aligned in office management. However, their knowledge and attitude about English are not that good, considering English is not their major focus as a subject.

As a result, some BSOA students considered language a challenging reason because they did not think of English as a key topic in their curriculum, but as a minor one. Because of this, some students did not think it was as important as their main studies. This affected their drive and confidence when it came to utilizing English, especially when it comes to writing, speaking, and understanding, which are all important for success in the workplace.

5. Where did the ESP course take place?

The learners generally learned best in a conducive, well-ventilated, and properly organized learning atmosphere. A conducive classroom atmosphere that was free from noise, like as vehicular disturbances, which affected the listening and comprehension of the students in the lecture discussion. To better support the learning of the students, it was important to

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consider their learning environment. Seating students properly, providing enough light, and making sure there was enough fresh air were also very important for keeping pupils focused and awake during class. Students were more likely to learn and remember what they studied when they were in an atmosphere that supported their physical and mental health. So, it was very important to create and keep a good classroom environment to help students do well in school and have meaningful learning experiences.

6. When did the ESP course take place?

BSOA students took ESP (English for Specific Purposes) classes every day as part of their regular schoolwork so that they were always learning about the numerous ways English may be used in real life. Students improved their language abilities and learn how to use them in real-life situations relating to their subject of study by regularly participating in ESP lessons. Daily practice helped learners remember words, get better at grammar, and get better at communicating in both written and spoken English. Students grew more confident and fluent when they were always exposed to the language. This made it simpler for them to use what they have learned in different situations, such as talking to coworkers, producing reports, giving presentations, and dealing with customers. When students practiced their English skills a lot, they became more prepared for the problems they may face in their future careers. So, for long-term success and language acquisition, they needed to include ESP courses in their daily learning.

E. Methods of Needs Analysis

This study employed two primary types of tools for the Needs Analysis: questionnaires and interviews. The questionnaire was made to get numbers from a bigger group of people so that the researchers could find common patterns, likes, and dislikes in English language acquisition, especially when it comes to writing. The interview, on the other hand, was done with a randomly chosen set of students to get more in-depth and qualitative data. This strategy helped the researchers discover more about the students' requirements, how they liked to study, and how they felt about English language. Using both instruments together, they made sure that the data gathering was more thorough and balanced.

i. Questionnaire

The first instrument that was used in conducting the needs analysis was a questionnaire that was made by the researchers. It was used to test the present knowledge level of the respondents in English for specific purposes. It tackled the four most important language skills: reading, writing, speaking, and listening. The researcher found out what the students were good at, what they needed to work on, and what they were missing in their language knowledge by using the questionnaire. The data that was obtained was very helpful in figuring out what the learners needed and how to plan the program.

ii. Interview

Next was the interview conducted with ten (10) students selected randomly by the researchers out of the 100 total number of respondents. They were asked questions and probing inquiries that made it possible for the researchers to come up with a course that will satisfy their lacks, wants, needs, and gaps in learning English, especially in their field, office administration.

The goal of this interview was to understand more about the students' language learning experiences, likes, and problems. The students were given open-ended questions to find out what their individual requirements, expectations, and objectives were for learning English, especially in areas that helped them do better in school and at work. The information gathered from these interviews was very important for the researchers in creating a course that would meet the needs, interests, and learning goals of the students.

F. Procedure of the Needs Analysis

At first, the class was divided the class into different groups for the conduct of the needs analysis according to their sitting arrangement and then assigned to different classes/sections, into which each group should conduct their needs assessment. In understanding the respondents holistically, researchers conducted questionnaires and interviews to evaluate their responses.

The questionnaires and questions for the interview were based on the respondents' field of interest. The questionnaire was divided into four sections. For the first section, the topic is reading skills, which are composed of 15 questions. In this context, the test questionnaire and interview questions were anchored on the field of specialization of office administration students.

The second section was listening skills, which was composed of 15 questions. The third section's topic was speaking skills, which was composed of 15 questions. The last section, which was writing skills, was composed of 15 questions. 100 out of the total number of students inside the classroom were selected as respondents who answered the four-section questionnaire made by the researcher. After answering the questionnaire, 10 students were interviewed by the researchers as to their field of interest.

In the interview, the 10 respondents were asked if they were forced to take the course with the language or if it is their first choice, what are the available resources in school they usually used for learning language, what are their preferable learning environment when they are reading, how do highfalutin words affects their reading activity, what is the effect of the length of the text as to their reading activity, what would be their preferable learning environment in learning the language, what is language for them, and how will they used the language they learned during their session.

After conducting the Needs Analysis, the answers for the survey and interview were consolidated by the researchers, and afterwards, from the given results, the researchers made a table for a clearer understanding of the data collected. Enclosed on the table are the frequencies of each question that the researchers analyzed and interpreted. From the collected information, the course designer, who in this case was also the researcher, identified the learners' needs, wants, and lacks. With the results at hand, the syllabus was made. This syllabus served as a proposal to change the current curriculum.

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RESULTS AND DISCUSSIONS

To find the answer to the first research objective, the researchers developed a test questionnaire to suit the context of the study. The set of questionnaires dealt with the macro skills in the English language, which are Reading, Listening, Writing, and Speaking. As shown in Table 1, the result of test 1 is the reading skills competence of office administration students.

Level of Language Proficiency in terms of the Four Macro Skills

This research seeks to explore and assess the English language abilities of students enrolled in Office Administration programs. Specifically, it aims to evaluate their proficiency across the four essential macro skills: listening, speaking, reading, and writing.

Table 1
Level of Language Proficiency in terms of Reading Skills

Reading	Mean	Description
1	81%	High
2	75%	High
3	65%	Average
4	80%	High
5	76%	High
6	68%	Average
7	77%	High
8	76%	High
9	46%	Low
10	37%	Low
11	53%	Average
12	39%	Low
13	29%	Very Low
14	38%	Low
15	44%	Low
Overall Mean	**59%**	**Average**

Reading. It obtained an overall mean rating of 59% with a descriptive equivalent of average. This means that the reading skills among office administration students are satisfactory across all year levels. Shown in the result, item no. 1 obtained the highest mean rating of 81%, with a descriptive equivalent of high. This means that the reading skills among office administration students are very satisfactory across all year levels. Meanwhile, item no. 13 obtained the lowest mean rating of 29%, with a descriptive equivalent of very low. This means that the reading skills among office administration students did not meet the expectation across all year levels.

Accordingly, studies from different authors support the finding that office administration students' reading skills are generally satisfactory but vary in proficiency across different academic tasks. Cosby et al. (2022) emphasize that English for Specific Purposes (ESP) can address the unique linguistic needs of students in technical fields like office administration, especially in reading comprehension and technical vocabulary. Similarly, Edrada et al. (2024) highlighted the need for targeted language instruction, noting that while students recognize the importance of reading skills, their proficiency remains low, particularly in understanding specialized terminology. Petscher et al. (2020) further support this by showing that students with stronger reading comprehension skills perform better academically. These studies underline the importance of improving reading skills in agriculture students, especially in understanding complex academic texts and technical jargon, which is essential for their academic success and professional competence.

Listening. The overall mean rating was obtained at 66%, with a descriptive equivalent of average. This means that the listening skills among office administration students are satisfactory across all year levels. Shown in the result, item no. 10 obtained the highest mean rating of 85%, with a descriptive equivalent of high. This means that the listening skills among office administration students are very satisfactory across all year levels. While item no. 15 obtained the lowest mean rating of 48%, with a descriptive equivalent of low. This means that the listening skills among office administration students are fairly across all year levels.

Table 2
Level of Language Proficiency in terms of Listening Skills

Listening	Mean	Description
1	58%	Average
2	53%	Average
3	62%	Average
4	77%	High
5	76%	High
6	60%	Average
7	67%	Average
8	75%	High
9	69%	Average
10	85%	High
11	66%	Average
12	77%	High
13	60%	Average
14	61%	Average
15	48%	Low
Overall Mean	**66%**	**Average**

In connection, various studies support the notion that listening skills are crucial yet often underdeveloped, especially among office administration students. Krishnasamy and Kalapana (2020) emphasize the neglect of listening skills in language teaching, despite it being a foundational component of communication. Their study highlights that effective listening plays a significant role in acquiring other soft skills, such as negotiation and leadership, crucial in a professional setting, which, in the context of office administration students, are very instrumental. Similarly, a study by Aktar (2023) found that while office administration students engage in various listening improvement techniques, their overall listening proficiency remains at an average level. The study calls for a greater emphasis on listening comprehension techniques, particularly in office administration education. Furthermore, Juhász and Horváth-Csikós (2021) observe that soft skills, including listening, are vital in office administration education and should be integrated into curricula to better prepare students for real-world challenges. These studies collectively underscore the need for targeted interventions and the integration of listening skill development in office administration educational programs.

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Table 3
Level of Language Proficiency in terms of Speaking Skills

Speaking	Mean	Description
1	57%	Average
2	55%	Average
3	25%	Very Low
4	38%	Low
5	38%	Low
6	49%	Low
7	23%	Very Low
8	28%	Very Low
9	32%	Low
10	37%	Low
11	19%	Very Low
12	41%	Low
13	36%	Low
14	30%	Low
15	24%	Very Low
Overall Mean	**35%**	**Low**

Speaking. It obtained an overall mean rating of 35% with a descriptive equivalent of low. This means that the speaking skills among office administration students are fair across all year levels. Shown in the result, item no. 1 obtained the highest mean rating of 57%, with a descriptive equivalent of average. This means that the writing skills among office administration students are satisfactory across all year levels. Meanwhile, item no. 11 obtained the lowest mean rating of 19%, with a descriptive equivalent of very low. This means that the writing skills among agriculture students did not meet the expectation across all year levels.

Recent studies have delved into the intricacies of speaking skills among students in various academic fields. To cite a sample, Nguyen and Pham (2022) and the study of Escandallo and Baradillo (2024) investigated speaking proficiency in business administration students and found that limited vocabulary and lack of confidence were major factors affecting the low speaking performance, affecting their ability to communicate and deal with negotiations in professional fields, particularly in presentations and discussions. On the other hand, Lee and Kim (2020) analyzed the communication skills of students and reported that many students struggle with organizing their ideas coherently and using appropriate grammar, especially in office settings.

Table 4
Level of Language Proficiency in terms of Writing Skills

Writing	Mean	Description
1	34%	Low
2	17%	Very Low
3	60%	Average
4	39%	Low
5	51%	Average
6	33%	Low
7	44%	Low
8	51%	Average
9	50%	Average
10	53%	Average
11	31%	Low
12	30%	Low
13	35%	Low
14	47%	Low
15	56%	Average
Overall Mean	**42%**	**Low**

Writing. It obtained an overall mean rating of 42% with a descriptive equivalent of low. This means that the writing skills among office administration students are fairly across all year levels. Shown in the result, item no. 3 obtained the highest mean rating of 60%, with a descriptive equivalent of high. This means that the writing skills among office administration students are satisfactory across all year levels. While item no. 2 obtained the lowest mean rating of 17%, with a descriptive equivalent of very low. This means that the speaking skills among office administration students did not meet expectation across all year levels.

Likewise, this resonates with various existing studies on writing skills, particularly within the field of office administrational education. According to research by Khan et al. (2023), office administration students often show a positive attitude towards English, yet they still struggle with writing skills, considering it a difficult task. This is also reflected in the study by Cletzer et al. (2022) and the study of Manatad and Escandallo (2024) where students in writing-intensive courses experience writing apprehension, a barrier that significantly hinders their ability to improve writing. The fear and anxiety surrounding writing are found to affect students' motivation and performance, further exacerbating the issue of low writing proficiency. Similarly, Banwart and Qu (2023) and Rosas and Escandallo (2024) identify the role of self-efficacy in writing development, emphasizing how students' perceptions of their writing abilities influence their performance. In their study, students' writing confidence was shaped by factors such as feedback, mastery experiences, and modeling, which are key elements in fostering stronger writing skills. These insights reinforce the need for targeted interventions, such as providing constructive feedback, promoting self-regulated writing strategies, and offering more industry-relevant writing exercises, to improve the writing self-efficacy of office administration students.

Table 5:
Summary Table of the Four Macroskills

Macroskills	Overall Mean	Decription
Reading	59%	Average
Listening	66%	Average
Speaking	35%	Low
Writing	42%	Low

Accounts of Students on the Level of Language Proficiency in terms of Four Macro-skills

The level of language proficiency in terms of the four macro-skills among office administration students was explored through in-depth interviews of selected BSOA students as participants. Probing questions were used to gather their observations and experiences regarding their language proficiency. The major themes and supporting statements for research question number 1 were presented in Table 6. Participants had their responses to their own experiences and

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observations. From the answers of the participants, four major themes emerged: (1) Struggling to express ideas in formal contexts; (2) Struggling to write grammatical and formal outputs; (3) Improving Speaking Efficiency Through Meaningful Activities and Constant Practice; and (4) Improving Writing Skills by Practicing Tasks Repeatedly.

Table 6
Themes and Supporting Statements on the level of language proficiency in terms of the four macro skills among Bachelor of Science in Office Administration

Emerging Themes	Supporting Statements
Struggling to express ideas in formal context	"Writing is definitely the most challenging. Sometimes, I get confused about how to start, which words to use, and I am not sure if my grammar is correct." *(IDI 01)* "But when it comes to writing and speaking, that's where I struggle a bit. Sometimes I want to share, but I am not sure if my grammar is correct, so I sometimes feel shy." *(IDI 02)* "I still have a lot to improve. I'm not that confident expressing myself in English, especially when it gets too formal." *(IDI 03)* "My speaking is okay, but sometimes I run out of words. For me, writing is the hardest because it takes time to organize my ideas and write them clearly." *(IDI 10)*
Struggling to write grammatical and formal outputs	"Writing is truly challenging for me. It's not just grammar that's the problem, but sometimes I lose the flow. I get confused about what to write next. It feels like I still need a lot more practice." *(IDI 03)* "Writing is definitely the hardest for me because it requires good sentence structure and a clear point. I know what I want to say, but I don't know how to write it in formal English." *(IDI 04)* "For me, the most challenging skill is writing. It makes it hard for me to refine my thoughts because I can't clearly construct them in my mind, and I also struggle to turn those thoughts into written output since it's difficult to connect ideas smoothly." *(IDI 06)* "I sometimes struggle to express complex ideas and to use the right vocabulary. When it comes to speaking, I am confident, but I occasionally hesitate when searching for the right words." *(IDI 08)*
Improving Speaking Through Meaning Activities and Constant Practice	Activities that are fun but useful, like role-plays, group chats or discussions, and short writing tasks. Classes are more effective when they're interactive instead of just lectures. *(IDI 01)* "Being exposed to real-life scenarios allows us to apply the language in real work situations. Group activities are also great because they help build confidence." (IDI 02) " Reporting and role-playing are also great because they help me practice speaking and handling pressure. (IDI 03) " So, I think ma'am, group work and class discussions are really helpful in improving my skills. When I talk with my classmates, I learn how to express my ideas, listen to others, and I also pick up new vocabulary from them.". *(IDI-07)*
Improving Writing Skills by Practicing Tasks Repeatedly	"For me, activities that involve actual practice really help, like letter writing, role play, and reporting." *(IDI-02)* "Activities that simulate an office setup are effective for me, like creating mock documents, writing official letters, or doing mock calls. These are really helpful because they make you more familiar with real tasks. *(IDI-05)* "I also like activities where the instructor guides us through writing tasks step by step—like brainstorming, drafting, and editing. Peer review and group feedback are helpful too because they allow me to see my mistakes and learn how to correct them." *(IDI-07)* "I find peer editing, journaling, and guided writing exercises useful. I also enjoy reading comprehension tasks because they help expand my vocabulary and improve my understanding of sentence patterns." *(IDI-09)*

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Table 6 presents the themes that emerged during the initial inquiry to the office administration students concerning their language proficiency in terms of the four macro skills. The varied answers of the students resulted in the collated themes that supported the results of the text questionnaire.

One profound finding of the study was the pronouncement of difficulty in expressing ideas in formal contexts. A study found that lower English proficiency correlates with increased perceived difficulty in oral English tasks, leading to reduced motivation to improve speaking skills (Shi et al., 2024). In the same thought, a Malaysian study investigated the relationship between English-speaking anxiety and motivation to speak among Malaysian pre-university students and found that higher anxiety was strongly linked to lower motivation in oral English tasks (Ramarow & Hassan, 2021). Similarly, a study reported that students with lower proficiency levels experience higher levels of language anxiety, which negatively impacts their speaking performance (Almusharraf & Bailey, 2023).

On the other hand, participants expressed hesitation and a lack of confidence, particularly in generating grammatically correct and organized written outputs. Moreover, they mentioned that issues include trouble initiating writing tasks, organizing ideas, and employing appropriate vocabulary and sentence structures. These struggles were also noted by Patty (2024), who stated that low vocabulary, weak syntactic complexity, and writing anxiety/self-efficacy as major barriers that hamper students' ability to compose well-structured, grammatically sound writing. A study in Malaysia also noticed the same findings in their study in terms of hesitation and fear of students to engage in writing (Sa'adan et al., 2024).

However, amidst these challenges, the data also reveal a proactive attitude toward improvement through targeted pedagogical strategies. Students acknowledged that engaging in interactive and meaningful tasks, such as role plays, discussions, and simulated office activities which may help office administration students to enhance their speaking proficiency (Sun et al., 2023). A distinct study also supported the efficiency of repeated speaking tasks as it is seen as an important way of coping with the perceived fear of the students, such as role playing (Katemba & Grace, 2023).

Repetition of practical tasks, guided writing, and peer feedback emerged as effective methods for skill development. These findings emphasize the value of contextualized, practice-based learning activities that not only simulate real-life scenarios but also foster a supportive environment for continuous language development. Meanwhile, Li et al. (2022) ventured that even amidst the difficulty of learners in employing English language, they still strive to improve and work in areas they can. Studies highlight that positive psychological factors—such as growth mindset, grit, and foreign language enjoyment—play pivotal roles in sustaining learners' motivation and resilience (Dewaele & MacIntyre, 2021)

Table 7
Themes and Supporting Statements on the Insights of the students based on the results and findings of their language proficiency

Emerging Themes	Supporting Statements
Acknowledge Personal Weaknesses to Improve Language Proficiency	"Honestly, yes. I know that I still have a lot to improve in writing. I feel like I lack practice and vocabulary, which makes it difficult for me." *(IDI 01)* "I know that I still lack some skills in that area. Sometimes, I understand the topic, but when it comes to writing, I struggle to express my ideas. So maybe that's also the reason why my score is low. *(IDI 02)* "Yes, ma'am, I agree with the assessment result that says my writing is the weakest. I often feel anxious when I write, and sometimes I don't know if my writing makes sense or follows the correct format." (*IDI-07)* "I already knew that writing is my weakness. Although I try my best, I still need more practice and guidance. But I believe I can improve if I keep learning and writing more." *(IDI 09)*
Integrating Creative and Contextualized Activates suitable for Office Administration	"I think it would be great to include real-life tasks like email writing, job interviews, creating resumes, and public speaking*." (IDI-01)* If you're going to design a syllabus, I hope it includes lessons on office communication, such as email writing, business letters, and memos. *(IDI-02)* "I would like the syllabus to include real-life office scenarios where we can use English. It would also be helpful to have grammar reviews, business vocabulary, and speaking practice. Consistent practice would make it easier for us to learn." *(IDI 05)* "For listening activities, it helps when they are entertaining, like using music." *(IDI-05)*
Focus on Developing Practical Skills	"I would like the syllabus to include real-life office scenarios where we can use English. It would also be helpful to have grammar reviews, business vocabulary, and speaking practice. Consistent practice would make it easier for us to learn." *(IDI* 05) "I would suggest including more practice in writing different kinds of texts, like stories, letters, and essays. It would be helpful to have lessons that show us how to plan and organize our ideas, use transition words, and check grammar." *(IDI-07)* "Encouraging critical thinking analysis through discussions, debates, and written assignments would surely help me and future students who will take the BSOA program." *(IDI 08)*

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Table 7 explores students' reflections and insights of the BSOA students on their language proficiency based on assessment results. A recurring theme is the students' honest acknowledgment of their writing weaknesses. Many participants expressed awareness of their limited vocabulary, lack of practice, and difficulties in structuring coherent ideas in written form. Alongside these, they also gave their input on how they can learn best.

In connection, recent research underscores the significance of self-awareness and proactive strategies in enhancing English writing proficiency among EFL students. These studies align with findings from Kong and Pan (2023) explored the impact of diagnostic writing assessments on Chinese EFL students. Their study revealed that such assessments fostered learning autonomy, enabling students to set realistic goals, select appropriate learning methods, and monitor their progress effectively. This approach empowered students to take ownership of their learning journey, leading to improved writing skills.

The abovementioned table also delved into the preferred instructional strategies BSOA students wish to see integrated into their language learning syllabus. A dominant theme is the demand for creative and contextualized activities that align with real-world office scenarios. Studies emphasized the effectiveness of integrating practical tasks, such as email writing, job interview simulations, resume crafting, and business communication, into language instruction to enhance learners' engagement and applicability of skills in professional settings (Ramasamy et al., 2023) These preferences underscore the importance of contextual relevance in language instruction, as students are more engaged when tasks reflect practical and professional situations they are likely to encounter in the workplace (Elbaioumi & Jember, 2024).

Another profound input from the BSOA students was the focus on developing practical skills. As cited in A Moodle-based ESP course designed for technical students incorporates modules on job interviews, CV writing, and professional communication, demonstrating the value of aligning language instruction with workplace scenarios (Kovalenko & Kovalenko, 2024). This also resonated with research on enhancing students' critical thinking skills through ESP-based language learning environments highlighted the role of problem-solving tasks and real-life scenarios in developing both linguistic competence and cognitive abilities (Kovalenko, 2024).

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

The proposed syllabus was intended to enhance the English language proficiency of the Bachelor of Science in Office Administration students by focusing on the four macro skills: reading, listening, speaking, and writing. As it falls under the interpreted syllabus, this is a teacher syllabus. The teacher who will use this proposed syllabus has the liberty to modify and contextualize the activities and provided materials according to their preference, so long as the goal of addressing the specific needs of Office Administration students is answered.

The contents are centered on addressing the specific challenges identified in the study, such as their struggle to communicate in formal contexts, difficulty in writing office and clerical documents, and weak grammatical knowledge. However, the focus was on creating a greater space for those practical skills that are deemed essential for office administration students to thrive in their field of profession.

The proposed syllabus included practical, contextualized, engaging, and real-life tasks and simulations such as role-playing, public speaking, writing memos, letters, formal documents, and the like to ensure that the students develop communication skills relevant to their field. This was to provide students with a structured and contextualized learning experience that prepares them for both academic and professional communication demands. The proposed syllabus was also anchored on the mentioned suggestions of the participants, which included that the mode of delivering the lesson must be interactive and must embrace the modernity of the generation.

In addition to that, this syllabus aimed to enhance the job-specific communication skills of the office administration students as they are bound to practice office-specific tasks such as writing/drafting memos, handling phone conversations, and delivering oral presentations. The syllabus also intends to simulate professional scenarios through role-playing and mock interviews to build confidence and fluency. Meanwhile, the syllabus intends to develop career readiness through portfolio. Lastly, this syllabus also serves as a developer of one's multimodal literacy by integrating the four macro-skills in professional settings.

CONCLUSION

Based on the results, the overall level of English language proficiency among BSOA students was generally low, with speaking skills receiving the lowest mean average of 35%, followed by writing at 42%, and reading at 59%, both also falling under the low and average category, respectively. Listening skills has the highest performance among the four macro skills with an overall mean of 66% classified as average. The findings suggest that while students are moderately able to comprehend spoken language, they also encounter significant difficulties in expressing themselves verbally, understanding written texts, and constructing coherent outputs. The qualitative data further solidifies these findings, revealing common struggles such as difficulty in speaking and writing, especially in formal contexts. These results highlight the urgent need for targeted interventions such as contextualized teachings, interactive delivery, and deepened writing instructions to enhance their holistic language proficiency.

To deepen the understanding of these quantitative findings, in-depth interviews were conducted to capture the students' reflections on their language proficiency. From these interviews, three major themes emerged: acknowledging personal weaknesses to improve language proficiency, seeking continuous improvement in office administration English proficiency, and the need for strategic skill development tailored to their field. They expressed their desire to commit to fluency and spontaneity improvement, in speaking, as well as

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conciseness in writing, especially for administrative-related tasks like presentations, negotiations, and interviews. The participants also highlighted the need for targeted approaches, including exposure to office-administration-specific teaching and materials, interactive and contextualized lesson delivery to enhance their skills effectively.

Findings from the in-depth interviews suggest that interactive, and contextualized syllabus is essential to address the students' low English proficiency—particularly in writing, which had the lowest mean score at 35%. Three key themes emerged: (1) integrating creative and contextualized activities suitable for office administration, and (2) focusing on development of practical skills. Students highlighted that engaging tasks, such as role plays, debates, and listening through music, improved participation and confidence. Students noted that interactive activities like role plays, debates, and music-based listening exercises enhanced their engagement and boosted their confidence in using the language. They also emphasized the importance of instructors employing more engaging, learner-focused teaching strategies.

Lastly, the qualitative and quantitative data serve as a basis for identifying the syllabus that must be tailored according to the needs and preferences of the Office Administration students. In light of these perspectives, the recommended syllabus should focus on organized speaking exercises, language tasks tailored to administrative settings, and regular feedback to help students build fluency, self-assurance, and communication skills relevant to their profession. It came to the conclusion that to make learning English effective and instrumental in their future career paths, it must be task-based and oriented with the skills necessary to thrive in their profession in the future. Overall, a syllabus tailored to the specific needs of office administration students means language learning is contextualized within professional and administrative domains.

RECOMMENDATIONS

Based on the findings of this study, a contextualized and interactive syllabus is recommended to address the low English language proficiency of the Bachelor of Science in Office Administration, particularly in writing. The syllabus is expected to incorporate contextualized and profession-specific learning activities. Tasks such as email and business letter writing, mock job interviews, resume preparation, and formal oral presentations should be central components of instruction. These activities mirror real-world office scenarios, making language learning more meaningful and applicable to students' future careers.

Additionally, the curriculum should focus on integrating contextualized, real-life communication tasks that mirror the daily functions of office administration. Activities such as business correspondence, simulated office interactions, and professional document creation should be prioritized to build both relevance and practical competence. Embedding structured opportunities for peer interaction, collaborative projects, and scenario-based learning will deepen students' engagement and application of language skills in meaningful contexts.

Incorporating consistent feedback mechanisms and reflective assessments, such as self-evaluation, peer review, and guided revisions, will further support students in identifying areas for improvement and tracking their progress. This approach not only enhances grammatical accuracy and vocabulary usage but also nurtures confidence, critical thinking, and autonomy. By aligning instruction with students' academic and career needs, the curriculum can foster a supportive learning environment that otivates sustained effort and growth, even when faced with linguistic challenges.

To further support the language development of Office Administration students, it is crucial to adopt teaching strategies that are both interactive and profession-specific. Educators should move beyond traditional lecture-based instruction and embrace student-centered approaches that mirror real office scenarios. These can include simulated tasks like business email writing, mock job interviews, resume preparation, and role-plays that reflect administrative functions. Incorporating collaborative activities such as group discussions, peer editing, and guided writing tasks can enhance participation, build confidence, and improve communication fluency. Regular formative assessments and timely feedback are also essential to help students monitor their progress and refine their language skills.

Lastly, institutions should invest in faculty development programs that train educators in contextualized and communicative language teaching methodologies. Workshops on teaching English for Specific Purposes (ESP), particularly tailored to office communication, can ensure that instructors are well-equipped to meet students' needs. Additional student support, such as grammar clinics, writing labs, and vocabulary enhancement sessions, can provide further opportunities for targeted improvement. By creating a responsive and practical learning environment through these measures, students will be better prepared to meet the linguistic demands of their academic work and future administrative careers.

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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.