



ESP-Based Learning Resource Material for Refinement of Reading and Writing Skills among Senior High School Students

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Abstract

The study utilized the experimental quantitative approach focusing on the reading and writing competence of the grade 11 students of Accountancy and Business Management students of Southern Luzon State University-Laboratory Schools. Total population sampling was employed since the TLE Department has a total population of 41 for SY 2022-2023. The study is limited only to the following aspects: reading skills, writing skills as well as the ESP-based material for business and management. The study was conducted from September 2023 to January 2024. Based on the findings of the study, it was revealed that the results of the pre-test and post-test scores of the respondents fall under the different levels. On the pre-test, many still got scores that fall on the Needs Improvement level, but on the post-test results, there is an abrupt increase in the scores since most of the respondents fall under Outstanding level. The results of the pre-test and post-test show a significant difference after using the material for a whole semester. Respondents agreed that the bridging intervention using the ESP-based material; Mastering the Language of Business: Your Key to Professional Success was original, appropriate, has business content and useful.

Keywords

ABM Students, English for Specific Purposes, Reading, Writing, Competence

INTRODUCTION

English, the universal language, is used in almost every country and almost every circumstance. This has been brought about by the advent of technology. It is widely used by the global community in the fields of science and technology, information technology, business, and industry, in the field of education, in the corporate world, and in many fields that every country is part of. Because of this, learning to speak English is not just a luxury but rather, a necessity. To cope with the fast-changing state of the world and to be competent enough, it is a must for someone taking part in the global world to acquire competencies in the English language. According to Egitito (2018), English is not a monolithic language; it is not spoken by only one race, nationality, or group of people. More than seven hundred million people in the world speak the language. Depending on the situation it is being used, the English language is used differently by everyone. Thus, language variations occur. These variations may occur in the pronunciation of words, which may differ depending on the type of English being used. It may be American English, British English, Singaporean English, etc. Considering these factors, the English used by former colonies of English-speaking nations has evolved from pidgin to Creole, but one thing remains. The rules of grammar and syntax of the source language are kept intact. These language variations became more evident, during the rise of globalization and when the countries started having their own identities and became both independent and interdependent.

According to Tamayao (2013), globalization, as seen by some people, is the transition of the norms we have been accustomed to a newer and more modern one, creating a new world system. And, unlike what others may perceive, it is not just a passing trend (Friedman, 2013). Language, of course, is not an exemption in the said globalization. With the growth of globalization, the need to learn English arises along with it. English has been the lingua franca of the world in the 21st century. It is the dominant language used in transactions and communications in most countries which is why it is imperative to achieve proficiency in this language (Tamayo, 2013). From this arises another language-teaching innovation called English for Specific Purposes (ESP). ESP is believed to cater to the students' rising need to achieve a higher proficiency in the English language in the growth of globalization. ESP, according to Robinson (1980), is the teaching of

English to learners with specific goals or purposes. The goals that ESP learners have may differ from each other. They may be medical, political, scientific, etc. The main goal of ESP teaching is to satisfy and fulfill the specific needs of the learners, linguistically (Adams-Smith, Apichattrakul, Bejan, Bhatia, Boys, Brennan, Ewer, Goonetilleke, Gunawardena, Hajjaj, Harvey, Lee Hsia, Johns, Chooi Peng, Knight, Latorre, Michaels, Pons, Wiriyachitra; 1989). The ESP emerged during the 1960s, and one of the reasons for its emergence, as cited in Hutchinson and Waters, is that learners have their learning strategies; use different skills, enter with different learning schemata, and are motivated by their own goals, needs and interests. (academia.edu). As cited in Burdová, 2007, “Students study ESP not because they are interested in the English language as such but because they have to perform a task in English” (Robinson, Pauline C., ed. Hywel Coleman, 1989, p. 396). For the learners to perform a task that requires the proper use of the English language, they need to have the skill for it. From the given insights, the researcher decided to conduct a study focusing on English for Specific Purposes relative to one English macro skill.

To improve the effect of business English teaching, this paper combined intelligent digital methods to intelligently process images of online business English teaching. Under the condition of weak feedback, the self-mixing interference signal has a sinusoidal shape, and the calculated envelope phase jump is small. Moreover, under moderate feedback conditions, the self-mixing interference signal is in the form of a sawtooth wave. The principle based on phase unwrapping is adopted, which solves the situation of finding the displacement very well. This experimental research showed that the practical teaching system for business English majors based on intelligent machine teaching proposed in this paper has good effects and can play an important role in business English teaching.

The importance of learning the English language cannot be overlooked. With the ongoing rise of globalization, the need to learn the language becomes more and more imperative. Because of this, new ways and methods have emerged to cater to this particular linguistic need of learners. One of these is the English for Specific Purposes which targets the specific needs of the learners to prepare them better for their chosen field. Through ESP, learners are equipped with specific jargon and linguistic skills for them to be proficient and academically competent. The advent of ESP in the Philippines during the 70s also paved the way for conducting English classes at the tertiary level relative to the communication needs of a particular course. Although the implementation of the language program did not gain momentum upon its onset to the educational, the current trend in language teaching has revolutionized the way general education English is taught at the College level. Thus, English language teaching is more content-based. The hospitality industry is one of the many fields that require its employees to have a high level of proficiency in the English language. Here in the Philippines, senior high school students who would like to be a part of different industries are most likely to take up different courses be it in the fields of business, medicine, and humanities. In addition, senior high schools here in the Philippines have these strands that will cater to the preparation of the students in their upcoming tertiary courses. These programs are tailored to provide the students with the necessary knowledge, skills, and attitudes that they will need in their chosen field. In addition, it is also mentioned there that, the focus of this program is to develop different types of skills that these collegiate courses will need: the practical and management skills of the students through the combination of theoretical classes, practicum exercises, and experiential learning. Moreover, one of its major concerns is to improve the learners’ interpersonal and reading and writing skills which are of major importance in establishing a good employer-employee- customer relationship. Since these fields are truly broad, students are about to embark on required communication with other people, they must not just know how to speak the language but also have a high level of proficiency in reading and writing. The language and the jargon that they use in their field are different from other fields such as medical, political, or even, educational. There is still a lack of material that is specifically targeted for ABM, STEM, and HUMMS strands. With the globalization of English reaching a wider scope, these fields are becoming more competitive and demanding, as well. Because of this, the need to produce professionals in the said fields who are competent not only with the skills required but also with the aforementioned macro skills also arises. It is necessary that during their scholastic endeavors, the students enrolled in the program should be given preparation to harness the needed skills.

LITERATURE REVIEW

English for Specific Purposes and Globalization

Globalization has been defined as the transition of the usual norms that we have been accustomed to, before, to a newer and more modern one (Tamayao, 2013). This includes the socializing, communication, educational system, and the labor market. Tamayao added that globalization is the reason why tourism has reached a higher level how people today can travel within a wider intercontinental scope and why there is an increase in immigration. Anne Johnson (2009) has raised a question regarding the continuous rise of English. She presented a widespread disagreement on whether the rise of English in the process of globalization is becoming a powerful economic tool or is creating a new kind of inequality concerning the proficiency level in English. She also mentioned that English is not just a helpful tool anymore, but rather, it is becoming more of a necessity if one wishes to succeed. The increase in global interactions has demanded the workforce to acquire a high level of communicative ability. Meaning, it a great advantage for someone who is already communicative and competent enough to face the globalized world. The “inequality” presented before, is just one of the challenges posed by the globalization that makes the mastery of the English language more mandatory. Also, because of this, the English language learning of the students should be given more emphasis now than ever. Another fundamental impact of globalization is the internalization of higher education. Internalization, as cited in Tamayao’s Social

Dimensions of education, is “the process of integrating an international and intercultural dimension into the teaching, research, and service of an institution” (Knight and de Wit, 1997, p 200). Presently, more and more countries, especially those where the globalization process is evident, are re-orienting their education system (especially that of higher education) to meet not only the national requirements but also the international labor market. Today, several countries, especially the beneficiaries of the globalization process are beginning to re-orient their education system (particularly higher education), to meet not only national requirements and standards but also those of the global labor market. According to Robiños (2023), this kind of re-orientation is apparent here in the Philippines in the sense that, secondary and tertiary institutions are gearing their education system to deliver the needs of the learners to perform well in the global labor market. Indeed, the internalization of higher education is a must in today’s transition.

Preparing our learners to perform well not just in national scope, but also in an international one poses a great challenge not only to the school administration but also to the teachers and the learners. These challenges can be overcome by school administrators by developing a more international outlook in the global work field. They need to address the increasingly complex global demands of companies. Especially now that international companies are demanding that their employees are competent enough, especially in the communication aspect. They also have to consider the importance of enhancing their learners’ global competencies in terms of language abilities, knowledge, attitude, and analytical skills, which can be done by implementing different student activities, curricula, and a variety of international experiences. If they can provide all these to their learners, they will be able to produce graduates who are globally competent enough (Tamayao, 2013). As for the students, they need to realize the importance of multicultural diversity in their chosen fields in the future. If they realize its importance as early as possible, they will also realize how important having a sound work relationship with people from other races (Tamayao, 2013).

ESP identified by Carter (1983), is English with specific topics. Carter notes that it is only here where emphasis shifts from purpose to topic. This type of ESP is uniquely concerned with anticipated future English needs of, for example, scientists requiring English for postgraduate reading studies, attending conferences, or working in foreign institutions. However, Gatehouse, (2021) argues that this is not a separate type of ESP. Rather it is an integral component of ESP courses or programs that focus on situational language. This situational language has been determined based on the interpretation of results from a needs analysis of authentic language used in target workplace settings. If we revisit Dudley-Evans' (1997) claim that ESP should be offered at an intermediate or advanced level, the use of authentic learning materials is entirely feasible. A closer examination of ESP materials will follow; suffice it to say at this juncture that the use of authentic content materials, modified or unmodified in form, is indeed a feature of ESP, particularly in self-directed study and research tasks.

Content Based Information

Content Based Information (CBI) is a powerful innovation in acquiring & enhancing a language. In its best form, language lessons are blended with stimulating content. The students focus on the subject matter than the language learning process. Supporting students' success by engaging them in challenging & informative activity helps them learn complex skills. The students learn language automatically.

According to educational psychologists the only way to learn a language is through a subject we are passionate about. And this is especially true for adult English learners. Hence, learning a language in contemporary classrooms is not effective. Classroom's pattern of teaching is limited to grammar, reading & comprehension. The students are not particularly interested in the subject content & have few practical applications. The integration of language & content teaching is perceived by the European Commission as "an excellent way of making progress in a foreign language". CBI effectively increases learners' English language proficiency & teaches them the skills necessary for success in various professions. With CBI, learners gradually acquire greater control of the English language, enabling them to participate more fully in an increasingly complex academic & social environment.

Adjunct Language Instruction Model and Theme-Based Language Instruction Model

The study is anchored to the combination of the Adjunct Language Instruction Model and Theme-Based Language Instruction Model which are both Content-based Instruction Model by Brinton, Snow, & Wesche, 1989. Theme-based CBI has been widely accepted and is the most popular CBI teaching model in foreign business language learning (Satilmis, Yakup, Selim, & Aybarsha, 2015). Unlike traditional business English classes, where the topics are selected from a textbook, theme-based courses highlight the student-centered teaching model (Satilmis et al., 2015); the course is formed by selecting interesting topics that are concerned with students’ needs, requirements, and interests, especially about a wide range of social heated issues. More importantly, it can allow the implementation of various kinds of language tasks and the choice of some case studies around the subject. By identifying students’ needs and their previous work or study experiences, teachers can select some topics that can satisfy their tastes and language proficiency. Apart from this, student-oriented classes call for students to be actively involved in every phrase, autonomously exploring knowledge. In addition, choosing authentic teaching materials can vividly offer an insight into different fields being studied, which could make students comprehend the real-world environment and be involved in a contextualized language environment. Remarkably, the teacher’s role has been changed, but not weakened (Kiziltan & Ersanh, 2007). The role of the teacher is, presently, a coordinator and facilitator in the process of learning and integrating topics with business terms and concepts.

Adjunct-based instruction is two coordinated courses. It contains both a language subject and a content course (Kiziltan & Ersan, 2007) as cited by Siqi (2017). To efficiently launch and guide oral teaching, Baecher, Farnsworth, and Ediger (2014) underline the idea that language teachers should be familiar with the relevant knowledge of specialized courses, which is, undeniably, a challenge to language instructors. By choosing different kinds of teaching techniques to demonstrate new words and expressions, both language teachers and content teachers need to build teamwork in the actual operation. The syllabus of the two courses should go through mutual consultation (Dellicarpini & Alonso, 2014). The intention of adjunct courses is mainly to help students who lack the necessary language competence to successfully communicate in business. It will then be a helper to comprehend not only the business knowledge but also the knowledge that they will need in tertiary education and to improve language expression at the same time. Under this model, much more emphasis for learners will be on language proficiency, students will be assigned a great number of tasks to reach teaching objectives. In addition, it could help students elevate their self-confidence to actively express their own opinions and deliver speeches by using the corresponding knowledge points learned from the courses. It is universally known that grammar teaching is no longer the core of teaching (Bielak & Pawlak, 2013). At this level, Adjunct CBI does not require a high level of language skills; it mainly focuses on the ability to flexibly apply language communications and the ability to express ideas in practice. Indeed, the linguistic form is not the biggest concern. The contents of teaching far outweigh the language skills.

Teacher's Practices: Instruction

Alber (2015) supported that the best practices a teacher can integrate into their classroom should include clarification of the subject matter to the students, facilitation of the classroom discussion, initiation of feedback to students, facilitation of formative assessments, inclusion of metacognitive strategies, and collaboration with colleagues.

Furthermore, instruction in the English language can be done through incorporating literacy practices (e.g., language development, phonemic awareness, comprehension, vocabulary, writing, speaking, and listening); providing opportunities for independent reading; strategic ways of building comprehension, engaging students with rich, meaningful, and text-based questions; encouraging self-directed student learning, and allowing students to explore and analyze the texts.

Teacher's Strategies: Selection of Teaching and Learning Activities

Sabri (2018) believed that for teachers to develop the communicative competence of the students, teachers have to employ these strategies: conversation and dialogues in pairs or groups through team or group work activities, creating a learning atmosphere where the teacher promotes interaction, using literature as a springboard for communication; simulation and role-playing; using computer-assisted activities; and exposing learners to English texts like news. On the other hand, the article Strategies for Teaching English (2022) cited the four strategies for teaching the English language. Teachers must remember that in teaching English, they must include in their learning objectives how to increase comprehension, increase student-to-student interaction, improve higher-order thinking skills, and connect to the student's background knowledge. In increasing the learner's comprehension, the suggested strategies are to make meaning through the presented visuals and demonstrate the lesson's target skills. On the other hand, students must be engaged to accomplish the given tasks and promote collaboration to increase student-to-student interaction. Meanwhile, strategies to improve students' higher-order skills explicitly teach thinking skills and teaching strategies to develop learners into effective and independent learners. Lastly, to increase connections to the student's background knowledge, teachers have to explicitly plan lessons wherein students will draw connections to their experiences. These strategies involve the following: differentiated instruction, active learning, project-based learning, inquiry-based learning, blended learning, flipped classroom, and cooperative learning.

Teacher's Strategies for Developing Grammatical Competence

Souisa and Yanuarius (2020) found out in their study that a few of the best strategies for developing students' grammatical competence are using varied strategies in teaching grammar that can be one or a combination of inductive, deductive, implicit, or explicit. They believe that grammar should be taught focusing on the meaning and how grammar will be applied in different communication contexts. Teachers may provide examples of the sentences and let the students analyze those sentences. Teachers should provide opportunities for students in various grammatical activities. Teaching grammar explicitly is seen as an acceptable method since they believe learners will be fully aware of how to use the language effectively and appropriately in varied situations. Various text types can also connect the tongue and produce grammatically accurate meaning. Hence, games can also be used to develop learners' grammatical competence.

CONCEPTUAL FRAMEWORK

Current trends in English language teaching have triggered the use of English for Specific Purposes to maximize its use among non-native English Speakers. As such, instructional materials have also been generated to address the need for ESP-based teaching and learning. Each discipline needs instructional material to maximize results. Providing learners with effective material is mandatory for them to get the best out of the learning experience. If not, the knowledge and the skills that they acquire throughout the learning process might not be sufficient to fill their needs. With this, the need to

produce effective material, such as a learning resource, that would address the needs of the learners becomes more imperative. This is where the model of Hutchinson and Waters in the development of material came in. According to the model they have presented, the material to be developed should consist of four (4) phases: Input, content focus, language focus, and tasks. One factor that should be considered in developing a material is the content or the focus of it. The reading and writing skills of the learners are what the material is going to emphasize. Developing the said skills is the major objective of the said material. The principles of the development of material will also be a great factor in the process of creating the learning resource. Abiding by all these resulted in the production of an effective learning resource that helped students acquire the reading and writing competencies needed for their tertiary education or even in their future workplace.

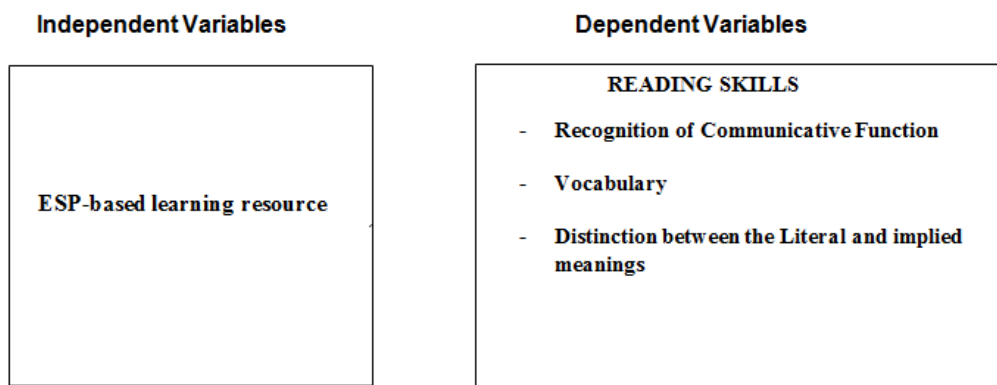


Fig. 1 Research Paradigm

Fig. 1 shows the Independent-Dependent variable Model in the conduct of the ESP- based learning resource material for the refinement of reading and writing skills for senior high school students. The Independent variable consists of a needs analysis which is essential to the creation of any ESP material. The needs analysis contains the ESP-based learning resource and its level of acceptability in terms of content, user-friendliness, appropriateness, and originality of activities that will measure the reading skills in terms of recognition of Communicative Function vocabulary and distinction between literal and implied meaning as well as the writing skills in terms of sentence structure, grammar, and orthographic pattern.

RESEARCH METHODOLOGY

This research utilized an experimental research design to identify the requirements for creating ESP-based materials specifically tailored for the ABM students at the Southern Luzon State University-Laboratory School, aligning with their respective fields of study and serving as a foundation for their future endeavors at the tertiary level. The administration of an ESP-based questionnaire to the selected participants aimed to gather essential data crucial for the formulation and enhancement of the educational material, ensuring its relevance and effectiveness in addressing the unique linguistic needs and challenges of the students. By engaging in this comprehensive process of data collection and analysis, the researchers were able to establish a solid framework for the development of customized ESP materials that catered to the specific academic and professional requirements of the ABM students. The participants involved in this particular research were high school seniors from the Southern Luzon State University- Laboratory. These students were specifically from the ABM strand and were undertaking the course English for Academic and Professional Purposes in the initial semester of the academic calendar 2023-2024. The selection of these respondents was based on their active enrollment in either English for Academic and Professional Purposes or the subject of Reading and Writing, known as a preparatory course for higher education. The techniques employed to collect the data included pretest and posttest questionnaires as well as the actual ESP-based material. These questionnaires consisted of a total of 60 inquiries, with 30 focused on reading skills, further subdivided into three micro-skills, and the remaining 30 addressing writing skills, also segmented into three micro-skills. The pretest questionnaire served the purpose of enabling the researcher to assess whether the students possessed genuine awareness of business English, while the posttest was conducted to evaluate the effectiveness and relevance of the material for the students. Drawing upon the literature reviewed in Chapter Two, an ESP-based questionnaire will be administered to determine the extent of relevance of utilizing the ESP-based learning resource. This questionnaire aims to delve deeper into the potential benefits and drawbacks associated with employing ESP-based materials in the context of language learning and teaching. By examining the responses gathered through these questionnaires, valuable insights can be gleaned regarding the efficacy of ESP-based approaches in enhancing students' language proficiency and communication skills. The utilization of such data collection methods underscores the importance of empirically evaluating the impact and effectiveness of educational materials in facilitating language acquisition and skill development among learners.

Table 1 Respondent's Pretest Score for Reading Skills

Scores	Communicative Function		Literal and Implied Meanings		Vocabulary	
	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%
90 and above	2	5%	3	7%	1	2%
85 to 89	4	10%	6	15%	3	7%
80 to 84	8	20%	5	12%	7	17%
75 to 79	8	20%	14	34%	10	24%
below 75	19	46%	13	32%	20	49%
Total	41	100%	41	100%	41	100%

Outstanding: 90 – 100 Very Satisfactory: 85 – 89 – Fairly Satisfactory: 80-84 – Satisfactory, 75 – 79: Fairly Satisfactory, 74 below: -Needs – Improvement

The result shows that the respondents' scores from the three reading skills mainly fell on the Needs Improvement level. In the identification of Communicative Function, 46% of the respondents garnered below 75% which mainly falls under the needs improvement level. In Identification between literal and implied meaning 34% of the respondents garnered 75-79% falls under satisfactory followed by 32% that falls under needs improvement level. In Identification between literal and implied meaning 34% of the respondents garnered 75-79% falls under satisfactory followed by 32% that falls under needs improvement level. Insufficient vocabulary hinders Students' ability to grasp English text effectively. This deficiency was evident in the study, with a substantial 49% of participants performing below the desired level, which represents the lowest percentile in terms of reading micro-skills. This emphasizes the critical nature of vocabulary in the overall comprehension of written English material.

Table 2 Respondent's Posttest Score for Reading Skills

Scores	Communicative Function		Literal and Implied Meanings		Vocabulary	
	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%
90 and above	23	56%	32	78%	29	71%
85 to 89	10	24%	5	12%	5	12%
80 to 84	2	5%	2	5%	5	12%
75 to 79	2	5%	1	2%	1	2%
below 75	4	10%	1	2%	1	2%
Total	41	100%	41	100%	41	100%

Outstanding: 90 – 100 Very Satisfactory: 85 – 89 – Fairly Satisfactory: 80-84 – Satisfactory, 75 – 79: Fairly Satisfactory, 74 below: -Needs – Improvement

Table 2 shows the post-test scores for the reading skills and it also demonstrates that most of the respondents fall under the Outstanding Level, it is observable that there is a massive change in terms of the scores.

After the utilization of the material, it is truly obvious that the material helped the respondents increase their reading skills specifically in Identifying the Communicative function, Identification between literal and implied meaning, and for vocabulary. For the outstanding level, Identifying the Communicative function obtained the highest percentage which is 52%. For the identification of Literal and Implied Meanings, it garnered 78% with the verbal interpretation of Outstanding. Kamagi (2020) posited that the utilization of context is crucial for all three forms of comprehension, namely literal, interpretive, and critical. The vocabulary garnered 71% of the respondents with the verbal interpretation of outstanding.

Table 3 Respondent's Pretest Score for Writing Skills

Scores	Sentence structure		Grammar		Orthographic	
	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%
90 and above	9	22%	3	7%	10	24%
85 to 89	3	7%	5	12%	2	5%
80 to 84	3	7%	5	12%	8	20%
75 to 79	9	22%	3	7%	8	20%
below 75	17	41%	25	61%	13	32%

Table 3 shows the pretest scores of the respondents in the targeted skills in writing skills namely sentence structure, grammar, and orthographic. The findings indicate that the participants' performance in the three aspects of reading skills primarily landed in the Needs Improvement category. Specifically, Grammar emerged as the weakest area, with a significant 61% of the respondents' exhibiting skills at the Needs Improvement level. Following grammar, sentence structure also demonstrated a notable need for enhancement, with 41% of the participants' abilities falling within the same category. Additionally, the Orthographic skill set displayed a similar pattern, as the majority of respondents showed a requirement for improvement, with 32% scoring at the Needs Improvement level.

Table 4 Respondent's Posttest Score for Writing Skills

Scores	Sentence structure		Grammar		Orthographic	
	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%
90 and above	26	63%	33	80%	35	85%
85 to 89	10	24%	3	7%	6	15%
80 to 84	2	5%	3	7%	0	0%
75 to 79	2	5%	1	2%	0	0%
below 75	1	2%	1	2%	0	0%
Total	41	100%	41	100%	41	100%

Outstanding: 90 – 100 Very Satisfactory: 85 – 89 – Fairly Satisfactory: 80-84 – Satisfactory, 75 – 79: Fairly Satisfactory, 74 below: -Needs – Improvement

The post-test scores for writing skill show that most respondents fall under the Outstanding Level, it is observable that there is a massive change in terms of the scores. Notably, 80% of the students achieved an outstanding level of proficiency in this area. A comparative analysis with the pre-test results of this specific micro skill reveals a substantial 72% increase in scores among the respondents. Notably, 63% of the participants achieved an outstanding level of proficiency in sentence structure, representing a notable improvement. This increase reflects a substantial 41% difference compared to the pre-test results for this particular micro skill. Moreover, in terms of orthographic skill, 85% of the respondents demonstrated outstanding proficiency, indicating a considerable 61% difference from the pre-test outcomes.

Table 5 Test of significant difference between pretest and post-test scores

Reading skills	Post-Test		Pre-Test		<i>t</i>	<i>df</i>	Sig. (2-tailed)
	Mean	STDev	Mean	STDev			
Communicative function	86.22	7.56	72.80	9.88	6.39	40	0.000
Distinction between the literal and implied meanings	90.37	6.36	75.12	9.91	8.18	40	0.000
Vocabulary	89.63	7.02	73.41	7.02	10.40	40	0.000

Table 5 shows the difference between the pre-test and post-test scores of the respondents for the reading skill. As observed from the table, the target micro skills for reading gleaned a 0.00 significance on the two-tailed test. The result also implies that using the ESP-based material was an effective tool in improving the reading skill. The one academic semester session using the different reading skills in different difficulty levels became an effective tool in teaching the ABM students specifically the business vocabulary as well as the other targeted micro skills related to the aforementioned macro skill. The Mastering the Language of Business: Your Key to Professional Success provided comprehensive resources, strategies, and materials for reading and writing instruction. It offered a range of tools and techniques that catered to students' different learning styles, abilities, and needs.

For the reading skills, students were able to identify the communicative function of a specific paragraph. Since identifying the communicative function is important to improve the comprehension of the students specifically in reading. Additionally, students were able to engage deeply with the business text, extracting its intended meaning and evaluating the author's message with clarity and insight.

In the identification of literal and implied meanings, students were able to learn about different business idiomatic expressions. Through the activities used by the students they were able to engage critically with the text, uncovering hidden layers of significance and exploring the author's intent more fully. Moreover, this skill can also be used in writing, the ability to convey both literal and implied meanings enhances the depth and resonance of their writing, fostering richer communication and nuanced expression.

Familiarity with business vocabulary is indispensable for the respondents seeking to excel academically, succeed professionally, and thrive in today's competitive business world. By using *Mastering the Language of Business: Your Key to Professional Success*, students gained the confidence, skills, and knowledge needed to communicate effectively, analyze complex texts, navigate business conversations, understand business subjects, and articulate strategic insights. The data presented in the table illustrates that the differentiation between the explicit and implicit interpretations obtained the highest average score of 90.37, subsequently followed by the Vocabulary category.

Table 6 Significant difference between the pre-test and post-test scores of the participants in terms of writing skills

Writing skills	Post-Test		Pre-Test		<i>t</i>	<i>df</i>	Sig. (2-tailed)
	Mean	STDev	Mean	STDev			
Sentence structure	90.00	7.58	76.95	10.30	6.46	40	0.000
Grammar	92.07	7.41	74.02	8.00	10.34	40	0.000
Orthographic	93.78	5.45	79.76	10.95	7.94	40	0.000

Table 6 presents the disparity between the pre-test and post-test scores of the participants in terms of writing skills. In terms of sentence structure, the respondents demonstrated the capability to effectively organize and arrange words and phrases within sentences. This proficiency not only improved the fluidity of communication but also cultivated a deeper understanding and recognition of the subtleties inherent in business language. Consequently, individuals were empowered

to navigate intricate linguistic contexts with assurance and competence, thereby enhancing their proficiency in business communication.

Through the implementation of *Mastering the Language of Business: Your Key to Professional Success*, respondents were facilitated in achieving effective communication, adhering to linguistic norms, and generating language that is both grammatically correct and contextually suitable. The activities encompassed within the material covered a wide array of components including, but not limited to, parts of speech (e.g., nouns, verbs, adjectives, adverbs), tense and aspect, agreement, pronouns, articles, prepositions, conjunctions, and sentence patterns. This comprehensive approach fostered an environment conducive to enhancing language proficiency and communicative competence among the participants.

In the domain of writing skills, orthography stands as the final pillar. Through the utilization of *Mastering the Language of Business: Your Key to Professional Success*, students have honed their ability to discern nuances and ensure precision in written language. The material has fostered a culture of meticulous proofreading and editing, with a particular emphasis on spelling accuracy. These endeavors are deemed indispensable for the creation of refined and sophisticated written compositions in professional contexts.

Therefore, the hypothesis that there is no significant difference in the pre-test and post-test scores of the respondents with the use of *Mastering the Language of Business: Your Key to Professional Success* is rejected and found to be significant.

LIMITATIONS AND DIRECTIONS FOR FUTURE STUDIES

The study is limited to the development of an acceptable ESP-based learning resource material for Grade eleven ABM students of the Laboratory School at Southern Luzon State University in Lucban, Quezon who have the subject of English for Academic and Professional Purposes. The material was limited to reading and writing activities using English for Specific Purposes (ESP) based material. This contains lessons and activities on reading and writing that the strands and students will need at their tertiary level or even in the workplace. Furthermore, this study was limited to the use of the instructional material as an aid to students' preparation for tertiary and real-life applications, and the theories, principles, and concepts underlying it. The development of this material was based on the needs of the ABM students of the Laboratory School of Southern Luzon State University in Lucban, Quezon. The administration of the needs analysis was done by the researcher with the presence of the EAPP or Reading and Writing of Grade 11 students of ABM strands.

The study proved that there is still a possibility that teachers can help students to improve their reading and writing skills by creating appropriate material for their chosen field for them to learn important language proficiency that they can use during higher-level education. Since the study was focused on Accountancy and management students, the other strands which are Humanities and Social Sciences (HUMMS) and Science and Technology, Engineering and Mathematics (STEM) can also be given an ESP-based material especially and technically made for each respected strand. Since the use of ESP-based material; *Mastering the Language of Business: Your Key to Professional Success* is significantly effective, language teachers are encouraged to develop material for the other macro skills which are Speaking and Listening.

School heads and language teachers are encouraged to form a material development team that will help the institution as well as the students to have effective and efficient material that they can utilize for every grade level accordingly and appropriately.

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