

## Article

# English Enhancement Training Program for Employees: Basis for a Guidebook on Employees' Enrichment of Communication Skills

Argelyn Diengo\*<sup>1</sup>, Jeffrey Astillero<sup>2</sup><sup>1,2</sup> University of Cabuyao, Philippines\* Correspondence: [diengoargelyn1@gmail.com](mailto:diengoargelyn1@gmail.com)

**Abstract:** This study evaluated the effectiveness of an English Enhancement Training Program (EETP) as a basis for developing a guidebook for the enrichment of employees' communication skills in the workplace. Using a quantitative quasi-experimental one-group pretest–posttest design, 30 purposively selected employees from the Human Resources, Accounting, and Operations departments of a private security agency participated. The EF Standard English Test measured reading and listening, while CEFR-aligned rubrics assessed speaking and writing. Data were analyzed using descriptive statistics and the Wilcoxon Signed-Rank Test at a 0.05 level of significance. Results showed moderate proficiency in the pretest, with speaking as the weakest skill. Posttest results revealed improvements across all macro skills, with significant gains in reading, speaking, and writing, while listening improved but was not statistically significant. The findings indicate that the EETP is an effective intervention and served as a basis for developing a guidebook with structured, task-based activities to enhance workplace communication skills.

**Keywords:** EETP, Workplace Communication, English Proficiency, Guidebook Development.

**Citation:** Diengo A., Astillero J. English Enhancement Training Program for Employees: Basis for a Guidebook on Employees' Enrichment of Communication Skills. *International Journal on Integrated Education (IJIE)* 2026, 9(2), 240-245.

Received: 20<sup>th</sup> Mar 2026Revised: 15<sup>th</sup> Apr 2026Accepted: 30<sup>th</sup> Apr 2026Published: 22<sup>nd</sup> May 2026

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## 1. Introduction

English has become a key workplace skill worldwide, with many organizations requiring strong proficiency. In the Philippines, the country ranked 28th in the 2025 EF English Proficiency Index (score: 569), indicating generally high English proficiency. Despite this, many employees continue to experience difficulties in fluency, accuracy, and confidence due to limited opportunities for structured language practice and real-world application [1]. Non-native English speakers also report challenges in effectively performing workplace communication tasks, even when they routinely use the language [2], [3], [4], [5].

This situation was observed in a private security agency in the Philippines, where employees encountered difficulties in preparing reports, composing emails, and communicating with clients, particularly in terms of accuracy, clarity, and confidence. These challenges highlight the need for structured workplace-based language support.

This study aims to develop and evaluate the effectiveness of an English Enhancement Training Program (EETP) in improving employees' English proficiency.

## Research Questions

This study examined the effectiveness of the English Enhancement Training Program (EETP) in improving employees' workplace English proficiency and developed a

guidebook on employees' enhancement of communication skills. Specifically, it answered the following questions:

1. What is the level of English proficiency of the employees based on the pretest using the EF SET Standardized Test?
2. What English Enhancement Training Program (EETP) for employees can be introduced based on the pretest results?
3. What is the level of English proficiency of the employees based on the posttest using the EF SET Standardized Test?
4. Was there a significant difference between the pretest and posttest results on the effectiveness of the EETP?
5. What guidebook can be proposed on employees' enhancement of communication skills as the output of this study?

## 2. Materials and Methods

This study employed a quantitative, one-group pretest-posttest quasi-experimental design to evaluate the efficacy of the English Enhancement Training Program (EETP) among administrative personnel in a private security agency. This approach was selected to provide a systematic and evidence-based assessment of the intervention within a real-world organizational setting where random assignment was operationally and ethically constrained.

The research utilized two primary instruments. The EF Standard English Test (EF SET), provided by EF Education First (Lucerne, Switzerland), served as the standardized assessment tool for both pre-test and post-test data. This online instrument features automated, objective scoring with a reported test-retest reliability of Cronbach's  $\alpha > 0.90$  across the four macro-skills. The EETP, serving as the independent variable, was a self-directed learning resource composed of structured lessons and task-based activities. The program's content validity was established through expert review by three educators holding Master's degrees in Education or English Language Studies from the University of Cabuyao. These validators assessed the modules using a 10-item Likert-scale instrument, achieving a grand mean score  $> 4.0$ , which confirmed the material's appropriateness, theoretical grounding, and workplace relevance.

The data collection process occurred in three distinct phases: initial site approval and baseline proficiency assessment, the implementation of the self-directed EETP, and the final post-test evaluation. All data were analyzed using SPSS Statistics (IBM Corp., Armonk, NY, USA). Descriptive statistics, including the mean and standard deviation, were calculated to summarize proficiency levels across CEFR categories ranging from A1 to C2. To evaluate the impact of the training, the Wilcoxon Signed-Rank Test—a non-parametric alternative suitable for data not meeting normality assumptions—was applied to compare paired pre-test and post-test results. Statistical significance was identified using superscripts following the data, where \* represents  $P < 0.05$  and \*\* represents  $P < 0.01$ .

The study strictly adhered to the provisions of the Data Privacy Act of 2012 (Philippines) to protect the rights and welfare of all participants. Formal institutional permission was obtained from the participating security agency prior to the commencement of the study. All participants provided informed consent after being fully briefed on the study's objectives, their right to voluntary participation, and the confidentiality of their data. To ensure privacy, all collected information was anonymized, and digital data were stored in password-protected, encrypted files accessible only to the researcher. Participants were assured that their involvement would not impact their employment status, and they retained the right to withdraw from the research at any stage without penalty [6], [7], [8], [9], [10].

### 3. Results

The English Enhancement Training Program (EETP) was evaluated using the EF Standard English Test (EF SET), with results interpreted via CEFR standards (Table I). Statistical significance was determined using the Wilcoxon Signed-Rank Test (\* $P < 0.05$ , \*\* $P < 0.01$ ).

**Table 1.** CEFR Levels and Corresponding EF SET Score Ranges.

Interpretation (CEFR Level)	Score Range	Description
Beginner (A1)	0-30	Beginner
Elementary (A2)	31-40	Elementary
Intermediate (B1)	41-50	Intermediate
Upper Intermediate (B2)	51-60	Upper Intermediate
Advanced (C1)	61-70	Advanced
Proficient (C2)	71-100	Proficient

*Legend.* Adapted from EF Standard English Test (EF SET) and aligned with the Common European Framework of Reference for Languages (CEFR).

#### A. Baseline Proficiency Assessment

Pre-test findings established baseline competencies for 30 administrative staff. Listening and writing emerged as the strongest skills, with the majority of employees performing at the B2 (Upper Intermediate) level. Conversely, reading and speaking were identified as the primary proficiency gaps, with most employees scoring within the B1 (Intermediate) to A2 (Elementary) ranges. This disparity between receptive and productive skills necessitated a targeted intervention focusing on speaking and reading reinforcement.

#### B. English Enhancement Training Program

The EETP was developed as a task-based learning resource: *Speaking and Writing for Workplace Communication* and *Reading and Listening for Workplace Understanding*. They were mapped to EF SET competencies and CEFR standards, ensuring alignment with professional language requirements. Content validity was confirmed by expert review (Grand Mean > 4.0). The study also produced a *Guidebook for Employees' Enrichment of Communication Skills* to provide a standardized, sustainable framework for institutionalized training. To ensure practical relevance, the EETP integrated authentic workplace tasks such as professional email composition, incident reporting, and simulated client negotiations. These activities were designed to shift learners from passive grammatical knowledge toward active, context-aware communication strategies. The resulting guidebook serves as a comprehensive tool, offering facilitators a structured utilization framework that ensures training consistency across different organizational departments.

#### C. Post-Test Proficiency Improvements

Following the EETP, post-test data demonstrated a positive shift toward higher proficiency across all macro-skills (Table II). Participants showed observable progress, with many employees advancing to the B2 level and above. While listening maintained a stable baseline, speaking proficiency showed the most notable progression, with many participants advancing from the A2–B1 range to B1–B2 levels.

**Table 2.** Comparison of Pre-Test and Post-Test Results.

Skill	Pre-Test Level	Post-Test Level	Proficiency Shift
Listening	B2 Upper Intermediate	B2 Upper Intermediate	Maintained high level (B2–C2)
Writing	B2 Upper Intermediate	B2 Upper Intermediate	Improved within level (B1–C2)
Reading	B1 Intermediate	B2 Upper Intermediate	Improved (B1 → B2)
Speaking	B1 Intermediate	B1 Intermediate	Improved within level (A2–C2)

**Legend:** A1 (Beginner) = 0–30, A2 (Elementary) = 31–40, B1 (Intermediate) = 41–50, B2 (Upper Intermediate) = 51–60, C1 (Advanced) = 61–70, and C2 (Proficient) = 71–100. Higher scores indicate higher English proficiency. EF SET = EF Standard English Test; CEFR = Common European Framework of Reference for Languages

#### D. Statistical Analysis of EETP Efficacy

The Wilcoxon Signed-Rank Test confirmed the significant impact of the EETP on communication competencies (Table III). The analysis revealed statistically significant improvements in three domains: reading ( $Z = -1.992$ ,  $P=0.046$ ), speaking ( $Z = -2.333$ ,  $P=0.020$ ), and writing ( $Z = -2.400$ ,  $*P=0.016$ ). Listening did not reach statistical significance ( $Z = -1.694$ ,  $P=0.090$ ), suggesting that this skill requires more intensive, long-term exposure for measurable advancement.

**Table 3.** Statistical Significance of Improvement.

Variable	Negative Ranks (n)	Mean Rank	Positive Ranks (n)	Mean Rank	Ties	Z-value	p-value	Interpretation
Reading Score	7	9.64	15	12.37	8	-1.992	0.046	Reject Ho: Significant
Listening Score	8	8.56	13	12.5	9	-1.694	0.09	Accept Ho: Not Significant
Speaking Score	8	8	15	14.13	7	-2.333	0.02	Reject Ho: Significant
Writing Score	5	9.9	16	11.34	9	-2.4	0.016	Reject Ho: Significant

Z = Wilcoxon signed-rank test statistic;  $P<0.05$ ;  $**P<0.01$ .

#### 4. Discussion

The significant improvements observed in reading, writing, and speaking validate the efficacy of task-based, job-relevant training for adult learners in high-stakes professional environments. By engaging administrative personnel in simulated workplace scenarios, such as report preparation and client correspondence, the EETP successfully bridged the gap between general proficiency and functional application. These gains are consistent with Qasserras and Pawar, who argue that contextualized learning is a prerequisite for workplace mastery, as it forces the cognitive integration of language skills into daily routines [11], [12], [13], [14].

The disparity observed in the listening domain, where improvements were noted descriptively but failed to reach statistical significance, offers a crucial insight into

language acquisition. Unlike productive skills, which benefit from the direct feedback loops built into the EETP, listening comprehension involves complex, real-time cognitive processing that is inherently more resistant to short-term intervention [15]. This suggests that for organizations, listening fluency is a developmental "long game" that requires sustained, immersive exposure rather than episodic training. The proposed Guidebook for Employees Enrichment of Communication Skills is the critical solution here, as it provides the infrastructure for continuous, self-directed practice, ensuring that initial gains in communication confidence are not lost but are institutionalized into the agency's operational culture.

Furthermore, these findings emphasize that workplace language training must be viewed as an iterative process rather than a static completion of a training module. The data indicate that proficiency gains are not uniform across all macro-skills, implying that future organizational training should adopt a differentiated approach. By identifying specific employee strengths and weaknesses via periodic assessment, the agency can deploy targeted modules that optimize training hours. This approach not only maximizes the return on investment for language development initiatives but also fosters a culture of lifelong learning, where professional communication is viewed as a dynamic skill set that evolves alongside the organization's changing operational needs.

## 5. Conclusion

The primary objective of this research was to evaluate the efficacy of the English Enhancement Training Program (EETP) as a learning resource for administrative personnel in a private security agency. The findings confirm that the EETP is a robust intervention, with statistically significant progress achieved in reading, writing, and speaking proficiencies. While listening comprehension did not reach statistical significance, the overall upward shift in language capabilities confirms that the program successfully addressed critical communication gaps.

By synthesizing task-based pedagogy with workplace-specific requirements, this research provides a sustainable model for enhancing organizational professionalism. The integration of the Guidebook for Employees Enrichment of Communication Skills ensures that staff are equipped with the language proficiency necessary for effective documentation, stakeholder coordination, and improved operational efficiency. Ultimately, this study demonstrates that structured, aligned language training is an essential investment for organizations seeking to elevate internal communication standards and global competitiveness. Future research should explore the scalability of this model across other industry branches to promote a unified, highly proficient professional standard adaptable to evolving service demands.

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