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ENGLISH LEARNING NEEDS, TEACHING PRACTICES, AND PHILIPPINE ESL PROGRAMS IN BEIJING: BASIS FOR TEACHER TRAINING DEVELOPMENT PLAN

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ABSTRACT

English is a global language, but this is not the only reason why students in Beijing need it. Because of these needs, many families send their children to English training centers outside school. The study determined the English-learning needs of K–12 students in selected English tutoring and training centers in Beijing and assessed how these needs were addressed through existing teaching and learner-support practices. It also examined the respondents' description of short-term English-learning programs in the Philippines as a means of providing opportunities for English practice and exposure to real-life communication. In addition, the study determined whether a significant relationship existed between students' English-learning needs and their assessment of existing English teaching practices. The findings served as the basis for developing a Training Development Plan for Chinese English teachers and trainers in selected tutoring and training centers in Beijing. This study used needs analysis and institutional theory as the basis of its conceptual framework.

This study also used a quantitative descriptive-correlational research design, a methodological approach design to systematically describe the characteristics of a population while examining the statistical relationships that exist among variables without manipulating them. The study was conducted in selected tutoring and training centers across Beijing Municipality, the capital city of the People's Republic of China. The respondents of this study consisted of K-12 students enrolled in selected English tutoring and training centers in Beijing Municipality, together with their parents/guardians, the centers' English teachers/trainers, and the centers' coordinators/administrators.

The student respondents were mostly aged 9–11, in Grades 4–6, and at the Intermediate level, and less than a quarter had joined an overseas program, while 14.29% in the Philippines. The results show that the students rated their overall English-learning needs as Very Important, with an overall mean of 3.39, while the parents likewise rated their children's needs are Very Important, with an overall mean of 3.51. The results also show that that the existing English teaching practices were rated as Frequently provided by the respondents. In addition, the analysis presents students and parents judged short-term English programs in the Philippines as Very Helpful overall. The Training Development Plan was developed from the findings of the study, which focused on the areas where the findings showed a need for improvement, including the assessment of learners' English needs, needs-based and differentiated instruction, communicative English instruction, and preparation for international English-learning experiences. Educational researchers and teacher educators may replicate the study in other cities and with other overseas destinations.

I. INTRODUCTION

1.1 Background of the Study

English is a global language, but this is not the only reason why students in Beijing need it. First, English is a subject in school examinations, and many parents think that good English results help their children enter better schools and universities (D. Liu et al., 2024). Second, English is needed for study abroad. In a study of Chinese students in the United Kingdom, their practical goals and the encouragement of their parents affected how much effort they planned to give to English learning (Yue et al., 2022). Third, the 2022 curriculum standards in China list cultural awareness together with language ability as core competences, so students also need English to understand other cultures (MoE, 2022). Because of these needs, many families send their children to English training centers outside school. In this study, an English training center is a private center in Beijing that offers English classes to K–12 students after school, on weekends, or during vacations. The rules for these centers changed after the "double reduction" policy in July 2021 (Qian et al., 2023; Xue & Li, 2023). In the training centers included in this study, students undergo an English proficiency assessment before they are placed in a class. The level of each student is described using China's Standards of English Language Ability (MoE & National Language Commission [NLC], 2018) and the Common European Framework of Reference for Languages (Council of Europe, 2020).

The teaching in a training center in Beijing and in an ESL academy in the Philippines may not be the same. The Beijing classes are often connected to school English and examinations, while the Philippine classes give more time to speaking (Ikeda, 2023). After the students return, it is not clear if the teachers in Beijing can continue what the students learned. It is also not clear if the training centers have a plan for

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the time before, during, and after the study tour. These are the problems that this study wanted to look at.

Private tutoring, also called shadow education, is common in China. Families use it to add to what the school teaches and to prepare for important examinations (D. Liu et al., 2024). English training centers are one form of this private tutoring, so their situation is affected by government policy. In July 2021, the central government issued the "double reduction" policy to reduce the homework load and the burden of off-campus training of students in compulsory education (Qian et al., 2023; Xue & Li, 2023). The policy stopped the approval of new subject-based training institutions, and it does not allow these institutions to hold academic classes on weekends, holidays, and school vacations (D. Liu et al., 2024).

Besides being a global language, English has other uses for students and families in China. The first is examinations and school progress. Parents see private tutoring in English as an investment for the future of their children, and this is connected with the belief that education leads to social mobility (D. Liu et al., 2024). The second is study abroad. In a study of Chinese students in the United Kingdom, practical goals and the encouragement of parents affected how much effort they planned to give to English learning (Yue et al., 2022). The third is the investment of the family. H. Liu (2024) studied the relationship between the investment of parents in English learning and the L2 motivation of Chinese learners. The fourth is intercultural understanding, because the curriculum standards include cultural awareness (MoE, 2022).

This study investigated the degree of preparation of the training centers on the English learning needs of the students. In this study, degree of preparation means how ready the centers and their teachers are to find out what the students need in English, to place them at the right level, to teach according to their needs, and to prepare them for an international English experience such as the study tour in the Philippines (Brown, 2016; Council of Europe, 2020).

The study also focused at the barriers that make it hard to connect English learning in Beijing with the Philippine program. In this study, the word "domestic" means in China, in Beijing. It does not mean the Philippines. Home-based barriers, such as the support of parents, the use of English at home, family income, and family time, are considered domestic barriers because they happen in the home of the student in Beijing (H. Liu, 2024; Xu et al., 2024). Barriers in the school and in the training center in Beijing are also domestic barriers. Barriers that happen in the Philippines, for example the cost, the distance from the family, and the new environment, are called overseas barriers. This study attempted to answer these gaps by surveying the students, teachers and trainers, parents or guardians, and coordinators of selected English training centers in Beijing.

This study used needs analysis and institutional theory as the basis of its conceptual framework. Needs analysis was used to describe what the students needed in English and how ready the training centers were to respond to these needs (Brown, 2016). Institutional theory was used to explain why the centers taught and prepared their students in the way they did, and why there were barriers between the classes in Beijing and the study tour in the Philippines (Greenwood et al., 2017).

1.2. Statement of the Problem

The study determined the English-learning needs of K–12 students in selected English tutoring and training centers in Beijing and assessed how these needs were addressed through existing teaching and learner-support practices. It also examined the respondents' description of short-term English-learning programs in the Philippines as a means of providing opportunities for English practice and exposure to real-life communication. In addition, the study determined whether a significant relationship existed between students' English-learning needs and their assessment of existing English teaching practices. The findings served as the basis for developing a Training Development Plan for Chinese English teachers and trainers in selected tutoring and training centers in Beijing.

Specifically, it sought answers to the following:

1. Describe the demographic profile of the students, teachers/trainers, parents/guardians, and training center coordinators/adminitsrators;
2. Evaluate the needs of Chinese students in English-learning;
3. Assess the existing English teaching practices of selected tutoring and training centers;
4. Assess the contribution of short-term English-learning programs in the Philippines to the Chinese students; English development;
5. Identify if there is a significant difference between the student's English learning needs and their assessment of existing English teaching and learner-support practices.
6. Recommend a Training Development Plan for Chinese English teachers/trainers.

II. METHODOLOGY

This study used a quantitative descriptive-correlational research design, a methodological approach design to systematically describe the characteristics of a population while examining the statistical relationships that exist among variables without manipulating them. This design was particularly suitable for investigating the English-learning needs of K–12 students, the English teaching practices in selected tutoring and training centers, the respondents' assessment of Philippine short-term English-learning programs, and the relationship between students' needs and their assessment of existing practices.

The study was conducted in selected tutoring and training centers across Beijing Municipality, the capital city of the People's Republic of China. Beijing served as the country's political, cultural, and educational center and possessed one of the most highly developed basic education systems in China. By selecting respondents from various tutoring and training centers, the study captured the diversity of English teaching practices across different educational settings.

The respondents of this study consisted of K-12 students enrolled in selected English tutoring and training centers in Beijing Municipality, together with their parents/guardians, the centers' English teachers/trainers, and the centers' coordinators/administrators. A total of 420 valid questionnaires were collected from the seven selected tutoring and training centers across Beijing. The primary research instrument used in this study was a researcher-developed

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structured questionnaire designed to gather quantitative data on the English-learning needs of K–12 students, the existing English teaching practices of selected tutoring and training centers in Beijing, and the potential contribution of short-term English-learning programs in the Philippines. Four versions of the questionnaire were prepared, one for each respondent group: Each version opened with an invitation letter explaining the purpose of the study, the voluntary nature of participation, and the confidentiality of responses, followed by a profile section and the rating sections described below. All rating items were answered on a four-point Likert scale, and each rating section ended with an open-ended question that invited respondents to describe related difficulties, concerns, or challenges.

To establish the validity of the research instruments, the initial drafts of the questionnaires underwent content validation by Chinese specialists in the fields of second language acquisition, English language teaching, and international education. Following content validation, the revised questionnaires were pilot tested with Chinese English teachers and students who were not part of the actual respondents of the study. The pilot test identified potential ambiguities, improved the clarity of the questionnaire items, and evaluated the overall usability of the instruments.

Throughout the research process, the rights, welfare, privacy, and dignity of all participants were protected in accordance with internationally accepted ethical standards for quantitative survey research. The researcher ensured that all research activities were conducted with integrity, transparency, and respect for the voluntary participation of all respondents.

III. RESULTS AND DISCUSSION

3.1 Demographic Profile of the Respondents

The student respondents were mostly aged 9–11, in Grades 4–6, and at the Intermediate level, and less than a quarter had joined an overseas program, while 14.29% in the Philippines. This pattern for student responses reveals that younger learners are increasingly looking outward to build functional fluency outside traditional testing frameworks. Consequently, training centers must account for these varied entry competencies when designing preparatory modules that bridge local academic expectations with immersive regional experiences (Ikeda, 2023; Zhao, 2023).

Most teachers/trainers were aged 30–39, and held a bachelor's, or master's degree, and only 23.91% had international teaching experience. The professional profile of the teacher and trainer respondents highlights an educated workforce navigating the post-double reduction policy landscape of private tutoring centers (Qian et al., 2023; Xue & Li, 2023). This localized instructional background indicates that while educators are thoroughly equipped for domestic academic requirements, aligning their pedagogical frameworks with task-based immersion models typical of Southeast Asian ESL academies necessitates structured professional development and targeted training interventions (Escote & Detera, 2025; Ikeda, 2023). Bridging this gap between domestic test preparation and communicative overseas instruction remains a key operational challenge for institutional coordinators.

Most parents/guardians were parents, and 23.24% reported that their child had joined an overseas program. Families view English proficiency as an essential currency for academic advancement and global mobility. This high academic literacy underpins the strong parental investment in private shadow education as a mechanism for future social mobility and competitive school placement (D. Liu et al., 2024; H. Liu, 2024).

Most coordinators/administrators were coordinators, with 3–5 years of service, and 3–5 years of managing English programs. This administrative continuity provides a steady operational buffer amidst the strict regulatory shifts introduced by the 2021 double reduction policy, which restricted weekend and holiday academic tutoring (Qian et al., 2023). Their collective management experience directly governs how institutions execute initial student placement utilizing standardized metrics like China's Standards of English Language Ability (MoE & National Language Commission [NLC], 2018) and structure preparatory pathways for international study excursions in response to institutional norms and market pressures (Greenwood et al., 2017; Zhao et al., 2024). This leadership stability ensures that training centers can systematically address the curricular gaps between domestic instruction and external immersion programs.

3.2 Needs of K-12 Students in English Learning

The results show that that the students rated their overall English-learning needs as Very Important, with an overall mean of 3.39, while the parents likewise rated their children's needs are Very Important, with an overall mean of 3.51. Both groups gave the highest rating to oral and communicative English (students, M = 3.53; parents/guardians, M = 3.67). Immersive and experiential English learning and academic and examination English followed closely. International and intercultural communication was rated lowest by both groups (students, M = 3.12, Important; parents/guardians, M = 3.26, Very Important), although it was still considered important. The parents/guardians gave higher ratings than the students in every dimension. The results reflect the different purposes of English learning among students in Beijing. Academic English remains relevant because English is part of school assessment, while oral communication and immersion address the need to use the language in actual situations. This is consistent with the English curriculum standards, which include both language ability and cultural awareness as core competences (MoE, 2022). The higher ratings given by parents/guardians across all four dimensions may indicate that they place considerable importance on their children's English-learning needs. This is in line with Yue et al. (2022), who found that practical learning goals and parental encouragement were related to Chinese students' intended effort in English learning.

3.3 Existing English Teaching Practices of Tutoring and Training Centers

The results show that that the existing English teaching practices were rated as Frequently provided by the students (M = 2.79, SD = 0.46), the teachers/trainers (M = 2.98, SD = 0.45), and the coordinators/administrators (M = 3.02, SD = 0.47). Communicative English instruction received the

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highest rating from the students (M = 3.03) and the teachers/trainers (M = 3.25), while the coordinators/administrators gave the highest rating to learner assessment and proficiency placement (M = 3.22). Preparation for international English learning had the lowest mean in all three groups (students, M = 2.34, Sometimes; teachers/trainers, M = 2.50; coordinators/administrators, M = 2.56). The students gave the lowest ratings overall, which suggests that they experienced the practices less often than the teachers and coordinators reported providing them

These findings can be considered alongside Brown's (2016) explanation of needs analysis as a basis for identifying the gap between learners' present abilities and the abilities they need to develop. In the present study, this is particularly relevant because the identified English-learning needs included academic English, oral communicative competence, intercultural communication, and immersion. The results suggest that the centers already had practices related to feedback, additional support, varied activities, and attention to learner needs, but the student responses were somewhat lower than those of teachers/trainers and coordinators/administrators. The emphasis on communicative instruction is consistent with the distinction in the literature between language knowledge and the actual use of language. The national English curriculum standards in China call for both language knowledge and language use (MoE, 2022). The literature on Philippine ESL programs also provides a relevant comparison. Ikeda (2023) described a four-week Philippine program that included intensive one-on-one instruction and reported increased confidence in using English after the program. The review also relates this type of instruction to task-based language teaching, in which learners use language to complete tasks (Ellis et al., 2020). Within the present data, the frequent reporting of speaking activities, pair or group work, and communication tasks indicates that communicative activities were already part of the practices of the training centers. At the same time, the lower student rating for having enough opportunities to use English during lessons and the coordinators' lower rating for real-life communication activities are relevant to the study's concern with connecting English learning in Beijing to international English-learning experiences. However, Brown (2016) emphasizes the role of needs analysis in planning courses, while the studies reviewed in this research show that short-term programs can involve oral English and intercultural learning (Chen, 2024; Li, 2025; Ikeda, 2023).

These results provide a basis for examining whether existing classroom communication practices sufficiently prepare students for the kinds of English use associated with short-term overseas programs.

3.4 Potential Contribution of Short-Term English-Learning Programs in the Philippines to Students' English Development

The analysis presents students and parents judged short-term English programs in the Philippines as Very Helpful overall (students, M = 3.55, SD = 0.51; parents/guardians, M = 3.55, SD = 0.45). Both groups gave the highest ratings to improving speaking skills (students, M = 3.59; parents/guardians, M = 3.61) and to increasing confidence in using English (students, M = 3.60; parents/guardians, M = 3.61). The lowest rating in both groups was for developing the ability to communicate across cultures (students, M = 3.47; parents/guardians, M = 3.51), which was still in the Very Helpful range. The close agreement across all five statements indicates that the programs were regarded mainly as a means of speaking practice and confidence building, with intercultural communication seen as a somewhat smaller benefit. The results are consistent with the studies reviewed in this research concerning short-term English programs in the Philippines. Ikeda (2023) reported that students in a four-week Philippine program became more confident in using English, while Chen (2024) examined the contribution of short-term programs to the oral English and intercultural literacy of primary and secondary students. Li (2025) likewise examined the outcomes of short-term programs for Chinese students, including oral English and intercultural competence. The Chinese curriculum standards identify cultural awareness as one of the core competences of English learning (MoE, 2022), but the present results show that respondents placed slightly greater value on the direct use of English and confidence in speaking than on cross-cultural communication. Meanwhile, the students assessments of the potential contribution of short-term English-learning programs in the Philippines were Very Helpful across all three participation groups. The findings are relevant to the literature on short-term English-learning programs and overseas language experiences. Ikeda (2023) examined a short-term Philippine program and reported increased confidence in English use, while Chen (2024) and Li (2025) examined outcomes associated with short-term programs involving Chinese students. The present results extend this discussion by showing that high assessments were not limited to students who had already participated in an overseas English-learning program. Students with no overseas experience also rated the potential contribution as Very Helpful (M = 3.53).

3.5 Differences in Assessments of the Potential Program Contribution

The analysis shows no significant difference between the students' and the parents'/guardians' overall assessments, $t(141) = 0.31$, $p = .753$, $d = 0.03$. Students with overseas experience gave a slightly higher rating than those without (M = 3.63 vs. 3.53), but the difference was not significant, $t(208) = 1.20$, $p = .232$, $d = 0.20$. The assessment of the programs was therefore similar across respondent groups and regardless of prior experience.

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Table 1: Tests of Difference in the Assessment of the Contribution of the Philippines Short-Term English Program

Comparison / group	n	M	SD	Test	p	d	Decision
(a) Students vs. parents/guardians (paired samples t test)							
Students	142	3.54	0.53				
Parents/Guardians	142	3.55	0.45	t(141) = 0.31	.753	0.03	Not significant
(b) With vs. without overseas experience (independent samples t test)							
With overseas experience	46	3.63	0.51				
Without overseas experience	164	3.53	0.51	t(208) = 1.20	.232	0.20	Not significant

Table 1 shows that the assessments of the potential contribution of Philippine short-term English-learning programs were similar between the students and their parents or guardians. Among the 142 matched student-parent/guardian pairs, students reported a mean of 3.54 (SD = 0.53), while parents/guardians reported a slightly higher mean of 3.55 (SD = 0.45). The paired-samples t test showed that this difference was not statistically significant, t(141) = 0.31, p = .753, with a negligible effect size (d = 0.03). This indicates that the two groups had almost the same assessment of the potential contribution of the programs. The close ratings are consistent with the descriptive results in Table 20, where both students and parents/guardians rated all five areas as Very Helpful. The findings also correspond with studies that have considered both learner and family perspectives in overseas learning programs. Wang (2024), for example, examined the views of teachers, students, and parents in relation to research travel, while Liu (2026) examined parents' perceived value, risk concerns, and willingness to join overseas research travel. In the present study, the student and parent/guardian responses likewise showed a common assessment of the potential value of the Philippine programs.

The second comparison also showed no statistically significant difference between students who had prior overseas English-learning experience and those who had none. Students with overseas experience had a mean of 3.63 (SD = 0.51), compared with 3.53 (SD = 0.51) among those without such experience. Although the mean was higher among students with overseas experience, the difference was not statistically significant, t(208) = 1.20, p = .232, and the effect size was small (d = 0.20). This result suggests that prior participation in an overseas English-learning program was not associated with a statistically different assessment of the potential contribution of the Philippine programs in this sample. This is worth noting alongside the findings of Ikeda (2023), Chen (2024), and Li (2025), which reported positive aspects of short-term English programs, including increased confidence, oral English development, and intercultural competence. However, the present finding should not be interpreted as evidence that overseas experience has no value. Rather, it shows that students with and without such experience gave generally similar assessments of the potential contribution of the programs. The difference in means alone does not establish an effect of prior participation.

3.6 Relationships Between Students' English-Learning Needs and their Assessment of Existing English Teaching and Learner Support Practices

The null hypothesis was that there is no significant relationship between students' English-learning needs and their assessment of existing English teaching practices (H_0: $\rho = 0$). The students' Part II mean score for each need dimension was correlated with their Part III mean score for each practice dimension (N = 210) using the Pearson product-moment correlation coefficient at the .05 level of significance. The Shapiro–Wilk test showed that most dimension scores departed from normality, which is common with four-point Likert means, so Spearman's rank correlation (ρ) was computed as a check. Both coefficients led to the same conclusions. Because 16 coefficients were tested, Holm-adjusted p values were also examined.

Table 2: Correlation Matrix Between the Students' English-Learning Needs and their Assessment of Existing English Teaching Practices

Needs (Part II)	Assessment & placement	Differentiated instruction	Communicative instruction	International preparation
Academic and examination English	.275***	.180**	.025	-.115
Oral and communicative English	.073	.199**	.310***	.083
International and intercultural communication	.098	.155*	.114	.023
Immersive and experiential English learning	.178**	.075	.016	.042

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Table 3: Correlation Matrix Between the Students' English-Learning Needs and their Assessment of Existing English Teaching Practices

Paired constructs	r	95% CI	r^2	p	ρ	Strength	Decision
Academic needs × Assessment and placement	.275	[.145, .395]	.076	< .001	.283	Weak	Reject H_0
Academic needs × Differentiated instruction	.180	[.046, .308]	.032	.009	.142	Negligible	Reject H_0
Oral needs × Communicative instruction	.310	[.182, .427]	.096	< .001	.297	Weak	Reject H_0
Intercultural needs × International preparation	.023	[-.113, .158]	.001	.739	.025	Negligible	Fail to reject H_0
Immersion needs × International preparation	.042	[-.094, .177]	.002	.543	.025	Negligible	Fail to reject H_0
Overall needs × Overall practices	**.213**	**[.079, .338]**	**.045**	**.002**	**.179**	**Weak**	**Reject H_0**

Table 2 and 3 show that the overall relationship between the students' needs and their assessment of existing practices was positive but weak, r(208) = .213, p = .002, with needs explaining about 4.5% of the variance in practices. The null hypothesis was therefore rejected for the overall relationship. By dimension, significant positive relationships were found between academic needs and assessment and placement (r = .275, p < .001), between oral needs and communicative instruction (r = .310, p < .001), and between academic needs and differentiated instruction (r = .180, p = .009), although the last was negligible in strength and did not hold after adjustment for multiple tests. No significant relationship was found between intercultural needs and international preparation (r = .023, p = .739) or between immersion needs and international preparation (r = .042, p = .543), so the null hypothesis was not rejected for these pairs. These results mean that the centers' academic assessment and oral communication practices were somewhat more consistent with the students' needs in those areas, while the practices on international preparation were unrelated to the students' intercultural and immersion needs. The mean ratings point the same way: immersion needs (M = 3.50) greatly exceeded the rated provision of international preparation (M = 2.34), a gap of 1.15 points that was the largest among the four dimensions. This gap, together with the weak overall correlation, supports the need for a Training Development Plan that strengthens needs-based and internationally oriented instruction.

3.7 Proposed Training Development Plan

The Training Development Plan was developed from the findings of the study. The plan focused on the areas where the findings showed a need for improvement, including the assessment of learners' English needs, needs-based and differentiated instruction, communicative English instruction, and preparation for international English-learning experiences. Greater attention was given to international preparation because it received the lowest ratings among the existing teaching practices, while the identified English-learning needs showed a stronger demand for oral and communicative English. The plan was also guided by the identified relationship between students' needs and existing practices, which suggested the need for closer alignment between what learners need and what the training centers provide. These findings were translated into specific activities, target participants, timelines, and expected outputs that can be carried out within a 12-month period. Implementation can begin with the coordinators or administrators organizing the participating teachers/trainers and setting the schedule based on the centers' academic calendar and the timing of the next vacation tour season. Phase I can establish the learners' needs and proficiency levels and use the results to guide lesson planning. Phase II can strengthen speaking, communicative, and intercultural activities through classroom-based training and practice. Phase III can organize support before, during, and after the Philippine study tour, including student preparation and follow-up activities. Finally, Phase IV can assess the implementation through teacher feedback, learner outputs, participation records, and other available program evidence. Coordinators/administrators can serve as planners and monitors, while teachers/trainers can carry out the instructional activities. The plan can also be reviewed at the end of the 12-month cycle so that activities that are useful can be continued and those that need adjustment can be revised for the next implementation period.

The plan gives particular attention to learner needs analysis, proficiency assessment, communicative instruction, intercultural communication, international preparation, post-program support, and teacher development. This approach follows Brown's (2016) view that needs analysis should help identify the difference between learners' present abilities and the skills they need to develop. The relatively low student ratings compared with those of teachers/trainers and coordinators/administrators also provided a reason for including student feedback as part of the proposed activities rather than relying only on staff assessments.

The first two areas in the plan focus on learner needs and proficiency assessment. Students gave relatively low ratings to the consideration of their needs in lesson planning and to the adjustment of class level, while their proficiency levels were distributed across elementary, intermediate, and upper-intermediate groups. The proposed use of class needs profiles, differentiated lesson plans, regular progress checks, and placement reviews is therefore intended to make the existing assessment system more useful for classroom planning. This is consistent with China's Standards of English Language Ability, which provides levels that can be used in teaching, learning, and assessment (MoE & NLC, 2018), and with the CEFR, which provides another framework for describing language proficiency (Council of Europe, 2020). Since the centers

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already had assessment and placement practices, the plan does not propose replacing them but strengthening their use in lesson planning and progress monitoring. The third and fourth areas respond to the strong demand for oral and communicative English and the comparatively weaker provision of some related activities. Oral and communicative English received the highest need ratings from both students and parents/guardians, while students gave their lowest rating within the communicative practices to having enough opportunities to use English during lessons (M = 2.81). Coordinators/administrators also gave a lower rating to real-life communication activities (M = 2.95), while teachers/trainers gave their lowest rating in this area to feedback on speaking (M = 3.07). The plan therefore proposes task-based activities, real-life speaking tasks, speaking feedback, peer observation, and micro-teaching. These activities are consistent with Ellis et al. (2020), who described task-based language teaching as an approach in which learners use language to complete meaningful tasks. They also correspond with the national curriculum's emphasis on both language knowledge and language use (MoE, 2022). Intercultural communication was included alongside speaking because cultural awareness is also identified as a core competence in the Chinese English curriculum standards (MoE, 2022), although it received lower need and program-contribution ratings than direct speaking and English use. The fifth and sixth areas address the clearest weakness identified in the existing practices: preparation for international English-learning experiences. Preparation received the lowest overall practice ratings across the three respondent groups, with students reporting a mean of 2.34, teachers/trainers 2.50, and coordinators/administrators 2.56. Students also reported low ratings for preparation before departure (M = 2.34), practice for daily situations abroad (M = 2.30), and support after returning (M = 2.27). At the same time, the need for immersion was rated much higher (M = 3.50), showing a difference between what students considered important and what they reported receiving. The proposed pre-departure module, family handbook, orientation activities, re-entry assessment, bridging lessons, and parent briefings are intended to address these specific areas. The plan is also consistent with the Philippine short-term program described by Ikeda (2023), where intensive one-on-one instruction provided opportunities for students to use English, and with studies of Chinese students that have examined oral English and intercultural outcomes from short-term programs (Chen, 2024; Li, 2025). Rather than assuming that participation alone is sufficient, the plan treats preparation and follow-up as parts of the learning process.

The final area focuses on teacher capacity and institutional support because implementation of the other activities depends on the centers' ability to sustain them. Only 23.91% of the teachers/trainers reported international or overseas English teaching experience, while 76.09% had none. The plan therefore includes mentoring, virtual exposure to Philippine ESL classes, quarterly learning-community meetings, coordinator-led monitoring, and an annual training calendar and budget. This is consistent with the literature pointing to the role of teachers in short-term English-learning programs (Escote & Detera, 2025) and the need to improve the implementation of research travel programs (Qu & Wang, 2024). The plan is intended to be implemented over 12 months, beginning with needs analysis and assessment, followed by communicative and intercultural instruction, preparation and follow-up for overseas programs, and final evaluation. The proposed milestones and success indicators provide the centers with specific points for checking progress and deciding which activities should be retained or revised in the succeeding cycle.

The target values in the plan serve as proposed benchmarks for evaluating its implementation at the end of the 12-month period. To allow a meaningful comparison with the baseline findings, the end-of-year re-survey should use the same questionnaires and four-point rating scales used in the study. The comparison of the baseline and end-of-year results can show whether the identified areas of concern have improved and can provide a basis for deciding which activities should be continued, revised, or strengthened in the succeeding implementation cycle.

IV. CONCLUSION AND RECOMMENDATIONS

4.1 conclusions

The respondents were mostly young learners at Intermediate level or below, educated teachers/trainers with limited international teaching experience, parents/guardians of whom few had children in overseas programs, and coordinators/administrators with several years of service. K–12 students' English-learning needs were Very Important overall, most strongly in oral and communicative English. Intercultural communication was the least rated. The centers frequently provided assessment and placement, needs-based instruction, and communicative instruction. Preparation for international English-learning experiences was the weakest practice and was only sometimes provided. Students and parents/guardians considered short-term Philippine programs Very Helpful, especially for speaking skills and confidence. The two groups did not differ significantly, and students with and without overseas experience did not differ significantly. Ho1 and Ho2 were not rejected. Students' needs and their assessment of existing practices were significantly but weakly related, so Ho3 was rejected. The link was strongest for academic and oral needs and absent for intercultural and immersion needs. A 12-month Training Development Plan was proposed to strengthen needs-based planning, communicative and intercultural instruction, preparation and follow-up for overseas programs, and teacher capacity.

4.2 Recommendations

Based on the conclusions drawn from the findings, the following tailored recommendations are proposed for specific stakeholders. Teachers/trainers and coordinators/administrators may give priority to oral and communicative English, immersive experiences, and academic English in program planning. They may also use brief needs checks at enrollment and each term so that lessons respond to what students report needing, and may build intercultural communication into regular lessons.

Coordinators/administrators may strengthen preparation for international English-learning experiences, particularly pre-departure preparation, cultural information, practice of English for daily situations abroad, and support after students return. Teachers/trainers may use assessment results in lesson planning, increase speaking time and real-life tasks, and

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collect student feedback each term, since students rated the practices lower than staff did.

Students and parents/guardians may consider these programs useful for speaking skills and confidence, but they may also set realistic expectations, because the ratings reflect perceptions and not measured gains. Centers may provide families with objective information about program formats, preparation, and follow-up before they decide. Because students and parents, and students with and without overseas experience, assessed the programs similarly, coordinators/administrators may hold common orientation sessions for all students and families, not only those already planning to join. Educational researchers may re-test these comparisons with larger groups of experienced students. Teachers/trainers and coordinators/administrators may design activities that respond to students' intercultural and immersion needs, since these were not related to current preparation practices. Educational researchers may study why the overall relationship was weak and may examine other factors, such as class size, program format, and teacher characteristics. Coordinators/administrators may form a planning committee, set the schedule around the centers' academic calendar and the next vacation tour season, and implement the 12-month plan with teachers/trainers as participants. They may re-survey with the same questionnaires at the end of the year to decide which activities to continue or revise. Regional education authorities and teacher educators may use the plan as a reference for professional development programs that promote communicative competence.

Educational researchers and teacher educators may replicate the study in other cities and with other overseas destinations. They may also use pre-post designs or proficiency tests to measure actual learning gains, collect written responses or interviews to add depth to the ratings, and evaluate how well the Training Development Plan works in practice.

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