

LANGUAGE-ORIENTED ORGANIZATIONS' PROGRAMS IN THE NOW NORMAL: AN ANALYSIS

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Abstract

Language teachers play a vital role in providing opportunities for skills to be developed and enhanced through platforms and avenues that can lead learners toward improvement. Ergo, it is necessary to give attention to a unified program among schools that may account for the sharing of common plans and features, while also putting a premium on peculiar features specifically designed for the contexts of the schools. The focus of this study is to analyze the programs of language-oriented clubs or organizations in the now normal. Specifically, it sought to find out what common features are observed in the work plans to accommodate club officers, members, and advisers in the now normal; the peculiar programs in every school to accommodate context-specific concerns; and the unified framework that has been crafted to serve as a basis for future language-oriented organizations. A mixed method was employed in the research. Language-oriented clubs and organizations listed under the University Office of Student Affairs were interviewed. Confirmation of responses was done through an informal interview with the university's officer-in-charge for clubs and organizations under the Office of Student Affairs. Document analysis was done to triangulate the interviews with work plans retrieved after approval from the Office of Student Affairs. Findings revealed that the common features of language-oriented clubs and organizations are focus on language skills, adaptation to now-normal, goal alignment, innovation, language indicators, and shared language. The peculiar programs of the schools to accommodate context-specific concerns include writing in journalism, writing, and creativity, language learning, and TOEIC. Other programs also indicated Distinct Language-Related Experiences, and Language-Related Programs to accommodate Specific Concerns. As a result, this endeavor may help language subject heads, and club and organization advisers cope with the flexible modality in the now-normal while carrying out the goals and reasons for the establishment of their clubs or organization through the crafted University of Baguio unified framework for future language oriented organizations.

Keywords: Language-oriented Organization, Now Normal, Professional Learning Community, Unified Framework, Flexible Modality

1.0 Introduction

Language teachers play a vital role in providing opportunities for skills to be developed and enhanced through platforms and avenues that can lead learners toward improvement. COVID-19 challenged clubs or organizations to permit projects that allow their student officers and members to explore in all shapes and forms. The same level of involvement or excellence is expected to be attained based on the nature and the goal of the club or organization based on mandates or even their respective mother umbrellas' purposes. Ergo, as language teachers, it is necessary to give attention to a unified framework among schools that may account for the sharing of common plans and features, while also putting a premium on peculiar features specifically designed for the contexts of the schools. Linguapax International (n.d) posits that language programs take us to the question of language development. It is further asserted that language development has two aspects: gaining power (what the language planners call getting status) and enrichment (what planners call improving code). It is, therefore, understood that language programs must focus on gaining power; that is, being confident in exhibiting the language macro skills championed by the language-oriented program; or enriching the macro skills; that is to say that macro skills are improved, developed, or enhanced.

One of the most evident problems of today is the uninterrupted continuation or conduct of their programs, projects, or activities that have to be dealt with immediately even in a flexible modality. It is one of the roles of club or organization advisers to help or assist budding writers or speakers called journalists, writers, or speakers to show the progression of their skills and at the same time target the features indicated by either mandates or mother clubs or organizations. Given the flexible modality of learning at the University of Baguio, club or organization members, officers, and advisers can only interact when the need arises or when consulting for proposed articles, topics, stories, or speeches. Further, as it is the nature of language-oriented clubs or organizations to make, create, design, and perform, some categories may not be immediately given feedback, or even no contact at all like group categories (TV Broadcasting, Radio Broadcasting, Collaborative Desktop Publishing, Online Publishing, and Debate).

To fulfill all these, understanding of the need to create and share best practices should be fully understood. Truly, it is fundamental to revisit the existing work plans of the schools of the University of Baguio.

The program evaluation process goes through four phases — planning, implementation, completion, and dissemination and reporting — that complement the phases of program development and implementation, where each phase has unique issues, methods, and procedures (ATSDR, n.d.).

Each of these phases provides an expected output or outcome. The first provides what currently exists as inputs such as resources in the form of material and immaterial sources that may contribute directly or indirectly to scaffolds or skeletons of the plans. The implementation phase carries out the plans and conducts plans as deemed appropriate or necessary. The completion phase monitors and evaluates the programs or the intended tasks. Judgment is salient as this prepares the ones concerned to revisit the processes and the plotted tasks while ensuring that lapses are taken note of for plans and endeavors. Dissemination and reporting provide the resolution of what could have been done or what might have impeded the processes, for an eventual revisiting of the programs for re-implementation or modification purposes.

From these, the enhancement of the programs and the procedures are done to accommodate context-specific concerns or foresee isolated cases that may result in the furtherance of the activities. About these language programs, according to the Republic Act 7079 or the Campus Journalism Act of 1991, Section 2 states that the State declared a policy to uphold and protect the

freedom of the press even at the campus level and to promote the development and growth of campus journalism as a means of strengthening ethical values, encouraging critical and creative thinking, and developing moral character and personal discipline of the Filipino youth. Furthermore, the State shall undertake various programs and projects aimed at improving the journalistic skills of the students concerned and promoting responsible and free journalism. In the field of public speaking and debate, events aim to unleash and highlight the prowess and skills of students through a variety of training, contests, and competitions.

However, because of the pandemic that spread worldwide, everyone including the education sector got paralyzed. School activities were canceled. Big and yearly school events like inter-school sports competitions such as Palarong Pambansa and Private Schools Athletic Association or PRISAA were suspended; for language competitions, school press conferences were also suspended. With the improvement of the educational setup through the flexible modality, the Department of Education (DepEd) conducted the first virtual Division School Press Conference (DSPC) to enrich the learning experience and sustain the social consciousness of basic education learners amid the pandemic. Invitationals for Public Speaking and Debate were also limited to virtual or recorded speeches that can no longer present nonverbal language contributes to the overall performance of speakers.

As it is proper to shift to the now-normal and with the prevalence of the internet and social media usage in implementing distance learning, these language-related events like the NSPC aimed to capacitate learners, school paper advisers, and relevant personnel on the importance of responsible journalism and fair and ethical use of social media. With the new normal, new events are also to be introduced, such as Documentary Film, Research on Campus Journalism, Mobile Journalism, and Campus Journalism Vlogs to respond to the volatile, uncertain, complex, and ambiguous (VUCA) learning environment.

From all these, the responsibilities of student organizations as regards language-oriented programs, in general, may be maximized and strengthened through plans that would re-appropriate pre-pandemic tasks to the pandemic setup.

As described, academic clubs are academic organizations with the stated objective of providing an opportunity for individuals to discuss and share information related to a specific academic discipline, topic, or interest (2022 California State University Channel Islands). An academic club is essentially any school-approved group of students, often with a faculty sponsor, who meet to develop activities or discussions based on their particular topic of interest. Group meetings are often informal, and can even involve after-school field trips, community volunteerism opportunities, or other venues. An academic club intends to generate enthusiasm for a topic while encouraging student involvement and achievement (Public School Review, 2021). These academic clubs ensure that knowledge, skills, and attitudes are strengthened through the activities that the clubs provide or generate in partnership with existing mother organizations or local stakeholders.

The focus of this study is to analyze the programs of language-oriented clubs or organizations during the pandemic. Specifically, it seeks to find out what common features are observed in the work plans to accommodate club officers, members, and advisers even amid the pandemic; the peculiar programs in every school to accommodate context-specific concerns; and the unified framework that may be crafted to serve as a basis for future language-oriented organizations.

1.1 Statement of the Problem

The objective of this study is to analyze the programs of language-oriented organizations in the University of Baguio in the now normal.

Specifically, it sought to answer the following problems:

1. What features are common among the work plans of the language-oriented organizations' programs to accommodate their officers and members even in the now normal?
2. What programs are peculiar in every school to accommodate context-specific concerns?
3. What unified framework may be crafted to serve as a basis for future language-oriented organizations?

1.2 Significance of the Study

The focus of this study is to analyze the programs of language-oriented clubs or organizations amid the pandemic. Specifically, it sought to find out what common features are observed in the work plans to accommodate club officers, members, and advisers in the now normal; the peculiar programs in every school to accommodate context-specific concerns; and the unified program that is crafted to serve as a basis for future language-oriented organizations.

Club or organization advisers especially those handling their official student publications and public speaking teams or who have at least one year of experience as a club or organization leader shall be assisted through Professional Learning Communities (PLCs) and even the proposed unified program for the Basic Education shall serve as a basis for future clubs. Other clubs and organizations may also use the result as a springboard in revisiting their Work Plans to account for areas that need strengthening and areas that need improvement for student development.

The unified program may be used even by club or organization advisers including the school leaders to have a basis in improving their respective work plans, and may even open doors for other clubs or organizations based on the nature and goal of their groups.

The mentioned proposed unified framework was crafted by the researchers, and results will also be shared with all the informants through a PLC meeting or during the annual INSET for teachers. A copy of the research shall also be given to the University through the Office of Student Affairs to serve as a basis for the creation of future language-oriented in the different schools of the university.

Based on the result of this study, the researchers would like to help language-oriented advisers through the crafted unified framework accounting for the common features and peculiar characteristics of the schools' programs. The researchers further propose the following agenda:

Revisit the work plans currently in use, and even the activities for collaboration currently held by the schools in response to the challenges encountered by advisers. Strengthen club or organization Professional Learning Communities (PLCs) to assist or aid each other in proposed plans for the involvement and development of their club or organization's officers and members.

2.0 Literature Review

Clubs and organizations are essentially small communities where a student is welcomed and given the chance to express himself/herself, sharpen his/her talents, have a deep sense of ownership, and most importantly acquire the necessary skills to become persons-for-others (User, n.d.). Similarly, the involvement of students in clubs and organizations influences their leadership development and further helps the students improve communication and social skills (Sumague, 2023). This infers that academic club participation leads to social and academic success, and

greater character development and interest in community involvement of the students through various organized activities.

In support of this, the Organization Theory states that a large multidisciplinary body of scholarly work focuses on understanding organizations (Foster, 2014). The emphasis relied on the attention to analyzing and theorizing about organizational structure, performance, and survival.

The Scientific Management Theory as mentioned in the Principles of Organizational Theory (2021) explains that in an organization, a scientific method has to exist to perform each task: select, train, and develop members for each task; closely supervise members; and manage planning or control.

From these Bentley University (2022) posited 12 reasons why one should join a student organization, namely: learning more about oneself, gaining a sense of community, becoming a voice, developing soft skills, learning how to work with a team, gaining networking opportunities, using the skills learned in a class, learning to get engaged with diverse groups of people, gaining leadership skills, getting a break from one's studies, expanding one's resume, and giving back to the community.

Despite the challenges of the pandemic, students founded new clubs and organizations in the virtual environment. Because of the unprecedented nature of the pandemic, new clubs and organizations faced unique experiences recruiting members, building a sense of community, and hosting events (Kovack & Kwan, 2022). Because of the unique situations that the students are in, move to plan activities in an all-online or all-face-to-face tasks are almost impossible or difficult to adopt. So, after 2 years of distance learning, schools have returned to face-to-face classes and academic clubs have resumed, which has made the students more productive and enabled them to successfully attain the objectives, which is affirmed by Zaki (2023) that students participating in extracurricular activities

experienced a productive learning environment that positively impacted their academic and social skills.

Dedicating time to extracurricular activities during the pandemic provides middle and high school students with a sense of normalcy and social connection amid uncertainty (Minero, 2020). It is said that the word "canceled" has been the recurring refrain during the pandemic and that teachers, coaches, and advisers have to create ways to ensure that social connections are still established while carrying out the goals and objectives of any academic club or organization. The temporary cancellation of extracurricular events found students missing out on peer socialization, increasing lazy habits, and a decline in creative energy (Snoke, 2021). It is from these concepts that the researchers look into best practices and commonalities between and among the University of Baguio schools to ensure that goals are met while re-appropriating plans in a flexible setup with the primary goal of crafting a program that may serve as the minimum plan for every department's work plan.

To respond to these existing challenges and account for commonalities while strengthening the peculiarities that advisers ensue amid the pandemic, a need to analyze the language-oriented programs of the University of Baguio during the pandemic should be known.

To fulfill all these, understanding of the need to create and share best practices should be fully understood. Truly, it is fundamental to revisit the existing work plans of the schools of the University of Baguio.

As a result, this endeavor may help language subject heads, and club and organization advisers cope with the flexible modality while carrying out the goals and reasons for the establishment of their clubs or organizations. This may also aid in Club or Organization Planning during departmental planning through the Professional Learning Community (PLC). Above all, the

University now has a mechanism through the Unified Framework to ensure that the creation of language-oriented clubs in the university is standards-based while keeping the nature and goal of the school, and the club.

3.0 Methodology

This study employed a mixed-methods research design to examine language-oriented programs of student organizations at the University of Baguio during the "now normal." Data collection involved semi-structured interviews with three qualified organization advisers, chosen based on their affiliation with recognized language-oriented programs that had adaptable work plans. An aide-memoire, validated by experts, was used to guide these interviews.

To validate and triangulate findings, document analysis of work plans from all six relevant organizations was conducted after approval from the Office of Student Affairs. Additionally, informal interviews with the university's officer-in-charge for clubs and organizations were carried out to confirm and enrich the data.

Despite efforts to involve all six advisers, only three participated after extensive follow-up. Thematic analysis was used to interpret the data, leading to the development of a structured framework aimed at guiding future operations of language-oriented clubs. Triangulation of data sources—including adviser interviews, organizational documents, and administrative perspectives—ensured the credibility, depth, and reliability of the findings.

4.0 Results and Discussion

In this chapter, the results of the study are presented and discussed concerning the aim of the study which was to analyze the programs of language-oriented organizations in the University of Baguio in the now normal.

Common Features Among the Work Plans of the Language-Oriented Organizations' Programs to Accommodate Their Officers and Members Even in the Now Normal

Language-oriented organizations have shown incredible resilience and agility in navigating the "now-normal" terrain in response to the tremendous obstacles provided by the worldwide epidemic. These organizations have proactively redesigned their work plans to meet the demands of both officers and members as the world struggles with continuous uncertainty. This mission statement seeks to investigate the shared elements among the updated programs of language-focused organizations, showcasing their creative approaches to maintaining participation, encouraging skill growth, and creating a feeling of community in the face of unprecedented conditions. Table 1 presents the common features among the schools' work plans of the language-oriented organization's programs.

Table 1. Common features among the work plans of language-oriented organizations' programs

Features	Description
Focus on Language Skills	All organizations prioritize language proficiency and skill development, either through writing workshops, academic support, or real-world applications such as tour guiding and event planning.
Adaptation to Now-Normal	Adaptability to the current circumstances is emphasized, with hybrid techniques, in-person activities, and addressing dialect disparities to ensure continued participation and engagement despite challenges.
Goal Alignment	The goals of the organizations align with promoting community, fostering academic and personal development, and delivering reliable information, indicating a commitment to their missions even in changing conditions.
Innovation	There's a commitment to innovation and improvement in operations, ensuring relevance and effectiveness in a changing landscape, with an emphasis on gathering, organizing, and presenting information effectively.
Language Indicators	Clarity, coherence, grammar, and organization are emphasized in written communication to ensure readability and professionalism, highlighting the significance of linguistic components in achieving effective communication.
Shared Language	Establishing a shared language across the organization promotes clarity and cohesiveness in interactions, while also fostering inclusivity and easing communication among members from diverse linguistic backgrounds.

The identified common features underscore the importance of language competency, adaptability, and clear communication in the success of language-oriented organizations' programs. Through an analysis of these common traits, this research aims to extract insights into the successful strategies that have helped language-oriented organizations prosper in the face of hardship, providing important takeaways for future organizational management and program development.

Focus on Language Skills

Participant B provides an overview of the organization's wide variety of activities, with a primary concentration on tour guiding for students studying tourist management and academic pursuits like MICE (Meetings, Incentives, Conferences, and Exhibitions) event planning and organization. Strong writing and vocal communication abilities are required for these tasks to create promotional materials and deliver presentations. Through participation in these programs, members can improve their language competence and prepare for professional endeavors by applying and developing their language abilities in real-world, practical circumstances. This quote encapsulates the answer of participant B:

“Apart from serving as the partner organization of the school of IHTM in the conduct of journalism related activities and in crafting the school’s publication, the SIHTM aims to be an avenue for SIHTM students to hone their writing skills and cognitive thinking skills in the effective dissemination of updates and information.”

To demonstrate and improve language proficiency, Participant C highlights the value of

working with other organizations. Collaborating with varied cohorts not only affords avenues for showcasing language proficiency but also stimulates intergroup dialogue and interpersonal bonding. To establish and sustain fruitful relationships, effective communication is crucial, underscoring the importance of language competency in promoting successful collaboration and accomplishing shared objectives.

Overall, these observations highlight the complexity of language-focused organizations and the variety of methods in which they involve their members in language-related activities. Language proficiency is essential to the efficiency and success of these organizations, with practical uses in tour guiding, event organizing, and interpersonal communication. These groups help people grow holistically and become ready for their future aspirations in both work and personal life by giving participants the chance to practice and hone their language skills. Indeed, clubs/organizations significantly help develop the multiple facets of students (Cabrejas & Mendoza, 2023).

According to Participant A's perspective, there is a concentration on offering writing and journalism-related educational opportunities, with a particular emphasis on using English as the news delivery medium. The group's sporadic workshops and seminars provide members with opportunities to improve their skills in these domains, indicating a dedication to cultivating competence in language use and journalistic methods. The organization promotes the value of language proficiency in successful communication while also assisting members in their writing development through the integration of English language teaching within their programming. To quote:

“We sometimes have workshops or seminars on writing and journalism which also covers some topics or lessons on English being our medium of news writing/delivery.”

Participant C emphasizes that their group stands out because it is the only academic club at the school. This points to a special place in the campus community where the club is the go-to place for students looking for extracurricular activities and academic help. By presenting itself as an organization with an academic focus, the club will probably draw students who are looking to advance their academic careers, which will improve the institution's educational environment.

The findings offer light on the diverse approaches and contributions of language-oriented organizations in the educational setting. According to Krulatz et al., (2023), acknowledging the increasing linguistic and cultural diversity and the need for stronger bridges between language, educational research, and pedagogical applications is imperative in the current context. While some focus on developing writing and journalism skills, others carve out a place as academic institutions. Understanding the various requirements and goals of these organizations allows educational institutions to better support their efforts to enrich students' linguistic and intellectual experiences.

Adaptation to Now-Normal

Participant A's perspective emphasizes the organization's adaptation to the present situation, utilizing hybrid techniques to conduct activities. By combining online and in-person formats, the organization can meet a wide range of requirements and preferences while navigating the obstacles of the "now-normal" environment. This adaptable strategy guarantees that members can continue to participate in activities regardless of their location or circumstances, promoting continuity and involvement within the organization.

Participant B's emphasis on the in-person delivery of scheduled activities demonstrates the organization's dedication to hands-on learning and skill development. By choosing in-person courses, the organization hopes to create immersive experiences that promote deeper learning and collaboration among participants. This style of delivery enables real-time feedback and

engagement, which increases the effectiveness of the training in polishing relevant skills.

Participant C's emphasis on addressing dialect disparities within the organization demonstrates a proactive approach to promoting inclusivity and communication among members. Recognizing the potential challenges provided by dialect variances reflects the organization's dedication to ensuring that all students, regardless of origin, can fully join and engage in its activities. This emphasis on linguistic inclusivity not only gives members a sense of belonging but also improves the whole experience by encouraging cross-cultural understanding and collaboration. In the words of one participant:

"In the now-normal, we still are using hybrid methods in conducting our activities, so some activities are held online while some are held in school depending on the activity and the need." All things considered, these observations highlight how crucial it is to incorporate inclusivity, flexibility, and experiential learning into the planning and execution of programs for language-focused businesses. Through the implementation of hybrid approaches, an emphasis on experiential learning, and consideration of language diversity, organizations can establish vibrant and encouraging work cultures that enable employees to flourish and advance their careers. A global, connected learning community that engages students to create and expand the range of choices will serve learning and inclusion goals (Roberts & Caren, 2020).

Goal Alignment

Participant A emphasizes the organization's dedication to delivering reliable, high-quality news and information in its capacity as the recognized school's publication. Their emphasis on enhancing the university's quality highlights the role that journalism plays in promoting informed communities and enacting constructive change. The organization plays a significant role in influencing the narrative and debate inside the institution by giving priority to the publication of important publications. As per participant:

"As the official newspaper of the University of Baguio School of Nursing, we aim to consistently provide quality and reliable news and information to everyone within our reach. We want to make sure that we can publish important articles that will contribute to the betterment of our university."

Participant B highlights the organization's diverse position as a platform for student development as well as a partner in journalism-related activities. The organization is essential to developing students' critical thinking and nurturing potential since it provides opportunities for students to improve their writing and cognitive thinking skills. Students are given the tools they need to interact effectively with the world around them, which promotes both their academic and personal development through the efficient distribution of news and information.

The goal of Participant C's organization is to encourage students' involvement in extracurricular activities and academic excellence. The organization fosters an environment where students can succeed academically and socially by helping and encouragement. This focus on holistic development is in line with the larger objectives of educational establishments, which are to equip students for success in a variety of academic and extracurricular endeavors. One of the participants claims that:

"The SIHTM student writers club is a new student organization in the school of IHTM that is committed to pursuing excellence and nurturing creativity in writing. Although the organization was conceptualized during the pandemic, it is only now that activities are organized to strengthen its programs to encourage students to join the organization."

According to Smith and Chenoweth (2015), student organizations serve as integral components of the collegiate experience, offering a multitude of benefits to their members and the wider campus community. Hence, these findings emphasize the various purposes and

contributions of language oriented organizations inside educational institutions. From delivering credible news and information to developing talent and supporting academic performance, these organizations play an important role in improving the educational experience and empowering students to achieve their greatest potential.

Innovation

Participant A demonstrates the organization's dedication to innovation and ongoing improvement in its operations. By always attempting to improve methods of gathering, organizing, and presenting information, the organization exhibits a proactive attitude to fulfilling the changing demands of its audience. This commitment to innovation is vital for remaining relevant and effective in a rapidly changing media landscape.

Participant B expresses confidence in the organization's ability to adapt its goals to the current circumstances, also known as the "now-normal." By affirming that their objectives can accommodate both officers and members within this context, the organization recognizes the importance of flexibility and resilience in navigating challenges. This adaptability is critical for retaining momentum and success in the face of external uncertainty.

Participant C's simple reaction of "Yes" indicates agreement with the notion that the organization's goals are still feasible or relevant. While lacking in depth, this affirmation implies that members of the organization share a common view of its mission and aims. However, without additional information, it is difficult to determine the extent to which the organization is actively pursuing or adjusting its aims in response to changing conditions. As one interviewee eloquently put it:

"Yes, as we always try our best to innovate and improve our ways of collecting, organizing, and disseminating information. We believe that these goals can accommodate the offices and members in the now-normal."

Today's knowledge-age organizations operate in more turbulent business and regulatory environments and managers need to take a proactive stance in creating combating strategies for such environments and to adapt to such external turbulent environments (Sharma et al., 2010). These emphasize how crucial flexibility and agility are to language-focused businesses as well. These organizations can effectively handle problems and continue to execute their missions in a constantly changing context by embracing innovation, adaptability, and a shared sense of purpose.

Language Indicators or Components

To ensure reader comprehension, Participant A emphasizes the significance of writing with clarity and effectiveness, giving priority to characteristics like coherence, grammar, and organization. By concentrating on these elements, the organization hopes to create articles that are interesting and easily readable by its readership in addition to being instructive. The organization's publications have greater credibility and influence because of this emphasis on high-quality writing, which demonstrates a dedication to professionalism and excellence in journalism.

Participant B reiterates Participant A's points, highlighting the importance of spelling, grammar, and pragmatics in written communication. It is essential to pay attention to these linguistic components to accurately and efficiently express meaning, which improves the overall coherence and clarity of written text. The organization tries to maintain the highest levels of professionalism and language competency in its publications and communications by taking these

aspects into account.

Establishing a shared language across the organization is crucial for effective communication, as highlighted by Participant C. The organization encourages clarity and cohesiveness in its interactions by establishing a default language that all members can understand and use without restriction. Recognizing the benefits of language adaptation, the organization also stresses the significance of learning the fundamentals of a new language to promote inclusivity and ease communication among members. To quote:

“There should always be a default language that everyone goes with and where everyone freely understands. Grammar and spelling are just a few things to be considered as one of the key components of to be considered as indicators.”

With everything considered, these observations highlight the essential part that language competency plays in promoting efficient communication in language-focused organizations. To engage and connect with their audience, organizations prioritize clear and coherent communication, whether through attention to writing quality, linguistic accuracy, or language adaptation.

These groups help members build good communication skills by maintaining language norms and encouraging language learning, which equips individuals to communicate ideas and information effectively in a variety of circumstances. According to Wiedarjati and Sudrajat (2021), the multifaceted contributions of language-oriented organizations enrich the college experience and contribute to the holistic development of students, equipping them with the skills, knowledge, and values needed to become engaged citizens and lifelong learners.

Shared Language

Participant A identifies a reputable organization that focuses on knowledge sharing and communication among university students. The organization's substantial presence and influence on campus are demonstrated by its active participation in several university events. This implies that to promote a feeling of community and belonging among students, the organization is essential in keeping them informed about and involved in campus events.

According to Participant B's report, the organization is very new and yet in its early phases of development, but it is deeply committed to its objective. The organization is actively trying to expand its membership base and improve its programs despite initial obstacles like the pandemic's restrictions. This suggests that the organization is taking a proactive stance towards expansion and sustainability as it works to foster an atmosphere that encourages student writers to flourish and express their creativity.

The goal of Participant C's organization seems to be to help students who are having difficulty in a particular subject by offering them useful academic support. The focus on academic support points to a distinct but complimentary function for the other organizations stated. The reference to being preoccupied with documentation about the longevity of the organization, however, begs the question of how administrative duties and the organization's primary goal should be balanced. For the organization to efficiently serve its primary goal and make the most use of its resources, it must identify ways to streamline administrative operations. This quote underscores its relevance:

“Needing to work with/along with other organizations surely does exhibit and champion every one of our language skills and we must do so to create a healthy and productive relationship with people outside our organization.”

These varied viewpoints highlight the complexity of language-focused organizations seen

in educational settings. As the shift in the educational landscape continues to unfold, Higher Education Institutions develop and implement mechanisms that respond to the ever-changing and dynamic needs of their key stakeholders, the students (Cabrejas & Mendoza, 2023). In the future, these organizations could have the chance to work together and exchange expertise to capitalize on their unique advantages and increase their overall influence.

The discovery of common elements among language-oriented organizations inside universities provides crucial insights into the operational frameworks and strategic goals of these entities. Based on the identified similarities and with input from the work plans of these student groups, this research sets out on a triangulation-based investigation. Through an examination of the work plans that these leaders of organizations have painstakingly created through the assistance of the head of student organizations, this study seeks to validate information from multiple sources to obtain a thorough grasp of the complex dynamics, goals, and initiatives that propel language-oriented organizations in the context of universities. This process of triangulation yields a comprehensive and nuanced picture of the functions, difficulties, and contributions of these organizations, which enhances understanding of their importance in the university environment.

In the current educational landscape, language-oriented organizations are planning a wide range of events that are intended to promote language competency and community engagement. Even though classic activities like readings, seminars, and spoken poetry are still essential, there's a noticeable focus on raising awareness and engagement in the "now-normal" setting. This adaption emphasizes how crucial it is to stay relevant and influential even in the face of changing circumstances by being active.

Language-focused clubs aim to achieve both community outreach and skill development as their main objectives. The main goals of the activities are to improve language proficiency, promote teamwork, and carry out outreach initiatives and spoken poetry events. However the "now-normal" demands a reassessment of instructional approaches, emphasizing the development of virtual environment-specific skills among students. Writing essays for publications and creating thorough Activity Design Implementations (ADIs) are examples of this forward-thinking approach to leadership development and education.

Essay writing, poetry, and public speaking (talumpati) are examples of language-focused activities that support language proficiency among club members and officers. On the other hand, the necessity of broadening perspectives through the introduction of intellectual tournaments like the academic Olympics is acknowledged. This project helps language-focused clubs network and work together in addition to providing a stage for showcasing linguistic prowess. Furthermore, to optimize the effects of language-oriented efforts, cohesiveness, and strategic coordination are crucial, as the proposal for a single university organization emphasizes.

Prioritizing school, university, and community engagement programs would help language oriented organizations promote holistic language development. Working together with other groups to

share language-related abilities enhances education and encourages interdisciplinary learning. The focus on publications as a fundamental component of leadership awards underscores the significance of observable results and information sharing in identifying and motivating linguistic competency and leadership in higher education. The evolving landscape of language-focused organizations within universities underscores the necessity for adaptation and innovation to thrive in the "now-normal" setting, necessitating alignment with the mission, vision, and objectives of the university and the Office of Student Affairs. By coordinating their efforts with the demands of modern education and leveraging technology to support efficient pedagogy, these organizations

can maintain relevance and impact. Initiatives such as academic contests and centralized organizational structures not only foster teamwork, leadership training, and community involvement but also embody a proactive strategy aligned with institutional goals. Ultimately, these findings emphasize the vital role of language-focused organizations in developing linguistic ability, nurturing multidisciplinary relationships, and advancing educational objectives within the university ecosystem, thereby reinforcing the importance of aligning their work plans with broader institutional aims. The work plans of the six chosen clubs were examined and analyzed in support of the answers provided by the three participants who took part, as well as in light of the absence of input from the three individuals who did not reply to the semi-structured interview questions. Permission was granted by the Office of Student Affairs (OSA), which improved the study's conclusions about the distinctive initiatives that every school uses to solve context-specific issues. The several language-oriented organizations' programs are listed in Table 2 below, along with their distinguishing characteristics and features.

Table 2. Work plan analysis of the common features of language-oriented organizations' programs

Organizations	Language Oriented Programs	Features	Evidence from the objectives
Organization A	Writing Contests	Focus on language skills	-Literary skills
Organization B	Crafting Narratives: A Seminar on News and Feature Writing	Adaptation to now normal	-News and feature writing -Writing narratives -Knowledge to write content that is not only informative but also aligned with editorial standards. -Writing skills
	Call for Articles for Publication in the SALT Magazine	Goal Alignment Innovation Language indicators or components	-Foster a variety of viewpoints and opinions by inviting submissions from students with different backgrounds, interests, and experiences. -Writing skills, creativity, and unique voices by submitting articles. -Contributors to the school publication - Capture the essence of the school community by featuring articles highlighting achievements
	Capturing Moments: Photojournalism and Writing Captions Seminar Workshop	Shared Language	-Photography as a medium for effective storytelling -Complementing photos with appropriate captions providing contexts to captured moments
			-Ethical practices in both image capture and caption writing

Organization C	The Art of Writing About Nursing Articles		-Development and enhancement of nursing writing
	Nursesdote		-Expressive in writing
Organization D	Journalism Seminar		-Journalism to students through seminar
	ROUTER publication		-Disseminate news to students
Organization E	Spoken Poetry		-Create, express, and perform poetry -Explore achieving emotional objectives through expression and connection with the audience
Organization F	Your Ideas Matter		-Purposive Communication.
	Host the school's annual Literary Musical Festival		-Recognizes and celebrates the students' talents and skills in media and communications, music and arts, dances, culture, and other areas
	Creation of Media and Information Station		-Avenue to incoming physical and online engagements (talks, interviews, others), meetings and trainings, and other related activities of the faculty and staff;
	Conduct training and preparation for press conferences and other competitions or activities		-Communication-based competitions such as public speaking, quiz bees, and others as well as group-based competitions on broadcast journalism such as radio broadcasting, television broadcasting, collaborative or desktop publishing, and online publishing.
	Training in events facilitation and management, lay outing, photojournalism, graphics designing, and other technical digital skills		-Documenting, hosting emceeing, and other services. -Assist other clubs and fellow students in facilitating and managing school activities through documenting, hosting and emceeing, and other services

	Creation of the Faculty and Staff Publication		-Publication as a means to accommodate and publish the journalistic and literary articles of the faculty members and staff that report or feature their personal experiences, professional endeavors, talents, and skills, among others -Publication, Media and Information Station, Coffee Table Book, and other designated tasks or roles of the Club
	Creation of the Coffee Table Book		-publication of the school's first-ever Coffee Table Book as a means of
			documenting the school's history, achievements, and accomplishments over time;

The table lists the language-focused initiatives offered by different school groups, emphasizing their distinctive qualities and compatibility with particular goals. Writing competitions are arranged by organization A with the objectives of promoting creativity, improving language proficiency, adjusting to contemporary settings, and supporting institutional objectives. Students' common language indicators and literary talents are the two main goals of these competitions. Similar to this, organization B offers a variety of programs. These include a seminar on news and feature writing that teaches editorial standards and narrative crafting, a call for articles for SALT Magazine that promotes diversity of thought and creativity, and a workshop on photojournalism that centers on ethical practices and storytelling through photography.

Through programs like "The Art of Writing About Nursing Articles" and "Nursesdote," which emphasize expressive writing within the nursing industry, organization C focuses on improving writing skills particular to the nursing field. To help students, become better journalists and spread knowledge, organization D offers journalism education through seminars and news publications. Through its spoken poetry program, the organization E encourages the development and delivery of poetry to establish an emotional bond with the audience. Together, these programs support the development of well-rounded literary and communication skills that are discipline-specific.

The organization F offers a wide range of programs, such as targeted communication training, a yearly literary-musical festival honoring different skill levels, and a media and information center for events, gatherings, and instruction. They also teach students for communication-based competitions, provide technical and digital skill training, and publish academic and staff members' works. The club also publishes a coffee table book that details the accomplishments and history of the institution. Every program offered by these organizations is made to accomplish particular goals and develop particular abilities, resulting in a rich and nurturing atmosphere that encourages the development of literary and journalistic talents.

The way in which these language-focused programs are being implemented in different school organizations shows how comprehensively teaching teachers and students to improve their literary and communication skills is done. These programs guarantee that participants build a solid foundation in verbal and written communication by emphasizing language skills. Programs are kept relevant and effective despite shifting conditions thanks to the creative reaction to current issues reflected in the adaptation to the "now-normal" setting. These programs' relevance is further reinforced and their meaningful contribution to the broader educational mission is ensured when

they are aligned with institutional goals. The focus on innovation promotes innovative approaches to problem-solving and the creation of fresh approaches to teaching and learning. Furthermore, concentrating on language indicators or components yields quantifiable results, making evaluation and ongoing program improvement easier. The promotion of shared language fosters a sense of community and collective identity, enhancing collaboration and mutual understanding among participants.

The extensive examination and evaluation of the work schedules of the six selected clubs, bolstered by feedback from involved members and approved by the Office of Student Affairs, demonstrate the diverse advantages of these language-focused initiatives. These programs, which focus on improving writing and speaking abilities, are not only creative and responsive to contemporary environments, but they also support more general educational objectives. The varied needs and interests of the school community are successfully met by these programs, which emphasize necessary language components and create a shared language environment. They ensure that literary and journalistic talents can flourish by fostering a cohesive and vibrant environment that fosters creativity, expression, and professional development. This all-encompassing strategy emphasizes how crucial these programs are to creating a dynamic and expressive school community.

Peculiar Programs in Every School to Accommodate Context-Specific Concerns

Language-related programs serve as pivotal platforms for honing communication skills and fostering linguistic prowess among individuals. This endeavor delves into a myriad of initiatives conducted by different organizations. Table 2 presents the peculiar language-oriented programs in every school.

Table 3. Peculiar language-oriented programs in every school

Language-Oriented Club Advisers	Program	Activities	Objectives
Participant A	Writing and Journalism	Seminars and workshops	1. Enhance writing abilities 2. Develop journalistic acumen 3. Empower participants for academic and professional success
Participant B	Writing and Creativity	Seminar-workshop activities, photography, captions	1. Enhance writing skills 2. Foster creativity 3. Develop effective communication skills through various mediums
Participant C	Language Learning and TOEIC	Informal gatherings, language practice, TOEIC prep	1. Practice speaking and learning specific languages 2. Prepare for TOEIC exams 3. Advance language proficiency and charisma

Participant A conducts seminars and workshops related to writing and journalism, emphasizing continuous enhancement in language skills for members and officers. These programs offer invaluable opportunities for participants to refine their writing abilities and journalistic acumen, thereby empowering them to excel in their academic and professional pursuits.

Participant B focuses on enhancing writing skills through seminar-workshop activities, albeit not primarily language-focused. In addition to writing, their organization also delves into photography and writing captions, contributing to a well-rounded approach to communication and creativity. While the primary focus may not be language, these activities undoubtedly contribute to the development of effective communication skills.

Participant C takes a different approach by organizing informal gatherings for students to practice speaking and learning specific languages. These gatherings serve as vibrant hubs for language enthusiasts to immerse themselves in linguistic exploration, thereby advancing their language proficiency and charisma in academic settings. Moreover, Participant C prepares students for TOEIC exams, including language exams, ensuring their readiness to excel in language proficiency assessments.

In summary, the language-related programs conducted by the participants encompass a spectrum of activities, ranging from seminars and workshops on writing and journalism to activities aimed at enhancing writing skills and informal language practice gatherings and language exam preparation. Each initiative contributes uniquely to the overarching goal of fostering effective communication and language proficiency among participants, ultimately facilitating their personal and professional growth.

Communicative Language Teaching (CLT) emphasizes real-life communication and interaction as the primary means of language learning. The various activities mentioned, such as seminars, workshops, and informal language practice gatherings, align well with the principles of CLT by providing opportunities for students to engage in authentic communication. According to Qasserras (2023), the CLT approach emphasizes learner-centeredness and meaningful dialogue, offering several advantages. It encourages active participation from students, allows for the use of language in real-life situations, and enhances their ability to communicate effectively. Additionally, it promotes student autonomy, improves critical thinking skills, and nurtures problem-solving abilities. Furthermore, Task-Based Language Teaching (TBLT) focuses on the use of meaningful tasks to promote language learning. Activities aimed at enhancing writing skills and language exam preparation can be viewed through the lens of TBLT, as they involve students in purposeful language use and problem-solving tasks. Per Richards and Rodgers (2001), TBLT is an approach that uses tasks as the core unit of planning and instruction in language teaching. Proponents of TBLT see it as a logical development of Communicative Language Teaching, drawing on principles from the 1980s movement. These principles include the importance of real communication activities, using language for meaningful tasks, and employing meaningful language to support the learning process.

Difference from Other programs

Participant A and Participant C each offer language-related programs with distinct characteristics compared to other programs.

Participant A's program focuses primarily on journalism, writing, and language skills. While the structure of the program may resemble others, the emphasis on these specific areas sets it apart. This specialization suggests a targeted approach to developing proficiency in communication and journalistic techniques, potentially attracting individuals with a keen interest in these fields.

On the other hand, Participant C's program stands out due to its structured implementation aligned with academic objectives. Unlike some other programs, Participant C's initiative integrates extensive resources such as library access, language labs, multimedia materials, and involvement from faculty members. This structured approach indicates a commitment to providing

comprehensive support and a conducive learning environment for participants. Additionally, the utilization of these resources suggests a focus on enhancing both theoretical knowledge and practical language skills, potentially appealing to individuals seeking a well-rounded language education.

Overall, while both programs may share similarities with others in terms of structure or content, their unique emphases and characteristics differentiate them. Participant A prioritizes specific areas like journalism and writing, catering to individuals with specialized interests, while Participant C emphasizes structured implementation and comprehensive support, appealing to those seeking a robust academic language program.

Differentiation allows programs to cater to the diverse needs and preferences of students, offering unique value propositions that attract specific audiences and address specific learning goals. Kilbane and Milman (2023) expound that differentiated instruction, when combined with technology, helps in designing experiences that cater to student's diverse needs and promote transformational learning. This approach also helps students develop real-world skills that will benefit them throughout their education, life, and careers.

Distinct language-related experiences

Participants were asked if they had encountered distinct language-related experiences. The responses were as follows: Participant A: "Not really." and Participant B: "I guess I haven't yet." The responses provided by the participants offer insights into their perspectives on language-related experiences. It's noteworthy that two out of the three participants either explicitly stated a lack of distinct language-related experiences or expressed uncertainty about encountering them.

It implies that Participant A's response, "Not really," suggests a lack of awareness or recognition of distinct language-related experiences. This could be due to a variety of factors such as limited exposure to diverse linguistic situations, a narrow interpretation of what constitutes a distinct language-related experience, or a lack of reflection on their linguistic interactions.

Participant B's response, "I guess I haven't yet," indicates a sense of openness to the possibility of encountering distinct language-related experiences in the future. This response implies that the participant may not have actively sought out or experienced such linguistic situations thus far but remains receptive to them in the future.

Overall, Participant A's response suggests a potential lack of awareness or recognition of distinct language-related experiences, possibly due to limited exposure or interpretation. Participant B's response indicates openness to encountering such experiences in the future, despite not having done so yet. These differing perspectives underscore the complexity of individual engagement with language and highlight the need for further exploration to better understand these dynamics.

Having a diverse range of language-related experiences is a valuable investment in personal and professional growth. It broadens perspectives, enhances communication skills, and fosters intellectual, cultural, and personal development. Abarquez (2021) reveals that language programs equip students with skills applicable to real-life situations and practical learning. Utilizing various techniques, programs, and competencies enhances macro abilities

Language-related programs to accommodate context-specific concerns

Participant C's response is: "In our programs, we customize content to address participants' specific needs and interests, ensuring relevance to their goals." Additionally, they state, "We also offer specialized courses focusing on industries, cultural contexts, or communication skills to accommodate diverse contexts." These statements indicate that language-related programs prioritize customization and specialization to address context-specific concerns. By tailoring

content to meet participants' specific needs and interests, these programs ensure relevance and effectiveness. This approach acknowledges that language learning is most impactful when it directly addresses learners' goals and requirements.

Furthermore, offering specialized courses targeting specific industries, cultural contexts, or communication skills demonstrates a commitment to catering to diverse contexts. This strategy enables participants to develop language skills tailored to their professional or personal contexts, thereby enhancing their ability to communicate effectively and navigate language barriers within their respective domains.

Overall, the results suggest that language-related programs adopt a multifaceted approach to accommodate context-specific concerns, combining customization and specialization to meet the diverse needs and goals of participants across various contexts. Such flexibility and responsiveness are essential for ensuring the efficacy and relevance of language education initiatives in today's interconnected and culturally diverse world. Kukulska-Hulme (2023) revealed that English is a valuable tool for socioeconomic, educational, and professional development. There is little resistance to English becoming a dominant language in participants' linguistic contexts. Therefore, English should be incorporated appropriately into the local linguistic landscape, with a defined role and status in local language education policy documents. This has important implications for policy and practice. Thus, language-related programs that are context-specific are essential for effective communication, cultural sensitivity, regulatory compliance, and improved overall experience.

In support of the responses from the three participants who participated, and in the absence of contributions from the three other participants who did not answer the semi-structured interview questions, the work plans of the identified six clubs were reviewed and analyzed. Permission was granted by the Office of Student Affairs (OSA), enriching the results of the study as to the programs that are peculiar in every school to accommodate context-specific concerns.

The document presents a comparative analysis of several organizations that focus on language oriented programs. Each organization has distinct initiatives aimed at developing students' writing, communication, and creative expression skills. The table below outlines the specific programs and objectives of these organizations, highlighting both their unique approaches and shared goals. By examining these details, one can gain a deeper understanding of how these organizations contribute to fostering a comprehensive and dynamic educational environment. Table 4 below shows the different programs of the language-oriented organizations.

Table 4. Workplan analysis of the language-oriented organizations' programs

Organizations	Language-Oriented Programs	Objectives
Organization A	Writing Contests	To enhance the literary skills of the students
Organization B	Crafting Narratives: A Seminar on News and Feature Writing	<ol style="list-style-type: none"> 1. Enhance participants' news and feature writing abilities by providing practical insights, techniques, and strategies for writing narratives 2. To equip attendees with the knowledge to write content that is not only informative but also aligned with editorial standards. 3. To help enhance the writing skills of SIHTM students
	Call for Articles for Publication in the SALT Magazine	<ol style="list-style-type: none"> 1. Foster a variety of viewpoints and opinions by inviting submissions from students with different backgrounds, interests, and experiences. 2. Provide a platform for students to showcase their writing skills, creativity, and unique voices by submitting articles. 3. To scout potential writers as contributors to the school publication 4. Capture the essence of the school community by featuring articles highlighting achievements,
	Capturing Moments: Photojournalism and Writing Captions Seminar Workshop	<ol style="list-style-type: none"> 1. To provide insights into capturing impactful moments and using photography as a medium for effective storytelling 2. To guide attendees on complementing photos with appropriate captions providing contexts to captured moments 3. To instill a commitment to ethical practices in both image capture and caption writing
Organization C	The Art of Writing About Nursing Articles	Development and enhancement of nursing writing
	Nursesdote	Encourage students to be expressive in writing
Organization D	Journalism Seminar	To promote journalism to students through seminar
	ROUTER publication	To disseminate news to students
Organization E	Spoken Poetry	<ol style="list-style-type: none"> 1. To provide an opportunity to create, express and perform poetry 2. To explore achieving emotional objectives through expression and connection with the audience
Organization F	Your Ideas Matter	To showcase the knowledge of the first-year students about their subject Purposive Communication.

	Host the school's annual Literary Musical Festival	Host the school's annual Literary-Musical Festival that recognizes and celebrates the students' talents and skills in media and communications, music and arts, dances, culture, and other areas
	Creation of Media and Information Station	Head the establishment of the school's first-ever Media and Information Station which shall serve as an avenue to incoming physical and online engagements (talks, interviews, others), meetings and trainings, and other related activities of the faculty and staff;
	Conduct training and preparation for press conferences and other competitions or activities	Train its members for incoming communication-based competitions such as public speaking, quiz bees, and others as well as group-based competitions on broadcast journalism such as radio broadcasting, television broadcasting, collaborative or desktop publishing, and online publishing.
	Training in events facilitation and management, lay outting, photojournalism, graphics designing, and other technical digital skills	<ol style="list-style-type: none"> 1. Assist the club advisers in facilitating and managing school activities through documenting, hosting emceeing, and other services. 2. Assist other clubs and fellow students in facilitating and managing school activities through documenting, hosting and emceeing, and other services
	Creation of the Faculty and Staff Publication	<ol style="list-style-type: none"> 1. Spearhead the school's first-ever Faculty and Staff Publication as a means to accommodate and publish the journalistic and literary articles of the faculty members and staff that report or feature their personal experiences, professional endeavors, talents, and skills, among others 2. Assist in the endeavors of the Faculty and Staff Publication, Media and Information Station, Coffee Table Book, and other designated tasks or roles of the Club
	Creation of the Coffee Table Book	Lead the accomplishment and publication of the school's first-ever Coffee Table Book as a means of documenting the school's history, achievements, and accomplishments over time;

In examining the various organizations dedicated to language-oriented programs, it becomes evident that each has a unique approach to enhancing students' literary and communication skills. These organizations employ a range of activities, from writing contests and seminars to publications and creative events, each designed to foster different aspects of language proficiency. Understanding the similarities and differences among these organizations provides valuable insights into how they collectively contribute to a comprehensive educational environment that nurtures both creative expression and professional development. By comparing their objectives and methods, one can better appreciate the diverse strategies employed to achieve common educational goals.

Similarities

Focus on Enhancing Writing Skills. Organization A and Organization B both aim to enhance students' writing skills. Organization A conducts writing contests, while Organization B offers a seminar on news and feature writing and calls for article submissions for a magazine. Moreover, Organization C and Organization E also emphasize writing but in more specialized areas. Organization C focuses on nursing-related writing, while Organization E promotes expressive writing through spoken poetry.

Promoting Creative Expression. Organization A and Organization E both provide platforms for creative expression. Organization A through writing contests, and Organization E through spoken poetry events. Furthermore, Organization F supports creative expression on a larger scale by hosting an annual Literary-Musical Festival, recognizing talents in various creative fields.

Training and Development. Several organizations focus on training and development. For example, Organization B offers seminars on photojournalism and caption writing, and Organization F provides extensive training in various communication-related skills including public speaking, journalism, and digital skills. Also, Organization D offers journalism seminars, aiming to promote journalistic skills among students.

Publication Opportunities. Many organizations offer students opportunities to publish their work. Organization B through its SALT Magazine, Organization D with its ROUTER publication, and Organization F with the Faculty and Staff Publication and the Coffee Table Book. These opportunities allow students to showcase their writing and contribute to the school's literary and informational resources.

Differences

Specialization of Programs. Organization C has a unique focus on nursing-related writing, distinguishing it from other organizations that cover more general or diverse topics. While, Organization E focuses on spoken poetry and the specific knowledge of first-year students in Purposive Communication, providing a more niche approach compared to the broader writing and journalism programs of other organizations.

Scope and Scale of Activities. Organization F stands out for its broad and multifaceted approach, including the annual Literary-Musical Festival, creation of media stations, and extensive training for press conferences and competitions. This indicates a larger scale of operations compared to the more singular-focused activities of organizations like Organization A (writing contests) or Organization C (nursing articles).

Objective Diversity. While many organizations aim to enhance writing and journalism skills, their specific objectives vary. For instance, Organization B aims to equip participants with editorial standards and foster a variety of viewpoints through its magazine, whereas Organization D focuses more on disseminating news and promoting journalism. Organization F also includes objectives related to managing school activities, assisting other clubs, and documenting the school's history and achievements, showing a blend of practical skill development and historical documentation.

The organizations share a common goal of enhancing language skills, whether through writing, journalism, or creative expression. However, they differ significantly in their specific focus areas, the scope of their activities, and their target audiences. Across the board, there's a strong emphasis on skill enhancement, whether through contests, seminars, publications, or training programs. This indicates a comprehensive approach to language development. Many organizations provide platforms for students to express their creativity, be it through writing contests, spoken poetry, or larger festivals. This fosters a diverse and rich cultural environment. Organizations like Organization F provide extensive practical training, which is crucial for

students aiming to enter professional fields related to media, journalism, and communication. The emphasis on publications across several organizations highlights the importance of providing students with opportunities to see their work in print, which can be motivating and professionally rewarding.

In conclusion, while the organizations have diverse approaches and specialized focuses, they collectively contribute to a robust language-oriented educational environment that supports skill development, creative expression, and professional preparedness. Thus, this creates a comprehensive framework that supports the literary and communicative growth of the entire school community.

Unified Framework to Serve as a Basis for Future Language-Oriented Organizations

It is interesting to note that the participants planned and implemented language-oriented programs in their respective schools to further their member's and officers' language skills. Participant A detailed their creation of a language committee, comprised of the organization's top members considering language proficiency, who conduct tutorials with any student in need of assistance. The Society members also provide reviewers for the students by their organization's mission to aid in the academic careers of their fellow students.

Participant B focused on monitoring and assisting the members remotely in the planning and implementation of the language-oriented programs. Participant C shared that their school has an organization that deals with foreign languages, specifically, Nihongo. It is an organization that offers language-oriented activities.

It may be gleaned from the responses that the unified framework necessitates the expertise of people who are knowledgeable of language-oriented activities to ensure the swift planning and implementation of the tasks.

To triangulate, work plans showed the need to have a point person who shall oversee the entire course of the organization's endeavor from planning to implementation to assessment, and to the eventual evaluation of activities to target the nature and goal of the club or organization. Likewise, the same thought has been shared by the Officer-in-Charge in identifying club advisers who are inclined to language to explore and carry out plans focusing on the skills expected of the club and the members.

Attention Required (n.d.) posits that language learning takes place in organizations with the language teacher. Meanwhile, the term education language implies that one is dealing with a language that is not only relevant in schools but rather is meaningful in any learning setting.

Thus, educational success depends on knowledge of the prevalent practices and norms of language usage in a social domain (Schmolzer, 2008). All these prove the need to include an expert from the field to spearhead the language-oriented club or organization.

Activities that are responsive to members' and officers' needs

When the club officers and members are exposed to educational endeavors resulting in improved language skills, the participants deemed the activity responsive to members and officers. Based on the result of the evaluation reports of the officers submitted to the club advisers, participant 1 revealed that the reviewers that the officers and working committee had put up were not only responsive to the needs of the officers and members but also benefited other students. Participant B put forward seminars and workshops as the most useful means to accommodate the organization's needs.

Personal growth keeps a person aware of one's capabilities so one can maximize his or her strengths further to grow his or her business, career, and personal life. Training and seminars not only help in discovering members' potential but also help them see patterns of growth opportunities they can maximize to earn more revenue and be more significant to others (Tampon, 2023).

Work plans also indicated collaboration and initiative of clubs and organizations in creating school and university-wide activities permitting them to not only showcase their skills but also develop patterns leading to enhanced systems.

Therefore, the purpose of these educational experiences to further develop language skills is to become more self-aware of what skills the members and officers need to learn, and need to master and upgrade.

Program components and characteristics to be considered when planning language-oriented programs based on the assessment and evaluation of implemented language activities or work plans

Based on the responses of the participants, when language-oriented programs, the club or organization adviser should consider curriculum design, teaching methods, and assessment strategies to meet learners' needs effectively. Integrating cultural elements and technology tools to enhance language learning experiences, and other flexible program options and support services to accommodate diverse learners should be considered at all times. It is also important to evaluate and improve the program based on feedback from learners and club or organization advisers to ensure effectiveness. Ergo, the inclusion of cultural elements is necessitated to carry our culture through language-oriented activities.

Participant B adds by saying that the relativity of the activity to the goal is the most important thing to be considered.

Proficiency-oriented language instruction is a general framework for organizing instruction, curriculum, and assessment, rather than a method or a theory. Within this framework, language learners practice the four modalities (listening, speaking, reading, and writing) to communicate meaningfully, effectively, and creatively in their target language for real-life purposes. Then, instruction, curriculum, and assessment are provided in the Framework for the standards-based planning of a language-oriented program. A proficiency orientation promotes intercultural communication by exploring the mosaic of language and culture so that students can communicate appropriately and accurately in authentic contexts in a foreign language (CARLA, 2019).

Work plans are also suggestive of the need for a strengthened and standards-based mechanism that ensures the development of skills while revisiting why the club or organization is established and sustained, in the first place. This may now yield to the understanding that while activities may be engaging, the plan as the start of all tasks and related tasks should encapsulate the overall goal of the organization.

From all these, it is suggested that the unified framework below be followed to serve as a basis for future language-oriented organizations.

The proposed Unified Framework for Language-Oriented Organizations accounts for the salient findings of the study.

It should be noted that the unified framework as a basis for future language-oriented organizations involves mandates or legal bases to push through to ensure the safety, well-being, and support necessitated in its planning to implementation stages. Language experts, responsive activities to accommodate members' and officers' needs, and evaluation measures to improve the planning and implementation of language activities and work plans should be made readily

available for cross

referencing the nature, goals, and characteristics of the language-oriented club or organization that appeared as the common features. From the findings of the study, cultural elements, technology, and language committees are synthesized as the salient features.

From all these, the Program Outcomes that are directly related to language-oriented clubs or organizations that include effective communication, and critical thinking skills are also expected in consonance with the graduate attributes of effective communicators in the 21st century. As presented in the Framework, the key terms highlighted in blue are incorporated based on the findings of the study.

The said framework shall also maintain an ongoing feedback mechanism scheme to ensure that the plans and the people involved are benefited, assisted, and directed to the club or organization's goals. The Framework below also maintained existing steps that are deemed necessary in the functionality of a club or organization but included domains that have been identified and synthesized from the results of the study.

University of Baguio's Unified Framework for Language-Oriented Organizations

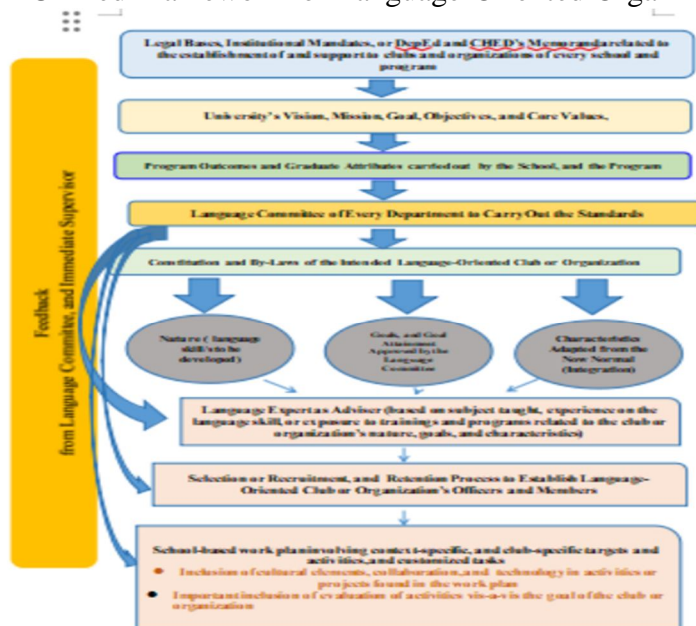


Figure 1: Unified Framework for Language-Oriented Organizations

Navigating Figure 1, Legal Bases, Institutional Mandates, or DepEd and CHED's Memoranda related to the establishment of and support to clubs and organizations should always be the basis of the founding of any organization. The thick arrows indicate a strong connection between and among particulars and the process of consideration and reconsideration. In this context, the University's Vision, Mission, Goals, Objectives, and Core Values should be reflected in the establishment of a club or organization as these banner the identity of the University of Baguio. Program outcomes and graduate attributes aligned to the language-oriented programs are also carried out and prioritized by the language-oriented programs in carrying out their Constitution and By-Laws. This means that language-oriented clubs or organizations' activities and endeavors are re-appropriated based on what skills are deemed necessary in their respective

fields. The Language Committee composed of language experts or practitioners acts as the gatekeeper of standards, both for the nonnegotiable laws, mandates, CHED and DepEd memorandum, VMGO of the university, school-specific program outcomes, and graduate attributes, vis-a-vis the club's nature, goals, and peculiar characteristics.

It is through these that the Constitution and By-Laws of the intended Language-Oriented Club or Organization are crafted subsuming the nature, goals, and characteristics of the club or organization as represented by the thin arrows. It is through the Constitution and By-Laws, reflecting the mandates and enclosures, that the selection of the language expert adviser, operationally defined as based on the subject taught, experience on the language skill, or exposure to training and programs related to the club or organization's nature, goals, and characteristics is selected.

It also includes the Selection or Recruitment, and Retention Process to Establish the Language Oriented Club or Organization's Officers and Members, eventually, the creation of the Work Plan that involves context-specific, and club-specific targets and activities, and customized tasks leading to the important inclusion of evaluation of activities vis-a-vis the goal of the club or organization at the end of the semester or academic year.

It is ascertained that now-normal features involving technology, collaboration, and cultural integration are carried through the work plan, and are systematized based on the evaluative process of the school, and the program offering the language-oriented club or organization.

Throughout the process, the feedback mechanism shall be done as observed on the rectangle on the left. This means that from beginning until end, these are to be checked, overseen, or monitored by the immediate supervisor, and the language committee to ensure that the processes are followed, information is interpreted correctly or appropriately, and all members are facilitated in the said language-oriented club or organization, not only on its purpose, but also its skill attainment.

5.0 Conclusions

1. Language-oriented organizations have showcased resilience and adaptability in navigating the current norm, emphasizing language skills, adaptation to the new normal, goal alignment, innovation, language indicators or components, and shared language. Their emphasis on clear communication, academic excellence, and inclusivity enriches the educational experience significantly. The shared characteristics of flexibility, innovation, and a dedication to excellence highlight their capacity to overcome hurdles and thrive. Looking ahead, leveraging these lessons will be pivotal in fostering an innovative culture and ongoing enhancement, securing their lasting influence in shaping the landscape of language and communication.

The examination of the six clubs' work plans, which is backed by participant input and the Office of Student Affairs, demonstrates the value of these language-oriented programs. These programs are unique, adaptive, and educationally relevant, to improve literary and communication skills. They address the school community's different demands by focusing on core language components and developing a shared language. This method fosters creativity, expression, and professional growth, assuring the success of literary and journalistic skills while also contributing to the creation of a lively, well-informed school community.

2. The findings highlight the effectiveness of language-related programs in addressing specific concerns. These programs offer a variety of activities, such as writing workshops and specialized exam preparation, to enhance language skills and personal growth. The emphasis on customization and specialization ensures relevance and effectiveness by addressing participants' specific needs and interests. This multifaceted approach demonstrates adaptability and responsiveness to diverse

contexts and goals, enhancing learners' ability to navigate linguistic challenges in today's interconnected world.

The language-oriented programs aim to enhance literary and communication skills among students and faculty, contributing to a vibrant, expressive, and well-informed school community. These programs cater to different audiences and employ diverse methods to nurture a wide array of skills and interests. While the similarities reflect a shared commitment to fostering creativity and professional development, the differences highlight tailored approaches needed to address unique needs. Overall, the combination of shared objectives and diverse strategies creates a comprehensive framework that supports the literary and communicative growth of the entire school community.

3. The unified framework as a basis for future language-oriented organizations should always involve language experts, responsive activities to accommodate members' and officers' needs, and evaluation measures to improve the planning and implementation of language activities and work plans while ensuring that key steps are standards-based and contributory to their school, and the university's vision.

6.0 Recommendations

1. To sustain and enhance the resilience and adaptability demonstrated amid the now-normal, it is imperative for language-oriented organizations, along with their advisers and Academic Heads, to collectively embrace hybrid models that combine in-person and online activities, ensuring accessibility and engagement for all members. By aligning their work plans with the mission, vision, and objectives of the university and the Office of Student Affairs, these organizations can effectively prioritize professional development opportunities, such as workshops, seminars, and mentorship programs, to foster academic excellence and skill enhancement. Moreover, actively promoting diversity and inclusivity within the organization, celebrating cultural differences, and creating inclusive environments are essential. Collaborating and networking with other student groups, academic departments, and industry partners not only expands opportunities for members but also enriches the educational experience. Finally, prioritizing continuous improvement through regular assessment and adaptation of programs ensures that these organizations remain agile and effective in shaping the future of language and communication within the university ecosystem.

2. To improve language programs, it is crucial to prioritize customization and specialization. School organization heads should conduct thorough needs assessments among participants to understand their specific language learning requirements and goals. They should develop tailored curricula and content that address diverse linguistic needs and interests. Offering specialized courses targeting specific industries, cultural contexts, or communication skills can provide practical language skills tailored to participants' professional or personal contexts. Continuous evaluation and feedback mechanisms should be implemented to assess program effectiveness and make necessary adjustments. Integrating technology into language learning experiences can enhance engagement and accessibility, ensuring that language programs effectively meet the diverse linguistic needs of participants and foster relevant and impactful language learning experiences.

3. The proposed Unified Framework for Language-Oriented Organizations may be used for the succeeding academic year as a springboard in the crafting of every school's language-oriented club or organization work plan. An evaluation, contextualization, or refinement may be made to enhance the framework guaranteeing a full understanding of the nature and characteristics of the club or

organization. Other factors that may greatly contribute to the attainment of the club or organization's goals may be incorporated.

7.0 References

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