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ENGLISH COMMUNICATION NEEDS ANALYSIS FOR EXECUTIVE LEADERS IN INDONESIA'S URBAN RAIL TRANSIT INDUSTRY

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Abstract: This study explores the English communication needs of executive leaders in Indonesia's urban rail transit industry and provides a foundation for developing an Executive English Program. A mixed-methods workplace needs analysis was conducted involving ten professionals occupying managerial and executive positions across multiple organizational functions. Data were collected through a structured needs analysis questionnaire, open-ended responses, and one-on-one semi-structured interviews. Quantitative data were analyzed using descriptive statistics, while qualitative data were examined through thematic analysis and triangulated across sources. The findings revealed that English was primarily used for interactive oral communication, meetings, presentations, negotiations, and written professional communication. Despite the frequent use of English in workplace settings, participants reported challenges related to speaking fluency, understanding fast speech, professional vocabulary use, and communication confidence. Analysis of participants' expected learning outcomes identified five interrelated competency areas for Executive English Program development, reflecting the communication demands of leadership roles in internationally connected workplaces. The study contributes to ESP needs-analysis research by extending workplace communication investigations to executive leaders in the urban rail transit industry. The findings provide practical guidance for designing workplace-oriented Executive English Programs that emphasize authentic communication tasks and professional performance.

Keywords: *English for Specific Purposes; needs analysis; executive leaders; urban rail transit industry.*

INTRODUCTION

The rapid development of global business networks, technological innovation, and international collaboration has transformed communication practices across professional sectors (Strauss et al., 2025). English has become dominant for international communication, enabling organizations to coordinate across geographical, cultural, and linguistic boundaries (Victoria et al., 2025). Professionals are increasingly expected to communicate with international clients, consultants, investors, technology providers, and strategic partners (He & Cirocki, 2025). Consequently, English proficiency has evolved into a core professional competency supporting organizational performance.

This phenomenon is particularly noticeable in transportation and infrastructure industries, where international cooperation occurs through technology transfer, procurement, operational consultation, and strategic business partnerships (Peltonen & Hu, 2025; Victoria et al., 2025). In Indonesia, the development of Urban Rail Transit (URT), particularly Light Rail Transit (LRT), has increased interactions between local professionals and international stakeholders (Candra & Khoiriyah, 2024; Jannati et al., 2025). Modern rail transportation projects often require collaboration with multinational vendors, engineering consultants, overseas manufacturers, and international regulatory agencies. These conditions involve not only operational staff but also managers and executive leaders responsible for strategic decisions, project leadership, partnership evaluation, and organizational

representation. English communication competence has therefore become increasingly important for managerial and executive positions within the railway industry.

The importance of workplace communication has received massive attention within ESP or English for Specific Purposes (Akhmetova et al., 2023; Fatima & Fethi, 2023; Jannati et al., 2025; Otodu & Khoiriyah, 2023; Prasongko, 2023). ESP emphasizes language competencies aligned with learners' professional, academic, or occupational needs rather than general English proficiency (Akhmetova et al., 2023; Fatima & Fethi, 2023; Indasari et al., 2024; Otodu & Khoiriyah, 2023). Workplace communication is especially dynamic because communication requirements differ across industries, organizational roles, and professional responsibilities

The importance of needs analysis has been widely demonstrated across workplace ESP studies in business, hospitality, healthcare, engineering, higher education, tourism, and other professional sectors (Candra & Khoiriyah, 2024; Hoang et al., 2024; Kim et al., 2023; Nastiti et al., 2026; Pang et al., 2025). These studies indicate that workplace communication requires integrated speaking, listening, reading, and writing, with oral communication often receiving strong emphasis because of its role in meetings, presentations, discussions, collaboration, negotiation, and problem solving (Karadila Yustisia et al., 2023; Xia et al., 2024). Research also highlights professional vocabulary, presentation competence, intercultural awareness, and industry-specific communication (Viet Phuong, 2024). Professionals in international environments therefore need not only functionally but also to communicate specifically, accurately, clearly, and appropriately to achieve professional goals.

Although previous workplace ESP studies consistently emphasize the importance of workplace communication, they differ in both methodological approaches and findings. Some studies employed questionnaire-based surveys to identify language priorities among professionals, whereas others adopted mixed-methods approaches combining questionnaires and interviews to gain deeper insights into workplace communication practices (Creswell & Inoue, 2025; Younas et al., 2023). Variations are also evident in the findings. While several studies identified speaking and listening as the most critical competencies in hospitality, transportation, and engineering contexts, others highlighted the importance of written communication, documentation, and professional correspondence in particular occupational settings. These differences suggest that English communication needs are strongly influenced by professional roles and workplace contexts, reinforcing the importance of context-specific needs analysis.

Despite this growing literature, many studies have focused on university students, frontline employees, operational staff, entry-level professionals, or prospective workers (Candra & Khoiriyah, 2024; Indasari et al., 2024; Jannati et al., 2025). These groups are important, but they do not fully represent communication demands at higher organizational levels. As professionals move into managerial and executive positions, their responsibilities increasingly involve leadership, strategic planning, organizational representation, stakeholder management, and decision-making (Kalra & Danis, 2024). Executive leaders may need to lead meetings, negotiate agreements, manage external partnerships, present organizational initiatives, evaluate business opportunities, supervise projects, and communicate with stakeholders from diverse backgrounds. Such activities require communication competencies that extend beyond routine workplace interactions and involve persuasion, influence, negotiation, and relationship building.

In addition, existing ESP needs-analysis studies have predominantly focused on students, operational employees, customer-service personnel, healthcare workers, tourism practitioners, and technical professionals. Comparatively few studies have examined executive leaders or managerial populations despite their responsibilities for strategic decision-making, stakeholder engagement, and international communication. However, empirical investigations focusing specifically on executive leaders' English communication needs remain scarce.

Within the Indonesian railway and urban rail transit context, several studies have examined English communication from different professional perspectives. Candra and Khoiriyah (2024) investigated English communication needs among railway customer-service personnel, emphasizing passenger interaction and service communication. Jannati et al. (2025) explored communication practices in transportation-related service environments, while (Ardika et al., 2025) examined workplace English needs among technical and engineering professionals. Although

these studies confirm the increasing importance of English in transportation-related workplaces, their focus remains on operational, service-oriented, or technical personnel. The communication needs of executive leaders responsible for strategic management, stakeholder engagement, negotiation, and international collaboration remain largely underexplored.

Theoretically, this study extends ESP needs-analysis research by examining executive leaders, a professional group that remains underrepresented in previous workplace communication studies. Practically, the findings provide guidance for designing Executive English training programs tailored to the communication demands of the urban rail transit industry. Beyond the participating organization, the findings may also benefit urban transportation operators, state-owned enterprises, corporate training providers, and ESP curriculum designers seeking to strengthen leadership communication capabilities in internationally connected workplaces.

Investigating executive leaders' communication needs expands ESP workplace research beyond traditional learner populations and contributes to understanding how communication demands evolve across organizational hierarchies (Pang et al., 2025). It also provides a basis for adapting ESP frameworks to leadership-oriented contexts. Practically, evidence about executive communication needs can guide training programs toward competencies related to meetings, negotiations, presentations, stakeholder communication, and strategic decision-making rather than general proficiency alone (Peltonen & Hu, 2025; Romadhon, 2023). Such programs may support international collaboration, communication effectiveness, and professional performance.

Unlike previous studies primarily examining students, operational employees, or technical professionals, the present study focuses on executive leaders working within Indonesia's urban rail transit industry. By examining their communication tasks, challenges, and competency requirements, the study seeks to provide empirical evidence for developing an Executive English Program tailored to leadership communication needs. It therefore contributes to ESP theory and professional practice by addressing an underexplored learner population in a strategically important industrial sector.

Therefore, this study explores the English communication needs of executive leaders working in Indonesia's urban rail transit industry. Specifically, it aims to identify the English communication tasks required in their professional roles, examine gaps between current English proficiency and workplace communication demands, and determine the competencies that should be prioritized in an Executive English Program. The study is guided by three research questions: RQ1: What English communication tasks are most frequently required by executive leaders in Indonesia's urban rail transit industry? RQ2: What gaps exist between executive leaders' current English proficiency and workplace communication demands? RQ3: What English communication competencies should be prioritized in an Executive English training program?

METHOD

This study employed an exploratory case study design within English for Specific Purposes (ESP) to investigate the English communication needs of executive leaders in Indonesia's urban rail transit industry (Norz et al., 2023; Otodu & Khoiriyah, 2023). A mixed-methods approach integrated quantitative and qualitative data to enable methodological triangulation (Creswell & Inoue, 2025; He & Cirocki, 2025; Younas et al., 2023).

Ten participants (n=10) holding managerial to executive positions were purposively selected based on three criteria: executive/managerial rank, regular interaction with international stakeholders, and English use in professional duties (Memon et al., 2025). Respondents spanned multiple functional areas (rolling stock, procurement, finance, operations, HR, among others) with 6 to over 30 years of experience (Hariyono et al., 2024).

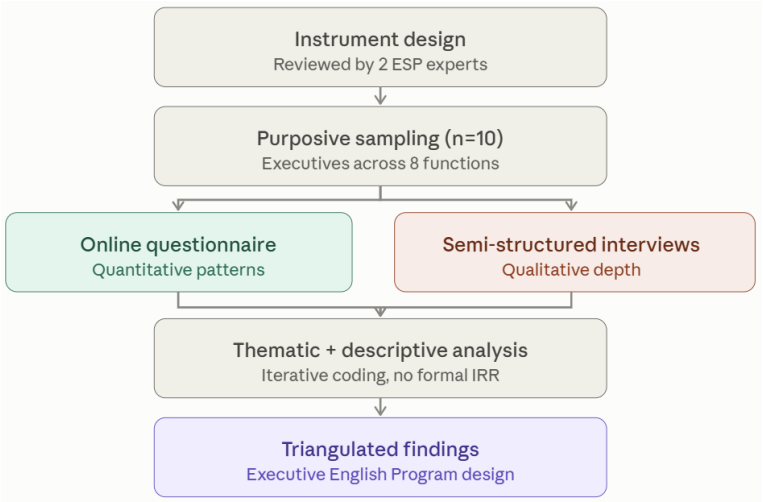


Figure 1. *Research workflow of the mixed-methods ESP needs analysis*

Data were collected via an online needs-analysis questionnaire (Google Forms), reviewed by two ESP experts for content validity (Zaki et al., 2025; Tibrewal et al., 2024), followed by semi-structured interviews to contextualize survey findings (Rofii, 2024; Msekelwa, 2023; Wise et al., 2024; Carl Angelo G & Paulo, 2024). Quantitative data were analyzed descriptively; qualitative data underwent thematic analysis — familiarization, coding, categorization, theme development (Naeem et al., 2023) — with coding consistency maintained through iterative review rather than formal inter-coder reliability, given the small-scale design (Ahmed et al., 2025; Udayanga, 2025). All participants gave informed consent, with anonymity and confidentiality maintained throughout.

RESULTS AND DISCUSSION

As presented in Figure 2, the participants consisted of ten professionals occupying managerial and executive positions in Indonesia's urban rail transit industry. Most participants held executive-level positions 6 out of 10 participants (60%) and had more than ten years of professional experience 8 out of 10 participants (80%), suggesting substantial exposure to workplace communication demands and leadership.

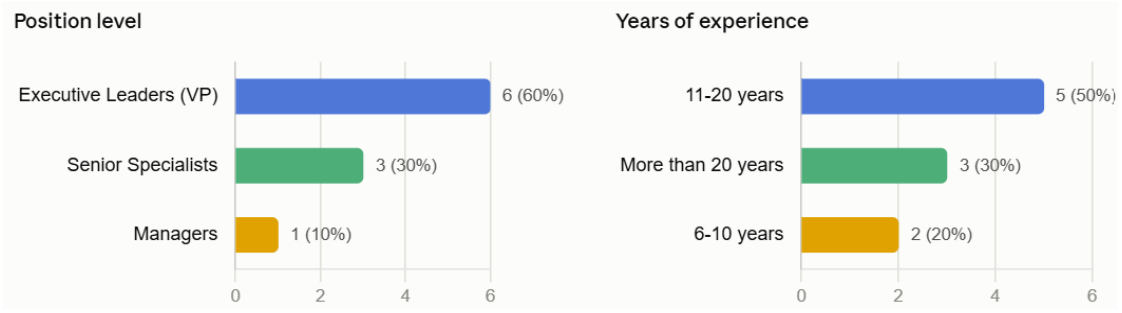


Figure 2. *Demographic characteristics of participants*

English communication tasks

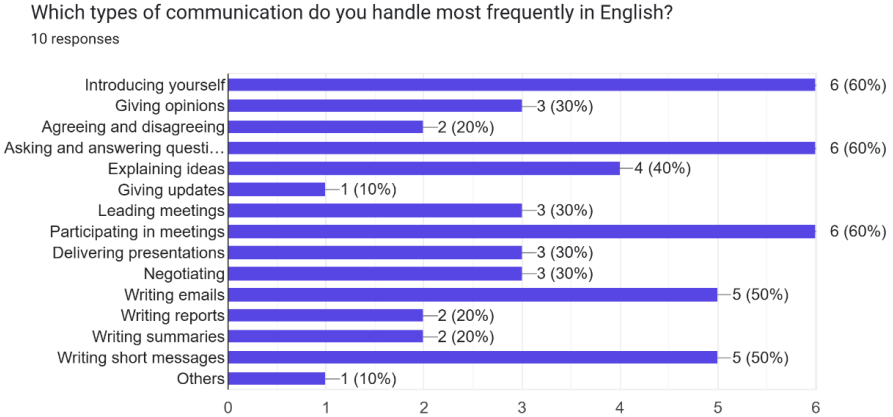


Figure 3. *Frequency of English communication tasks among executive leaders*

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The first research question sought to identify the English communication tasks most frequently required by executive leaders in Indonesia's urban rail transit industry. The questionnaire results revealed that participants used English across a variety of oral, meeting-related, strategic, and written communication activities. As presented in Figure 3, the most frequently reported tasks were introducing oneself 6 out of 10 participants (60%), asking and answering questions 6 out of 10 participants (60%), participating in meetings 6 out of 10 participants (60%), writing emails 5 out of 10 participants (50%), and writing short messages 5 out of 10 participants (50%). These findings indicate that English is primarily utilized to support daily professional interactions and collaborative workplace communication rather than isolated language activities.

To facilitate a more systematic analysis, the communication tasks were grouped into four broader categories: Interactive Oral Communication, Meeting-Based Communication, Strategic Communication Activities, and Written Professional Communication, as presented in Table 1 below.

Table 1. *Categorization of English communication tasks*

Communication Category	Communication Tasks
Interactive Oral Communication	Introducing yourself, asking and answering questions, explaining ideas, giving opinions, agreeing and disagreeing
Meeting-Based Communication	Participating in meetings, leading meetings, giving updates
Strategic Communication Activities	Delivering presentations, negotiating
Written Professional Communication	Writing emails, reports, summaries, and short messages

Interactive oral communication

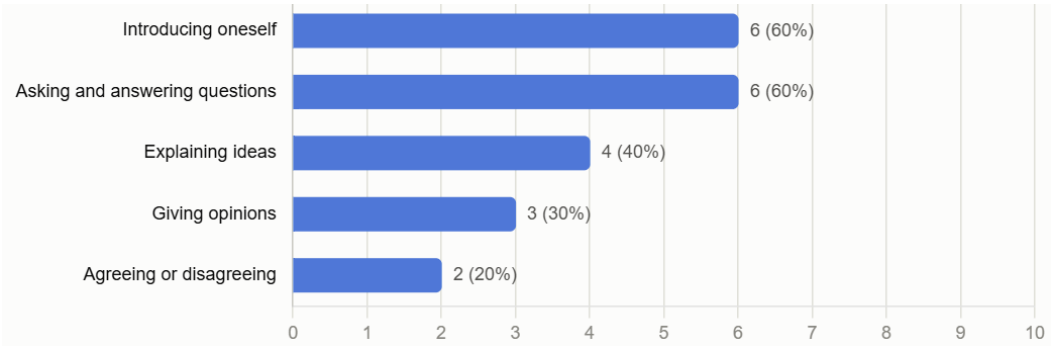


Figure 4. *Frequency of interactive oral communication tasks among executive leaders*

Interactive oral communication was the most prominent category of English use among participants. Introducing oneself and asking/answering questions were the most frequent (60% each), followed by explaining ideas (40%), giving opinions (30%), and agreeing/disagreeing (20%) — indicating English is primarily used for immediate, interpersonal interaction rather than prepared communication, reflecting the centrality of interactional competence in professional collaboration and problem-solving (Dai, 2024; Lasagabaster & Bier, 2025).

Meeting-based communication

Meeting-based communication emerged as another key category, with participants reporting three main activities: participating in meetings (60%), leading meetings (30%), and providing updates (10%). This highlights meetings as a central context for English use among executive leaders. The high rate of meeting participation suggests that English is essential for collaborative discussions involving information sharing, clarifying issues, and addressing work matters. As participants noted, this requires more than comprehension — it demands active contribution, responsiveness to questions, and clear articulation of ideas. This aligns with prior research (Král et al., 2023; Teryokhin et al., 2023), which emphasizes those meetings require active engagement to meet organizational goals, confirming meetings as a vital communication platform for executives in international settings.

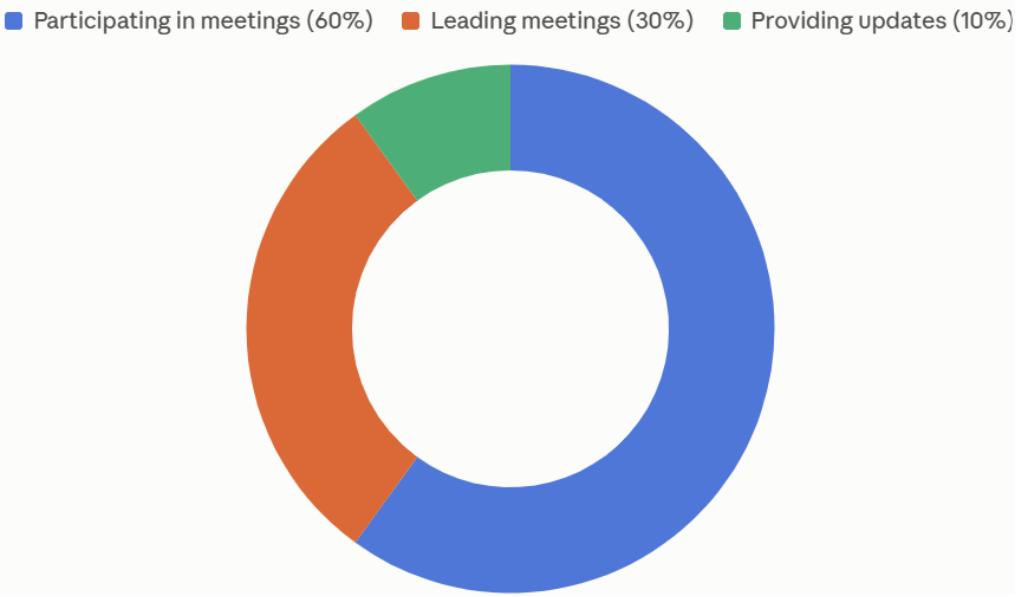


Figure 5. *Distribution of meeting-based communication activities among executive leaders*

Strategic communication activities

The results further revealed the importance of strategic communication activities, particularly delivering presentations 3 out of 10 participants (30%) and negotiating 3 out of 10 participants (30%). Although these activities were reported less frequently than meetings or interpersonal interactions, they represent communication tasks associated with managerial and executive responsibilities.

Presentations require professionals to organize and communicate information to specific audiences, while negotiations involve evaluating alternatives, defending positions, and reaching mutually acceptable outcomes. Both tasks involve higher levels of communication complexity because they require not only language proficiency but also the ability to communicate strategically and persuasively.

Interview data further showed that these activities often involve explaining organizational initiatives, discussing project-related matters, and interacting with external stakeholders. This finding is consistent with research suggesting that managerial communication frequently includes representational and persuasive functions in addition to information exchange (Heng & Yeh, 2024; Khudhur Omar, 2023).

Written professional communication

Written professional communication also emerged as an important component of English use among executive leaders. The most frequently reported activities were writing emails 5 out of 10 participants (50%) and writing short messages 5 out of 10 participants (50%), followed by writing reports 2 out of 10 participants (20%) and writing summaries 2 out of 10 participants (20%).

The findings indicate that written communication primarily serves practical workplace purposes such as exchanging information, confirming decisions, coordinating activities, and documenting work-related processes. The relatively high percentages for emails and short messages suggest that written communication is largely used for routine professional interactions rather than formal reporting activities.

Although oral communication appeared more prominent overall, written communication remained an important supporting function. Similar observations have been reported in ESP studies where emails and professional correspondence serve as essential tools for workplace coordination and information management (Victoria et al., 2025; Xia et al., 2024). Therefore, effective workplace communication requires competence in both oral and written forms of English.

Overall, the findings demonstrate that executive leaders primarily use English for interactive oral communication, meeting participation, strategic communication activities, and written professional communication. The dominance of oral interaction and meeting-related activities suggests that English functions mainly as a collaborative communication tool supporting professional engagement and workplace interaction. These communication tasks provide important insights into the real language demands experienced by executive leaders and establish a foundation for examining communication challenges and training priorities

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in the subsequent sections.

Gaps of current English proficiency and workplace communication demands

As shown in Figure 6, speaking was reported as the most challenging skill by 6 out of 10 participants (60%), followed by listening 3 out of 10 participants (30%) and writing 1 out of 10 participants (10%). These findings suggest that the primary communication gaps experienced by executive leaders are associated with real-time oral communication rather than text-based language activities.

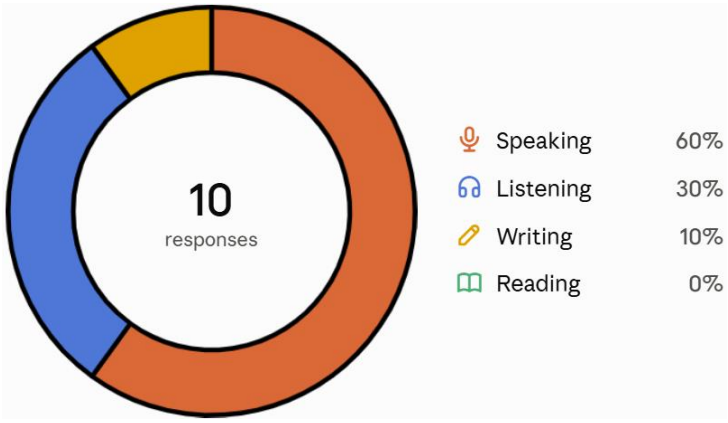


Figure 6. *Most challenging English skills by executive leaders*

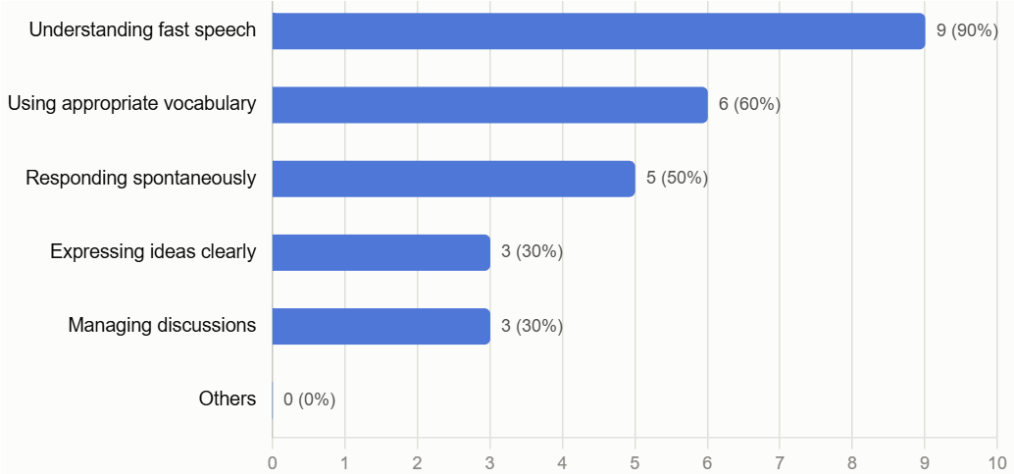


Figure 7. *Communication difficulties experienced during English-medium meetings*

From Figure 7, understanding fast speech emerged as the most frequently reported difficulty, reported by 9 out of 10 participants (90%).

Challenges in real oral communication



Figure 8. *Key statistics on real-time oral communication challenges among executive leaders*

Speaking emerged as the dominant language concern, identified as the most challenging skill by 60% of participants (6/10). Within this, 50% reported difficulty responding spontaneously and 30% struggled to express ideas clearly during meetings — indicating the core challenge lies not in grammatical knowledge but in real-time communicative performance. This mismatch reflects participants' formal English learning (grammar- and exam-oriented) against their actual

workplace demands: spontaneous interaction, technical explanation under pressure, and persuasive stakeholder engagement. This is consistent with workplace communication research linking effective performance to interactional competence rather than linguistic accuracy alone (Fan et al., 2026; Hoang et al., 2024). For executive leaders, this reframes speaking proficiency as active participation in high-stakes, real-time exchanges rather than grammatical correctness.

Listening and Comprehension Challenges

While only 3 out of 10 participants (30%) identified listening as their most challenging skill overall, deeper analysis showed that 9 out of 10 (90%) struggled specifically with understanding fast speech — making it the most common communication difficulty reported. This suggests executive leaders can manage English in familiar contexts but face challenges when communication occurs at natural speed in real professional settings. Interviews revealed that difficulties often arose when interacting with foreign consultants, vendors, and technology providers, especially during rapid technical discussions involving specialized terminology, specifications, and numerical detail. Participants also described a cognitive burden of needing extra processing time before responding, which sometimes reduced confidence and delayed participation. These findings align with Hoang et al. (2024) and Kim et al. (2023), who note that workplace listening competence requires real-time processing ability, not just linguistic comprehension.

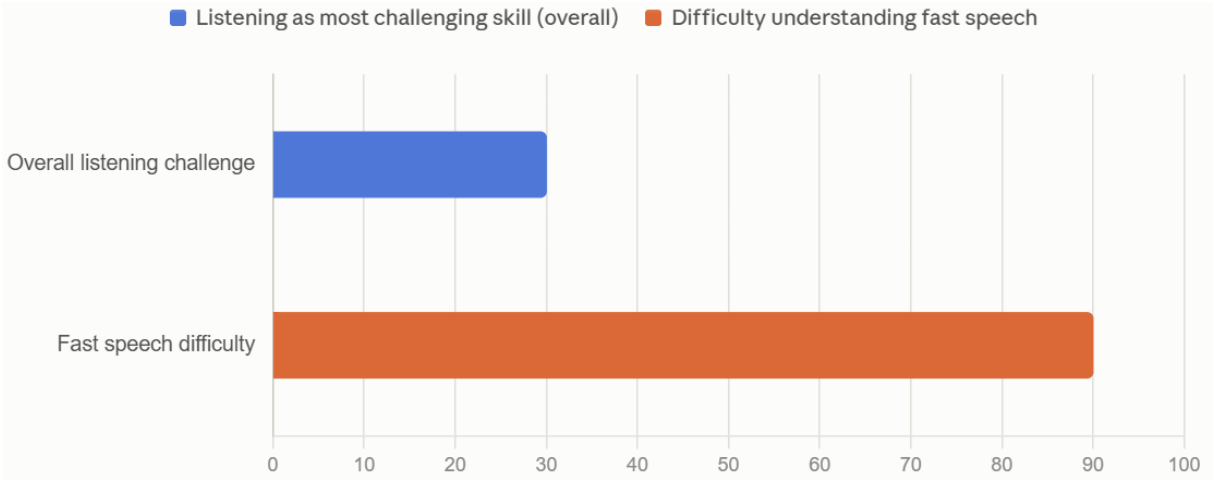


Figure 9. *Comparison between overall listening difficulty and specific difficulty with fast speech*

Professional vocabulary limitations

Vocabulary limitations were the second most reported workplace challenge, with 6 out of 10 participants (60%) struggling to use appropriate vocabulary in professional interactions. These difficulties went beyond general English, extending to technical terminology, procurement language, contractual terms, and engineering-related discourse suggesting participants often had the technical knowledge required for their work but lacked the English terminology needed to communicate it effectively.

This was especially apparent in procurement and negotiation settings, where precise vocabulary for specifications, contract clauses, and commercial terms was critical, and gaps increased the risk of miscommunication. This supports ESP research linking professional communication effectiveness to domain-specific vocabulary (Apoko et al., 2023; Viet Phuong, 2024). The findings reinforce a core ESP principle: general English provides a foundation, but effective workplace communication in specialized industries like urban rail transit requires targeted, industry-specific vocabulary development.

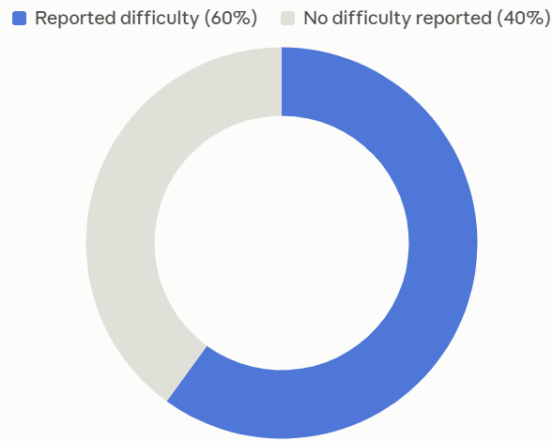


Figure 10. *Proportion of participants reporting vocabulary difficulty in professional communication*

Impact of communication confidence

Another recurring theme concerned communication confidence. Interview responses revealed that many participants experienced hesitation when communicating in English despite possessing extensive professional expertise and leadership experience. Confidence issues were closely connected to speaking and listening challenges, particularly concerns about misunderstanding information, choosing inappropriate vocabulary, or failing to communicate ideas effectively.

Interestingly, participants generally reported greater confidence when discussing familiar technical topics than when participating in presentations, negotiations, or spontaneous discussions involving international stakeholders. This suggests that communication confidence is influenced not only by professional knowledge but also by perceived linguistic readiness. Similar findings have been discussed by Maulood Abdullah (2023) who argued that professionals may possess strong occupational expertise yet remain reluctant to participate actively when communication occurs in a second language. Some others revealed that employees may experience communication apprehension, limited confidence, and reduced willingness to communicate when using English in professional settings (Karim et al., 2023; Mohd Zulfadli Mat Husin et al., 2026; Simatupang, 2025).

Beyond individual performance, participants also highlighted the practical consequences of communication breakdowns in workplace settings. They described misunderstandings related to technical specifications, procurement procedures, contractual provisions, and stakeholder interactions. Although these issues were generally resolved through follow-up discussions or written clarification, participants acknowledged that communication barriers could contribute to delays, inefficiencies, and additional coordination efforts.

English competencies for executive English program design

Table 2. *Executive English competencies derived from participants' expected learning outcomes*

Representative Responses	Category	Emerging Competency
• "Comfort to speaking in many situations"; • "Increase my confidence in speaking"	Speaking and confidence	Executive Speaking and Communication Confidence
• "Ability listening and speaking very well"; • "Understanding English in conversation"	Listening skills	Strategic Listening for Professional Communication
• "Communicate effectively in meetings"; • "Meetings with global partners"	Professional interaction	Communication for Meetings and International Collaboration
• "Reduce miscommunications in contract discussions" • "I want to be able to negotiate prices and contract terms in English."	Negotiation communication	Negotiation and Contract-Related Communication
• "Read, listen, write and communicate well" • "Listening and speaking are more important than reading and writing because nowadays AI can help."	Integrated skills	Integrated Professional English Competence

The third research question examined the English communication competencies that should be prioritized in an Executive English Program. To address this question, participants were asked to describe the outcomes they expected to achieve upon completing the coaching program. Analysis of their responses revealed that the expected outcomes extended beyond general language improvement and focused on competencies directly related to workplace communication. As summarized in Table 2, five major competency areas emerged from the data.

Taken together, these findings suggest that the communication challenges experienced by executive leaders are closely linked to authentic workplace demands rather than isolated language

deficiencies. The identified competency areas provide an evidence-based foundation for Executive English Program design, reflecting participants' efforts to strengthen the communication skills required for effective professional performance. These competency areas are discussed in the following section.

Executive speaking and communication confidence

Two central themes emerged regarding participants' expectations for the coaching program: speaking confidence and strategic listening. Speaking and communication confidence was the most dominant expectation, with participants seeking to speak more comfortably, confidently, and effectively consistent with speaking being the most difficult skill identified earlier. As executives, they must explain decisions, share opinions, and engage stakeholders, requiring not just accuracy but persuasive, confident delivery. This aligns with research linking workplace communication competence to confidence under high-stakes, time-pressured conditions (Karim et al., 2023; Khafidhoh et al., 2023; Mat Husin & Khamis, 2024). Simulated stakeholder discussions and authentic communication practice may help build both fluency and confidence.

Strategic listening also emerged as essential, mirroring earlier findings that understanding fast speech was the top communication challenge. Participants viewed listening not merely as receptive comprehension but as a prerequisite for effective participation, quick information processing, and sound decision-making. This echoes prior research emphasizing exposure to authentic discourse and diverse accents as key to professional listening development (Belmekki, 2023), particularly relevant for urban rail transit leaders working with international consultants and suppliers (He & Cirocki, 2025; Peltonen & Hu, 2025).



Figure 11. *Two core executive English competencies expected from the coaching program*

Communication for meetings and international collaboration

The third competency area concerned communication in meetings and international professional interactions. Several responses highlighted expectations related to communicating effectively in meetings, participating in professional discussions, and engaging more confidently with global partners. These findings suggest that participants perceived meetings as one of the most important contexts in which English is required.

This result is consistent with the communication tasks identified in Section 3.1, where participating in meetings emerged as one of the most frequently reported uses of English. Executive leaders regularly engage in meetings involving project coordination, stakeholder consultation, decision-making, and problem solving. Effective participation therefore requires more than language knowledge alone; it also requires the ability to express opinions, seek clarification, negotiate meaning, and contribute to collaborative discussions.

Research on workplace communication similarly highlights meetings as important sites of professional interaction because they require the integration of speaking, listening, and strategic

communication skills (Berg & Kauffeld, 2024; Teryokhin et al., 2023)

Negotiation and contract-related communication

A particularly interesting finding emerged from participants who expressed the need to reduce miscommunication during contract discussions. Although this expectation appeared less frequently than speaking or listening goals, it reflects an important aspect of executive communication within the urban rail transit industry.

Contract discussions, procurement negotiations, and stakeholder agreements often involve significant organizational consequences. Misunderstandings related to technical specifications, contractual obligations, or commercial terms may influence decision-making processes and project implementation. The participants' concern about reducing miscommunication therefore demonstrates an awareness of the strategic role of English communication in professional practice.

The finding supports previous workplace communication studies emphasizing the importance of negotiation competence in managerial contexts. Effective negotiation requires the ability to communicate clearly, understand stakeholder perspectives, explain organizational positions, and maintain productive professional relationships (Barner-Rasmussen et al., 2024; Dai, 2024; Victoria et al., 2025). The present findings indicate that executive leaders view negotiation-related communication as an important professional competency because misunderstandings during procurement processes, contract discussions, and stakeholder interactions may have significant organizational consequences.

Integrated professional English competence

The final competency area involved the development of integrated language skills. One participant explicitly stated the goal of being able to read, listen, write, and communicate effectively in English. Although much of the needs analysis emphasized speaking and listening, this response suggests that participants still view professional communication as a combination of interconnected language abilities.

As the results, it is significant because executive communication rarely relies on a single skill. Meetings may involve reading documents beforehand, listening to stakeholder opinions, speaking during discussions, and preparing written follow-up communication afterward. Such demands illustrate how communication tasks in executive contexts require the integration of multiple language skills rather than the isolated use of individual competencies.

This observation is consistent with ESP perspectives emphasizing the interconnected nature of workplace communication tasks (Fan et al., 2026; Nurhidaya et al., 2026). Effective professional communication requires individuals to combine different linguistic resources to achieve organizational goals.

Toward an Executive English Competency Framework

Overall, the findings indicate that executive leaders require English competencies that directly support workplace performance and leadership responsibilities. Participants' expected learning outcomes point toward a competency framework consisting of five interconnected areas: Executive Speaking and Communication Confidence, Strategic Listening for Professional Communication, Communication for Meetings and International Collaboration, Negotiation and Contract-Related Communication, and Integrated Professional English Competence.

These competency areas are closely aligned with the communication tasks and challenges identified in the previous sections, providing an evidence-based foundation for Executive English Program design (Holbah, 2023; Peltonen & Hu, 2025; Weirup & Manwaring, 2024). The framework emphasizes the importance of aligning language development with the authentic communication demands faced by executive leaders in internationally connected workplaces

CONCLUSION

This study investigated the English communication needs of executive leaders in Indonesia's urban rail transit industry through a workplace needs analysis approach. The findings indicate that English serves an important role in supporting professional communication, particularly in meetings, discussions, presentations, negotiations, stakeholder interactions, and other forms of workplace communication. The analysis also revealed several communication challenges, particularly in spontaneous speaking, understanding naturally paced speech, professional vocabulary use, and communication confidence in high-stakes professional situations.

The findings further suggest that executive leaders require a set of interrelated communication

competencies that extend beyond general English proficiency. Rather than seeking language improvement in isolation, participants emphasized communication abilities directly linked to workplace performance and leadership responsibilities. These competency areas provide an evidence-based foundation for the development of Executive English programs that are aligned with authentic workplace communication demands.

Theoretically, this study contributes to English for Specific Purposes (ESP) research by extending workplace needs analysis to executive leaders, a professional group that has received limited attention in previous studies. Practically, the findings may inform the design of Executive English programs, workplace language training initiatives, and ESP curricula intended to support leadership communication in internationally connected professional environments.

Several limitations should be acknowledged. First, the study involved a relatively small number of participants from a single urban rail transit organization, which may limit the transferability of the findings to other contexts. Second, the analysis relied primarily on participants' self-reported experiences and perceptions. Future studies may involve larger and more diverse samples, incorporate objective language proficiency measures, and evaluate the effectiveness of Executive English programs developed from workplace needs-analysis findings.

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