



English Competence through a SWOT-Based Intervention for Accounting Students at a Peruvian Higher Education Institution

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Received 29/09/2024	ABSTRACT This study presents the results of applying a SWOT program to improve oral competencies in 65 students at a Peruvian higher education institution. Therefore, a mixed-methods approach and a pre-experimental design were employed in the study. Thus, the first quantitative part was divided into two stages: in the first, students' oral competencies were assessed by sex in relation to the applied program; in the second, an adjusted model was developed through confirmatory factor analysis (CFA) of four constructs: unconscious incompetence (UI), conscious incompetence (IC), conscious competence (CC), and unconscious competence (CI). On the other hand, the qualitative phase consisted of a semi-structured interview in which students were asked about the program they had completed. Among the most notable results, a significant difference in oral competencies was observed among the students. Furthermore, women performed better on this skill. A well-fitting model (RMSEA = 0.047, CFI = 0.962, TLI = 0.953, and IFI = 0.964) indicates strong correlations between CC and UC (0.82), moderate correlations between UI and CI (0.67), and weak correlations between CI and CC (0.39).
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	Finally, very positive perceptions were observed among the participating students. Keywords: Oral competences development, SWOT analysis, students in higher education
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Introduction

The benefits of English proficiency among young people are well recognized. One category comprises individuals currently seeking employment who acknowledge that securing their ideal position is essential. Giving an oral presentation and answering questions during a multilingual job interview are examples of these skills (Zeng et al., 2022). So, foreign language skills and the ability to secure a job (employability) are clearly related. On the other hand, employability is a complex construct related to the ability to obtain and maintain a job (Fugate et al., 2004). Harvey, cited by Cuba (2009), defines employability as the condition of graduates who demonstrate essential competencies in new job positions. Likewise, if we want to delve deeper into the components of employability, we must refer to the SWOT analysis—S (strengths), W (weaknesses), O (opportunities), and T (threats)—which, while initially a business framework, in the present study, we will develop a personal SWOT. In this context, personal SWOT analysis makes a valuable contribution to employability, as it promotes each employee's recognition of their strengths, weaknesses, opportunities, and threats, making it possible to optimize their skills, overcome their difficulties, and take advantage of new situations that often arise in uncertain ways (Leigh, 2009). On this subject, Martinez (2017) mentions that the latest generations of job candidates enjoy engaging in passionate activities, using technology to communicate, and creating new trends that seek the organization's growth but primarily their own. In this sense, each employee must conduct a SWOT analysis to support personal and professional development, personal goals, and financial stability (Emiliya et al., 2017). To examine employability more closely, the present study introduces a component that enables employees to transition from unawareness of their competencies to awareness (in this case, their oral English skills).

Oral English skills for new employees

English-speaking Spanish speakers have several benefits. First, it provides them with current and reliable information. Second, aligning with specific corporate growth goals enables them to interact with peers in

countries where English is the first language and to participate in intellectual, technological, and economic exchanges (Adnan et al., 2024). Although many people are discouraged by the difficulty of learning English syntax and pronunciation, it is also true that mastery of these areas increases employment prospects, not to mention the psychological and emotional effects for native English speakers. Employees who speak this foreign language report increased motivation, self-worth, and confidence in public speaking (Rajprasit et al., 2022).

Employability

Employability is a complex construct related to the ability to obtain and maintain a job (Fugate et al., 2004). Harvey, cited by Cuba (2009), defines employability as the condition of graduates who demonstrate essential competencies in new job positions. In this context, personal SWOT analysis makes a valuable contribution to employability, as it promotes each employee's recognition of their strengths, weaknesses, opportunities, and threats, making it possible to optimize their skills, overcome their difficulties, and take advantage of new situations that often arise in uncertain ways (Leigh, 2009). On this subject, Martinez (2017) mentions that the latest generations of job candidates enjoy engaging in passionate activities, using technology to communicate, and creating new trends that seek the organization's growth but primarily their own. In this sense, each employee must conduct a SWOT analysis to support personal and professional development, personal goals, and financial stability (Emiliya et al., 2017).

Using the SWOT analysis for professional growth

With the sole goal of achieving corporate and financial success, the SWAT analysis is well known in commercial enterprises. In this way, acknowledging your strengths as what you possess, and frequently as exceptional in comparison to other things. Both strengths and weaknesses are under the entity's control and management; weaknesses are the absence of elements that have detrimental effects on the previously described growth. Threats and opportunities, on the other hand, are outside the entity's control. While the latter address societal issues or natural disasters that hinder the organization's expansion, the former address conditions that are advantageous to the institution (Yanhua et al., 2025). We may add Owens (2020), based on the aforementioned, contending that each person can use this analysis to pursue their own well-being at the personal, professional, and familial levels. Let us begin with the idea that everyone has objectives that, when fulfilled, boost their motivation and sense of self. Therefore, it is highly

recommended that highly competent individuals conduct self-assessments for personal growth.

Conscious Competence Theory

Typically, humans seek to perfect their job performance, moving from the unknown to the consciously known. The model of conscious competence, proposed by Curtiss, Bursch, and Broadwell, cited by Keeley (2021), comprises four stages. The first refers to a situation in which individuals are unaware that they lack knowledge, or to unconscious incompetence (UI). The second stage is when we become aware that we do not know something, a state known as conscious incompetence (CI). The following is when we learn or become aware of what we did not know, or conscious competence (CC), and the fourth and final moment is when we are unaware that we know or unconscious competence (UC) (Keeley, 2021). While it is true that, for educators, the generation of knowledge is more critical than scrutinizing its unconsciousness, it is also true that we cannot ignore this vital moment (Dienes, 2011). In that sense, there is substantial interest in developing receptive and productive English skills, with particular emphasis on the latter, as this will make the difference between candidates for a position. Rana et al. (2020) note that the mastery of English worldwide is not only a product of globalization but also reflects the personal aspirations of millions of people seeking better jobs and greater benefits. Moreover, effective communication in this language facilitates professional growth, as it does in your native language. The other challenge for future job candidates is undoubtedly thinking in English, a somewhat tricky condition when teachers focus only on grammatical instruction and must also translate each spoken sentence. So, to ensure that the job interview flows smoothly with the mentioned language, it is recommended to use techniques that allow for this; one of them is to practice oral skills in real or very likely scenarios, one of which could be an actual job interview, making you more aware of this moment (Shih & Reynolds, 2015; Suraprajit, 2020). Our research underscores the practical implications of English proficiency in Peru. It is not just a desirable skill but a crucial one for new job candidates. Our findings show that this condition often determines whether or not a new employee is hired, regardless of their other excellent skills. This underscores the relevance of our work to both students and employers, thereby making it a significant contribution to the field. The practical implications of our research are clear: it provides a roadmap for students and educators to enhance their English-language skills to improve employability, thereby informing and guiding the future of language education and competency development.

Even though there is extensive research on the subject, our study takes a thorough approach. In light of the students' individual SWOT assessments, we examined the outcomes of a program designed to enhance their oral communication skills. Similarly, there are a few models designed specifically to describe the competence-building process. Lastly, there are not many published studies on how a group of kids feels after a program like ours is implemented. In this context, the following queries are posed:

Q1: After implementing an intervention program, is there a significant difference in oral competencies?

Q2: Are there differences in oral competence in personal SWOT analyses by gender?

Q3: Is the model fit created for constructs UI, CI, CC, and UC appropriate?

Q4: What are the students' perceptions of their oral competence development based on their personal SWOT analysis?

In this regard, the following null hypotheses were formulated:

H01: The oral competencies of the accounting students are similar after implementing an intervention program.

H02: There is no significant difference in the oral competencies of personal SWOT among students according to gender.

H03: The fitted model for constructs UI, CI, CC, and UC is inappropriate.

H04: The students' perceptions of the program developed were not good.

Methodology

Three fundamental objectives guide this research: first, to evaluate the oral competencies acquired after the intervention. In this regard, the program's impact on participants' oral competencies was measured, and later the same was done, taking participants' gender into account, while accounting for the sample's imbalance in favor of women. The second was to develop a well-fitting confirmatory factor analysis (CFA) model in which the four components of conscious competence—UI, CI, CC, and UC—exhibit their respective correlations. Meanwhile, the third objective aims to categorize students' responses to semi-structured interview questions about the completed project. To achieve these objectives, we adopted a philosophical framework that integrates positivism (for the quantitative phase) and interpretivism (for the qualitative phase).

Participants

Sixty-five students in the final semester of the accounting program at a technological institute in Piura, northern Peru, participated in this study. The group, with a non-homogeneous gender distribution of 41 women (63%) and 24 men (37%), aged 20 to 36, provided their informed consent to publish the research results.

Research design

The present study employed a mixed-methods design, with the quantitative phase conducted first and divided into two stages. In the first stage, the difference in oral competencies by gender was examined, with the personal SWOT analysis included. In the second stage, a refined confirmatory factor analysis (CFA) model was developed that accounted for the components of conscious competence (CC). In the qualitative phase, the opinions expressed in a semi-structured interview about the completed program were categorized.

Characteristics of the program

The personal SWOT analysis program (as it was called) was developed between April and July 2023. During that period, students received lessons on the competencies that today's employers and companies are seeking in new hires. Topics such as job competencies and skills were developed so that these students would be aware of their strengths, weaknesses, opportunities, and threats, all with a view to the very near jobs they could obtain. Sessions in which possible job interview questions and answers were considered, all developed in the context of English language teaching.

Instrumentation

As noted above, a rubric was selected to assess the program's impact. This rubric is an appropriate way to quantify the achievements reached and the difficulties overcome. It also serves as a tool for teachers to implement activities to enhance students' competencies (Gulikers et al., 2021). Likewise, the rubric guides the assessment of group-level competencies before and after the implementation of a treatment or program (Boateng et al., 2009). The criteria considered were strengths, weaknesses, opportunities, and threats. On the other hand, the performance level of the oral description of each criterion was classified as deficient, in progress, or

achieved, with outstanding as the highest level. At the same time, the scores range from very inadequate (0) to excellent (4), likewise, deficient (1) in the process (2), and sound. (3). This proposed criterion for evaluating students' oral performance was obtained from Dang and Le (2023).

On the other hand, the survey completed by the students at the end of July this year was designed by the author (Appendix A) based on the consulted bibliography (Liang et al., 2024; Emiliya et al., 2017). The main objective was to develop a tailored model to measure the correlations among the four constructs: unconscious incompetence (UI), conscious incompetence (CI), conscious competence (CC), and unconscious competence (UC). The survey was mainly divided into two parts: the first to collect socio-demographic information from the sample (career, gender, age) and the second part with 26 Likert-type questions, where items 1-6 belong to the first construct, items 7-11 to the second, items 12-18 to the third, and items 19-26 to the fourth. It is essential to note that this survey was written in Spanish to facilitate completion and ensure anonymity, both of which were among the ethical considerations. Additionally, it is appropriate to report a reliability coefficient of 0.90 (Cronbach's Alpha).

Finally, the semi-structured interview included five questions related to the completed program. In general terms, students were asked about their learning and management of personal SWOT analyses during the English course, and about which perceptions stood out most at the end of the program. I should add that these interviews were conducted in Spanish, the student's native language. Proposed suggestions from the literature were considered to complete this part of the research (Rabionet, 2011).

Data collection

A cross-sectional design was considered for data collection. While the data corresponding to the pre-and post-evaluation of the oral competencies in the SWOT analysis of the students was conducted in the first week of April and the last week of July, respectively, the completion of the survey and the execution of the semi-structured interview took place immediately after the evaluations, as mentioned earlier, that is, in the first days of August, all in the current year.

Data analysis

For the first part of this work, SPSS version 27 was used. This method determined whether the data follow a normal distribution, which helped decide whether to use a parametric or non-parametric measure. Because the data were normally distributed, a paired-samples t-test was used, given the

pre-experimental single-group design. On the other hand, the corresponding investigation into the significance by gender was conducted. After this, to further scrutinize differences in each SWOT competency by gender, the U Mann-Whitney test was used, as the difference in sample sizes warranted its use.

The JASP program was used for the second part. The adjusted model, its measures, and the respective graph were obtained using the abovementioned program.

The results of the semi-structured interview were organized around the most salient points; that is, for each question, the most striking and distinctive responses were selected, avoiding the inclusion of similar viewpoints.

Results

The results of the present study were organized according to the approach: first, the quantitative results, then the qualitative ones. As for the quantitative data, we will begin by showing the impact of the program to promote oral competencies in a group of accounting students through the personal SWOT analysis program. It is crucial to make clear that the outcomes are determined by how well students perform in their oral skills, which are developed through a customized SWOT program (Appendix B).

Table 1

Oral competencies before and after the SWOT program

Sex	Before program		After program		t	Sig.	Cohen's d
	Mean	SD	Mean	SD			
Female	0.390	0.285	2.817	0.321	-32.704	<.001	0.475
Male	0.406	0.192	3.083	0.343	-33.937	<.001	0.386
SWOT Program					-44.365	<.001	0.457

As shown in Table 1, there is a difference in oral competencies after the program. Additionally, we observe that the effect sizes (0.475 and 0.386) fall within the medium range. In general terms, the program had the following results: t (-44.365); sig. (<.001) and Cohen's d (0.457). These results may allow us to reject the null hypothesis; therefore, we can infer that the program was effective.

Next, we will examine a table presenting the results for each competency by genre. Due to differences in sample sizes by sex (41 vs. 24), we used the Mann-Whitney test.

Table 2

Oral competencies before and after the program, by gender

	Sex	N	Mean Rank	Sum of ranks
Strengths	Women	41	27.34	1221.00
	Men	24	42.67	1024.00
	Total	65		
Weaknesses	Women	41	28.56	1171.00
	Men	24	40.58	974.00
	Total	65		
Opportunities	Women	41	32.20	1320.00
	Men	24	34.38	825.00
	Total	65		
Threats	Women	41	33.40	1369.50
	Men	24	32.31	775.50
	Total	65		

As shown in Table 2, there are differences in oral performance between women and men, with women performing better.

Table 3

Oral performance by gender, considering the SWOT program.

	Strengths	Weaknesses	Opportunities	Threats
Mann-Whitney U	260.000	310.000	459.000	475.500
Wilcoxon	1121.000	1171.000	1320.000	775.500
Z	-3.529	-2.823	-.596	-.259
Asymp. Sig. (2-tailed)	<.001	0.005	0.551	0.796

As shown in the table above, there are significant differences in strengths and weaknesses ($p < .001$; $p < .005$), whereas differences in opportunities and threats are not significant ($p = .551$; $p = .796$). These results, together with the hypothesis test summary ($p < 0.05$), allow us to reject the null hypothesis that there are no significant differences in the oral performance of personal SWOT competencies by gender.

To begin the quantitative second part of this work, an exploratory factor analysis was conducted. (EFA). In this way, the KMO and Bartlett's tests were 0.7, with a significance level of $<.001$; therefore, conducting a

confirmatory factor analysis was feasible. (CFA). Finally, the adjusted model's measures were as follows. Additionally, items 4, 7, 13, 16, 18, 19, 20, 23, 24, and 24 were removed to optimize model fit.

Table 4

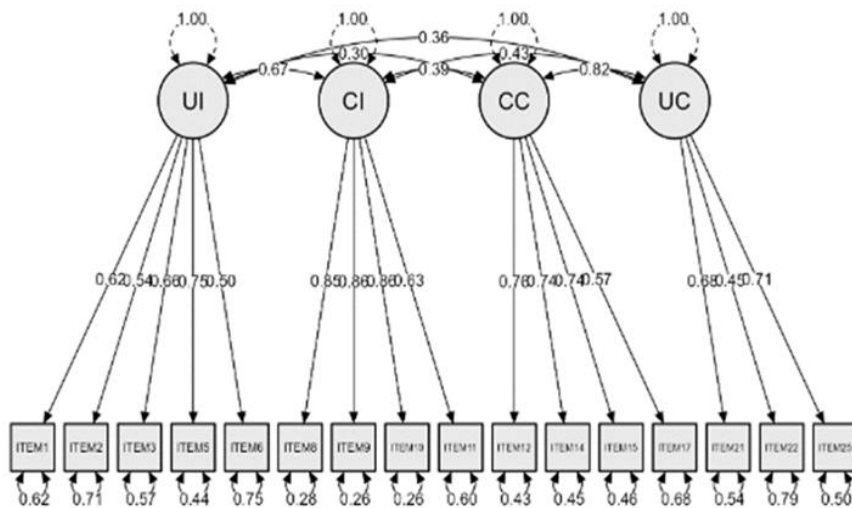
Main Fit Measures

X ²	df	X ² /df	GFI	CFI	TLI	IFI	RMSEA	RMSEA lower bound	RMSEA upper bound	p
110.114	98	1.123	0.820	0.962	0.953	0.964	0.047	0.000	0.087	0.190

Note. X²: Chi-square; df: degrees of freedom; GFI: Goodness of Fit Index; CFI: Comparative Fit Index; TLI: Tucker Lewis Index; IFI: Bollen's Incremental Fit Index; RMSEA: Root Mean Square Error of Approximation; p: probability.

Figure 1

Fit Model Graphic



As shown in the figure 1, there is a strong relationship between UI and CI ($r = 0.67$). This indicates that the students recognized the need for additional knowledge regarding their personal SWOT analyses in developing the English course. A moderate correlation between CI and CC ($r = 0.39$) indicates that students could understand their personal SWOT analyses. Likewise, the high correlation between CC and UC (0.82) suggests unconscious mastery of their personal SWOT analyses. Additionally,

moderate correlations between UI and UC (0.36), UI and CC (0.39), and CI and UC (0.43) indicate that students are now aware that their competencies were not present before the course. They have transitioned from not having them to being unaware of this fact.

Below are the qualitative results from the semi-structured interviews. In this study, 13 students were asked 5 questions, and all agreed to participate. The most notable responses were included in the subsequent analysis.

Theme 1: Did you know about the SWOT analysis before taking the English course?

The respondents indicated that they were aware of the business SWOT analysis because of the nature of their degree program. However, the vast majority added that the English course was the first time they addressed the topic of personal SWOT analysis.

“I was familiar with the SWOT analysis for companies and applied it to my field of study, but in this course (English), I have learned about my own SWOT analysis” (student 1).

“It was familiar with the SWOT analysis on a superficial level. I have now come to know him more deeply. Regarding the personal SWOT analysis, I have just implemented it in this course” (student 2).

“It was aware of the SWOT analysis, which helps one understand a company's four critical components of development. I also learned about the personal SWOT analysis, developing competencies, and evaluating results” (student 3).

“It was aware of SWOT analyses, but I had never considered personalizing one for my life” (student 4).

“A more specific understanding of SWOT analysis was needed. Personal SWOT analysis is a new approach that has helped me reflect on my strengths and weaknesses” (student 5).

“I had never heard of the SWOT analysis, let alone the personal SWOT. I have learned it in this course” (student 8).

“I knew some general concepts about SWOT analysis in companies, but I have yet to apply them to myself” (student 10).

“I was generally aware of SWOT analysis. I learned about it in school, but in this English course, I have learned to apply this topic to my personal life” (student 11).

Theme 2: In this English course, have you been able to define your strengths, weaknesses, threats, and opportunities?

All the students agreed that they had become aware of their personal SWOT analysis in the English course. That is, the content developed on personal SWOT has led them to establish a personal growth plan.

“I can recognize my personal SWOT analysis. Regarding my skills, I can solve problems and adapt to diverse groups and environments” (student 1).

“In this course, I conducted a thorough analysis to define my SWOT. I am a very responsible, honest, and hardworking person. However, I can point out that I am a perfectionist, which is one of my weaknesses” (student 2).

“My strength is having successful thoughts; among the opportunities I see, I perceive these as favorable times to start my own business” (student 3).

“Through my course, I have developed my SWOT analysis, with discipline as my greatest strength” (student 4).

“I have defined my personal SWOT analysis, and my most significant strength is that I enjoy working in a team and communicating effectively with it” (student 5).

“Yes, I had heard about SWOT analysis, but not personal SWOT. Because of this, I have identified my strengths: I am very open to people” (student 6).

“I have identified my strengths in the current course, and the primary one is responsibility, as evidenced by my completion of school assignments” (student 7).

“Among my skills, I consider myself kind, empathetic, and honest” (student 8).

“During this course, I have identified my strengths; for example, I am creative and plan to start a business” (student 9).

“My main strength is effective communication. I listen to my colleagues first, then share my point of view” (student 10).

“I have been able to define my personal SWOT and be more critical about it. For this reason, effective communication is my greatest strength; I find it easy to express my thoughts and feelings. In addition, my strengths include teamwork, positivity, optimism, and collaboration” (student 11).

“I knew about SWOT analyses for companies, but not about a personal SWOT analysis to identify my strengths and weaknesses. In this course, I came to understand my strengths: teamwork, sociability, and respect for my colleagues' opinions” (student 13).

“In high school, I heard something about SWOT. However, it needed to be more in-depth. Additionally, I have identified my strengths, including sociability, dedication to my studies, creativity, and responsibility. One of my weaknesses is that I need to be more tolerant, and I quickly lose patience. My parents' support is among my opportunities, and the current economic crisis is among the threats” (student 14).

Theme 3: Can you improve your skills through an English course?

In response to this question, all students agree that learning new skills in an English course is possible, adding that studying a second language allows you to learn more about different societies worldwide.

“Learning new skills through an English course is possible, as an English speaker can share knowledge that one did not initially possess” (student 1).

“Knowing English enables us to access information that is primarily unavailable in our language, thereby enhancing our skills. Accounting, the field we study, has become internationalized, so English is the language of that condition; hence, there is a great interest in learning and mastering it” (student 2).

“When you put a skill into practice, you will likely improve your existing skills” (student 3).

“I enjoy English, so it is easy for me to develop new strengths in this language” (student 4).

“You can improve your skills in an English course, as it allows us to engage with the current context and propose ideas to solve problems; in other words, it enables us to adapt to the modern environment” (student 5).

“It is possible to implement competencies from an English course; you have to set your mind to it and follow through” (student 6).

“English and competency-based learning are compatible. It is now expected that students enroll in an English course to develop the skills needed to pass a job interview” (student 7).

“It is independent of the language to achieve competencies in your life. It depends on how predisposed you are to do so” (student 8).

“You can become more proficient in English through an English course if you set your mind to it, plan, and create a schedule to adhere to” (student 9).

“An English course makes you more aware of being more competent. For example, when you develop the topic of daily routine, you can become more organized and competent” (student 10).

“This is possible if the person is willing to learn, improve, and develop strategies to initiate change” (student 11).

“Through an English course, one can emphasize ethical professional practice and improve performance. Additionally, I have improved my vocabulary and strengthened my oral and written expression” (student 12).

Theme 4: Can you overcome your weaknesses through an English course?

Students agree that it is possible to identify and overcome their weaknesses in an English course.

“Yes, it is possible to overcome weaknesses. For example, if my goal is to speak English, we can break the language barrier in a course. This allows us to distance ourselves from our mother tongue and access more information and knowledge in English” (student 1).

“From the English course, you can also overcome your weaknesses because to learn it, you need to put in the effort; then come to the achievements and the doors that open, considering these last two as the reward for your hard work” (student 2).

“To overcome your weaknesses, you must first define them and then confront and surpass them” (student 4).

“Of course, overcoming your weaknesses through an English course is possible. For example, I am timid, so in the English course I can interact in groups, and by socializing with others, I will be able to overcome that weakness” (student 7).

“In this course, I have been able to organize my time more effectively, overcome my impatience, and, above all, remain calm during critical moments” (student 12).

Theme 5: What emotional aspects have improved since you learned about personal SWOT analysis?

“I am now more aware of what I can improve, and in the English course, I recognize my limitations in speaking and reading English” (student 1).

“Knowing my weaknesses has committed me to overcoming them, which makes me more relaxed since I have control over them. Additionally, resuming my studies and incorporating the SWOT analysis into this adaptation process have been very helpful to me” (student 2).

“Knowing my personal SWOT analysis has enabled me to develop an agenda and a plan that have worked for me in my day-to-day life” (student 4).

“I am more patient, tolerant, and flexible with my classmates. Now, I understand people better” (student 5).

“Since I learned about personal SWOT analysis, I have become more optimistic. Everything will improve, and mentally, I am prepared for it” (student 6).

“Willpower and motivation have increased recently. I am now more motivated to learn English, aware that, nowadays, those who have not mastered this language are at a disadvantage” (student 7).

“Knowing the SWOT analysis has given me greater confidence to take risks and not get nervous when making a presentation” (student 8).

“I feel more confident and am looking for more ideas on how to start a business. At the same time, I have identified my weaknesses and am working to overcome them” (student 9).

“I have improved my punctuality, listening skills with my colleagues, and emotional expression” (student 10).

“Overcoming our weaknesses is possible as long as we make a personal plan, set schedules, become more organized, set aside nonessential tasks, and focus on our improvement” (student 11).

“After participating in this program, I feel more determined and organized. I have also improved how I relate to others, which

helps me express my feelings more effectively and be a better student” (student 12).

“Since learning about SWOT analysis, my daily life has improved; I have become more empathetic and strengthened my ability to work in a team” (student 13).

The students’ responses make it clear that the SWOT analysis, in its personal form, can effectively establish specific parameters for discipline and order for each student. This allows them to achieve personal, family, professional, and other goals. It is evident from the kids’ answers that the SWAT analysis, in its customized version, can successfully provide clear guidelines for order and discipline for each of them. This enables individuals to fulfill their personal, familial, career, and other objectives. Similarly, you can maximize your strengths and address your weaknesses by recognizing them. In the same situation, recognizing opportunities and dangers enables you to identify circumstances beyond your control that could be advantageous or detrimental; successfully handling them may help you accomplish your goals without taking unnecessary risks. However, these professional abilities may be acquired concurrently with the target language, providing a dual advantage: learning a language and becoming a proficient professional.

Discussion

The present study aims to address three problematic situations. In the first, it seeks to determine whether a program on oral competencies to promote SWOT analysis is effective among 65 students nearing completion of their accounting studies. Likewise, determine if there are gender differences. The results reflect a significant difference, indicating the program’s effectiveness. Scientific evidence indicates that future job candidates’ interest in handling English in job interviews. They are more likely to get that job if they demonstrate communication skills; this aligns with Brennan & Schober’s (2001) view that communication skills ensure the proper development of a business entity’s goals and objectives. Likewise, the results point to the recognition these future workers could receive, such as high salaries and promotions, as reported by Benndorf and Rau (2012), who note that organizations establish highly competent procedures to foster the well-being of their members, especially in financial matters. Therefore, these results in the first part may be because students nearing graduation are more aware of the need to participate in interviews entirely in English, which increases the likelihood that their oral communication skills will improve as they seek their ideal job—a point mentioned by Naim et al. (2015), who

describe how communicating professional competencies enables candidates to achieve their career goals. In this first part, it was also observed that women performed better at describing their personal SWAT analysis. In fact, studies reveal no apparent differences between men and women in making such descriptions, assuming there are none. One of them was conducted by O'Loughlin (2002), who found similarities in job competencies among young people of both genders and similar ages. In this regard, Motallebzadeh & Nematizadeh (2011) state that each gender has particular competencies; thus, women tend to pay more attention when learning a foreign language, while men are less likely to get nervous when recording a video, situations that occurred during the development of the present study.

The second part of this paper presents the main adjustment measures necessary for classification. This may be due to the appropriate survey design, which serves as the basis for the adjustment. In this regard, Gignac et al. (2007) note that certain components of the information-gathering instrument. In this regard, we must ensure that both latent and observed variables exhibit the necessary correspondence for fit indices, such as CFI, IFI, and TLI, to fall within the desired range. Likewise, Baharum et al. (2023) state that measures such as RMSEA should be below 0.08. Therefore, we can conclude that the fitted model is adequate.

The third part of this study demonstrates that, although most students had already heard of SWOT analysis, a substantial number reflected more deeply on it, given that the course was not in their native language. This situation aligns with the proposals of various authors who argue that proficiency in English is an advantage in a highly competitive world (Safranji & Gojkov-Rajić, 2021). In future studies, it is recommended to consider samples of students with more than 200 units of analysis. Additionally, they should consider groups of students with a similar number of boys and girls.

Conclusion

It is increasingly common for novice job candidates in Peru to have the opportunity to enter prestigious companies, and English-language job interviews are among the most significant difficulties they report. The present work aims to answer three questions: the first is whether a program for analyzing personal SWOT competencies enables improvement in the oral competencies of this component, which is commonly assessed in a job interview. The program is likely effective due to the interest shown by a group of students very close to completing their professional degree. Likewise, the slight difference in oral performance between women and men may be due to the former paying more attention to teaching processes such as this.

On the other hand, the adjusted model, which includes the construct of competency development, clearly demonstrates the suitability of the author-designed survey.

Finally, the semi-structured interview indicates that although students have heard of SWOT analysis, few report using it daily. In addition, the students admit they have been able to define their SWOT analysis in the English course, which has helped them grow personally. Additionally, they acknowledge that the implemented program has enabled them to improve over time. It is suggested that future research implement these programs with other types of professionals and in different sample groups.

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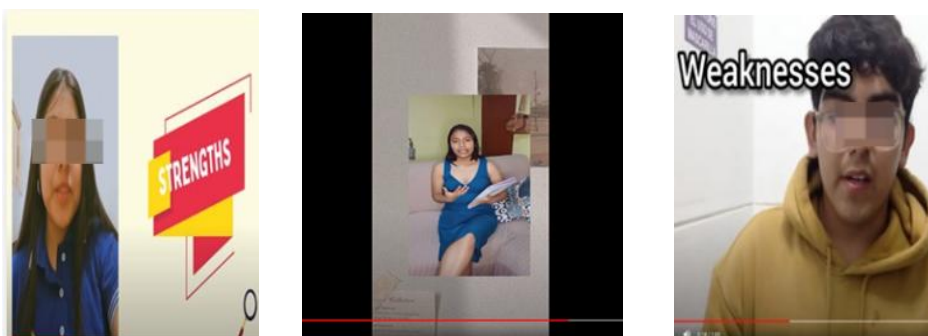
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Appendix A

Item	Statement
1	At the beginning of the semester, I needed to learn my strengths and how to enhance them.
2	At the beginning of the semester, I had not yet identified my strengths.
3	At the beginning of the semester, I needed to learn what a weakness was and how to leverage it.
4	At the beginning of the semester, I had not yet identified my weaknesses.
5	At the beginning of the semester, I was still determining what opportunities and threats were.
6	At the beginning of the semester, I had not yet identified my opportunities and threats.
7	In the English course, I learned about strengths.
8	In the English course, I learned about weaknesses.
9	In the English course, I learned about opportunities.
10	In the English course, I learned about threats.
11	In the English course, I learned that strengths, weaknesses, opportunities, and threats interact in coherent ways.
12	I have identified my strengths and now know how to strengthen them.
13	I have identified my weaknesses and now know how to overcome them.
14	I have identified my opportunities and now know how to exploit them.
15	I have identified my threats and can anticipate them.
16	I have identified my threats and can anticipate them.
17	I have developed a personal plan to manage my day-to-day life based on my SWOT analysis.
18	By default, when I hear the words creativity, innovation, and assertive communication, I see them as strengths.
19	By default, when I hear the words "pessimism," "poor communication," and "lack of planning," I interpret them as weaknesses.

20	Automatically, when I hear the words "opportunity for young entrepreneurs," "accessible data analysis courses," and "financial aid for businesses," I recognize them as opportunities.
21	When I hear the words "drop in the value of the Peruvian sol," "national financial crisis," or "closure of institutions where they can study," I automatically consider the threats they pose.
22	With "my eyes closed," I answer any question about the personal SWOT analysis in a job interview.
23	The personal SWOT analysis is a part of my life that has improved.
24	The personal SWOT analysis will improve as I become aware of my strengths, weaknesses, opportunities, and threats.
25	Being "Open-Minded" will allow me to create the best personal SWOT and adapt to any change.

Appendix B



Screenshot of videos made by the students

Among the strengths reported by the students were creativity, responsibility, problem-solving, honesty, loyalty, perseverance, effective communication, positivity, and intelligence. On their part, the most frequently cited weaknesses were procrastination, indecision, tardiness, self-doubt, susceptibility to distraction, and nervousness when expressing themselves. Regarding opportunities, it is time to change, learn, and listen to others. The economic crisis and the fear of public speaking were among the threats. It is essential to add that each student had to include elements in the recording to optimize strengths, overcome weaknesses, and prepare to act in the face of opportunities and threats.