

## Needs Analysis and Syllabus Designing for Learners of English for Specific Purposes (ESP): Pilot Study of Japanese Fashion College Students

Rasami Chaikul

### Introduction

With the advancement of economy and technology, English has spread worldwide as a world language or an international language (Richards, 2003). At the same time, language education has become a crucial issue for language teachers and researchers, or rather how best to implement language teaching have become critical. Yet, as is generally known, language learners study English for different purposes in different contexts. For example, learners in engineering need to know more up-to-date technological terms. The same concept applies to learners in business, medicine, sport, and fashion, to name a few. For language teachers it is therefore necessary to meet the needs of learners and to motivate them in the best possible manner.

As Brown, Robson, & Rosenkjar (2002) mention, the desire for social recognition or economic advantages are typically believed to be the reasons for English education in Japan. Especially, Japanese students who study English and are enrolled in the Intensive English Language Program in English-speaking countries have a drive for knowledge of a foreign language due to the career and economic enhancement. Accordingly, language teachers realize the necessity to place a greater importance on teaching English to best serve learners' specific purposes (Heffernan, 2003). Thus, the notion of English for Specific Purposes (ESP) developed especially to meet the demand of the learners toward the expansion of technology and commerce (Hutchinson & Water, 1992, p. 6).

As far as ESP is concerned, there is a thought that the language teaching in Sugino Fashion College should be tailored to the specific learning needs and language use of the students. The purposes of this pilot study include;

1. To study learners' needs of those Japanese Fashion college students and compare them to Thai architect students'.
2. To observe the effectiveness of the English language instruction adapted from the pedagogical syllabus design for Thai students.
3. To find possible syllabus design for students at Sugino Fashion College in the future

In this paper, firstly, I will briefly discuss the notion of English for Specific Purpose (ESP) including the theoretical framework. Next, I will address the necessity of needs analysis for syllabus development. Thirdly, I will introduce a pedagogical syllabus designed to meet Thai students, majoring in Architecture. Fourthly, I will outline the results of students' interview at Sugino Fashion College for needs analysis. Fifthly, I will show a modified pedagogical syllabus for Sugino Fashion College students and their feedback of the activity. Future reference and implication will follow.

### English for Specific Purposes (ESP)

English for Specific Purposes (ESP) has been identified as the language teaching which is designed to meet the specific needs of the learners and should relate the language

appropriate to themes, topic contents, particular disciplines, occupations or activities that are different from “General English.” ESP started as English as a Foreign Language (EFL) or English as a Second Language (ESL) instruction designed around the specific occupational, educational, or social needs of the learners (Kennedy, 2003).

Johns & Price-Machado (2001) gave the definition of ESP as four absolutes and two variable characteristics as follows:

1. Absolute characteristics: ESP consists of language teaching which is
  - designed to meet the specified needs of the learner
  - related to content to particular disciplines, occupations, or activities
  - centered on the language appropriate to these activities in syntax, lexis, discourse, semantics in

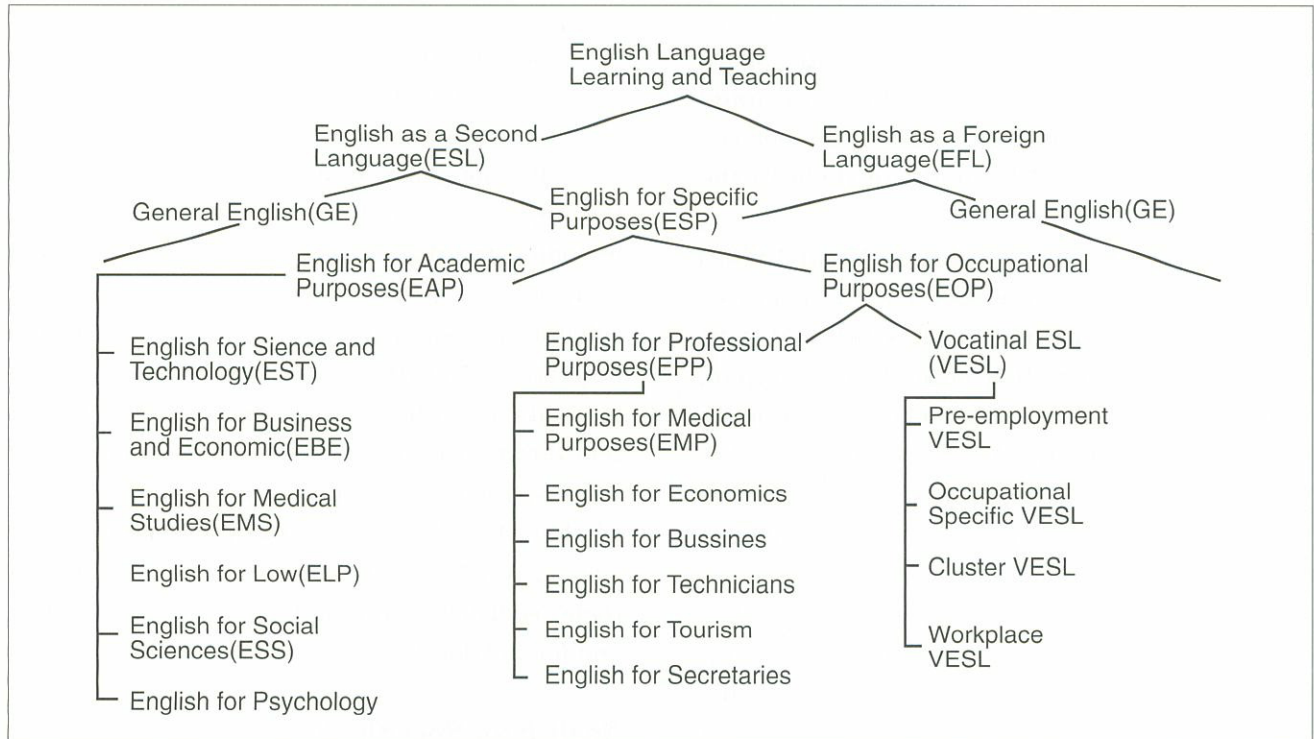
- contract to “General English”
2. Variable characteristics: ESP may be, but is not necessarily
    - restricted to the language skills to be learned
    - not taught according to any pre-ordained methodology

In 1988, Peter Strevens proclaimed the overview and the features of ESP that, ESP is more effective than “General English”, successful in imparting learning, relevant to the learner, focused on the learner’s needs and wastes no time (cited in Johns & Price-Machado, 2001).

Correspondingly, Orr (2002) supports this idea by stating that ESP is a specific component of English that is usually required to accomplish specific tasks for specific purposes and that courses and teachers assist learners to achieve successful tasks.

Figure 1. shows a diagram of English for different purposes.

*Figure 1: English as a Specific Purpose (ESP) (adapted from Hutchinson & Water, 1992; John & Price-Machado, 2001)*



Unlike General English (GE), English for Specific Purposes (ESP) can be divided into two categories; they are English for Academic

Purposes (EAP) and English for Occupational Purposes (EOP). The former includes English for science and technology EST (academic) and

English for Law (ELP), and the latter includes English for Professional Purposes (EP) and vocational English. However, in this paper, for the matter of convenience, I group English for Academic Purposes (EAP) and English for Occupational Purposes (EOP) with English for Specific Purposes (ESP) and focus on learners' needs and the activities adapted for them.

In the world of English language teaching, ESP is considered an alternative for General English because of the direct focus on the needs and objectives of the language learners in, a specific circumstance focusing on learners. It is successful in imparting learning and is considered to be more effective than General English (Johns & Price-Machado, 2001).

ESP was developed with the view that English language teaching should be made to fit learners' specific language needs, interests, and high frequency practical language usage depending on their personal, educational, and professional goals (Gunnarsson, 1997; Heffernan, 2003; Hutchinson & Waters, 1992; Johns & Price-Machado, 2001).

The notion of ESP originated after World War II, in the 1960s (Hutchinson & Waters, 1992; Johns & Price-Machado, 2001; Kennedy, 2003). Hutchinson & Waters (1992) gave three main reasons for the emergence of ESP. The first reason they gave was, with the development of technology and commerce, a new generation of learners needed a new kind of English learning to accommodate these two specific areas and needed to recognize their purpose of learning. The second reason, in the field of language teaching, the focus shifted from grammar translation to language for communication (Hutchinson & Waters, 1992). The movement for ESP is also influenced by the Communicative Language Teaching (CLT) boom in the 1970s. In Communicative Language Teaching, a number of linguists proposed task-based procedural approaches that are to enhance communicative competence. This recent trend to enhance communicative competence is one of the goals of ESP. As it is said that ESP has its basic in an investigation of the purposes of the learner and

the set of communicative needs arising from those purposes (Kennedy & Bolitho, 1996).

Educational Psychology accounted for the third reason in this revolution of ESP. In the field of Educational Psychology, they emphasized 'learner-centered' learning proposed by Rodgers in 1969 (cited in Hutchinson & Waters, 1992), which was considered one of the most remarkable approaches to English language learning and teaching at the time.

In addition, the language teachers of adult learners, in vocational schools or of colleges began to see the need for ESP because the students have clearer learning objectives in their academic, occupation, and professional fields. Kennedy (2003) states, for example, that adults are most interested in learning the language that has immediate relevance to their jobs or personal lives.

### **ESP and Needs Analysis and Its Importance**

Hutchinson & Waters stated, "What distinguishes ESP from General English is not the existence of a need as such but rather an awareness of the need" (Hutchinson & Waters, 1992, p.53). As mentioned earlier, ESP is based on the proposition that all language teaching should be tailored to specific learning and language use of specific groups of students (Hutchinson & Waters, 1992; Johns & Price-Machado, 2001). Therefore, teachers in ESP courses should focus on language learners' differences and their special English needs according to their educational and professional fields since these learners have more specific and definable language needs (Kennedy, 2003).

One of the greatest contributions of English for Specific Purposes (ESP) to language teaching has been its emphasis on careful and extensive needs analysis for course design (John, 1991). Brown (1995, cited in Nishigaki & Leishman, 2001) describes a needs analysis as activities involve gathering information to serve as the basis for developing a curriculum that would meet the needs of a particular group of learners. Benesch (2001) also states needs analysis as it appears to describe types of tasks, skills, and behaviors required of learners in present and

future target situations.

Accordingly, in order to make English for Specific Purposes (ESP) courses successful, we need to assess language learners' needs, in other words, do students' need analysis because needs analysis provides a basis for specifying goals and objectives for a learning program (Nunan, 2001). Needs analysis is considered as an effective tool for designing the ESP courses. "Needs analysis was a crucial tool for those working in the areas of English for Specific Purposes (ESP) and English for Academic Purposes (EAP) and it was also widely used in general syllabus design" (John and Price-Machado, 2001, p.57)

Needs analysis also provides a basis for specifying goals and objectives for a language course. These include the learners' "subjective needs)" which are their desires, wants or expectations of learning and their "objective needs" which consist of the learners' proficiency and pattern of language use (Brindley, 1974, cited in Johns & Price-Machado, 2001).

The purpose of using needs analysis is to find out the facts about learners. For example; who is the language learner, what kind of language learning do they need, how do they prefer to learn language, what is their learning style, what is the purpose of learning the language and what are desired language content, task and teaching material. Hutchinson & Waters (1992) proposed that language teachers analyze such factors, as identifying learners' needs, the reasons why learners are taking the course, how the learners learn, the available language resources, and the setting and time of language learning.

The implementation of needs analysis includes a wide variety of techniques for collecting and analyzing information both about learners and about language. The kind of information that syllabus designers collect includes biographical information such as age, native language, background, and reasons for learning the language, their personal needs, job satisfaction and needs for achievement. The most sophisticated instrument (Nunan, 2001) for making needs analysis is "Communicative need

processor" developed by Munby in 1978. This involved the information about learners and the setting of language use, purpose of learning, their interlocutor, target level, communicative key, communicative event and the medium of language use. The language needs assessment can be gathered in many ways such as observation, interview, or by questionnaire.

In the process of pedagogical syllabus development for ESP learners, one of the most important things is to consider learners' needs. Thus the needs analysis provides a basis for specifying goals and objectives for a learning program and it is the consistency of the communicative purposes and the needs of learners (Brown, 1995; Hutchinson & Waters, 1992; Nunan, 2001). The needs assessment and needs analysis are very important and should be constructed before the beginning of the language instruction. The needs analysis will lead to more effective development of a language curriculum and task-specific instructional materials that make language learning more effective in the long run (Benesch, 2001, Kennedy, 2003).

After this, I will mention the process of pedagogical syllabus development to show how it became the inspiration for needs analysis and syllabus development for students at Sugino Fashion College.

### **ESP in Thailand and Pedagogical Syllabus Development**

When I taught English to architect students in Thailand, I noticed Thai architect language learners need a special English course, rather than regular English for communication course, which is specific and related to their educational, future occupational and their personal interests. This specific group of students had different interests and motivation for learning English. In addition, cultural background and the first language interference is one of the factors that affect their language learning ability. Therefore, I developed a set of pedagogical syllabi according to their needs and the academic demands of their institution.

The procedural syllabus that I made for the

architect students in Thailand was designed for English for the communication course. The college was located in the northern part of Thailand, Chiang Mai. This college provided the course for students interested in architect, engineering, and technicians. This syllabus development occurred in the second semester of school year 2002. The syllabus was created according to the result from the students' needs analysis. The needs analysis was a set of questionnaires divided into three sections. The first section was a set of questions about personal information. The second part was to collect information of language learning and teaching which consisted of preference teaching methods, learning style, needs on skills improving, assessment, and attitude toward English language learning. Students were asked to give the opinion on the question items and give points on the Likert scale ranging from 5 (strongly agree) to 1 (strongly disagree). In the third part, students were asked to range their opinion from one to ten on their preferred content, instructional media and activities. The participants were the third year, 23 undergraduate students aged between 19-28 years old. There are more male students than female. Most of the students (81%) started to learn English when they were second graders in elementary schools. The procedural syllabus development process was a written course outline of lessons that defined the objectives of language course performance and showed how the language instruction provided the language teaching for the students in order to achieve the language competency. For effectiveness, my syllabus design involved eight steps as follows:

1. Translated language course description and course objectives.
2. Designed and conduct the needs assessment questionnaire.
3. Assessed, interpreted and analyzed the students' needs.
4. Set up the enabling/performance objectives to meet both students' needs and the course terminal objective.
5. Create a procedural task-based lesson plan according to the needs analysis and

course objectives.

6. Based on principles of language learning and students' needs, developed an appropriate framework for sequencing topics and tasks of language learning.
7. Produced a written course document that allows for adjustment when necessary.
8. Utilized and evaluated the effectiveness of the task and lesson plans.

The results of the students' responses to the questionnaires showed that almost all of the students (74% said agree and 17% said strongly agree) like an instructor who gave opportunities for them to express their opinions and the majority (39% strongly agree, 39% agree) would like the teacher to apply problem-solving strategies in the language teaching. There should also be attention given to meta-cognitive strategies and learner autonomy because the results showed that they would like to find their language mistakes (strongly agree 22% and agree 52%). The self-assessment tasks such as portfolio (4% strongly agree and 57% agree) were desirable for self-evaluation.

Almost all of the students (90 %) were concerned about the necessity and usefulness of the English language for their future studies (70 % strongly agree, 30% agree) and their future careers. Most of them agreed that the English language is valuable for their everyday lives (57% strongly agree, 39 % agree). In addition, the questionnaire showed that the instructional medium that motivated them to study was movies. The internet and computer, video, TV programs and songs were mentioned as interesting teaching media as well.

According to the results of the questionnaire, I produced a "ready-to-use" syllabus-designing handbook. This procedural syllabus (Williams & Burden, 2000) consisted of a series of tasks that were intellectually challenging and which learners would carried out in the target language. The language activities are focused on meaning rather than

form. There are 13 lesson plans including the conclusion of students' needs analysis, course descriptions, photo-syllabus, and the lesson assessments. From students' task products and feedback, I could see their enthusiasm and positive attitudes toward the tasks and their language performance.

Successful results from Thai students made me think that it may work for Sugino Fashion College as well.

### **ESP in Sugino Fashion College and Needs Analysis**

#### *General English Education in Japan*

English is always one of the required subjects in Japan. Fujita (2002, p. 58) mentioned that in the undergraduate level in Japan many university students have to take English to fulfill course requirements in their freshman and, sometimes, sophomore years. This statement shows that the undergraduate educational policy in Japan is very concerned about English language education.

However, though the learning environment encourages students to learn English, many researchers who investigated foreign language learning at Japanese universities pointed out that most of the students lost academic interest in English once they passed the university entrance exam (McVeigh, 2001, p. 29). Moreover, Fujita (2002) mentioned that college students do not maintain their motivation to study English. They are not willing to study because of the classroom-learning environment. There is less opportunity for them to utilize their autonomous learning and make their own choices according to their preferences and learning needs.

Kimura, Nakata, and Okumura (2001) affirmed possible explanations for this phenomenon. This includes the fact that the most popular teaching methods in Japan have been teacher-centered and the class sizes are usually large, and therefore individual factors of learners tend to be ignored. Students are not allowed to set their own learning needs and learning objectives. Moreover, of course, students have less chance to take charge and control their learning,

so this may be one of the factors that decreases their interest in learning the language. To many students, taking English is simply a necessity in fulfilling course requirements. Though there are some students who study English seriously, this is not the result of their own enthusiasm or their needs, but because of the pressure to make themselves more remarkable to their future employers.

In Japan, learners' English educational backgrounds often have little relationship to their specific learning in the college and their future vocation. The students in the Sugino Fashion College, as Japanese college students in general, begin their first English class with at least 6 years of English study from junior high and senior high school. There are big differences among students' English language communicative abilities, attitude towards the language, their educational needs, and their expectations.

Therefore, because of language learners' differences and their special needs for learning English according to their educational field and future professions, a pedagogical syllabus tailored for the specific learning circumstance, such as that at Sugino Fashion College, which serves both curriculum objectives for effective language learning, and students' needs, is necessary.

#### *Background Information*

At Sugino Fashion College, the students enter college with the ambition to become successful professionals in their fields. Sugino Fashion College was founded in 1926 and specializes in fashion, clothes, and garments. The college provides both 2 years and 4 years undergraduate degree programs. From the Sugino Fashion College 2005 College Guide, the various possible occupational opportunities for the graduating students are for example designer, pattern maker, fashion management, sales person, merchandiser, or teacher. The college offers six various courses according to their future occupational needs. Those courses are Mode-creation, Modern fashion, Customizing design, Art fabric & design, Fashion cultures and Fashion

business and management. However, in order for students to graduate, one of the requirements is that they have to fulfill all the required courses and take some elective courses. One of those most important electives is foreign language. Students are able to choose from Chinese, French, and English, according to their preference. Most of the Sugino Fashion College students, about 750 students, chose English for their foreign language course.

#### *The Needs to Satisfy Specific Objectives*

The pedagogical syllabus tailored for the specific learning circumstance at Sugino Fashion College served both curriculum objectives and students' needs were considered to be necessary. Since the English language teaching and learning situation is unique at Sugino Fashion College, language for fashion or for garment syllabus design will be different from others depending on their language competency, learning styles, interests, motivation, and/or communication needs.

Consequently, for instructors it is important to consider learners' needs in the process of pedagogical syllabus development to enhance students' communicative competence because "Conversational English" is a required objective.

#### *Designing Pilot Study*

In order to find out students' real needs and to accommodate the school's objective for "Conversational English", I conducted a pilot study of the Sugino Fashion College within constraints of course syllabus and class time. This study aimed at exploring and observing the real, practical need assessment of the students' and needs analysis.

As mentioned earlier, the participants in Thai College had different educational goals and needs. Therefore, I needed to modify the question items in the questionnaire. Data were collected qualitatively. The semi-structured interview with guided questionnaire was intentionally conducted to discern the subjects' English speaking level. The interview was designed to satisfy another purpose: to enhance the students'

communicative competence through interview performance.

The interview-guided questionnaire contained two parts: the personal information and the students' opinion toward learning English. In the first part of the interview, the students had to introduce themselves and the teacher asked some general questions about their hometown, free time activities, interests, etc. In the second part of the interview, the questions consisted of the attitudes and opinions toward language study, the preference of learning strategies, the desired English language skills, preferable learning tasks, formats, and activities.

Interview questions included: "Why do you study English?" "What do you think is the best way to study English?" "What English skills would you like to improve the most?" "What kind of English activities do you like?" "What topics do you want to study in English class?" "What kind of learning material do you like?" and "What kind of assessment do you like?" Below in Figure 2: I listed most typical answers from the students.

#### *Participants and Procedure*

I conducted this semi-structured interview with guided questions in the two freshman classes and two sophomore classes I taught in the 2004 school year. The number of participants totaled 142 students. Their majors vary: Mode-creation, Modern fashion, Customizing design, Art fabric & design, Fashion cultures and Fashion business and management.

I first gave the students interview questions at least two weeks before each interview so that they could prepare for their opinions and how to express them in the interview. Interviews were given individually. Each student spent 5-8 minutes at the end of class. The interview was conducted in one corner of the classroom. The teacher created a relaxing atmosphere so that the students would not be nervous by talking slowly, smiling, not emphasizing the students' mistakes. The interview performance was focused on the

students speaking skills and communicative ability. It was focused more on communicating verbally in the target language rather than on grammar and structures.

*Results*

The results of the interviews revealed that most of the students (87%) showed a positive attitude towards English language learning . They said they like to study English. However, some students mentioned that they dislike studying English. Almost all of those who said they dislike studying English gave the reason that they think it is difficult for them. They also mentioned that they could not speak the language well.

In terms of motivation in language learning, the students are motivated by future education goals: “I want to go abroad and study about fashion”, personal social relationships: “I want to have foreign friends”, situational use of the language: “I want to use the language when I travel abroad” , and their awareness of the importance of English as a global language “It is a global language, a world language” .

The students were asked to indicate the best way to learn English. The results show various preferences in learning style and strategy. The preferences are ranging form the most frequency stated as English practicing outside the classroom, studying abroad, to grammar and vocabulary practice.

The interview showed that the most desired language skill among the four language skills (reading, writing, listening and speaking) is the ability to speak well. Most of the students said

that they would like to be able to speak in English.

According to the students’ interest and education, the interview revealed their preferred activities were to practice language that has something to do with fashion. Most of the students said that they would like to have a fashion show in their language class. The majority of the participants also expressed their intention to learn the language through music and songs.

Moreover, almost all of the subjects indicated that the favorable learning topic or content is fashion. They would like to have learning materials related to their interest such as fashion magazines, fashion shows, videos, or CDs and movies of up-to-date issues.

However, I discovered a problem when asking the students for their preferred language assessment format. Usually, the assessment is the teacher’s task, so the students do not understand the meaning of self-assessment, peer-assessment and portfolio in process-assessment. The majority said that they preferred to assess their language performance through interviews. Many students said they like to take written examinations. Not very many of them stated that they would like to have peer assessment. This may be because they have less experience and understanding of the assessment process.

Figure 2: The most typical answers from the interview

QUESTION 1: DO YOU LIKE TO STUDY ENGLISH?	
1. “Yes, very like. English is useful”	- Positive attitude toward learning English.
2. “Yes, everybody talk English”	
3. “Yes, English (is) most important language/ global language”	- Awareness of the importance and necessity of leaning English
4. “No, English (is) very difficult”	



QUESTION 2: WHY DO YOU STUDY ENGLISH?	
<ol style="list-style-type: none"> <li>1. "I want to go study abroad" "I want to travel many country" "I want to be buyer"</li> <li>2. "I want to have foreign friends" "I can speak to many people all over the world" "Communicate to foreign people"</li> <li>3. "I think English will be great help to me" "Useful now and future on job"</li> </ol>	<ul style="list-style-type: none"> <li>- motivated by future education goals</li> <li>- motivated my personal social relationship</li> </ul>
QUESTION 3: WHAT IS THE BEST WAY TO LEARN ENGLISH?	
<ol style="list-style-type: none"> <li>1. "speak with foreigner" "talking in English"</li> <li>2. "listening" "Listen to native speaker"</li> <li>3. "memorizing words" "reading long sentence" "writing"</li> <li>4. "go abroad" "study in New York"</li> </ol>	<ul style="list-style-type: none"> <li>- practicing English outside the classroom</li> <li>- grammar and vocabulary</li> <li>- practice.</li> </ul>
QUESTION 4: WHAT SKILLS DO YOU WANT TO IMPROVE THE MOST?	
<ol style="list-style-type: none"> <li>1. "speaking" "speaking skill"</li> <li>2. "speaking and listening"</li> <li>3. "reading"</li> </ol>	<ul style="list-style-type: none"> <li>- desired language skills</li> </ul>
QUESTION 5: WHAT KIND OF LANGUAGE ACTIVITIES DO YOU LIKE ?	
<ol style="list-style-type: none"> <li>1. "fashion show"</li> <li>2. "listening to music"</li> <li>3. "watching video"</li> </ol>	<ul style="list-style-type: none"> <li>- preferred language activities</li> </ul>
QUESTION 6: WHAT KIND OF CONTENT DO YOU WANT TO LEARN?	
<ol style="list-style-type: none"> <li>1. "fashion"</li> <li>2. "art and music"</li> <li>3. "cultures"</li> </ol>	<ul style="list-style-type: none"> <li>- favorable learning topics or contents</li> </ul>
QUESTION 7: WHAT KIND OF LEARNING MATERAL DO YOU LIKE?	
<ol style="list-style-type: none"> <li>1. "fashion magazine" "magazine"</li> <li>2. "videos, CDs"</li> <li>3. "movies"</li> <li>4. "newspaper"</li> </ol>	<ul style="list-style-type: none"> <li>- learning material that they would like to have</li> </ul>
QUESTION 8: WHAT KIND OF ASSESSMENT DO YOU LIKE?	
<ol style="list-style-type: none"> <li>1. "interview"</li> <li>2. "written examination"</li> <li>3. "portfolio"</li> <li>4. "self assessment"</li> </ol>	<ul style="list-style-type: none"> <li>- preferred language assessment formats</li> </ul>

(Student's original remarks: corrections were not made)

From the interview, though the results showed that the students were aware of the importance and necessity of English language learning, it is obvious that the majority of the students could not clearly connect English language learning to required subjects in their field. Only four students said that English would help them in their future career as a buyer or merchandiser. However, half of those are Chinese students from China who said they would like to go back and build their career in their motherland.

From this pilot study, I found that there are several positive aspects of the interview process. The students can prepare what to say before the actual interview because they have the guided interview questions in advance. Students could prepare their opinions and share them more fully. They were also able to look up the unknown words in the dictionary. Another benefit of the interview was that it created positive attitudes toward the language, because the students saw it was a good opportunity to speak English and exercise communicative strategies.

Moreover, the comments after the interview showed that students gained self-confident and positive attitudes toward English language learning.

However, some problems occurred during the interview. The interview was found to be time-consuming. Students who did not prepare for them needed extra time to understand the questions and come up with answers. As a result, I felt that it caused frustration and negative attitudes towards the interview. Moreover, students rarely gave other opinions further than what they had in the guided questions. Besides, misunderstanding and the limitation of the students' language ability caused unreliable answers.

### **Pedagogical Syllabus Development for Students at Sugino**

*Modified Pedagogical Syllabus from Thai College*

The application of activities in pedagogical syllabus for Thai EFL students took place because there were overlapping needs of the two

groups of the students found from the needs analysis. The students were in the same age group and both groups were interested in music and traveling. Therefore, I had chosen one of the lessons from the syllabus that developed for Thai Students and modified it to the needs of Japanese students.

The lesson "Taking a Trip" was modified and tailored to fit the Japanese students in Sugino Fashion College. The lesson's procedures were as follows; in the pre-task activity, the students brainstormed an idea about traveling and then wrote their answers in the warm-up activity worksheet. In this stage, students were asked about the country they would like to go and the basic information about the country. Students worked individually, and they could easily write an adequate answer. They could write about the country they wanted to go and the general idea about the country, for example, the geography, climate, language, and the tourist attractions of the country.

Then they were given the choice of destinations. The student in-groups of 5-7 were asked to select the destinations out of the 10 countries, Bulgaria, Egypt, South Africa, Nepal, Venezuela, Taiwan, Thailand, Australia, Denmark, and Singapore. Different from the language learning in Thai architect students that had an opportunity to study English in the computer-assisted language-learning (CALL) classroom, the students in Sugino Fashion College studied in the standard type of classroom where the teacher stands in the front. Therefore, the students had little opportunity to find the country information through the internet in their class. Therefore, the country information was provided and given to the students. In this stage, the students were taught how to sort out the information and make an outline for their trip. At this point, the reading strategy and writing technique for outline writing were introduced. After that, the students, in-group discussed the one-week plan to the destination country and then created an advertising poster for the country. They had to draw the pictures and write the country information on a big piece of paper.

Observation showed that, students were very enthusiastic. They were helping each other. Some students were drawing pictures and some were writing the information. They also performed a presentation about their destination country in the next period. During this stage, the students could not finish the task. So, they decided to continue the activity for another week.

The next period, students were given 20 minutes for presentation preparation. It was evident that many groups did research at home and found more information or pictures of the country. Some groups did a exceptional presentation by speaking in English fluently. However, most of the students were shy. The students filled out a peer-assessment form the presenters. The group with the most points would be voted to be the best group performance.

#### *Students' Feedback of The Activity*

After the language activity, the students were asked to do the task assessment and self-assessment. Most of the students (62.9%) indicated that they like the task (See Figure 3). Many of them said "This work enjoyed", "I enjoyed this work!" or "joyful". The positive reasons for these statements were that it was interesting work, they made new friends, new language tasks, and they had opportunity to learn about different countries.

**Figure 3:** Students'opinion toward the language task.

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid no	32	22.4	22.4	22.4
yes	90	62.9	62.9	85.3
so so	14	9.8	9.8	95.1
no comment	7	4.9	4.9	100.0
Total	143	100.0	100.0	

However, some students said that they disliked the task (22.4%) because they were unfamiliar with group work, the tasks were difficult, and they dislike doing the presentation. Many students said they were shy. One student stated that she disliked the task because "responsibility of failure is not only me but also

my friends."

Group work assessment in almost all the groups ranged between good and very good. This showed the students' satisfaction with their performance.

#### *Discussion*

The tailored language activity was adapted from pedagogical syllabus originally created for Thai architect students and used for Japanese students because, as mentioned earlier in this paper, the ESP students have different language learning needs. Therefore, though the majority of the students liked the activity, some students found the task unfamiliar. In addition, the nature of the classroom facilities and students were different. In the Thai context, it was very convenient to find information about the country on the Internet, since the teaching and leaning was taking place in the computer laboratory. The students from the Thai architect class were studying together the whole year, whereas the students from Sugino Fashion College are from different classes and majors. They were shy and hesitated to work in-group with new friends.

There are some limitations to be concerned about. In the needs analysis process, I found one student said, "I don't know why we have to study English here" and another said, "I don't know why we have to study English. When I look at the world map, I see Japan as the central of the world" . These reaction implied that the students may not be able to see the importance or usefulness of the language study or if so, they may not see the linkage of the language learning and their future professions.

Another factor that we should consider is the stereotyped view of the teacher or institution toward the students' futures and their needs. We must not assume too easily that learners are preparing to have an occupation in the field they are studying (Kennedy & Bolitho, 1996). For example, a students in a Fashion college might not really like to be a fashion designer or to work in this field. He might want to be a jewelry designer. In that sense, the English program that concentrates too much on the fashion issue may

decrease his motive to learn English.

On the other hand, though students would like to work in the fashion field, they may see English as the medium of the communication to fulfill their integrative motivation needs (Role, 1977, cited in Kennedy & Bolitho, 1996, p.15). Thus, these learners may not need to study English, which relates to their particular field of their core education. This can be identified if the learners reveal their needs as social or cultural aspects.

### Conclusion and Implications

In conclusion, such differences of the learners need have considerable impact on ESP language learning since the students' knowledge of English and their awareness of their needs for the language were vary according to their interest and specific occupational fields. In the process of Pedagogical Syllabus Development for ESP Learners, needs analysis played the important role in finding the learner needs preference style, language task, learning content and desired language skills to develop tailored language activities that are suitable for the particular group of the students.

This is just the beginning of the many future steps needed to create an effective teaching and learning environment for Sugino Fashion College Students as far as the language learning in ESP is concerned.

For the future study, in order to study the needs of the Sugino Fashion College students' needs extensively, there are many ideas to be aware of:

1. A proper needs assessment form (questionnaire) suitable for the students should be made.
2. The questionnaire should be in Japanese because it is not the assessment of the language understanding but the students' real needs toward the language learning.
3. The data should be analyzed statistically.
4. The needs analysis of two courses (English 1 and 2) should be analyzed separately according to the course objective, the nature of the course, the

students aptitudes, interests, and needs

English language education that meets the needs of learners in different contexts is mandatory. Accordingly, the implication of these findings is important. Students need syllabi tailored to their aptitude, interests, and needs implemented by caring teachers. The answers of the interviewees have provided insights into which types of activities should be favored and which should be more carefully designed and implemented. More research is necessary to explore how foreign language learners actually develop and maintain or lose their motivation over the years, and how teachers are better, understand and support them. A lot seems to depend on classroom practices and on us, the classroom teachers.

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i) "Subjective needs" which are often define as psychological manifestation such as "want", "disire", or "expection" cannot be diagnosed as easily or in many cases, even startd by learners themselves.

ii) "objective needs" are which can be diagnosed by teachers on the basis of the analysis of personal data about learners along with information about their language proficiency and patterns of language use.

iii) "Communicative needs processers" developed by Munby(1978) involved specifying as the data of participant, purposive domain, setting, instrumentality, dialect, target level, communicative event and Communicative key.

近年、国際語としての英語の役割が大きくなるにしたい、英語の学習者が急速に増えている。従来は教養や趣味として学ぶ者が多かったが、現代では明確な目的をもった学習者が増加している。そのため個人の目的とニーズに合うように、特殊目的のための英語(English for Specific Purposes)が必要になってきた。

ここ杉野服飾大学では、ファッション関係の仕事に就く学生が多いので、従来の文学やリーディングを中心にした英語より、コミュニケーションを重視した実用英語の学習に重点がおかれている。しかし、学生が英語学習に対しどのような目的と期待感を持っているのか、どのようなアクティビティーが彼らの目的を一番活かせていけるのか、自分がタイ国チェンマイ市で受け持っていた建築科の学生のニーズとどのような違いがあるのか、その学生に用いたアクティビティーの有効性はどうであろうかという疑問が生じた。

それらの研究課題に答えるために以下の順序で本論を進めていく。1. ESPの概念と理論のフレームワーク、2. シラバス開発のためのニーズ分析の必要性、3. 私立の建築科の学生のために開発したシラバスの紹介、4. 本学の学生のためのニーズ分析用のインタビュー結果、5. 3で述べたアクティビティーの修正と実践、6. 結論と示唆。本論が杉野服飾大学学生の英語学習に対する目的意識とコミュニケーション能力の向上と動機づけを高めることに役立てば幸いである。