

## **Needs analysis for communication classes at a Toyo University**

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### **Abstract**

This paper is one part of a larger needs analysis that deals with communication / speaking for a tourism department curriculum at Toyo university. The needs analysis covers target needs and learning needs of the first and second year students, including English for specific purposes (E.S.P.). The sources used for data in this needs analysis are from the field of second language, as well as primary data collected from both students ( $n=392$ ), through a questionnaire, and teachers ( $n=3$ ), in the form of a structured discussion. The students' questionnaire focuses on the fields of reasons for communicating, class types, preferred learning styles, speaking strategies and functions that students consider important. The teachers' discussion centers on approaches and preferred syllabus types. The data from the students has been analysed using a number of statistical techniques, and the highlights of the teachers' discussion are reported. The results indicate a split in focus between the first and second years, consistent with previous theory that calls for a solid skill base before adding a more specialist E.S.P. element. The results also suggest that the content of the curriculum should be communicative and geared towards students living and Japan, and travelling abroad, including use of communication strategies, functions, and topics for tourism. In the conclusion section the results have been made into tentative goals and objectives for first and second year students at the university.

### **Introduction**

As a result of the declining birth rate (according to the Ministry of Affairs and Communication, the number of births in Japan has decreased for the 25th consecu-

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tive year, Kyodo News 2006) Japanese universities will need to compete to attract students (Anzai, 2003). Indeed, 2007 marks the year when the number of students applying for positions at Japanese universities will match the number of places available to students. If you also take into account that a recent government survey showed that a record low of 73.5% of university students graduating in 2004 managed to find jobs (that figure is at its lowest point since the survey was first taken in 1996 (Richardson & Kawanaka, 2004), then it must be realized universities need to play an important role in shaping and training students to deal with the harsh environment upon graduation.

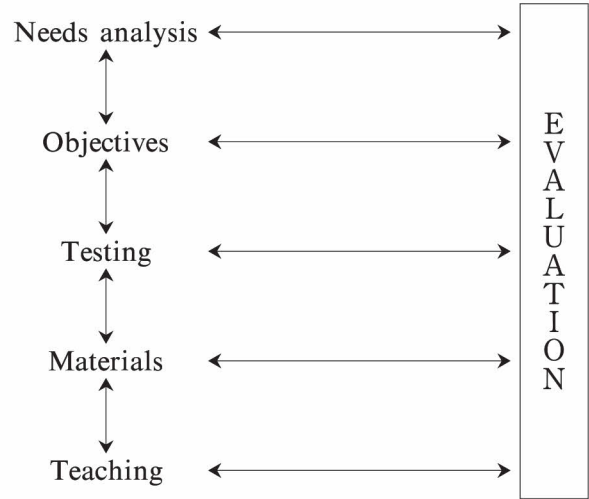
One of the ways of equipping students to compete in the marketplace is giving them a variety of skills that they can employ successfully either in the workplace or at further education in Japan or overseas. At present most universities can admit claim that their students are going through the motions in studying English. All the hard work getting into university has been done by passing university entrance examinations. After entering the university a number of students will be just happy to pass their way through classes, enjoy their university life, before they join Japanese companies (Wadden, 1992). These problems are further compounded by a heavy emphasis on grammar instruction before tertiary education, resulting in many students inability to communicate effectively in English, despite six years of compulsory English classes (Ellis, 1997).

Because the guarantee of employment on the other side of four years is not definite, universities and students alike need to work together to build an environment for success in English based on what students want to do and need in the future. The focus of this paper is on a tourism department in Toyo University, which shall be referred to as TU. This department will have to address problems similar to those mentioned above. Realization of possible future problems has led to a need for a new curriculum that will last at least four years (the term of university study), a period that would be inside the competitive period for all universities after 2007. Prior to this time, TU, like other universities, had had the luxury of a buyer's market, namely that the reputation of the university alone was enough to bring the students in every year. A changing situation demands that a new curriculum be put in place to address needs for the future, or TU may become another victim of falling student enrollment.

**A Systematic Approach to Curriculum Production**

Everyone involved in the production of the curriculum must contribute to the systematic planning of a curriculum. Figure 1 shows a visual representation of how the individual parts of a curriculum fit together and make up a systematic plan to build and maintain a curriculum.

**Figure 1** Stages of Curriculum Production



This model was developed by Brown (1995), in making the curriculum for the University of Hawaii. Although the teaching situation is different, in that Hawaii students were ESL, and students in Japan are EFL, nonetheless it can act as a good guideline to put together the necessary pieces that make up a curriculum. At all stages along the way, people are the most important element of the curriculum design. Without people working together to make the curriculum work from the beginning, the curriculum would not be effective. In referring to people, it doesn't just mean the teachers, but includes the students, and administration, plus, organizations that can influence certain elements of the curriculum, such as testing organizations, and potential employers. In this overview of curriculum, the following headings have been used : Firstly, needs analysis, what information sources can help in the production of the curriculum. Secondly, how the information from the needs analysis are to be translated into goals and objectives. Thirdly, how can the objectives be tested to see how much learning has taken place? After testing, fourth, are materials that will carry the information to be taught to students. Fifth, come teachers, and the role they play in the curriculum design. Finally, evaluation of the curriculum needs to be ongoing, so that it can be improved for the future



## Needs analysis

Along with the production of TU's curriculum will come an outlet for people to decide how the curriculum should be built and what should be learnt. This means an emphasis is put on what the students, as customers, want or need. This is a point made by Schutz & Derwing (1981), who emphasize the learner in educational settings should be the driving force behind needs analyses. Needs analysis, then, is the first stage of curriculum development that involves gathering information that can help to form the curriculum. Richards et. al (1992), defined the needs analysis as follows :

*“The process of determining the needs for which a learner or group of learners requires a language and arranging the needs according to priorities ... (it) makes use of both subjective and objective information”, p.242.*

This definition assumes that in order to make a curriculum a process or system must be in place to collect information of both types, subjective and objective. That means subjective information about attitudes and wants, as well as objective, concrete information, such as objectives, test information, and levels of student proficiency. Needs analysis is a long process, and can have influences from many different groups. For the purposes of this paper, a small section of a larger needs analysis at TU will be reported. Although attention will be given to other skill areas (reading, writing, and listening) in the curriculum, results from a small survey (Table one) taken among 2nd years (from a total population of around 230) at TU showed the following :

**Table 1** Table showing results of student self-rating of speaking skill for ability and need

	Ability 2004 N=178	Need 2004 N=178	Ability 2005 N=196	Need 2005 N=196
High	6%	80%	6%	70%
No.2	14%	10%	12%	17%
No.3	13%	3%	21%	3%
No.4	19%	2%	23%	2%
No.5	23%	2%	22%	2%
Low	25%	3%	16%	6%

Table 1 shows that the majority of second year students, when comparing speaking to five other skills (reading, writing, listening, grammar and pronuncia-



tion), perceived their ability to be very low, whereas the need to speak English came out as the highest need for those students for both 2004 and 2005. This ability and need has a high likelihood of continuing in the future. Therefore, this needs analysis will focus on the needs of students in terms of speaking and communication. It is assumed that listening is half the process of communication, so listening, as a separate skill, has not been dealt with in this paper.

Taking the needs of the student into consideration this paper seeks to employ both qualitative and quantitative data collection procedures to provide information on what should be taught for communication, and the way to go about it. This data has been used to make tentative goals and objectives reported in the conclusions section of this paper.

### **Who is involved in the Needs Analysis?**

As mentioned already, the production of a new curriculum is very much a “people” undertaking, and the inclusion of all types of people that can influence the curriculum is necessary, both to receive valuable input, and to make sure that, politically, all the necessary people should be included. For the purposes of this paper, however, only data from students and teachers and students has been used.

#### *Target group-(the students)*

This will be one of the most important groups to consult, as the curriculum will ultimately affect them in terms of study and opportunities after finishing university. There is one problem, however, that should be borne in mind, which is that sometimes students may not be the best judges of what they need or don't need. In other words, students are often unaware of what it is that needs to be improved about their language skills, or, the best way to go about it. Furthermore, they may lack definitive information about how they may use their English upon completion of the program. This kind of situation is true of students studying tourism who hold a “romantic” view of tourism jobs as being those jobs which will enable them to travel all over the world. Naturally, this kind of dream is not detrimental, but there may be a gap between students' imaginations and perceptions before entering the workforce, and the actual situation of the tourism job markets, and what jobs are realistically available, after graduation. Having said that though, student's needs should be the major source of information into the curriculum because they will be the ultimate end-user.

*Teachers teaching in the English program*

This group will be the most active in production and application of the new curriculum. All teachers who teach English in the tourism department at the moment should be consulted and tapped for advice and experience. After all, English teachers in general should already have a good idea of some of the main deficiencies in their students, and naturally, through the teaching process, come to know what is important to teach, and what isn't. Additionally, the teachers are in a better position to help answer some of the questions/problems that were posed in the previous paragraph about students not being the best providers of knowledge about themselves, or at least, provide valuable input along with student attitudes to create a balance of achievable ideas.

In the full version of the needs analysis groups including other non-English teachers in the Tourism Department, the administration, testing organisations, employers in Japan, overseas universities, and professional organization of educators, like J.A.L.T. (Japanese Association for Language Teaching) and J.A.C.E.T (Japanese Association of College English Teachers) would be consulted. For the purposes of this paper, however, I will be collecting and analysing objective and subjective data from the two main groups mentioned above, the English teachers at TU, as program developers, and the students themselves.

Hutchinson and Waters (1997, p.25), in what they call a "learning-centred approach", identified two sets of needs to guide the needs analysis. The first is target needs, or those needs that analyse the target situation. They come in the form of questions, of which I have chosen the most pertinent to guide this study for students at TU :

- 1 ) How will the language be used?
- 2 ) Why is the language needed?
- 3 ) What will the content areas be?

Along with target needs, Hutchinson and Waters also propose the learning needs, or those needs related to how the learners can or want the learning to take place, and again, may be guided by the following questions :

- 1 ) Who are the learners?
- 2 ) Why are the learners taking the course?
- 3 ) How will the learners learn?

Information collected for the curriculum should be guided by the previous questions that deal with both language needs of the students, the best way that they

can learn, and what they should learn. The information should be part of a systematic plan that will take multiple viewpoints into consideration.

### **Previous research for needs**

The questions posed in the previous section will facilitate the collection of objective data, which I shall also refer to as quantitative, and subjective data, which I shall refer to as qualitative. For this paper, I have looked at some of the major areas in SLA research to see how I can answer the questions, with each question as a separate section.

#### **Target Needs – How will the language be used?**

This first question is fairly simple to answer, because the use will be spoken, as the need from Table one highlighted. The spoken form can be divided into channel and types of discourse. Channels include face-to-face, and on the telephone, and more recently mediums like tele-conferencing have become more popular. Types of discourse can be predicted as conversations, both on a social basis and for work purposes.

#### **Target Needs – Why is the language needed?**

One of the first ideas we need to think in asking why the language is needed is which branch of English they need. Being that the department for this study is tourism, it should be clear that students need English related to working in the tourism industry, which comes under the heading of E.S.P., or English for Specific Purposes. E.S.P. can be defined as “studying English to carry out a particular role” (Richards, 2001 p.28), in this case a need for a specific type of language to deal with tourism situations. The answer seems to be then to teach the students speaking skills for E.S.P. However, as Hutchinson & Waters (1987 p.18) point out, E.S.P. does not simply imply a special form of the language. They argue that some features of E.S.P. are unique, but these situations should not be “allowed to obscure the far larger picture of common ground”. In other words students need to have a good grounding in general English for communication with an added ability to function in a variety of other situations.

Along with E.S.P., comes a desire by the faculty for more “homestay” programs in English-speaking countries. TU has expressed a wish for more of its students to



study overseas both during and after the degree level, and as more students become interested in studying overseas, TU will also need to think about fulfilling social needs of language. When the students go to study abroad, they will have a range of skills that can help them to make and maintain relationships with people in the homestay country.

The combination of needs for E.S.P. and social uses of language will be explored in further detail through a student questionnaire. Related to E.S.P., students will be asked about which jobs they plan to use their English in when they leave TU. An unpublished survey in 2005 revealed a variety of job aspirations among second years upon completion of education. Some of the responses were related to tourism, and some were in completely different fields indicated by another box "other" that student chose, and elaborated upon. This other group is a reflection that some of the students who have entered TU might have done so because they could not get into their first choice university.

### **Target Needs – What will the content areas be?**

Now a rationale has been established for the type of English for communication, the next step in determining what the content areas will be is to, firstly, set, entry and exit requirements for students in the program. Unfortunately, it is nearly impossible to control the entry level of students coming into TU, but it is possible to stream students via a placement test into groups of similar proficiencies. Ideally, each student coming into a program that teaches speaking skills would sit a speaking test, and from there be placed into an appropriate group, based on communicative ability. After streamlining students into groups of similar abilities, we can then go about setting appropriate exit requirements of the program, or the particular level we hope the students have reached after their education period, which at TU means two years of compulsory education. It is not merely a question of stating that the students' communication English should have improved after two years. Descriptions of speaking ability should guide what level the curriculum needs to reach. Tests such as TOEIC are preparing to instigate speaking tests into their battery of tests, but they have not been introduced on a national level in Japan yet. A better idea of levels can be gained from A.C.T.F.L. (American Council on the Teaching of Foreign Languages). The A.C.T.F.L. guidelines are used mainly for program planning and developing objectives, and describe a range of abilities from novice to superior level. For students at TU, a range of proficiencies described within the

latter half of intermediate level and the beginning of advanced may be most appropriate (see Appendix A). Within the latter half of intermediate the focus is on an ability to use a range strategies for engaging in conversation or narration. In the next level up, advanced, first mention is also made of using English for the workplace to employ a number of functions, or ways of using the language (I shall deal more in depth with strategies and functions in another section). Not all students will meet this level, and some extra help may need to be provided to help lower-proficiency students reach the higher levels of communication proficiency as outlined by A.C.T.F.L.

If the A.C.T.F.L. guidelines can indicate the level we want the students to reach communicatively, the content areas can now be set. As part of Brown's (1995) study on curriculum development, he recognizes four elements that are useful for describing elements that can influence the way that curriculums are put together, and describe the language that may be taught. Such description governs approaches, or the theoretical assumptions that teachers have about ways that students should language. Next, comes syllabuses, or the way that courses and materials are organized. After syllabuses, come techniques, or ways of presenting the language to students. Finally, are the exercises that dictate the way that students should practice the content of a curriculum. For this section I shall deal with the approaches and syllabi, as they will have a direct bearing on the content of the course. The techniques and exercises are more linked to making instructional material.

### **Approaches**

Essentially there are two common approaches that describe ways that students might learn the skill of communication (some might argue a third approach, grammar translation, exists, but none of the teachers at TU are in favour of using this system, so it has not been included). The first approach teachers may use is the audio-lingual approach that relies heavily on pattern-drilling and repetition. Although the method started to lose popularity thirty or so years ago, some teachers do believe that imitation works well with pronunciation, and very low proficiency level learners. After audio-lingualism comes the other approach, or the communicative approach (C.L.T.) that is favoured by many foreign teachers teaching in Japan. The communicative approach uses language for real purposes to communicate, and demands that the students should be exposed and trained to use authentic



communication. There has been some resistance to using the communicative method in Japan because some students who have been schooled in grammar translation find it difficult to comprehend what C.L.T. entails (Cross, 2005), but teacher training can help bridge the gap of mis-perception. One study by Sakui & Gaies, (1999) of 1300 Japanese university English learners actually showed that students did have some awareness of both traditional and communicative approaches to learning English.

Japanese students, generally, may have a passive vocabulary and knowledge of structure, but are usually unfamiliar with using English in the social context, and are deficient in skills and strategies to go about communicating or negotiating meaning of words. Therefore, a model of language which emphasizes the role of social interaction and that provides a wide range of communicative competencies would be effective in meeting the students' needs. One model, developed by Bachman (1990), describes all the facets of communicative competence.

#### Bachman Model

Bachman's Communicative Language Ability (C.L.A.), divided competence into organizational, and pragmatic competence. Organizational competence covers grammatical competence, which is made up of the grammar and rules of English, and discourse competence that comprises of text cohesion and coherence. Pragmatic competence, on the other hand, covers illocutionary competence and socio-linguistic competences. Illocutionary competence in Bachman's model recognizes the necessity of language functions, how the language is used to get things done, a key factor in teaching, and recognition that everything people utter has a function, or services a need. Furthermore, in socio-linguistic competence Bachman mentions the importance of recognizing cultural references and using reduced speech, both vital for improving communicative competence. Essentially, the Bachman paper was designed more for a testing format, but this model provides important elements to begin constructing a basic framework for thinking about what is actually necessary to achieve communicative competence in the classroom.

#### Syllabuses

After a consensus on theories behind communication has been reached, syllabuses need to be decided. Syllabuses are ways of organizing the material that should be taught on a curriculum and provides focus for what should be studied, along with a rationale for how content should be selected or ordered. Selection for communication might include pre-existing syllabus types as outlined by in



Krahnke's (1987) book, as the following :

- 1 ) Structural – grammatical and phonological structures are the organizing principle, with the sequencing decided by easy to more difficult structures.
- 2 ) Notional/Functional – Notions are ideas that the language expresses, such as color age, time etc. Functions describe the way that language is used e.g. apologizing, greeting etc... A full description of functions has been provided by Van EK and Trim (1998). This original list was initially produced in response to a need to equip learners of English in Europe with basic competencies for both survival and travel purposes. It consists of sections entitled seeking information, expressing and finding out attitudes, deciding on courses of action, socializing, structuring discourse and communication repair. Although these functions were made for survival and travel purposes, some of the functions will also be valid for both ESP, and social purposes.
- 3 ) Situational – This syllabus addresses where the language might occur. For tourism, situations might include at a hotel reception, at the restaurant, etc..
- 4 ) Topic – similar to situations, but deals with a finite topic that may also be a situation, eg. hotel reception or restaurant customs. Both topics and situations for tourism have been partly defined by the tests of English Tourism Proficiency Test (E.T.P.T.), which is a test held once a year by the National Association of Language, Business and Tourism Education. The test examines listening and reading skills similar to TOEIC, and is already popular with some of the students at TU (see site of National Association of Language, Business and Tourism Education).
- 5 ) Skill-based – for communication this type of syllabus would be related to the sub-skill areas of speaking and listening. Examples could be listening for the main point or summarizing what someone has said. The sub-skills will be discussed more in the direct method section.
- 6 ) Task-based – This syllabus type is based around tasks that specify something that students should do with the language, other than concentrating on the language itself. The rationale is that students develop implicit knowledge incidentally through communicating in the language and the focus is on meaning, rather than grammar, often with the students choosing the language they need to complete the task. Task tourism might include planning a tour, or designing a menu (For a full explanation of task types see Willis, (1996)).
- 7 ) Content – This would include ESP where students are simultaneously lan-

guage students and students of whatever subject is being taught, i.e. tourism. Owing to the specialist nature of certain aspects of working in tourism, some focus will need to be made on the content itself rather than language learning. Along, with content, important for these syllabi are the way that the language is ordered or sequenced within them. This sequencing will take into account how much time for instruction is available and determine, usually by experience, which items build upon, or support other items. Table two has some examples of sequencing topic and functional syllabi :

**Table 2** Table showing possible ways of ordering three types of syllabus

Grammar	Topic	Functional
Frequency	Interest	Need
Availability	Need	Interest
Complexity	Relevance	Complexity
Order of acquisition	Depth	

Krahnke presents these seven syllabi on a continuum of emphasis on form or discrete parts of the language starting with structural that are syllabi that are entirely discrete in terms of the form that they are taught in. The rationale for these syllabi is that separate language parts are taught, and it is the job of the student to try to piece them altogether when they want to speak. At the other end of the continuum are syllabi, like tasks or content, that focus almost entirely on the meaning.

In summary, students at TU will need English for E.S.P. and general English purposes for functioning at work and in social situations. After setting a high intermediate-low advanced exit requirement that the students should reach after two years of compulsory instruction, teachers/curriculum developers need to decide on either audio-lingualism, or communicative language teaching as the theoretical base, or approach of the curriculum. The latter has been described in second language literature as having two main separate elements: organizational and pragmatic competence, both of which should be included in a curriculum for teaching communicative competence. Consensus should also be reached on the type and ordering of syllabus used in the curriculum.

**Language Needs – Who are the learners?**

Along with target needs, I will deal firstly with the question of who the



language learners are. The composition of the students in the first and second year will be dealt with in the Participants section of this paper. I would like to add that these students are typical of university students at other middle-ranking universities. Very often the university that they are in is not their first choice before entering university. Once they are in university their time is typically taken up with compulsory and elective classes, part-time jobs, and extracurricular activities. Furthermore, they would have been predominantly taught by the “yakudoku” system, whereby they have been taught to memorize grammar rules when they needed to sit for their heavily grammar-biased university entrance exams. Students’ orientation to the “yakudoku” appears to dissipate once the need to pass the exams has finished. What is left then are students who have lots of passive knowledge and possibly some vocabulary retention, but cannot use what they have learnt in “real” communication.

### **Language Needs – Why are the learners taking the course?**

Along with the obvious answer that the classes are compulsory and are needed to gain enough credit to graduate, comes other reasons for taking the course itself. In 2005 I carried out a survey among first years relating to their reasons for studying grammar. The study revealed four main reasons, or motivation for studying grammar. The biggest motivation was extrinsic motivation, or the external reward that studying can bring, for example more qualifications, and a chance of a better job. The second largest motivation factor was called integration and this was comprised of a need to study to facilitate contact with foreign people abroad. The least likely factors affecting study were intrinsic, or a desire to learn something for the pleasure that it brings, and motivational intensity, which was related to spending a high amount of time outside of university classes studying grammar and intrinsic factors. This study concentrated on reasons for studying grammar, but diversities of student means on the four factors in that study indicated some variation in motivation, for all four types. It can be said that different reason for studying grammar could also be applied for a need to speak English. In other words there may be several reasons why students need or want to communicate in English.

### **Language Needs – How will the learners learn?**

The final section to cover is how the learners will learn. After deciding the approach and syllabi, we need to ask how these will be taught to students.



Richards (1990) advocates two methods for teaching, which are the direct and indirect method, both of which can be described as being part of communicative language teaching.

### Direct Method

The direct method means students are explicitly taught how to deal with conversation management, and specific micro-skills of speaking. This direct method may also incorporate some of the more discrete based syllabi, such as structural, functional, situational, topic and skill-based syllabi. Work by Herman, Olson & Flanigan (1995) suggest a definite need for explicit explanation in the classroom. Some of the core areas that should be covered in a curriculum using the direct method have been dealt with in depth by Dörnyei & Thurell (1992). Direct skills, according to Dörnyei & Thurell, includes conversation management that emphasizes teaching strategies and structures of conversation to provide students with time to think, give new ways of exerting control over what is said, and provide invaluable to instil the initial confidence not to be put off when the intended message being negotiated is not immediately communicated. The last point is commonplace in Japanese classroom because many Japanese English students at university level tend to “run away”, rather than deal with difficult spots that appear during communication. To help with these difficult spots strategies such as “using fillers” and “asking for repetition” can be employed effectively. Such strategies, along with an awareness of the structure of conversation from opening through to closing a conversation, need to be taught explicitly on a conversation course. Without teaching these basics principles of conversation it would be difficult to expect Japanese students to “start” engaging in conversation with no preparation.

Explicit skills can be taught through dialogues as they provide the students with information about the communicative role of conversation in a variety of situations and functions. Also, dialogues work well for students who perhaps do not regularly use spoken English outside the classroom, and are a good way to, once again, get the students used to using the sounds of English in conversation. Dialogues additionally could highlight functional language (illocutionary competence) through exposing the students to a variety of communicative situations, and therefore deal with important areas of communicative competence identified in Bachman’s model.

### *Indirect Method*

In contrast to the direct method is the indirect method that follows the rationale

that clear contexts, where new language can be understood and made comprehensible, allow students to acquire language naturally, as L1 children do. In the indirect method students learn conversation skills by engaging in conversation. Compared to the direct method, the indirect method is certainly a lot newer, and is based on studies of interaction between native and non-native speakers that found that when compared to two native speakers having a conversation the discourse is syntactically less dense, contains more high frequency words, slowed speech rate by the native speaker and more questions by the non-native speaker. These modifications are believed to help develop the non-native speakers' interlanguage. Pica (1987, p.8) states that "what enables students to move beyond their current interlanguage... are opportunities to modify and restructure their interaction with their interlocutor until mutual comprehension is reached". This modification and negotiation process is not only teacher-student interaction, but more importantly student-student interactions will be the dominant feature of the classroom discourse, as students fine-tune both input and output, and engage in the negotiation of meaning essential in developing strategic and sociolinguistic competence in language use. The teacher's job in an indirect method-based classroom is then to provide opportunities for interaction and negotiation of meaning through the medium of, among other things, content based and task-based teaching syllabi, both of which have a great emphasis on the meaning rather than structure of the language. The indirect method and associated syllabi need not be taught exclusively ; in fact most curricula will include a combination of some of both direct and indirect teaching methods. The balance between discrete form and meaning (Long, 1991) is an important one because it ensures both the linguistic accuracy of what is said and the appropriateness and fluidity of the language that is being used.

In summary, in answer to the questions, why is the language needed and what should the content areas be, it is important to recognize a number of factors govern what should be taught. The literature states that teaching communication rests primarily with two main approaches, excluding "grammar translation", and those are the audio-lingual and communicative approach. After deciding on the approach, the type of syllabus needs to be determined. There are many type of syllabus to choose from, ranging from complete teaching of discrete points of the language to a focus purely on meaning and content. This distinction between the ends of the continuum is emphasized by the direct and indirect teaching orientations. The former, like the discrete side of the syllabi continuum, deals with



teaching conversation in the form of its constituent parts. The latter, indirect, is similar to how people learn their native language, and is concerned with creating the situation where students can interact with each other naturally. Once the questions above have been answered it will then be possible to start to decide what goals and objectives are necessary for the communication curriculum.

Participants

The two groups of participants for this study, as previously mentioned, will be students and teachers. The first group, students, consists of first years and second years at TU. Both of these groups comprise around 230 (for this study there were 189 first years and 203 second years) students per academic year in the tourism department. At present these students take three hours of compulsory tourism-related English classes a week. After two years of this compulsory education, it works out to be roughly (minus tests) 150 hours of English study.

Although, no data about speaking ability exists, there is information from separate placement tests that the students sit at the beginning of each academic year. Data from the placement tests for the present first and second year population can be seen in Table three. Apart from the apparent lack of reliability of the placement tests (currently being revised), the range of scores for subsets (listening, reading and grammar) of each year are quite broad, indicating a possible range of abilities.

Table 3 Descriptive statistics for first and second year placement tests 2006

	First Year (N=228)				Second Year (N=213)			
	List.	Gram.	Read.	Total	List.	Gram.	Read.	Total
Total Score	15	26	9	50	10	35	10	55
Range	2-15	4-22	0-9	10-44	0-8	4-28	0-10	7-43
Mean	8.6	13	5.9	27.7	4	15.9	4.2	24.19
SD	2.7	3.8	1.7	6.6	1.7	5.2	2.6	7.3
Reliability ( $\alpha$ )	.60	.62	.40	.76	.37	.77	.44	.79

Without a clear diagnostic of individual speaking abilities, it is subjective, at the least, to place students like these above into classes of similar speaking abilities based on the above passive skills. A communication placement test will need to be used to group students of similar abilities.



The second group of participants for this study is the English teachers at TU, of which the writer of this report is one. There are currently five teachers teaching English in the tourism department at TU. Three of the teachers are full-time, and the other two are part-time. The full-time teachers have all been teaching at TU for at least three years, where as the part-time teachers have only started this year to cover a shortfall in the number of classes to be taught. Ideally, both full-time and part-time teachers should be used in this study, but for particular reasons part-time teachers were not included in the study.

## **Materials**

This paper collected data from teachers and students. Data for the teachers was collected by both quantitative and qualitative means, through an open-ended questions and a group discussion, and the data collection method for the students was a questionnaire.

### **Teachers**

Owing to the small number of teachers participating in providing data, a questionnaire and discussion were used to collect data. The questionnaire for the teachers can be seen in Appendix B, which contains spaces and choices for teachers to prepare a discussion relating to approaches, syllabi and methods that they prefer to use for communication curriculum at TU. The approaches have been divided into a preference for audio-lingual or communicative approaches. Furthermore, if teachers believe that a communicative approach is necessary, they need to specify which of the areas outlined by Bachman (1990), in his analysis of communicative competence, are appropriate for descriptions of communicative competence. After, approaches the teachers, next, evaluated the appropriateness of eight syllabuses outlined by Krahne (1987), including a mix of those syllabi. Finally, teachers were asked about their thoughts on a direct and indirect method to teach the syllabi. After each section, space was provided for comments that teachers may make.

### **Students**

The large number of students taking part in this study dictated a need to use a survey, so that many responses could be collected and generalizations made on the findings. The survey consists of 100 statements (Appendix C) that require a level

of agreement on a five-point likert scale as follows: 1=strongly disagree, 2=disagree, 3=neutral, 4=agree, and 5=strongly agree. The questions were broken down into eight sections, thus: reasons for communicating, class types, learning styles, non-tourism topics, tourism topics/situations, preferred jobs after graduation, speaking skills and functions. The statements used in this survey came from literature, and discussion among the English teachers at TU.

The first section, reasons for communicating, consists of ten statements to better understand students' motivation for wanting to learn speaking. The statements cover the four main areas of motivation for study mentioned in language needs section focusing on why the learners would take a communicative course. Those areas cover, intrinsic and extrinsic motivation, as well as the need to communicate with foreigners, and for the enjoyment of speaking English.

The next section, class type, covers nine statements designed to elicit opinions on whether these communication skills should be taught separate from other skills (reading, writing, etc..), or together with other skills. It further seeks to find out whether, or not, the students would prefer general English communication skills in the first year, and work related communication skills in the second year of compulsory classes. There are also two statements at the end that elicit students' views on who should teach which particular skill areas, e.g., Japanese teachers teaching only reading and writing, or foreign teachers conducting listening and speaking classes.

The third section is given over to students to express the types of learning styles they prefer. The 18 statements in this section came from a number of previous studies, Willing (1988), and Richards (1995), and a learning style study, Sakui & Gaies (1999). All three studies had over ten statements each, so only the most appropriate were chosen for this study, based on the information from the literature section. The topic of the statements included use of English only in the class, general learning styles, and those styles prevalent in communicative and non-communicative, traditional English curricula. Along with these statements, inclusion was also given to statements that might indicate students' preference between direct and indirect teaching methods.

The following section, topics for non-tourism topics, requires students to choose from seven topics that they might want to discuss in English. This list came from my experience at teaching oral communication at a number of universities, and reflects topics that Japanese students have previously shown interest in. The list could have been much longer, but more topics could be canvassed on the first day

of a communication class, when new students can express in more detail the topics they would like to discuss.

After non-tourism topics, comes eight tourism topics/situations, which were decided through two processes. The first process was selecting topics that I had been teaching previously as part of tourism English at TU, and secondly, topics that appeared in the tests for the English Tourism Proficiency Test (E.T.P.T.), were included.

The sixth section was information about jobs that students wanted to do after graduation. The fields included 20 jobs that were generated from a previous study of second year career aspirations conducted in 2005. Information from this section may indicate opportunities to provide more specialist job-related courses, if demand dictates.

The seventh section requires students to rate how much they use 13 speaking strategies that might be useful for communication in English. These strategies were taken from the work of Dörnyei & Thurrell (1992). Further ideas for strategies have been taken from a textbook that exemplifies strategy use in English, and is a text that many teachers use to teach communication in Japan (Kehe & Kehe, 2005), as well as TU teacher ideas.

The final section is based on functions, or uses of the language. Students need to indicate which they feel they would need for communication in English. The list was taken from Van EK and Trim (1998), which originally described 131 functions. It was inefficient to list all of the functions for the questionnaire, so some of the functions were combined, for example expressing and enquiring about a certain ideas. There was also a lot of duplication from the previous strategies section, plus many of the functions were simply not applicable to Japanese students because they were originally designed for survival English purposes in Europe. The original list of 131 was reduced in this study down to just 15 functions.

All the sections for this survey were translated from English into Japanese and checked and altered by two native speakers of Japanese, both of whom are very proficient English speakers.

## **Procedures**

### **Teachers**

Teachers will use the questionnaire in Appendix B as an agenda to guide the



conversation and canvass opinions in a group discussion. Some confusion may arise in relation to concepts that I have presented in the questionnaire, such as direct method, so this sheet was presented to all teachers a week before the discussion to provide time to prepare ideas, and possibly clarify any points.

#### Students

Students from the first and second year were asked to fill out a Japanese translated version of Appendix C in 15 minutes in class. The students filled out their degree of agreement on machine-readable cards and the results were collected and analyzed.

### Results

The results have been divided into two sections, those of the teachers and the students. Firstly I will look at the teachers' results. The three teachers had a meeting to discuss the points covered in Appendix B. To report the results I shall use the same order of issues presented in Appendix B. The first item for discussion was approaches, or philosophical beliefs about language teaching. All teachers saw the benefit of using the communicative method ; with one teacher stating that when students have a reason to communicate the communication is more realistic. As for the audio-lingual approach, another teacher believed that repetition is appropriate for students to learn English communication. This point was reinforced by all teachers, who also thought that this method is good for pronunciation and intonation checking. However, two of the teachers felt that repetition should not be the basis for all communication in the classroom. The next section referred to the four elements of Bachman's model, which all teachers agreed were important, with perhaps grammar not being emphasized too much, but having a place within a communicative syllabus. Next, comes syllabus, or ways of organizing content in the syllabus. One teacher thought that situational and topics were the easiest to use, and therefore the most appropriate type of syllabus. For higher level, it was thought that a content syllabus would be most appropriate because it is more important to immerse students in content at higher levels of proficiency, where accuracy is not a real problem. There was also agreement that a curriculum for communication syllabus should contain a mixture of difference syllabuses, with as mentioned, attention being given to topics. Finally, the teachers agreed that both direct and indirect methods should be incorporated into the syllabus. Overall, the

teachers were in favour of communicative curriculum that incorporated a wide range of syllabi, and used both direct and indirect methods.

I will now look at the students' results. All the information from the surveys was collected and transferred to an excel spreadsheet to make statistical calculations easier. With further help from a software package called SPSS, I have used three basic statistics to analyse the results, which have been divided primarily into the eight parts. Those three statistics are means, correlation and factor analysis.

The means are general statistics that show an average of the total students who answered, say, strongly agree for a particular question. Being that the likert scale runs from one to five, the closer the mean is to five, the more agreement was observed for that question/statement. Conversely, the lower the number is towards one, the less agreement was recorded for that question/statement. Means are also available for comparison between the two academic years.

Next, correlation statistics were calculated through the SPSS software to find where two statements have a similar, opposite, or no common pattern. A value near one would indicate that two statements are related positively to each other, and when one value is high, so is the other. On the other hand, a value nearer to minus one indicates that the statements are inversely related. When one statement is scored high, the corresponding score on the second statement will be scored low. A value near zero means no relation. For this study a p-value of 0.01 was used, and only relationships, positive or minus, showing this strength of p-value were reported. A final caution about correlations should be made, and that is that even though statements may be strongly correlated, we can not automatically imply a cause-effect relationship, rather, some tentative prediction or possible reason will be forwarded for the high correlation.

Finally, factor analysis (FA), a data reduction technique, helped to identify constructs, unobservable behaviour that characterise people as similar or different, such as reasons for communicating or learning styles. FA looks for correlational patterns to produce a factored solution. The statements or questions contained in the factors should have a value of over .4 to be significant to a factor, but two values over .4 on the same question is not so good (complex item). Complex items should be avoided or disregarded as we cannot specify which factor a statement should belong to with any degree of certainty. When a number of items appear in the same factor with high factor values we could claim that they appear to be measuring the same construct.

Reasons for communicating

The results for the means of the statements can be seen in Table Four. There were no significant differences between first and second years, so the two groups were combined. The highest means were seen by travel abroad to use English, getting a job in Japan, getting better scores on tests, enjoying communication more and to communicate with foreigners in Japan. The middle scoring means were getting credit, getting a job in a foreign country and participating in homestays abroad. Finally, the lowest means were seen for practicing English with Japanese friends and taking part in speech contests.

Table 4 Means of all students and factored solution for reasons for communication in English

Reasons	Means	Factor 1	Factor 2	Factor 3
1 . Get credit for the class.	3.5			
2 . Communicate with foreigners in Japan.	3.9	.54		
3 . Travel abroad and use English.	4.1	.63		
4 . Get a good job in Japan.	4.2	.54		
5 . Get a good job in a foreign country.	3.4		— .67	
6 . Participate homestay program abroad.	3.6		— .71	
7 . Get a better score in tests	3.9	.51		
8 . Practice English with Japanese friends.	2.7			— .70
9 . Enjoy English communication more.	3.9	.58		
10. Take part in English speech contests	2.1			— .64

These results were also confirmed in a factor analysis. The first statement didn't factor with anything, but factor one matched with the high scoring means, and seemed to describe a situation where students are committed to working in Japan, with recognition of the importance of good scores to get a job in Japanese companies. Such students also want to travel abroad and communicate with foreigners in Japan. The second factor covers using English abroad for a long period of time for studying purposes. The negative value denotes consistently low mean values. The last factor three, represents using English in Japan only, either with friends or for a speech contest, with again minus figures for low means.

Class Types

The results for types of classes that students want can be seen in Table 5. The



highest means were recorded for statements 12, 13, 14, 15 and 18. Of these statements, significant differences in means were seen for question 14, which the first years were higher, and statement 18, for which the second years were higher. Middle strength means were recorded for questions 11 and 19. The lowest means were produced by statements 16 and 17.

**Table 5** Means of all students for preferred class types

Class types	Means
11. communication skills together with reading and writing.	3.6
12. Study communication skills for work and social purposes together.	4.2
13. Better to study communication skills in group w/similar abilities.	3.9
14. I want to study general communication skills in the first year only.	4.2
15. Want to study communication skills for work in second year only.	4.1
16. I need a separate class for speak/listening from reading/writing	3.3
17. Read/writing classes should be taught by Japanese teacher only.	3.1
18. Listen/speak classes should be taught by native speaker only.	4.2
19. Areas for communication should be different from year 1 to 2.	3.5

For better interpretation of the means, a correlation table was produced for class types, and can be seen in Table Six. Only significant correlations below  $p < .01$  were recorded with the positive and negative signs signifying the direction of the correlation. There seems to be two patterns that emerge. The first is that all the statements that saw high means correlate with each other, have some correlation with statement 11. The second pattern shows that the middle means, except statement 11, and the low means didn't correlate with anything.

**Table 6** Correlation Table for statements related to class types

	Q12	Q13	Q14	Q15	Q16	Q17	Q18	Q19
Q11	+	+	+					
Q12		+	+	+			+	
Q13			+	+			+	
Q14				+			+	
Q15					+		+	
Q16							+	
Q17							-	
Q18								+

++=significant positive correlation      --=significant negative correlation suggest

These results seems to suggest that students generally want separate classes for reading and writing and communication because of the lower means for statement

11. The other statements suggest that students want general communication skills in the first year, preferably taught by a native speaker, with some reading and writing incorporated. The second year should cover classes that concentrate on work related English, ESP. All classes should be separated by communication abilities.

### Learning Styles

The means and factored solution can be seen in Table Seven, with the statement on the left shortened and modified to fit on one line (for the full statement check Appendix B). The highest means were recorded for questions 20, 21, 22, 24, 26, 28, 30 and 36, which also happen to factor together. This factor represents the more communicative style of teaching, perhaps linked to a more indirect style of teaching with emphasis on fluency and communication. Although a fully communicative orientation would have included working with partners and groups, but this statement did not factor at all.

**Table 7** Means of all students and factored solution for reasons for communication in English

Learning styles	Mn	F1	F2	F3
20. In class, I like to learn by conversations in English		4.1	.67	
21. I like to learn by talking to people in English			4.2	.68
22. I like teacher to help me talk about my interests in English	3.9	.52		
23. I like to learn English in small groups/pairs	3.5			
24. The English I learn is useful for something in the future.	4.6	.63		
25. I like to practice dialogues from a book in class.	3.2		.45	
26. I enjoy free English conversation with native speakers.		3.9	.54	
27. I enjoy English conversation w Japanese English speakers	3.2			
28. Make myself understood even if I make a lot of mistakes.	4.2	.59		
29. I want the teacher to use English only in class.	3.2			.70
30. English communication classes should be enjoyable.	4.5	.75		
31. Important to repeat many times to learn communication	3.4		.52	
32. To understand English it must be translated into Japanese.	3.6			— .55
33. In English, I first think Japanese, then translate to English.	3.5			
34. In English communication classes it is OK to use Japanese.	3.1			— .69
35. Speaking means memorizing set dialogues.	2.9		.57	
36. Best way to learn conversation by doing real conversation.	4.4	.62		
37. Speaking is like grammar. Separate parts before mastery.	3.1		.43	

Factor two represented a more traditional style of language study using dialogues, repetition, and this factor recorded lower means, signifying that students

favour communicative classes over more traditional style classes. Finally, factor three factored together statements related to using English/Japanese in the classroom. There is a strong factor showing negative correlation with using Japanese and English, but the means are low, so there could be a split in opinion, with some students wanting only English, and others accepting some Japanese.

**Tourism and Non-tourism Topics**

The results in Table 8 show the non-tourism and tourism topics that students may have a preference for. For the non-tourism topics there were no significant differences between the first and second years, and higher means were recorded for travelling abroad and inter-culture topics.

**Table 8** Means of all students for non-tourism and tourism related topics

Non-tourism topics	Means	Tourism topics	Means
38. Friends	3.6	45. travel agent	4.1
39. Family	3.4	46. hotels	4.3
40. Sports/health	3.7	47. restaurants	4.1
41. Fashion	3.8	48. airports	4.3
42. Social problems	3.7	49. on the airplane	4.1
43. Traveling abroad	4.3	50. transport	3.8
44. Intercultural	4.3	51. sightseeing	4.4
		52. shopping	4.2

As for the tourism topics, all seemed to be at equal level of preference, with perhaps a slightly lower level for transport only. One significant difference in means was recorded for the hotel topic, which had more preference with the first years compared to the second years.

**Jobs after Graduation**

The preference for jobs can be seen in Table Nine. The only significant difference between first and second year was that first years agreed more with being undecided about jobs than the second years. On the whole the means were low, in fact 3.4 for travel agent work came out the highest mean, but the factor analysis showed some interesting results. The divisions found by SPSS appears to be consistent with certain groups of jobs.



**Table 9** Means of all students and factored solution for jobs after graduation

Jobs after graduation	Means	F1	F2	F3	F4	F5
53. Undecided	2.3	.46				
54. Hotel	3.2			.72		
55. Travel agent	3.4		.81			
56. Tour conductor	3.1		.85			
57. Airline company	3.2		.41			
58. Restaurant/catering	2.6			.76		
59. Railway company	2.2				.75	
60. Wedding planner	2.7					— .66
61. Tour guide	2.7		.61			
62. Retail	2.2	.61				
63. Public servant	2.5	.57				
64. Teaching/education	2.1	.70				
65. Theme park	3.0			.54		
66. Cosmetics	2.3					— .64
67. Tourism consulting	2.9		.69			
68. Financial	2.0	.61				
69. Trading company	2.1	.48				
70. Publishing company	2.2	.51				
71. Convention planner	2.7					— .58
72. Transport (general)	2.4				.91	

Factor one, seems to be a group for jobs not related to tourism, but these jobs are not so popular from the low means. Factor two saw the highest overall means and seemed to describe a group of jobs, except for tour guide, that make up common tourism services, such as travel agent and tour conductor. Factor three could be described as primary tourism services that deal directly with the customer at the place of tourism, including food, accommodation and theme parks, and these places have higher means among the job types. These types of primary tourism services are available at places like Tokyo Disneyland, which are very popular with Japanese people. Factor four describes overland transport services, excluding air, but these means are quite low compared to other means. The final factor might cover jobs that females seem to be more interested in. Wedding, cosmetics and convention planning have an appeal more with females than males. The results for jobs show separate divisions, but with popularity generally being with mainstream tourism jobs.

Speaking strategies

The speaking strategies that students use, or don't can be seen in Table Ten that shows the means and four factors that were created for speaking strategies. The highest means were recorded in Factor two for strategies that involve taking action, if something has not been heard or understood. These could be described as strategies that help with communication problems that the listener has. The next highest means were found in Factor one, with strategies such as repeating back words you hear and ask extra questions to the speaker, both of which imply continuing the conversation, but without the communication trouble that strategies in factor one represent.

Table 10 Means of all students and factored solution for speaking strategies

Speaking strategies	Mn	F1	F2	F3	F4
73. Change message content if my partner doesn't understand	3.5	.41			
74. Give up, if I have trouble communicating the message	2.7			.66	
75. If I don't understand something, I ask my partner for help	3.8		.61		
76. If I don't hear/understand, ask partner to repeat what said	4.1		.80		
77. If I don't hear/understand, I ask partner to speak slower	3.9		.80		
78. Even if don't understand, pretend to, and change subject.	2.8			.47	
79. I ask my partner to clarify something he/she just said	3.0				— .54
80. I try to summarize what my partner has said			3.0		— .53
81. I use fillers or hesitation markers when I want time to think	3.6		.43		
82. I use rejoinders to show I am listening (I see, right...)	3.2	.67			
83. I ask extra questions to partner to get more information	3.0	.83			
84. I repeat main words back to partner to show I'm listening.	2.9	.64			
85. I explain words I don't know using different easier words.	3.3	.56			

The third highest group of means are in Factor Four and those two strategies are asking partner to clarify or the listener summarizing something said by the speaker. Both of these strategies involve either the speaker or listener reviewing something that has been said. The lowest means were seen in Factor Three for strategies that involve giving up the message and pretending to understand. Even though these are both valid strategies, they imply not seeking to deal specifically with the communication problem itself. Overall students seem to be familiar with only a few strategies that deal with problems in communication, but seem to be unaware or not using other strategies.

Functions needed in English

The last section of the survey deals with functions of English, which students may not know, or want to use. None of the means were below three, but interestingly, two distinct groups of functions appeared in the data. The higher means can be seen in Factor two, and the lower means are in factor One. The main difference between these two factors seems to be the difficulty of the functions themselves.

Table 11 Means of all students and factored solution for functions of the language

Functions	Means	F1	F2
86. Expressing or asking agreement/disagreement		3.4	.44
87. Expressing/enquiring of degrees of probability/certainty		3.3	.77
88. Expressing/enquiring about obligation		3.2	.83
89. Expressing/enquiring about someone's ability/inability		3.2	.62
90. Expressing/enquiring wants/desire/preference/satisfaction	3.9		.71
91. Expressing/enquiring about emotions	4.0		.85
92. Expressing/enquiring about likes/dislikes		3.8	.77
93. Offering/accepting an apology		3.8	.69
94. Giving advice	3.2	.71	
95. Requesting/offering assistance	3.6	.43	
96. Making/accepting/declining an invitation		3.4	.66
97. Greeting people	4.1		.82
98. Congratulating someone	3.7	.38	.38
99. Opening/closing a conversation	3.5	.46	
100. Changing the topic		3.2	.60

Difficulty is one way to separate functions in syllabus, and students may have consciously, or not, divided these into such a grouping. The functions in Factor two, talking about things like or emotions, seem a lot easier than those in Factor one, using obligation, requesting assistance.

In summation, the results showed little difference between first and second years for the statements. Students seem to want English for purposes that imply living in Japan. Class types students want are mixed skills, but the first year and second year should be separated by content. Most students seemed to prefer a more communicative style of learning over traditional repetition and dialogue practice, but students are indifferent to using Japanese in the classroom. There is some preference for travel and intercultural topic in the classroom, but no real preference for tourism topics. The jobs that students wanted seemed to be divided into five groups, with the most popular jobs being those that provide services to the tourism industry, such



as travel agents and tour conductors. Students, also don't use many strategies for speaking, but do seem to be aware of strategies that involve dealing with communication problems. Finally the functions were divided into two groups of differing difficulty.

### **Conclusion**

Following on from a survey in 2005 that identified a need for improving speaking ability, the purpose of this study was to produce a needs analysis for the communication part of a curriculum for tourism students at TU. Such a curriculum would help students to deal with life after graduation, and to realize that students, as customers, should play a part in what and how they learn. The needs analysis looked at previous research in communication in second language, and also involved collecting data from two main sources, the students and the teachers. The needs analysis covered target needs, such as how will the language be used, why is the language needed and what will the content areas be. The needs analysis also covered learning needs, such as who are the learners, why are they taking the course and how will they learn?

To help answer these questions a survey was taken of current first and second years, and also teachers provided input on these issues. The first question asked how the language would be used. As indicated in the results, the students are tourism majors, so they will need language for both work purposes, which means E.S.P., or English for specific purposes. E.S.P. is a mixture of general English, plus an added ability to function in a variety of work situations. Therefore, classes at TU should focus on general communication for the first year, and once the grounding has been built, the second year should cover English for work purposes. This necessity for general first, also fits in with the results that suggest separate classes for reading and writing and communication, with the split in content between first and second year.

The content area for the curriculum can be divided into a number of areas. Firstly are entry and exit requirements for the curriculum. Students should be sorted into groups of similar communicative abilities at the beginning of each year, and the exit requirements should be somewhere around ACTFL high intermediate level for the first years and advanced level for the second years. The curriculum should also introduce students to a range of functions of the language and strategies

for engaging in conversation. The functions in the results formed two distinct groups that appear to be separated by difficulty. The students should be taught the easier ones first, followed by the more difficult ones. Speaking strategies that students learn should concentrate on those that involve taking action, if something has not been heard or understood, as well those for continuing the continuing the conversation. Strategies that involve giving up the message or pretending to understand should be avoided.

The content itself should be geared towards students living in Japan and traveling abroad, and should be a mixture of syllabi, with the main types being topic. For the first year the topics could include travel and inter-cultural issues, and for the second year most tourism topics will be sufficient, but with perhaps an emphasis on training for the more popular jobs that incorporate common tourism services, such as travel agent and tour conductor. Also, popular are jobs that cover primary tourism services, dealing directly with the customer at the place of tourism, including food, accommodation and theme parks.

The learning needs start with who are the learners. It was established that these students are similar to other Japanese university students in that they have been predominantly taught by the “yakudoku” system, whereby they memorize grammar rules, and have no real skills in communication. The next question deals with why are the learners taking the course, and the survey revealed that students need communication for work in Japan, for travel abroad, to improve test scores and to communicate with foreigners in Japan. These results cover motivation that can be explained by extrinsic factors, that end with a reward, like test scores or job, and integration motivation that implies wanting to communicate with the speakers of the target language. Finally, the survey asked how the learner would learn. Both teachers and students agreed that the curriculum should be communicatively focused, with students engaged in conversation in an indirect approach. Teachers also saw that direct teaching of strategies would be appropriate to help students handle communication situations better. There may be less reliance on memorizing dialogues as defined by older styles of teaching communication, but repetition may be used for pronunciation. Other preferences include the use of Japanese in class, which goes against the rationale of communicative language teaching.

For the last part of this paper, I have used the information analysed in the results section to make tentative goals and objectives. The difference between goals and objectives are the level of specificity of involved. Goals are general descrip-



tions about the curriculum, and objectives are more specific descriptions that involve exactly what the students will learn and be tested on at the end of the curriculum. The goals and objectives for the first years are in Appendix D, and the goals and objectives for the second years appear in Appendix E.

In Appendix D, the first year goals reflect a need for students to build an interest in English, and recognition that the first year will deal with mainly general communication skills. The work objectives will be added to this skill base in the second year. In the first year students will also have passive vocabulary, which needs to be activated through an emphasis on fluency within the curriculum, and topics including travel and culture. The functions for first years include those from the survey under the second easier factor in Table eleven, with the exception of opening and closing, which have been added because they represent an important function that people use in the beginning of communication to initiate conversation with people. Strategies are comprised of the first two factors from Table 10 that have higher means. These same strategies were by the teachers as essential for communication.

The second year goals in Appendix E recognise a move towards teaching E.S.P. for tourism, but build on the goals and objectives set for the first years. One extra goal that has been added is recognition and use of polite language as students are being trained to deal with customers more than English for social purposes, dealt with in the first year. The objectives recognise more of a work orientation, and are those that were deemed more difficult. Two new functions added are giving a set of oral instructions to complete a task and describing people and places, both of which will be indispensable for working within the service industry. The strategies, again, include those from the first year, and two more difficult strategies have been added from factor four in Table Ten. Finally, the second years will include some of the work situations mentioned in Appendix E. These were taken from textbooks that teach tourism English, and they recognise situations from the more popular jobs that students identified in Table 9.

All the information in this paper, including goals and objectives, will be subject to change and revision once either new information comes to light, or the process of curriculum evaluation finds that the objectives have become redundant.



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## Appendix A

### Descriptions of first and second year exit requirement from A.C.T.F.L. (Taken from Richards, 2001 p.171-172)

#### **Intermediate – High**

Able to handle successfully most uncomplicated tasks and social situations. Can initiate, sustain, and close a general conversation with a number of strategies appropriate to range of circumstances and topics, but errors are evident. Limited vocabulary still necessitates hesitation and may bring about slightly unexpected circumlocution. There is emerging evidence of connected discourse, particularly for simple narration or description. The speaker can generally be understood even by interlocutors not accustomed to dealing with speakers at this level, but repetition may still be required.

#### **Advanced**

Able to satisfy the requirements of everyday situations and routine and school and work requirements. Can handle with confidence but not with facility complicated tasks and social situations, such as elaborating, complaining, and apologizing. Can narrate and describe with some details, linking sentences together smoothly. Can communicate facts and talk casually about topics of current public and personal interest, using general vocabulary. Shortcomings can often be smoothed over by communicative strategies, such as pause fillers, stalling devices, and different rates of speech. Circumlocution which arises from vocabulary or syntactic limitations very often is quite successful, though some groping for words may still be evident. The speaker can be understood without difficulty by native interlocutors.

### Appendix B – Communication questionnaire for English teachers at TU

The agenda for today's group interview is the topic of what the content areas should be for a communicative curriculum at TU. Involved in the process of deciding content areas are the ideas of approaches, syllabus, and possible ordering of the syllabus. Please provide feedback on the following suggestions, plus anymore that you feel are necessary for a communicative curriculum. The information from this interview will go towards producing tentative objectives, tests and instructional

material.

Approach - philosophical beliefs about language teaching.

*Which of the following do you think is necessary for students at TU, and how could it be used?*

Audio-lingual approach

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Communicative approach

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*If communicative approach is one of your preferred approaches, which part (s) of this approach should be emphasized (based on Bachman model)? Please indicate by circling the appropriate number. (not appropriate (1), partly appropriate (2), very appropriate (3))*

Grammar competence	1	2	3
Text cohesion and coherence	1	2	3
Illocutionary competence	1	2	3
Socio-linguistic competence	1	2	3

*Further comments on these four areas*

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#### Syllabus - Ways of organizing content

*Which of the following syllabuses should be included in a communicative curriculum? Please indicate by circling the appropriate number. (not appropriate (1), partly appropriate (2), very appropriate (3))*

Grammar competence	1	2	3
Structural	1	2	3
Notional / Functional	1	2	3
Situational	1	2	3
Topic	1	2	3
Skill-based	1	2	3
Task-based	1	2	3
Content	1	2	3
A mix of the above	1	2	3

*Please specify your mix :*

---

In terms of teaching these syllabi, and partly related to your philosophies on teaching, which of the following methods do you think is important for teaching the above syllabi,



- |  |   |   |   |
|--|---|---|---|
| 1 . Direct ? teaching the discrete forms of the language | 1 | 2 | 3 |
| 2 . Indirect ? teaching through actual communication.    | 1 | 2 | 3 |
| 3 . Both direct and indirect                             | 1 | 2 | 3 |

*After choosing a syllabi (syllabuses)/method please use the final space below to provide details on your thoughts for sequencing the syllabi, E.g. if you chose topics, which topic do you think students at TU might benefit from studying about? Plus, include any other information regarding the methods, or ways of teaching that you deem appropriate for discussion.*

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### Appendix C – Communication questionnaire for students at TU

Please answer ALL the following statements on your answer cards. Indicate the following : (1)=strongly disagree (2)=disagree (3)=neutral (4) agree (5)=strongly agree

#### **Reasons for communicating** – *I want to study communication skills, so I can...*

1. Get credit for the class.
2. Communicate with foreigners in Japan.
3. Travel abroad and use English.
4. Get a good job in Japan.
5. Get a good job in a foreign country.
6. Participate in a homestay program abroad.
7. Get a better score in speaking tests (class tests/TOEIC speaking (in the future)..)
8. Practice English with Japanese friends.
9. Enjoy English communication more.
10. Take part in English speech contests

#### **Class Types**

11. I want to study communication skills together with reading and writing.
12. I want to study communication skills for both work and social purposes together.
13. It is better to study communication skills in a group with similar abilities.
14. I want to study general communication skills in the first year only.
15. I want to study communication skills for work purposes in the second year only.
16. I need a separate class for speaking/listening from reading/writing
17. Reading and writing classes should be taught by a Japanese teacher only.
18. Listening and speaking classes should be taught by an English native speaker only.
19. The areas I study for communication should be different from year 1 to year 2.

#### **Learning styles**

20. In class, I like to learn by conversations in English.

21. I like to learn by talking to people in English.
22. I like the teacher to help me talk about my interests in English.
23. I like to learn English in small groups/pairs.
24. The English I learn must be useful for something in the future.
25. I like to practice dialogues from a book in class.
26. I enjoy free English conversation with native speakers..
27. I enjoy free conversation in English with Japanese speakers of English.
28. I want to make myself understood even if I make a lot of mistakes.
29. I want the teacher to use English only in class.
30. English communication classes should be enjoyable.
31. When learning communication in English it is important to repeat things many times.
32. To understand English it must be translated into Japanese.
33. To say something in English, I first need think in Japanese and then translate to English.
34. In English communication classes it is OK to use Japanese.
35. Speaking means memorizing set dialogues.
36. The best way to learn conversation is by engaging in real conversation.
37. Speaking is like learning grammar. There are many separate parts to learn before mastery.

**Non-tourism topics** – *In class I really want to talk about...*

- |                     |                       |                   |             |
|---------------------|-----------------------|-------------------|-------------|
| 38. friends         | 39. family            | 40. sports/health | 41. fashion |
| 42. social problems | 43. travelling abroad | 44. intercultural |             |

**Tourism topics** – *I want to talk about/learn communication for following situations/topics...*

- |                     |               |                 |              |
|---------------------|---------------|-----------------|--------------|
| 45. travel agent    | 46. hotels    | 47. restaurants | 48. airports |
| 49. on the airplane | 50. transport | 51. sightseeing | 52. shopping |

**Jobs after graduation** – *I am interested in doing the this job after graduation from TU...*

- |                     |                         |                         |                        |
|---------------------|-------------------------|-------------------------|------------------------|
| 53. undecided       | 54. hotel               | 55. travel agent        | 56. tour conductor     |
| 57. airline company | 58. restaurant/catering | 59. railway co.         | 60. wedding planner    |
| 61. tour guide      | 62. retail              | 63. public servant      | 64. teaching/education |
| 65. theme park      | 66. cosmetics           | 67. tourism consulting  | 68. financial          |
| 69. trading co.     | 70. publishing co.      | 71. convention planning | 72. transportation     |

**Speaking Strategies in English**

*I often use this strategies in conversation IN ENGLISH (NOT JAPANESE) during class / outside class.*

73. Change my message content, if my partner doesn't understand.
74. Give up or avoid my message, if I have trouble communicating the message.
75. If I don't understand something, I ask my partner for help.
76. If I don't hear/understand, I ask my partner to repeat what he/she said.
77. If I don't hear/understand, I ask my partner to speak slower.
78. Even if I don't hear/understand, I pretend to understand and change the subject.
79. I ask my partner to clarify something he/she just said.

80. I try to summarize what my partner has said.
81. I use fillers or hesitation markers when I want time to think
82. I use rejoinders to show my partner I am listening (I see, right...)
83. I ask follow up questions to my partner to find out more information about what he/she said.
84. I repeat the main words of my partner's information back to him/her to show I am listening.
85. I explain words I don't know how to say using different easier words.

**Uses of the English Language** – I really need to use English for...

86. Expressing or asking agreement/disagreement
87. Expressing/enquiring of degrees of probability/certainty
88. Expressing/enquiring about obligation
89. Expressing/enquiring about someone's ability/inability
90. Expressing/enquiring about wants/desires/preferences/satisfactions
91. Expressing/enquiring about emotions (pleasure/unhappiness/surprise/fear/disappointment/gratitude/sympathy/regret)
92. Expressing/enquiring about likes/dislikes
93. Offering/accepting an apology
94. Giving advice
95. Requesting/offering assistance
96. Making/accepting/declining an invitation
97. Greeting people
98. Congratulating someone
99. Opening / closing a conversation
100. Changing the topic

**Appendix D – Communication goals and objectives for first years at TU**

**Goals**

Generally the first years that arrive at TU will have had limited contact with foreigners, but should have some passive knowledge of some grammar and vocabulary. The general goals for the first year will be exposure to authentic language and include the following :

- 1 ) Building an interest in English among students.
- 2 ) Improving fluency in communicative situations.
- 3 ) Exit level should be high intermediate, as described by the A.C.T.F.L. scale.
- 4 ) Within the third goal students should be able to initiate sustain and close conversations.
- 5 ) Students should be able to converse to one another and native speakers on a variety of topics, including travelling abroad and intercultural issues.
- 6 ) Students will have a good range of functions and strategies to employ in conversation, both face to face and on the telephone.

**Specific objectives**

**Functions** – Students should be able to :

- A) Express/enquire about wants/desires/preferences/satisfactions.
- B) Express/enquire about emotions (pleasure/unhappiness/surprise/fear/disappointment/grati-



tude/sympathy/regret).

- C) Express/enquire about likes/dislikes.
- D) Offer/accept an apology.
- E) Greet people.
- F) Open and close a conversation.

**Speaking Strategies in English** – Students should be able to :

- A) Ask partner for help, if they don't hear/understand.
- B) Ask partner to repeat what he/she said, if they don't hear/understand.
- C) Ask partner to speak slower, if they don't hear/understand.
- D) Use fillers or hesitation markers to gain time to think.
- E) Ask basic follow up questions to find out a little information.
- F) Change message if partner does not understand.
- G) Use rejoinders to show speaker I am listening, (I see, right...).
- H) Repeat main words back to partner to show I'm listening.
- I) Explain words I don't know using different easier words.

#### Appendix E – Communication goals and objectives for second years at TU

##### Goals

Second years at TU will have some confidence in their abilities in English, but still need support. Generally though second years will need to do their own work related to tourism, and produce their own authentic materials to use in a real situation. For this reason they should also be exposed to more authentic language. The goals should include the following :

- 1) Further pursuance of goals from first year.
- 2) Exit level should be advanced, as described by the A.C.T.F.L. scale.
- 3) Students will have a more advanced range of functions and strategies to employ in conversation and work situations.
- 4) Students will be able to deal with through effective speech customers/guests in a variety of different tourism-based situations.
- 5) Students should have a basic understanding of polite language and how to use it.

##### Specific objectives

##### **Functions**

- A) All those for first year, plus students should be able to :
- B) Express or ask agreement/disagreement.
- C) Express/enquire of degrees of probability/certainty.
- D) Express/enquire about obligation.
- E) Make/accept/decline an invitation.
- F) Changing the topic.
- G) Request/offer assistance, and give advice.
- H) Give a set of oral instructions to complete a task.
- I) Describe people/objects/places/sequence of events.

**Speaking Strategies in English** – Students should be able to :

- A) Ask partner to clarify something he/she just said.

B) Summarize what partner has said.

**Work related topics/objectives**

A) Travel agent (taking bookings, describing holidays, sightseeing advice).

B) Hotels (check-in/out, enquiries, room description, hotel services, reservations, complaints).

C) Food/restaurants (reservations, taking orders, making recommendations, describing a menu, taking a booking, complaints).

D) Airports (customs/immigration, check-in)/On the airplane (in flight services/problems).

## 東洋大学における コミュニケーション授業のためのニーズ分析

本稿は東洋大学の観光学科におけるコミュニケーション、およびスピーキングに関する大規模ニーズ分析の一部である。このニーズ分析で使用されているデータは、第二言語分野、及び、主として学生のアンケート調査と教員の組織的な討議から収集されたものである。このニーズ分析は、ESP（特定の目的に応じた英語使用）を含む、学生の目的達成のニーズと学習ニーズを扱っている。データは統計手法を用いて分析されており、分析結果から、1年生と2年生の間にその（ニーズの）焦点において分離が見られる。すなわち専門的なESPを教える前にしっかりとした基礎力を養うことが求められるという先行理論との整合性が見られる。また、カリキュラムの内容は、日本で生活している学生、海外旅行、コミュニケーション方略、職能、旅行に関するトピック、などに合わせて組まれなければならないことを分析結果は示している。本稿の最終項ではこの分析結果を踏まえた、東洋大学1年生と2年生のための到達目標の試案を示した。