

Feature Article

Multi-Layered Needs Analysis in Narrow Context ESP Course Design

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Many may see the basic analysis of learner needs as the core of designing English for Specific Purposes (ESP) courses. However, a more complex view of needs analysis (NA) involves understanding the target situation context, the demands and expectations of outside stakeholders, and the learning and performance needs of individuals. This paper outlines the multi-layered phases of a NA as the underpinning rationale in the development of a specific ESP course for international referee candidates of the Japan Volleyball Association. Initial research identified a sequence of critical moments and the threshold target language proficiency required. Candidate assessments highlighted a lack of awareness of the high stakes communicative events and gaps in performance. Direct participation by the author in the international referee course clarified a specific set of needs and the communication abilities required for discourse community participation. From this NA, the author developed course materials and activities covering content-specific terminology and general English for both instructor-guided workshops and autonomous learning. All recent candidates have been successful in achieving certification, suggesting the approach supports the learners and meets the training aims and objectives. While developed for a very narrow context, the principles can be seen to have broader appeal in effective ESP course development.

English for Specific Purposes (ESP)コースの策定においては、学習者のニーズに対する基本的な分析がその中核にあるというのが一般的な認識であると思われる。しかし、学習者のニーズ分析 (needs analysis) に関しては、対象とする状況、外部の関係者からの要求や

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期待、個々の学習者の持つ学習や技能に関するニーズへの理解を伴う、より複雑な観点が存在する。本論では、日本バレーボール協会に推挙された国際審判員候補者を対象とする、範囲を絞った ESP コース設計の根拠となった多層的な局面のそれぞれについて概説している。当初の調査において、一連のcritical moment (決め手となる局面) および必要とされる閾値となる語学力が特定された。国際審判員候補者たちに対する評価からは、審査の合否を決める様々なcommunicative event (コミュニケーションに関わる事態) および語学力の不足に対する意識の欠如が明らかとなった。筆者は International Referee Candidate Course (ここで国際審判員認定の合否が決定される) に直接参加し、その経験からさまざまな具体的なニーズおよびdiscourse community (談話共同体) への参加に必要とされるコミュニケーション能力を明確にすることができた。また、そこで行ったニーズ分析から、必要とされる専門用語および英語一般を含む教材と活動内容 (インストラクターの指導するワークショップおよび自主学習用) を含む ESP コースを策定した。この ESP コースで学んだ候補者がすべて合格したことは、このアプローチが学習者の支援に有効であり、また日本バレーボール協会の当初の目的を達成するものであったということを示唆している。今回のコースの目的は非常に限定されたものであったが、その基本理念は、より広い範囲の ESP コース設計に役立つと考えられる。

A needs analysis (NA) is often seen as essential input to help frame and develop training programs especially in Language for Specific Purposes (LSP). The theory of instructional design sees the purpose of instruction as one of producing change where NA is used to determine the desired change, specifically who wants the change, and in which environment it should occur (Brown & Green, 2006). In NA, the perspectives of the users and various stakeholders must be considered when designing effective training initiatives in order to meet the objectives or targets being evaluated. In addition to this critical investment in building relationships with those involved, the benefits of NA include: (a) framing the problem or opportunities, (b) providing data for decisions and plans to improve performance, and (c) identifying strategies and aligning resources for change (Gupta, Sleezer, & Russ-Eft, 2007). Kaufman (1996, cited in Gagné, Wager, Golas, & Keller, 2005) defined a need as a discrepancy between a desired and current state of affairs often seen as a gap in

performance or results. This "present situation analysis" (Robinson, 1991) or deficiency analysis approach to NA can help clarify an understanding of current abilities in the learners and the communication resources needed for the intended language use. However, in "narrow angled" (Basturkmen, 2003) LSP training courses, targeting one particular work place, professional or academic environment, a detailed analysis of the target language situation is key. The more specialized the target language usage, the more narrowly the needs and subsequent course elements must be defined. In addressing the functionally-oriented communicative needs of LSP learners, "target situation analysis" (Tudor, 1996, p. 67) is clearly important. In addition, foreign language learners will invariably require improved communicative competence in language for more general purposes. This paper outlines a comprehensive, multi-layered needs analysis for a highly specific purpose and the development of related English for Specific Purposes (ESP) training resources. The narrow context notwithstanding, the general principles applied are also adaptable to other LSP contexts.

Needs Analysis in a Specific Context

Background

The Federation Internationale de Volleyball (FIVB) now requires candidates seeking to upgrade to the rank of International Referee to participate in a 10-day International Referee Candidate Course (IRCC). This course is delivered in English as the official working language of the FIVB. Referee Commission delegates of the Japan Volleyball Association (JVA) have determined that candidates from Japan would benefit from training in both ESP use of volleyball-specific terminology and general English for communication.

Context

Although not stated explicitly, it is generally accepted that referees

from a country renowned for volleyball such as Japan possess above average skills and experience. JVA referees are content experts with a high level of technical mastery in the application and interpretation of the rules of volleyball, the art and science of refereeing, and the non-verbal match communications executed through hand signals. Yet beyond their first language (L1) of Japanese many lack competence and confidence in English. For the international referee candidates, there is little concern about difficulties with the practical elements of the international candidate course which largely depend on judgment and decision making in applying the rules during matches with little verbal interaction. However, the target for JVA is for these apprentices, nominated to what Gee (1990) refers to as discourse communities, to reach above the minimum standard in the theoretical component of the training course which requires passing written and spoken threshold testing in English and demonstrating communication skills on and off the court, and in social interactions. These contexts requiring interaction for collaboration and teamwork continue to present concerns even for senior JVA referees as they progress in their ranking and are nominated to higher level competitions. The personal recounts from these experienced referees, who have conducted most of their own English language learning through autonomous, self-directed means, provided extremely valuable information at the outset to frame the needs analysis. The details also clarified the expectation that although JVA is organizing some training for the current candidates, it must only be seen as additional support to the initiatives taken by each individual referee candidate modeling the experience of their mentor.

Training Participants

Most trainees have typically completed 6 years of school study of English as a foreign language with a priority on translation, the grammatical rules of English, and rote memorization for test preparation,

with a limited focus on communicative purposes. Some of these referees have taken the initiative to supplement their knowledge with classes at conversation schools and occasional self-study. However, the classes are rarely volleyball-specific ESP, and in their full-time work as teachers, administrators, or business people, few have actual practice in using spoken English. Together with these general details, the author acquired specific evidence of communicative competence and language abilities in informal interaction and personal exchanges with JVA international referee candidates for 10 years. After completing the IRCC, and volunteering as an ESP instructor over the past 4 years, the author has monitored the performance of each candidate in the JVA international referee training program (I-school) during 3-day summer and winter training workshops. In general, the candidates showed little awareness of the expectations in the IRCC or of the specific communicative events and performance required. The multiple phases of the needs analysis provided the input for an informed, holistic, "thick-description" (Watson-Gegeo, 1988) of needs in the target situation and for learners specifically.

Target Language Situation

Objective Needs

Before areas for instruction and potential training course contents could be considered, a multi-layered NA was conducted. An initial understanding of the needs and requirements was collected through discussions with Referee Commission members and in informal interviews with the top ranking active referees with experience in international competitions including the referee nominated to the gold medal final at the Athens Olympics. From this information, structured interviews were then arranged with the key stakeholders and decision makers from JVA including the JVA Referee Commission President, FIVB Referee Instructors, and those supporting the I-school initiative.

The structured interviews were essential as part of the NA to establish the expectations for the training and to agree on an outline for the aims for the course and the desired outcomes. Anecdotal evidence from the actual candidate courses was also obtained by reviewing the reports written by Japanese referees who had recently taken part in the IRCC. Significant insight into the requirements and level of proficiency expected for international referee candidates was experienced firsthand by the author and recorded in field notes while personally participating in the 10-day IRCC upgrading in Thailand in 2005. An additional layer of analysis included text analysis of the very narrow, specialized language corpus found in the Official Volleyball Rules, Refereeing Guidelines & Instructions, and Casebook (FIVB, 2009a, 2009b).

In conducting a needs analysis for ESP, it is critical to explore what types of exchanges will occur and between whom in order to identify the objective needs outlined as the functional and communicative demands of situations in which learners would be required to use the language (Tudor, 1996). An in-depth examination of the interactions occurring in the IRCC identified specific “communicative events” (Mead, 1982, p. 71) trainees would be required to manage with their instructors and assessors. As in any competitive, high stakes condition, successful performance in these “critical moments” (Candlin, 1997, p. x) is pivotal for certification and access to opportunities at the next level. Development of the I-school training program sought to address greater transparency for the limited selection of JVA candidates to attend IRCC upgrading and provide awareness of the requirements for the learners. In this narrow context case, the critical events Japanese candidates must perform to be nominated initially by JVA are shown in Table 1.

Table 1. Sequence of Communicative Events

Type of Events	Specific events uncovered in the NA
Must functions	<p>Q&A interview and selection by JVA Referee Commission</p> <p>Self-introduction and referee career experience</p> <p>Read randomly assigned Rulebook section of rules in English</p> <p>Read test questions within a limited time frame</p> <p>Distinguish between usage of restricted code vocabulary</p> <p>Select multiple choice answers of one, none, or more than one</p> <p>Write short answers using the language of volleyball</p> <p>Hear & identify specific volleyball terms in structure of questions</p> <p>Reply directly and succinctly using the language of volleyball rules</p>

To receive attestation as an international candidate, a discrete-point written exam and a subjective oral test of the Official Volleyball Rules must be completed successfully. Both the JVA and FIVB act as gatekeepers or “initiated members of discourse communities... [and are] particularly insistent that novices follow these conventions” (Johns, 1994, p. 22). Although some evaluations may contain concessions motivated by regional politics or gender-based mandates, JVA is generally concerned that nominated candidates meet an above average standard of proficiency. Table 2 shows situations for IRCC interactions referred to as nice to haves, social interactions, and non-verbal communications (e.g., gestures, hand signals) suited to activities that the referees will experience on and off court in international contexts.

Table 2. Additional Communicative Events

Type of Events	Specific events in the NA
Nice to have functions	Understand and answer questions for acceptance into the program
	Take part in or initiate interaction outside of text
	Reply to direct question in Q&A sessions or ask for clarification
Social interactions	Small talk – job, hobbies, refereeing, home country
	Discuss daily schedule, meals, transportation, and uniforms
	Engage in expanded small talk at breaks and meal times
Non-verbal communications	Confidence in body language and facial expression
	Eye contact to confirm decision in each area of responsibility
	Maintain eye contact and confident body posture

From these critical events, lists of 40 can-do statements were created for criterion-referenced self-assessments of abilities in general and volleyball-specific English. (Examples of general can-do statements include “I can keep a conversation going” and “I can understand tag questions”. Examples of sport-specific statements include “I can complete standard FIVB written forms” and “I can explain short sections of the rules in volleyball language”.) In addition to providing an outline of the target objectives, the trainees’ assessment of their current level offered input into learning needs and perceived gaps in performance for prioritizing training initiatives. The can-do statements were translated

into Japanese to reduce the complexity of the metalanguage and to provide a better benchmark assessment.

Subjective Needs

Previous learning experiences, cultural information, reasons for attending training and the expectations for it, and the general attitude toward studying English or in English are personal factors that make up the "subjective needs" (Dudley-Evans & St. John, 1998) of learners which can affect the way they learn. After participating in foreign language study solely for the purpose of attaining scores on entrance tests, many learners from Japan need to foster a new attitude toward understanding language as a tool for communication. This issue can also at times elude ESP specialists who may become overly focused on the demands of technical vocabulary. For many Japanese students, their experience learning with bottom-up processing and memorization should suit the discrete-point testing in the IRCC on the highly formulaic, restricted code of volleyball-specific terminology. In such situations where the expert questioner already knows the answer (see Mead, 1982, p. 76) candidates must however be able to apply grammatical structures, lexis, and suitable collocations for the volleyball-specific responses expected to meet the standards of the discourse community. The rulebook, refereeing guidelines and instructions, and casebook are readily available and accessible online as authentic texts for reading and writing practice. However, in real time spoken interaction, communication strategies and techniques to negotiate more global meaning from the top down must be mobilized to effect a more positive perception of communicative competence from the evaluators. Clinic participants fearing mistakes or employing silence will not exemplify the outward cross-cultural behavioral performance worthy of the top ratings targeted by JVA for its candidates. Direct observations have shown that the Japanese trainees need to be more forward and direct in their communication style and

also increase their rate of active participation. Such sociolinguistic competence would allow them to project more confidence, show a capacity to grow in the eyes of the evaluators, and demonstrate a broader international character for officiating.

Since workshop training time for ongoing learning and development is limited, candidates must be introduced to autonomous learning strategies and techniques for self-study. For example, vocabulary study using contrastive analysis could concentrate on identifying and replacing the English loanwords used in the Japanese volleyball rulebook. Since many of these are not standard FIVB terms, they could potentially confound usage while working with the authentic texts available in English. Building reading skills for scanning and listening for details, main ideas, and making inferences by independently practicing skills introduced in the workshops will be important for increased effectiveness outside the classroom for these and any ESP learner. This orientation to autonomous learning, along with print, audio, and video resources, acknowledges the diverse learning styles of these adult trainees and provides options for each referee to cover the curriculum contents effectively.

Curriculum and Course Development

Aims

From the information gathered in a needs analysis, statements of course aims can be created. The aims are “general statements of goals for the program” (Richards, 2001, p. 122) and in this case should reflect its narrow-context ESP focus. The aims chosen for the program were (a) to introduce the communicative events typical of the FIVB IRCC and (b) to develop the communication skills needed in general English and volleyball specific English to participate in the FIVB IRCC.

Objectives

Objectives break down the aims into smaller units of learning and are described in the form of observable performance or measurable learning outcomes. In this instance, a prescriptive approach helped to facilitate planning and provided "a basis for the organization of teaching activities" (Richards, 2001, p. 123). Drawing on the objective and subjective needs mentioned, the author implemented an "analytical syllabus" (Nunan, 2005) by looking at the communicative needs of the learners. The general learning objectives were drawn from the inventory of target tasks reflecting things users need to do outside the classroom. The program objectives were phrased in the format as things the candidates should be able to do: (a) use specific phrases for greetings, initiate, continue, and close conversations, and negotiate meaning and communication breakdown in a variety of communication contexts from informal small talk to more formal classroom lecture and interactions typical of the IRCC; (b) understand and distinguish between specific volleyball terms in receptive input (reading and listening) and be able to use these terms for productive communication output (speaking and writing); (c) use volleyball-specific vocabulary to answer oral interview questions typical of the IRCC exam; (d) write short answers, using volleyball-specific vocabulary for the primary areas of the IRCC exam, and (e) apply self-assessments to identify areas for further improvement and understand approaches for autonomous self-study.

Authentic Materials for Narrow Contexts

The written and oral tests to determine final results in the IRCC concentrate on the specific terminology contained in the rules for volleyball. Therefore, addressing this product-based learning outcome was a critical objective. However, to develop the judgments and interpretations, which form the art of refereeing, more than a "mechanical or automatic application of the rules" (FIVB, 2009a) is

required. An examination of the features in the Rules of the Game, the Refereeing Guidelines and Instructions, and the Casebook showed distinct differences in genre and communicative function. The Rules of the Game, upon which the IRCC tests are based, do not provide any indication of how to referee, which is covered in the Refereeing Guidelines and Instructions. The Casebook rulings “expand on and clarify the spirit and meaning of the Official Rules and are the official interpretations to be followed” (FIVB, 2009b), based on a set of theoretical principles of application determined by the FIVB Rules of the Game Commission.

The official FIVB documents mentioned made up the core materials, and are available and updated online. Additional authentic resources, including websites and newsletters offered face validity and provided potential sources of input and sustained motivation. Support also included training materials developed specifically for the course by the instructor, such as PowerPoint presentation slides, trainer’s notes, trainee handouts, and original worksheets. The Asian Volleyball Confederation website (<http://www.asianvolleyball.org/>) contains several non-native structures but served as a model of an acceptable level of competence for referees with English as a second or foreign language.

The Official Volleyball Rules were used as a small corpus of authentic material in a concordance software program. The software was able to collate multiple examples of frequently used key words, word family derivatives, and the collocation patterns surrounding significant or problematic terms. Using concordance analysis provided a new format different than reading the original sequence in the rules text and potentially glossing over key vocabulary required for output. Infrequent but potentially confounding terms from the restricted code of volleyball terminology were also able to be extracted and presented in a condensed context for better identification and discrimination in vocabulary exercises (Figure 1).

<p style="text-align: center;">at blocking</p> <p>BLOCK CONTACT a team is not authorized to make</p> <p style="text-align: center;">In the case of</p> <p>If either captain requests separate A player may not hit the ball two times may contact various parts of the body</p> <p style="text-align: center;">If</p> <p>faults are committed by opponents provided that the contacts take place two three teammates touch the ball</p> <p style="text-align: center;">If a team intends to make</p> <p>When two opponents touch the ball DELAY WARNING. The second and a verbal caution after the end of the rally.</p> <p style="text-align: center;">but the service</p> <p style="text-align: center;">all points scored</p> <p>contacts various parts of his/her body in substitutions must be made in a player hits the ball twice in</p> <p>If two or more faults are committed</p>	<p>CONSECUTIVE CONTACTS A player may not hit the ball CONSECUTIVE contacts may be made by one or more CONSECUTIVE quick and continuous contacts with the CONSECUTIVE requests for player substitution CONSECUTIVE warm-ups the team that has the first serve CONSECUTIVE warm-ups at the net CONSECUTIVELY except CONSECUTIVELY provided that SIMULTANEOUS CONTACTS 2 or 3 players may touch SIMULTANEOUS hits by two opponents over the net SIMULTANEOUSLY DOUBLE FAULT is called SIMULTANEOUSLY. Exceptions 9. 2. 3. 1 at blocking SIMULTANEOUSLY it is counted as SIMULTANEOUSLY more than one substitution SIMULTANEOUSLY over the net SUBSEQUENT delays of any type by any member SUBSEQUENT late replacements SUBSEQUENTLY becomes faulty goes out goes over a s SUBSEQUENTLY by the team at fault must be cancelled SUCCESSION. SUCCESSION one pair of players after another SUCCESSION or the ball contacts SUCCESSIVELY only the first one is counted.</p>
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Figure 1. Modified concordance lines for commonly confused volleyball rulebook terms.

Learning Activities

In analyzing learning activities, one typology by Nunan (1989) suggested that tasks are made up of "goals," "input data," and "procedures." The outlined materials provided the input for activities to meet the training course goals and learning objectives. Activities were selected for the limited lessons delivered in the JVA I-school training for candidates that included a range of approaches requiring higher level cognitive functions. In many ways these paralleled the actual practice of referees, where after stimulus is provided, the information must be synthesized, prompting a decision and a reaction. Although that reaction is not often verbalized and seldom ever written, the IRCC has elected to incorporate oral interviews and written tests with authentic practical refereeing assessments for its comprehensive assessment of candidates to be upgraded to International Referee. Authenticity is often discussed relative to input or content. In ESP, procedures "specifying what learners will actually do" (Nunan, 2005) should also be considered as an aspect of authenticity. Hall (2001) more precisely

refers to this as an “authentic response” (p. 231). Therefore, this ESP training involved the referee candidates using the language in highly contextualized simulations and situations of decision making and problem solving output reflective of the target situations they will encounter and be required to manage as International Referees. The FIVB Casebook, which contains the sanctioned interpretation of the rules and a list of special cases, was a ripe source for lecture content and examination questions.

In developing tasks, “learner factors” and “procedural factors” (Brindley, 1987) provide an important framework for course developers to consider in their specific context. The learner factors (confidence, prior learning experience, observed ability in language skills, linguistic knowledge, motivation, learning pace, cultural knowledge/awareness) relate to subjective needs, and the procedural factors (relevance, amount of context provided, amount of help available to learner, time available, complexity, processibility of the task language, degree of grammatical accuracy/fluency, follow-up) are closely aligned with another facet of multi-layer NA—“task analysis” (Brown & Green, 2006)—which provides information about the content and tasks that will form the basis of the course of instruction being developed.

This unit of work was grounded in the theory of language as a tool for communication to express meaning. The objectives represented the needs of the learners and featured functional skills and linguistic elements. The communicative method subscribed to promoted learning through the use of authentic materials for communication in contextualized, meaningful tasks. Pedagogical tasks used in the class lessons corresponded closely to real-world target tasks which Nunan (2005) calls “rehearsal tasks.” Initial and ongoing lexical, phonological, and grammatical support was provided in language exercises to be sensitive to affect and typical learner roles perceived and experienced by trainees in their school days in Japan. Controlled practice communicative activities were also used with some focus on form, accuracy, and correction, often peer-based.

The purpose was to build up greater confidence and increase self-efficacy in using the language for communication with native English speaking instructors and non-native peers. In addition to the communicative goals of the program, the syllabus also intended to stimulate an increased intercultural awareness and the development of autonomous self-study skills. Because of limited contact time, one of the keys was to move the learning beyond the teacher-fronted training to autonomous self-study. Finally, an emphasis on critical thinking and the application of communication strategies was regularly recycled to assist in negotiating meaning and overcoming any breakdown in English with native or non-native interlocutors.

The activities selected for in-class learning tasks were also designed to address a variety of learning styles (see Oxford & Ehrman, 1995). Outside of the I-school workshops, all trainees have had the occasion to listen to an audio version of the rulebook for extensive listening practice. In-class activities included dictogloss for listening for specific forms and note taking, intensive listening focused on short lectures for interpretation of concepts, and content-rich passages for shadowing and language practice through repetition. Opportunities for interpersonal engagement were provided by collaborative learning activities with information gaps blended with role plays and jigsaw reading of content, along with peer observation and feedback. By including audio and visuals in the form of diagrams and mnemonics, it was possible to attend to the dominant sensory styles of auditory and visual learners. Drawing from actual refereeing duties and functions, some workshop activities focused on movement and actions for kinesthetic or haptic-oriented learners.

Performance Assessment

The needs analysis of this LSP program, developed through participant interviews and actual observations recorded by the author as a participant in the IRCC, was able to identify very specific target

performances required for future JVA candidates in the referee clinic. As Robinson and Ross (1996, p. 458) point out, “performance-referenced tests” offer greater face validity and construct validity than “system-referenced tests.” In this context, candidates clearly expected to be tested on the actual performances they will face outside of the classroom.

Although oral interview evaluations are highly subjective, for additional reliability, referee candidates underwent a semi-structured interview process with all candidates answering some of the same questions as well as some random questions for a composite result. This gatekeeping process was performed to determine if the candidates determined by the volleyball association to have the necessary technical proficiency also had the communicative competence required to participate in the IRCC and successfully represent JVA. Although a high stakes assessment, the association acknowledged the face value and accepted less rigor in terms of the validity and reliability.

Throughout the course, qualitative judgments were used for ongoing formative evaluation. These are recognized by Brindley (1989) in the form of feedback, observation, and achievement tests, which Robinson and Ross (1996) call “indirect tests.”

Written responses to questions duplicating the actual IRCC course exam offered a norm-referenced summative assessment for the learners. In addition to outlining some of the initial learning needs as part of the NA, the criterion-referenced self-assessments with the can-do statements in general English and volleyball-specific functions also provided a tool for candidates to target their development and monitor their progress during their time in the I-school program. The can-do statements were also used as guidelines for self-study.

Course Evaluation

The effectiveness of the course was evaluated through classroom observation and informal oral interviews with the trainees. These took place during the course as well as upon return from participation in

the IRCC to assess the referees' sense of preparedness and to identify any new happenings in the IRCC upgrading. These debriefings also enhanced negotiation between learner views and those of the native English speaking instructor on language, learning, and teaching which is supported by Brindley (1989) and is particularly relevant for content courses in adult education, especially in ESP settings.

Formal written course evaluations from the participants asked for their attitude and opinions on the course purpose, objectives, materials, activities, instructor, value for time, most valuable points, least valuable points, and recommendations for improvement. Answers in Japanese were accepted to maximize the quality of the feedback.

In LSP training programs, direct feedback from the various stakeholders is paramount. It is these stakeholders who will assess the "value for money" (Alderson, 1992, p. 277) of the training and also contribute to future curriculum focus and development. Therefore, discussions were also held with key JVA representatives who observed the training, as well as with the IRCC Selection Committee, regarding the suitability of candidate performance in the domestic selection interviews. Responses gave valuable insight used to adapt the course and form part of the cycle of NA for future courses.

Summary

The development of any course should include the fundamentals of curriculum and syllabus design and needs analysis. Analysis of the target situation—to identify those involved in the interactions and relevant communicative events that are expected—can provide the initial foundation to establish course aims and objectives designed to address a range of learning and performance needs. In LSP, authentic texts and contextualized activities provide a strong degree of face validity and legitimacy to a program. Going forward, incorporating more "functional language analysis" (Fang & Schleppegrell, 2008) to better describe

the features of these ESP genres could help foreign language students mobilize bottom-up reading strategies to better understand and engage with the style of language in the documents used in the IRCC. Training projects must also look to assess student achievement and prepare to undergo evaluation of the curriculum and course itself. With an ongoing cycle of inquiry and evaluation, input and findings from multiple layers of needs assessment can be used to adapt LSP programs to changes in the environment, the users, or the requirements from other stakeholders. The specific needs to be uncovered through analysis may seem to be more evident and accessible in narrow context LSP. However, a multi-layered approach considering stakeholders, participants, and the communicative events in the target language situation can also anchor the development of course content and the assessment of training outcomes in a variety of LSP situations.

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