需要分析の作成とその見解の示唆

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日本人英語学習者と教員に対するニーズ分析
演習、講義との関連を意識した
アカデミックリーディング授業のあり方

杉浦 香織

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Needs Analysis of EFL Students and Teachers: Towards Making Connection among Academic Reading Class, Seminar Class and Lecture

杉浦 香織
Department of International Culture, Faculty of Cultural Policy and Management

The purpose of the study is to reveal the academic reading needs of the students with intermediate English proficiency and instructors who use English written materials in seminar classes or lectures. The survey was conducted on faculty members (n=6) and English as a foreign language (EFL) university sophomores (n=56) taking English reading classes in the Department of International Culture. The sample also includes juniors and seniors (n=43) enrolled in a seminar class in which English written materials are used for their study.

One of the main findings showed that overall the students were likely to be interested in improving their oral communication skills, whereas subject instructors tended to expect students to acquire both passive, especially reading skills, as well as productive skills, such as speaking and presentation abilities. In addition, there is a clear spread between the groups with different English levels in terms of motivation for academic English learning. Regarding perceived difficulties in academic reading, the learners reported that they had difficulty in dealing with vocabulary, whereas teachers consider that students have problems with understanding complex grammar and grasping main ideas.

Based on the survey results, the objectives and content of the academic reading classes and the ideas for practical teaching in EFL settings will be discussed.

1. Introduction

The ability to read academic materials in English is inarguably an essential skill for university students. This is especially true for those whose majors are related to English, since resources written in English can provide a wide range of useful authentic information that is not available in Japanese. Most subject teachers want their students to read English written materials. However, for most university students studying English as a foreign language (EFL), apart from those who seldom need to use English on campus or in their future careers, it is difficult to establish clear purposes for studying English for academic purposes (EAP). At the same time, many students are unwilling to read in English or are likely to do poorly when studying academic subjects in a second language. Consequently, university teachers have tended to abandon the use of materials written in English, opting to use the mother language to present and discuss English-written instructional materials in their lectures and seminars. A gap clearly exists between university teachers' expectations and students' needs and preferences, and these issues are now attracting much attention in the field of EAP (e.g., Braine, 2001; Chan, 2001; Spratt, 1999).

The original motivation for the present study came from my first experience in teaching reading for EAP, where not much literature is available regarding the instruction of EFL students with intermediate English proficiency who major in Humanities, Languages, or Social Sciences. This article is based on the results of a needs analysis survey presented to students and subject teachers. The survey was designed to shed light on the perceptions of students and teachers regarding academic English, in order to determine how much EAP is necessary and what features and skills should be taught for the type of student mentioned above. After evaluating the results, some practical suggestions for course objectives and the instruction of academic English classes for EFL students are made.

2. Background

2.1 Needs Analysis and ESP & EAP

Needs analysis, in which systematic data collection is conducted to determine students' or/and teachers' preferences and requirements, is one of the basic components used in education for creating curriculum design. The results of needs analysis are used to create courses where these needs can be met (Brown, 1995; Jordan, 1997; Dudley-Evance and St.John, 1998). In this study, needs analysis is conducted to implement English for Specific Purposes (ESP) classes in ways that are more effective. ESP, as defined in the present study, consists of research and
teaching designed to allow learners to acquire English knowledge and skills for specific purposes, such as vocations or professions (Orr, 1999). According to Dudley-Evance and John (1998), ESP may not always refer to the language of one specific occupation or training, such as English for Law or English for Physics. English education at university level that instructs students in common features of academic context in the sciences or humanities, often called English for Academic Purposes (EAP), can also be considered as a form of ESP.

According to Jordan (1997), EAP can be further classified into two categories: EGAP (English for General Academic Purposes) and ESAP (English for Specific Academic Purposes). In truth, it could be said that many Japanese universities, while providing ‘mass’ tertiary education, have instructed English for General Purpose (EGP) or English with No Purpose (ENP) rather than teaching EAP. Tajino (2004), however, claims that as long as universities are places where students conduct academic study and/or research, the purpose of English language education in Japan should be EAP. To be specific, he states that the goals of English education in a university should be established as an ‘arbitrary’ point in a continuance between EGAP and ESAP, according to each university’s situation. As shown in Figure 1, the relationship between skills and content instruction indicates that the instructional materials used for freshmen are not necessarily related to their specialities. As the school year progresses, the content used in teaching materials increases. This model is very useful for setting course objectives or for planning new curricula, and this study was conducted to explore where the arbitrary point should be set for a target university.

2.2 Context of the study

Students in the Department of International Culture

In the present study, the participants major in International Culture, where they cultivate their knowledge and perspectives about a variety of cultures and circumstances both within and outside of Japan, including areas such as China, Korea, Indonesia, Vietnam, Australia, France, Italy, Turkey, Britain, and the U.S.A., among others. Along with traditional subjects, they also have chances to learn second languages including English, Korean, Chinese, German, French, Italian, Portuguese, Indonesian and Arabic.

Lectures conducted in English

In the current curriculum, two lectures, Introduction to English Literature and History of America, are conducted in English. This year, about 40 students, most of whom were highly motivated to study English, took the English Literature course in the spring semester. In this lecture course, contrary to a traditional teacher-centered one, the students were encouraged to engage actively in learning that provides language scaffolding. For example, pair work was integrated to check the understanding of the lecture material and to promote interest in the lecture content. Visual materials such as movie clips were often used in lessons to help students understand the content, work sheets with fill-in blanks were prepared for note-taking, and lectures were conducted in clear and slow speech. As an assignment, the students were required to read several examples of classic literature, to answer a number of questions, and to survey the historical background of the authors or the literature using on-line resources. Reading textbooks or journals written in English were not included in the assignment.

Seminar class

The juniors and seniors who participated in this survey were enrolled in seminar classes related to English, such as American Literature, English Literature, and Applied Linguistics. In these seminar classes, the students had opportunities to read academic texts, such as introductory textbooks, novels, academic journals, and magazines, in English.

English language classes (each class conducted once a week: about 90 minutes)

In the current curriculum, about 65%-70% Junior and senior students in the department take advanced English reading classes. Students have opportunities to take classes in Current English and English for Academic Purposes. These students are streamed into two groups according to their TOEIC scores, and the class sizes are about 25-20 students. In the reading class for academic purposes, students learn top-down reading strategies (identifying main points, inferring meanings, understanding textual cues, recognizing discourse patterns) and bottom-up skills (understanding of the units of language: sight-word recognition, lexical recognition, parts of speech and structure, and the meaning of syntactic units) and vocabulary. The weight balance of teaching these skills varies with the instructor.

3. The Present Study

Taking the current educational situations of the target university into consideration, the six questions that guided this research project were as follows:

1.) What skills do the students want to improve while attending university?
2.) Do the students feel an academic reading class is necessary?
3.) What skills do the students find most difficult in general
4.2 Survey Instrument
History, and Applied Linguistics.

The survey respondents were sophomores in the International Culture Department in a Japanese university and were enrolled in an English linguistic class and juniors and seniors taking English-related seminar classes. All of the students took a selective English class, advanced English I (speaking and listening) or II (reading and writing) after having finished an English Communication Class for freshmen. Table 1 shows profiles of the 99 students who responded to the survey. All except three of the respondents or who had not taken advanced English classes, were removed from the study.

In total, 34 of the respondents were enrolled in an English literature course conducted in English. For a wider exploration of the necessity and role of an academic reading class, a survey regarding the lecture was also administered to these students. In addition, 6 seminar class instructors who had their students read academic journals also participated in this survey. Their areas of specialization varied and included International Relations, American Literature, English Literature, Islam, Western History, Asian History, and Applied Linguistics.

4.2 Survey Instrument
For the students and teachers, the survey items (see the Appendix A) were prepared to address the questions mentioned above. In addition, there was an item asking about their students’ current TOEIC scores or STEP scores. The questionnaire was designed to have the students be able to complete it relatively quickly and accurately in class. For this reason, all of the survey items were written in Japanese.

4.3 Data Collection
Data collection for the students took place during July 2009, and that for instructors during September, 2009. For the students, the instructors who taught an English linguistics class and three Seminar Classes teachers administered the surveys to the students during the classes. For the subject teachers, the researchers asked them to answer the survey questions.

4.4 Data Analysis
All data from the surveys were coded for statistical analyses and entered into a computer database. The descriptive statistics were conducted for the various items on the survey, including totals, percentages, means, and standard deviations. Kruskal-Wallis one-way analyses of variance (ANOVAs) and Mann-Whitney U tests were administrated to examine the effects of status demographic factors in the section on “Student interests in learning Academic English”.

The statistical software package SPSS for Windows (Version 7.0) was used for data analysis.

5. Results and Discussion
5.1 Skills that Students Want to Improve and Teacher Expectations

Students’ general tendency
As shown in Figure 1, the areas of concern claimed by students were generally related to practical English, including speaking, listening, presentation, and cross-cultural understanding. Approximately 90% of the students in each group seemed to be interested in improving their speaking ability, and 50% to 60% felt that they should improve their TOEIC scores during their university studies. In addition, about 50% to 60% of the students replied that improving cross-cultural understanding was necessary. On the other hand, only 10% to 35% of the students in each group replied that studying academic and general reading and composition were important for them. Taken together, students indicated a higher motivation toward acquiring practical English skills rather than academic ones. This is perhaps not surprising. The students most likely wanted to improve their oral communication skills as many of them had worked on acquiring knowledge such as grammar and vocabulary to prepare for University entrance exams, rather than learning English for communication purposes.

<table>
<thead>
<tr>
<th>Class</th>
<th>TOTAL</th>
<th>TOEIC below 400</th>
<th>above 500</th>
<th>above 600</th>
<th>above 700</th>
<th>above 800</th>
</tr>
</thead>
<tbody>
<tr>
<td>English ling.</td>
<td>56</td>
<td>28</td>
<td>21</td>
<td>4</td>
<td>3</td>
<td>0</td>
</tr>
<tr>
<td>Sophomores</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Seminar</td>
<td>43</td>
<td>11</td>
<td>17</td>
<td>12</td>
<td>3</td>
<td>0</td>
</tr>
<tr>
<td>Juniors &amp; Seniors</td>
<td></td>
<td></td>
<td></td>
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</tbody>
</table>

STEP2 = above 500

$(n=99)$
Differences among student status

More people in the 3rd & 4th group and in the 2nd year above the 500 group showed more concern about improving their reading skills (3rd & 4th: academic reading, 35%; general reading, 35%; composition, 28%; 2nd year: academic reading, 29%; general reading, 25%; composition, 25%). In contrast, the students in 2nd year below the 500 group were less concerned with this aspect (academic reading, 11%; general reading, 14%; composition, 7%) (see Figure 2). This suggests that students who are in a higher year and who are more proficient are more motivated to work on cognitive demanding tasks, including reading or writing.

Differences between the skills students want to improve and teacher expectations

There were differences between the student and instructor responses (see Figure 2) on the items of general reading skills (instructors 67%; students 25%, on average), presentation skills (instructors 83%; students 41% on average). Regarding reading skills, the observed difference might be due to the fact that in seminar class or lectures, subject teachers are likely to consider student reading skills as unsatisfactory in seminar classes. Teachers are likely to want students to improve their reading ability, whereas students, especially 2nd year students who do not attend seminar classes, have not yet realized the necessity of improving reading skills for their studies.

In terms of presentation skills, interestingly, 83% of the teachers expected students to acquire these skills. This result can be interpreted as indicating that teachers want to have students improve not only passive skills such as reading but also productive skills in the second language.

5.2 What Students Find Difficult in Reading Skills

General tendency

Figure 3 summarizes the subjects’ responses towards their own difficulties with general reading. The students in each group reported having many problems in reading. In particular, they felt that vocabulary (on average 71%) and grammar (on average 72%) were the most problematic areas. On this point, the results are consistent with previous studies (Dudley-Evans and Green, 2007), which showed that students in Hong Kong perceived their skills in receptive and productive English vocabulary as inadequate. Thus, vocabulary and grammar can generally be perceived as difficult for people with different language backgrounds.

Another concern was the fact that more than half of the students reported finding fast reading to be problematic, implying that their skills in reading fluency were inadequate; that is, their ability to comprehend without much consciousness or awareness was lacking (Logan, 1997).

Differences among status

Although the overall results are similar across the groups, one difference was observed in the vocabulary area. When compared to students in the higher proficiency groups, more students in the lower proficiency group (86% versus 58% and 71% in the higher groups) felt uncomfortable in dealing with lexical features, which impeded comprehension in reading. This result suggested that students with lower proficiency needed a more basic skill for understanding written text.

5.3 What Students Find Difficult in Reading Skills and Teacher Perceptions in Academic Reading Students

Regarding academic reading, about 80 of the respondents participating in the present study reported difficulty in understanding subject-specialist vocabulary (83%). This was remarkably higher than the other items and was followed by general vocabulary (62%). However, vocabulary was by no means the only language resource deemed unsatisfactory; grammar (52%), background knowledge of content (48%), and understanding text organization (48%) were also perceived as inadequate to meet the challenges placed on students in terms of academic reading. The students’ perceived difficulties with both general and specialist
vocabulary of academic reading were consistent with the perceptions of students and with results of previous studies (Dudley-Evans and Green, 2007).

Difference between students and teachers

When comparing between the lectures and the student proportions of the six reading skills that they found difficult (Figure 4), gaps existed between their perceptions regarding some items. First of all, instructors consider student grammar knowledge and the ability to grasp main ideas as more problematic than other aspects; whereas students think their vocabulary knowledge, including terminology, prevents them from smooth comprehension of text.

It is interesting that they perceived the difficult aspects in reading differently. One of the possible reasons for the difference might come from the participants’ degree of attention to each reading skill. It could be assumed that, for example, the students might pay less attention to grasping main ideas while reading because they have to check the meaning of many unfamiliar words in the text.

Regarding “terminology”, the teachers did not indicate the necessity of increases in special vocabulary. They probably understood it was not feasible for English instructors to cover terminology in language teaching classes.

5.4 Student Perception towards Academic Reading for Specific Purposes

The students were also asked to answer four questions that were related to their academic reading class. They indicated their degree of interest by choosing their feelings from following five items: Very interested, interested, not sure, not so interested, not interested at all. For statistical analyses, these were changed into 5 scales: Very interested = 5, interested = 4, not sure = 3, not so interested = 2, not interested at all = 1. Subject responses to four items were compared statistically among three groups. The scores in response to these items, as shown in Table 2, provide several discussion points.

General tendency

As shown for the scores for Questions 1 and 4, if we assume that a mean of 3.0 or more out of 5.0 indicates some degree of motivation/necessity, students in all three groups generally indicated a necessity for reading for their ESP/ EAP course (scores ranged from 3.7 to 4.0 among the three groups). However, the interests of students across the three groups for writing theses in English, as indicated in Q3, was lower compared to those of reading English materials. These results implied that the subjects identified that they are interested in working on academic reading but not in academic writing, which is probably because writing is more demanding.

Difference among status

Although the group means for the four questions fell in the middle of the range (scores of 2.5-3.9), there was a clear difference among the student status in terms of Q1 (interests for academic reading before a seminar). Kruskal-Wallis one-way ANOVAs indicated F(2, 93)=.015; p=.05. A further analysis of Mann-Whitney U tests indicated that there were statistically significant differences between 2nd year below 500 students and 3rd and 4th year students (p=.008), indicating that more fluent students were likely to be motivated to improve their reading skills for their academic study.

Regarding Q3 (interest in writing a thesis in English), the mean score was relatively low in comparison with those of other items, with scores ranging from 2.3 to 2.7. In addition, there were no significant differences among the three groups (Kruskal-Wallis one-way ANOVA, F(2, 93)=.067). Based on the results, students across the three groups appeared to lack confidence, or were not interested, in writing a graduation thesis in English. One of the possible reasons is that they consider writing as a most demanding task.

In terms of Q4 (necessity of studying ESP for students in the department), although there was no statistically significant difference among the groups (Kruskal-Wallis one-way ANOVA, F(2, 93)=.119), students of lower proficiency attached more importance to English classes than did their more linguistically able counterparts, with a mean score of 4.0 out of 5.0. However, it is important to note that their motivation towards taking an academic reading course is the lowest among the groups, as shown in responses to Q2. In this respect, a gap appears to exist between their ideal and actual feelings; that is, although they know it might be necessary for students in a Department of International Culture to take reading for ESP/EAP classes, they themselves are not particularly motivated to take these classes.

5.5 About Lectures Conducted in English

Skills necessity to take lectures in English

As shown in Figure 5, the respondents perceived that they should improve primarily five skills, including gram-
mar, listening, speaking, reading and writing (32% for Grammar; 44% for Listening; 45% for Speaking; 50% for Reading; 41% for Writing). In contrast, only 12% of the students felt it unnecessary to improve their note-taking skills. These results might be attributable to the fact that the course was carefully designed to be applicable to intermediate English learners. For instance, work sheets with fill-in blanks for note-taking were prepared, visual materials such as movie clips were added into every lesson to help student understanding of the content, pair work was used for checking their understanding of the lecture, and slow and clear speech were used in conducting the lectures.

**Student interest in taking subject-classes in English**

Table 3 indicates the subject responses to questions regarding taking lectures in English. Again, if we assume that a mean of 3.0 out of 5.0 or over indicates some degree of motivation/necessity, the participants were in favor of studying subjects in English, showing much concern towards taking other subjects or lectures without the scaffolding that helps foreign language learners to understand content (Q2 & Q3). At the same time, the students seem to be interested in taking language classes that support subject lectures if they have a chance. The existence of highly motivated learners should not be overlooked when establishing a new curriculum.

### 5.6 Teacher Perceptions towards Academic Reading Questions

To explore the subject teacher expectations and needs towards academic reading classes, an additional five questions were administered:

**Q1** Do you think student English reading skills are adequate for the study required in your seminar?
**Q2** Do you use English written materials in your seminar? If so, what type of materials do you use?
**Q3** Do you use English written materials in your lectures? If so, what type of materials do you use?
**Q4** Do you require students to read resources written in English for their graduation thesis?
**Q5** What kinds of materials do you think are appropriate or useful for teaching English, to bridge students from general academic English courses to specific English study?

Regarding Q1, the teachers were likely to report that stu-
of the teachers felt that students’ English reading skills were inadequate for conducting seminar classes, as shown in Figure 6. In total, 33% of the teachers felt that students’ English was problematic and 50% of the teachers considered it as quite problematic.

The teachers were also asked whether they use English written materials in their seminar class. If so, what type of materials do they use? Figure 7 shows that 83% of the teachers use English written materials in their seminar classes. The sources mainly came from books, including introductory textbooks, encyclopedias, and academic journals (See Table 4).

Regarding Q3, as shown in Figure 8, most teachers (83%) reported that they use English written materials in their lectures. Students could be assumed to have chances for exposure to some special terminologies, to some extent, through these materials in the lectures. However, it is difficult to know to what degree they were able to meaningfully utilize these English materials since, most of time, lecturers do not have enough time to explain the details or complex grammar during the class. As well, although the teachers may provide many resources, it is up to the students to determine whether they use them outside of the class. Nonetheless, it is surely helpful for students to be provided with this type of special information in English in lectures to reinforce the point of connecting what they have learned in their seminar class.

Another question is whether teachers require the students to use English written resources to write their graduation thesis. Interestingly, although most teachers reported that they use English reading materials in their seminar studies, only 33% of the teachers require their students to read resources in English for their culminating study, as indicated Figure 9. This is perhaps because the teachers understand that the students’ English abilities and motivation towards using English vary; thus, they do not force the students to integrate English materials into their references.

Finally, Table 5 lists the responses towards the question about what kinds of English teaching materials the subject teachers think are appropriate or useful for bridging between general academic English and specific English studies.

<table>
<thead>
<tr>
<th>Materials</th>
<th>Response numbers</th>
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<tbody>
<tr>
<td>Books</td>
<td>6</td>
</tr>
<tr>
<td>Encyclopedia</td>
<td>4</td>
</tr>
<tr>
<td>Journals</td>
<td>3</td>
</tr>
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<td>Journal abstract</td>
<td>2</td>
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<td>Newspapers</td>
<td>1</td>
</tr>
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<td>Magazines</td>
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<tr>
<td>Tales</td>
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<td>Magazines</td>
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<td>Journals</td>
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ies. The teachers suggested that books, particularly introductory textbooks that are written in comparatively easy English, are appropriate for 2nd year students prior to taking seminars in the 3rd year. To obtain the latest information about a specific field, academic journals might be plausible. However, the styles of English in the journals are likely to be formal, and the papers seldom provide sufficient explanation of basic concepts or terminology. In general, students are not expected to be able to understand the gist of journal articles.

Comments from subject teachers

In addition, the teachers were given the opportunity to write comments about academic English teaching at this university. These teachers have been teaching seminars for at least 4 years in the present university and have been using English materials in their seminars, where student number is usually below 10. Consequently, it might be the case that these teachers have captured student problems or the types of skills that they should be learning in academic reading, and that this type of information may be essential for English language teachers when planning teaching syllabus.

The following section describes the areas that concerned subject teachers concerns and the ideas or opinions that were obtained from their comments.

Dictionary skills

The teachers suggested that students should improve their dictionary skills so that they would be able to interpret polysemous words more correctly according to their context and to also be able to learn grammar through the examples in the dictionary. Students are often observed only to look at the first meaning of a target word without considering the context in which the word is embodied and thus, they often misunderstand the content. Fostering their dictionary skills should be one of the ways that comprehension of academic reading materials could be made more accurate.

Reading skills

The respondents also pointed out that the students often cannot grasp main ideas in a text because they tend to struggle with the complexities of grammar and vocabulary, including terminologies, and pay too much attention to details of the context without taking the whole picture of the text into consideration in their reading. Language teachers should therefore encourage students to discuss content after they have shown that they understand the author’s ideas in the articles.

The subject teachers also feel a necessity to review basic English grammar in order to allow correct understanding of the academic text. Some students with lower proficiency might need remedial studies in English grammar, while other students who have high English competence might need more emphasis in some aspects of grammar that tend to be problematic for Japanese students. Traditionally, Japanese English Education was focused too much on forms, and recently meaning rather than grammar has been paid more attention in Japanese teaching of English. However, bottom-up skills as well as top-down skills should be integrated into English teaching in order to increase students’ reading accuracy and fluency.

Translation skills

There were a number of respondents who pointed out the students’ inability to translate materials into natural Japanese. According to the subject teachers, one of their problems seemed to lie in the fact that students are likely to translate the text word by word into Japanese; as a result, they tend to produce unnatural translations. It might be useful for the teachers to train the students to think about the content in their own words, either in Japanese or in English.

Teaching materials

Regarding the use of academic journals, experienced subject teachers pointed out three points in the choice of journals for an English class. First, the English should be easy and second, the article should be well organized, including the introduction, body and conclusion. Third, this type of article should also be useful as a model for organizing a thesis. In terms of textbooks, the teachers suggested that introductory textbooks for university/college students are good for our students as teaching materials and they should be considered before using academic journals. Regarding types of content, the teachers recommend Sociology, which is comparatively understandable for students who do not have enough background knowledge about other special fields. The teachers also added the comment that since the areas of study of the subject teachers varies, the content should not be related to a specific subject but should instead be of interest to the students in the departments. Taking this into consideration, Cross-cultural Communication, Education, or Environmental Studies might be suitable content.

To have students read academic journals and textbooks, it is necessary for language teachers to fully examine the content as well as the linguistic features, taking into consideration the students’ background knowledge about the content and their abilities in grammar.

6. Conclusions

6.1 Summary of Results

Research Question 1 in this study examined the skills that the students want to improve upon in a university setting. Subjects reported that they were more interested in learning practical skills such as speaking, listening, and cross-cultural understanding than they were in general and academic reading or writing (Figure 2). Research Ques-
tion 2 targeted student perceptions towards the necessity of an academic reading class. Overall, students seemed to consider knowledge and skills more important than studying specialized fields, although students who were more proficient tended to show their willingness to improve their reading skills (Figure 2). Research Question 3 inquired which skills students find most difficult in either general or academic reading. Students were most likely to report problems with vocabulary and grammar in general reading and vocabulary and special terminology in reading for specific academic purposes (Figure 3 and 4). Research Question 4 tried to reveal similarities and differences between the responses of the students and teachers. The students were likely to be interested in improving their oral communication skills, whereas subject instructors tended to expect students to acquire both passive, especially reading skills, as well as productive skills, such as speaking and presentation abilities (Figure 2). Regarding perceived difficulties in academic reading, the learners reported that they had difficulty in dealing with vocabulary, whereas teachers consider that students have problems with understanding complex grammar and grasping main ideas (Figure 4). Research Question 5 examined student perceptions regarding taking lectures in English to explore the role and the necessity of academic reading classes. In general, the subjects were highly motivated to take academic subjects in English since the students who answered this question were relatively high proficient (Table 3). Finally, Research Question 6, targeting the exploration of the role of academic reading, will be discussed in the following section, since the answer can be deduced by considering all of the results indicated above.

6.2 Implications for EAP Reading Instruction

Despite the differences between instructors and students, generalizations emerging from the survey can be useful in designing instruction, in selecting materials, and in planning curricula for the future.

Students need skills in academic vocabulary

Clear pedagogical concerns obtained from the findings are presented here: one is that English instruction should more strongly stress common academic and subject specific words. As effective ways of teaching vocabulary, following the suggestions of Carell (1988) would seem to be practically useful. First, key words in the target passages should be taught. Second, the words should be taught in semantically and topically related units, in order to improve word meanings and background knowledge at the same time. Third, both definition and contextual information of the words should be instructed. In this way, students should be able to engage in deeper processing of word meanings and effectively store the new vocabulary in their long-term memories.

Students need background knowledge in special academic context

Another concern for teaching ESAP is to help build students’ background knowledge in a topic, in addition to their linguistic competence. If both discourse disciplines and the subject content are unfamiliar to learners, the task of cognitively comprehending the texts would be far too demanding, and it might discourage them from studying English. One of the solutions, especially for intermediate proficiency students, might be to present the materials in their first language (Huang et al., 2006) or in comparatively easy written English in pre-reading tasks. This pre-reading activity would definitely help to cultivate expertise as well as to facilitate reading activities.

Another possible way, as mentioned earlier in subject teachers’ comment sections, would be to have language teachers choose a subject whose content is comparatively understandable with learners’ current background knowledge, such as Sociology including Cross-cultural Communication, Education, or the Environment.

Materials: teacher collaborations

The technical concerns in implementing instruction in ESAP in the current instructional setting is the difficulty of covering the articles or text of all of the subject areas that the students study in a seminar class. The specialized fields in the department is also varied, covering areas such as European, Japanese and Asian History, Japanese, American and English Literature, Anthology, International Relations, and Applied Linguistics, among others. One of the ways to solve this constraint in the reading class is to set a task where students can choose one reading text from several choices of content related to teacher specializations and then to work on comprehending the material and making a presenting about the content (e.g., making quizzes about the contents) in small groups. In conducting this task, again, it is essential for the students to be given some background knowledge about the topic in easy English or in their first language. By doing so, the students can learn both the content and linguistic features that might be useful in the future seminar class.

This is one of the ways to ask cooperation of content area teachers. If they systematically provide students with chances to be exposed to specialized academic words or introductory texts and journals in the lectures, the students would be able to gradually familiarize themselves with certain academic words or written discourse. Given these opportunities, the students would more smoothly move to the study of specific content areas in seminar class.

Course objectives

In a higher educational institution, it is reasonable for students to acquire a certain level of English to study academic areas. However, there is a clear spread among the students’ English levels and motivation towards English
learning in the current university. Some 2nd year students are taking English reading classes just for taking credits, while others have motivation for studying subjects through English or have ambitions to study abroad. Considering the current situation, it would be desirable to establish specific courses: one would be for students who wish to study content areas in English and the other would be for those who wish to learn basic academic English skills or English for more practical purposes. In the former class, students might target ESAP in their studies, whereas those in the latter class might focus more on EGAP.

It is also essential to make freshmen aware of the importance and necessity of reading materials in English for their future study in seminars or lectures. The specific goals in learning English in this school have not been clearly introduced to students, except in terms of TOEIC scores, so the students are unlikely to be motivated to improve their reading skills, as the survey results show (Figure 2).

6.3 Conclusion

What emerges from this study is that there are different views towards learning English, especially reading, among instructors and students with high and low proficiencies. The survey results will be helpful for language teachers to conduct lessons that meet the subjects and students' needs as much as possible. There were some limitations regarding the analysis and data in this study. Due to the different sample sizes between teachers and students, comparisons among these groups were not considered to be reliable. However, the present study is able to reveal the problems of intermediate English learners in academic reading and it provides some practical and technical solutions that can be applicable to other similar populations.
日本人英語学習者と教員に対するニーズ分析

アンケート調査：学生用（2年生対象）抜粋

□あなた自身は大学の英語教育で何を学びたいですか/どの能力を伸ばしたいですか？（複数回答可）
□専門英語（ゼミの内容に関係する内容）力の養成
□ビジネス英語力の養成
□論文読解力の養成
□論文作成力の養成
□幅広い教養の養成
□異文化理解を深める
□発表能力（プレゼンテーション）の養成
□会話力（聞く、話す）の養成
□講演、発表などの聞き取り能力の養成
□検定試験（TOEIC、英検）対策

□（英文読解において、あなた自身はどのような知識や技術が不足していると考えていますか？（複数回答可））
□基本的な文脈力
□複雑な文構造を理解する力
□メインアイディアの把握
□文章における論理展開をつかむ力
□読解スピード
□必要な情報を素早く探し、見つける力

【ゼミ関連】

□将来、ゼミにおいて、英語の文献を読むことに興味がありますか？
□大いに興味ある □興味ある □あまり興味がない □どちらともいえない □全くな

□将来、ゼミにおいて、英語で論文を書く事に興味がありますか？
□大いに興味ある □興味ある □あまり興味がない □どちらともいえない □全くな

□国際文化学科において、専門内容（ゼミに関係した学術的な内容）を扱う語学教育（「英語上級」にて）を実施する必要性はあると思いますか？
□必要 □まあ必要 □あまり必要なし □必要なし □どちらともいえない

□専門英語の教育は、時間的に可能であれば何年生で実施すべきだと思いますか？
□1年生 □2年生 □3年生 □4年生 □必要ない（複数回答可）

【英語で学ぶ専門授業】

□授業を受講していて、より勉強が必要だと感じた英語のスキルは何ですか？（複数回答可）
□ライティングスキル
□リスニングスキル
□リーディングスキル
□スピーキングスキル
□ノートテイキング
□オーラルプレゼンテーションスキル
□文法（複雑な構文で書かれている内容を読み解く文法力）

□「専門内容」を英語で学ぶ際、ある程度の背景知識を持っている内容の方が良いと思いましたか？
□大いに感じる □感じる □あまり感じない □どちらともいえない □全くな

□専門科目を英語で受講する際に、それをサポートする英語授業（例：文学特有の英語表現、語彙、文章構成などを学習する）が必要だと考えますか？
□大いに必要 □まあ必要 □あまり必要でない □全く必要ない □わからない

*本研究は、平成21年度学部連携研究費（「専門分野での学びを前提とした英語教育に対する学生と教員のニーズ分析」）の助成を得て実施されたものです。
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