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EAP Listening and Speaking:  
From Needs Analysis to Evaluation  
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### Abstract

In spring 2007, a listening and speaking curriculum project was conducted in an ELI 70 course at the University of Hawai'i at Mānoa. Fourteen undergraduate students (13 Japanese and 1 Vietnamese native speaker) completed a needs analysis survey to ascertain what skills they would like included in ELI 70. Using the results, the following goals were created: improve general listening, vocabulary strategies, and note-taking skills. The new goals were utilized in creating materials in the form of two activities. In a final evaluation students found the activities useful and wanted more activities similar to the ones used in the study.

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Introduction

The study found within this paper concentrated on one intermediate level listening and speaking class (ELI 70) at the English Language Institute at the University of Hawai'i at Mānoa. This investigation encompasses a needs analysis focused on the subjective needs of the students, additional class objectives based on the results of the needs analysis, development of activities in accordance with the new objectives, teaching of the activities in class, and a final evaluation to find out if the students' needs were met and whether or not they wanted to have more classes in ELI 70 similar to the activities used in this study. This introductory section will describe curriculum development and the parts of curriculum, followed by literature on the definition of needs analysis in general, as well as data from previous listening and speaking needs analysis. Goals and objectives will be discussed, and materials will be touched on before ending with a description of program evaluation. After this literature review, this section will explain the purpose of this study and introduce the research questions.

*Literature Review*

*Curriculum development.* During the 1960's, curriculum development began and it focused on determining "what knowledge", "skills", and "values" students learn in education programs, what practices are necessary to bring about the intended learning outcomes of students, and how teaching and learning can be designed, measured, and evaluated (Richards, 2001, p. 2). According to Brown (1995), curriculum development is a series of activities which includes needs analysis, testing, and teaching. This series of curriculum activities will provide an outline that helps teachers and administrators to accomplish a well designed curriculum design which is

the most suitable for students' purposes and a given situation, that is, a framework that helps the students to learn as efficiently and successfully as possible in the given situation.

According to Nunan (1990) after conducting a needs analysis "the major steps in the curriculum process are (a) grouping learners for instruction, (b) selecting and sequencing learning tasks, (c) selecting and sequencing content, (d) conducting classroom instruction, (e) assessing learners, and (f) evaluating courses and programs" (p. 18). In the same line with this outline of curriculum design, Brown (1995) states that curriculum includes needs analysis, objectives, materials, teaching, and evaluation. Curriculum development refers to "the range of planning and implementation processes" involved in developing or renewing curriculum, and he clearly shows that all elements in the curriculum are interrelated to each other. Since, every element is closely related to each other, the curriculum system indicates that any changes in one part of the system have effects on other parts of the system. For example, in order to find out the students' needs, all students, teachers, and administrators need to be involved in needs analysis.

To sum up, the purposes of curriculum development are to find out the needs of a group of students, to develop goals or objectives for a program to focus on those needs, to decide an appropriate syllabus, course design, teaching methods, teaching materials and to conduct an evaluation of the language program.

*General needs analysis.* According to Brown (1995), "Needs analysis refers to the systematic collection and analysis of all subjective and objective information necessary to define and validate defensible curriculum purposes that satisfy the language learning requirements of students within the context of particular institutions that influence the learning and teaching situation" (p. 36). Language curriculum development is an ongoing project. A needs analysis is the first step in the ongoing project, and it is a very significant step in the whole process.

Needs analysis was introduced into language teaching through the English for Specific Purposes (ESP) movement. From the 1960's, the demand and interest for specialized language programs increased, and the necessity of conducting needs analysis procedures in language teaching began to increase. By the 1980's, in many parts of the world a "needs-based philosophy" emerged in language teaching, particularly in relation to ESP and vocationally oriented program design (Brindley, 1984, as cited in Richard, 2001, p. 51).

When the English for Specific Purposes (ESP) movement emerged, the concept of learners' needs became more relevant (Richard, 2001, p. 28). One of the important issues of the ESP approach is how to satisfy learners' needs of language learning rather than focus on the general structure of English. Different groups of students have different purposes for learning and each purpose for learning provides specific needs for their language learning. The ESP learner's needs are often described in terms of performance, that is, in terms of what the learner will need to perform with the target language at the end of a course of study. Therefore, the goal of learning between an ESP course and a general English course are very different. The goal of a general program is usually an overall mastery of the language that can be tested on a global language test; the goal of an ESP course is to prepare the learners to carry out a specific task or set of tasks. Robinson (1980, p. 11) comments:

The student of ESP is usually studying to perform a role. The measure of success for student learning English for hotel waiters, or the English for food technology, is whether they can perform convincingly as hotel waiters in English or whether they can act appropriately as food technologists in English (as cited in Richard, 2001, p. 33).

There are different ways to distinguish language learners' needs. Brown (1995) divides language learners' needs into situation needs and language needs, where he defines situation

needs as information of the “program’s human aspects, that is, physical, social, and psychological contexts in which learning takes place” (p.40). Another way of determining types of learners’ needs is objective needs and subjective needs. Objective needs are observable factual information about the learners but do not involve the learners’ view, such as personal background, learners’ proficiency, and where or how often students use the target language in real life. On the other hand, a subjective need refers to learners’ perspectives of language learning. Learners’ views on goal, priorities, wants, expectations, preference for learning strategies and participation styles are some components of subjective needs. Both situation needs and language needs can be objective information or subjective information.

Information on needs can be used for designing a new language program and/or evaluating an existing program. The main purposes of needs analysis are to find out what language skills a learner needs in order to carry out tasks that they encounter, such as sales manager, tour guide, or university student, and to identify a gap between what students need to perform and what they want to perform after taking the language courses. Thus the study of needs analysis includes perceived and present needs as well as potential and unrecognized needs. Needs analysis provides teachers’ and learners’ an outline about the courses by exchanging information on learners’ needs. Learners’ needs give directions to teachers in selecting the appropriate activities and materials. As a result, needs analyses are an important part of language program development and evaluation. Therefore, more needs analyses are necessary to determine different students’ and teachers’ needs in addition to generate awareness that such needs exists.

*Listening and speaking needs analysis.* According to Ferris (1998) “most research on academic aural/oral skills has focused on academic lectures, formal speaking, or pronunciation”

(p. 291). She goes on to discuss how studies looking into listening needs of ESL university students have placed attention on the linguistic characteristics of lectures and students' abilities to understand, recall, and take notes on what they have heard during a class lecture. In response to these findings, pedagogy has also focused on developing lecture comprehension and note-taking skills; other areas of pedagogical interest have been in how to give formal presentations and pronunciation.

In 1980 Ostler (as cited in Ferris & Tagg, 1996) conducted a study on ESL university students' opinion of the importance of various skills, including listening and speaking. The top six oral/aural skills found to be the most important, in order beginning with the most important were "class notes, asking questions, discussing issues, giving talks, panel discussions, and interviews" (p. 33). The conclusion was that students should learn academic rather than conversational speaking skills.

Ferris and Tagg (1996) looked at what listening and speaking skills students wanted to study and compared the students' reported needs with that of the teachers. The needs of the students are often disparate when one asks the student versus asking the teacher what those requirements are. For example, "subject matter instructors did not feel that students' English pronunciation was a problem" (p. 293). However, students sincerely want pronunciation lessons and "feel that their own lack of intelligibility is an enormous problem in their academic and professional lives" (p. 293). It's important to take students' opinions into consideration. As Littlejohn (1985) explains, students learn in different ways and teachers should not expect all learners to grasp material the same way, at the same speed, or to be interested in the same activities. Therefore he advises that "we should take the existence of variations in learners' abilities and interests much more seriously" (p. 255). As Bada and Okan (2000) add, "effective

language teaching and learning can only be achieved when teachers are aware of their learners' needs, capabilities, potentials, and preferences in meeting those needs" (p. 10)

*Goals and objectives.* As needs analysis is just the first step in a process of curriculum design, the next step is to create goals and objectives. Lee (1994) explains that "learner's needs need to be analyzed and based on consideration of these needs, learning objectives can be selected and precisely defined" (p. 1). This is also known as preliminary stages in *task selection* where it is determined what types of things the students will have to be able to perform (Nunan, 1990, p. 23).

Though some may use the terms *goals* and *objectives* interchangeably, Brown (1995) makes a clear distinction between goals and objectives. Goals are more general in their statement of what the program intends to teach its students and can be described as "what the students should be able to do when they leave the program" (p. 71). Objectives of a course are more specific about the students' actual "knowledge, behavior, and/or skills that the learner will be expected to know at the end of a course" (p. 73).

*Material development.* With all of these steps in place, there is plenty of data to "develop new teaching materials according to learners' needs and review the existing syllabus" (Lee, 1994, p. 11) Materials may consist of many types of medium and include books, videos, or worksheets to name a few. The most important part of material development is that there is a clear enough description so that others may use the materials without the creator being present. Because of this materials is best defined "as any systematic description of techniques and exercises to be used in classroom teaching" (Brown, 1995, p. 139).

*Program evaluation.* Program evaluation is necessary and important in a language program to determine what students have learned from the program, how they felt about the



program, and how the program has been successful or not successful (Brown, 1995; Nunan, 1992). There are two purposes for the program evaluations: “formative evaluation” and “summative evaluation”. The formative evaluation is usually conducted to get and analyze data that could be useful in improving the program. On the other hand, summative evaluation usually occurs at the end of a program. The purpose of summative evaluation is to measure the degree to which the program was successful, efficient, and effective. Based on the results, program coordinators and teachers could make some changes in their program and courses.

Since the 1960’s, curriculum evaluation has become of increasing interest to educators and program planners (Richards, 2001). The program evaluation provides guide lines for improvement of ongoing projects in the language program. Brown (1995) states program evaluation as “the systematic collection and analysis of all relevant information necessary to promote the improvement of a curriculum and assess its effectiveness within the context of the particular institutions involved” (p. 218).

According to Nunan (1990), “evaluation is a wider term referring to the process of collecting and interpreting information about an educational program” (p. 27). The processes involved then aim to find out why students excelled or did poorly. If the students had problems, this is also the step where it is investigated whether or not anything can be done to fix the problems that arose in order to improve the students’ learning. Nunan continues (1992) on the topic of evaluation, stating there are four different models for program evaluation, such as context evaluation, input evaluation, process evaluation, and product evaluation. Among these four different models, context evaluation is the most essential models to identify a target population and their needs.

### *Purpose & Research Questions*

The purpose of this study is to investigate the needs of current ELI 70 students and find out if there are any improvements that can be made to the course. To help achieve this purpose, it was sensible to find any areas where the students feel a need for improvement within themselves and within the course. Once the results of that are determined, lessons can be developed accordingly. To help improve the current ELI Listening & Speaking course, we asked the following three research questions:

1. Do the students feel ELI Listening & Speaking class teaches all listening and speaking skills they need for other courses?
2. What types of lessons do the students feel would improve ELI Listening & Speaking class?
3. When presented new lessons that reflect students self-reported needs, do the students view it as helpful?

### **Method**

#### *Participants*

In the section of ELI 70 observed, 14 undergraduate students (5 male and 9 female students) participated in the study. Among those 14 students, 13 students were Japanese native speakers and 1 student was a Vietnamese native speaker. The ages of the participants ranged from 20 to 52-years-old. The students' majors included travel industry management, family resources, Chinese, theater, business, chemistry, music, Hawaiian studies, art, psychology, and curriculum studies. The class was an "intermediate level listening & speaking" course with constraint of a TOEFL score ranging from 500 to 600.

*Course Description*

According to the syllabus of the course handed out to students at the beginning of the term, the purpose of the class is to help students to improve academic speaking and listening skills. Within this area of study, special attention was given to the comprehension of academic lectures, delivery of presentations, and participation in discussions.

*Objectives.* After the general description of the course and its main aims, the syllabus listed the class' objectives, of which there were the following eight:

1. Students will develop their ability to comprehend academic listening materials.
2. Students will develop general speaking fluency.
3. Students will develop skills needed as presenter, individual or as a group (on either academic or non-academic topics).
4. Students will develop their skills as an audience of presentations (either academic or non-academic presentations).
5. Students will develop their skills as an effective discussion leader in a teacher directed way.
6. Students will develop their skills as participants in discussions.
7. Students will develop their vocabulary in academic listening/speaking.
8. Students will learn how they can continue improving their listening/speaking skills even after completing this course.

*Activities.* The syllabus informed the students that they would be required to participate in class actively. In addition, regular textbook readings would be required. Each student would also be responsible for a textbook presentation, individual presentation, presentation of a listening-log project, and the leading of a discussion circle.

*Class observation.* Through in-class observation, it was clear that the class focused mainly on academic presentation skills, including brainstorming, getting and giving feedback, revision, and presentation. In all, the students gave six presentations, including a 3 minute presentation, 5 minute presentation, 10 minute final presentation, 2 listening log project presentations, and 1 textbook presentation. Discussion circles were small group discussions, where one student led the group in answering student-created discussion questions on a topic of their choice. Therefore, objectives 1, 2, and 7 had less focus in this course with no explicit instruction present.

#### *Materials/Data Collection*

A needs analysis questionnaire was created with qualitative and quantitative questions (See Appendix A). The survey began with 8 questions, including 4 biodata questions and 4 open-ended questions related to listening and speaking needs in ELI and other courses. Following these 8 questions were 12 Likert-scale questions regarding students listening and speaking difficulties. Within these 12 questions were three categories. The first category encompassed questions 1 to 5 and referred to problems understanding lecture teachers in non-ELI courses. The next 3 questions dealt with a second category about listening problems during note-taking. The last 4 questions on the Likert scale section were about students feeling uncomfortable to speak up in class for various reasons. Finally, there was an open-ended question for any further difficulties or suggestions. A short survey with Likert scale questions and a few open-ended questions was chosen due to time constraints. Before using the needs analysis in class, it was reviewed by the instructor of the course and two professors in the Second Language Studies (SLS) department three times each with revisions made to help make the survey as clear and non-leading as possible.

An evaluation questionnaire was used following the teaching of activities developed in this experiment (See Appendix B). The survey consisted of 2 sections. First, there was a 10 question Likert-scale table about the Vocabulary Strategies activity. As in the needs analysis, this portion of the evaluation survey was split into 3 categories. The first one measured students' engagement in the activity and spanned questions 1 to 6. The next category had to do with effectiveness of the activities and was questions 7 and 8. Lastly, questions 9 and 10 fell into the category of fulfillment of students' wants and needs. Next, there was a 9 question Likert-scale table about the Note-taking Strategies activity. This had the same three categories mentioned for the Activity 1 portion. Questions 1 to 4 asked about engagement, 5, 7, and 8 about effectiveness, and 6 and 9 about fulfillment of needs. Finally, two open-ended questions were asked about general comments on either activity and for any further suggestions. Again, this type of survey was used because of the limited time available. Before administering this evaluation to the class, it was reviewed by one professor of the SLS department and revised appropriately, again to aid in avoiding ambiguity and leading questions.

Informal interview data was collected on what types of activities students would like to have in class. The instructor of the course asked the students to e-mail ideas to us, and we received one reply about possible activities by e-mail.

### *Procedure*

The study began with a needs analysis survey, described above. The survey was administered at the end of class with 15 minutes to complete. The main instructor was not present during the needs analysis. The students were asked to complete all questions and were told that the main instructor would not know who said what.

Based on the needs analysis, we created new goals for the ELI 70 course. These goals

were then utilized to construct materials for the class. The materials each had their own objectives which focused on the newly created goals. These materials were taught during the last 25-30 minutes of three regular class sessions.

After the instruction using the developed materials, a final evaluation was administered to the students. The students were asked to fill out another survey asking about whether they felt the activities were engaging, effective, and fulfilling of their needs. As before, the main instructor was not present during this time.

The needs analysis and final evaluation surveys were analyzed using descriptive statistics. The mean, standard deviation, and the range (minimum and maximum) were used to describe the results of each survey. For the needs analysis, a Likert scale was used with the responses *Never*, *Usually*, *Sometimes*, and *Always*. In that order, the values 1 to 4 were assigned to the choices. So, the closer the mean fell to 1, the less problematic that task was for the students, and the closer the mean fell to 4, the more the students needed help in that area. The Likert scale questionnaire used in the evaluation was also on a scale of 1 to 4. This time the four possible answers were *Strongly Disagree*, *Disagree*, *Agree*, and *Strongly Agree*. In that order, the values of 1 to 4 were assigned. Thus indicating that a mean which falls closest to 4 shows very positive responses by students, while a mean closer to 1 shows that students did not agree with the statements.

## Results

### *Needs Analysis*

The results of the needs analysis questionnaire pointed to three top scoring problems. As shown in Table 1, students responded that “Listening, while writing”, “Have trouble finding the right words”, and “Have trouble using complete sentences” were their main problem areas with the highest mean of 2.69. In fact, 57% answered that they “Usually” or “Always” had problems

in these areas (see Appendix C for full descriptive statistics and percentages of students' responses). The next difficulties reported were "Having enough time when writing and falling behind" and "Summarizing main points". In each of these categories only 50% of the students responded they "Never" or "Sometimes" have difficulty.

Table 1. *Descriptive statistics of results of needs analysis survey. (Mean Order)*

Question	N	M	SD	Min	Max
Listening, while writing	13	2.69	1.14	1	4
Have trouble finding the right words	13	2.69	0.61	2	4
Have trouble using complete sentences	13	2.69	0.61	2	4
Having enough time when writing and falling behind	13	2.31	0.91	1	4
Summarizing main points	13	2.31	0.91	1	4
Can't think of what to say	13	2.23	0.80	1	4
Understanding Teacher's Speed	14	2.21	0.94	1	4
Understanding Teacher's Word choice	14	2.14	0.83	1	4
Understanding Teacher's Content	14	2.14	0.74	1	3
Understanding Teacher's Accent	14	1.93	0.59	1	3
People ask me to repeat myself	13	1.92	0.83	1	3
Understanding Teacher's Volume	14	1.64	0.72	1	3

*Note.* The closer M is to 4, the more trouble students had with that skill and the closer to 1 the M is, the less trouble students had with that skill.

In the qualitative data section, in response to what additional topics students would like to see in their class, seven categories were found (See Table 2). The highest frequency answer was listening with 36% of students, followed by note-taking and speaking each with 14% of students response.

Answers to the next question about the types of listening students are required to do in their non-ELI 70 classes fell into five categories (See Table 3). The most frequent answer with 86% of students answering that way was *Lecture listening*. Only two respondents did not mention lecture. This was followed by listening to *videos* and/or *movies* by 36% of students.

Table 2. *Frequency of additional topics requested in needs analysis survey.*

Additional Topics Requested	Frequency
General Listening	5
Note-taking	2
General Speaking	2
Pronunciation	1
Finding Main Idea	1
More Variety of Topics	1

Note. N=14.

Table 3. *Frequency of types of listening students use in non-ELI 70 courses.*

Types of Listening in Non-ELI Classes	Frequency
Lecture	5
Video, Movie	2
Music	2
Peer, Classmate	1
Guest Speaker	1

Note. N=14

Lastly, students were asked where they felt they need improvements in listening and speaking. These answers fell into five categories as shown in Table 4. General listening and speaking had the highest frequency with 29% of students asking for help in this area. Following that was a need for improvement when listening to lectures and interacting with native speakers of English.

Table 4. *Frequency of areas students felt they needed improvement in listening and speaking.*

Areas in Need of Improvement	Frequency
General Listening/Speaking	4
Listening to Lectures	3
Listening/Speaking with NS	3
Listening/Speaking in Small Groups	2
Vocabulary	1

Note. N=14



In addition to the questionnaire, some very short informal interviews were conducted. In these interviews, students requested activities which focus on pronunciation and also listening to media, such as movies and music. Through e-mail, one student also requested a listening activity involving movie clips.

### *Final Evaluation Data*

*Vocabulary Strategies.* Students answered that they were generally engaged throughout the entire activity, with only 18% (2 students) not paying attention during small group discussion of the use of context clues in figuring out the meaning of unknown words and 9% (1 student) not engaged during the closing class discussion of types of vocabulary learning strategies classmates use. As seen in Table 5, students were most engaged during the introduction and cloze activity.

Table 5. *Descriptive statistics of evaluation survey of Activity 1. (Mean Order)*

Question	N	M	SD	Min	Max
Engaged in Introduction	11	3.55	.50	3	4
Engaged in Video/Fill-in-the-blank Activity	11	3.55	.50	3	4
Activities are an example of activities I would like to do more of in ELI classes	10	3.50	.50	3	4
Engaged in Instructions	11	3.45	.50	3	4
Activities were helpful for improving my vocabulary strategies	11	3.45	.50	3	4
Activities were helpful practice for my listening skills	10	3.30	.78	2	4
Engaged in sharing strategies small group discussion	11	3.27	.45	3	4
Activities served a useful purpose	11	3.27	.45	3	4
Engaged in “guess the meaning” small group discussion	11	3.18	.72	2	4
Engaged in closing summary of all strategies discussed	11	3.09	.51	2	4

*Note.* The closer M is to 4 means the students agreed. The closer M is to 1 means the students disagreed.

Eighteen percent of students (2 students) felt the activity was not useful for their listening skills, while all students felt the activity was helpful for improving their vocabulary strategies. In addition, all students agreed that the activity fulfilled their needs and would like to see more activities like it in their ELI courses, with 45% strongly agreeing (see Appendix D for all descriptive statistics and percentages of students' responses).

*Note-taking Strategies.* All students agreed that the activity was engaging, except for one missing answer regarding the small group discussion portion. Only twenty-seven percent (3 students) felt their note-taking strategies were not helped by the activity, and just 18% (2 students) did not feel it was an example of activities they would like to do more of in the ELI. The students were most engaged during the introduction and instructions portions, followed by small group discussion with only 18% (2 students) feeling that the small group discussion was not helpful to improve their note-taking strategies.

Table 6. *Descriptive statistics of evaluation survey of Activity 2. (Mean Order)*

Question	N	M	SD	Min	Max
Engaged in Introduction	11	3.55	.50	3	4
Engaged in Instructions	11	3.45	.50	3	4
Engaged during small group discussion	10	3.30	.46	3	4
Activity is an example of activities I would like to do more of in ELI classes	11	3.30	.67	2	4
Engaged during the story	11	3.27	.45	3	4
The activity was helpful for me to improve my note-taking strategies	11	3.27	.86	2	4
The discussion was helpful for me to improve my note-taking strategies	11	3.27	.51	2	4
The lecture was helpful for me to improve my note-taking strategies	11	3.09	.79	2	4
Activity served a useful purpose	11	2.91	.51	2	4

*Note.* The closer M is to 4 means the students agreed. The closer M is to 1 means the students disagreed.

However 73% of students (8 students) felt the lecture on note-taking was helpful, and 91% of students (10 students) felt that this type of activity fulfilled a useful purpose. Eighty-one percent (9 students) agreed or strongly agreed that the activity was a good example of activities they would like to have in ELI (See Appendix D for full descriptive statistics including percentage of students' responses).

*Overall.* Responses to the last open-ended questions resulted in 3 categories of comments on the activities and 2 suggestions. Three categories were created. The first was that “the activities were fun or likeable” with 50% (7 students). One person commented that the “activities raised awareness of vocabulary needs” and another student said they “would like more time devoted to these activities.” The last comments again requested activities using music as a listening exercise (1 student) and asked for activities using more familiar topics (1 student).

### Discussion

In this section, first we will discuss what goals and objectives were created after the needs analysis was conducted. Then we will describe the materials developed in accordance with those goals, including the objectives constructed for each activity. Following this explanation, we will talk about our research questions and the findings we obtained from our research study.

#### *Goals, Materials, and Objectives*

From the needs analysis survey results, four goals were produced to fulfill the students' self-reported needs. These goals included:

1. Speaking in class and group discussion
2. Vocabulary
3. Note-taking while listening to others speak
4. Summarizing main points during a class

Using these goals, there were two activities created for use in ELI 70. The first activity concentrated on goals 1 and 2 and had the objectives below:

1. Students will be able to complete cloze test after hearing video clip two times
2. Students will be able to use context clues to figure out meaning of new vocabulary
3. Students will be able to use vocabulary strategies to remember new vocabulary

In this activity, the students were required to complete a cloze test (see Appendix E) after listening to a video clip twice. After the completion of the cloze and having students answer the ten blanks, students got into small groups. In these groups, students guessed the meaning and discussed what strategies, including context clues they used to deduce the meaning. Then the definitions were discussed as a whole class. Next, the students remained in small groups and discussed strategies they could use to remember new vocabulary. Their answers were shared as a whole class.

The second activity that was developed focused on goals 1, 3, and 4 and had the following objectives:

1. Students will be able to take effective notes while listening to other students speak
2. Students will be able to summarize main points of the story by using their notes
3. Students will be able to answer discussion questions in small groups using their notes

The students were each given a panel from a comic with no text (see Appendix E). The students were given time to create their portion of the story. Afterwards, the students presented their part of the story to the class, each time building upon the story until the story was completed. Other students were required to take notes on the events of the story and were told they would need these notes for small group discussion about the main ideas of the story and types of note-taking strategies they used. This small group discussion was then carried out.

*Do the students feel ELI Listening & Speaking class teaches all listening and speaking skills they need for other courses?*

Through informal interviews, students reported that they were satisfied with the instruction on how to prepare and give academic presentations. However, in their non-ELI courses they did not have to give many academic presentations. Rather, their other classes were mainly lecture-based. This was also reflected in the open-ended questions in the needs analysis survey. Therefore, they would like ELI 70 to teach more listening skills for lecture courses because they felt the teaching of listening exercises were deemphasized in the class. In support of this request, by way of in-class observation, it was clear that the main focus was heavily on preparing and giving academic presentations, including brainstorming and peer-feedback in small group discussions. One time a student explicitly requested feedback on pronunciation from the instructor.

The qualitative data collected through the needs analysis survey gave much insight into aspects which were not covered in the Likert scale questions. As mentioned in short informal interviews, students felt the class was helpful for presentations and group discussion. This general feeling was also expressed in the needs analysis. For example,

*“I can learn how to do presentation well in this class.” [S1]*

*“We can have much discussion time and speaking time. I like this course.” [S2]*

*“Basically I like this course because I think small group discussion is very effective for shy people.” [S3]*

However, students felt that not all of their expectations for the course were being met. As one student put it,

*“I expected the ELI course will be useful in other class, but it does not happen so far.”*

[S4]

They wanted more listening exercises, including help in their note-taking skills and summarizing main points in their notes. For example, two students asked for:

*“How to get the main idea on important topic in lecture. Also how to take a note on lecture.”* [S5]

*“I would like to know how to get the lectures in other classes.”* [S6]

The results showed that many students felt uncomfortable to speak in class due to vocabulary issues. Therefore, more vocabulary lessons were needed. The students’ ability to understand their teachers’ speed, volume, accent, and content were satisfactory. There was not a major call for help in this area.

*What types of lessons do the students feel would improve ELI Listening & Speaking class?*

In informal interviews (including one e-mail) students asked for activities using media clips. They wanted to practice their listening skills through watching video clips or listening to music. Some suggested using a cloze test with these types of media. There were a few who also mentioned pronunciation activities.

During observation of the class, students did not make suggestions to the teacher for additional activities. However, through the needs analysis survey, we were able to determine that students wanted note-taking lessons and the skills to summarize main points more effectively. They also asked for listening exercises such as the cloze test that came up during interviews. And this idea was presented again in the final evaluation as:

*“I think if you do it other common topic or listen some songs and fill up the blank, it would be better”* [S6]

*When presented new lessons that reflect students self-reported needs, do the students view it as helpful?*

*Activity 1.* The final evaluation found that students were very engaged in the activity and felt that the activity was useful for their studies. One hundred percent of students agreed or strongly agreed that this activity reflects their self-reported needs collected during the initial needs analysis. (See Table 7)

Table 7. *Percentages of students' agreement in three areas of evaluation for Activity 1.*

	Disagree	Agree
Engaging	4.5	95.5
Effective	6.2	93.8
Fulfill Needs	0	100.0

*Activity 2.* This activity was found to be engaging by all students (See Table 8). Though the effectiveness was lower than that of activity one, there were still 75.8% of students agreeing or strongly agreeing that the activity was indeed effective in helping their listening and note-taking skills. Again, the students' need fulfillment was lower than the first activity, but 86.4% of students still agreed or strongly agreed that the activity fulfilled their needs.

Table 8. *Percentages of students' agreement in three areas of evaluation for Activity 2.*

	Disagree	Agree
Engaging	0.0	100.0
Effective	24.2	75.8
Fulfill Needs	13.6	86.4

*Overall.* The final evaluation has shown that the students paid attention during the activities and felt the activities helped with their academic listening and speaking skills, including vocabulary and note-taking strategies. But more than this, the students enjoyed the

supplemental activities created in this study and the results show that they would like similar activities included in their ELI 70 course, as evidenced the following students' comments:

*"I liked the activities."* [S6]

*"I enjoyed these activities because it was new for me. But these are better than what we did in usual class."* [S7]

*"I like these activities because they were enjoyable. Also it was not from the text book, so it was interesting."* [S8]

*"These activities were really fun. That was helpful for me."* [S9]

### Conclusion

Through the completion of this study, the results point to several interesting possibilities of improvement to the existing ELI 70 course. Those implications will be discussed in this section, along with limitations of the study. Lastly future research projects and topics for investigation will be proposed.

### *Implications*

Much data was collected from students on their needs and wants concerning the content and lessons of their ELI 70 course. Based on the classroom observation, students' survey, and individual interviews, we suggest some points to improve the course content:

1. Supplement existing objectives
2. Begin each course with a needs analysis
3. Combine vocabulary issues with academic listening and speaking activities. (e.g.,  
Raise students' awareness of vocabulary learning: introduce vocabulary strategies)
4. Include lecture listening and note taking skills practice.

On a side note, there was also call for pronunciation and fluency help. So, it may also prove



prudent to include these in the goals:

5. Include instruction for pronunciation on students' common pronunciation problems.
6. Focus on 'fluency' in general speaking. (e.g., Give comments on fluency after each student's presentation)

In conclusion, ongoing needs analysis and program evaluation projects are necessary to improve the existing language program. However, this study includes only one ELI 70 class, so if we include more 'Listening & Speaking' classes for this project, it is easier to get more reliable information. Therefore, ELI needs to conduct needs analyses and program evaluations continuously to keep up with students' needs and in turn the effectiveness of ELI.

### *Limitations*

Lastly, we would like to discuss a few limitations of this study. For one, the study only included data from one small-sized class (14 students). Next, the diversity of this class was very low with 93% of the students speaking Japanese as their native language and having only one Vietnamese native speaker. The class was also very quiet and often hesitated to participate during all class sessions regularly. In addition there was a very limited amount of time for teaching, which restricted the scope of each activity. Finally, there was no opportunity for testing the students' attainment of the objectives of each activity.

### *Further Research*

In the future, the study can be replicated gathering data from more ELI listening and speaking classes. In addition to this, instructors, administrators, and content-course teachers may be included in the needs analysis process. More time can be allotted for testing of the students' achievement of the objectives. Finally, through the test results and other forms of data collecting, we can find additional benefits of including the goals and objectives created through this study.

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Appendix A

Needs Analysis Survey

1. Age: \_\_\_\_\_
2. Gender: \_\_\_\_\_
3. What is your major?
4. What other courses are you currently taking?
5. What additional topics would you like to have in your ELI 70 to help you in other classes?
6. What types of listening do you do in your other classes?
7. Where do you feel you really need improvement in listening or speaking?
8. What is your general opinion of this ELI 70 course?

**Difficulties in Listening to Lectures (not ELI 70)**

Please place a check mark in the box that matches how often you have these problems.

		<b>Never</b>	<b>Sometimes</b>	<b>Usually</b>	<b>Always</b>
<b>PROBLEMS WITH TEACHER'S</b>	Accent				
	Speed				
	Volume				
	Word choice				
	Content				
<b>PROBLEMS WHEN TAKING NOTES</b>	Having enough time when writing and falling behind				
	Summarizing main points				
	Listening, while writing				

**Difficulties in Speaking in Classes (not ELI 70)**

Please place a check mark in the box that matches how often you have these problems.

		<b>Never</b>	<b>Sometimes</b>	<b>Usually</b>	<b>Always</b>
<b>UNCOMFORTABLE SPEAKING IN CLASS BECAUSE</b>	People ask me to repeat myself				
	Have trouble finding the right words				
	Have trouble using complete sentences				
	Have trouble thinking of what to say				

**If there are any other difficulties you have, please list them here.**

## Appendix B

## Evaluation Form

Please place a check mark in the box that best matches your response for each question.

April 11, 2007 ~ Vocabulary Strategies & Listening Exercise ~					
		Strongly Disagree	Disagree	Agree	Strongly Agree
I was paying attention during the	Introduction				
	Instructions				
	Video/Fill-in-the-blank Activity				
	Guess the meaning small group discussion				
	Sharing strategies small group discussion				
	Closing summary of all strategies discussed				
The activities	were helpful practice for my listening skills.				
	were helpful for improving my vocabulary strategies				
	served a useful purpose				
	are an example of activities I would like to do more of in ELI classes.				

April 19 & 24, 2007 ~ Notetaking Strategies ~					
		Strongly Disagree	Disagree	Agree	Strongly Agree
I was paying attention during the	Introduction				
	Instructions				
	The story				
	Small group discussion				
The activity	was helpful for me to improve my notetaking strategies.				
	is an example of activities I would like to do more of in ELI classes.				
The discussion	was helpful for me to improve my notetaking strategies.				
The lecture (Tuesday)	was helpful for me to improve my notetaking strategies				
These two lessons	served a useful purpose				

Please write any additional comments about the activities.

Any Suggestions?

## Appendix C

## Needs Analysis Results

Table C1

*Descriptive statistics and percentage of students' needs analysis questionnaire responses**(Question Order)*

Question	N	M	SD	Min	Max	1	2	3	4	Missing
1	14	1.93	0.59	1	3	21.4	64.3	14.3	0.0	0
2	14	2.21	0.94	1	4	21.4	50.0	14.3	14.3	0
3	14	1.64	0.72	1	3	50.0	35.7	14.3	0.0	0
4	14	2.14	0.83	1	4	21.4	50.0	21.4	7.1	0
5	14	2.14	0.74	1	3	21.4	42.3	35.7	0.0	0
6	13	2.31	0.91	1	4	27.1	30.1	38.5	7.7	1
7	13	2.31	0.91	1	4	27.1	30.1	38.5	7.7	1
8	13	2.69	1.14	1	4	27.1	15.4	30.1	30.1	1
9	13	1.92	0.83	1	3	38.5	30.1	30.1	0.0	1
10	13	2.69	0.61	2	4	0.0	38.5	53.8	7.7	1
11	13	2.69	0.61	2	4	0.0	38.5	53.8	7.7	1
12	13	2.23	0.80	1	4	15.4	53.8	30.1	7.7	1

*Note.* The closer M is to 1= Never having problems. The closer M is to 4 = Always having problems. Question numbers correspond to order they appear in needs analysis.

Table C2

*Descriptive statistics and percentage of students' needs analysis questionnaire responses (Mean Order)*

Question	N	M	SD	Min	Max	1	2	3	4	Missing
8	13	2.69	1.14	1	4	27.1	15.4	30.1	30.1	1
10	13	2.69	0.61	2	4	0.0	38.5	53.8	7.7	1
11	13	2.69	0.61	2	4	0.0	38.5	53.8	7.7	1
6	13	2.31	0.91	1	4	27.1	30.1	38.5	7.7	1
7	13	2.31	0.91	1	4	27.1	30.1	38.5	7.7	1
12	13	2.23	0.80	1	4	15.4	53.8	30.1	7.7	1
2	14	2.21	0.94	1	4	21.4	50.0	14.3	14.3	0
4	14	2.14	0.83	1	4	21.4	50.0	21.4	7.1	0
5	14	2.14	0.74	1	3	21.4	42.3	35.7	0.0	0
1	14	1.93	0.59	1	3	21.4	64.3	14.3	0.0	0
9	13	1.92	0.83	1	3	38.5	30.1	30.1	0.0	1
3	14	1.64	0.72	1	3	50.0	35.7	14.3	0.0	0

*Note.* The closer M is to 1= Never having problems. The closer M is to 4 = Always having problems. Question

numbers correspond to the order they appear in needs analysis.



Table C3

*Descriptive statistics and percentage of students' needs analysis questionnaire responses**(Standard Deviation Order)*

Question	N	M	SD	Min	Max	1	2	3	4	Missing
1	14	1.93	0.59	1	3	21.4	64.3	14.3	0.0	0
10	13	2.69	0.61	2	4	0.0	38.5	53.8	7.7	1
11	13	2.69	0.61	2	4	0.0	38.5	53.8	7.7	1
3	14	1.64	0.72	1	3	50.0	35.7	14.3	0.0	0
5	14	2.14	0.74	1	3	21.4	42.3	35.7	0.0	0
12	13	2.23	0.80	1	4	15.4	53.8	30.1	7.7	1
4	14	2.14	0.83	1	4	21.4	50.0	21.4	7.1	0
9	13	1.92	0.83	1	3	38.5	30.1	30.1	0.0	1
6	13	2.31	0.91	1	4	27.1	30.1	38.5	7.7	1
7	13	2.31	0.91	1	4	27.1	30.1	38.5	7.7	1
2	14	2.21	0.94	1	4	21.4	50.0	14.3	14.3	0
8	13	2.69	1.14	1	4	27.1	15.4	30.1	30.1	1

*Note.* The closer M is to 1= Never having problems. The closer M is to 4 = Always having problems. Question

numbers correspond to order they appear in needs analysis.

## Appendix D

## Results of Evaluation

Table D1

*Descriptive statistics and percentage of students' evaluation responses for Activity 1 (Question Order)*

Question	N	M	SD	Min	Max	1	2	3	4	Missing
1	11	3.55	.50	3	4	0.0	0.0	45.5	54.5	0
2	11	3.45	.50	3	4	0.0	0.0	54.5	45.5	0
3	11	3.55	.50	3	4	0.0	0.0	45.5	54.5	0
4	11	3.18	.72	2	4	0.0	18.2	45.5	36.4	0
5	11	3.27	.45	3	4	0.0	0.0	72.7	27.3	0
6	11	3.09	.51	2	4	0.0	9.1	72.7	18.2	0
7	10	3.30	.78	2	4	0.0	20.0	30.0	50.0	1
8	11	3.45	.50	3	4	0.0	0.0	54.5	45.5	0
9	11	3.27	.45	3	4	0.0	0.0	72.7	27.3	0
10	10	3.50	.50	3	4	0.0	0.0	50.0	50.0	1

*Note.* The closer M is to 1 = Strongly disagree. The closer M is to 4 = Strongly agree. Questions numbers

correspond to order they appear on evaluation survey.

Table D2

*Descriptive statistics and percentage of students' evaluation responses for Activity 1 (Mean Order)*

Question	N	M	SD	Min	Max	1	2	3	4	Missing
1	11	3.55	.50	3	4	0.0	0.0	45.5	54.5	0
3	11	3.55	.50	3	4	0.0	0.0	45.5	54.5	0
10	10	3.50	.50	3	4	0.0	0.0	50.0	50.0	1
2	11	3.45	.50	3	4	0.0	0.0	54.5	45.5	0
8	11	3.45	.50	3	4	0.0	0.0	54.5	45.5	0
7	10	3.30	.78	2	4	0.0	20.0	30.0	50.0	1
5	11	3.27	.45	3	4	0.0	0.0	72.7	27.3	0
9	11	3.27	.45	3	4	0.0	0.0	72.7	27.3	0
4	11	3.18	.72	2	4	0.0	18.2	45.5	36.4	0
6	11	3.09	.51	2	4	0.0	9.1	72.7	18.2	0

*Note.* The closer M is to 1 = Strongly disagree. The closer M is to 4 = Strongly agree. Questions numbers

correspond to order they appear on evaluation survey.

Table D3

*Descriptive statistics and percentage of students' evaluation responses for Activity 1 (Standard Deviation Order)*

Question	N	M	SD	Min	Max	1	2	3	4	Missing
5	11	3.27	.45	3	4	0.0	0.0	72.7	27.3	0
9	11	3.27	.45	3	4	0.0	0.0	72.7	27.3	0
1	11	3.55	.50	3	4	0.0	0.0	45.5	54.5	0
3	11	3.55	.50	3	4	0.0	0.0	45.5	54.5	0
10	10	3.50	.50	3	4	0.0	0.0	50.0	50.0	1
2	11	3.45	.50	3	4	0.0	0.0	54.5	45.5	0
8	11	3.45	.50	3	4	0.0	0.0	54.5	45.5	0
6	11	3.09	.51	2	4	0.0	9.1	72.7	18.2	0
4	11	3.18	.72	2	4	0.0	18.2	45.5	36.4	0
7	10	3.30	.78	2	4	0.0	20.0	30.0	50.0	1

*Note.* The closer M is to 1 = Strongly disagree. The closer M is to 4 = Strongly agree. Questions numbers

correspond to order they appear on evaluation survey.

Table D4

*Descriptive statistics and percentages of students' evaluation responses for Activity 2 (Question Order)*

Question	N	M	SD	Min	Max	1	2	3	4	Missing
1	11	3.55	.50	3	4	0.0	0.0	45.5	54.5	0
2	11	3.45	.50	3	4	0.0	0.0	54.5	45.5	0
3	11	3.27	.45	3	4	0.0	0.0	72.7	27.3	0
4	10	3.30	.46	3	4	0.0	0.0	70.0	30.0	1
5	11	3.27	.86	2	4	0.0	27.3	18.2	54.5	0
6	11	3.30	.67	2	4	0.0	18.2	54.5	27.3	0
7	11	3.27	.51	2	4	0.0	18.2	72.7	9.1	0
8	11	3.09	.79	2	4	0.0	27.3	36.4	36.4	0
9	11	2.91	.51	2	4	0.0	9.1	72.7	18.2	0

*Note.* The closer M is to 1 = Strongly disagree. The closer M is to 4 = Strongly agree. Questions numbers

correspond to order they appear on evaluation survey.

Table D5

*Descriptive statistics and percentages of students' evaluation responses for Activity 2 (Mean Order)*

Question	N	M	SD	Min	Max	1	2	3	4	Missing
1	11	3.55	.50	3	4	0.0	0.0	45.5	54.5	0
2	11	3.45	.50	3	4	0.0	0.0	54.5	45.5	0
4	10	3.30	.46	3	4	0.0	0.0	70.0	30.0	1
6	11	3.30	.67	2	4	0.0	18.2	54.5	27.3	0
3	11	3.27	.45	3	4	0.0	0.0	72.7	27.3	0
5	11	3.27	.86	2	4	0.0	27.3	18.2	54.5	0
7	11	3.27	.51	2	4	0.0	18.2	72.7	9.1	0
8	11	3.09	.79	2	4	0.0	27.3	36.4	36.4	0
9	11	2.91	.51	2	4	0.0	9.1	72.7	18.2	0

*Note.* The closer M is to 1 = Strongly disagree. The closer M is to 4 = Strongly agree. Questions numbers

correspond to order they appear on evaluation survey.

Table D6

*Descriptive statistics and percentages of students' evaluation responses for Activity 2 (Standard Deviation Order)*

Question	N	M	SD	Min	Max	1	2	3	4	Missing
3	11	3.27	.45	3	4	0.0	0.0	72.7	27.3	0
4	10	3.30	.46	3	4	0.0	0.0	70.0	30.0	1
1	11	3.55	.50	3	4	0.0	0.0	45.5	54.5	0
2	11	3.45	.50	3	4	0.0	0.0	54.5	45.5	0
7	11	3.27	.51	2	4	0.0	18.2	72.7	9.1	0
9	11	2.91	.51	2	4	0.0	9.1	72.7	18.2	0
6	11	3.30	.67	2	4	0.0	18.2	54.5	27.3	0
8	11	3.09	.79	2	4	0.0	27.3	36.4	36.4	0
5	11	3.27	.86	2	4	0.0	27.3	18.2	54.5	0

*Note.* The closer M is to 1 = Strongly disagree. The closer M is to 4 = Strongly agree. Questions numbers

correspond to order they appear on evaluation survey.

## Appendix E

## Materials Developed

*Activity 1 cloze***HISTORY OF HALLOWEEN**

If graveyards make you nervous, and jack-o-lanterns leer from every window, if the streets are full of monsters, just relax. It's all part of the fun. Trick, treat, or a little of each... Let's turn on all the lights and take a look at Halloween.

Ages ago, when history was short and winters were dark, tribes of Celtic farmers believed there was one day a year where the season of life meets the season of death, when  spirits could rise from their graves, and walk amongst the living.

It was Celtic Ireland, B.C., and that day was called "Samhain" (Sow-en), the Celtic word for summer's end. On a day where so many spirits , druid priests tried to  whether their villages would survive the winter.

Ordinary Celts lit great bonfires, and disguised themselves to repel and confuse the spirits. In the 8<sup>th</sup> century, in a likely attempt to distract the Celts from their  practice, Pope Gregory III established All Hallow's Day, a day honoring all saints, known and unknown, on November 1<sup>st</sup>.

Europeans accepted the new holiday, but saw no reason not to enjoy their traditional rituals as well, and soon "Samhain" (Sow-en) became known as "All-Hallow's Eve." From there it was a short walk to the name we all know today: Halloween.

Predictably, such a  tradition was of no interest to America's first Puritans and so it, like Europe, was left behind, until the mid-19<sup>th</sup> century, when a potato  drew over a million starving Irish and their  across the Atlantic and into American's port cities.

An ocean from home and immersed in a cultural melting pot, their traditions began to change. The roaring bonfires shrank to lanterns carved from gourds: the first jack o' lanterns. And the Celt's demonic disguises became the  costumes of modern day Halloween.

The origins of trick-or-treating remain unclear. It is believed to have stemmed from a custom known as "Souling," in which the poor went from home to home and prayed for the souls of each family's dead in exchange for small cakes to eat.

By the early part of the 20<sup>th</sup> century, Halloween was gaining a  as an American institution. Mass produced Halloween costumes became commonplace, making Halloween one of the most profitable holidays on the calendar, earning retailers billions of dollars.



Halloween's appeal  age, delighting both children, and yes, even adults alike. It's a day to step into costume, gorge on sweets, throw ghoulish galas, and scare ourselves silly. The truth is frightfully clear. Not even a silver bullet could stop Halloween now.

*Activity 1 vocabulary*

WORD LIST	GUESS THE MEANING
Malevolent	
Lurked	
Foretell	
Pagan	
Heathen	
Famine	
Folklore	
Sinister	
Foothold	
Transcends	

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*Activity 2 example story panel*

