ENGLISH LEARNING NEEDS OF ESP LEARNERS: EXPLORING STAKEHOLDER PERCEPTIONS AT AN INDONESIAN UNIVERSITY

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Abstract: The current study explores the challenges facing an English for Specific Purposes (ESP) program at an Indonesian university in Indonesia. As a part of their commitment to improvement, this university is working to better prepare students for employment so that they may function well in workplace. However, currently students' English proficiency is deemed to be less than adequate for such purposes and to date there has been no systematic analysis of students' needs to inform curriculum development and classroom instruction for the ESP courses. Clearly a rigorous evaluation is required to improve the teaching of English at this university. It was the aim of this study to achieve this and to do so by means of a Needs Analysis. To do this an ethnographic approach was undertaken focusing on the multiple realities of the three groups of stakeholders at this institution – employers, teachers and students. The findings show that each group acknowledged the importance of English as a global and international language. The results also suggest that within the university as a whole, at the faculty level, and in classrooms, some problems exist and potentially may inhibit the effectiveness of the ESP programs. The findings provide useful direction for policy makers, curriculum writers and English language teachers.

This study focuses on a university in Indonesia that is committed to preparing its students for employment. Upon graduation students are expected to be able to function in workplaces and to be ready to accept the challenges that exist within these. To be able to answer the challenges of the global world, English is deemed to be a crucial skill that should be mastered by all students and staff, both for academic and administrative matters. To achieve this goal, the target university established a Language Center (LC) in 1993.

At the target university the LC is responsible for teaching English for Specific Purposes (ESP) to all enrolled freshmen. The ESP subjects that are taught within the center depend on students' disciplines. For example, students from the Mathematics Department will study English for Mathematics and students from Biology Department study English for Biology.

There is also another unit responsible for teaching English – namely the English Department (ED). The ED prepares and equips students to be English teachers, including becoming teachers at the target university. Although graduates from ED may also become teachers at primary to high school levels, a previous study conducted by the ED reported that on completion of their first degree the majority of graduates go into jobs at the Language Center (LC) teaching ESP at the target university. However, senior management of the LC have expressed dissatisfaction with the ED graduates' English Language proficiency and consequently their capacity to carry out their duties as teaching staff of the university (Wicaksono, 2010).

Despite this concern, to date there has been no systematic analysis of students' needs to inform curriculum development and classroom instruction for the ESP courses. Clearly a rigorous evaluation is required to improve the teaching of English at this university. It is the aim of this study to undertake such a Needs Analysis (NA).

The Roles of a Needs Analysis

The information collected as part of a NA process provides crucial data upon which educators can make decisions. In doing so NAs enable the real and potential needs of learners and other stakeholders to be met - something Leki (2003) suggests enhances English language courses. For example, information about the needs of learners can be used to develop the curriculum and teaching materials which in turn lead to the development of more motivating and useful programs (Crookes & Schmidt, 1991; Dooey, 2010).

By collecting information and analyzing the subsequent data about learner needs, teachers are able to identify the gap between what is currently being taught and what needs to be taught for students' future careers. It is argued that filling this gap should be the key purpose of education (Oliver, Grote, Rochecouste, & Exell, 2012). In this way a NA can support the development and implementation of language policies at both macro and micro levels, with far-reaching consequences (McCawley, 2009). For example, a NA can provide useful information to inform the development of a teaching program to assist the future employment of learners. As Oliver, et al. (2012) suggest that "a curriculum should be underpinned by reliable data so that learners are adequately prepared for dynamic communicative interactions that actually occur in the workplace setting" (p.3).

The value and importance of a NA to language programs extends further than just the vocational, and can contribute in key ways to other language programs, be they situated in English as a Second Language (ESL) or English as a Foreign Language (EFL) contexts (Chaudron, et al., 2005; Iwai, Kondo, Lim, Ray, Shimizu, & Brown, 1999).

Beginning in the 1970s the importance of understanding the target needs of learners began to be recognised and early models of NAs included such examples as the Target Situation Analysis (TSA) (Munby, 1978), Present Situation Analysis (PSA) (Richterich & Chancerel, 1980), and, the Pedagogical Needs Analysis (PNA) (West, cited in Songhori, 2008).

Today NA is the generic term used to describe the various methods that investigate all the different aspects of learners' needs, especially workplace needs. To date NAs have been used to explore the requirements for employees in a large number of workplaces, such as in semiconductor manufacturing companies (Spence & Liu, 2013), multinational chemistry companies (Kassim & Ali, 2010), and industrial firms (Cowling, 2007), and banks (Chew, 2005).

Although the utility of NAs are well established in a number of contexts, studies identifying the needs of university students and teachers, particularly those concerned with the learning of English for Specific Purposes are limited. It is important to explore this and other potential needs of graduating students from the target institution using empirical data informed by a comprehensive NA.

The Challenges of ESP Teaching

Despite the long tradition of ESP teaching not only in Indonesia, but more generally, a number of methodological issues remain. These issues center on: difficulties associated with ESP pedagogy, especially but not only related to communicative language teaching (Eslami-Rasekh & Valizadeh, 2004; Gao, 2007; Yu & Xiao, 2013) and, in relation to teachers' lack of knowledge and skills (Early, 1981; Ghafournia & Sabet, 2014; Northcott & Brown, 2006). With regard to teaching practice, it is especially difficult for learners when language teachers (be they EFL or ESL) continue to teach aspects of the language (e.g., vocabulary and grammar) in discrete ways, but then expect students to be able to combine them independently in order to develop communicative competence. Not only does it make the task of synthesizing this knowledge and skill difficult for the learners, this pedagogical approach, also ignores the learners' academic and personal interests (Gao, 2007). As a result the students may become less motivated and struggle with communicating in English.

Another difficulty with ESP methodology centers on the contextual constraints of the location in which it is taught. Holliday (1994) observes that although many EFL teachers understand the need to use communicative methodology, they find it problematic to do so in their particular contexts. This is because English is taught as part of the wider (often national) curriculum and the teaching of English is constrained by educational and institutional factors such as national testing and the imposition of top-down curriculum, time availability, budgeting, facilities, and teachers' qualifications. Wati (2011), for example, describes how many teachers in Asian countries face serious challenges trying to implement communicative English teaching approaches. Eslami-Rasekh and Valizadeh (2004) in their study in Iran found that although students did show an interest in communicative activities, grammar translation predominates because Iran has a fairly traditional, forms-focused L2 education (Long, 1996). They also found that the appetite for change amongst some teachers in this country is minimal. This is not surprising as graduates who are products of forms-focused teaching are likely to repeat similar traditional teaching methods in their own practices - that is, teaching the way they were taught. Such approaches may not, however, address the current and future needs of the learners. NA offers a way forward to overcoming such contextual constraints.

As it has been described, a number of NA studies have been undertaken, especially those related to the needs of various workplaces (e.g., Afzali &

Fakharzadeh, 2009; Markes, 2006; Cameron, 1998); however, few studies have examined language needs pertaining to ESP, especially in Indonesia. On this basis the current study seeks to answer the following research questions:

    a. What are the English language learning needs of graduates from the target university, according to various stakeholders (including the employers i.e., the Deans and Director of the LC, and the teachers and students)?

    b. How well do the ESP program and the English Department at the target University meet these needs?

METHOD

Central to this study are the perceptions of those stakeholders who are directly involved in English language teaching and learning at the target university, namely the employers – that is the Deans of Faculty as well as the Director of the LC, and the teachers and students. Participants from each of these three groups were selected using purposeful sampling. Therefore, generalization to the larger population is not possible, nor was it the goal of the study. However, the outcomes may prove useful to other Higher Education institutions, particularly those wishing to improve the English outcomes of their students through programs such as ESP.

The employers were included as a group of stakeholders as they are the primary people involved in the recruitment of ESP teachers. The Deans of the Faculties also have as part of their responsibilities making decisions about the subjects, skills, and general syllabus for their students. Thus the Deans and the LC Director's expectations of English include not only the goals of the English syllabus, but also to the expectations they have about the level of their teachers' English competence. Of the possible 12 people who perform this role, six were willing to take part in an individual interview. This group consisted of the key policy makers from the various faculties. Even so, the group varied in their teaching experience, academic qualifications, their English backgrounds, and overseas experience. However, most had been a faculty member for more than twenty years.

As well as the employers, other key stakeholders in this study were the teachers, particularly the ESP teachers. Many of them were also graduates of this university and of the ED in particular. Given their training and role, they were ideally placed to provide insights about the needs of graduates.

At the time of this study, there were 74 teachers employed to teach ESP. Of these, 22 were full-time teachers and 52 were part-time teachers. Each teacher usually teaches more than one skill subject (i.e., reading, speaking, listening or writing) and in more than one faculty. Of this cohort of teachers, 15 agreed to participate in the study. They were willing to be observed teaching twice and then to be individually interviewed post observation. Eight of these were part-time and seven were full-time teachers. Nine had three or more years teaching experience. Six had a master's qualification either from Indonesia of from overseas, and eleven had a bachelor degree.

The next group of stakeholders were the students. In this study this group was drawn from the larger cohort of all freshmen who were enrolled at the target university and who all studied ESP in their first year (two semesters) of study. The students who participated in this study were all volunteers (n=22), and were specifically selected to represent the different majors offered at the target university. They participated in focus group discussions. As they were being taught English by teachers from the LC at the time of the study, they were able to offer unique perspectives about the delivery of the ESP program.

An iterative approach was employed in analysing the qualitative data in this study. In doing so, the researchers cycled back and forth between data collection and analysis. This was done in order to collect in-depth stories from the participants and return for more information to fill in the gaps as the analysis proceeded using a constant comparison method (Lincoln & Guba, 1985, p. 335). Following Van Maneen (1988), quotes were then selected to represent the voices of the participants and these were checked to ensure their veracity. It should be noted that most participants responded in Bahasa Indonesia, which was then translated into English. These translations were checked independently to ensure they truly represented the participants' responses. To further ensure the trustworthiness of the data, several quality control mechanisms were employed: credibility, transferability, and conformability (Bryman, 2012). This was done by way of member checking and cross-checking of the transcriptions. Once this checking was complete, it was possible to examine the goals, reasons, motives, feelings, perspectives, and assumptions of the stakeholders in their own setting, and to capture their voices, in context, as prescribed by ethnography. The findings from this analysis are described and discussed next.

FINDINGS AND DISCUSSION

Findings

From the data two main findings were apparent – first there were the identified needs and there were also issues arising regarding pedagogy, what is required to address these needs and the mismatch with what is currently occurring.

English Learning Needs

Based on the interviews with the employers, ESP teachers, and students, six categories of English language learning needs were identified, namely being able to read English publications, increasing international collaboration, improving employment opportunities, improving life's opportunities, and, measuring learning outcomes. Thus emerging from the data are the needs that should be addressed by current and future teachers and issues that need to be taken into account in relation to curriculum and material development.

Reading English Publications

Like most universities in Indonesia, the target institution in this study requires their students who are pursuing undergraduate studies to undertake a final task before they are granted their Bachelor degree. This task takes the form of a research project which is submitted as a thesis for examination. One of the sections in their thesis requires them to present a literature review related to their topic. Because of this requirement and because in many disciplines theories and research are presented in English, the employers considered that being able to read English journals and books is important for students and, therefore, needs to be addressed when preparing preservice teachers who will teach ESP. For example:

> All language skills are really important. However, the most urgently required are reading skills (for the purpose of reading references). In the Faculty of Psychology the focus of teaching English should be on reading references and journals for the purpose of conducting theoretical analysis. Not only are our alumni required

> to be proficient in reading and comprehending journals, they also need exposure to various texts. (Interview: The Dean 1)

Further, assisting students with their English reading ability is also believed to help them understand particular English terminology related to their discipline areas. For example, the participants described how several occupations need a high level of English reading ability so that staff can translate patient/client/customers' needs and expectations into reality. In fact, according to many of the respondents, for a wide array of jobs, being able to read English is essential.

The ESP teachers also stated that they expect students to be able to read journals and books in English. This is important because the most up-to-date information distributed internationally in journals is written in English. It is beneficial for students and academics to use these sources to upgrade their knowledge, and for teachers to support their learners in being able to do this. On this basis, five of the 15 teachers expressed the belief that it should be the primary goal of ESP classes to prepare students for this. It is interesting to note, however, that this perception was not one reflected in the perception of any of the student participants.

At the same time a number of the teachers described how it is also important to support students to achieve this goal step-by-step. They recognized that being able to read English journals is not an easy task – journal articles belong to a sophisticated academic genre and not all people are capable of understanding them easily. For example, one teacher described how she first helps students to be able to read all types of material.

> Well of course they are going to read journals because they need references to write their thesis, but then I talk about the steps so that I teach them to read the difficult ones. I'm afraid they are not going to be brave even to try the steps that I'm talking about here. I'm afraid they don't like to read at all. In general, however, I expect them to be able to read all kinds of materials. (Interview: Teacher 1)

In short, being able to read English publications is seen as one of the primary English learning goals of the teachers and the Deans of Faculties. However, it is not a need strongly reflected in the students' goals.

International Collaboration

The employer group described how they expect ESP courses to equip students with the required skills, so that they can participate in the various international programs the target institution supports.

> I am happy that our students are offered ESP courses so as to facilitate their learning of English based on their study discipline. ESP for Medical Science best fits and supports our students. I say that ESP courses help a lot. We are now designing an elective program that allows our students to take some classes abroad; and English is the key to success for good communication. (Interview: Dean 3)

Having teaching staff and students involved in overseas programs affords them a number of benefits. However, they do need to be carefully undertaken so that participants are well prepared for the experience – this is a key role for current and future teachers and again something that should be incorporated in the ESP program.

In fact, a number of the teachers described not only how they felt it was necessary to equip students with the type of English necessary for their participation in these programs, but also how they can use the students' experience and motivation as a trigger to encourage their increased participation in English classes.

> I think for some of the students even though they are lower in their English skills, they are highly motivated to get into the Erasmus mundus program. (Interview: Teacher 4)

The Erasmus Mundus is very popular with students at the target university. Freshmen enrolled at this university see older students returning from overseas study, especially from European countries, and express a desire to have similar experiences. On this basis, a number of students described how they hoped their ESP teachers could direct their teaching towards this goal and equip them to be able to achieve a placement in such programs or generally in an overseas educational situation.

> I want to get a scholarship to the Julliard School in New York. I am really obsessed with the Julliard School in New York. It's like a school of Music. So that's my goal. (Interview: Student 1)

Again this is something that the curriculum developers need to carefully consider so that students receive the type of instruction that will adequately prepare them for the experience.

Employment Opportunities

The employers indicated that one of the goals of tertiary learning is to prepare students for the competitive job market. Within industry in Indonesia (and elsewhere), English is frequently cited as one of the main requirements that should be possessed by applicants. Further, job applicants require a high level of English competency not only for their future employment, but also as a crucial part of the recruitment process.

> In companies or schools where our students might work someday, they will be required to communicate in English. Quite a number of our alumni currently work in foreign companies. English is the tool to communicate in the workplace. Yes, ninety-nine percent of job opportunities require this. The prospective employees are required to be proficient in English, either passively or actively. Most notably companies and institutions require applicants to have a high level of English proficiency. (Interview: Dean 1)

Clearly in the era of globalization learning English is essential and it is no longer just a matter of passing the required courses in order to gain an appropriate grade. Today many companies and also educational institutions require employees with good English communication skills. Therefore, an important need for universities is to develop their students' level of English proficiency to address this need. As a consequence it is vital that the curriculum is developed and taught in such a way to reflect this and for the English teachers to have the skills necessary to deliver it in an appropriate way.

The Director of the LC also made a further suggestion related to the timing of English course at the university, specifically indicating that it should be done closer to students' internship period. His justification is that if the ESP program is to equip students to gain employment, the right time for students to study this course is in their final semester just before they enter the job market. He continued by suggesting in the first two semesters students should only be exposed to basic courses where the use of English is not imperative. This sen-

timent was shared by all the employers and reflects their concern with preparing students for the workplace.

In addition, the ESP teachers also expressed similar perceptions about preparing students for the highly competitive job market and that this should be a primary goal of English teaching. One teacher described how she provided materials for her students related to developing strategies useful for winning jobs, including undertaking activities that familiarize them with those terms needed for job applications and interviews. Thus it appears that in their perception this is a need that should be formally included in the curriculum (which is not currently the case).

> Yeah, of course, ESP is designed to prepare them to face their future, when they want to go for further degrees of course they need English because there are some requirements to master English… for seeking a job of course, they really need English … it's like what I did yesterday, I prepared them to face a job interview so they will be familiar with the conditions - first introducing them to terms like 'hard worker, experience' and those kinds of terms. (Interview: Teacher 2)

Supportive of these ideas, and contributing further, another teacher claimed that, based on her own experience, preparing students to achieve good English competence and having them ready for the workforce in two semesters was simply not possible. She suggested that more than two years was needed to develop the required level of English proficiency, and particularly to a level where the students would have the courage to use English in their future careers. Thus she suggested that having them become accustomed to using English and maximizing their communication skills was the most important need for students at the target university.

In general the student participants also felt it was important that they are taught sufficient English to enable them to compete in the job market. However, several students noted that the ESP course focused more on developing knowledge about the language than helping them to be effective communicators in English. Clearly this is a need that should be reflected in the curriculum and be embedded in the skill set that English teachers have at their disposal.

Improving Life Opportunities

This category of need extends the categories previously described to a much broader level and relates to improving the life opportunities for students

by developing in them the level of English that enables this to happen. For example, at a practical level it might entail developing students' level of English proficiency so that they can use English manuals of instruction for different types of technology. It may also include developing students' English to a level where they can build networks with overseas people, using English websites and also other English-based internet resources and need of developing English for travel purposes.

> Of course I have goals for ESP here. I want to develop myself and increase my skills in speaking. I want to speak like a native speaker. And with that skill I can go around the world. (Interview: Student 7)

Measuring Learning Outcomes

Despite the general consensus amongst most participants about the advanced and pragmatic needs of students for English, some teachers still had a much narrower view and considered that good test results was the main goal of English learning. For these teachers their goal was to have their students perform well in the university's internally developed TOEFL-like test - a test used to measure English proficiency. At present this is administered to freshmen at the beginning of the academic year and it is also given to those students who have finished their ESP course. For these teachers the students are expected to achieve a good score by the end of their course, and they described how their aim was to equip their students with the necessary skills to achieve this.

> The main purpose of teaching English is to improve their (the students') proficiency level in a way that equips them for taking TOEFL. English also supports students' academic life as it helps them read English references based on their study discipline. (Interview: Teacher 5)

Similarly and despite the broader needs identified by some, being able to achieve satisfactory results in a TOEFL test as a result of their English course was the primary expectation for a number of the students. For example, one student expressed his desire for teachers to show him strategies for successful TOEFL test taking. Other students expressed the opinion that this desire was not being met.

> Especially for ESP, all lecturers ask us to get the best score but they don't show us how to be able to use English for the future. I want ESP to teach us the trick (strategy) of listening, speaking, and writing because for me English is important for my future, like the TOEFL test, to make questions and to answer the questions because I want to know the trick for doing that. (Interview: Student 6)

If this identified need is to be adequately addressed within the university, teachers also need to be equipped with the methods whereby they can help their future students achieve this goal. However, given the other needs outlined above, how these somewhat contradictory requirements can be reconciled in the curriculum needs careful consideration.

In addition, there is a washback effect of this test in that it forces teachers to focus their attention on test preparation rather than the long-term needs of the students. Because of this, they do not focus on teaching language related to the discipline content as should be the case for ESP. It is not surprising that some are left to question whether TOEFL is the most appropriate way of measuring ESP success.

In brief, the three cohorts of stakeholders in this university acknowledged the importance of English as a global and international language and see it as fulfilling a number of goals, all of which are underpinned by the need for students to develop a high level of English proficiency. It was also noted that at present a number of these needs are not yet being adequately addressed and the current testing regime may be contributing to this.

ESP Pedagogy – Meeting Needs

To address the needs as outlined above, it is important that appropriate ESP pedagogy is incorporated into the curriculum, within this and according to all three groups of stakeholders (to various degrees) developing communicative English should be the priority.

To achieve this many of the teachers described how a key factor for successful language learning is language use. However, some also described how speaking is the hardest skill to develop since students need to have confidence in order to produce the target language. In response to this others suggested that students needed to be able to read and to listen a lot because this gives them the type of models of English they need in order to speak well.

Although it was clear from the range of responses that being able to communicate orally in English is a key student need, what appeared less clear from the responses is how this might be achieved. Many seemed to share the belief that people should start to learn a language by speaking it, not simply by developing an understanding of grammatical knowledge.

> When I was learning English in junior high school, we just learnt about grammar, and we couldn't speak. It's so difficult to speak if we only learn grammar in the first place. I can speak English; I learnt this first by feeling confident to speak in English. (Interview: Student 4)

Other students highlighted the difficulty they had encountered when learning English, particularly during their school years. For example, they indicated that although it is a compulsory subject in Indonesian high schools, their ability to communicate is not well developed. They described how they were required to memorize many grammatical patterns rather than being encouraged to learn how and when to use them. For example, one student described it this way:

> I think we have been studying English since we were in elementary school, but we still need to master English. It's an international language…. English is a must do subject. I will feel happy if I am able to speak it, but now I feel frustrated that I can't express particular ideas that I want to say. I really want to be able to speak as fluently as English speaking people. (Interview: Student 5)

Clearly there is a need to develop the students' communicative competence and there was a range of suggestions how this might be achieved. The consensus was that there should not be a focus only on grammar, but rather teachers need to encompass communicative language teaching into their practice. The difficulty at present is that teachers often do not have the skills to achieve this.

This situation is further exacerbated by the current focus of ESP teaching at the target institution and by the practicalities surrounding this teaching. The existing approach to ESP teaching involves introducing and learning the specific vocabulary of different disciplines. This not only impacts on the students who do the learning, but also the teachers who are also often required to teach in more than one faculty and so have to deal with a great range of content.

Yes, that's right, because in every lesson I have to really prepare things for the students. I'm afraid there will be a question that I cannot answer since every department has its own particular terms. (Interview: Teacher 5)

This is further complicated by the fact that many ESP teachers in the target institution and generally across Indonesia are graduates of English Departments and are, in the main, only prepared in their pre-service training for teaching in junior and senior high school classes. As one teacher indicated:

The English Department needs to equip its graduates with practical skills for teaching ESP. (Interview: Teacher 4)

All the teaching staff here are from the English Department so as far as the content of teaching is concerned, the material is beyond their discipline. They did not receive the ESP material during their study in the English Department. The curriculum only covered English teaching… something (is needed) connected to English and methods to teach English as a foreign language. So the teaching staff probably have difficulties in understanding ESP itself. (Interview: Teacher 6)

This lack of the capacity in teachers was also apparent during the classroom observations and it appears to have impacted in significant ways on their classroom management, with many seeming to struggle to fulfil their role as ESP teachers.

Other teachers suggested the problem lies with the ESP curriculum which is too general and the documentation for which is often not available when required at the beginning of the semester. This unfocused curriculum is not conducive of positive learning outcomes because the teachers have to rely on the general guidelines rather than being able to deliver targeted and relevant lessons to their students.

ESP, as the name suggests, is the teaching of English related to students' specific language purposes. Underlying this is the belief that students already understand and are able to use English sufficiently well at a general level. However, many students at the target University are not actually at this level. In the broader context of Indonesia, English is not used in daily communication and most people have limited exposure to the language even though they may have studied it at school and at the tertiary level. Therefore, the introduction of ESP in their first and second semester of tertiary study comes as a shock to

many students. Consequently, a number of teachers reported reverting to teaching General English (GE) due to students' low English ability. This is similar to the findings of Marwan's study (2009) in which he found there was a mismatch between the reality of students' English proficiency and curriculum expectations. He considered this an urgent problem that needed fixing. Students should be taught in a way that addresses their language needs and the lessons provided to them should be within their competency range.

The quality of the student intake may be another factor contributing to this situation. Unlike state universities which are mostly funded by the government, as a private university, this university is self-financed. Due to this, and despite this university being one of the best private universities in the nation, it accepts a large number of students (five to six thousands per year) who may not be accepted by the State Universities. Thus such an economic imperative seems to have an impact on the selection process, and in turn, the English level of the students.

> It's hard to teach the students the real specific English because some of them are still confused even at the level of general English. That's why we cannot teach the specifics, we just.. eh.. the important way is trying to trigger their passion in English. This is our main job. (Interview: Teacher 7)

In this regard and with respect to curriculum development, the employers can play a crucial leadership role in improving the ESP program at the targeted institution. A redesign of this program should offer flexibility for the thousands of freshmen enrolled at this university. In particular there is a need to move away from the current 'one-size-fits-all' approach that is in place, but that has long been discredited by research findings (e.g., Long, 2005). The leadership needs to acknowledge that language learners have a variety of reasons and learning goals and take into account the different past experiences of the students. There is thus a need to create flexibility and to maximise learning for the students. The leadership also needs to support teachers to overcome the current mismatches that occurs between what is taught, how it is taught and, importantly, how it is assessed.

Discussion

From the findings derived from the three cohorts of stakeholders, similarities and differences in their perspectives were apparent. The similarities includ-

ed the expectation that students need a good command of English in order to improve employment opportunities, to foster international collaboration and participation, and to enable success in higher education. Further, the three groups of stakeholders consider the development of communicative competence as a priority. These expectations are not surprising and are similar to previous research (e.g., Brunton, 2009; Chew, 2005; Edwards, 2000; Holliday, 1994; Kaur & Lee, 2006; Yu & Xiao, 2013).

These findings provide direction for faculty management – the Deans and the LC Director – as well as the Head of English Department about what is needed to prepare graduates for English learning success. In this way the identified needs can be used to provide a way forward for redesigning the ESP syllabuses. Not only should this address student needs, by being made more relevant it will provide support and structure to teachers –both theoretical and practical (e.g., program planning). If such direction can be applied in principled ways, the capacity of ESP teaching staff can be improved. In turn, a redesigned syllabus addressing student need can be used by schools as a reference for monitoring teachers' performance which may contribute to improved pedagogical practices at the target university. However, how this should be assessed is an area worthy of much further consideration.

Whilst there were many similarities in the perceptions of the stakeholders, some differences also emerged. For example, the employers and the teachers identified reading as an important skill to develop, an issue not reported by the students. For the employers and teachers they identified the need for students to be able to read English journals and books not only for their studies in general, but also for successful completion of their thesis at the end of their studies.

A number of the teachers considered preparing students for undertaking a TOEFL-like English language test as one of their key responsibilities. In contrast, the students listed a greater variety of goals for their English learning. These included being able to do business with people from overseas, improving their life opportunities (e.g., travel), using technology with English instructions. Further, these goals do not exist in isolation, but rather are connected to each other and to wider contexts, both national and international. Once more the most appropriate way to test skill development to address these goals needs to be taken into account in the future.

The teachers also indicated that it is somewhat difficult to equip students with the English skills needed in only two semesters. There was also some question about teachers' own English proficiency and their actual ability to

teach ESP. This is an area of need that requires much closer scrutiny in the future and the development of policies and practices to help overcome the identified difficulties.

CONCLUSIONS AND SUGGESTIONS

Overall, similar to the results of the studies conducted by Kitkauskiene (2006) and Netiksiene (2006), the findings of this study have helped reveal both future pedagogical direction and also problems and challenges that need to be addressed at the level of the university, the faculty, and the classroom concerning the English learning needs of ESP learners. Although the sample size of the stakeholders was small, the use of ethnography allowed for thick description and the voices of the participants to be heard. As such the current needs analysis serves as a useful model for how pedagogical changes can be made not only at the target university, but also at other institutions in Indonesia and further afield.

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