

Target Needs Analysis of Tertiary-level English for Specific Purposes Curriculum Design from the Perspective of Taiwan's Business Community

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Abstract

With increasingly intense competition nowadays, job seekers require proficiency in general English as well as English for specific purposes (ESP). ESP should be learned and practiced as an essential part of employment preparation. This study will be conducted using the analytic hierarchy process (AHP) to analyze ESP curriculum design for tertiary education's needs from the perspective of the business community in order to build competitive English abilities for learners to prepare them to enter the workforce. There are four main criteria considered in this study: ESP basic training, ESP communication skills, English proficiency certificate coaching, and ESP career specialism. Under these criteria, there are alternatives listed for business experts to assess the critical ESP needs of learners' curriculum design. The data is drawn from human resource professionals, bank managers, and directors from various enterprises. This study determines target ESP curriculum design needs. This research helps colleges and ESP practitioners to understand employers' needs. Also, faculty can design the curriculum by referring to the results as needed. Educational institutions may learn from the initial needs analyses from business perspectives, and continue to implement needs analysis through tweaking lesson planning and through being more flexible and better at figuring out our students' needs and how best to meet them. This study also aims to assist students to strengthen their potential job-seeking qualifications in order to ensure they have a smooth career path. Discussions regarding the implications of the findings are also provided.

Keywords: tertiary-level ESP, curriculum design, target needs analysis

INTRODUCTION

ESP is a major area of interest around the world today. It is an enterprise involving education, training, and practice; it draws upon three major realms of knowledge: language, pedagogy, and the students' specialist areas of interest (Robinson, 1991). For university faculties, designing practical ESP curriculums for learners to get ready for their career requirements is critical. Compared with English for General Purposes (EGP) instructors, ESP practitioners need the knowledge of students' future intended careers, for example, finance, international commerce, business, technology, and so on. Hence, understanding and analyzing the English skills required for employment from the

business community's perspective can help graduates swiftly adapt to the working environment, while employers can find the most suitable staff without wasting time and resources on finding qualified and capable employees.

Kennedy and Bolitho (1990) stated that the factors influencing the design and implementation of ESP programs are numerous and their inter-relationship is complex. Although teachers may or may not have designed syllabuses themselves, factors that affect the course they teach should be taken into account. ESP curriculum designers should enable learners' language skills in accordance with the relevant occupational settings. This requires an incredible amount of research to be conducted. This study aims to probe ESP target needs of corporations and analyze them to assist college graduates to adapt to the upcoming working environment, and also to assist educators to design suitable ESP curriculums. Needs analysis inquires about employers' needs and wants, the expectations of the corporations, and the necessary features of actual teaching situations. In developing a course program, syllabus, and course outline, there are many factors and issues to consider. Through this study, essential ESP skills employers need in the workplace can be identified and finally used to suggest an organizational framework for arranging and prioritizing course items.

A new perspective from the business community

In this globalized era, English is the communicative language. There is a rapid increase in ESP learning demand worldwide. Harding (2007) stressed that it is not just the politician, the business leader, and the academic professor who need to speak to international colleagues and clients, but also the hotel receptionist, the nurse, and the site foreman. The increase in vocational learning and training throughout the world has seen ESP education become less academic and esoteric, and more practical and application-oriented. ESP teachers serve as course designers and materials providers. Therefore, this study aims to determine the target needs of industries in order to be beneficial to learners.

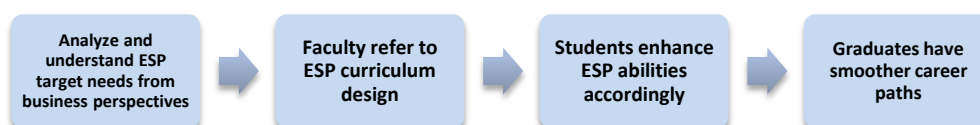


Figure 1. Favorable results after conducting ESP target needs analysis from business community

If the students, faculty, and industries are all cogwheels (Figure 2), then a conscientious faculty - as the link between ESP learners and the industry/business - has the opportunity to improve their students' work performance. So faculty should not simply offer students the courses they want to teach, but offer the course students can utilize, and which industries require. Therefore, before designing students' curriculum, this relationship bears contemplation.

"Necessities" are the type of needs determined by the demands of the target situation; that is, what the students have to learn from the curriculum in order to meet the job

requirements and to function effectively in the target situation (Hutchinson & Waters, 1987). There are a number of parameters that need to be investigated in making decisions about ESP course design. Some of the positions are pre-determined by circumstances – the client, the environment, while others are determined by the course designer (Dudley-Evans & St John, 1998). This study adds another new dimension for curriculum designer to contemplate – from the business community's perspective. After all, they are the final destination or practical output of ESP learners. They are the examiners of whether prospective employees' ESP skills are adequate or not.

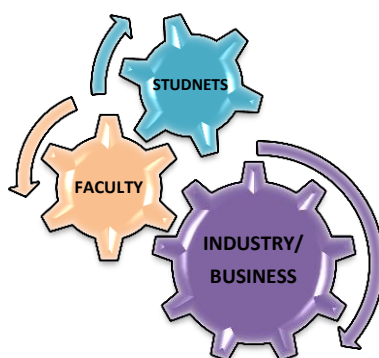


Figure 2. Cogwheel interactions: ESP students-faculty-industry/business

LITERATURE REVIEW

ESP

ESP has traditionally been divided into two main areas: English for Academic Purpose (EAP) and English for Occupational Purposes (EOP). According to Dudley-Evans and St John (1998), ESP is designed to meet specific needs of the learner. ESP makes use of underlying methodology and activities of the discipline it serves. According to Strevens (1988), ESP consists of English language teaching which is designed to meet specified needs of the learner; related in content to particular disciplines, occupations and activities. Hutchinson and Waters (1987) gave three reasons for the emergence of ESP: the demands of a brave new world, a revolution in linguistics, and a new focus on the learner. Table 1 is a well-known tree diagram of ESP by Dudley-Evans and St John (1998), dividing EOP and EAP according to discipline or professional area.

Table 1. ESP classification by professional area

ESP	English for Occupational Purposes (EOP)	English for Vocational Purposes	Pre-Vocational English
			Vocational English
		English for Professional Purposes	English for Medical Purposes
	English for Academic Purposes (EAP)		English for Business Purposes
		English for Science and Technology	
		English for Management, Finance, and Economics	
		English for Medical Purposes	
		English for the Legal Purposes	

Source: Adapted from Dudley-Evans and St. John (1998)

ESP curriculum needs analysis

An important contribution work by Nunan (1998), offers insights to educators who confront curricular challenge, a learner-centered curriculum can be beneficial to all. The curriculum design's set of goals can be from educators in traditional education. To accommodate learners' professional or vocational needs, the view from outside of schools, can be from industry, business or other fields, can be taken into account.

Hyland (2006) gave an explicit, multi-faceted definition of needs analysis: Needs analysis refers to the techniques for collecting and assessing information relevant to course design: it is the means of establishing the how and what of a course. It is a continuous process, since we modify our teaching as we come to learn more about our students, and in this way it actually shades into evaluation – the means of embraces many aspects, incorporating learners' goals and backgrounds, their language proficiencies, their reasons for taking the course, their teaching and learning preferences, and the situations they will need to communicate in. Needs can involve what learners know, don't know or want to know, and can be collected and analyzed in a variety of ways. (Hyland, 2006) Based on this motivation, needs analysis is the key of conducting this research, and followed by an integrated, efficient ESP curriculum design.

ESP curriculum development is the practical part of the teaching. It has to be realistic in order to reflect the needs of employers, otherwise, students will not be motivated. ESP demand is increasingly higher and the needs analysis has become more sophisticated. Understanding how to design an ESP curriculum that is relevant is essential. Hence, this study of target needs analysis aims to keep pace with the concurrent needs of modern industries' development. Understanding the realistic career needs of students can provide researchers with more accurate findings. Chambers (1980) stated that a needs analysis should be concerned with the establishment of communicative needs and their realizations, resulting from an analysis of the communication in the target situation.

ESP courses are frequently intensive. The courses are not only for students; companies often send their staff on short intensive courses in the expectation that an exclusive concentration on certain skills or language for the period of the course will greatly enhance their performance in activities that require English (Dudley-Evans & St John, 1998).

Dudley-Evans and St John (1998) offered insights of the current concept of needs analysis. Practitioners need to understand professional information about the learners: the tasks and activities learners are/will be using English for; English language information about the learners: what their current skills and language use are. Furthermore, find the gap between these two, that is, the learners' lacks. Figuring out the lacks of learners is critically important for ESP practitioners. The target needs of ESP learners can be external or objective. Learners are not learning a language because they want to, but rather because they need to meet professional requirements (Hutchinson & Waters, 1987) Based on these concepts, teaching context analysis was conducted to

identify the factors related to the environment in which the course will run under the perceptions of needs.

The selection of criteria and sub-criteria/alternatives of this study were defined based on literature review; perceptions of faculty and learners' major concerns encountered while enhancing ESP level; as well as considering Taiwan's present ESP learning lacks. Some of the criteria and sub-criteria inspired and designed after reviewing a very resourceful edited volume: *The Handbook of English for Specific Purposes* by Paltridge and Starfield (2013). This book has offered a great variety of perspectives on key issues in the teaching and learning of English as a foreign or second language with respect to a particular context or community; in other words, with reference to English for specific purposes (Thouësny, 2013). This volume has four distinct parts: (1) ESP and Language Skills, (2) Areas of ESP Research, (3) ESP and Pedagogy, and (4) Research Perspectives and Methodologies in ESP Research. This thought-provoking volume offered this study insights and direction as to how to design the analytic hierarchy structure. For instance, chapters under ESP and Language Skills include: ESP and Speaking, ESP and Listening, ESP and Reading, ESP and Writing, Vocabulary and ESP, inspiring ideas within offered remarkable ESP curriculum design elements. Furthermore, ESP and Pedagogy Part's chapter 17: Needs Analysis and Curriculum Development in ESP by Flowerdew (2013) also offered insights for conducting this study.

METHOD

ESP curriculum design should be tailor-designed for different target groups. There are many factors to consider and situations in which curriculums are designed. Whatever the situation, choices have to be made so criteria have to be clear (Dudley-Evans & St John, 1998). This study applies the analytic hierarchy process to assess all criteria and sub-criteria/alternatives for ranking and prioritizing.

The AHP is a strong research method developed by Saaty (1980) to identify a complex situation with mixed factors affecting it. It is a popular multi-criteria decision making method to deal with complex problems by fragmenting them into a hierarchical structure. This is especially suitable for this study's goal: to achieve the optimal decision from complex multi-criteria and alternatives for decision-making. This study applies AHP software Expert Choice 2000 to obtain the precise weights of each factor and to generate results.

Procedure

After conducting a literature review and consulting some experts for potential criteria and alternatives to construct a hierarchy, the paper collects and organizes the factors that influence companies' judgments of qualified job applicants' ESP abilities. Four criteria and 24 alternatives were considered to evaluate the most effective factors. A preliminary questionnaire was administered prior to the final version. One senior manager in human resource personnel and one marketing director were consulted before conducting the final version of the questionnaire. The procedure is designed as

follows (Figure 3):

1. Define and state the objective of identifying complex factors affecting ESP curriculum design.
2. Build the hierarchy structure and with the help of group decision or survey technique to analyze and identify key factors.
3. The questionnaire is designed with the pairwise comparison for critical ESP curriculum elements assessment. Build a pairwise comparison matrix, with judgment rankings, and corresponding numerical judgments. These include 1- equal importance (equal), 3- weak importance (moderate), 5- essential importance (strong), 7- demonstrated importance (demonstrative), 9- absolute importance (extreme), 2,4,6,8 – intermediate values (see Table 2).
4. Design the questionnaires for experts to provide feedback.
5. Obtain the weight of each factor by AHP Expert Choice 2000 software, and rank the priority. Expert Choice 2000 is decision-making software designed based on AHP theory and is applied to calculate and assess all factors. It can automate the AHP process, calculate the weight of each hierarchy, and measure inconsistency. Also, the outcome can be presented with diagrams.
6. Determine whether the matrixes are consistent or not. Saaty (1980) proposed that if the value of Consistency Ratio (C.R.) ≤ 0.1 , the inconsistency is acceptable. If C.R. is greater than 0.1, subjective judgment needs revision. Ensure all criteria and alternatives are consistent (Teknomo, 2006).

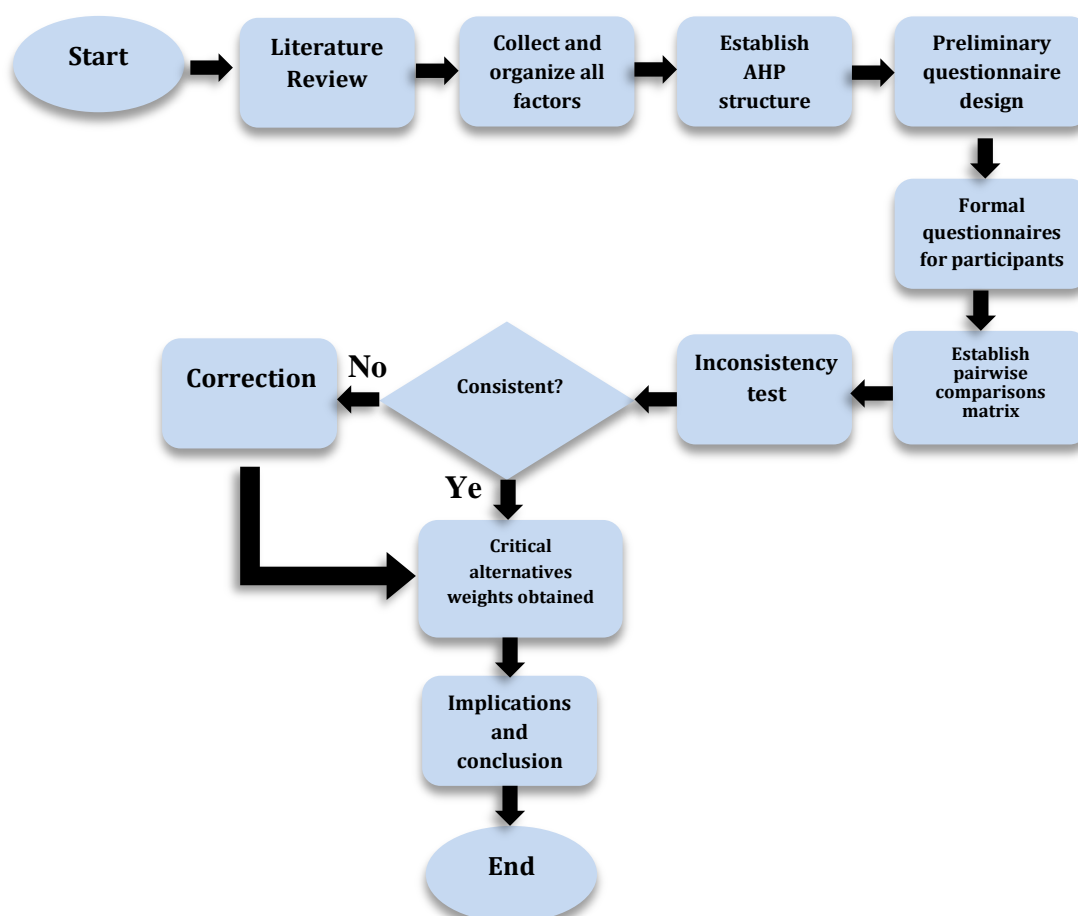


Figure 3. Research procedure

Participants

Forty-two experts including bank managers, headhunters, human resource personnel, and senior managers from enterprises of technology, manufacturing and international commerce industries assessed the prospective job candidates' ESP skills qualifications as factors needed in their corporations. All participants were individually instructed on how to conduct this questionnaire in order to elicit their valuable assessment.

Table 2. AHP preference scale for pairwise comparisons

← Critical degree →																	
Extreme		Demonstrative		Strong		Moderate		Equal		Moderate		Strong		Demonstrative		Extreme	
9	8	7	6	5	4	3	2	1	2	3	4	5	6	7	8	9	
Factor A																	Factor B

RESEARCH STRUCTURE

This research structure includes four criteria and twenty-four alternatives as shown in Figure 4.

Criteria

Based on the ESP literature review and preliminary questionnaire, four main criteria were identified as shown in Figure 4: ESP basic training, ESP communication skills, ESP certificates coaching, and ESP career specialism. These comprise most of concurrent ESP curriculum contents.

Alternatives

ESP basic training

Lorenzo (2005) stated that ESL and ESP diverge not only in the nature of the learner but also in the aim of instruction. Generally speaking, while in English as a second language learning, all four language skills; listening, reading, speaking, and writing, are stressed equally, in ESP it is a needs analysis that determines which language skills are most needed by the students, and the syllabus is designed accordingly. An ESP program, might, for example, emphasize the development of writing skills in students who are preparing for journalism or secretarial business correspondence; or it might promote the development of spoken skills in students who are preparing to become tourist guides or sales.

Five alternatives listed under ESP basic training criteria: reading comprehension, business writing, pronunciation, grammatical accuracy, and vocabulary. These basic training areas are the main focus of EGP and are also built as a crucial foundation of ESP in a practical discipline with the main focus to meet job requirements. The nature of these training courses involves subjective and objective needs of the target group

learners. Target needs analysis includes data on the objective, perceived, and occupational needs. While enhancing these language skills, course design can proceed to create an effective and interactive ESP course with a goal of leading learners to a particular occupational knowledge (Hutchinson & Waters, 1987).

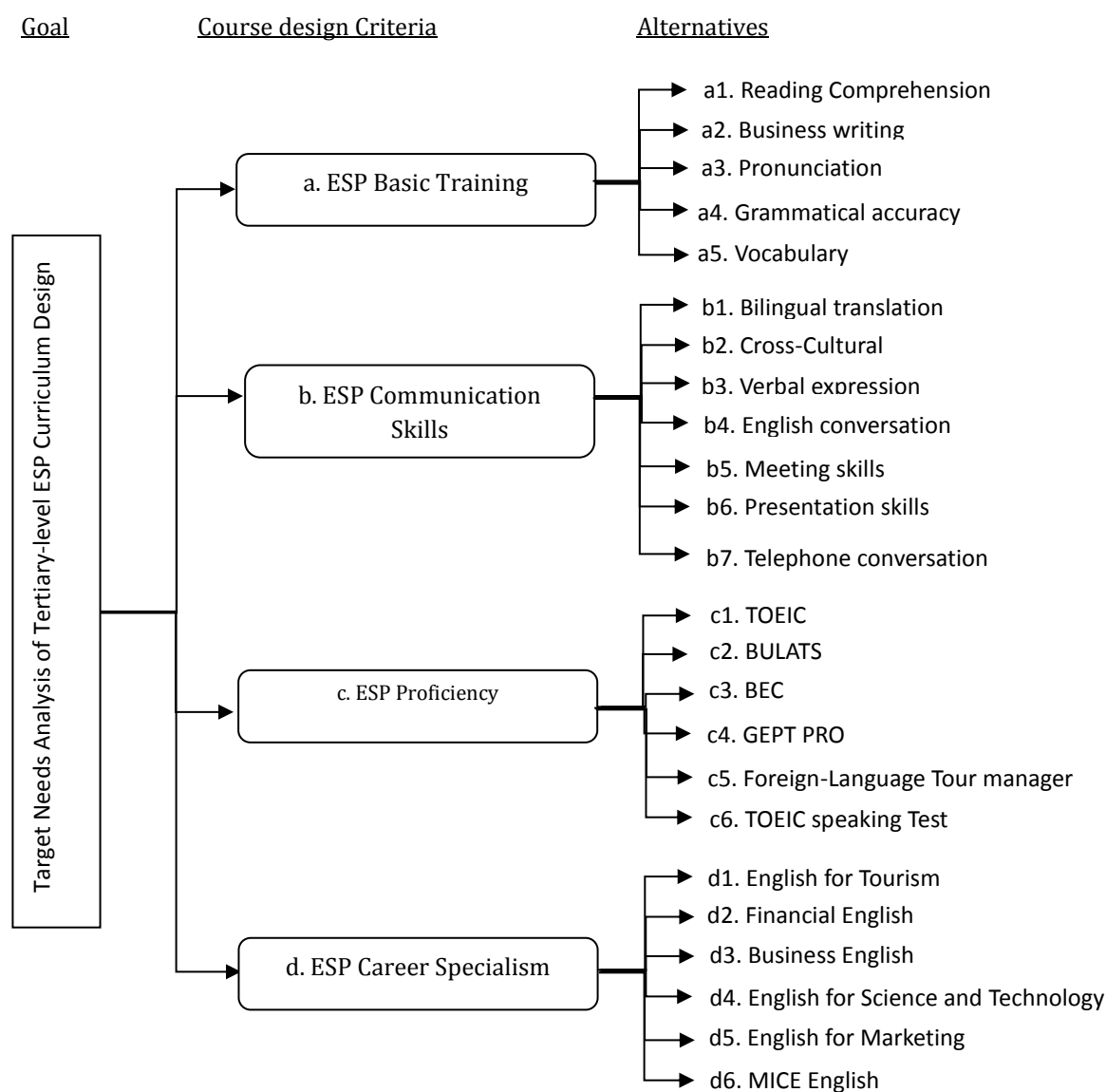


Figure 4. AHP Hierarchy Structure

ESP vocabularies have specialized meanings in particular contexts. For instance: *peripheral* in computer science, or *weight* in physics. *Premium* in EGP means superior quality or value (e.g., *premium* quality); in ESP business English it means price above the standard (e.g., *premium* price/rate); in ESP's financial English it refers to an insurance payment; as in insurance *premiums*; or in the stock market, shares are selling at a *premium*, meaning at an extra price, (similar to a *premium* bond). To differentiate these meanings in various target situations takes training for non-native English speakers.

As for ESP writing, learners may be well-trained in general purpose writing, however, business writing needs skills of writing a persuasive proposal, keeping project records,

and corresponding with customers. ESP writing can take the form of commercial letters, emails, reports, meeting minutes and so forth, while in this Internet era, multimedia and technologies are generating new forms of writing in business realms distinct from “conventional” writing. ESP English writing skills need to be practiced to meet their disciplines’ needs to establish their careers.

ESP communication skills

This criterion explores the generic language and literacy skills need to be developed to enhance the communication skills in workplace settings. It is hereby divided into seven alternatives: bilingual translation, cross-cultural understanding, verbal expression, English conversation, meeting skills, presentation skills, and telephone conversation. As non-native speakers, bilingual translation ability is the groundwork taken to express one’s ideas in English as a communicative medium. Further, in this global era, workers encounter colleagues from different nationalities and cultures, and to have sufficient cross-cultural understanding is another key to successful communication. Other alternatives also represent the frequently utilized ESP job market skills for communications for assessment.

ESP proficiency certificates coaching

There are numerous English proficiency tests for learners to evaluate their own language abilities. This criterion listed six main ESP proficiency certificates accredited and most recognized by corporations in Taiwan as alternatives. Participants assess the most practical ones for learners to prepare, and for faculty to coach learners for the proficiency exam preparation. The certificates listed under this criterion are:

- Test of English for International Communication (TOEIC): an English language proficiency test for non-native English speakers hosted by ETS (Educational Testing Service). TOEIC test scores indicate how well people can communicate in English with others in the global workplace. It is the world’s leading test of English language proficiency in a workplace context. With more than 7 million tests administered in 2012, the TOEIC test scores are used by over 14,000 companies, government agencies and English language learning programs in 150 countries. (TOEIC official website).
- Business Language Testing Service (BULATS), by Cambridge English Language Assessment, is a multilingual set of workplace language assessment, training, and benchmarking tools. It is used internationally for business and industry recruitment, for identifying and delivering training, for admission to study business-related courses and for assessing the effectiveness of language courses and training. (BULATS official site)
- Cambridge English: Business Certificates (BEC): This exam is popular for job seekers, the exam results show employers how the candidates process knowledge of English for practical use in business. There are three levels of BEC exams: Preliminary, Vantage, and Higher. Each one is targeted at a different level.

For highest level achievers, they participate and communicate effectively at managerial and professional levels. (BEC official site)

- GEPT Pro (General English Proficiency Test Pro): After successfully launching GEPT (General English Proficiency Test), with wide recognition from hundreds of universities, colleges, private enterprises and government agencies both in Taiwan and abroad, with the continuing globalization of business markets, the need for improved English communication among business professionals is increasing, and the demand for a test of ESP tailored to the workplace in Taiwan is growing. Therefore, the Language Training and Testing Center (LTTC) has developed the GEPT Pro to assess the English ability of business professionals working in finance, management, and related business fields since 2013. (GEPT Pro official site)
- Foreign-language tour manager: This official exam is accredited and hosted by government. Hotel and tourism English is a major subject of the exam. The acceptance rate is not high due to a large number of would-be test takers; it is a very popular certificate to acquire nowadays.
- TOEIC speaking tests: Aside from the TOEIC exam, this test specifically reflects the communicative skills, especially necessary for expatriates and personnel engaged in international commerce. It is recognized by more than 300 corporations in Korea and increasingly adopted in Taiwan's industries. (TOEIC speaking tests official site)

ESP career specialism

Based on the industries of practical courses students take for future career needs, this criterion listed six prevalent ESP career specialisms for industries to assess the most pragmatic ones: English for tourism, financial English, business English, English for science and technology, English for marketing, and MICE (meetings, incentives, conferences, and exhibitions) English. Based on the finding, teachers can arrange the curriculum and syllabus accordingly.

RESULTS

After gathering all the valuable feedback from 42 experts of diverse business realms as participants in this research, some outcomes of high practical value were obtained. Figure 5 represents the top criteria and alternatives. Table 3 shows the weights of each main criterion and alternatives respectively, and we may find from Figure 6 and Table 4 that ESP communication skills stands out with a weight of 0.367 (36.7%) to be the essential ESP curriculum design focus that faculty needs to reinforce, while ESP career specialism 0.280 (28%), basic training 0.207 (20.7%), and certificates coaching 0.146 (14.6%) follow. These results cross-referred mapping and proved Sysoyev's (2000) theory that the main goal of ESP is to help learners develop intercultural communicative competence and communicative skills, and help them to communicate effectively in their job settings.

Table 3. Outcome of ESP curriculum design needs from the business perspective

Criteria			Alternatives (Sub-Criteria)					
Veight Rank			Alternatives	Local Weights	Ranking	Overall weights	Overall Ranking	
ESP Basic Training	0.207	3	Reading comprehension	0.266	2	0.048	8	
			Business writing	0.268	1	0.049	7	
			Pronunciation	0.169	3	0.031	15	
			Grammatical accuracy	0.139	5	0.025	17	
			Vocabulary	0.158	4	0.029	16	
ESP Communication Skills	0.367	1	Bilingual translation	0.117	6	0.052	6	
			Cross-cultural understanding	0.075	7	0.033	13	
			Verbal expression	0.197	1	0.087	1	
			English conversation	0.171	2	0.075	2	
			Meeting skills	0.131	5	0.058	5	
			Presentation skills	0.155	3	0.068	3	
			Telephone conversation	0.154	4	0.068	3	
ESP Certificates Coaching	0.146	4	TOEIC	0.243	1	0.034	12	
			BULATS (Business Language Testing Service)	0.136	5	0.019	20	
			BEC (Business English Certificate)	0.159	4	0.023	19	
			GEPT PRO	0.163	3	0.023	19	
			Foreign-language tour manager	0.129	6	0.018	21	
			TOEIC speaking test	0.170	2	0.024	18	
			English for Tourism	0.079	6	0.019	20	
ESP Career Specialism	0.280	2	Financial English	0.167	3	0.039	10	
			Business English	0.280	1	0.066	4	
			English for Science and Technology	0.150	4	0.035	11	
			English for Marketing	0.188	2	0.045	9	
			MICE English (Meetings, Incentives, Conferences, and Exhibitions)	0.136	5	0.032	14	
			Total				1.000	

Overview of the structure

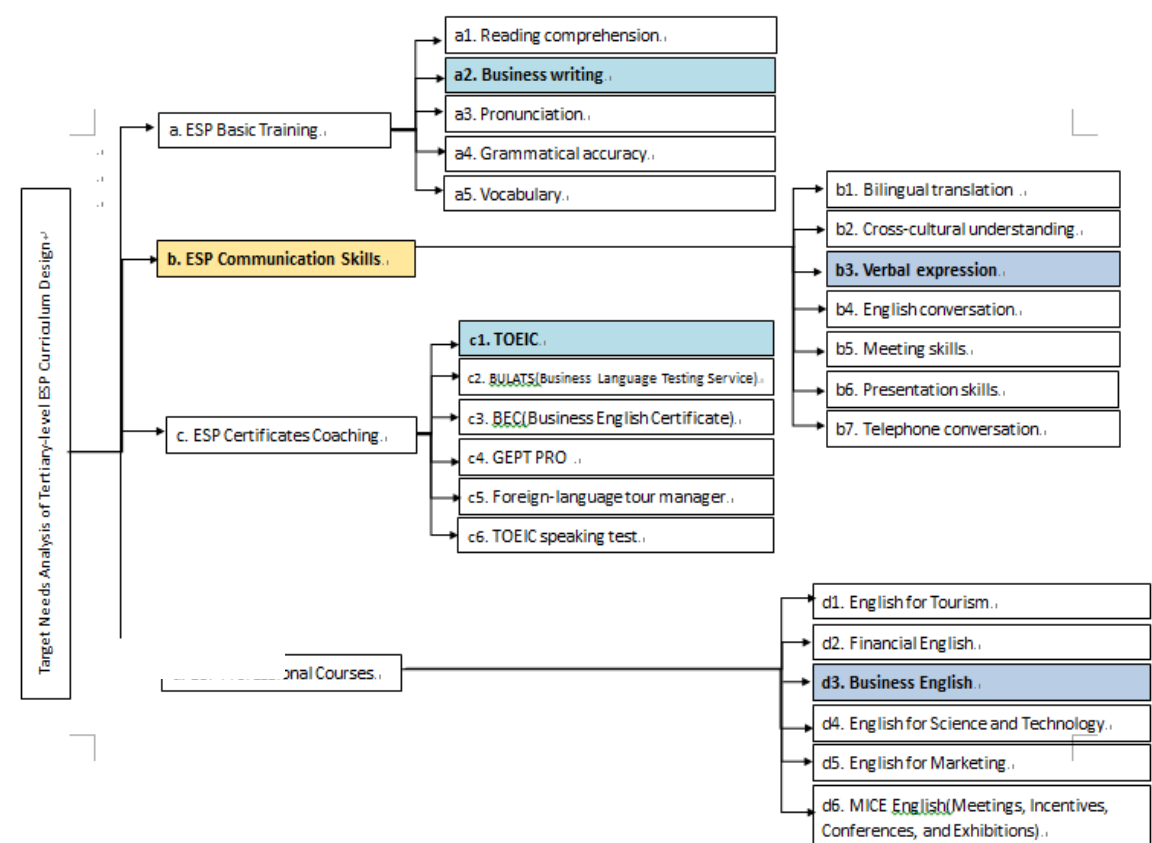


Figure 5. Research results

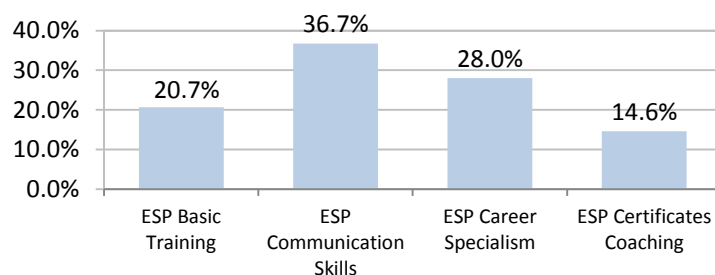


Figure 6. Weights as percentage of four main criteria

Table 4. Weight and ranking of each criterion

Criteria	Weight	Ranking
ESP Basic Training	0.207	3
ESP Communication Skills	0.367	1
ESP Career Specialism	0.280	2
ESP Certificates Coaching	0.146	4

Results of detailed weights in criteria and alternatives

ESP basic training

Figure 7 and Table 5 indicate business writing (26.8%) and reading comprehension (26.6%) are the most imperative needs from business perspectives. And these two are almost of equal importance. This finding suggests that participants are concerned that the younger generation nowadays does not write or read well and that graduates' writing and reading comprehension abilities are not sufficient to cope with business needs. This can seriously limit job performance. Therefore, an ESP curriculum needs to emphasize and focus more on writing and reading abilities that relate directly to the needs of students. Instructions on writing business letters, proposals or reports should be reinforced. Furthermore, pronunciation comes in third (16.9%), vocabulary capacity in fourth (15.8%), and grammatical accuracy in fifth (13.9%). Meanwhile, it is thought provoking to find that businesses are concerned less with grammatical accuracy. This could be the result of an instruction difference between EGP and ESP. This result is also in accordance with Lorenzo's (2005) note that ESP concentrates more on language in context than on teaching grammar and language structures. The ESP focal point is that English is not taught as a subject separated from the students' real world; instead, it is integrated into a subject matter area important to the learners.

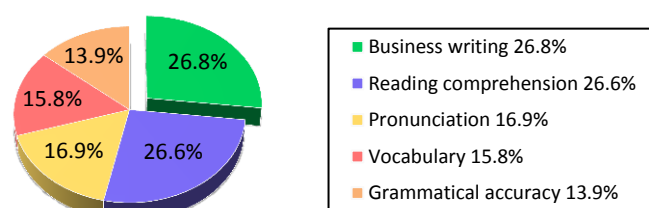


Figure 7. Weights of each alternative under ESP basic training criterion

Table 5. Ranking and weight of each alternative under ESP basic training criterion

Alternative	Weight	Ranking
Reading comprehension	0.266	2
Business writing	0.268	1
Pronunciation	0.169	3
Grammatical accuracy	0.139	5
Vocabulary	0.158	4

ESP communication skills

As shown in Figure 8 and Table 6, among this criterion, verbal expression (19.6%) ranked highest. Companies need employees to be able to verbally express themselves well, in order to win trust from customers or outperform competitors. The verbal expression can involve negotiation, speech delivery, persuasion, or interpersonal skills, and it is one of the keys in ESP skills development. While English conversation (17.1%) –

also a form of verbal expression – comes in a close second, conversation practice is constantly a major focus in language learning. Presentation skills (15.5%) in third place; telephone conversation (15.4%) in fourth; and meeting English (13.1%) in fifth, help language learners understand the lectures, conferences, or meetings that employees are required to attend.

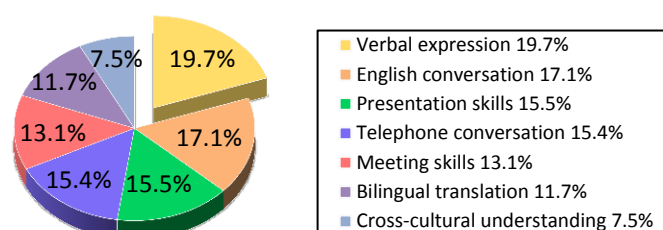


Figure 8. Weights of each alternative under ESP communication skills criterion

Table 6. Ranking and weight of each alternative under ESP communication skills criterion

Alternative	Weight	Ranking
Bilingual translation	0.117	6
Cross-cultural understanding	0.075	7
Verbal expression	0.197	1
English conversation	0.171	2
Meeting skills	0.131	5
Presentation skills	0.155	3
Telephone conversation	0.154	4

ESP proficiency certificates coaching

Taiwan's higher education attaches importance to graduates' English proficiency certificates acquisition. Many also set them as the graduation threshold. Further, as in Figure 9 and Table 7, this investigation identified that the main ESP certificate recognized and accredited by most corporations is TOEIC (24.3%), followed by TOEIC speaking test (17.0%), and GEP PRO (16.3%) in third, BEC (15.9%) in fourth, for faculty's future curriculum design reference and reinforcement.

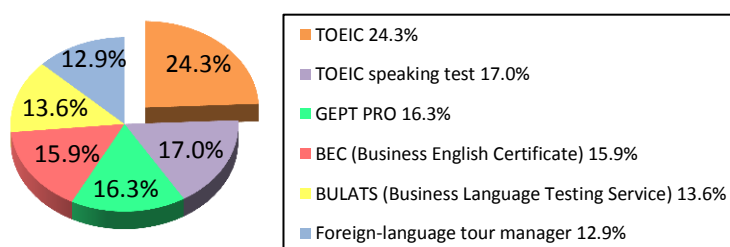


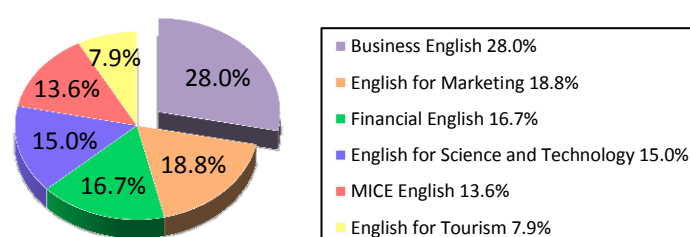
Figure 9. Weight of each alternative under ESP proficiency certificates coaching criterion

Table 7. Ranking and weight of each alternative under ESP proficiency certificates coaching criterion

Alternative	Weight	Ranking
TOEIC	0.243	1
BULATS (Business Language Testing Service)	0.136	5
BEC (Business English Certificate)	0.159	4
GEPT PRO	0.163	3
Foreign-language tour manager	0.129	6
TOEIC speaking test	0.170	2

ESP career specialism

There are plenty of specialties and professions requiring ESP, however, students have limited time and energy to learn. How to maximize the learning efficiency to meet largest job market demand is researched accordingly. This outcome indicates the course of business English (28.0%) is the top-ranked priority if we intend to offer ESP courses to students since it meets the essential workplace skills needs. Business English is also required for almost all occupational and vocational occasions. The second-ranked priority is English for marketing (18.9%), and financial English (16.7%) is the third as in Figure 10 and Table 8.

**Figure 10.** Weights as percentage of each alternative under ESP career specialism criterion**Table 8.** Ranking and weight of each alternative under ESP career specialism criterion

Alternative	Weight	Ranking
English for Tourism	0.079	6
Financial English	0.167	3
Business English	0.280	1
English for Science and Technology	0.150	4
English for Marketing	0.188	2
MICE English (Meetings, Incentives, Conferences, and Exhibitions)	0.136	5

Consistency check

In order to examine the validity and reliability of this study, as Saaty (1980) proposed, inconsistency test is conducted to check its consistency. If $C.R. \leq 10\%$ (0.1), the inconsistency is acceptable. All calculations in this study find that all $C.R. < 0.1$, indicating that outcomes are consistent and valid.

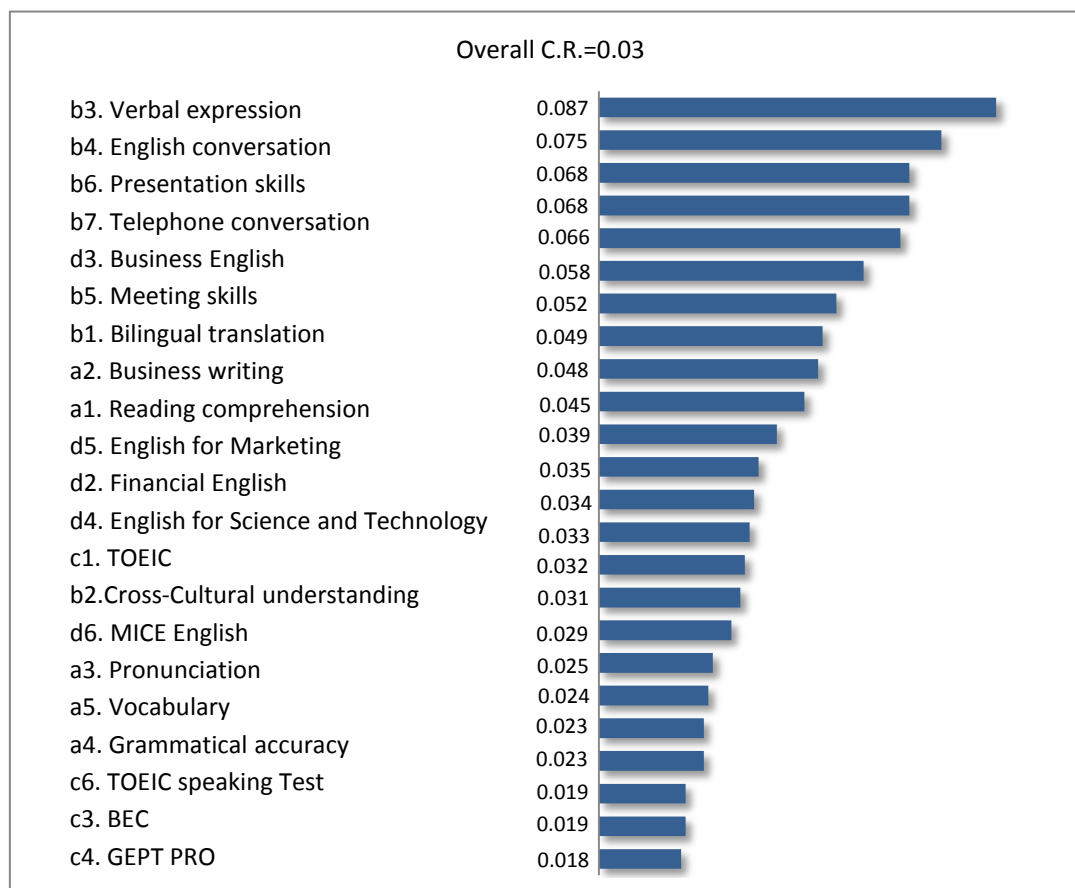


Figure 11. Ranking of all alternatives

CONCLUSION

Conclusion and implication derived from this study:

ESP communication skills outweigh the other three criteria indicating communicative competence plays the main role in all successful business realms. One needs to negotiate, express oneself clearly in English as lingua franca, speak confidently in public, or implement projects of teamwork in multinational and cross-cultural settings without obstacles. All of the above requires emphasis on communication skills enhancement. ESP communication is also multifaceted in nature. As such, educators may consider interaction with external reality or a role-playing approach in curriculum design and pedagogies.

Among twenty-four alternatives, verbal expression ranked top, which suggests most companies attach importance to prospective employees' verbal ability to make a strong

first impression or achieve success in their works. It helps to convey information proficiently, and communicate one's beliefs or opinions concisely and precisely. It is not an easy task for non-native speakers to express themselves freely in another language, so in accordance with this finding, an ESP curriculum can reinforce the verbal training to meliorate communication in the workplace.

With limited time and educational resources, tertiary learners are not likely to take all related ESP courses, so at this point, faculty should provide the most important priority courses for them to learn. In Asian corporations, recruiters tend to require English proficiency certificates to evaluate applicant's English level. This study shows that the mostly recognized ESP certificate is TOEIC; therefore, faculty may focus on this certificate's training first, and then coach for others as well if resources permit. This can greatly assist students to acquire ESP knowledge in the short term as well as obtain job opportunities.

Another interesting finding of this study is that among the basic training, companies' senior managers deem business writing as vital in ESP basic training. This suggests that the younger generation nowadays has fewer opportunities to write well due to the Internet and technology assistance. Many fail to write formal notes or letters in both their native languages and also English. This finding implies that ESP writing abilities should be reinforced.

Based on the prioritized ranking, this study offers a useful reference for ESP practitioners to design each school or organization's curriculum, for ESP learners to acquire the best possible English skills ready for the job market, gain confidence, take satisfaction in the multinational work opportunities, and gain a prosperous career path.

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