

Re-designing ESP Syllabus Design for Pre-Service Teachers in the Physical Education of Elementary Teacher Programs

Aam Ali Rahman^{✉1}, Sri Setyarini² & Pupung Purnawarman³

^{1,2,3} English Language Education Program, Universitas Pendidikan Indonesia, Bandung, Indonesia

✉ alirahman@upi.edu

Abstract. Technology-cultivated learning opens opportunities to acquire knowledge from various resources. However, languages become a barrier for non-English major students. ESP allows students to familiarise their English with their specific subject. Nevertheless, less research develops PE lessons that integrate specific sports vocabulary and communication skills relevant to the activity. Thus, this study aims to explore the needs of the Physical Education of Elementary Teacher Program (PE-ETP) pre-service teachers. One hundred eighty-eight students participated in this study. The survey, focus group discussion, and interview formulated the findings. The result shows that 42% (80 participants) considered ESP very important as part of the curriculum. 56% (105 participants) consider it essential. Only 2% (3 participants) stated that ESP is not important and cannot be part of the curriculum. Further, eight possible topics were offered in developing ESP courses for the PE-ETP. The topics are teaching PE using English (92.02%), academic English for sports (87.77%), athlete communications (86.70%), referee communications (87.77%), coach communications (90.96%), sports category (91.49%), sports terms (92.55%) and Physiology terms (88.83%). The topics can be developed into specific course units in syllabus design.

Keywords: Elementary; ESP; Need Analysis; Physical Education; Syllabus Design.

1. Introduction

Teaching and learning in the 21st century are somehow challenging. Technology-cultivated teaching knowledge becomes the possible choice to comprehend the learning process. Raja and Nagasubramani (2018) stated that in the digital era, students today tend to choose the technology used to be applied to every part of their interaction, including during teaching and learning. Thus, knowledge and learning in education are also changing and evolving (Starkey, 2011). Knowledge is no longer described as what has been discovered but as a critical thinking skill focusing on creation and learning through connection. This condition has become an issue in the global educational system. The new generations have shifted their profiles to their lives, interests, emotions, and more (Amin, 2016). Consequently, all parts of the educational system must adapt and prepare the students to face the paradigm shift.

Pre-service teachers are expected to familiarise themselves with technologically oriented learning in this era. They must be constructors, coaches, learning creators, and facilitators. Weinberger et al. (2002) mentioned that they in this era have to help learners decide the quality and validity of the new knowledge they receive, be critical and open-minded, and become operators, collaborators, and learners' mediators. Teachers are no longer the source of information. They must ignite students' awareness to be autonomous learners (Betts, 2004). However, although autonomous learners can manage their own responsibility for learning, it does not mean teachers leave them (Shuhong, 2004). These pre-service teacher qualifications are also applied to physical education majors.

As English has been considered the only valid language that everyone across the globe can understand (Sarica & Cavus, 2009), learning English has become more essential today. English is being used to foster knowledge as a global information source, mainly to express feelings, and in technology as a medium. In most EFL or ESL countries, the English curriculum develops and focuses on communication ability, e.g., in China (Adamson & Morris, 1997); Philippines

(Barrot, 2018); Malaysia (Hardman & A-Rahman, 2014); Thailand (Wongsothorn et al., 2002); Japan (Hosoki, 2011), and Indonesia (Mappiasse & Sihes, 2014). This indicates that English has become a necessity for communication. Nevertheless, learners may access the immense knowledge of English autonomously in their own hands without teachers. The advances in information technology allow learners to efficiently and affordably create an e-learning environment (Tirziu & Vrabie, 2015). As a result, learners may be loaded with abundant information related to sports terminologies or techniques as their prior knowledge.

1.1. Problem Statement

In a more specific context for English language teaching in higher education, the current Indonesian MBKM curriculum requires more concern. By looking at students' opportunities during their study, English for Specific Purposes (ESP) is inevitable for them to learn. Nevertheless, not all study programs in Indonesia offer ESP in their curriculum design. General English and test-based English proficiency, such as TOEFL and IELTS, are chosen to be implemented. Due to the requirement to graduate, they must pass a particular score on the English proficiency test, including PE-ETP.

Thus, this study aims to bring improvement to the current applied curriculum of English for pre-service teachers in the PE-ETP. It can be implemented to revise the existing curriculum. Although the current syllabus is sufficient, the change and innovation may lead to better teaching and learning, creating better results. The analysis may bond the suitability of the material with the learners' needs for their future professional careers.

1.2. Related Research

English for Specific Purposes has been broadly known as a beneficial alternative to learners' success in any professional sector of communication. ESP for English teaching has been the core in China (Luo & Garner, 2017). English is a global language, and its usage as a working language has increased the demand for ESP in China. According to Fan (2013), English teaching in China has been criticized for its low output despite its high input, and the students complain about the non-useful English they learn for their professional lives. Thus, Communicative Language Teaching (CLT) is an official policy in China. By combining ESP in CLT, students typically own a linguistic competence foundation. As a result, ESP teachers in China can emphasize developing the other competencies more. However, the challenges cannot be avoided. Several Sino-foreign universities offer a course design with 70% English language and 30% business content (Gaikwad, 2016). Businesses in China have become highly recognized by the residents and have become the most popular discipline. The problem appears for non-English major students in finding a job upon graduation.

In China as well, the Vietnamese authorities also proposed that CLT be implemented (Pham & Ta, 2016). However, the challenges in applying this methodology are mostly underlined in cultural values and inauthentic material. ESP in Vietnam focuses on workplace discourse, including transactional and relational talk (Pham & Ta, 2016). Further, to adapt to Asian culture, the theory of politeness and cultural differences is also part of Vietnam's ESP development, including the equity of gender for Asian culture and religion (Supriyadi et al., 2019).

In Taiwan, the need for English and ESP in non-English majors generates the necessities to become the main concern. One example is Asia University's undergraduate program in 2021. It can be seen in Table 1.

Table 1. 2021 Undergraduate Program (Bachelor's Program), Department of Nursing, Asia University

Approved by the University Curriculum Committee on 29/4/2021

Total credits required for graduation : 131 credits

Category	Subject Title in English	Grade	Semester	Credits	Weekly in class hours	
					Lab	Lab
University Required Credits (30)	Literature Appreciation	1	1st	2	2	0
	Literature and Life	1	2nd	2	2	0
	English for General Purposes(1)	1	1st	3	3	0
	English for General Purposes(2)	1	2nd	3	3	0
	English for General Specific Purposes: English for Medical and Nursing Purposes	2	1st · 2nd	2	2	0
	English for General Specific Purposes: English for Science and Technology					
	English for General Specific Purposes: English for Business Communication					
	English for General Specific Purposes: English for Creative Design					
	English for General Specific Purposes: English Presentation for Social Sciences					
	Information and Technology	1	1st	2	2	0
	Computer Programming and Artificial Intelligence Application	1	2nd	2	2	0
	Health and Life	1	1st	2	2	0
	History and Culture	1	1st	2	2	0
	Entertainment and Intellectual Property Law	1	2nd	2	2	0
	Law & Life					

Source: https://nur.asia.edu.tw/en/curriculum/course_design/course_design1

Of 131 credits for graduation, Eight credits are given for ESP. The credits are offered to be taken in grade one, first and second semesters. It can be interpreted that ESP becomes the basis of the program that students must comprehend to support other credits.

Meanwhile, ESP is not the prior choice in some Indonesian higher-level education. It focuses more on academic purposes (Gestanti et al., 2019). It turns out that the program offered only General English to provide a wider understanding of academic context, not for communicative usage. It is also limited to two to four credits only, as seen in Table 2.

Table 2. A Curriculum in PE-ETP in One of University in Indonesia.

No	Code	Course	Credit	Semester					
				1	2	3	4	5	...
...
5	GJ305	Anatomy, physiology and motion mechanics	3	√					...
6	GJ200	English Language	2		√				...
7	GJ306	Athletics II	2		√				...
8	GJ307	Aquatics II	3			√			...
9	GJ308	Gymnastics II	2			√			...
10	GJ309	Game II	2			√			...
11	GJ201	Sport massage	2				√		...
12	GJ310	Athletics III	2				√		...
13	GJ202	Academic Writing	2					√	...
14	GJ311	Gymnastics III	2					√	...
...

Source: <https://s1-pgsdpenjas.kd-sumedang.upi.edu/kurikulum>

The table offers English language learning in the second and fourth semesters. General English is given in the second semester and English Academic Writing in the fourth semester. Both of them are given two credits each. It indicates that the urge to ESP does not appear in this curriculum. Therefore, the need for ESP in Indonesia is developing due to the urge for globalisation employment.

1.3. Research Objectives

Based on the urge to implement ESP in PE-ETP, developing the current curriculum by doing a need analysis is inevitable. Thus, this research provides the need analysis as described in the following research questions:

- a) How is English language teaching implemented in PE-ETP?
- b) What are specific course units suitable for ESP curriculum development in PE-ETP based on the need analysis?

2. Theoretical Framework

The shifting and changing learning environment overwhelms the learning process in the English for Specific Purposes (ESP) course, which focuses on communication. ESP provides learners with professional communication specific to their working situation (Hutchinson & Waters, 1987; Paltridge & Starfield, 2014). ESP is different from General English (GE) teaching and learning. Learners in ESP usually have acquired the knowledge in GE to learn more about specific communication for professional skills. It is a response or an answer to the use of English in practical professional fields such as nursing, business, sports, culinary, and many more. In fact, the development of ESP courses is based on the learners' needs for their future professional environment. It turns out that NA (Richards, 2001) has become an essential step in developing course design for ESP (Johns & Dudley-Evans, 1991; Nuemaihom, 2017).

As discussed, the ESP course design should be applied to every subject matter in the university, including for the pre-service students undertaking the Physical Education of Elementary Teacher Program (hereafter PE-ETP). Today, all teachers need to prepare themselves to provide 21st-century skills. Trilling and Hood (1999) stated that the shifting paradigm for teachers in the industrial age must be specified to the target of learners' professionalism. Thus, the ESP course design must be programmed based on the systematic and comprehensive NA to meet the learners' need to study English. NA is a technique and procedure for collecting information when designing a syllabus (Nunan et al., 1988).

Realising the shifting and changing learning environment to prepare students to survive in the 21st century, an innovative change is also needed in the curriculum and syllabus program. The idea of researching NA to reform the syllabus design has long been studied in different subjects. Saragih (2014) studied ESP nursing students' needs, in which it applied the categorised needs: target situation, present situation, deficiency, strategy, constraint, pedagogic need, and personal need. The result suggests developing an English textbook based on the research result. Meanwhile, Asrifan et al. (2020) studied tourism needs analysis to ESP course design; Pranoto and Suprayogi (2020) studied NA for ESP in physical education students. Moreover, the results of NA in every subject matter are used to develop ESP course design (Ekayati et al., 2020; Lapele, 2019; Zhu & Liu, 2014).

Dudley-Evans et al. (1998) argued that the ESP course design had to be developed after Need Analysis (NA) because NA is considered the cornerstone of curriculum development. NA in ESP leads to specific and focused language usage, as it is generated using the systematic collection and relevant analysis of information directly taken from the language learners (Takaaki, 2006). Linguistic issues describe the difference between what a learner can presently do in a language and what he or she should be able to do. The need is constructed—the centre of conceptual networks and the product of several epistemological choices. Teachers, learners, employers, parents, and other stakeholders may all have different needs (West, 2008). It can be said that needs analysis is a process that gathers information from learners, teachers, and language courses to determine what language skills the learners need to develop, why they should develop those skills, and how they develop them best.

NA may occur prior to course instruction or at the end of the program (Richards, 2001). When NA is applied prior to the program, it is utilised to create suitable planned instruction for specific learners. It may give an effective learning and teaching process to achieve functional outcomes after the program ends. However, the changing situation and environment are inevitable. Thus, NA may be used during the running program. It may give direct revisions to the program or save the suggestions and revisions for the next upcoming program. When NA is done after the program ends, it may serve as its evaluation and revision in more comprehensive and actual views.

Nevertheless, Kavaliauskiene and Uzpaliene (2003) stated that studying students' needs may be complex since it is quite difficult to differentiate between the skills they need and what they want to achieve. Further, the NA process involves curriculum officers, teachers, learners, textbook writers, testing personnel and staff, or the users of NA (Richards, 2001). It can only be the teachers, other teachers, and the program coordinator on a small scale.

Richards (2001) also proposes the possible purposes of NA:

- To find out the particular language skill needed to perform professional roles;
- To determine the adequate existing skill course for potential students;
- To determine which students are in need;
- To identify the essential direction changing;
- To identify the gap between students' ability and what they should master; and,
- To collect problems experienced by learners.

The information gathered can be used to decide the curriculum goals, and the learning goals in a curriculum are used to develop learning objectives, learning courses, lesson plans, materials, assignments, and all activities during the teaching and learning process (Gannon, 2018). Thus developing ESP curriculum aspects for PE-ETP is inevitable to suit the pre-service teacher requirements.

3. Method

3.1. Research Design

Based on the aims of this study and the frameworks, a mixed-methods approach was employed as the most appropriate exploratory design (Bell, 2014; Birmingham & Wilkinson, 2003; Greaney et al., 2012; Hamied, 2017; Walliman, 2005) since it gathered initial data and uncovered trends to be used for further development. The quantitative approach used a survey to gain numerical information from the participants. The survey data is closed-ended questions to gather information about personal information related to their activities of learning English and their English proficiencies. This survey also includes their future professions when they graduate. Meanwhile, the qualitative data were gathered using focus group discussion (FGD) and interviews. This data was used to strengthen and validate the findings of quantitative data.

3.2. Participant

Since this study is a mixed method: survey and FGD, the participants were taken purposively to where the phenomenon existed. One hundred and eighty-eight participants participated in this study. 123 (65.4%) participants are male students, 65 (34.6%) are female students. The age range is from 17 to 21 years old. All of them are undergraduate students of pre-service teachers. They are studying in the PE-ETP at reputable education universities in Indonesia. The participants are considered EFL students as they are native speakers of Bahasa Indonesia. The results are also limited to the participants, who need to improve the ongoing curriculum applied in the program. However, the result can be a recommendation for implementing the curriculum development for the same programs with similar criteria.

3.3. Data Collection

The data were collected from all the participants using a set of survey questions, focus group discussions, and interviews. The survey provides questions related to participants' personal information, their strengths and weaknesses in English proficiency, the future profession of participants, the possible topics the participants need, and how important the ESP is to be included in the current curriculum. Meanwhile, focus group discussion served as data triangulation for the questionnaire responses. However, not all participants took part in the focus group discussion. There were only fifteen participants taken based on their English proficiency level choice. In addition, two lecturers were interviewed to provide the possible topics for designing ESP course units.

3.4. Data Analysis

The data were taken by giving all participants an online survey using a Google form, focus group discussion (FGD), and interview. The survey was the primary instrument to obtain participants' data related to the topic and served as the quantitative resource to be analysed. Further, the data were calculated using descriptive statistics (Loeb et al., 2017) and the Likert scale (Joshi et al., 2015). The result of participants' English proficiency level was taken to decide on fifteen participants in FGD. The fifteen participants were purposively taken from the total participants representing low, mid, and high English proficiency levels. As a consideration, the English proficiency was not tested, but the participants themselves chose it. The survey, FGD, and interview data were collected and analysed using a simple statistical procedure. Moreover, the result was interpreted to form the findings of this study.

3.5. The Validity and Reliability

To ensure the trustworthiness of this research, the survey's content validity has been validated by an expert in curriculum development. The survey questions were clear, concise, and easy for participants to understand. Further, the FGD and interview questions explored deeper into specific information related to the survey result to ensure face validity. In addition, the interview was conducted with two teachers to gain the inter-rater reliability of the participant's answers during the interview and FGD. By ensuring the trustworthiness before implementing the need analysis, the result captured the actual and consistent needs of participants.

4. Findings

A total of 188 pre-service teachers in the PE-ETP and two lecturers participated in this study. They were surveyed, discussed, and interviewed for comprehensive information about the research topic.

4.1. Participant's Personal Information

Specific survey questions related to their personal information were given to the participants. The aim was to know the participants' ways of learning English. Of the 188 participants, 65.4% are male students, and 34.6% are female. They are now taking the PE-ETP in the second and fourth semesters. The age range is from 17 to 21 years old. The complete survey result related to the participant's personal information is shown in *Table 3*.

Table 3. Participants' Personal Information Related to Learning English

	Category	Percentage	Frequency
1	Age	<16	-
		16-18	23.4%
		19-21	76.6%
		22-24	-
2	Sex	Male	65.4%
		Female	34.6%
3	Semester	2	43.6%
		4	56.4%
4	Having experience in learning English	Yes	97.3%
		No	2.7%
5	Trying to learn English using any media	Yes	72.3%
		No	27.7%
6	Practicing English autonomously	Not at all	40.4%
		1-2 hours/a week	55.3%
		3-5 hours/a week	4.3%
		> 5 hours/a week	-

The data presented in *Table 3* shows that although most participants have ever experienced learning English (97.3%), only 59.6% of them attempt to learn English outside lesson hours. Further, only 4.3% learn 3-5 hours per week, while 55.3% only spend 1-2 hours per week, and none of them spends more than 5 hours a week learning English by themselves. The rest (40.4%) do not urge to learn English at all. It may indicate that their interest in English is relatively low.

Although the participants are university students taking the PE-ETP, not all of them desire to become teachers or other professions related to sports, such as professional athletes, coaches, or referees, as seen in *Figure 1*.

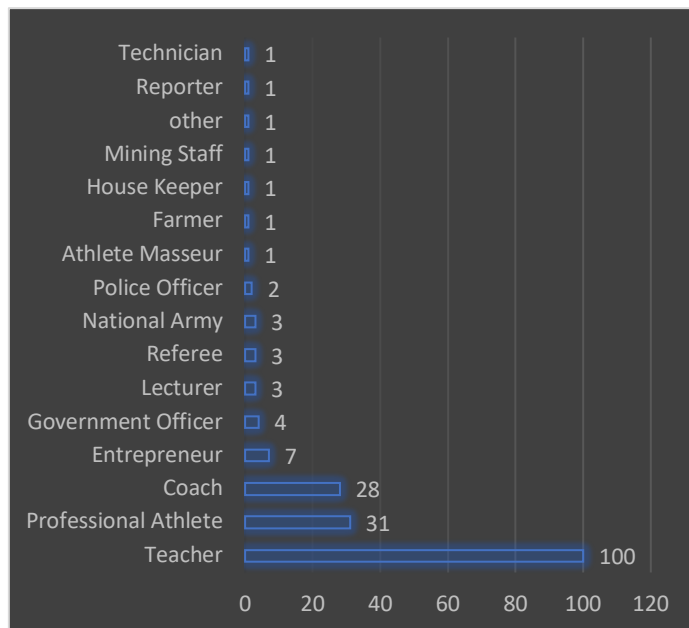


Figure 1. Participants' Future Professions

Figure 1 presents the various future professional careers that the participants desire. The data shows that only 100 (53.19%) of participants want to be a physical education teacher for their future professional career, as they are studying the PE-ETP. 63 (33.5%) participants dream of pursuing careers in a sports environment, like professional athletes, coaches, referees, and even masseurs. Meanwhile, 13.30% (25) of them tend to choose other professions unrelated to their major.

4.2. Participant's English Proficiency Level

To categorise participants, they were asked to self-assess their English Proficiency Level based on receptive and productive language skills (Davies, 1976). It consists of listening and reading for receptive skills and speaking and writing for productive skills. In addition, grammar, vocabulary, and pronunciation are also included. The scale ranges from "very weak," "weak," "average," "good," and "excellent." The result is presented in Figure 2.

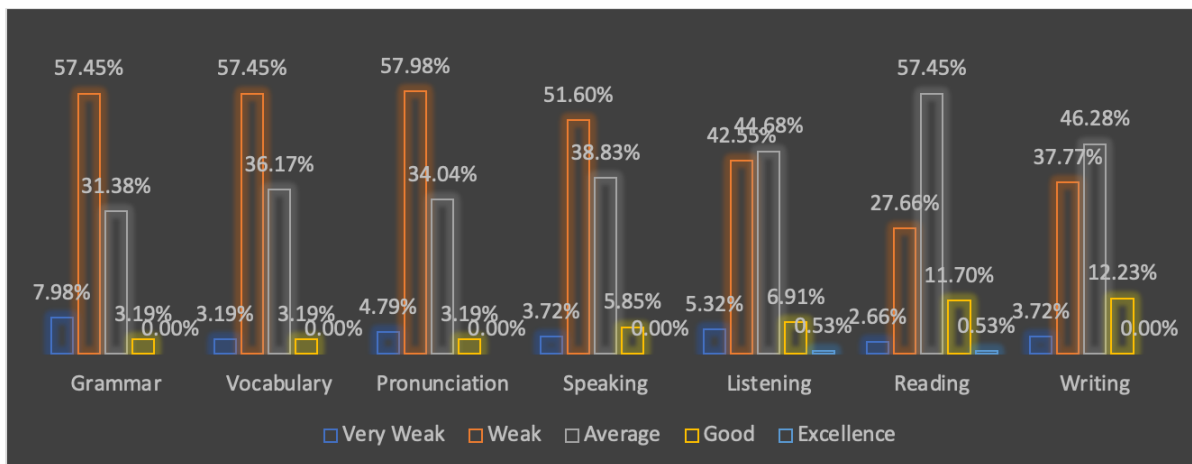


Figure 1. Self-Assessment of Participants' English Proficiency Level

Based on Figure 2, more than half of the participants feel their grammar, vocabulary, pronunciation, and speaking skills are weak. None of the participants chose excellence in grammar, vocabulary, pronunciation, speaking, and writing skills. Grammar becomes the most challenging skill for the participants. 65.43% of participants feel their grammar is weak and very weak. In addition, pronunciation (62.77%) and vocabulary (60.64%) also become their weaknesses.

On the other hand, they are confident enough with their listening, reading, and writing skills. For listening skills, 52.13% of participants consider their English proficiency to be average and above, and 58.51% for writing skills. The participants' peak confidence is in their reading skills. It is about 69.68% average and above. Moreover, one participant (0.53%) feels confident in their listening and reading skills.

4.3. Participants' Need for ESP in the Physical Education of Elementary Teacher Programs

The survey asks about the need for the ESP as part of the PE-ETP program curriculum. The survey is generated from "not at all important," "slightly important," "important," and "very important." The eagerness of participants can be seen in Figure 3.

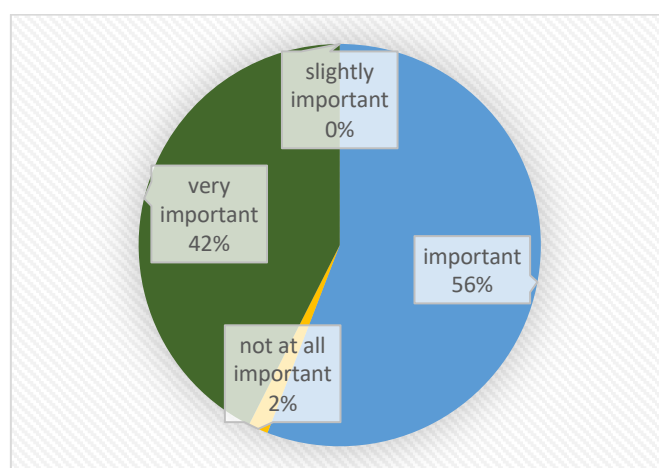


Figure 2. Participants need for ESP as part of the PE-ETP

The need for ESP as part of the curriculum for the students can be seen as very high. 42% (80 participants) considered ESP an essential part of the curriculum. 56% (105 participants) consider it essential, and only 2% (3 participants) do not agree that ESP is part of the curriculum. The result shows how eager the participants were to learn English for specific purposes in their future professional careers. Further explanations related to the participants' needs and validation of the information are elaborated in the discussion.

5. Discussion

5.1. English Language Teaching in the Physical Education of Elementary Teacher Programs

Unlike physical education programs, the PE-ETP prepares pre-service teachers of physical education to teach younger students at the elementary level or below. In Indonesia, this program is offered by only three institutions: Universitas Negeri Yogyakarta, Universitas Pendidikan Indonesia, and Universitas Pendidikan Indonesia Sumedang Campus (PDDikti, 2022). This program of study is considered unique since very limited universities across the globe offer these specific programs of study. Others offer physical education for general levels, such as Bachelor of Physical Education and Health and Physical Education. In Asia, only Busan Women's College in South Korea offers similar programs majoring in Children's Physical Education & Dance (KEYSTONE, 2022).

Similar to other non-English departments, students majoring in PE-ETP only offer two to four credits per semester of English for the whole study. Based on the interview results of two English lecturers, it is stated that the program of study where they are teaching offers four credits per semester: two credits per semester for General English (GE) and two credits per semester for the Introduction to Academic Writing (IAC). The course unit does not specify ESP for the GE course design but is more for general communication and TOEFL preparation. They argued that TOEFL preparation is developed because of the need for programs of study outcome to have an ITP TOEFL score above 400 before the defence.

ESP and GE are two different subject matters. Although many teachers/lecturers considered their approach in teaching GE as ESP, it was rare for them to do NA to achieve what our students need (Anthony, 1997). Indeed, GE may include or transform into ESP, yet the noticeable distinctive aspects are formulating the course design outcome and the teachers' roles (Islam, 2014). In developing ESP course design, NA is inevitable to be put as a key concept, including in program implementation as well as evaluation (Bosher & Smalkoski, 2002; Flowerdew & Peacock, 2001). Both lecturers stated clearly that NA was not used to develop the program since they are teaching GE.

5.2. The Need for ESP as Part of the Curriculum Reformation in PE-ETP

According to the survey result, the demand for ESP to be developed and included in the curriculum reformation for the PE-ETP is relatively high (see *Figure 3*). The participants' eagerness toward the application of ESP was stated during the focus group discussion. They were asked why they needed ESP as part of the curriculum, and the answers varied. They have been coded into topical terms and seen in *Figure 4*.



Figure 3. The Reasons Why ESP is Needed

The coded result of FGD shows the terms career and communications as the most frequently uttered by participants, each of them uttered five times. The following terms are tourism, work, and Sports events for three times each, while the rest of the terms appear once. Above all, although sports events appear only three times, the term is considered the most relevant word by the *WordCloud Generator* by *MonkeyLearn*. The relevance reaches 0.984, followed by a career of 0.820.

Participants argued that they might need ESP to support their future careers. The choice of profession may affect their need for English. Although they are studying in the PE-ETP, the future careers they pursue are different (see *Figure 1*.) Most careers chosen are still related to sports, so they consider sports-related communications essential. They also consider knowing more about English in sports events and tourism since they want to be professional athletes, coaches, referees, and teachers. It was also stated that during this disruptive era, the source of information could be accessed anytime and anywhere, but the language barrier became the apparent obstacle to learning. By learning specific terms of sports in ESP, we could choose the relevant sources by using keywords.

Meanwhile, from the lecturers' perspective, providing ESP for them is, indeed, essential. However, the curriculum goals of the institution have to change, either by adding more credit semesters for English or changing the requirement to graduate. It was impossible to exclude introduction to academic writing since it is now part of academic life during the learning process or after graduating. So, the possible option is to replace GE with ESP, although still TOEFL preparation is required as part of the course. In fact, reformulating GE into ESP has been studied from the impact of GE on ESP teaching intervention (Chostelidou, 2011), the difference in teaching (Zhu & Liao, 2008), and even the criticism of the inconsistency (Andriani, 2014; Liaghat & Latif, 2013; Luo & Garner, 2017).

5.3. The Course Units Need for PE-ETP

Based on the interview results of two English lecturers, there are eight possible topics to apply in ESP course design. They are "teaching PE using English," "academic English for sports," "athlete communications," "referee communications," "coach communications," "sports category," "sports terms," and "Physiology terms for health practice." Further, these raw topics can be developed into a more comprehensive course unit based on the students' needs. The topics were offered to the participants, who were asked to choose whether the topics were necessary or not necessary for them to learn. The result can be seen in Table 4.

Table 3. Participants' Needs toward the ESP Topics

The Possible Topics	The Need			
	Necessary		Not Necessary	
	Frequency	Percentage	Frequency	Percentage
<i>Teaching PE using English</i>	173	92.02%	15	7.98%
<i>Academic English for sports</i>	165	87.77%	23	12.23%
<i>Athlete communication</i>	163	86.70%	25	13.30%
<i>Referee communication</i>	165	87.77%	23	12.23%
<i>Coach communication</i>	171	90.96%	17	9.04%
<i>Sports category</i>	172	91.49%	16	8.51%
<i>Sports terms</i>	174	92.55%	14	7.45%
<i>Physiology terms</i>	167	88.83%	21	11.17%

Of the 188 participants, the offered topics have responded positively. The least positive response (86.70%) is for the athlete communication topics. It is contradicted by the future profession they chose in Figure 1; becoming a professional athlete is the second highest (16.49%) after teachers/lecturers (53.19%). It was explained during FGD that they possibly get the athlete communication terms from other topics. On the other hand, Teaching PE using English and Sports terms has become the most chosen topic as most of them wish to be teachers or lecturers who teach in international schools.

6. Conclusion

The study highlighted the need for English for Specific Purposes implementation as part of course design in the PE-ETP curriculum. The ESP course design development must align with the significance indication based on the NA approach to develop ESP for efficient and meaningful English learning. It is discussed that 40.4% of the participants learned English only during the lesson. This indicates that they do not consider the English material given to them helpful for their future. It is only to get a degree. It is in line with their self-assessment of their English proficiency levels that the majority of the participants choose weak and very weak. However, when ESP is offered as curriculum development, the eagerness to learn English as their choice for learning English is relatively high. The lecturers give the topics ("teaching PE using English," "academic English for sports," "athlete communications," "referee communications," "coach communications," "sports category," "sports terms," and "Physiology terms for health practice") are well-responded to by the participants. It ranged from 86.70% to 92.55% of participants considered the topics to be covered in the course design.

Limitation

This study is a case study that limits the participants from the PE-ETP. The NA of pre-service teachers in Indonesia in an EFL context was studied. The Needs were only taken from students' perspectives. It is also limited to the participants, who need to improve the ongoing curriculum applied in the program.

Recommendation

Based on the results of the Need Analysis, FGD, and interviews, a reforming curriculum in any non-English major higher education program, especially for the PE-ETP, English, has to be proposed. ESP has to be included as part of the curriculum to allow students to develop their English based on their future careers.

Acknowledgements

Financial support from the Education Fund Management Institute/*Lembaga Pengelola Dana Pendidikan* (LPDP) from the Ministry of Finance of the Republic of Indonesia, and Indonesia Educational Scholarship/ *Basiswa Pendidikan Indonesia* from the Ministry of Education, culture, research, and technology of the Republic of Indonesia is gratefully acknowledged.

Conflict of Interest

The Author(s) declare(s) that there is no conflict of interest.

References

- Adamson, B., & Morris, P. (1997). The English Curriculum in the People's Republic of China. *Comparative Education Review*, 41(1), 3-26. <https://doi.org/10.1086/447413>
- Amin, J. N. (2016). Redefining the role of teachers in the digital era. *The International Journal of Indian Psychology*, 3(3), 40-45.
- Andriani, G. (2014). Problems in teaching English for Specific Purposes (ESP) in higher education. *NOBEL: Journal of Literature and Language Teaching*, 5(01), 30-40. <https://doi.org/10.15642/NOBEL.2014.5.01.30-40>
- Anthony, L. (1997). Defining English for specific purposes and the role of the ESP practitioner. Retrieved November, 18, 2008.

- Asrifan, A., Vargheese, K., Syamsu, T., & Amir, M. (2020). ESP course design: the need analysis on tourism department in Indonesia vocational high schools. *Journal of Advanced English Studies*, 3(2), 69-77. <https://doi.org/http://dx.doi.org/10.47354/jaes.v3i2.85>
- Barrot, J. S. (2018). English Curriculum Reform in the Philippines: Issues and Challenges from a 21st Century Learning Perspective. *Journal of Language, Identity & Education*, 18(3), 145-160. <https://doi.org/10.1080/15348458.2018.1528547>
- Bell, J. (2014). *Doing Your Research Project: A guide for first-time researchers*. McGraw-Hill Education (UK).
- Betts, G. (2004). Fostering autonomous learners through levels of differentiation. *Roeper Review*, 26(4), 190-191. <https://doi.org/10.1080/02783190409554269>
- Birmingham, P., & Wilkinson, D. (2003). *Using research instruments: A guide for researchers*. Routledge.
- Bosher, S., & Smalkoski, K. (2002). From needs analysis to curriculum development: Designing a course in health-care communication for immigrant students in the USA. *English for specific purposes*, 21(1), 59-79.
- Chostelidou, D. (2011). Needs-based course design: The impact of general English knowledge on the effectiveness of an ESP teaching intervention. *Procedia - Social and Behavioral Sciences*, 15, 403-409. <https://doi.org/10.1016/j.sbspro.2011.03.112>
- Cowling, J. D. (2007). Needs analysis: Planning a syllabus for a series of intensive workplace courses at a leading Japanese company. *English for specific purposes*, 26(4), 426-442.
- Davies, N. F. (1976). Receptive versus productive skills in foreign language learning. *The Modern Language Journal*, 60(8), 440-443.
- Dudley-Evans, T., St John, M. J., & Saint John, M. J. (1998). *Developments in English for specific purposes: A multi-disciplinary approach*. Cambridge university press.
- Ekayati, R., Manurung, I. D., & Yenni, E. (2020). Need Analysis of Esp for Non-English Study Program. *Language Literacy: Journal of Linguistics, Literature, and Language Teaching*, 4(2), 322-332. <https://doi.org/10.30743/ll.v4i2.3152>
- Fan, L. (2013). The Reform of English Aiming at Solving the Embarrassment of Dumb English, *Wenhui Newspaper*.
- Flowerdew, J., & Peacock, M. (2001). *Research perspectives on English for academic purposes* (1st ed.). Cambridge University Press.
- Gaikwad, V. (2016). ESP in China: Successes, Challenges, and Emerging Trends. *US-China Education Review*, 6(7), 433-437.
- Gannon, K. (2018). How to create a syllabus. *The Chronicle of Higher Education*, 2019-2008.
- Gestanti, R. A., Nimasari, E. P., & Mufanti, R. (2019). ESP Issue in Indonesian tertiary context: what students need in learning English.
- Greaney, A. M., Sheehy, A., Heffernan, C., Murphy, J., Mhaolrunaigh, S. N., Heffernan, E., & Brown, G. (2012). Research ethics application: a guide for the novice researcher. *Br J Nurs*, 21(1), 38-40, 42-33. <https://doi.org/10.12968/bjon.2012.21.1.38>
- Hamied, F. A. (2017). *Research Methods: A Guide for First-Time Researchers*. UPI Press.
- Hardman, J., & A-Rahman, N. (2014). Teachers and the implementation of a new English curriculum in Malaysia. *Language, Culture and Curriculum*, 27(3), 260-277. <https://doi.org/10.1080/07908318.2014.980826>
- Hosoki, Y. (2011). English language education in Japan: Transitions and challenges (I).
- Hutchinson, T., & Waters, A. (1987). *English for specific purposes*. Cambridge university press.

- Islam, M. (2014). The differences and similarities between English for Specific Purposes (ESP) and English for General Purposes (EGP) teachers. *Journal of Research (Humanities)*, 1(2), 67-76.
- Johns, A. M., & Dudley-Evans, T. (1991). English for Specific Purposes: International in Scope, Specific in Purpose. *TESOL Quarterly*, 25(2), 297-314. <https://doi.org/10.2307/3587465>
- Joshi, A., Kale, S., Chandel, S., & Pal, D. (2015). Likert Scale: Explored and Explained. *British journal of applied science & technology*, 7(4), 396-403. <https://doi.org/10.9734/bjast/2015/14975>
- Kavaliauskiene, G., & Uzpalienė, D. (2003). Ongoing needs analysis as a factor to successful language learning. *Journal of language and learning*, 1(1), 4-11.
- KEYSTONE. (2022). *Bachelor Programs in Physical Education in Asia 2022*. KEYSTONE bachelor studies. Retrieved May 16th from <https://www.bachelorstudies.com/Bachelor/Physical-Education/Asia/#main>
- Lapele, F. (2019). Need Analysis on the Material Development of Teaching Esp Speaking. *ETERNAL (English, Teaching, Learning, and Research Journal)*, 5(2), 336-349. <https://doi.org/10.24252/Eternal.V52.2019.A13>
- Liaghat, F., & Latif, F. (2013). The Study of the Inconsistency between ESP and General English Course Syllabi for the Persian Literature Major. *Theory and Practice in Language Studies*, 3(2). <https://doi.org/10.4304/tpls.3.2.318-323>
- Loeb, S., Dynarski, S., McFarland, D., Morris, P., Reardon, S., & Reber, S. (2017). Descriptive Analysis in Education: A Guide for Researchers. NCEE 2017-4023. *National Center for Education Evaluation and Regional Assistance*.
- Long, M. (2005). *Second language needs analysis*. Cambridge University Press.
- Luo, J., & Garner, M. (2017). The challenges and opportunities for English teachers in teaching ESP in China. *Journal of Language Teaching and Research*, 8(1), 81.
- Mappiasse, S. S., & Sihes, A. J. B. (2014). Evaluation of English as a Foreign Language and Its Curriculum in Indonesia: A Review. *English Language Teaching*, 7(10), 113-122.
- Nuemaihom, A. (2017). Roles of Need Analysis in English for Specific Purposes (ESP). *Interdisciplinary Management Journal, Faculty of Management Science, Buriram Rajabhat University*, 1(1), 35-42.
- Nunan, D., Candlin, C. N., & Widdowson, H. G. (1988). *Syllabus Design*. OUP Oxford. <https://books.google.co.id/books?id=xp7h2xT907kC>
- Paltridge, B., & Starfield, S. (2014). *The handbook of English for specific purposes*. John Wiley & Sons.
- PDDikti. (2022). *Program Studi*. Kemdikbudristek. Retrieved April 27th from <https://pddikti.kemdikbud.go.id/search/PGSD%20Pendidikan%20Jasmani>
- Pham, H. A., & Ta, B. T. (2016). Developing a theoretical framework for ESP teacher training in Vietnam. *The Asian ESP Journal*, 12(1), 66-84.
- Raja, R., & Nagasubramani, P. C. (2018). Impact of modern technology in education. *Journal of Applied and Advanced Research*, 3(1), S33-S35. <https://doi.org/10.21839/jaar.2018.v3iS1.165>
- Richards, J. C. (2001). Needs analysis. In *Curriculum Development in Language Teaching* (pp. 51-89). Cambridge University Press. <https://doi.org/10.1017/cbo9780511667220.005>
- Saragih, E. (2014). Designing ESP Materials for Nursing Students Based On Needs Analysis. *International journal of Linguistics*, 6(4), 59. <https://doi.org/10.5296/ijl.v6i4.5983>
- Shuhong, G. (2004). Teacher's role in English Autonomous Learning. *Journal of East China Jiao Tong University*, 6.

- Starkey, L. (2011). Evaluating learning in the 21st century: a digital age learning matrix. *Technology, Pedagogy and Education*, 20(1), 19-39. <https://doi.org/10.1080/1475939x.2011.554021>
- Supriyadi, T., Julia, J., & Firdaus, E. (2019). The problems of gender equality: A reconstruction of Islamic doctrine. *Journal of Social Studies Education Research*, 10(2), 91-110.
- Takaaki, K. (2006). Construct validation of a general English language needs analysis instrument. *Shiken: JALT Testing & Evaluation SIG Newsletter*, 10(2), 1-9.
- Tirziu, A.-M., & Vrabie, C. (2015). Education 2.0: E-Learning Methods. *Procedia - Social and Behavioral Sciences*, 186, 376-380. <https://doi.org/10.1016/j.sbspro.2015.04.213>
- Trilling, B., & Hood, P. (1999). Learning, technology, and education reform in the knowledge age or "we're wired, webbed, and windowed, now what?". *Educational technology*, 5-18.
- Walliman, N. (2005). *Your research project: a step-by-step guide for the first-time researcher*. Sage.
- Weinberger, A., Fischer, F., & Mandl, H. (2002). Fostering individual transfer and knowledge convergence in text-based computer-mediated communication. Computer support for collaborative learning: Foundations for a CSCL community. Proceedings of CSCL,
- West, R. (2008). Needs analysis in language teaching. *Language teaching*, 27(1), 1-19. <https://doi.org/10.1017/s0261444800007527>
- Wongsothorn, A., Hiranburana, K., & Chinnawongs, S. (2002). English Language Teaching in Thailand Today. *Asia pacific journal of education*, 22(2), 107-116. <https://doi.org/10.1080/0218879020220210>
- Zhu, W., & Liao, F. (2008). On Differences between General English Teaching and Business English Teaching. *English Language Teaching*, 1(2), 90-95.
- Zhu, W., & Liu, D. (2014). Study on the Theoretical Foundation of Business English Curriculum Design Based on ESP and Needs Analysis. *Higher Education Studies*, 4(1), 68-74. <https://doi.org/10.5539/hes.v4n1p68>