

Department of International Studies Needs Analysis for Curriculum Building

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In 2018, the Department of International Studies was at a crossing. With a new Skills Coordinator and two new skills teachers, both of whom had many years of experience teaching English for Academic Purposes (EAP), there were an abundance of ideas about what we were teaching in the pre-study abroad EAP skills classes. Among these ideas, the loudest was the need to reform the pre-study abroad second-year curriculum with objectives geared toward developing students' skills for accomplishing tasks often encountered when studying abroad.

These classes had changed over the years. Through spring semester of 2015, in Integrated Speaking 3 (IS3) discussion and presentation were the focus and in Integrated Writing 3 (IW3) students chose a topic, researched it, and then wrote a 2000-word essay about it (see Appendix 1). However, doing this in tandem with developing their Tutorial research plan in Seminar in International Studies 3 (SIS3) was seen as overburdening students and the SIS3 poster sessions showed that students were lacking some understanding about appropriate research methods. This led, in 2016, to IS3 and IW3 becoming a CLIL course where two qualitative (interviewing and textual analysis) and two quantitative (coding and surveys) research methods were introduced and practiced from 2016 (see Appendix 2). While this knowledge was needed for their Tutorial research

and eventually Senior Seminar research, it was believed to come at a sacrifice.

These 2016 and 2017 second-year students were leaving Japan having never written an academic essay, a skill that this research will show is commonly done abroad but is found difficult. Such tasks demand skills in not just writing, but also reading and academic conventions for avoiding plagiarism, a vital academic skill both for writing and for giving academic presentations. These and other fundamental skills were being left to be developed once students arrived at their host institutions and it was thought that this may be posing more challenges for students wanting to matriculate into academic classes where they can earn transferrable credits, as almost all students work to do.

Meanwhile, in their first year, students were receiving some academic skill training in their Seminar in International Studies I and II courses, but these classes were simply introducing the skills, not provide a practical application beyond a few activities that just scratched the surface and provide little feedback or follow-up. For example, things like notetaking for readings and lectures were covered in just one 90-minute class each, leaving students little time to practice or develop a deep understanding of what strategies work well for them, let alone automaticity in using them. Therefore, it was thought that developing skills like this would fit well into the second-year pre-departure EAP-focused classes. However, before doing so, it was determined that conducting a needs analysis (NA) could provide a more precise understanding of what skills students were engaging in frequently and finding challenging when abroad. Therefore, with the financial support of an internal Doshisha Women's College grant, this project was launched.

Using a survey, interviews, and assignment analysis, this research uncovered which Speaking, Listening, Writing, and Reading skills students needed, along with their pre-departure wants to reveal that while many tasks are frequently done abroad and thus warrant inclusion in the curriculum, the ones which need the most focus due to their difficulty are developing students' discussion skills, lecture listening and note-taking skills, reading skills for authentic and academic texts, and academic essay writing skills. It also revealed the integrated nature of academic tasks, specifically the way listening affects speaking and reading affects writing, and the common issue of vocabulary lacks affecting every skill. Using these results, new objectives for the second-year EAP course could be created, while opportunities to introduce skills in the first year were sought so that a spiral curriculum could be implemented.

Literature Review

First, definitions of EAP and NA will be given and then, a review of previous NA research will be presented.

EAP

Due to the study abroad requirement in the Department of International Studies, Skills courses can be described as aiming to develop students' English competence generally, but more specifically their English for Academic Purposes (EAP), a branch within English for Specific Purposes (ESP). ESP programs tailor their course's aims and content towards what the learners need (Richards & Schmidt, 2010) and these often relate to work or study needs, narrowing the focus more than a general English course (Basturkmen, 2010).

EAP, as Basturkmen (2010) explains, is just one branch of ESP, with EAP being further divided into the sub-branches of English for General Academic Purposes (EGAP) and English for Specific Academic Purposes (ESAP). Within EGAP, students are learning English for things like general academic writing and speaking, as opposed to English writing and speaking for nurses as may be the case in an ESAP program. Widdowson (1983) describes ESP as having either a wide-angle or narrow-angle approach of which EGAP falls into the former, where course design should consider both students' competence and capacity. Competence is defined as the knowledge of the language and when to use it in different social situations, while capacity is the ability to make meaning by modifying one's knowledge as language users encounter and cope with new language in new situations (Widdowson, 1983).

Needs Analysis

Needs analysis (NA) is considered by Brown (2009) to be the starting point for establishing a "defensible curriculum" which satisfies all stakeholders because it meets the "learning and teaching requirements" demanded by the context in which students and teachers are involved (p. 4). Therefore, the learning needs of specific student groups are determined and then fed into the design of a curriculum to meet those needs (Brown, 2016). In other words, needs lead to the creation of course objectives, which are used to develop learning modules (Bruce, 2015).

Hyland (2006) explains that needs cover various aspects, including students' goals, backgrounds, language levels, reasons for enrolling in the class, preferences for learning and being taught, and the contexts in which they will have to communicate; "needs can involve what learners know,

don't know, or want to know" (p. 76). To put it more simply, as Hutchinson & Waters (1987) express, NA can uncover students' necessities, lacks, and wants.

Long (2005) argued for NA research to include multiple information and data collection methods to triangulate data, believing that to validly uncover students' needs a single source is insufficient. Serafini et al. (2015) developed this and created an NA methodology checklist, reflecting their belief that it should 1) use sources from inside (i.e., in-service learners) and outside (i.e., from the target context) 2) collect qualitative and quantitative data, first through open/inductive and then closed/deductive methods with tools that are piloted, and 3) triangulate data in a *source x method* approach, whereby not only are multiple sources used but the same data source should be explored through multiple methods; for example, learners (source) are both surveyed and interviewed (methods). Through these steps, they believe that learner needs will be accurately identified and the learning tasks which evolve from those needs will be able to address what is really required for learners to successfully function in their specialized target situations. While this is the recommended standard in NA research, it is worth noting that Caplan and Stevens' (2017) NA research for overhauling the EAP curriculum at the University of Delaware diverged; however, their systematic and thorough analysis uncovered various weaknesses by including qualitative and quantitative mixed methods, various sources, and analysis with a triangulated approach, thus making their curricular redesign "likely still justified" (Smith et al, 2022, p. 82).

In the following section, how this research included insider and outsider sources of information, used a mixed method approach, and triangulated data will be explained.

Methodology

Here the research design will be introduced and participant information shared.

First, to create the survey, the skill tasks to include were derived by coding the ESL curriculums shared by 14 of our 22 partner institutions, giving an outside source of information from which to understand task demands abroad. This revealed the common academic Speaking, Listening, Writing, and Reading skills taught to prepare students for AC class matriculation at those institutions. Once the survey was drafted, eight students who had recently returned from study abroad took the survey and were interviewed to check the survey's validity and learn more about their experiences. Using that data, 21 questions were created in Survey Monkey (see Appendix 3).

In sum, Question 1 (Q1) asked for consent, followed by three biographical questions (Q2, Q3, Q4), 14 closed questions related to the four skills, and finally, two open-ended questions asked about their wants before leaving for SA (Q20), and anything else they wished to tell us about their study abroad experience (Q21). In the 14 closed questions about individual English skills, students were asked the frequency (Q6, Q8, Q10, and Q16) and difficulty (Q7, Q9, Q11, Q17) of various Speaking, Listening, Writing, and Reading skills. They were also asked about the difficulty (Q12) and frequency (Q13) of writing references and citations, their reasons for making notes on readings (Q14), essay lengths (Q15), citation styles (Q18), and lecturers' slide delivery (Q19). Answer items for frequency were Often, Sometimes, or Never; for difficulty, they could choose Very difficult, Difficult, A little difficult, Not difficult, and NA/I didn't do this.

All interview participants signed bilingual interview consent forms and then were interviewed for an average of 42 minutes. All questions were asked in Japanese and students mainly answered in Japanese, though they would sometimes switch to English and the interviewer would adjust her language accordingly. The interviewer began by asking about the courses they took, then asked about their wants from Q20, and finally moved to the questions about specific skills which they answered they did frequently but found difficult or very difficult. Additionally, four of the eight students interviewed also shared assignments including syllabi, assignment tasks, and completed writing tasks and presentation slides from both ESL and AC classes, providing an additional source for triangulating the survey and interview data.

After, the survey was updated and using a LINE group comprised of all third-year students, a link to the final survey was sent. Between August and September 2019, 49 (N=49) of the remaining 84 students completed it. While not a perfectly even spread across skills classes, it is considered representative with an almost even split between higher (A-D) and lower (E-H) levels at 25 and 24 respectively. In addition, these students attended 18 different host institutions, where, as a rule, no more than five students can attend one school, again lending that this is a representative group.

These students were from the 2017 first-year cohort who studied abroad from their second year in Fall 2018 to Spring 2019 of their third year. As first-years, they received 270 hours of English skills instruction and 67.5 hours as second-years in their third semester. Their TOEFL iBT scores averaged 56.2, ranging from 71.8 to 50.1 points and all studied abroad in inner-circle countries (Kachru, 1985) for eight months to a year. 90% of these students took both ESL courses and AC classes. Two students only

took ESL and three students went straight into AC courses.

In the survey and interviews, the frequency and difficulty of skills was the focus as it was believed that the gap between what they were prepared to do and what they had to do would be revealed. Ultimately, it was thought that if a significant number of students had to do the skill frequently, but found it difficult, then more skill instruction pre-departure was needed; whereas, if the skill was done frequently but with little difficulty, then pre-departure instruction could remain or be modified based on revelations from students' stated wants and interview comments. In fact, the interview data provided insight into why the skills were challenging, shedding light on how to focus objectives which would be created as a result. Likewise, analysis of their assignments provided additional information about the reading, writing, and presenting tasks they engaged in, contributing further ideas for homing objectives. This data will be shown next and considering the results EAP curriculum objectives will be discussed, before commenting on the ripple effect this had beyond the EAP course.

Results

The Speaking, Listening, Writing, and Reading results from the survey, interviews, and students' task analysis will be explained here, starting with the survey results to Question 20 revealing students' wants, and then moving to each skill. In Tables 2, 3, 4, and 5, the percent of students who answered "NA/I did not do it" was omitted as they are the students who answered "never" in the previous frequency questions.

Students' Wants

While survey Question 20 was towards the end of the survey, in the interviews, it was one of the first question asked about, so it will be presented here first in Table 1. By coding the 42 answers that showed what students wished they had done more before studying abroad, speaking was mentioned 25 times, followed by 14 asking for more writing. Reading and listening were stated just four and two times respectively.

Table 1

Question 20: What do you wish you had done more in your classes at DWC before going abroad to better prepare you for your study abroad experience?

Speaking Comments (25)

Discussion (13)	practice having discussions, learn how to, do discussions about AC topics and culture, do about AC reading texts
Daily conversation (7)	greetings, small talk, practice
Other (5)	not TOEFL speaking, more speaking practice (unspecified), speaking in front of more people

Writing Comments (14)

Essays (6)	academic essays, longer essays, more essays, writing in a shorter time
APA (5)	citations, formatting
Other (3)	different types of essays, summaries, more writing (unspecified)

Reading Comments (4)

Text Types (2)	different genres (not just academic texts), AC texts, longer texts
Skills (2)	quickly skimming for important information, discussing readings

Listening Comments (2)

Skills (2)	notetaking, practice (unspecified)
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Speaking Task Results

Below, the results of both the frequency and difficulty of the 11 speaking tasks are explained followed by interview and task analysis data.

Table 2 below shows that leading group discussions was done the least

Table 2*Speaking Task Frequency and Difficulty*

Speaking Tasks	Frequency %			Difficulty %			
	Often	Sometimes	Never	Very difficult	Difficult	A little difficult	Not difficult
Daily conversations							
local people	75.5	24.5	0	0	12.2	59.2	26.5
other Ss outsideclass	69.4	28.6	2	0	16.3	51	32.7
host family/ roommate	87.8	6.1	6.1	0	18.4	42.9	32.7
Discussions							
in small groups	61.2	38.8	0	20.4	38.8	32.7	8.2
preparing for	36.7	55.1	8.2	24.5	40.8	22.5	4.1
with whole class	32.7	44.9	22.5	28.6	26.5	18.4	2
leading	0	53.1	46.9	26.5	16.3	14.3	2
Presentations							
with slide tool	51	44.9	4.1	12.2	30.6	44.9	10.2
alone	40.8	46.9	12.2	6.1	34.7	49	4.1
in group	26.5	63.3	10.2	24.5	30.6	30.6	6.1
Professors							
in office	22.5	59.2	18.4	2	10.2	36.7	36.7

Note: Q6. How often did you have to do these speaking skill, activities or tasks? Q7. How difficult for you were these speaking skills, activities or tasks?

often. In fact, no one answered “often”, just over half (53.1%) answered “sometimes,” and almost half (46.9%) answered “never.” Of those who did it, 26.5% thought it was “very difficult,” 16.3% said “difficult,” and 14.3% answered “a little difficult.”

Conversely, students often did daily conversation tasks, including speaking to a host family member or roommate (87.8%), speaking to local people (75.5%), and speaking to other students outside of class (69.4%). Participating in small group discussions (61.2%) was also done “often,” followed by giving a presentation using a presentation tool (51%). For all of these, students answered “sometimes” the next most and no one answered “never” to speaking to local people or participating in small group discussions. Regarding the difficulty of these tasks, results show that students

mostly did those from the daily conversation category with little or no difficulty. However, while 32.7% rated small group discussions as “a little difficult,” 38.8% reported them as “difficult” and 20.4% of students said they were “very difficult,” representing the majority.

Next, students said they mostly did presenting in a group (63.3%), speaking with a professor in their office (59.2%), preparing for discussions (55.1%), participating in whole class discussions (44.9%), and presenting alone (46.9%) “sometimes,” though “often” was the next most frequently answered. Presenting in a group shows an equal split between “difficult” and “a little difficult” at 30.6% each, while 24.5% answered it was “very difficult.” On the other hand, 36.7% of students each said “a little difficult” and “not difficult” when reporting about speaking to a professor in their office. The difficulty of preparing for discussions appears to have been “difficult” (40.8%), “very difficult” (24.5%), and then “a little difficult” (22.5%). Participating in whole class discussions is reported to be “very difficult” at 28.6%, then “difficult” at 26.5%, and “a little difficult” at 18.4%. Finally, students saw presenting alone mostly as “a little difficult” (49%) and “difficult” (34.7%).

For Speaking it is clear that students often and then sometimes did daily conversation tasks, discussion in small groups, and presenting with a tool. Of these, discussion tasks were reported as being difficult. Looking back at students’ wants, Table 1 shows that daily conversation was the second most mentioned, while want for more discussion was declared in 25 of the 42 Question 20 answers, supporting the frequency and overall difficulty students reported. To understand these findings further, students’ comments from interviews will be shared to understand what was difficult about various speaking tasks.

According to the interviewed students, who were asked about tasks they

answered were done often but were difficult or very difficult, daily conversation speaking difficulty revolved around not knowing how to start. Student 2 said about her roommate,

Finding something we both liked to talk about was difficult. Like, people there aren't interested in Japanese and for me asking a question about Canadian culture is difficult, or not a question, but like just to talk, how do I start?

This was similar to her difficulty in going to a professor's office for help. She said, "So, it was difficult to go, though, because...what should I say at first?" This situational language was not known to her, though she reported finding ways by Googling which made it easier.

Next, difficulty with speaking in discussions, whether in small groups or whole class, seemed to revolve around issues like not understanding others, especially when they went off topic, lacking receptive and productive vocabulary, not having topic knowledge or knowledge related to Japan, being worried of saying the wrong thing leading to being thought of as rude, or embarrassing themselves if their English was insufficient. Another reason was students saying that they lacked an opinion, be it because of not being able to think critically about the readings in preparation or just not having one. Speaking in group presentations was said to be difficult because it is hard to work with some people. For example, Student 7 said that prior to her group's presentation, her local-student partners ignored her text messages. They focused only on their parts and in the presentation talked so much it left her too little time. For presenting with slides, difficulty came down to slides needing references and citations.

To summarize speaking, it seems that with the exception of leading discussions, students encountered all of these tasks enough to warrant a look at where and how much they should be included in the DIS pre-departure curriculum, but particularly justified the inclusion of class discussion objectives in the EAP curriculum.

Listening Task Results

Listening task results will be shown here, starting with the survey data, and moving to interview data.

Table 3 below shows that the majority of students did all of the listening tasks often, though the difficulty varied. First, 100% of students engaged in listening to daily conversations “often.” 49% of students reported it being “a little difficult” and 26.5% believed it was “not difficult.” Next, listening to lectures was overwhelmingly done “often” by 93.9% and the remaining 6.1% said “sometimes.” The majority, however, reported this task as challenging with 42.9% answering “difficult” and 16.3% saying “very difficult.” Though 40.8% said this was “a little difficult,” no one said it was “not difficult.” For taking notes on lectures, again, no one answered “never,” while 77.6% said “often” and 22.5% said “sometimes”; more found it “very difficult” (10.2%) or “difficult” (44.9%), than “a little difficult” (34.7%) and “not difficult” (10.2%).

Likewise, no one answered “never” to the tasks of listening in small group discussions; instead, three quarters “often” listened to discussions in small groups and the remaining students did it “sometimes.” While frequently done, it was reported as “a little difficult” by 49% and “not difficult” by 6.1%, representing the majority, though 34.7% reported it being “difficult” and 10.2% reported it being “very difficult.” Next, while 14.3% said they “never” listened in whole class discussions, 75.5% answered “often”

Table 3*Listening Task Frequency and Difficulty*

Listening Tasks	Frequency %			Difficulty %			
	Often	Sometimes	Never	Very difficult	Difficult	A little difficult	Not difficult
Daily conversations							
listening to	100	0	0	2	22.5	49	26.5
Discussions							
listening in small groups	75.5	24.5	0	10.2	34.7	49	6.1
listening in whole class	75.5	10.2	14.3	12.2	30.6	40.8	0
Presentations							
listening to other Ss'	63.3	32.7	4.1	12.2	26.5	42.9	16.3
Lectures							
listening to	93.9	6.1	0	16.3	42.9	40.8	0
taking notes on	77.6	22.5	0	10.2	44.9	34.7	10.2
Staff & Admin							
listening to	55.1	40.8	4.1	4.1	16.3	53.1	22.5

Note. Q8. How often did you have to do these listening skills, activities, or tasks? Q9. How difficult for you were these listening skills, activities, or tasks?

and 10.2% said they did it “sometimes.” No one answered, “not difficult,” and even though most answered “a little difficult” at 40.8%, 30.6% found it “difficult” and 12.2% found it “very difficult,” revealing that a narrow majority found it more challenging than not.

Finally, listening to school staff was done “often” by 55.1% of students, “sometimes” by 40.8% and “never” by 4.1%. This common task seemed easier with the majority saying “a little difficult” (53.1%) or “not difficult” (22.5%). Similarly, while listening to other students’ presentations was done “often” by 63.3%, “sometimes” by 32.7%, and “never” by 4.2%, it was also seen mostly as “a little difficult” (53.1%) and “not difficult” (22.5%).

For listening, it seems that listening to lectures and taking notes on lectures were both done often and with difficulty, as was listening to whole class discussions. Conversely, listening to daily conversations while done

mostly often was not overly challenging for most, nor was listening to other students' presentations or to school staff. Listening to discussions in small groups was reportedly done more often than in whole groups, though listening to small group discussions appeared to be a little easier. Looking back at students' wants in Questions 20, however, shows that only two students reported wanting more listening pre-study abroad. Student interview data will now help to parse where the difficulties lay.

About listening to lectures and notetaking, interviewed students mentioned how fast the lecturers would speak and that lectures without slide support were difficult. Despite, even with slides, it was hard because as Student 7 said, "the lecturer would speak fast and would go onto the next slide, and while I wanted to take notes while looking...they would advance so quickly...I had to write it quickly." Student 5 echoed this while adding difficulty caused by unknown vocabulary and concepts,

So, in the business class...there were so many words, etc. that I didn't understand...I'd try to look up a word...but the teacher would have progressed in the lecture. The business concepts, too, were hard...And having no background knowledge, I needed to investigate, but even in Japanese, I couldn't understand.

Additionally, no matter what type of listening students were doing, be it in or out of class, students struggled with slang and accents. Student 7 said, "when I spoke with native students...It was difficult to understand their slang...Also, accents, like Chinese accents, a lot of accents...or like even though they are American...they have...New York accent, Texas accent..."

In sum, listening tasks were difficult due to speakers' talking speeds,

accents, and slang or to listeners' lack of linguistic or topic knowledge. In fact, some of what hindered students participating in speaking tasks as presented above, were caused by these listening lacks. This shows the integrated nature of EAP tasks and the need for the EAP curriculum objectives to help build students' competence and capacity for both skills and vocabulary encountered in content courses abroad and in Japan, further revealing a need for such strategy training in class activities.

Writing Task Results

Writing task results will now be reported with survey results first and then interview and task analysis data explained.

As shown in Table 4 below, writing skills which were done by most "often" were writing academic essays (77.6%), emailing professors (59.2%), and writing citations (71.4%) and references (66.7%). For each, students answered "sometimes" the next most. For those which were done mostly "sometimes," timed essays on a test (57.1%), writing a summary of a reading (51.0%), emailing staff (51%), and writing in an online forum (49%) appear with "often" being the next most. Writing research papers was done "sometimes" or "never" in equal percentages (36.7%), which are both more than did it "often" (26.5%). More students answered that they "never" wrote a summary of a lecture (30.6%) than did that "often" (28.6%), though the majority had to do this "sometimes" (40.8%).

The difficulty of the writing tasks reveals that producing an academic essay was the most difficult with 42.9% answering that it was "difficult" and 28.6% saying it was "very difficult." Meanwhile, emailing a professor was "not difficult" (51%) or a little difficult (40.8%). For writing citations, similarly the majority thought it was "a little difficult" (36.7%) or "not difficult"

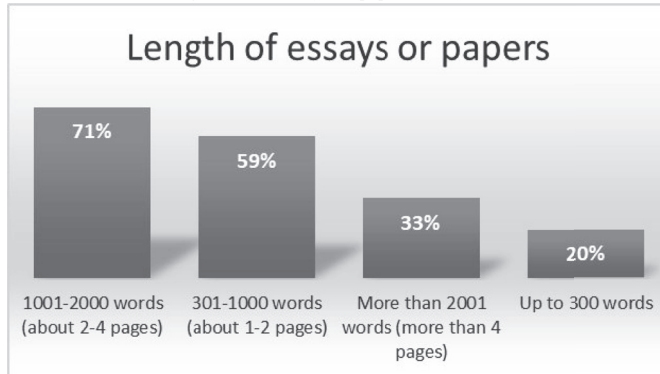
Table 4
Writing Task Frequency and Difficulty

Writing Tasks	Frequency %			Difficulty %			
	Often	Sometimes	Never	Very difficult	Difficult	A little difficult	Not difficult
Essay/Paper							
academic essay	77.6	18.4	4.1	28.6	42.9	22.5	2
timed essay on a test	34.7	57.1	8.2	24.5	34.7	26.5	6.1
research paper	26.5	36.7	36.7	20.4	24.5	14.3	2
Summary							
of a reading	38.8	51	10.2	4.1	44.9	30.6	8.2
of a lecture	28.6	40.8	30.6	6.1	34.7	28.6	8.2
Online							
email prof	59.2	38.8	2	0	6.1	40.8	51
email staff	42.9	51	6.1	0	4.1	34.7	55.1
online forum	26.5	49	24.5	2	20.4	32.7	22.5
Referencing & Citation Tasks							
writing citations	71.4	26.5	2	6.1	24.5	36.7	30.6
writing references	66.7	29.2	4.2	4.1	34.7	30.6	24.5

Note. Q10. How often did you have to do these writing skills, activities, or tasks? Q11. How difficult for you were these writing skills, activities, or tasks?

(30.7%), and although for the difficulty of writing references most answered “difficult” at 34.7%, 30.6% answered it was “a little difficult” and 24.5% said references were “not difficult,” representing the majority. Nearly 60% said writing timed essays on a test was “difficult” or “very difficult.” Combining those who answered “difficult” and “very difficult,” half found writing a summary of a reading (44.9%, 4.1%) or lecture (34.7%, 6.1%) challenging. Finally, emailing staff was seen as the least difficult with 55.1% saying “not difficult” and over 50% seemed to think writing in an online forum was also less challenging.

Essay lengths. Below, Figure 1 reveals that most essays or papers were between 1001 and 2000 words (71%), followed by 301-1000 words (59%), 2001 or more words (33%), and just up to 300 words (20%).

Figure 1*Question 15: How long were the essays or papers that you had to write?*

It seems that the one task which was done both often and with difficulty was writing academic papers. Students reported in the survey that these tended mostly to be from 1001 to 2000 words in length and then 301 to 1000 words. While done sometime more than often, producing answers to essays on a timed test, was also seen as more difficult than not, as were writing summaries of readings and lectures.

Analyzing materials that the four students submitted shows tasks across different writing genres, including reading responses with as few as under 100 words and up to 650 words, “diaries” that were between almost 800 and 1150 words which asked the student to analyze or compare and contrast. There were also several academic essays, varying in length from over 300 and up to more than 2000 words. Finally, there was one research report which was over 1500 words. Most of these entailed a combination of expository writing, analysis, comparison and contrast, summary writing, and argumentative styles. They also commonly had citations with anywhere from one to seven references, though three to four was the norm.

In the interviews, Student 4 summarized many points raised in just one

statement, "So like we had to paraphrase, use quotations, say 'According to so and so,' and write the citation and reference. It was so hard. And we had to write like 1000 to 1200 words." For references and citations name order was mentioned as difficult. In the interview when asking about Question 20, three of the eight said they wanted more citations and references.

In terms of writing essays, however, there was also how students approached writing that seemed to challenge them. Student 2 said,

I would write what I thought and the teacher would say it wasn't right. I was told that it was better to write by looking at what I was researching more from different perspectives than from the direction I chose. But, I had only ever written essays where I chose what to argue. So it was difficult to write there's this and there's that, or there's this but there's also that and of course this is the stronger idea. I really had to think hard about how to do it.

Or student 8 said, "And once I wrote, the teacher said, 'Where is the proof?' Just it felt like everything was proof, proof, proof so I had to re-write so much." These two students seem to have gone abroad without understanding how to approach writing academically, which led to more work.

Vocabulary was also mentioned here. Again, Student 4, who did peer writing review in her ESL class said, "Everyone knew academic words, whereas I didn't. And transition words, or synonyms...I had a hard time with those...I realized my knowledge of vocabulary was poor and felt disappointed..." Additionally, Student 1 mentioned that answering essay

questions on timed tests was challenging because of not being able to look up words in the dictionary. Similarly, how speaking is affected by not understanding language and concepts when listening, Student 5 said, “Reading made writing difficult.” This will be explored more in the reading section next.

This section shows that writing academic essays was done mostly often and with difficulty. While the survey results showed that tasks like writing citations and references were not as difficult, interviews revealed that having to use them contributed to the difficulty, along with students’ inexperience with academic writing. Additionally, lacking lexical knowledge contributed to their struggles to both write and understand reading texts related to writing. The latter shows that reading influences writing task difficulty. Finally, the analysis of students’ assignments supported survey data showing students wrote longer essays, and showed the prevalence of different types of writing tasks and the need to use referencing. From this, the need for academic essay writing objectives to be included in the EAP curriculum was confirmed, and the need for reading skill integration was highlighted. Next, reading results will be reported.

Reading Task Results

Here, the reading task survey, interview, and assignment analysis results will be shown.

Table 5 displays the frequency and difficulty with which students read three different types of texts and took notes. All three types were mostly read “often” and then “sometimes,” including ESL textbooks read “often” by 65.3%, academic class textbooks by 59.2%, and authentic materials by 49%. Finally, 46.9% of students took notes on readings “often” followed by

Table 5
Reading Task Frequency and Difficulty

Reading Tasks	Frequency %			Difficulty %			
	Often	Sometimes	Never	Very difficult	Difficult	A little difficult	Not difficult
Text							
academic class textbooks	59.2	38.8	2	22.5	46.9	22.5	2
authentic material	49	40.8	10.2	22.5	40.8	26.5	2
ESL textbook	65.3	24.5	10.2	2	12.2	44.9	32.7
taking notes on	46.9	36.7	16.3	2	20.4	40.8	20.4

Note. Q16. How often did you have to do these reading skills, activities or tasks? Q17. How difficult for you were with these reading skills, activities or tasks?

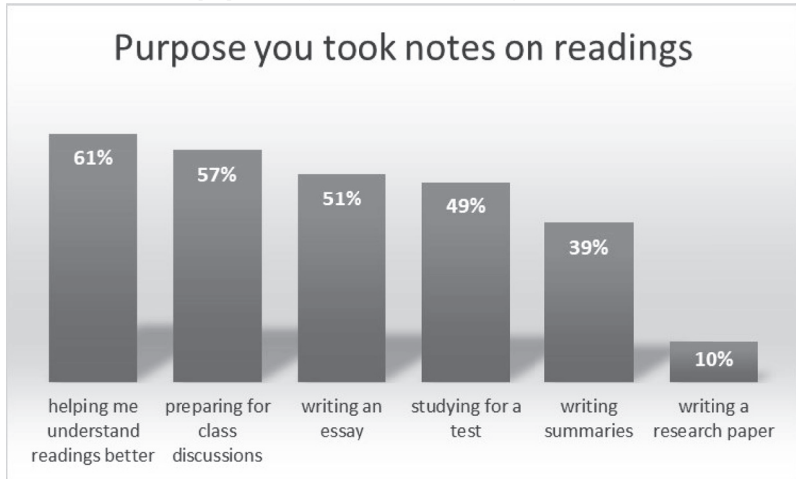
“sometimes.”

The biggest difference in difficulty lies between ESL textbooks versus academic textbooks and authentic texts. For students, ESL textbooks were mainly “not difficult” (32.7%) or “a little difficult” (44.9%). On the other hand, only 2% found academic and authentic materials “not difficult” to read, while most found them “difficult” at 46.9% and 40.8% respectively. Reading authentic materials seemed a little easier with 26.5% saying they were “a little difficult” and 22.5% saying they were “very difficult.” Reading academic textbooks, however, seems to have been the most challenging with an equal 22.5% saying they were “very difficult” and “a little difficult.” Taking notes on readings was seen by most as being “a little difficult” at 40.8% and then 20.4% answered notetaking was equally “difficult” and “not difficult.” Only 2% found it “very difficult.”

When asking students for the reasons they take notes on readings, as shown in Figure 2 below, the majority said it aids their understanding (61%) and over half, 57% and 51%, said it helped them to prepare for class discussions and write essays respectively. From there, 49% answered that they did this task to study for a test, 39% did it to write summaries of readings,

Figure 2

Question 14: For what purposes did you take notes on readings?



and just 10% used for research writing.

This data shows that reading of all three texts were done often but that academic textbooks and authentic materials posed the most challenge. It also showed that notetaking was commonly done but that students found it less challenging, and students did it mainly because taking notes aided their understanding and was useful for class discussion preparation and essay writing. Now, the interview data and analysis of students' submitted assignments will be shown.

Interviews showed two main points of difficulty: the amount of reading and unknown vocabulary. First, Student 2 said of the amount, "There was so much and there were times I had time to take notes and times I didn't," showing that some students may not have always had time due to their homework load. In terms of the load, Student 7 said, "I had a lot of reading, like 50-60 pages per week, but I also took other classes which gave me other readings and I could not finish them all." Looking at the students'

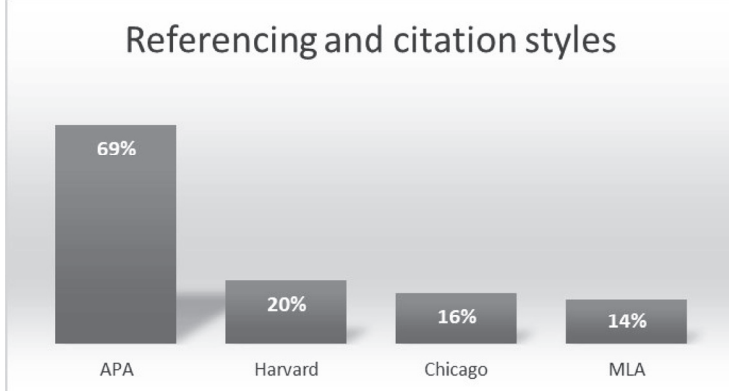
submitted work, PDFs of 21 readings from one AC class were found and the average page count was 27 pages with 56 being the longest text.

In terms of the difficulty of notetaking, Student 2 said, "...finding what was important was hard. Everything would start to look important because it was all new information for me." Meanwhile, the novelty of subjects also made reading authentic and academic textbook content hard because again students lacked the vocabulary. For example, Student 7 said, "Reading news articles...textbook as well, and academic articles... The vocabulary was the most difficult..." which Student 4 reiterated saying, "...since they are academic papers there is a lot of unknown vocabulary. So it takes a lot of time to really understand them. It was so tough." This was compounded by their not knowing about the topics in Japanese, as Student 5 commented about her textbook, "It had vocabulary on the side, but even in Japanese I didn't know the terms." Student 2 said her AC class textbook "was difficult because even in Japanese I didn't know. I would search the net or the dictionary, but couldn't find the word because it was a technical one."

In sum, the subjects' novelty made it both hard to decipher what to write down in their notes and to grasp the meaning of what they were reading. Despite all of this, going back to Table 1 above, only two students said they wanted more reading, and no one mentioned vocabulary. However, lacking knowledge of vocabulary is again contributing to task difficulty. With this, the need for authentic and academic reading task objectives was clarified and further supported the need to include objectives for developing students' lexical competence and capacity.

Figure 3

Question 18: How often did you have to do these citation-writing skills, activities, or tasks?



Citation styles

Finally, looking at Figure 3, APA style formatting and citing is most used at 69%, with Harvard (20%), Chicago (16%), and MLA (16%) being far less frequently used.

In survey Question 20, five of the 14 comments about writing were about APA or citations and in the interviews with students, this topic often came up, whether about writing or presenting. Student 6 said,

In terms of wanting to know the rules of PowerPoint, for example, learning that even just putting one picture on a slide we need a citation. And we have to understand how to write the reference correctly, like which site we got it from, the creator, etc because we have to write all of it and then at the end have a reference slide.

While making students aware of other styles is needed, practice of APA style is a clear need, warranting an objective in the EAP class curriculum.

Table 6

Aims	EAP Class Objectives
<i>Students should have skills to effectively...</i>	<i>By the end of the course, students should be able to effectively...</i>
Communicate with professors and classmates in class	Use discussion language to cope with rapid speech, unknown language, and accents, so they can actively participate in small group and whole class academic discussions with native and non-native speakers Independently develop and state their own opinions in discussions Critically evaluate their classmates' perspectives and arguments in discussions Use language to communicate their learning needs to professors in academic classes
Process and use academic reading and listening texts	Employ various strategies for using reading and listening opportunities to develop lexical knowledge Use listening opportunities to develop skills for coping with unknown accents Use reading strategies to understand and take notes on important information in longer and more academic readings Use listening strategies to understand lectures and take notes on important information Use text notes for academic writing and for participating in discussions
Follow academic conventions when writing and presenting	Avoid plagiarism by employing APA citation and referencing standards
Write academic texts	Write summaries on readings, employing strategies for paraphrasing and following summary writing structure Write a 700-1100 word argumentative academic essay, following proper APA structure and conventions

Conclusion

The data revealed that students went abroad prepared for tasks they reported doing often but with little or no difficulty. On the other hand, tasks that were done often but were reported as difficult or very difficult by most students made clear what they needed more. By triangulating these results with student interviews and evidence from assignments, a clearer picture of task types and difficulties was revealed, offering a more accurate basis for creating second-year EAP course objectives. Therefore, the aims and objectives in Table 6 were created for the EAP course.

Discussion of these objectives and how these influenced content in other classes will come next.

Discussion

Here, chosen objectives will be discussed to provide some details about implementation, how the objectives support both study abroad and home institution academic trajectories, and how some of these objectives have spiraled into other areas of the DIS curriculum. Finally, the limitations of this study and future study suggestions are explained.

Discussion of Objectives

In terms of in-class discussions, whole class discussions being more difficult than small group is no new finding (Kim, 2006), yet what was made clear are the reasons. First, they go to class having prepared only by reading what was provided by the teacher. This is useful if discussions stay on the reading, but students found discussions veering away from the topic completely or towards asking our students, "What about Japan?" Thus, in EAP, they need to develop discussion competence by having ideas to share, so asking students to do research outside of what teachers provide and making connections on their own to the Japanese context before coming to the discussion is necessary. In addition, students need practice using language for coping with the pragmatics of discussion, for example, when they stop being able to follow the discussion due to their own language or listening lacks or when they share but need to check listeners' understanding. Finally, they should be able to express their needs in order to help themselves when tasks or related skills pose a challenge.

For Listening, students reported lecture and whole class discussion lis-

tening as difficult because of the speed of speech, accents, and vocabulary. Therefore, developing strategies and practicing notetaking skills is needed, but it is not enough. Exposing students to different listening texts with naturally paced speech and different accents in the EAP course, so that they can practice employing strategies while learning to cope in those situations abroad, is also required. Furthermore, students need practice using listening as an opportunity to develop their vocabulary. Here, they also need to be able to ask for help and consideration from professors, for example, learning language for asking professors to share their slides or a list of vocabulary ahead of the lectures is needed.

Employing strategies for reading longer and more academic texts is also necessary; however, here, too, students need practice developing not only notetaking skills, which they reported as helping them to better understand the text, but giving students practice with tools for vocabulary development and seeking help in understanding concepts. Beyond this, they need skills for reading texts critically in preparation for both discussion and writing tasks.

Learning about and practicing academic essay writing, too, is required and to this end, paraphrasing and APA-style referencing skills must also be learned and practiced, while alerting students to the existence of other referencing styles which they may also encounter. Again, integrating reading and listening texts into these assignments where critical thought can be developed and displayed in presenting different sides and making conclusions based on evidence, is a necessary objective. Therefore, a final task consolidating these skills into a final writing assignment of 700-1100 words has also been added to the list of objectives. The argumentative genre was chosen because in such writing, being able to show both sides,

compare perspectives, and arrive at a conclusion are all included.

Contrasting the final objectives in Table 6 above and the objectives in Appendices 1 and 2, the biggest contrast seen is that the new objectives have been clearly explicated. These are no longer general statements as the old objectives were and thus leave less room for broader interpretation. Teachers now have clear statements about what students should be able to do to demonstrate their level of competence and these are clear across the department. Therefore, in the case of a complaint, for example, these can be referred to explicitly and teachers should be able to provide evidence of students' demonstrated competence or lack thereof. In addition, these objectives provide a guide for creating materials which demand students use strategies and skills for navigating, as closely as possible, tasks and their related difficulties, so that their study abroad classrooms are not the first place they encounter them.

Finally, these objectives are likely also significant because the results above show that the majority of students begin study abroad in ESL classes where similar EAP fundamentals are taught and practiced. As such, having demonstrated some competence here in our EAP courses already, they should at a minimum be set up to build upon those skills more confidently in their ESL classes abroad or ideally start in a higher-level ESL course to move more quickly to AC classes where they can earn credit. Furthermore, regardless of the classes they take abroad, upon return to Japan, they take English-medium content courses in the department, where all these skills are needed. Moreover, while not all students will write a research paper abroad, as the results showed, they are all required to do so to graduate from this department. Therefore, summarizing longer readings for entry into annotated bibliographies in their Senior

Seminar courses and writing academically are, for example, competencies that they will need in that process, regardless of whether they encountered such tasks in their host institution courses. It also cannot be overlooked that since the Covid-19 pandemic hit, some students have not gone abroad, instead earning credits within the department by taking content courses taught solely in English, thus requiring these same academic English competencies. In sum, regardless of where these tasks are encountered, students can experience them in this EAP course first.

Spiraling the Curriculum

Additionally, the belief of this researcher is that skills need to be taught how one may grow a plant. Ideas should be introduced in the way you plant a seed, cultivate it over time, and see it blossom. In this sense, the objective was to spiral the curriculum (Bruner, 1965) and help students to deal with the cognitive load of not only learning the necessary skills, but also learning them in English. In so doing, in the second-year EAP course, students could reencounter as many strategies as possible for application and analysis, by previously making students aware of what and why these are needed with quizzes to check their basic comprehension. It was decided that things like lecture and reading notetaking skills should remain, but that awareness of plagiarism and avoidance tips should be introduced in their first-year seminar course, while discussion should be introduced in their general English classes where topics are less academic but required them to form an opinion based on evidence they research. Having these experiences coming into EAP, it is thought, can reduce some of the novelty so students can focus on applying the skills in this class to tasks that mirror expectations abroad.

Limitations

This research has several limitations. First, there was no indication of how or when the host institutions' syllabi, which we coded and used as an outside source to understand tasks students are required to pass for matriculation to AC classes, were crafted. Thus, those objectives may have been outdated themselves. Additionally, while we are preparing students to be able to matriculate into AC classes, the range of classes and institutions are broad, making this a very general investigation and from afar. Next, while we did get over 50% of students to respond, it would have been more accurate had all students done so, and while over 50 initially responded the length of the survey may have fatigued them leading to incomplete responses. Additionally, Question 19 should have been worded differently because printed copies are an outdated method for delivering class materials in the digital age, thus it was dropped from the results section. Finally, to reduce errors, the difficulty questions should have been automatically skipped if students answered "Never" in the previous frequency question to ensure no one answered about difficulty despite saying they never did the task. Neither of these were recognized in the pilot.

Future Research

This study will need replicating and updating to account for more recent NA research findings, changes to higher education classes post-pandemic and into the future, and better understanding of NA research based on this experience. In addition, in repeating this study, comparing mean scores for ranking frequency and difficulty would be used instead of percentages. Next, the needs analysis could also be done within our own department,

looking at what students need to be successful in the content courses taken within the department pre-departure. Being closer to the context, observation and other methods could be used to create a stronger *source x method* approach to compliment analysis of students needs abroad. Finally, material and instructional efficacy still require research.

Conclusion

Through conducting a needs analysis to understand students' study abroad needs, it was found that students require better competence and capacity for participating in discussion tasks as both speakers and listeners, for lecture listening and notetaking, for reading academic textbooks and authentic texts, and for writing academic essays. Interview data shed light on how the integrated nature of these skills, like listening and speaking or reading and writing which are so often done in tandem, amplified the difficulties students had with these tasks. Therefore, it was decided that the second-year EAP curriculum would emphasize building students' abilities to effectively use language and strategies for improving their competence and capacity for these more difficult tasks. Furthermore, knowing the importance of these tasks and that some strategies could be introduced prior, a more spiraled pre-departure curriculum could be created so that these skills and strategies can be developed and practiced in increasingly difficult and integrated tasks, to more closely mimick those tasks students reported encountering abroad. While this researcher would never claim that this one EAP course or the more-spiraled curriculum are guarantees of an easeful transition to academic life abroad, it is believed that this curriculum is grounded in the best evidence currently at hand making it defensible, while also recognizing that this is just the beginning

of this research as students' needs will evolve alongside changes at the higher education level.

Acknowledgements

The author would like to thank her former colleagues, Professor Jeremy Cross and Assistant Professor Floyd H. Graham III for their significant contribution to this project. Dr. Cross' involvement in the study design, coding of partner institutions' syllabi, and materials contribution to help with initial delivery of some objectives, were crucial. Mr. Graham's participation in syllabi coding, making the survey, and co-presenting these results were all paramount to the completion of this research. Finally, I am grateful to Doshisha Women's College for the grant that funded this research.

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Appendix 1

2015 Objectives

Integrated Speaking 3 (IS3)

The main objective of this course is to help students to acquire the speaking skills they will need in order to effectively participate in academic settings in countries where English is the primary language. Students will develop their ability to actively take part in university lectures and discussion.

Integrated Writing 3 (IW3)

The main objective of this course is to help students to acquire the writing skills they will need in order to effectively participate in academic settings in countries where English is the primary language. Students' essay writing abilities will be augmented and expanded to include other essential knowledge required for completing university level reports and papers.

Appendix 2

2016 Objectives

Integrated Speaking (IS3)

The main objective of this course is to help students to acquire the speaking skills they will need in order to effectively participate in academic settings in countries where English is the primary language. Students will develop their ability to do public speaking. Students will prepare their Study Abroad Poster Presentation in this class.

Integrated Writing (IW3)

Students will write one annotated bibliography entry using the APA 6th edition Quick Guide to write a reference, learn the parts of an academic paper through analysis of a sample student essay, and be introduced to some basic research methods. Students will try coding and textual analysis and creating tools for surveys and interviews.

Appendix 3

Survey Questions

Page 1: Consent 同意書

Q1. Do you consent to allowing us to use your answers to help reform the skills classes and as part of our research? Please check 'yes' and continue the survey or 'no' and end the survey. Thank you! この研究のために、あなたの答えを私達が使用することを許可しますか。調査を続行するには「はい」をチェックしてください。調査を終了するには「いいえ」をチェックしてください。

Page 2: Biographical Information

Q2. Please enter your full name (Given Family, e.g., Catherine Oki). あなたの氏名を記入してください。(例、Catherine Oki)

Q3. Before studying abroad, which skills class were you in at DWC? 留学する前にどのスキルクラスに入りましたか。

Q4. During your study abroad which lessons did you take? 留学の間、どのコースを取りましたか。

Q5. Where did you study abroad? どちらの大学へ留学しましたか。

Page 3: Speaking スピーキング

Q6. How often did you have to do these speaking skill, activities or tasks: これらのスピーキングスキル、アクティビティ、タスクをどのくらいの頻度で行いましたか：

- giving a presentation using PowerPoint or another presentation tool (e.g. Prezi, Google slides)? パワーポイントなどを使ってプレゼンテーションをすること
- giving a presentation by yourself? 1人でプレゼンテーションをすること
- giving a presentation with 1 or more classmates? 1人以上のクラスメートとプレゼンテーションをすること
- preparing for academic discussions? アカデミックディスカッションの準備
- participating in small-group discussions of 2 or more people? 2人以上のクラスメートからなる少人数グループでのディスカッション

- participating in whole-class discussions? クラス全体でのディスカッション
- leading group discussions? グループディスカッションを主導すること
- speaking to a host family member or roommate in English? ホストファミリー又はルームメイトと英語で話すこと
- speaking to other students outside of class in English? クラス以外で他の学生と英語で話すこと
- speaking to local people using English (at a store, while traveling, etc)? 地域の人々と英語を話すこと (例: 店や旅行先等)
- visiting a professor in their office to speak about an issue or assignment from class. 授業の課題や問題について相談するために、教授のオフィスを訪問すること

Q7. How difficult for you were these speaking skills, activities or tasks: 以下のスピーキングスキル、アクティビティ、タスクは、あなたにとってどれほど難しかったですか:

- giving a presentation using PowerPoint or another presentation tool (e.g. Prezzi, Google Slides, etc.)? パワーポイントなどを使ってプレゼンテーションをすること
- giving a presentation by yourself? 1人でプレゼンテーションをすること
- giving a presentation with 1 or more classmates? 1人以上のクラスメートとプレゼンテーションをすること
- preparing for academic discussions? アカデミックディスカッションの準備
- speaking in small group discussions (2 or more classmates)? 2人以上のクラスメートからなる少人数グループで話すこと
- speaking in whole-class discussions? クラス全体でのディスカッションで話すこと
- leading group discussions? グループディスカッションを主導すること
- speaking to a host family member or roommate in English? ホストファミリー又はルームメイトと英語で話すこと
- speaking to other students outside of class in English? クラス以外で他の学生と英語で話すこと
- speaking to local people using English (at a store, while traveling, etc.)? 地域の人々と英語を話すこと (例: 店や旅行先等)
- visiting a professor in their office to speak about an issue or assignment from class. 授業の課題や問題について相談するために、教授のオフィスを訪問すること

こと

Part 4 LISTENING リスニング

Q8. How often did you have to do these listening skills, activities or tasks: これらのリスニングスキル、アクティビティ、タスクをどのくらいの頻度で行いましたか：

- listening to lectures? 講義を聞くこと
- taking notes on a lecture? 講義でメモをとること
- listening to presentations by other students? 他の学生のプレゼンテーションを聞くこと
- listening to what was said in small group discussions (2 or more classmates)? 2人以上のクラスメートからなる少人数グループでの発言を聞くこと
- listening to what was said in whole class discussions? クラス全体のディスカッションでの発言を聞くこと
- listening to daily conversations? 日常会話を聞くこと
- listening to school staff or administrators? 大学関係者や事務職員の話聞くこと

Q9. How difficult for you were these listening skills, activities, or tasks: 以下のリスニングスキル、アクティビティ、タスクは、あなたにとってどれほど難しかったですか：

- understanding lectures? 講義内容を理解すること
- taking notes on lectures? 講義でメモをとること
- understanding presentations by other students? 他の学生のプレゼンテーションを理解すること
- understanding what was said in small group discussions (2 or more classmates)? 2人以上のクラスメートからなる少人数グループでの発言を理解すること
- understanding what was said in whole-class discussions? クラス全体のディスカッションでの発言を理解すること
- understanding daily conversations? 日常会話を理解すること
- understanding school staff or administrators? 大学関係者や事務職員の話を理解すること

Part 5 WRITING ライティング

Q10. How often did you have to do these writing skills, activities or tasks: これらのライティングスキル、アクティビティ、タスクをどのくらいの頻度で行いましたか：

- writing a summary based on a lecture? 講義の要約を書くこと
- writing a summary based on a reading or other class materials (e.g. videos)? リーディングまたは他の教材（ビデオ等）の要約を書くこと
- writing in online forums (like Manabi, for example, on Moodle or Blackboard, writing your opinion or comment about a question or topic the teacher give for all students to exchange ideas about in the forum)? オンラインフォーラムに書くこと（まなびのような、例えば、ムードルやブラックボードで先生の出した質問やトピックについて自分の意見やアイデアを書いたり、他の生徒のコメントに返事したりする事）？
- responding to an essay question on a timed test? 時間制限のあるテストで論述問題に答えること
- writing an academic essay? アカデミックエッセイを書くこと
- writing a research paper? 研究論文を書くこと
- emailing a professor? 教授にメールを送ること
- emailing with school staff or administrators? 大学関係者や事務職員にメールを送ること

Q11. How difficult for you were these writing skills, activities, or tasks? 以下のライティングスキル、アクティビティ、タスクは、あなたにとってどれほど難しかったですか：

- writing a summary based on a lecture? 講義の要約を書くこと
- writing a summary based on a reading or other class materials (e.g. videos)? リーディングまたは他の教材（ビデオ等）の要約を書くこと
- writing in online forums (like Manabi, for example, on Moodle or Blackboard, writing your opinion or comment about a question or topic the teacher give for all students to exchange ideas about in the forum)? オンラインフォーラムに書くこと（まなびのような、例えば、ムードルやブラックボードで先生の出した質問やトピックについて自分の意見やアイデアを書いたり、他の生徒のコメントに返事したりする事）？
- responding to an essay question on a timed test? 時間制限のあるテストで論述問題に答えること

- writing an academic essay? アカデミックエッセイを書くこと
- writing a research paper? 研究論文を書くこと
- emailing a professor? 教授にメールを送ること
- emailing with school staff or administrators? 大学関係者や事務職員にメールを送ること

Q12. How often did you have to do these citation-writing skills, activities or tasks: 以下の引用ライティングスキル、アクティビティ、タスクをどのくらいの頻度で行う必要がありましたか：

- writing a reference list or bibliography? 参考文献一覧を書くこと
- using in-text citations [e.g. (Smith, 2018)]? 引用した文献を明記すること [例えば (Smith, 2018)]

Q13. How difficult for you were these citation writing skills, activities or tasks: 以下の引用ライティングスキル、アクティビティ、タスクは、あなたにとってどれほど難しかったですか：

- writing a reference list or bibliography? 参考文献一覧を書くこと
- using in-text citations [e.g. (Smith, 2018)]? 引用した文献を明記すること [例えば (Smith, 2018)]

Q14. For what purposes did you take notes on readings? (check all that apply) リーディングにおいてメモを取る目的は何でしたか。(該当するもの全てチェックして下さい)

- writing summaries. 要約を書く
- preparing for class discussions. クラスディスカッションの準備
- writing an essay. エッセイを書く
- writing a research paper. 研究論文を書く
- studying for a test. テスト勉強
- helping me understand readings better. より深い読解に必要
- I didn't take notes on readings. リーディングでメモは取らなかった

Q15. How long were the essays or papers that you had to write? (check all that you did) どのくらいの長さのエッセイ、研究論文を書く必要がありましたか。(該当するもの全てチェックして下さい)

- Up to 300 words 300語以下

- 301-1000 words (about 1-2 pages) 301～1000語（約1～2ページ）
- 1001-2000 words (about 2-4 pages) 1001～2000語（約2～4ページ）
- More than 2001 words (more than 4 pages) 2001語以上（4ページを超える）

Page 6 READING リーディング

Q16. How often did you have to do these reading skills, activities or tasks: これらのリーディングスキル、アクティビティ、タスクをどのくらいの頻度で行いましたか：

- reading materials in an academic class' textbook? アカデミッククラスの教科書を読むこと
- reading materials in an ESL class' textbook? ESLクラスの教科書を読むこと
- reading authentic materials (e.g., novels, newspaper articles, journal articles, etc.)? 本物の教材（例：小説、新聞記事、学術論文 等）を読むこと
- taking notes on reading materials? 読む際にメモを取ること

Q17. How difficult for you were with these reading skills, activities or tasks: 以下のリーディングスキル、アクティビティ、タスクは、あなたにとってどれほど難しかったですか：

- reading materials in an academic class' textbook? アカデミッククラスの教科書を読むこと
- reading materials in an ESL class' textbook? ESLクラスの教科書を読むこと
- reading authentic materials (e.g. novels, newspaper articles, journal articles, etc.)? 本物の教材（例：小説、新聞記事、学術論文 等）を読むこと
- taking notes on reading materials? 読む際にメモを取ること

Page 7 Final Questions 最後の質問

Q18. What citation format were you required to use in your classes abroad? (check all that apply) あなたの留学した大学の授業で使用しなければならなかった引用スタイルはどれでしたか。（該当するもの全てにチェックして下さい。）

- APA
- MLA
- Harvard
- Chicago
- N/A (I didn't have to cite my work in my assignments.) 課題に引用する必要がなかった。

- Other (please specify) その他（詳しく書いて下さい。）

Q19. For any classes that you took abroad, did you receive printed copies of lecture slides at the beginning of class? 留学中、教員は講義の始めにパワーポイントのコピーを印刷して配布しましたか。

- Yes はい
- No いいえ

Q20. What do you wish you had done more in your classes at DWC before going abroad to better prepare you for your study abroad experience? 留学を振り返って、留学前に DWC の授業でしておきたかったことは何ですか。

Q21. Anything else you want to tell us about your study abroad experience? 留学を振り返って、他に伝えたいことはありますか

Q22. If you would like to be informed of the results of this research, please write your email in the box below: 要望があれば、この研究結果をご報告する事ができます。その場合は、E-mail アドレスを下記にご記入ください。

Answer items for Questions 6, 8, 10, 12 and 16 above

- I NEVER did this. 一度もしていません。
- I SOMETIMES did this. 時々しました。
- I OFTEN did this. よくしました。

Answer items for Questions 7, 9, 11, 13, and 17 above

- It was not difficult. 全く難しくなかった。
- It was a little difficult. 少し難しかった。
- It was difficult. 難しかった。
- It was very difficult. 非常に難しかった。
- N/A (I didn't do this) しなかった。