
A Research-Informed Approach to Curriculum Development: Designing a Vocational English Course for a Specific Topic in Graphic Design

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Abstract

Since the inception of vocational secondary schools in Indonesia, the English curriculum for such schools has been considered general English rather than vocational English, which serves as the medium of English learning for the students' future work. This issue becomes a challenge for English teachers to design their courses to align with what has been mandated in the national curriculum and, simultaneously, the students' needs according to their major of study. To address this issue, this paper examines vocational English curriculum designs from the literature. It uses their insights to develop an English curriculum design for specific topics in a vocational secondary school context. Vocational English curriculum designs from two countries (i.e., Taiwan and Poland) and five ESP course development models from prominent academic studies were analyzed. The analysis concerns the four key aspects of ESP (i.e., needs analysis, learning objectives, materials and methods, and evaluation). This paper makes explicit the curriculum development processes in ESP courses and proposes a course design model for a specific topic in graphic design.

Keywords: Curriculum design, English for specific purposes, English for vocational purposes, vocational English

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1. Introduction

“To develop vocational education that is in line with the competency needs of graduate users (link and match), the Ministry of Education and Culture has made adjustments and developments in the vocational education curriculum. If previously using a supply-driven approach, now the curriculum has been adjusted to be demand-driven so that the business world and the industrial world (DUDI) are more actively involved in the vocational education process in SMK” (Kemdikbud, 2019)

“I taught students to help them achieve the targeted language skills as instructed in the national curriculum documents. However, after a year of teaching, as I reflected, there seemed to be something wrong with my teaching. I did not see that it was necessary to integrate language skills with the vocational content” (First author’s personal experience).

We begin this paper by highlighting excerpts from the Indonesian Ministry of National Education and Culture website post and the first author's experience as a novice English teacher several years ago in a vocational secondary school (henceforth, SMK). The first excerpt tells that Indonesian vocational secondary education has successfully revitalized the vocational education program from supply-driven to demand-driven vocational students. Vocational secondary education has now run the program according to the demands of the business world and industry. The curriculum is developed in collaboration with the business world and industries, and they are given a 70% portion to determine the curriculum.

Although it is reported that this attempt has achieved success, the curriculum that has been developed only touched on the vocational subjects. This means that another important subject related to the skills needed by graduate vocational secondary students (i.e., English skills) needs to be addressed. To date, the English curriculum for vocational secondary education is similar to general secondary education. As the second excerpt tells, the first author reflected that his vocational secondary students needed facilitation to acquire particular English skills based on their major study for immediate purposes after graduation (e.g., for their future workplace or studies).

This curriculum issue still receives little attention, although several studies have been reported regarding the importance of designing an English curriculum for specific purposes (e.g., Chan, 2018, 2019; Naito & Terauchi, 2019), particularly English for vocational purposes (e.g., Kaya, 2021; Widodo, 2015, 2017). For instance, situated in a vocational secondary setting in Indonesia, Widodo (2015) designed English materials for hotel students. Although this study provides a good example of the design of vocational English materials, it is limited to unit lessons rather than a design curriculum for the whole program. Besides, more studies on this topic need to be continuously undertaken to provide more policy recommendations.

Therefore, to continue this scholarship, this paper aims to engage in a critical survey of several studies within the realm of English for specific purposes (ESP), particularly on the course design as part of curriculum development, and discern from these the ways the key aspects of ESP design are detailed enacted. This study starts by looking at two vocational

curriculum models from Taiwan and Poland to gain new insights. Furthermore, a selection of the academic literature that has studied ESP course design is examined to gain more insights into how a course design has been developed. In particular, it discusses how the four key aspects of ESP curriculum design, including needs analysis, learning objectives, materials and methods, and evaluation (Anthony, 2018), are conducted in the studies. Then, informed by the insights from these reviews and a small-scale needs analysis, a model for an English curriculum for a specific topic in a vocational context was proposed.

The following research questions are specifically geared to guide this study:

1. What insights can be gained from reviewing two models of vocational curriculum used in Taiwan and Poland, as well as from the other studies?
2. How can insights from the studies be adapted to design English for graphic design curricula?

2. Key Aspects of English for Specific Purposes

ESP is an approach to language teaching that focuses on the learning needs of students. Antony (2018) maintains that ESP is a language-teaching approach that assists students in learning the necessary language, genres, and skills based on their needs through particular teaching materials and methods. Thus, needs analysis is the key to ESP practices (Chan, 2018) because it is from this needs analysis that course design is developed. As Dudley-Evans and St John's (1998) note, needs analysis, course design, materials selection, teaching and learning, and evaluation are the key stages in curriculum development. This section presents the four key aspects of ESP, including needs analysis, learning objectives, materials and methods, and evaluation. It is then followed by a brief review of the ESP curriculum used in an Indonesian vocational secondary school in Taiwan and Poland.

In any ESP course, the starting point is understanding the learners' needs (Anthony, 2018). It addresses the necessities, lacks, and wants of the target learners. Understanding the necessities means that the curriculum designers should identify what events will occur in English communication. In other words, they should know the answer to the question of what tasks learners are using English for (Dudley-Evans & St John, 1998). Hutchinson and Waters (1987) refer to necessities as "what the learner has to know in order to function effectively in the target situation" (p. 55). The learners need to know something to function effectively in a particular event, such as language and communication skills to be used appropriately.

Understanding the lack means that the curriculum designer knows the present situation of the learner. That is to say, the designer knows what learners can and should be able to do (Brown, 2016). In other words, the designers understand what the learner has been unable to do. This difference is often called lack (Dudley-Evans & St John, 1998; Hutchinson & Waters, 1987). Another thing that should be addressed in the needs analysis is students' wants. Although the learners' wants usually receive less attention, some studies reported that

learners expect to learn authentic language (Chan, 2018; Cowling, 2007; Trabelsi, 2016). Providing some aspects of the learners' wants can impact their motivation in the course (Chan, 2015).

In addition, the information about the discourse features should also be considered. The discourse features include information about the generic structure, lexico-grammar, and pragmatic features (Chan, 2018). This information should be covered in the course as it shows "how language and skills are used in the target situation" (Dudley-Evans & St John, 1998, p. 125). Moreover, information about teaching approaches and methods in language teaching should also be gathered. This will help the curriculum designers select different teaching approaches and methods concerning their effectiveness. Collecting such information will answer the question "what the learner needs to do in order to learn" (Hutchinson & Waters, 1987, p. 60). Equally important, information about the environment in which a program will be implemented must also be considered because this will influence the content and methods used. Thus, environment analysis should be undertaken to understand "the factors of the situation in which the course will be used" and to determine "how the course should take account of them" (Macalister & Nation, 2019, p. 2). This information will ensure that the course will be "suitable, practical, and realistic" (Macalister & Nation, 2019, p. 5).

The needs analysis results inform curriculum designers in deciding the learning objectives of an ESP lesson, course, or program. These learning objectives are "expressed in ways that are directly linked with the results of a needs analysis and are built on a number of important, theoretical-grounded principles" (Anthony, 2018, p. 79). For example, the information about the discourse helps curriculum designers formulate the learning objectives in terms of what features should be learned in a particular text. Once the learning objectives have been formulated, they should be sequenced. Ideally, the sequencing of the learning objectives should follow the theoretical principles or approaches (see Macalister & Nation, 2019, for a discussion about this issue). Sequencing these learning objectives also determines what syllabi will be used later.

From the learning objectives, the curriculum designers started to develop lesson materials. This can be adopting published or available materials or adapting the materials and creating the materials based on the learning objectives (Anthony, 2018; Macalister & Nation, 2019; Tomlinson, 2018; Tomlinson & Masuhara, 2018; Widodo, 2016). Anthony (2018) provides some steps to create materials for those with limited time to do so. For those with sufficient time, the steps include reviewing the previous works, creating a general plan, selecting carrier content, creating explanations and exercises, and evaluating and revising the materials. For those with insufficient time, the approach includes collecting target language samples,

analyzing and grouping target language samples, and presenting and discussing target language samples.

Once the materials have been designed and sequenced, curriculum designers should consider what teaching methods can be used for particular learning objectives. There have been many teaching and learning methods available in the literature that can be employed. However, as Anthony argued (2018), “the most successful teaching and learning methods are usually those that closely align with the materials, and that is adopted, adapted, or created, and the learning environment” (p. 113). In addition, information from the needs analysis results (reviewing the literature) can help us determine what teaching and learning methods should be used. Moreover, the evaluation aims to look at all aspects of a lesson, course, or program. This can be a look at the results, the planning, and the running of a lesson, course, or program (Macalister & Nation, 2019). The evaluation can take the form of the student’s achievement of the course, or the teacher and curriculum designer evaluate the course from a wider angle, such as by conducting a questionnaire and an interview. The evaluation can be implemented during the course (i.e., ongoing evaluation) and after the course (Richards, 2017).

These four key aspects of ESP are essential in designing an ESP course program. For instance, in Kaya’s (2021) study, needs analysis becomes the starting point for designing a vocational English language curriculum. The needs analysis also aims to examine the needs of the students of the cabin services program. These results of needs analysis then guided the design of the vocational curriculum. The study reported that the major steps of the model for an ESP curriculum based on need analysis include diagnosing the needs, formulating objectives, selecting and organizing contents, selecting learning experiences (instructional strategies, methods and techniques), organizing learning activities, and evaluating and means of evaluation.

3. Method

Inspired by Suwarno et al.’s (2021) research, this paper was designed to engage in a critical analysis of several studies to review how the four key aspects of ESP design are detailed. The main vocational curricula reviewed were currently used in Taiwan and Poland. Other ESP studies served as the supplementary data for this review paper. They were garnered from those published in key international journals such as *English for Specific Purposes*, *ELT Journal*, and *RELC Journal* and in a book chapter with an internationally recognized publisher like Routledge. The search terms used included ‘designing ESP curriculum,’ ‘developing ESP curriculum,’ ‘English vocational curriculum design,’ ‘the development of vocational secondary curriculum,’ and ‘needs analysis.’ To this end, five papers were selected after examining the title and the abstract. These papers were chosen because they represent different countries that designed English for specific purposes, courses, and programs.

Grounded in qualitative content analysis (Kuckartz & Rädiker, 2023), all the studies examined in this paper were analyzed and presented under the themes of needs analysis, learning objectives, materials and methods, and evaluation process. In other words, the selected studies were examined regarding how these four themes were detailed in the paper. Informed of the insights from these studies and a small-scale needs analysis conducted in the school by the first author, a model for a vocational English curriculum for a specific topic was proposed.

4. Finding and Discussion

As depicted in the second quote at the beginning of this article, we believe that English learning materials should be linked to students' vocational materials. This is in accordance with some of the four aspects of ESP previously mentioned. At least, lesson plans can be designed by considering what is mandated in the curriculum with the needs of vocational students, including learning objectives, teaching materials, and types of student work (e.g., tasks and assignments). We argue that the curriculum used in Indonesia is a general English curriculum rather than the ESP curriculum for vocational secondary students. Thus, there should be more studies on this topic concerning the design of the ESP curriculum. For instance, there is any attempt to design ESP curriculum from micro (e.g., materials design, syllabus design, tasks design) and macro perspective (i.e., product curriculum).

To gain more insights about what kinds of ESP curriculum models should be designed, what follows is a brief review of vocational curriculum models used in two different countries, Taiwan and Poland. The Taiwanese curriculum reviewed is a vocational curriculum for senior high school, while the Polish curriculum reviewed is an ESP curriculum designed for undergraduate students.

4.1. Vocational Secondary School Curriculum Model Used in Taiwan

Generally, the curriculum has two core categories: government-mandated and school-developed courses for three academic years (See Figure 1). The mandated one has three sub-categories: 1) general courses, which include language arts, mathematics, social studies, natural sciences, arts, integrative activities, technology, health and physical education, and national defence education; 2) professional courses; and 3) practicum courses. At the same time, the school-developed courses comprise required and elective courses. Provided with the guidelines, the school can arrange the vocational curriculum for each course and its credits and develop its typical courses, either required or elective courses, based on the school's characteristics. The government also provide principles for planning the school-developed courses, ranging from course organizations and procedures to required information to be considered for the curriculum developer team (See Figure 2).

Unit: credits

| Categories | Domain/subject and no. of academic credits | | Course arrangement by year and credit allocation | | | | | | Remarks | | |
|----------------------|--|--------------------|--|---|----------------------|---|---------------------|---|---------|--|---|
| | | | First academic year | | Second academic year | | Third academic year | | | | |
| | Name | No. of credits | 1 | 2 | 1 | 2 | 1 | 2 | | | |
| MOE-mandated courses | Language Arts | Mandarin | 16 | | | | | | | | |
| | | English | 12 | | | | | | | | |
| | Mathematics | Mathematics | 4-8 | | | | | | | | According to its clusters, student career development, and school development, each school may reduce the required credits of Mathematics by at most 4, yielding a total of 4-8 credits. |
| | Social Studies | History | 6-10 | | | | | | | | 1. Social Studies consists of History, Geography, and Civics and Society. Each school may offer these courses in a flexible manner according to the clusters, issue integration, student career development, school development, and faculty allocation. The courses in this domain should total 6-10 credits. Each student must select at least two subjects. 2. Required courses from Natural Sciences and Arts may be offered as integrative, experiential, or practical cross-curricular courses, which each course worth 2 credits. |
| | | Geography | | | | | | | | | |
| | | Civics and Society | | | | | | | | | |
| | Natural Sciences | Physics | 4-6 | | | | | | | | 1. Natural Sciences consists of Physics, Chemistry, and Biology. Each school may offer these courses in a flexible manner according to the clusters, issue integration, student career development, school development, and faculty allocation. The courses in this domain should total 6-10 credits. Each student must select at least two subjects. 2. Required courses from Natural Sciences and Arts may be offered as integrative, experiential, or practical cross-curricular courses, which each course worth 2 credits. |
| | | Chemistry | | | | | | | | | |
| | | Biology | | | | | | | | | |
| | Arts | Music | 4 | | | | | | | | 1. Arts consists of Music, Fine Arts, and Arts and Life. Each school selects two subjects for a total of 4 credits. 2. Required courses from Natural Sciences and Arts may be offered as integrative, experiential, or practical cross-curricular courses, which each course worth 2 credits. |
| | | Fine Arts | | | | | | | | | |
| | | Arts and Life | | | | | | | | | |

Figure 1. Academic Credits and Subjects of Vocational Senior High School (Ministry of Education Taiwan, 2014)

The English course is a general English course offered by the government. However, the school is also encouraged to offer students English relevant to their professional usage. This means that English can be offered in general English as mandated courses and discipline-specific English as required or elective school-developed courses. In terms of developing the English course, the school should refer to the guidelines, which include establishing a teaching and research committee and, importantly, designing the course to support students' career development and practical needs (Ministry of Education Taiwan, 2014). Establishing this committee indicates that developing the English course follows theoretical and conceptual frameworks, from needs analysis to evaluation.

D. Principles for planning school-developed courses**a. Planning organizations and procedures**

- (a) To develop school-based courses, each school must establish a teaching and research committee for general subjects (or domains) as well as those for other subjects; these committees consist of full-time teachers responsible for teaching the subjects. If school-based courses involve subjects from two or more clusters, a cluster curriculum research and development committee should be established and should include full-time teachers responsible for teaching the subjects. The supervising leader of each cluster should each appoint a candidate to decide on a convener, who is responsible for managing and integrating the subjects in question and available educational resources.
- (b) The planning of school-based courses should be examined in sequence by the teaching and research committees, cluster curriculum research and development committees, and school curriculum development committees. This procedure can be repeated to ensure complete execution of the planning procedures and reach a consensus among relevant staff members. Future course implementation should consider the varying learning needs of each student. Course content should be adjusted and revised in a punctual manner to ensure alignment with industry development and develop students' practical ability, thereby enhancing their employability.

Figure 2. An Example of Principles for School-Developed Course Planning
(Ministry of Education Taiwan, 2014)

4.2. ESP Curriculum Model Used in Poland

Current ESP curriculum in Poland was designed by Tomaszczyk and Matysek (2021). It also departs from a needs analysis, among which it was found that there are inconsistencies in technical terminology in several sources such as books, academic articles, and industry blogs. From this, the curriculum was designed in such a way as to include the topics of digital product design. The authors claimed that the curriculum they created, English for Digital Designers, “can be used as primary or supplementary material in university classes or company courses, and also as a synthetic e-book for the individual acquisition of knowledge and linguistic skills.”


The curriculum was designed for bachelor students in Information Architecture who would be involved in digital design. In addition to the purpose of curriculum development at universities, this curriculum is also designed on the basis of technical terminology inconsistencies in books, academic articles, industry blogs, conference speeches, and conversations with students the authors frequently encountered. This ESP curriculum stemmed from problems that authors frequently encountered. Results from a needs analysis are carried out to address the gap or issue. These problems were noticed from various sources such as books, academic articles, industry blogs, conferences, and conversations with students. Based on the findings of the problem and the results of the needs analysis, the author created a curriculum that contained some topics designed in such a way. The procedure was

collecting and reflecting on the problems the authors frequently encountered and then formulating the topics that should be covered in the curriculum.

Contents

1. Digital Product and Design
2. User-Centered Design
3. User Experience Design
4. User Research
5. UX Deliverables
6. Information Architecture
 - a. organization systems
 - b. navigation systems
 - c. labeling
7. Interaction Design
8. User Interface Design
 - a. Wireframes
 - b. Mockups
9. Prototyping
10. Visual Design
11. Business Strategy
12. Remote Work for Design Teams
13. Portfolio
14. Job interview
15. Day in the Life of a UX Designer

Unit 1: Digital Product and Design



Text:

- What is a digital product?
- What is a product design?
- What is design thinking?

Exercises

[Download Audio](#)

What is a digital product?

▶ 0:00 / 1:12

| English | Polish |
|--|--|
| <p>Hide</p> <p>The digital age shifted the definition of modern day products. Traditionally, products were the results of craftsmen. After the Industrial Revolution, craftsmen and inventors used the manufacturing process to design, produce, and sell their goods at scale. The discipline of "product design" was born from this</p> | <p>Hide</p> <p>Era cyfrowa zmieniła definicję współczesnych produktów. Tradycyjnie, produkty były wynikiem pracy rzemieślników. Po rewolucji przemysłowej, rzemieślnicy i wynalazcy wykorzystywali proces produkcyjny do projektowania, produkcji i sprzedaży swoich wyrobów na dużą skalę. Z tego ruchu zrodziła się dyscyplina „projektowanie produktów”, aby</p> |

Figure 3. An example of English Curriculum for Digital Designers (Tomaszczyk & Matysek, 2021)

The learning objective is two-fold: to understand topics that received inconsistencies found within several sources mentioned previously and to practice such topics for knowledge consolidation. It is also stated that the main aim is to help students and people engaged in the digital product design industry improve their skills in using professional languages. Although the curriculum is freely accessible, further learning objectives are challenging to locate due to the limited information provided in the curriculum document. In designing English for Digital Designer, the procedure was to select authentic texts (discourses) from several sources a year before the designed curriculum was entirely created. As shown in Figure 3, the curriculum is presented in some topics to be learned by the students and is easily accessible online. The contents have twenty topics, with texts translated into two languages, English and Polish. Each topic has audio for listening and is followed by some exercises to check the vocabulary learned and consolidate factual knowledge. Furthermore, the audio is voice-recorded by native speakers of English from Great Britain, the United States, and Canada to provide a variety of pronunciations and accents. At the end of each lesson, the students can either proceed to the next topic or return to the previous one.

4.3. A Brief Review of ESP Course Development Models from Prominent Academic Studies

Although designed for different levels of education, the two reviewed curricula (in Taiwan and Poland) provide some insights into how an ESP curriculum was designed. To gain more insights regarding the process of ESP curriculum development, this paper also reviewed some studies that focused on ESP curriculum design. The review was guided by the four key aspects of ESP (Anthony, 2018). The following section represents the findings concerning how the four key aspects of ESP are enacted in the curriculum development program. Informed by these insights, we proposed a micro aspect of English for Graphic Design curriculum development for vocational secondary students.

From the literature reviewed, we found that curriculum development in ESP aims to develop a curriculum from the macro and micro aspects. As can be seen in Table 1, the macro aspect focused on the broader part of the ESP curriculum, such as developing a course for a one-semester-long ESP program (e.g., English for Digital Designers, English for Business, English for Nursing). The micro aspect focused on the smaller part of the ESP program, such as developing a module for a specific topic in English for Business (e.g., business meetings) and designing authentic English materials to be included in the lesson units within the English for Hotel course (e.g., hotel hospitality).

Table 1. Summary of the reviewed literature on ESP curriculum development

| Sample studies | Context | Brief Summary |
|---------------------------|--------------------------------|--|
| Naito and Terauchi (2019) | Tertiary education in Japan | This book chapter describes the large- and small surveys for the purpose of identifying the needs from the perspective of business people in Japanese companies and uses the results and their pedagogical implications to develop an EBP program for business management students in a Japanese private university. |
| Chan (2018) | Tertiary education in Hongkong | This study highlights the curriculum development of a topic on English for business courses (i.e., business meetings) for undergraduate students at a university in Hong Kong. The design was informed by findings from an in-house needs analysis and insights from existing studies related to business English discourse. It also illustrates how the module was implemented and evaluated. |

| Sample studies | Context | Brief Summary |
|-----------------------------|----------------------------------|--|
| Widodo (2015) | Secondary education in Indonesia | This book chapter reports on the design and enactment of English materials for vocational students in the Indonesian secondary education context. The chapter covers some key issues in ESP materials design, including needs analysis, approaches, and principles of ESP materials design. A sample ESP material is also presented and described. |
| Hu (2007) | Tertiary education in China | This paper shows an example of an EAP writing course designed for Chinese ESL students. The development process is described, including needs analysis, objectives, materials, and assessment. Students' feedback is also explained in terms of the design of the course. |
| Bosher and Smalkoski (2002) | Tertiary education in the USA | This study reports an attempt to address the issue of why many ESL students have failed in the nursing program. To this end, a needs analysis was conducted with various procedures. From this, a course, Speaking and Listening in a Healthcare Setting, was developed. The findings reported that the course has successfully addressed the issue. |

4.3.1. Needs Analysis: The Purposes and Its Procedures

In Naito and Terauchi's (2019) study, the needs analysis process was in the form of a large- and a small-scale survey. The large-scale survey aimed at revealing what English command businessperson needs to acquire, what other competencies are needed in addition to English proficiency, what offers can be given by English education parties to facilitate business and other related social activities, and what necessary action should be done to achieve all of these mentioned. The small-scale survey, on the other hand, aimed to examine the difficulties business people exactly have in meetings for discussions and negotiations. The findings of these surveys were then triangulated by interviewing some people to address reliability and validity issues.

In Chan's (2018) study, the needs analysis process is informed by the findings of empirical studies on needs analysis. The findings and insights from the relevant literature helped the author gather specific information, such as information that pertains to the target situation, the target learners, the discourse, the effectiveness of different teaching approaches and methods, and the environment. Informed by this literature, the author conducted needs

analysis in two stages. In Stage 1, the aim was to develop a framework for the module and its assessment methods. In contrast, in Stage 2, which was an ongoing needs analysis, was to improve the teaching methods and materials in relation to the areas where the students most needed guidance. A questionnaire survey was used to collect information in Stage 1, while observation notes and students' reflections were employed in Stage 2. From the needs analysis, specific information was identified and used as the basis for designing the module for a business course.

In Widodo's (2015) study, needs analysis aims to collect students' previous experience in English learning and teachers' teaching experience, teaching and learning constraints, and availability of learning resources. The needs analysis is enacted in the form of document analysis, classroom observations, focus group discussions, and interviews. The major findings of this need analysis are stated that both the teachers and students mainly engaged in English for general purposes rather than vocational ones. Also, more attention has been paid to the official textbook and curriculum, which cater less to the students' vocational English needs. In Hu's (2007) study, the needs analysis process is not described explicitly. The needs analysis process seems enacted in the form of document analysis and previous learning experience. An argument knows this; the author stated about students' previous learning experiences and the screening test in the form of an argumentative essay. In addition, the author mentioned some issues that need consideration to decide what kind of writing, general or discipline-specific approach would be given. In Boshier and Smalkoski's (2002) study, the needs analysis aims to gather information about the difficulties ESL students have in the first-year course by interviewing the program director and faculty members. Interviews and questionnaires were also used to collect the same information from the students as well as their needs. Observing first-year course students' performance tests in lab and clinical students from first- and second-year courses was also enacted.

From these studies, it can be concluded that the purpose of the needs analysis is to collect information about “what the learner has to know in order to function effectively in the target situation” (Hutchinson & Waters, 1987, p. 55), “what learners already know” (Dudley-Evans & St John, 1998, p. 124), what deficiencies the learners have (Brown, 2016), and what learners' wants (Hutchinson & Waters, 1987). Besides, needs analysis is also used to collect information to know “how language and skills are used in the target situation” (Dudley-Evans & St John, 1998, p. 125), “what the learner needs to do in order to learn” (Hutchinson & Waters, 1987, p. 60). In addition, needs analysis functions as an attempt to ensure that the design will be “suitable, practical, and realistic” (Macalister & Nation, 2019, p. 5).

4.3.2. Learning Objectives: Translating the Information Obtained from the Needs Analysis

Naito and Terauchi's (2019) survey found that businesspeople need some requirements in order to engage in business discussions and negotiations actively. It is this requirement that then becomes the learning objective in the design of the EBP program. In Chan's (2018)

study, the module was designed after the specific information from the results of the needs analysis was obtained. Although the learning objectives were not stated explicitly, the module was designed to enable students to learn the interpersonal and interactional aspects of business meetings. The topic of business meetings lasted for six meetings in total, each with an hour of class time.

Following the results of the needs analysis, in Widodo's (2015) study, the learning objectives were formulated, and the English teachers and the researcher collaboratively designed the lesson units. Based on the needs analysis and consideration of several issues, Hu (2007) decided to arrange the learning objective as can be seen in Table 2, while in Boshier and Smalkoski's (2002) study, the learning objectives were arranged following the needs analysis results as in Table 3.

Table 2. An example of a learning objective in Hu's (2007) study

| Dimension | Specific Objectives |
|------------------|--|
| Skills | <p>Course participants should acquire the skills to:</p> <ul style="list-style-type: none"> • analyze commonly encountered academic writing tasks and determine the purposes of such writing tasks; • adapt writing to specific audiences; • take notes and synthesize information from various sources; • write appropriate thesis statements and topic sentences; • ... |

Table 3. An example of a learning objective in Boshier and Smalkoski's (2002) study

| |
|---|
| By the end of the course, students will be able to: |
| <ol style="list-style-type: none"> 1. identify, define, and generate appropriate examples of therapeutic communication and information-gathering techniques; 2. demonstrate appropriate therapeutic communication and information-gathering techniques in role-plays; 3. distinguish between passive, aggressive, and assertive communication; 4. ... |

All the reviewed studies arranged the learning objectives based on the needs analysis results. The learning objectives could be designed by the researcher, the teachers, or even the

students collaboratively. These learning objectives then informed the process of designing the materials and methods.

4.3.3. Materials and Methods

In Naito and Terauchi's (2019) study, the EBP program comprises four stages of activities, as shown in Figure 4. The first stage labeled as basic study, is aimed at facilitating the students' re-contextualization of the language used in business trade fairs into English from a lingua franca perspective. This helped the students to learn about business trade fairs in English as well as custom-driven communication skills. In stage 2, the students were required to collect detailed information about the business and products of their companies and then translate the information into English. In stage 3, students were facilitated to learn the communication flow of a trade fair through a mock business meeting in English. In the last stage, the students were involved in the authentic trade fairs held in Asian countries. During this activity, they were required to do some tasks, including identifying the visitors to elicit information about their business, interpreting and explaining the Q&A about the products, some negotiations-related communication, and evaluating their English abilities on the CEFR-J scale (i.e., an adapted version of the Common European Framework of Reference for Languages (CEFR) for English language teaching in Japan).

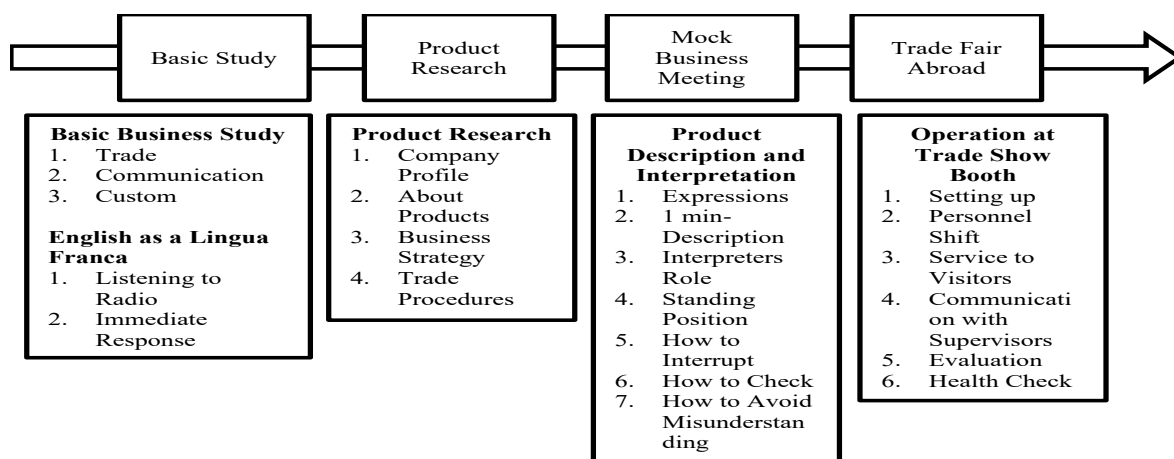


Figure 4. An Example of a Learning Model in Naito and Terauchi's (2019) Study

In the case of Chan's (2018) study, the module was designed by the author based on the results of the needs analysis and the current related literature. It aimed to help the students learn interpersonal and interactional aspects of business meetings. The students were exposed to an illustration of business meetings (obtaining actual language), and then they performed role-plays, which enabled them to negotiate meaning in context. Some reflections were required to compare the language they used with the data found in the authentic business meetings. It can be seen that the module adopted a task-based approach to support experiential learning for students, while problem-solving meetings were incorporated into

the role-play tasks. The students were also facilitated to identify their weaknesses and strengths through reflection (repeated reflection after each role-play and at the end of the course). After conducting a reflection on each activity, students were also required to give feedback to their peers on their language and communication skills. Teacher feedback was also given both immediately after the role-play and at the end of the course.

In Widodo's (2015) study, the lesson units consisted of some vocational tasks. It means that the students are required to engage in vocational tasks and activities. Examples of task activities included text navigation, content identification, meaning-making, and text comparison. It is stated that the goal of the tasks is to introduce the students to how information in English is organized and realized through website text, to familiarize them with different international hotel webpages, to build and develop their lexico-grammatical resources in relation to hotel hospitality, and to familiarize them with how these resources operate within the digital genre. In Hu's (2007) study, some teaching approaches were adopted, including a processed-center, genre-structured, theme-oriented, and task-based pedagogy. Two materials sources were selected, including a recent textbook series and a handbook related to academic writing skills. These sources of teaching materials are expected to facilitate the students with the learning objectives. Three types of assessment were given to assess the students' performance: self-assessment, timed essay tests, and a writing project.

Similarly, in Boshier and Smalkoski's (2002) study, the teaching materials were also selected from available textbooks. The course is organized into four units: assertiveness skills, therapeutic communication, information-gathering techniques, and the role of culture in healthcare communication. The course materials are drawn from various textbooks written by native speakers for developing healthcare communication skills. These materials are used to support each unit of the course. In terms of assessment, the students are evaluated based on their mastery of the course objectives by looking at their successful completion of the tasks and assessments (performance tests and final exams).

From the aforementioned studies, the learning materials can be taken from the available textbooks and designed by the researcher and the teachers. It is important to note that when adapting or designing the materials, the teachers should always consider the results of needs analysis and the current literature about materials designed. As stated earlier, the results of needs analysis allow the curriculum designer to select appropriate materials and teaching methods that best suit the student's needs and the environment where the learning will take place.

4.3.4. Evaluating the Design

The studies under review have similar procedures for evaluating the design. In Naito and Terauchi's (2019) study, a small-scale questionnaire survey was used to evaluate the program. In Chan's (2018) study, the author made use of the results of the course evaluation

questionnaire and the impact of students' learning (i.e., reflections) to evaluate the module of the course on the specific topic of business English (i.e., business meetings). In Widodo's (2015) study, the teachers and the researcher interviewed the students to evaluate the lesson units. It is reported that students initially had difficulty in selecting and evaluating appropriate texts. From this issue, the teacher's scaffolding was given to help students process the tasks. This means that pre-task activity is significant in the learning process. In addition, providing language resources in the pre-task activity is important as this will help students process the task effectively. Besides, pairing less capable students with more capable ones will better proceed with the peer scaffolding process. In Hu's (2007) study, the author collected and analyzed information from students' results of tests and feedback questionnaires. The major evaluation process in the aforementioned studies is enacted by surveying the students' subjective needs at the end of the course. As in Boshier and Smalkoski's (2002) study, the purpose of evaluation is to determine that the learning needs are well incorporated into the course and what possible adjustments can be undertaken.

Having known how the four key aspects of ESP curriculum development are enacted in the studies and relevant literature about what information should be covered in the process of needs analysis, the model of curriculum development in the area of English for vocational purposes, specifically in the field of English for graphic design, is proposed. This model addresses an Indonesian vocational secondary school English curriculum issue that is still considered general English.

4.4. A Proposed Model of Vocational Secondary School English Curriculum for Graphic Design

Adapting Chan's (2018) model for curriculum development (see Figure 5), in this section, we used the insights from the reviewed literature and my findings of small-scale needs analysis to design a curriculum model for vocational English based on the modified framework and propose a curriculum model for a specific topic in English for graphic design. The small-scale needs analysis was part of the first author's larger project later on and still only covered the needs of students from the perspective of vocational and English teachers in the school.

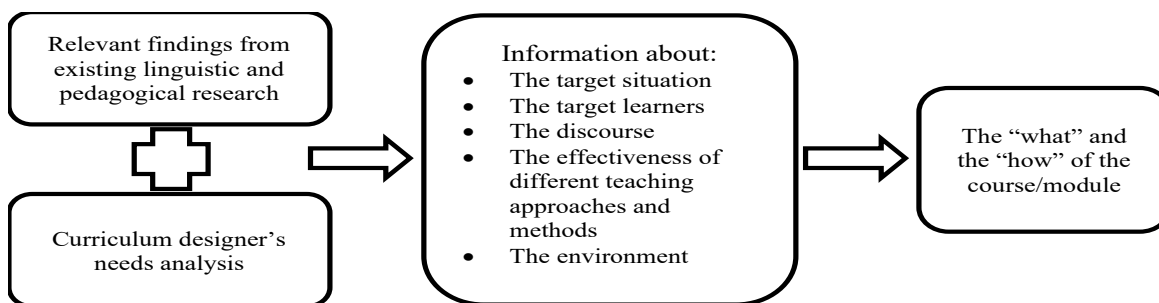


Figure 5. A Research-Informed Approach to Curriculum Development (Chan, 2018)

The framework shown in Figure 6 is our modified framework and captures the research-informed approach that we used to develop the model. Further, Table 4 illustrates the syllabus design of a vocational secondary English curriculum for graphic design we proposed. From the syllabus, we then created lesson unit materials to illustrate the learning activity (see Figure 7).

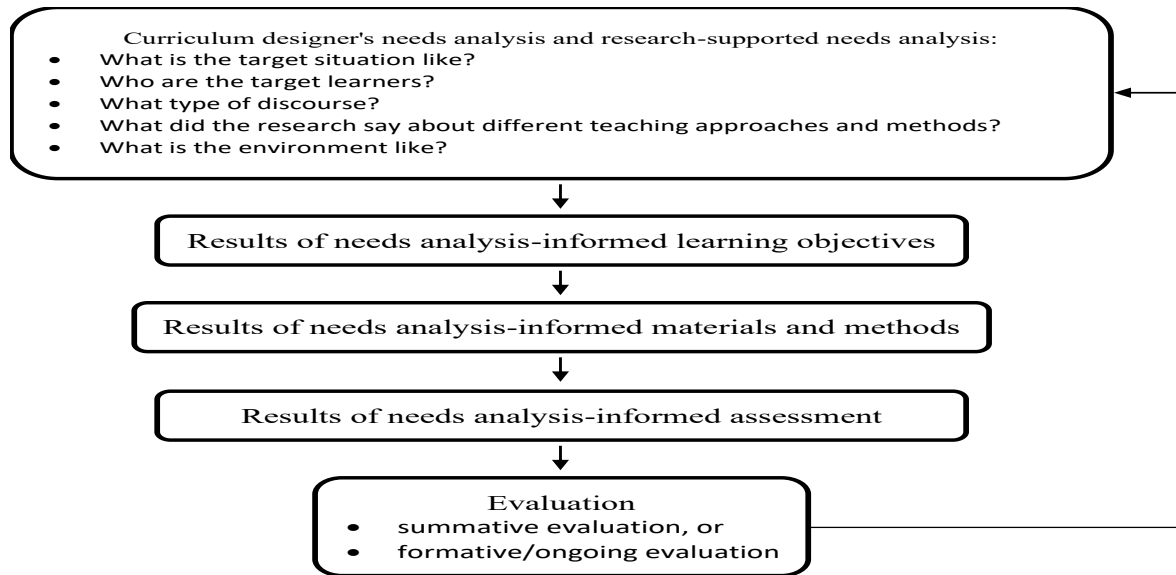


Figure 6. A Research-Informed Framework for ESP Curriculum Development

Table 4. An example of a syllabus of a vocational secondary English curriculum for graphic design

| Week | Events | Setting | Roles |
|------|--|-----------------------|--|
| 1 | First meeting: greeting | Classroom | Students, teachers |
| 2 | Talking about graphic design and graphic designer | Classroom | Students, teachers, a graphic designer |
| 3 | What does a graphic designer do? | Classroom Industry | & Students, teachers, a graphic designer |
| 4 | What skills do graphic designers need? | Classroom Industry | & Students, teachers, a graphic designer |
| 5 | Talking about technical skills for graphic designer part 1 | Classroom Industry | & Students, teachers, a graphic designer |
| 6 | Talking about technical skills for graphic designer part 2 | Classroom Industry | & Students, teachers, a graphic designer |
| ... | Mid-term test | Classroom | Students, teachers |

| Week | Events | Setting | Roles |
|------|---|-----------------------|--|
| 7 | Talking about soft skills for graphic designer part 1 | Classroom Industry | & Students, teachers, a graphic designer |
| 8 | Talking about soft skills for graphic designer part 2 | Classroom Industry | & Students, teachers, a graphic designer |
| 9 | Talking about tools the graphic designer use | Classroom | Students, teachers, a graphic designer |
| 10 | Talking about graphic design software part 1 | Lab | Students, teachers, a graphic designer |
| 11 | Talking about graphic design software part 2 | Lab | Students, teachers, a graphic designer |
| 12 | Quiz | Classroom | Students, teachers, a graphic designer |
| 13 | Final test | Lab & Industry | Students, teachers, a graphic designer |

Topic Event:
Technical skills for graphic designer

Task 1: Reading about technical skills for graphic designer

Example of reading text

.....

.....

Goal of Task 1: Familiarize the students with an example the discourse use in graphic design

Task 2: Technical skills for graphic designer identification

| | | |
|--|--|--|
| | | |
| | | |
| | | |
| | | |

Goal of Task 2: Find out and list key information about graphic designer technical skills

Task 3: ...

Figure 7. An Example of Unit Lesson Materials

5. Conclusion

This paper has reviewed the curriculum used in an SMK in Indonesia to identify what practical issues emerged during the implementation. Furthermore, two vocational curriculums used in Taiwan and Poland were also reviewed to gain some insights into how the vocational/ESP curriculum is developed. In addition, several studies that addressed needs

analysis and designed an ESP curriculum were also explored to gain some more insights in terms of how the needs analysis, learning objectives, materials and methods, and evaluation were taken into account. The paper looked at how these four key aspects of ESP were enacted in the studies and used the insights from these studies to propose a model of vocational English for graphic design in the context of Indonesian secondary schools. The findings showed that each aspect of ESP was detailed in the study, although some aspects (i.e., learning objectives and evaluation) needed to be explicitly stated and explained in several studies. Informed by the insights from the curriculum and empirical studies reviewed and the result of small-scale needs analysis, a modified framework for developing the ESP curriculum and a model of vocational English course design were proposed.

Some limitations in this paper have been identified. First, the proposed curriculum model needs to be explained in detail. Second, the small-scale needs analysis process carried out by the authors has not been presented and explained. Lastly, the selected studies have different purposes with regard to the discipline-specific English the curriculum developed (English for business, English for hotel, English for academic writing). Thus, the selected studies cannot offer a complete picture of the curriculum development process of one specific discipline study (English for graphic design). A further study is encouraged to address these issues.

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