# Designing an ESP Course for University Administrative Staff based on the Pedagogical Framework of Tsunesaburo Makiguchi

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## Abstract

The purpose of this project is to create an effective and successful English language course for university administrative staff based on the characteristics and strengths of English for Specific Purposes (ESP) course design in combination with educational theories and practices of Tsunesaburo Makiguchi. Tsunesaburo Makiguchi, the founding father of Soka Education, outlined this humanistic pedagogy based on his personal experience in classroom practice. Makiguchi perceived learning as an opportunity for the learner to raise consciousness and develop skills of how to apply knowledge for creating value for the learner and their community environment. Thus, this research project explores the application of Makiguchian pedagogy in classroom practice related to Second Language Education (SLE). In order to further examine learners language needs specific to the target context, the research suggests situational analysis, questionnaire and interview as effective methods for conducting needs assessment among administrative staff at a Japanese university. The project incorporates previous research related to ESP, the pedagogy of Tsunesaburo Makiguchi, and the context of university administrative staff in order to set appropriate goals and objectives for the course, and develop resulting curriculum.

## Ⅰ．Introduction

The learner's goal or reason behind acquiring a language significantly influences the effectiveness of learning and the design of the course (Anthony, 1997; Brown, 2007; Graves, 2000; Larsen-Freeman & Anderson, 2011; Nation and Newton, 2009). Within the field of English language education, English for specific purposes (ESP) programs are designed for learners who require second language for certain objectives within a specific context (Anthony, 1997; Basturkmen, 2003; Chang, 1998; Dincay, 2010; Dudley-Evans, 2001; Ezeifeka, 2010; Kaur, 2007).

ESP courses are not solely language focused but also a learner focused curriculum design (Richards, 2008). The major objectives of ESP courses include the learners' ability to optimize work performance through the process of developing second language (L2) skills (Ezeifeka, 2010). Previous research argues that although ESP courses generally set an overview framework to course design, ESP course design does not provides a thorough approach to methodology of learning and teaching (Johns & Dudley-Evans, 1991). In order to further enhance the effectiveness and efficiency of ESP course design, the present research endeavored to create an ESP language course designed for university administrative staff based on the pedagogical framework of Tsunesaburo Makiguchi.

## II. Makiguchian Pedagogy

This project investigated the characteristics of Makiguchian pedagogy through the perspectives of both theory and practice. Tsunesaburo Makiguchi (1871-1944) is a Japanese educator who established a humanistic pedagogy based on theories of value creation, which later evolved to be known as Soka Education. Makiguchi compiled the ideas of value-creating (Soka) pedagogy in his work, The System of Value Creating Pedagogy, which is a compilation of notes on education that Makiguchi wrote during his 30 year experience as a schoolteacher and principal (Shiohara, 2008). The pedagogical work of Tsunesaburo Makiguchi is therefore based on his actual teaching experience and provides a scientific approach to pedagogy based on the realities of teaching and the constraints of school administration (Shiohara, 2011). The underlining emphasis and approach of Makiguchi's pedagogy was therefore, based on this connection between theory and practice (Togashi, 1993). Although Makiguchi was not a language teacher, the application of Makiguchian pedagogy can be explored through various subjects and context (Goulah, 2013).

## 1. Humanistic Education During a Time of War

The historical context in which Makiguchi lived influenced the establishment of his humanistic pedagogy. During the time when Makiguchi lived, Japan's nationalistic education was rapidly changing to become a tool for war by educating children to prepare for World War II (Kumagai, 2000; Shiohara, 2011). Therefore, the humanistic focus which Makiguchi strived to create within the situated context of time and place, took tremendous consideration and conviction. Although student-centered approaches in teaching are commonly practiced in current day educational context, this approach was strictly constrained under the historical time-period of pre-war Japan.

ESP Course for University Staff based on the Pedagogy of Tsunesaburo Makiguchi

The main purpose of education during Makiguchi's time focused on the success and victory of war, underlined by the ideology of "fukoku kyohei" [wealthy nation, strong army], enforced by the Meiji Government. The government uniformly controlled the policies and administration of education for military purposes. Education therefore, was used as a tool to justify and attract children to become loyal soldiers who worshiped the emperor as a living deity (Kumagai, 2000). The general methods of teaching faced severe conflicts due to these conditions. The problems within education focused on memorization and uniformity through strict teacher-centered approaches rather than emphasizing the learner's autonomy and creativity. The reason behind this method was mainly due to the authoritative enforcement of the Imperial Rescript on Education, which targeted the fundamental goals of education to foster and train obedient and dedicated soldiers for war (Kumagai, 2000).

The significance of value creation pedagogy lies in the fact that Makiguchi wrote his theories for humanistic education during the time of war. Therefore, the content of his work focused on liberating education from war and nationalism to a higher degree of learner-centered approaches. One can clearly identify the degree of importance Makiguchi placed on a learner-centered approach in order to actualize humanistic and value creating education when understanding the life-risking historical context of that time to develop and expand such values and beliefs (Kumagai, 2000). Value creating pedagogy was therefore in response to the problems in education at that time. As an experienced teacher and principal, Makiguchi strived to protect humanistic educational values and beliefs, which contradicted government goals and objectives.

Makiguchi's pedagogy challenged the mainstream views of war by emphasizing education which aimed to realize the upmost happiness of the learner (Goulah, 2009; Kumagai, 2000; Shiohara, 2011). Although the aim of education as the 'happiness of children' may seem to be a simple and universal goal for education, this was a significant challenge during the time period of war. When the teacher's belief is aligned for the happiness of children, the design of the course naturally formulates into a student-centered approach focusing around the student's experience. Value creating pedagogy is not encouraging learners to create a separate environment from reality, but rather encouraging the learner to create the upmost value within the set circumstance and conditions (Goulah, 2009). The term happiness therefore refers to education that enables the learner's ability to create value (Shiohara, 2011). In other words, the true nature of this pedagogy is that learners are able to autonomously think for themselves (Shiohara, 2011). This pedagogy indirectly and subtlety opposed to the undemocratic nature of Japanese society during WWII and the aims of nationalistic education which enforced and implanted a particular

ideology for war by allowing students to critically think and obtain happiness from within themselves (Hatano, 2009). Through this method, Makiguchi challenged authoritative ideas in education without criticizing and physically protesting against the social policies and structure of the nation (Shiohara, 2011).

## 2. Theory on Value

The basis of Makiguchian pedagogy focuses on the maximum potential of the learners' ability to create value connected to the utmost happiness of the individual and society as a whole (Gebert & Joffee, 2009; Hatano, 2009; Goulah, 2009; Kumagai, 2000). Value for Makiguchi focuses on developing and strengthening the three qualities of beauty, good and gain (Gerbert, 2009; Gebert & Joffee, 2009; Goulah, 2013; Kumagai, 2000; Shiohara, 2011; Togashi, 1993). These three qualities of beauty, good and gain were influenced and adapted from Kantian theory of truth, good, and beauty (Gerbert, 2009; Gebert & Joffee, 2009; Kumagai, 2000; Togashi, 1993). Makiguchi replaced truth to gain because truth was a subject of recognition of fact rather than creation of value beauty (Gerbert, 2009; Gebert & Joffee, 2009; Kumagai, 2000; Togashi, 1993). The value of beauty is sensory and transient elements representing aesthetical appeal (Makiguchi, 1964). This refers to how and in what format learned knowledge is expressed. The value of gain is "the relative state between each individual and the object which enables the learner to maintain and develop their existence" (Makiguchi, 1964, p.13). This value refers to the focus on individual value within the community environment. "The value of good is the expression given to the evaluation of each individual's voluntary action which contributes to the growth of a unified community which is composed of the individuals" (Makiguchi, 1964, p. 13). This refers to value of an individual's contribution that is publically or socially beneficial. Overall, Makiguchi focused on the purpose of education to cultivate the recognition and ability to create value within human character based on these qualities of gain, good, and beauty (Gebert & Joffee, 2009; Goulah, 2013; Kumagai, 2000; Shiohara, 2011; Togashi, 1993).

## 3. Relationship Within Value

Makiguchi identifies that value is the relationship established between the subject and the object (Hatano, 2009; Gebert & Joffee, 2009; Kumagai, 2000; Togashi, 1993). Fact or truth alone does not determine the degree of importance or relevancy to one's life (Hatano, 2009; Togashi, 1993). For example, a diamond alone does not represent wealth unless an individual or community attracts interest and assigns a certain degree of value (Togashi, 1993). Value

judgment also changes accordingly to development or regression of one's condition in life (Makiguchi, 1964). For example, the value of water can be of crucial importance to a person who is dehydrated, but will be perceived with less value to a person who has recently drank a lot of water. Value is therefore subject to change according to the learner, time and environment whereas truth or fact is unchanging (Hatano, 2009; Makiguchi, 1964; Toda, 1953).

## 4. Transfer of Knowledge and Value Creation

As Makiguchi underlines the notion of value as the relationship between the object (environment) and the subject (human life), learning requires the learner to go beyond memorization of knowledge as fact into a type of learning that emphasizes how to apply knowledge to create a certain value related to the learners environment (Hatano, 2009; Kumagai, 2000). Therefore, Makiguchi strongly stresses that the aim of education is not mere transfer of knowledge but creating value (Makiguchi, 1983). Makiguchi identified truth or fact as a stage of cognition, whereas value as a stage of evaluation and creation (Gerbert, 2009; Gebert & Joffee, 2009; Goulah, 2013; Kumagai, 2000; Shiohara, 2011; Togashi, 1993). Makiguchi opposed the role of rote memorization and test-centered Japanese education based on the reason that students were tested on their ability to acknowledge given facts rather than their ability to utilize knowledge to create value (Gerbert, 2009; Kumagai, 2000; Togashi, 1993).

When this is examined in the context of EFL courses, skills of memorization and acknowledgment of fact can be recognized as practices of examinations and grammar translation. On the other hand, creation of value can be interpreted as the practice of communicative language skills related to the principles of communicative language teaching, learners ability to think for themselves which relates to the principles of autonomy, and establishing a relevant relationship between the content learned and the learners real life situation. From a perspective of general L2 education, SLA focuses mainly on language, and often discards the ability to communicate and understand differences of culture as secondary (Togashi, 1993). This imbalance is a significant factor in communicative and purposeful language failure (Togashi, 1993).

## 5. Interest as a Catalyst

As Makiguchi concentrated on developing a pedagogy, which focused beyond acknowledgement of fact into creation of value, he was concerned about teaching students how to learn, and how to apply learning to their environment (Gebert, 2009; Kumagai, 2000). The key aspect within value creation can be restated as the relationship between the learner and

knowledge. Makiguchi (1981) clearly states that inadequate meaning of learner's understanding of knowledge is caused by the lack of relationship between the subject and the object. Therefore, meaning requires fact to establish a relationship between other facts or events while isolated or separated facts are difficult to produce meaningful knowledge (Gebert, 2009). Makiguchi asserts the catalytic element of establishing a connection between knowledge and the learner lies within the learners' stimulated interest (Makiguchi, 1983). Although compulsory education generally perceives motivation and interest as a means of strengthening acquisition of knowledge, Makiguchi introduces a shifting paradigm where exploration of knowledge is the means for stimulating interest. Interest is stimulated from knowledge once the learner is able to realize a connection between knowledge and the learners' experience and environment.

## 6. The Learner's Experience

Makiguchi considered that the comprehension of knowledge and intelligence was not innate or biologically determined, but depended on the teacher and students capability to strengthen and develop skills of clarifying, sequencing, and establishing further relationships between already acquired knowledge and experiences of the learner (Gebert, 2009). Therefore, teachers need to consider utilizing and connecting the learner's prior experience and background knowledge to teach additional and extended knowledge and skills. Makiguchi emphasized that the benefits of learning should be applied and experienced not only in the distant future but also within the present moment. This means that study is not in preparation for living, but daily experiences of life itself are included within the process of learning (Gebert, 2009). Therefore, the learner's daily life and study are not separated but contextually intertwined. Thus, not only the learner's prior experience but also current and ongoing experiences must be considered when teaching.

## 7. Community Studies

Makiguchi strongly emphasized "the unification of life and learning, as well as of school and community" (Gebert & Joffee, 2009, p.8). Makiguchi therefore, explored the concept of community-based learning where the community was utilized as a means for learning. Makiguchi's believes that learners do not begin learning from schools but rather learning had already begun before and outside of classroom instruction. In other words, children are already active participants and observers of their surrounding environment and thus do not attend classes without any background knowledge (Gebert, 2009). Therefore, Makiguchi introduced the context of community into the classroom and connected the classroom to the community.

The community for Makiguchi was a resource for learning, which encapsulated both physical and social aspects (Gebert, 2009; Gebert & Joffee, 2009). Makiguchi stresses that the sustainability of individual and societal relationship depends on the learners understanding of fact and knowledge of the community in which they belong (Makiguchi, 1981, p. 204 as cited in Goulah, 2013). Makiguchi further states "welfare of each was dependent on the other and the purpose of education, and should be closely connected in practice with actual social life so that it can transform unconscious living into fully conscious participation in the life of society" (Makiguchi, 1981, p. 204 as cited in Goulah, 2013). Engagement with the community allows learners to not only learn from the community but actively become participants, contributing to the social environment. Within the qualities of value, Makiguchi identified that the learner will be able to create the maximum value of good when the learner's life is perceived in the context of the learner's community (Hatano, 2009). Makiguchi asserted that the purpose of education should develop in the needs of the learner's context (Hatano, 2009). This concept correlates to the characteristics of ESP courses, where the design of the curriculum is based on the learner's situated context and discourse community.

## 8. Language and Community

Makiguchi stresses language as a crucial factor that allows the life of an individual to function interdependently with the social community (Goulah, 2013). Language therefore can be demonstrated as a tool for learners to apply the acquired knowledge from the classroom. The learning environment therefore, must not be limited within the classroom, but expanded to actual lived reality, where the learner can attempt to practice and apply learning and abstract concepts (Gebert, 2009). In other words, learners can be provided the opportunity to test their knowledge and skills acquired in the classroom in actual reality. Therefore, Makiguchi was convinced that the local community was the most significant place to start developing effective knowledge and skills (Gebert, 2009).

## 9. Microcosm to Macrocosm

The methodology in which Makiguchi practiced often started by teaching learners content that was from the familiar to the distant. When a learner is able to find value within their own community, the learner will be able to discover the value within another community and expand their creation of value to a broader context (Togashi, 1993). This is the aim of Makiguchi's community studies approach. The most familiar environment for a student was the school itself,

and thus Makiguchi utilized the context of the school environment as a teaching resource (Gebert & Joffee, 2009). Makiguchi was convinced that the familiar context possessed facts and examples of a larger universal principle (Gebert, 2009).

## 10. Responsibility

Makiguchi also encouraged students to think beyond their limitations and position to nurture a common sense of responsibility within a community. Students therefore were provided opportunities to discuss how they could improve their local environment (i.e. school), if they were given the right to redesign the administration. These experiences provided opportunities for students to learn about the politics and economics of the school as well as the division of labor within an organization. The experience also nurtured a sense of responsibility, empowerment, and ownership between the students and the local community.

## 11. Conditions of a Global Citizen

This emphasis of a wider community understanding can also be identified as the unchanging aim within Soka education as Soka educational institutions continue to highlight the importance of world-citizenship among students. Ikeda (1996), successor of Makiguchi's educational values, underlines the conditions of a global citizen as 1) the wisdom to perceive the interconnectedness of all life and living, 2) the courage not to fear or deny difference, but to respect and strive to understand people of different cultures and to grow from encounters with them, and 3) the compassion to maintain an imaginative empathy that reaches beyond one's immediate surroundings and extends to those suffering in distant places.

## 12. Half-day School Program

One of Makiguchi's methods to incorporate community within the learning process was his idea of a half-day school program (Gebert & Joffee, 2009). The half-day school program which Makiguchi designed was for the learner to attend half day of classroom schooling, then spend the other half of learning outside of the classroom by engaging in actual activities within their community (Togashi, 1993). Makiguchi was certain that time students spend outside school in family, community or vocational pursuits would instill an appreciation of work (Makiguchi, 1983). Acquired knowledge in the classroom in this way provided the opportunity to practice outside the classroom (Togashi, 1993). The half-day school program thus provided a means for a more academically effective and economical efficient solution to learning.

## 13.  Economics as a Principle

Makiguchi introduces the community into the classroom to create the maximum environment for effective and efficient learning. Makiguchi elaborates on this principle by stating "whether it is learning, teaching, time, expenses, language or speech, take economics as a principle and progress with a cultural value" (p.12). This concept refers to the correlation between efficiency and effectiveness within teaching. The student should not be the subject of random methods of teaching or chance through trail and error. Rather, the teacher must understand the conditions, skills, characteristics of the learner and their environment in order to develop the upmost capacity of the student's performance within the limited resources of time, expense, practice, and materials (Togashi, 1993).  In the context of L2 education, Japan has invested in English education on a grand scale, utilizing a high rate of finance, time, policy, teacher training, and more. However, the amount of resources and energy used is not equivalent to the skills in which the learners are acquiring the language. This fact suggests a revision towards more efficient and effective methodology applied to language teaching.

## 14.  Core Principles

Encapsulating his principles, Makiguchi introduces three slogans to reform curriculum design from a practical perspective as an experienced teacher and principal. The slogan introduces a course design 1) to start from experience, 2) place value as the aim, and 3) to take economics as a principle (Kumagai, 2000; Makiguchi, 1981; Togashi, 1993). These slogans when integrated in the context of a second language course can be interpreted to 1) learn a language through actual experience, 2) to choose a language discourse that can create the upmost value for the learner, and 3) to learn the language efficiently without too much waste of time, expense or resources (Togashi, 1993). From a teacher's perspective the approach can be practices such as 1) to introduce language and method of SLA from actual learning experience, 2) to bring out the utmost value from within the learner, and 3) to design the course so that students will be able to demonstrate maximum performance within the limited context (Togashi, 1993).

## II.  Rationale and Purpose of the Project

The present project is an ESP course designed for administrative staff at a University in Japan. The pedagogical framework of this course is designed through the implementation of educational theories and practices of Tsunesaburo Makiguchi. Previous research emphasizes that the essential concept of both ESP course design and Makigucian pedagogy lies within the

leaner-centered approach (Joffee, Goulah & Gebert, 2009; Kumgai, 2000; Togashi, 1993). The purpose of this study therefore will be to create an effective and successful English language course based on the characteristics and strengths of ESP course design and Makigucian pedagogy. Language is interrelated to human life and creation of value (Togashi, 1993). This project will investigate the qualities of Makiguchian pedagogy through the perspectives of both theory and practice.

## III. Goals and Objectives

There are overall three essential broad goals for this ESP curriculum design. One of the central general goals of this course is for the learner to learn the language through actual experience. This goal relates to the pedagogical focus which Makiguchi emphasized which is to connect linguistic knowledge and daily experience so that learners can acquire the ability to perceive the interconnectedness between acquired knowledge and real-life context. Learning is therefore within and beyond the classroom into the community so that learners can practice and use the language in authentic situation and actual context.

Another broad goal is emphasizing the concept of value as the central pedagogical theory within teaching and learning. This aligns with the most crucial pedagogical emphasis by Makiguchi that learners need to acquire the ability beyond acknowledgement of fact into a type of learning that demonstrates the learners knowledge and experience for creating a certain value in real life context related to the characteristics of beauty, good and gain.

The third broad goal of this curriculum design is to target economic efficiency as a principle. This refers to the course designer and instructors ability to understand the learner's context, characteristics, and needs to efficiently and effectively teach with limited resources including time, and expense within the process of learning. (Kumagai, 2000; Makiguchi, 1981; Togashi, 1993). This requires the course to understand and accommodate to the context of learners language use and purpose of language study. Therefore, the general goal will be to design the course through a learner-centered approach.

## IV. Significance of the Study

ESP courses generally set an overview framework to course design, but do not provides a thorough approach to methodology of learning and teaching (Johns & Dudley-Evans, 19991). Therefore, this project will combine course design and pedagogical methodology to create an effective English language course. There are insufficient and limited resources available on the

topic of ESP course design within the specific context of Japan as well as academic research on Makiguchian pedagogy both within theory and practice in the context of the English language. Thus, one of the significant factors of this project will be to address these various gaps by creating an ESP course designed specifically in the context of Japan based on Makiguchian pedagogy.

## V. Methodology

The investigation of the learners current and prospective language needs is a crucial process within ESP courses in order to understand and accommodate the lessons for the learners needs within a particular context (Basturkmen, 2003; Chang, 1998; Ezeifeka, 2010; Kaur, 1998). In order to design an appropriate and effective course, the learner's language needs, context and preferred methods of learning need to be investigated through various methods of analysis. The current project conducted situational analysis, questionnaire surveys, and semi-structured interviews at a University in Japan in order to gathered information related to context, the learner's second language needs and methods of learning styles in relevance to Makiguchian pedagogy. Due to restrictive agreements with the University's institution review board committee, the data results for this project cannot be introduced. This section however will provide explanation about the instruments, procedures, and data analysis of each methodology as reference for future research.

## 1. Situational Analysis

Although ESP focuses on gathering information about the learners needs for language, another important factor that highly affects the course design is the context or situation of the learner (Richards, 2001). Previous research also supports the notion that defining and examining the learners' environment is a crucial component of ESP course design (Anthony, 1997; Basturkmen, 2003; Chang, 1998; Dincay, 2010; Dudley-Evans, 1998; Ezeifeka, 2010; Kaur, 2007). University administrative staff in particular are employees working to contribute to a specific institution. Therefore, as one of the three methodologies of this project, situational analysis was conducted to examine the target context by thoroughly examining official online reference documents, proposals and projects related to the particular university context and Ministry of Education, Culture, Sports, Science and Technology-Japan policies and guidelines. These resources were examined to identify the educational setting; governance of institutional objectives; and characteristics of students, faculty and staff as indicated in previous research (Brown, 2007; Graves, 2000; Nation and Macalister, 2009). More specifically, this situational

analysis focused on defining the educational setting of the university in relation to administrative staff and specific project developments for internationalizing the institution. Situational analysis therefore, provided a general overview about the context in relation to how this influences the English use for administrative staff.

## 2. Online Questionnaire Survey

An online questionnaire survey formerly created by Naito, et al. (2005) was used as the model instrument for this questionnaire survey research component (Appendix A). This particular questionnaire was designed to measure the current and prospective second language needs of company employees. An online version of the questionnaire was distributed via e-mail to all permanent administrative staff working a University in Japan. Participants were given a three-week period to complete and send their responses via online. The questionnaire format remained as the original Japanese document with no modification so that participants could comprehend questions and provide responses in their first language (L1). The questionnaire assessed the participant's current and expected English language needs related to their occupation based on the language skills of listening, speaking, reading and writing.

Previous questionnaires conducted for ESP context varied in the number participants depending on the context ranging from 20 to 1000 participants (Chang, 1998; Long, 2005; Naito, et. al., 2005). For example, a needs assessment questionnaire was conducted among 24 hotel employees (Chang, 1998). The questionnaire was mandatory for all 24 staff to answer because the results directly were expected to influence their job requirements and expectations. In contrast, a large-scale online questionnaire survey was conducted among 2607 employee workers in various fields within the Hokkaido prefectural area of Japan. Among the 2607 sent questionnaires, only 1085 (41%) responded. Based on previous research, online questionnaires were identified as an easier means to distribute and retain data from a large population (Naito, et. al., 2005). The maximum amount of participants possible to conduct a survey among administrative staff in University X is 150 samples. Since the responses to questionnaire were voluntary without incentives, the responses were expected to be low. However, due to University X's specific initiatives to internationalize the institution, the concern, need and interest for English studies were expected to be high among the administrative staff. In order to gather sufficient sample data, online questionnaire surveys via the official university e-mail to all 150 administrative staff within all administrative departments were distributed.

Data concerning the online questionnaire survey were electronically analyzed into

descriptive statistics. One of the most common methods of analyzing survey data is through descriptive statistics which presents the survey data to a set of numbers, which describes the tendency, variation and dispersion around the center in terms of frequencies and percentages (Brown and Rogers, 2002; Seliger and Shohamy, 2011). Furthermore, in terms of second language research, analysis based on descriptive statistics often represents the tendency, frequency, or variation of specific language use in relationship to each learner, context and variable (Seliger and Shohamy, 2011). Previous research based on the same survey questionnaire used for this project also conducted the analysis through descriptive statistics (Naito, et. al., 2005). This research project also analyzed data through the means of descriptive statistics to identify the needs of the learners based on the tendencies or differences in the degree of each variable.

## 3．Interviews

Although questionnaires fulfill the purpose of gathering large sample data, the content of responses may be simplistic, especially with multiple-choice format (Brown and Rogers, 2002; Long, 2005). In order to gather further in-depth responses, follow-up interviews were conducted after retrieving questionnaire responses (Appendix B). Considering that learners are full-time employees, the availability of time was limited for numerous participants. In consideration to these contextual constraints, this research considered eight administrative staff as interview samples. The questionnaire conducted prior to the interview provided a section where participants could indicate their voluntary approval of participating in a follow-up interview. The interviewees were selected based on the voluntary consent and answers to the questionnaire. The purpose of conducting semi-structured interviews was to gather further explanations and reasons for questionnaire responses as well as identifying the preferred learning styles of learners in relation to Makigucian pedagogy. The interviews were recorded using an audio recorder in order to accurately capture responses. Interviews were conducted in the participants L1, which is Japanese.

The initial step for analyzing interview data is to transcribe the audio recorded interview (Creswell, 1994; Hesse-Biber and Leavy, 2011; Silverman, 2010). After transcribing the data, the main information and underlining meaning of the interview were identified divided in terms of external reality such as events and facts, and internal experience related to subjective feelings and interpretations (Creswell, 1994; Hesse-Biber and Leavy, 2011; Silverman, 2010). Then the data were further coded by categorizing clusters of different topics and concepts. Through this process, similar responses and differences became apparent. This became the basis for identifying

the learners' common English language needs in terms of factual context as well a compilation of subjective differences of the learners needs.

## VI. Criteria

Based on the literature reviewed from previous research, data collected from situational analysis, online questionnaires, and interviews, the following criteria have been created for this project that aims to fulfill the goal of creating an effective and successful ESP course for university administrative staff focusing on the pedagogy of Tsunesaburo Makiguchi:

Table 1: Criteria

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\*Note: Certain criteria are interrelated to accomplish other General Goals (GG)

**General Goal 1:**
1. Establishing a connection between language and learner based on the theory of Value

**Objective 1:**
1. **Materials are authentic / work-related**
    a. Lesson materials should include vocabulary specific for university administrative staff (GG3)
    b. Expand from previous and current experiences for work as lesson content (GG2)
    c. Utilize authentic materials from staff's previous and current work (GG3)
    d. Learners should be able to practice demonstrating the acquired language skills for work-related tasks (GG3)
    e. Concentrate on communicative language use (GG3)
2. **Exploration of knowledge as a means for stimulating interest**
    f. Acquire skills necessary for gathering and exchanging information
    g. Expanding content from staff's interest and experiences
    h. Staff will be able to select from various content/ context (GG2)
3. **Performance based assessment**
    i. Application of knowledge rather than comprehension
    j. Production that would directly benefit the work situation (GG3)
    k. Various forms of production that encapsulates the Makiguchian concept of beauty, good and gain (GG2)

**General Goal 2:**
1. Strengthening connection between the learner and community based on the theory of Community Studies

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**Objective 2:**

1. Content should start from the familiar to distant context
2. Create tasks that would benefit the learner/ colleague/ institution and community
3. Create tasks in which learners are able to think and discuss about improvement of work and environment
4. Create opportunities for staff to sharing about their specific work roles, tasks and experiences
5. Incorporate individual, pair and group work between different departments
6. Identify the interconnectedness of the environment and phenomena that surrounds them

**General Goal 3:**

1. Economics as a Principle: Economic Efficiency and Academic Enhancement

**Objective 3:**

1. **Utilizing resources for maximum results**
   a. Utilize learners experiences/ facilities/ situation
   b. Utilize time for developing skills that would directly accomplish and improve tasks related to work.
   c. Create opportunities where learners are able to learn how to apply their learning to real life context (GG1)

2. **Academically effective / economically efficient**
   d. Concentrate on both language and professional development
   e. Concentrate on the use of all four skills of speaking, listening, reading and writing for work various related tasks specified from the questionnaire which include:
        i. E-mails
       ii. Telephones
      iii. Translating documents
       iv. Creating documents
        v. Meetings
       vi. Presentations
   f. Use language for international context which includes the following (GG2):
      vii. Staff
     viii. Foreign faculty
       ix. Current and prospective international students
        x. Study abroad support
       xi. Travel abroad

**Staff should:**

1.  Generate and share new vocabulary words directly related to work
2.  Bring authentic work-related materials to class
3.  Share current and previous experiences at work
4.  Be actively engaged to participate in using English for work-related tasks
5.  Consider how their work can contribute to themselves, their immediate environment, and other international context
6.  Focus on developing peer-review skills among staff

**Teachers should:**

1.  Focus on developing language skills directly related to the learners context and situation
2.  Focus on both linguistic and professional development
3.  Utilize current and previous experiences at work for lesson content
4.  Consider the busy work schedule of staff when providing homework assignments
5.  Employ individual, pair and group work for variety of context
6.  Focus on developing peer-review skills among staff

The first criterion is establishing a connection between language and learner. This criterion is based on the Makiguchian theory of value where a relationship between knowledge and the learner is created and strengthened. Makiguchi also emphasized that learners can create the utmost value within the set circumstances and conditions (Goulah, 2009). In other words, staff will be able to develop their language skills based on content that is connected to their daily work experiences. In line with the Makiguchian theory of value, the content of the course will focus on the learner's authentic tasks and situations in order to accommodate learner's practical needs.

The second objective in order to fulfill the first criterion of establishing a connection between the language and the learner is to focus lesson content on communicative language use. Literature states that one of the distinctive characteristics of ESP course design is the actual use of language in authentic situational context (Ezrifeka, 2010). Rather than rote memorization, pattern practice, and testing of fact, Makiguchi underlined that learners need to engage in communicative activities that demonstrate the use of language based on meaningful language use (Gerbert, 2009).

Another objective based on Makiguchi's theory of value is focusing on interest as a catalyst for establishing stronger connections between knowledge and the learner. Makiguchian pedagogy focuses on the notion that exploration of knowledge provides a means for stimulating interest. In other words, lessons should encourage staff to research and expand their knowledge in order to

broaden and strengthen their interest.

The fourth objective in order to create a stronger relationship between language and the learner is by focusing on performance-based assessments, where the learners are expected to demonstrate application of knowledge rather than comprehension. Within the studies of language learning, there is considerable evidence that meaning-focused learning is more effective than linguistic focused learning (Nation & Newton, 2009). Makiguchi emphasizes the qualities of beauty, good and gain within the theory of value (Gerbert, 2009; Gebert & Joffee, 2009; Goulah, 2013; Kumagai, 2000; Shiohara, 2011; Togashi, 1993). The final assessment therefore will include assignments where staff will be required to demonstrate these qualities of value. The value of gain represents the individual value within the learner's community. Encompassing this notion, staff will be assigned to individually create templates of their choice related to certain administrative tasks such as e-mails. Creating a template will help the individual to respond to tasks efficiently and effectively, benefiting both the individual and the institution. The value of beauty refers to what format knowledge is expressed. Aligned with this concept, staff will be required to work with other staff to create multilingual posters for the university. The value of good represents the individual's contribution, which is publically or socially beneficial. Applying this theory, learners will be required to create a presentation for a public audience.

The second criterion is strengthening the connection between the learner and community based on the Makiguchian pedagogy of community studies. The role of community can also be identified within the context of ESP course design for university administrative staff at a Japanese University. In order to fulfill this criterion, lessons will include staff sharing their specific work roles, tasks and experiences. Makiguchi introduced utilizing the learner's community as a means for learning. One method was to include daily experiences of learners within the process of learning (Gebert, 2009).

Makiguchi states that the familiar context possesses facts and examples of a larger universal principle (Gebert, 2009). Further he emphasizes that value within ones own community will enable learners to discover value within another community and expand their value to a broader context (Togashi, 1993). In other words, the voice of an individual is situated in, and is not separated from, the multiple voices of others (Hatano, 2009). The goal of community studies thus is to identify the interconnectedness of the environment and phenomena that surrounds them (Gebert, 2009). Aligned with this principle, the course will implement content that encourages learning about the work other administrative staff. Further expanding on this concept of community studies, Makiguchi emphasizes that lessons should instigate active participation in

the learners social community. Therefore, this ESP course will include opportunities for staff to work collaboratively between different departments. Engagement of knowledge within the community allows learner's to become active participants and contributors to the community, in this case the working environment. A sense of responsibility can be further developed by providing staff opportunities to discuss how they could improve their immediate work environment.

The third criterion for this curriculum focuses on economical efficiency, which is implemented in both the teaching method and course organization for this program. Based on Makiguchian principle of economics, learners are able to maximize learning outcomes, use of time, expenses, and language. This Makiguchian concept is appropriate for administrative staff whose time is limited due to busy work schedules. The course design therefore, utilizes time for developing skills that are directly related to work. Makiguchian pedagogy emphasizes teaching learners how to apply their learning to real-life contexts (Gebert, 2009). Interrelated to the first criterion of utilizing the actual work-related content of staff as a means for learning, as learners are communicatively engaging to accomplish work-related tasks, this enables staff to communicatively use the language to accomplish work-related tasks while also helping to improve the quality and efficiency of their work. This method is therefore both academically effective and economically efficient as language learning and professional development are combined.

## VII. Course Organization

The content of the course is organized based on topic, unit, language skills and tasks. The course is divided into three main contexts; 1) general administrative office skills; 2) international exchanges in different scenarios; and 3) professional development. This arrangement is based on the data gathered from situational analysis, online questionnaires, interviews and Makiguchian pedagogy. General administrative office skills relate to the questionnaire data, which indicated that, staff currently use English most frequently for work inside the office (Question 5). Therefore, each unit will focus on developing the staff's language skills for general university administrative purposes that can be applicable for various departments. Each unit is sequenced so that staff can build their skills to accomplish the mid-term presentation. Each task is based on the data gathered from the questionnaire, which indicated the specific work-related tasks administrative staff currently and prospectively will use within all four-language skills. This applies the Makiguchian pedagogy of value where authentic tasks are used to build a stronger connection between the learner and the language.

The second context, exchanges, allows staff to use the language in a variety of different context based on the information gathered from the interview data. This approach is based on the Makiguchian pedagogy that content is from the familiar to the distant, where learners are able to expand their understanding into a broader context after understanding the values within their own environment (Togashi, 1993). Situational analysis and interview data specified that administrative staff need English for a variety of situations, which include: foreign faculty, international guests, international students, and study abroad support.

In the third context, professional development, learners use a variety of different skills acquired from previous classes to help improve the quality and efficiency of their actual work-related tasks. This relates to the Makiguchian pedagogy where learning is integrated within the learners daily environment, allowing learning to be effective directly for the learner and the community. Furthermore, the three tasks of creating a template, poster and presentation are based on the Makiguchian pedagogy of beauty, good and gain within the creation of value.

Table 2: Course Syllabus

| Week | Lesson | Contexts | Unit | Language Skills | Tasks |
|------|--------|----------|------|-----------------|-------|
| 1 | 1 | Office | Needs Assessment | Four Skills | Greeting and introduction in different scenarios |
| | 2 | | Gathering and Exchanging Information | Reading and Writing | Web search / e-mail inquiry |
| 2 | 3 | | | Speaking and Listening | Telephone / providing an answer |
| | 4 | | Planning and Proposals | Speaking and Listening | Discussion and brainstorming ideas |
| 3 | 5 | | | Reading and Writing | Blueprints and contract forms |
| | 6 | | Meetings | Reading and Writing | Preparing a proposal plan |
| 4 | 7 | | | Speaking and Listening | Sharing the proposal plan / gathering feedback |
| | 8 | | Presentations | Reading and Writing | Preparing for a presentation |
| 5 | 9 | | | Speaking and Listening | Video conferences |
| | 10 | | Mid-Term Presentations | Four Skills | Presentation of proposal |

| | | | | | |
|---|---|---|---|---|---|
| 6 | 11 | Foreign Teachers | Reading and Writing | Translating meeting documents / e-mail |
| | 12 | | Speaking and Listening | Informing in person/ telephone |
| 7 | 13 | Oversea Guests | Reading and Writing | Gathering information via web search |
| | 14 | | Speaking and Listening | Campus tour |
| 8 | 15 | International Students | Reading and Writing | Rules and regulations |
| | 16 | | Speaking and Listening | Responding to inquiries at the front desk |
| 9 | 17 | Study Abroad Students | Reading and Writing | Updating situation through e-mail |
| | 18 | | Speaking and Listening | Making a telephone inquiry |
| 10 | 19 | Travel Abroad | Reading and Writing | Receipts, rules and contracts |
| | 20 | | Speaking and Listening | Introducing and sharing |
| 11 | 21 | Emergencies | Reading and Writing | E-mail: from and to |
| | 22 | | Speaking and Listening | Telephone: from and to |
| 12 | 23 | Mid-Term Test | Four Skills | Responding to emergencies in all four areas/ different scenarios |
| 13 | 24 | Creating a Template | Four Skills | Individual project creating 3 templates for work |
| | 25 | | | |
| | 26 | Creating a Poster | Four Skills | Pair project creating 2 poster for the university |
| 14 | 27 | | | |
| | 28 | Creating Presentation | Four Skills | Group project creating a presentation for an international context |
| 15 | 29 | | | |
| | 30 | Final Presentation | Four Skills | Class presentation |

(Exchange spans rows 11-22; Professional Development spans rows 24-30)

## VIII. Assessment

Assessment is an important component of the course in which both teachers and students can evaluate the accomplishment of goals and objectives (Graves, 2000; Richards, 2001). Assessment of student's progress and production, learning needs, and evaluation of the course are three common types of assessment in course design (Graves, 2000). Since the target subjects of this ESP course are full-time university administrative staff, the focus and motivation is not significantly placed on earning a certain assessment grade but based on actual progress of developing communicative language skills for work-related tasks and improvement on the TOEIC test. Therefore, considering the characteristics of targeted students, this ESP course design focuses on assessing the learner's immediate and prospective language needs, while grades are inferred as reference markers for progress and evaluation of quality. The overall assessment for this ESP course is based on class-participation, homework, midterm and summative assessment related to professional development (See Table 3).

Table 2: Course Syllabus

| Components | Percentage | Detail |
|---|---|---|
| Class Participation | 30% | Attendance and active participation 10% <br> My Manual 10% <br> Vocabulary 10% |
| Homework | 15% | Weekly homework <br> (Working with authentic materials) |
| Mid-Term | 20% | Mid-term Presentation (My office) 10% <br> Mid-term Test (Emergencies) 10% |
| Template | 10% | Creating three templates for work |
| Poster | 10% | Creating two posters for the university campus |
| Final Presentation | 15% | Creating a presentation for an international context |

The formative assessment of this course that measures the consistent progress of the students learning will be based on each staff's portfolio, which will consist of 10% of the final assessment grade. The portfolio, which will be referred to as "my manual", will be comprised of staff's notes, handouts, task assignments, and vocabulary list, throughout each class. Previous research has indicated that portfolios enhance motivation and lower affective filters compared to tests (Richards, 2001). In addition, portfolios are an effective method for staff to accumulate overall work and materials that can be useful after the course in actual work related situations.

As staff learn and develop language skills within reading, listening, speaking and writing, each unit will provide a component for applying acquired knowledge through performance-based assessment. Performance-based assessment involves the student's ability to demonstrate actual tasks related to real-life situations through the use of integrated language skills (Brown and Abeywickrama, 2010). This aligns with the Makiguchian pedagogy that learners should demonstrate beyond comprehension into application of knowledge (Makiguchi, 1983). For example, in lesson 2 learners will actually write an e-mail based on the learnt structure and later utilize the content for a telephone conversation in lesson 3. Previous research stresses that content of tasks should be authentic as possible for performance-based assessment (Norris et al., 1998 as cited in Brown and Abeywickrama, 2010). Moreover, performance-based assessments stresses on meaningful and engaging activities related to the learner (O'Malley and Valdez, 1996 as cited in Brown and Abeywickrama, 2010). The characteristic of ESP course design in combination with Makiguchian pedagogy emphasizes authenticity of lesson content and materials in relevance to the learner and the specified context.

As indicated in the assessment plan (Table 3), 10% of the final assessment is based on student's attendance and active participation. Explicit assessment for active participation reinforces staff to engage in performance-based assessments while stimulating motivation and a sense of responsibility to attend classes despite the staff's busy work schedules. Furthermore, in consideration to the staff's demanding work schedule, homework will be kept minimal and classroom time will be utilize for completing tasks when necessary. Majority of homework assignments will consist of asking the staff to reflect on previous experiences through discussion questions and authentic materials from the office such as previous work-related e-mails and meeting documents that will be utilized for lessons. Although the amount of homework is limited, since a significant portion of the lesson depends on staff to fulfill the assignment, homework will be weighed 15% of the final assessment. Vocabulary building is part of both homework and in-class component of each lesson. The vocabulary component of the course is weighed 10% of the final assessment because expansion of the staff's lexical repertoire in relevance to administrative context is beneficial for work and TOIEC score improvement. In order to enhance the relevancy of lexical items for the learner, the staff themselves will select vocabulary that would be directly useful for work-related context.

Summative forms of evaluation, which allows staff to demonstrate application of multiple skills developed throughout the course, will be assessed through methods of mid-term presentation, mid-term test, and the three types of productions for professional development.

Presentations, tests, and projects are also performance-based tasks, which allows staff to develop their communicative language skills in various forms of work-related tasks within different context. Each type of summative assessment tasks is directly related to professional development of staff. The content for each summative assessment is based on Makiguchian pedagogy. The mid-term presentation in lesson 10 is based on developing language skills for staff's basic office skills （i.e. e-mail, proposals, meetings, presentations), which sequenced to create a presentation about proposals that would contribute to the university. This also aligns with the Makiguchian pedagogy for learners to build a sense of responsibility, empowerment and ownership the local environment by provide opportunities for leaners to actively think and engage in the process of reformation (Gebert, 2009). Gradually, the content of lessons and forms of assessment shift focus from the familiar to more distant context. Mid-term tests allow staff to demonstrate their ability to apply language skills for contributing to faculty, students, and staff in various international context and situations that includes beyond the university. Based on Makiguchian pedagogy of beauty, gain and good, lessons 24-30 are designed for staff to 1) demonstrate individual skills for creating templates that would be beneficial directly for the staff's working experience, 2) collaborative pair work between staff from a different department to create posters that would benefit the university, and 3) collaborative group work between staff from various departments to create a presentation that would present how the university is relevant and beneficial for various international context. As Makiguchian pedagogy focuses on application of knowledge, various performance-based assessments in both formative and summative forms were implemented throughout the course.

Previous research emphasizes feedback as an important factor that influences improvement of student performance (Brown, 2007). In this course teachers will provide necessary feedback whenever possible for staff to develop skills and gain confidence. This course however will focus on peer-assessment considering that staff will have more accessible opportunities for feedback from colleagues rather than native-English speakers in real-life work situations. Research also stresses that the process of peer evaluation allows learners to develop critical thinking skills by questioning, analyzing and evaluating production (Brown, 2007). Learners however may not be familiar with how to peer review each other's work. Learners therefore require guidance on how to conduct systematic reflection and evaluation in order to effectively conduct peer-assessment (Ishihara and Cohen, 2010). Certain lessons in the course will therefore scaffold to develop peer-assessment skills among staff.

## IX. Conclusion

This project was designed to create an ESP course for University administrative staff based on the pedagogical theory and practice of Tsunesaburo Makiguchi. As a basis for this project, previous literature related to Makiguchi's pedagogy was thoroughly reviewed. Furthermore, in order to measure the actual language needs of staff, situational analysis, along with online questionnaires, and interviews were conducted among current administrative staff at a university institution in Japan. In order to create an appropriate and effective course for university administrative staff, the information gathered from previous literature, data from situational analysis, online questionnaire, and interviews were implemented to create an ESP focusing on the pedagogical theories of Tsunesaburo Makiguchi. Based on the criteria and course organization, sample lesson plans of the entire curriculum (30 lessons) were created for this project.

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