

# **DEVELOPING A NEW ENGLISH LANGUAGE PROGRAM**

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## **EXECUTIVE SUMMARY**

Kapi'olani Community College (KCC) has been offering a successful English as a Second Language (ESL) Program for many years. The college, however, does not offer an English language program designed for second language learners who are not academically-motivated. Should KCC develop such a non-academic English language program? Would it serve KCC's mission, goals, and objectives? Another important question to ask is if there is enough market demand to support the program, and if so, what kind of program would meet the needs of the potential program participants? The purpose of this study is to try to answer these questions.

The study first gathered information on the non-academic English language programs which are currently being held in Honolulu by interviewing the directors of the major programs in order to understand the market from the viewpoint of where the programs are located. The second part of the study used questionnaires to gauge the pulse of the second language learners in Japan and Korea in terms of their interest in participating in a non-academic English language program in Honolulu. The data obtained through the questionnaire survey were then analyzed quantitatively and qualitatively to contribute to the further understanding of the market.

The results of this market research indicate that, while there are successful programs in Honolulu that generally satisfy the needs of the English language learners, the full potential of the market has not been adequately addressed due to the inability of the programs to tap some important market niches. These niches include a portion of the 7.5 million visitors to Hawaii who are edu-tourism oriented and interested in improving their English while they are vacationing in Hawaii. The market survey indicates that many of the English language learners in Japan and Korea are interested in taking a non-academic English language program in Honolulu, however, they find it difficult to take more than two weeks of vacation at a time due to work constraints. Currently, all of the programs offered in Honolulu are longer than four weeks in duration. The survey also points out that these language learners also want a high quality language training program at reasonable cost. The immigrant population in Honolulu is another market niche in the sense that the needs of many of them to improve English quickly and effectively are not adequately met by community schools today.

A specific strategy to address these market niches is outlined and included in the concluding sections of this study together with a recommended curriculum. It is hoped that the proposal contained in this study will be seriously evaluated by KCC's administration for potential implementation.

## INTRODUCTION

Globalization of English has made it one of the most popular languages to learn throughout the world. Not only is English widely taught in the English as the Second Language (ESL) context but it is also a subject of interest for many of those who travel internationally, are engaged in international trade, use Internet for personal or business purposes, and want to generally enrich their lives by expanding their ability to communicate in more than their own mother tongue. Institutions that offer English language programs typically include courses designed to teach such learners who are interested in learning English for non-academic purposes. Yet, many institutions elect not to address this market for a variety of reasons. This study will look into the decision making process involving a new non-credit English language program and aim at developing a sound basis for establishing a viable program that incorporates variables required for success.

### ***Background***

Kapi‘olani Community College (KCC) is one of the seven community colleges in the University of Hawai‘i System which includes three four-year universities and many graduate schools. As a community college, KCC’s mission is to provide the community with the opportunity for higher education. KCC has also embraced international education as a vehicle to enhance students’ learning with the goal of producing global citizens. Active recruitment of international students is also an integral part of KCC’s strategy to internationalize the campus while generating precious non-resident tuition revenue with which to expand the resources needed for

carrying out its mission incremental to the general funding from the state. KCC offers a comprehensive English for Students of Other Languages (ESOL) program including a non-credit, intensive English language program called ESOL 197, which admits academically-oriented students with TOEFL scores of 400 to 499 and helps them transition into credit programs. The ESOL 197 students typically spend one semester in the program and are promoted to ESOL 94 during which they also start taking credit courses. Approximately 150 students go through the intensive English program annually at KCC. KCC's ESOL programs are taught by instructors who are professionally trained in the field and are predominantly graduates of the highly acclaimed Second Language Studies Department of the University of Hawai'i at Manoa.

### ***Motivation for the Study***

Despite the fact that KCC aggressively supports international education and offers a first-class ESL program, the college does not provide an English language program designed for learners who are not academically motivated. These learners may include those who want to improve English for use in their jobs or to find a job, who want to expand their professional horizon by becoming bilingual or multilingual, or simply to enrich their lives through the daily use of English because English has penetrated their life in such an important way as used on the internet. Hawaii is a popular destination not only for tourists but also for those who are looking for educational experiences away from home. These travelers, many of whom come from Japan and Korea, include second language learners of English who want to visit Hawaii for a short period of time to learn English where a North American English is

spoken. For them, it is an ideal proposition to be able to learn English in a paradise-like setting where they can have fun and learn at the same time. Of course, non-credit English language programs are not new in Hawaii. The University of Hawai‘i has been offering programs designed to teach non-academically oriented English learners at New Intensive Courses in English (NICE) and Hawai‘i English Language Program (HELP) since 1986 and 1987, respectively.

Hawaii Pacific University also offers a program to attract non-academic learners of English. There also are private English language academies in Honolulu such as Intercultural Communications College (ICC) and Global Village (GV) which started business in the early 2000’s. For the immigrant populations residing in Honolulu, community schools for adults, which are run by the state’s Department of Education with the help of Federal funding, provide tuition-free ESL classes. Are these English language programs satisfactory in meeting the demand of the market in Honolulu? Is there room in the market for a non-academic English language program offered by a community college? If so, where is the market niche that needs to be addressed and with what kind of a program? These are the basic questions for which I will try to find answers through this study.

### ***Market Research***

As was stated in the ***Background*** section, international education brings both educational and incremental revenue generating effects to KCC. From both of these points of view, it is vitally important that the market for non-academic English language programs be thoroughly researched so that a correct decision is made regarding whether a program is warranted in the first place and then what type of

program would satisfy the market demand. The approach that I intend to take will cross over the business concept of “market research” and the educational concept of “needs analysis.” Market research is a component of marketing which is used to understand the needs of the customers. Malcolm McNair of Harvard Business School defined marketing as “the creation and delivery of a standard of living” (McNair, 1969). Just as in developing and introducing a new automobile, the efforts to develop and launch an English language program should be considered to be a marketing process. According to the marketing concept introduced by William Pride and O.C. Ferrell, an organization should try to satisfy the needs of customers or clients through a coordinated set of activities that at the same time allows the organization to achieve its goal (Pride & Ferrell, 1980). Providing satisfaction to customers, therefore, is the major thrust of the marketing concept. The marketing organization must first acquire a good understanding of its market through market research in order to formulate strategy and plan its course of action intelligently. The American Marketing Association defined marketing research as follows: “The systematic gathering, recording, and analyzing of data about problems relating to marketing of goods and services” (Alexander, 1963).

Non-profit marketers, such as educational institutions, however, face challenges in collecting data for researching markets. There is usually very little secondary data available to the non-profit marketer about customer characteristics, behaviors, media preferences, perceptions, attitudes, and the like compared to what is available for the for-profit marketer (Kotler, 1987). This means that the market research being undertaken by this study cannot rely on the availability of data developed and published such as by research organizations.

One of the key principles in today's marketing is the customer orientation. A customer orientation holds that the main task of the organization is to determine the perceptions, needs, and wants of target markets and satisfy them through the design, communication, pricing, and delivery of appropriate and competitively viable offerings (Kotler, 1987). Market research, therefore, must start with a good understanding of the customer needs, and this is the reason why this study uses a market survey as the primary technique in gathering data about the market for English language programs. Based on our experience with the ESL program at KCC, we know that the largest single market for the English language program in Honolulu is Japan. This observation is also supported by the number of students from Japan enrolled in the major English language programs which was confirmed through the survey of those programs. Korea is generally considered to be the second largest market and has been growing steadily in the last decade. For this reason, this market survey will focus on Japan and Korea as the main target countries from which students for an English language program at KCC would come. Both ESL and EFL learners who are interested in taking an English language course in Hawaii, including immigrants residing there, comprise the target group in this study.

### ***Learning Needs Analysis***

Brown (1995) defines needs analysis as “activities involved in gathering information that will serve as the basis for developing a curriculum that will meet the learning needs of a particular group of students.” The market research data obtained through the market survey will serve as the basic information necessary to conduct a needs analysis for developing a program. Unlike the typical needs analysis in which

the target group of students or their equivalent (such as the students that are coming next semester) are clearly identified, we do not have the presence of the target group except somewhere in the market in the case of a needs analysis for a new program. The market research, therefore, fills the gap between the needs analysis and the prospective group of students for the program. Information to be gathered through the market research and needs analysis in this study may be called “situation needs” and “language needs” of the prospective learners in the program (Brown, 1995). “Situation needs” may include the prospective students’ desire to accomplish something or to have fun, financial limitations, time that can be spent for participating in a program, or any administrative factors that may affect the program. “Language needs” would include what the student intends to use the learning outcomes for, English proficiency of the prospective students, the dimensions of language competencies involved, etc. Both “situation needs” and “language needs” will be analyzed for incorporation into the program design.

The resource group for this study will include administrators of the English language programs at University of Hawai‘i at Manoa, senior directors of English language academies in Honolulu, administrators of community adult schools in Honolulu, administrators of English language programs at universities with continuing education programs in Japan and Korea, and Japanese Cultural Center of Hawaii. Interviews, both face-to-face and over the telephone complimented by the use of e-mails, are used as a method to survey the individuals in the resource group. Another resource group, which duplicates the target group, is comprised of STEP Eiken Test takers and business people who are engaged in the international business arena with Japanese corporations. The Society for Testing English Proficiency

(STEP) provides the Eiken proficiency tests for students and other English learners throughout Japan and is a research partner with KCC. In addition to the test-takers, the STEP employees also participate in the questionnaire survey. The survey also includes employees with several Japanese corporations that are engaged in international business. Questionnaires are also used to survey the Korean market. Interviews and questionnaires are the primary instruments used for the market survey which are coupled by research on the internet.

## UNDERSTANDING THE MARKET

### *English Language Programs in Honolulu*

The market for English language programs in Honolulu is quite vibrant. Almost every educational institution has an ESL program of some sort, designed to help international students or immigrant students improve their language skills so that they can succeed academically. Since the ESL programs at the college level are designed for academically-oriented students, these programs only take students who are admitted to the school. University of Hawai'i at Manoa, for example, requires TOEFL score of 600 or better (paper-based) for the student to be exempted from being placed into its English Language Institute (ELI) for intensive English study. At KCC, only those who scored 500 or better on TOEFL (paper-based) can go directly into regular courses while those between 400 and 499 are placed into the intensive English program (ESOL 197). These English proficiency levels are generally higher than what is typically found among high school graduates or the entry-level work force in business in Japan or Korea. While the students who enroll

in these ESL programs are academically motivated, there are learners of English who inquire about English language programs without the intention of pursuing an academic career. At KCC these students are currently referred to English language programs at other institutions since it only offers English for academic purposes. These learners are generally interested in learning a particular skill or skills such as speaking or writing, and have either general or specific purposes for learning English such as for business. Most of the non-academic English language programs offered in Honolulu are structured based on teaching different skill sets and/or for specific purposes.

My interviews with the directors of four of these programs which included NICE, HELP, Global Village (GV), and Intercultural Communications College (ICC) revealed that the English proficiency levels of the students who enroll in these non-academic English language programs measured in TOEFL terms range between 360 and 570 with the average in the vicinity of 450. The demographic data gathered from these semi-structured interviews indicate that these students are between the ages of 17 and 70 with the average age of about 26 with women outnumbering men by approximately two to one. Students from Japan account for approximately 52% of the combined learner population of these institutes followed by 18% from Korea, 15% from Europe (Switzerland, Germany, France), 10% from Taiwan, and 5% from other countries such as Vietnam, Indonesia, Brazil, Canada, and Eastern Bloc nations. NICE and HELP programs have a higher percentage of Japanese and Korean students than ICC and GV which are successful in attracting European students in addition to the Asian students.

These English academies in the heart of Honolulu are able to enroll students from

Europe primarily because of their ability to use commission agents for recruitment whereas the University of Hawai‘i shies away from the practice of payment commissions to agents. One of the University of Hawai‘i program directors indicated in the interview that having too much homogeneity in the classroom with predominantly Japanese students is a problem because they speak Japanese to each other outside of the classroom resulting in the lack of practice in using what they learn. ICC and GV both have a desirable mix of international students, in this sense, coming from Asia and Europe.

The demographic information obtained from the interviews with the four major non-academic English language program directors is summarized in Table 1. Table 1 also indicates that the English proficiency levels of the students enrolled in these programs range widely from 360 to 570 in TOEFL terms. This is partly due to the fact that unlike academically-oriented ESL programs, the non-academic programs do not generally use proficiency as an admission criterion. The wide range of students' proficiency levels also means that the programs need to have a good placement system to classify students into different classes in accordance with their English proficiency levels. Each of these programs uses different placement tests with the University of Hawai‘i programs using in-house placement exams while the two Honolulu academies using well-known proficiency tests such as Michigan and IELTS.

**Table 1*****Student Demographic Information for Four Non-academic English Language Programs in Honolulu***

Program	NICE	HELP	ICC	GV
No. of students enrolled(1)	115	85	155	170
Percentage by nationality:				
Japanese	65%	45%	45%	40%
Korean	20%	25%	10%	12%
Swiss	0%	2%	25%	29%
French	0%	0%	4%	4%
German	0%	0%	5%	3%
Taiwanese	8%	10%	7%	3%
Eastern Bloc	0%	0%	3%	4%
Other	7%	18%	1%	5%
English Proficiency Level:				
TOEFL equivalent	380-550	380-570	440-490	360-500

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Note (1) Current term enrollment only.

The length of the programs is considered to be an important factor for successful recruitment of students, particularly, for non-academic English language programs for the following reasons:

1. Most program participants have a job limiting the time they can be away from work.
2. Program cost, which is an important consideration for the participants, is tied closely to the length of the program.
3. Unlike English for academic purposes programs, the non-academic program participants have their unique goals which are usually short-term.

The two University of Hawai‘i programs are longer in duration than the two Honolulu

academies with NICE and HELP offering a ten-week term and an eight-week term respectively as opposed to a four-week term offered by both ICC and GV. Both NICE and HELP offer shorter programs during the school break with NICE offering a three-week program in summer and winter and HELP offering two four-week programs in the summer time. ICC and GV, on the other hand, hold the four-week program 13 times annually with no break between the terms. Many of the students, especially at ICC and GV, take more than a term of the program to further their study with the objective of getting into a higher level program. GV in Hawaii, which is one of the Global Village English Centers based in Canada, designs their courses in such a way that a student can complete a certain level of skill sets in two terms, therefore, their basic program may in fact be described as an eight-week program even though students can accomplish a certain set of learning objectives by completing the four-week program.

Table 2 provides a summary of information about the programs obtained through the interviews of the directors of the four programs. All four programs offer a TOEFL preparation course while ICC and GV also offer TOEIC and Cambridge courses that are 12 weeks long. Cambridge FCE and CAE are widely used in Europe as an English proficiency test, and many of the European students take the course. ICC also holds a four-week CELTA teacher training program. Communicative Language Teaching (CLT) is the predominant teaching approach used by all these institutes. NICE adopts a skill-based method for development of competencies. HELP uses content-based instruction which is effective in preparing students academically. ICC's approach is also skill-based, however, it emphasizes the neurobiological aspect of learning and has adopted the transformative method of

language acquisition posited by Janik (2005).

**Table 2**

*Non-academic English Language Programs in Honolulu*

Program	NICE	HELP	ICC	GV
Duration of a term:	10 weeks (3 wks summer/winter)	8 weeks (4 wks summerx2)	4 weeks	4 weeks
No. of terms per year:	4 (+2 short)	4 (+2 short)	13	13
Teaching approach:	Communicative	Communicative Content –based	Transformative Task-based	Communicative Task-based
General English/ESP:	Gen./ESP Bus.	Academic/Bus.	Gen./ESP	Gen./ESP
Program cost:	\$1,850/10 wks \$700/3wks	\$1,475/8 wks \$795/4wks	\$895-1,195/4 wks	\$1,140/4 wks

Both ICC and GV incorporate task-based instruction in the classroom. General spoken English and English for Business Purposes are the focus of the programs offered by these institutions except HELP which focuses on academic preparation although it does offer a business English course. Table 1 showed the number of students enrolled for each of these institutions for the current term which is held in March, 2007. The estimated total number of students enrolled in a year for each of the institutions after taking into account the inherent seasonal fluctuations is found in Table 3. The enrollment numbers are cumulative and, therefore, count the same student who takes more than a term of a course twice. These numbers were arrived at mathematically based on the information obtained through the interviews or other sources of information such as the websites and not directly from the interviews or published reports. Both ICC and GV are successful in enrolling a large number of

students on a sustained basis thanks to their advertising and promotion efforts as well as the use of commission agents in various parts of the world.

**Table 3**

*Estimated Annual Enrollment and Revenue*

Program	Enrollment (1)	Revenue (\$)
NICE	690	1,050,000
HELP	570	700,000
ICC	2,200	2,200,000
GV	2,500	2,850,000

Note (1) Cumulative annual totals

In comparison, NICE and HELP programs spend much less in advertising, relying mostly on their websites and the reputation and connections established through the University of Hawai‘i. The interviews also gained some insight into how the directors of the four programs viewed their challenges. The challenges mentioned by them are summarized in Table 4. The information in this table depicts the challenges faced by the university program which are overcome by the privately-owned programs through entrepreneurship. They all shared a view that Hawaii, being a popular travel destination, has an advantage in attracting people to come, however, it is generally viewed to be a place for fun and not for serious study, which makes it all the more important for the program to focus on the educational quality. In addition to these four programs, a notable non-academic English language program is offered by Hawaii Pacific University (HPU). The one-month program, called the Proficiency in English Program (PEP) is designed to meet the

needs of both academically-oriented students with study abroad in mind and international professionals to improve English communication skills who want to visit Hawaii to study for a short period of time. The PEP program offers 20 hours of instruction per week including Hawaiian culture learning experiences through planned activities. The main learning outcome of the course is to gain fluency and confidence in speaking about a variety of topics. The cost of PEP is \$725 for the four-week course, which is less expensive than the four programs discussed earlier. The HPU program also has a significant number of students from Europe in addition to students from Asia presumably owing to their use of commission agents.

**Table 4***Areas of Challenges Faced by Honolulu Programs*

Program	Challenges
NICE	Diversifying the student nationality mix Restriction on hiring of faculty due to University policy
HELP	Reaching potential students with a limited marketing budget
ICC	Keeping teachers and best practices
GV	Cohesiveness of classes

*The Immigrant Market*

In addition to the programs for international students, a non-academic English language program may potentially be offered by KCC to immigrants living in Honolulu. Potential immigrant students include both naturalized U.S. citizens and permanent residents who desire to improve English due to the needs in the workplace

or whatever other reasons require them to be able to communicate in English more effectively. These immigrants are important members of the community in Hawaii, and providing education to them is part of the KCC's mission as a community college. In order to understand this market, interviews were conducted with the principals of Kaimuki Community School for Adults which together with Kaiser Community School provide adult education at 23 sites in East Oahu of Hawaii. Out of the 23 schools in the system, which is run by Department of Education of the State of Hawaii, 11 sites offer English language programs. These programs, which are primarily English conversation courses, are federally-funded and offered free of charge to residents of Honolulu during the day as well as at night to accommodate the needs of the working population. The ethnic background of the 600 students who take English classes at these schools includes Japanese, Korean, Chinese, Micronesian, Polynesian, Philippine, South American, and so others. The English programs at Community Schools for Adults cater to varied populations can be summarized as follows:

1. Those who work (or seek work) in the tourism industry
2. Those who work (or seek work) in the retail industry
3. The spouses of those assigned to work in Honolulu by foreign companies
4. Retired immigrants who want to improve their English
5. Other

Some of the students at the Community Schools for Adults also take English language courses at another institute simultaneously. The English proficiency levels of the most community school students are estimated to be lower than 400 in TOEFL terms although the schools offer classes to those students who advance into higher

levels. The general perception of the English language programs at the Community Schools for Adults is that the programs are designed for lower level learners who are content with learning the language slowly as opposed to those who want short-term results through intensive programs. Community Schools for Adults advertise their programs quite extensively using 65,000 fliers per semester, posters, radio announcements, and newspaper advertizements. The program is only getting a small piece of the much greater pie according to the school principal of Kaimuki Community School interviewed, who also indicated that there is a good potential for a collaborative working relationship between them and KCC in the English language programs by providing the students at Community Schools with an avenue to pursue higher levels of English abilities.

### ***Survey of the Market in Japan***

The English language programs in Honolulu attract students from many parts of the world, however, the most important single source of students is Japan. In order to understand the potential market for KCC's non-academic English language program, it is critical to survey the Japanese English learners so that the program will meet their needs. The use of a questionnaire was considered the most practical and appropriate instrument for getting maximum responses from the learners surveyed working with my collaborators in Japan. Such collaborating organizations included the Society for Testing English Proficiency (Eiken STEP), a collaborator with KCC for a language test research, and Hawaii Exchange Center, a UH System partner for student recruiting in Japan. The Japanese language questionnaire, the English version of which is attached as Appendix A, was emailed to these cooperators who

printed and used it with the survey participants. Eiken STEP used the questionnaire mostly with their own employees and those who were planning to take STEP Test in the future. HEC used the questionnaire with employees of various companies in the Tokyo area who were engaged in international business. In both cases, the samples were either current English learners or those who were interested in learning English for some purpose. They are probably fairly close to the target population to whom a non-academic English language program at KCC should be marketed. A total of 128 people responded. The participants were mainly a mixture of four different types of people: (a) office workers with international corporations, (b) high school or college students, (c) housewives, and (d) retirees. Table 5 summarizes the demographics of these respondents. The major characteristics of the sample populations were that about 60% were women, 70% were office employees 16% of whom were in a managerial position, 70% were between 18 and 39 years of age, and their English proficiency was fairly equally distributed between the four levels; beginner, intermediate, high intermediate, and advanced as measured by either TOEFL, TOEIC, or STEP. The fact that only 3% of those surveyed responded that they did not know their proficiency level indicates that most of these respondents are reasonably serious learners of English.

**Table 5*****Japan Survey Demographic Data***

<i>Classification</i>	Breakdown (N=128)
<i>Gender</i>	Male 43%, Female 57%
<i>Occupation</i>	Student 18%, Office Worker 54%, Manager 16%, Housewife 8%, Retiree 4%
<i>Age</i>	15-17: 16%, 18-25: 32%, 26-39: 38%, Over 40: 16%
<i>English proficiency</i>	Beginner 24%, Intermediate 25%, High Intermediate 22%, Advanced 26% Don't know 3%

Their responses to the questions asked in the questionnaire concerning their motivation for learning English and the types and levels of interest in an English language program in Honolulu are summarized in Table 6. Since each response was rated by the respondent selecting a numerical value from 1 through 4—representing 1. Strongly Disagree, 2. Disagree, 3. Agree, and 4. Strongly Agree with the statement provided, the minimum response was 1 (except when there is no response in which case it is rated as zero) and the maximum was 4 with the mean indicating how strongly the respondents surveyed as a group agreed or disagreed with the statement. The mean of any set of numbers is similar to the arithmetic average, and can be calculated by dividing the total of all the numbers in the set. The mean (*M*) is used as an indicator of the central tendency of the statistics (Brown, 2001). The standard deviation (*SD*) is a sort of average of deviations of all answers from the mean (Brown, 2001), and indicates how dispersed their responses were for a given statement. These statistics are essentially used as the indicators of the level of desire on the part of these respondents in terms of what they want to do given a possible course of action which is to participate in a language program in Hawaii.

The questionnaire asked five basic questions. In answering the first question, “*why do you want to study English,*” almost 70% chose “I need English for my job,” while almost 85% chose “English enriches my life.” Since the sample surveyed is mostly not interested in study abroad (88% responded negatively to study abroad as the objective in the very first question), the purpose of their English study can be considered largely for work and personal enrichment. The second question asked *what might be their objectives for taking an English language course.* The two most popular answers were 1. to converse fluently with English-speakers (87.5% strongly agreed) and 2. to write English emails effectively (70.3% strongly agreed). There were, however, other answers with high percentage of agreement such as to make English presentations (57.8% agreed strongly), to negotiate business in English (53.9% agreed strongly), and to socialize with English-speaking guests (61.7% agreed strongly). In terms of *what type of English language programs they would be interested in taking,* which was the third question, respondents showed a high level of interest in intensive general English (75%), intensive ESP (77%), and specific skills training courses (80%). Examples given for ESP courses were English for Business Purposes, for engineering, for law, and for secretaries. Examples of skills given were speaking, writing, making oral presentations, and negotiating in English. The respondents did not show interest in studying English for Academic Purposes (80% strongly disagreed) which came as no surprise since they were not interested in study abroad.

**Table 6*****Descriptive Statistics & Frequencies – Japan***

<i>Question/Response</i>	<i>N</i>	<i>M</i>	<i>SD</i>	<i>1</i>	<i>2</i>	<i>3</i>	<i>4</i>
<b><i>Why do you want to learn English?</i></b>							
a. Want to study abroad.	128	1.52	0.82	64.80	23.40	7.00	4.70
b. Need English for my job.	128	<b>3.55</b>	0.78	3.10	8.60	18.80	69.50
c. English enriches life.	128	<b>3.81</b>	<b>0.48</b>	0.80	1.60	13.30	84.40
<b><i>What would be your course objectives?</i></b>							
a. Converse fluently with English speakers	128	<b>3.86</b>	<b>0.39</b>	0.00	1.60	10.90	87.50
b. Read and write emails effectively	128	<b>3.66</b>	0.55	0.00	3.90	25.80	70.30
c. Make English presentations	128	3.23	1.00	7.00	20.30	14.80	57.80
d. Negotiate business in English	128	3.19	1.00	7.00	21.10	18.00	53.90
e. Socialize with English-speaking guests	128	3.34	0.96	7.00	13.30	18.00	61.70
f. Prep. For study abroad	128	1.36	0.68	74.20	17.20	7.00	1.60
g. Prep. For TOEFL/TOEIC/STEP	128	1.89	1.10	53.90	14.80	19.50	11.70
<b><i>In what kind of program would you be interested?</i></b>							
a. Intensive ESL for academic study	128	1.30	0.69	80.50	10.90	6.30	2.30
b. Intensive General English course	128	<b>3.56</b>	0.86	5.50	7.80	11.70	75.00
c. Intensive ESP (business, etc.)	128	<b>3.66</b>	0.71	3.10	4.70	14.80	77.30
d. Specific skill development (speaking, etc.)	128	<b>3.75</b>	0.55	0.80	3.10	16.40	79.70
<b><i>How long a program do you prefer?</i></b>							
a. More than 10 weeks	128	1.63	1.11	71.90	7.80	5.50	14.80
b. 8 weeks	128	1.95	1.20	57.80	4.70	21.90	15.60
c. 4 weeks	128	2.81	1.14	21.10	11.70	32.00	35.20
d. 2 weeks	128	<b>3.37</b>	1.37	11.70	10.90	13.30	63.30
e. 1 week	128	2.88	1.13	18.00	15.60	26.60	39.80
<b><i>What would be your important considerations?</i></b>							
a. Course and travel budget	128	<b>3.83</b>	0.52	1.60	1.60	9.40	87.50
b. Length of vacation	128	<b>3.52</b>	0.90	6.30	8.60	12.50	72.70
c. Quality of English program	128	<b>3.90</b>	<b>0.30</b>	0.00	0.00	10.20	89.80
d. Fun in the program	128	<b>3.59</b>	0.80	3.10	10.20	10.90	75.80

Note (1) Response Scale: 1. Strongly disagree, 2. Disagree, 3. Agree, 4. Strongly agree

Note (2) Numbers in bold face indicate predominant responses.

Their *preference for the length of the program* asked by the fourth question was relatively spread out with standard deviations higher than 1.0 for all program lengths given, however, a two-week program was most preferred with 63% of the respondents showing strong agreement, which was followed by a one-week program (40%) and a four-week program (35%). It was obvious that these respondents were not interested in a program that lasts longer than four weeks looking at the high percentage figures of disagreement. With regard to the fifth and final question, “*what would be your important considerations if you were to choose an English language program in Hawaii,*” most of them thought all of the four areas of consideration given in the questionnaire are quite important. Specifically, almost 90% of them strongly agreed that the quality of the English language program was important, while a total of 76% strongly felt that fun in the program was also important. A total of 87.5% of them strongly agreed that the language program and travel budget were key considerations in choosing a program. In addition, about 73% of them indicated that the length of the vacation they can take is a very important consideration. The length of the vacation they can take as well as the budget they can afford obviously have an important bearing with the length of the language program they would prefer.

This survey of the sample population of English learners in Japan provided interesting insights into the Japanese market for non-academic English language programs. Although the survey was limited to the Tokyo area, it is felt that geographic differences would be relatively small since the Japanese people are largely homogeneous in terms of their life-related aspirations even though there are individual differences. Based on the results of the survey as presented above, the profile of the typical Japanese participant in a non-academic English language

program in Hawaii may be summarized as having the following major characteristics:

1. Desires to improve English since work demands it.
2. Feels that English can enrich life.
3. Wants to be a fluent “speaker” of English.
4. Wants to write effective emails, negotiate business, or socialize in English.
5. Interested in taking general English conversation course or ESP (business, engineering, law, secretaries, etc.).
6. Unable to take more than two weeks of vacation, and therefore, prefers one to two-week programs.
7. Considers instructional quality, cost and fun in selecting a program.

These wants and needs of the potential Japanese participants must be incorporated in the design of the non-academic English language program in Hawaii to succeed.

### ***Survey of the Market in Korea***

As discussed in the section *English Language Programs in Honolulu*, the second largest source of students is Korea. (See Table 1) It is generally recognized by the administrators of the English language programs that the number of Korean students enrolled at institutions in Honolulu has been steadily increasing. In fact it is well known that English is considered a class marker in South Korea and there has been a nation-wide effort to elevate the level of the people’s English abilities as evidenced by the national policy implemented in the mid-1990s by Kim Young Sam to extend English education to elementary school. The size of the English education market in South Korea is estimated at over \$3 billion per year and the expenditures on English study abroad adds an additional \$800 million (Park & Abelman, 2004).

Not only are children studying English as a priority field of study, but also their mothers and the society in general possess a high level of interest in learning English backed by South Korea's globalization policies. So Jin Park and Nancy Abelmann described this social phenomenon in Korea as "cosmopolitan striving" (Park & Abelmann, 2004). With this as a background, the survey of the Korean market was conducted using the same questionnaire as the one used for Japan, which was translated into Korean. Professors at Chinju National University of Education and Pusan Women's College acted as my collaborators for the survey.

**Table 7*****Korean Survey Demographic Data***

<i>Classification</i>	<i>Breakdown (N=67)</i>
<i>Gender</i>	Male 31%, Female 69%
<i>Age</i>	18-25: 71%, 26-39: 26%, Over 40: 3%
<i>Occupation</i>	Student 94%, Office worker 6%
<i>English Proficiency</i>	Beginner 18%, Intermediate 21%, High intermediate 15%, Advanced 8%, Don't know 38%

Table 7 summarizes the demographic information obtained through the questionnaire. Unlike the Japanese survey, almost all the respondents in the Korean survey were students. These students were enrolled at either Chinju National University of Education or Pusan Women's College. As Table 7 shows, about 70% of the respondents were women between the ages of 18 and 25. 26% were between 26 and 39 with only two respondents over 40. The English proficiency levels varied from the beginner to the advanced, however, 38% of the respondents did not know

their levels. In Korea, TOEIC is fairly widely used among the English language learners to measure proficiency while TOEFL is not so popular. The fact that so many of them did not have TOEIC scores may indicate that at least a part of this sample population had not studied English so seriously or considered study abroad. This does not necessarily mean, however, that they would not be interested in participating in an English language program in Hawaii in the future.

Table 8 summarizes responses to questions asked in the questionnaire. 60% of the respondents indicated that they wanted to study abroad. This can be explained by the fact that most of them are college or university students learning English, and that they probably desired to study abroad regardless of how realistic it may be to do so. This is also reflected in their objective of using the language course to prepare for study abroad. A high percentage of respondents (85%) feel strongly that English enriches their lives. This may be a reflection of their belief that mastering English enables them to become global citizens which was discussed earlier in this section and referred to as “cosmopolitan striving” (Park & Abelman, 2004). They want to learn English so that they can converse freely with those whose native language is English (95%), make presentations in English (85%), and socialize with English-speaking guests (90%). Their responses were not quite uniform when it comes to how long the English language program they want to participate in should be. Considering the high percentage of respondents who put the travel and program budget as a critical factor (90%), it may be said that they are concerned about the cost of study abroad (whether long or short) which would affect the length of the program they want to participate in.

**Table 8*****Descriptive Statistics & Frequencies – Korea***

<i>Question/Response</i>	<i>N</i>	<i>M</i>	<i>SD</i>	<i>1</i>	<i>2</i>	<i>3</i>	<i>4</i>
<b><i>Why do you want to learn English?</i></b>							
a. Want to study abroad.	67	3.12	1.14	15.00	7.50	17.50	60.00
b. Need English for my job.	67	3.42	0.76	2.50	10.00	25.00	62.50
c. English enriches life.	67	<b>3.85</b>	0.50	0.00	10.00	5.00	85.00
<b><i>What would be your course objectives?</i></b>							
a. Converse fluently with English speakers	67	<b>3.96</b>	<b>0.27</b>	0.00	2.50	2.50	95.00
b. Read and write emails effectively	67	3.48	0.66	0.00	10.00	35.00	55.00
c. Make English presentations	67	<b>3.84</b>	0.54	2.50	5.00	7.50	85.00
d. Negotiate business in English	67	3.19	1.06	10.00	40.00	0.00	50.00
e. Socialize with English-speaking guests	67	<b>3.91</b>	<b>0.34</b>	0.00	2.50	7.50	90.00
f. Prep. for study abroad	67	<b>3.70</b>	0.76	7.50	7.50	10.00	75.00
g. Prep. for TOEFL/TOEIC/STEP	67	2.79	0.95	7.50	37.50	22.50	32.50
<b><i>In what kind of program would you be interested?</i></b>							
a. Intensive ESL for academic study	67	1.84	1.01	35.00	22.50	27.50	15.00
b. Intensive General English course	67	<b>3.91</b>	<b>0.38</b>	0.00	5.00	5.00	90.00
c. Intensive ESP (business, etc.)	67	<b>3.61</b>	0.78	7.50	7.50	17.50	67.50
d. Specific skill development (speaking, etc.)	67	3.70	0.70	5.00	7.50	10.00	77.50
<b><i>How long a program do you prefer?</i></b>							
a. More than 10 weeks	67	3.21	1.22	2.50	25.00	12.50	60.00
b. 8 weeks	67	2.65	1.34	25.00	25.00	2.50	47.50
c. 4 weeks	67	2.99	1.21	30.00	7.50	12.50	50.00
d. 2 weeks	67	3.38	0.86	15.00	20.00	30.00	35.00
e. 1 week	67	2.85	0.88	7.50	27.50	35.00	30.00
<b><i>What would be your important considerations?</i></b>							
a. Course and travel budget	67	<b>3.85</b>	0.58	2.50	2.50	5.00	90.00
b. Length of vacation	67	2.69	1.17	30.00	27.50	12.50	30.00
c. Quality of English program	67	<b>4.00</b>	<b>0.00</b>	0.00	0.00	0.00	100.00
d. Fun in the program	67	<b>3.88</b>	<b>0.37</b>	0.00	2.50	12.50	85.00

Note (1) Response Scale: 1. Strongly disagree, 2. Disagree, 3. Agree, 4. Strongly agree

Note (2) Numbers in bold face indicate predominant responses.

All of them put the quality of the program as one of the most important factors in deciding in which program they should participate (100%) while many of them (85%) also agreed that it was important for them to have fun in the program.

Based on the analysis of the questionnaire data, the profile of the typical Korean English learner (mostly college/university students) can be summarized as follows:

1. Desires to study abroad in an English-speaking country.
2. Believes that mastery of English leads to a happier life.
3. Wants to become able to speak English fluently, make presentations in English, and socialize with English-speaking guests.
4. Considers the cost of the English language program to be of high priority.
5. Would select the program to participate in based on the cost, quality, and fun offered.

These needs and wants of the potential participants from Korea must be incorporated into the design of the non-academic English language program in Hawaii. It would be important for the success of the program to understand the behavioral characteristics of these potential participants from both Japan and Korea and meet their needs since they are the two of the largest markets from which participants would come.

### ***Summary of the Market Characteristics***

The market survey provided some valuable characterizations of the market for non-academic English language programs in Honolulu. The key characteristics can be summarized as follows:

1. The existence of active non-academic English language programs offered by

five major institutions and community adult schools.

2. English proficiency of students enrolled in these programs (except adult schools) ranges between 360 and 570 in TOEFL terms with the average of 450.
3. The age of students ranges between 17 and 70 with the average of 26.
4. Women outnumber men by two to one.
5. Students from Japan account for approximately 52%, followed by Korea with 18%, Europe with 15%, Taiwan with 10 %, and the rest of the world accounting for 5%.
6. The University of Hawai‘i programs lack variation in nationality of the participating students with little cross fertilization effects among them, while English academies and HPU, which is a private university, have a better student mix thanks to the use of commission agents.
7. The length of the program term varies from four weeks to twelve weeks with some students taking more than one term.
8. The programs at English academies are priced 40% to 50% higher than the University of Hawai‘i programs although their students pay less per term due to the shorter period of terms involved. The HPU program appears to be the best value.
9. The immigrant market is significant in terms of the potential number of people in the community who want to learn English for a variety of non-academic purposes. The community school programs are not attracting enough participants due to their image as non-intensive, low level English programs.
10. An important segment of the Japanese market can be found in the white collar

employees engaged in international business. Many of these potential participants look for a program that offers ESP (for business in particular) or a skill-based approach with emphasis on communicative skills. They are concerned about how long they can get away from work, and therefore, prefer a two-week program to longer ones.

11. The potential Korean market is large due to people's desire to master English.
12. The major concerns of potential Korean participants are the quality and the cost of the program.

One can argue that the non-credit English language program market in Honolulu is already saturated with competitors and that there is little room for additional programs. While it is true that there are a number of programs already existing, it is also indicative of the fact that Honolulu is one of the ideal places for non-academic English language programs in the world. The non-academic language program by definition needs purposes other than academic pursuit, which may fall right into the edu-tourism arena which is a thrust of the State of Hawaii strategy. There is no question that Hawaii is a preferred destination for vacationers, and it can be an ideal place to learn English language while vacationing. Hawaii has the charm to attract 7.5 million visitors annually, and it can accommodate many more than the current number of approximately 3,000<sup>1</sup> English learners who visit for English language programs combined with vacation. It may be more correct, therefore, to say that there is room in the market for another non-academic English language program in

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<sup>1</sup> Based on the interviews with the directors of English academies in Honolulu, the average number of new students taking each of the programs per term is 900 to 1,000. The number of students repeating the course over more than two terms at HELP or NICE program is estimated to be less than 5%.

Honolulu provided that it offers what potential program participants need and want.

## **PROGRAM STRATEGY**

### ***Quality and Best Value***

What might be the best strategies for the potential non-academic English program at KCC? One of the important principles of marketing is that customers buy from those competitors that they perceive as offering the best value (Doyle & Stern, 2006). This means that the program KCC offers must meet the needs of the target market not only in its curriculum but also in price. The Korean market survey generated the need of potential customers exactly along this line, i.e., quality and cost. The quality of a non-academic English language program comes from many elements that are designed into the program including the curriculum, activities, program schedule, instructors, the quality of campus and its location, certification, student services, etc. The curriculum will be discussed in the following section in detail. Including meaningful and enjoyable activities in addition to classroom instruction can enhance the value of the program considerably. These activities may include visiting Hawaiian cultural sites such as the Bishop Museum, Plantation Village, Honolulu Academy of Arts, and the Polynesian Cultural Center as well as scenic marine locations and historic places like Hanauma Bay, Pearl Harbor, and Iolani Palace. Through these field visits, participating students can engage in valuable learning experiences of Hawaiian history and culture, which can in turn compliment their language learning and add much fun to the program.

The schedule of the program should provide students with an intensive course in

English with at least four full hours devoted to daily class instruction Monday through Friday with field trips and other types of activities sprinkled in the program schedule in the afternoons. The program should be administered by a director with second language studies or applied linguistics background (Ph.D. or M.A.) with experience in running English language programs. The director must possess a good understanding of curriculum development for non-academic English language programs. It is also important that most of the instructors be full time and devoted to the program with good teaching credentials including, desirably, an M.A. in second language studies. The program faculty credentials are often considered to be an important factor by English learners especially coming from Japan and Korea. A course completion or participation certificate should be offered to each participant at the conclusion of the program in a formal setting such as a graduation dinner, which will add further value to the program.

### ***Pricing Strategy***

Pricing policy for educational programs is as important as with any consumer products or services in the sense that it often determines the program's success. No matter how great the teaching component of the curriculum may be, the program will not be sustained, and therefore, the great educational benefit cannot be passed on to the learners, if it fails to have enough students enrolled in it. This is where the strategic paths of education and business cross for an educational institution which must be viable in order to meet its mission, goals, and objectives. Obviously, the price must exceed the cost of the program to be viable, however, the amount of profit that should be built into the price depends on various factors such as the institution's

expectations, competition in the market, customer's sensitivity to price, and the market demand for the program. I stated in the *Summary of the Market Characteristics* section that Hawaii is a desirable venue for English language learners to vacation and simultaneously improve their English. This means that there is great demand for non-academic English language programs in Honolulu. Competition is there with several successful programs in existence, however, it has not reached the point where the institutions are desperate to find students. There are ups and downs in student enrollment every year, but, based on the information gathered from the interviews, enrollments typically vary within a 10-15% range. Sensitivity to pricing variations seems to be relatively low although it is an important factor. The similar prices set by ICC and Global Village, the two directly competing programs, provide a good point of reference in the sense that neither of them would price themselves out of the competition while they would do their best to maximize their profit. In a sense they set the highest price point (their operating costs are also higher than the University of Hawai'i programs or HPU's due to prime location office leases, higher employment costs, up-to-date facilities and equipment, the cost of borrowing, etc.) and other programs find their pricing zone somewhere below that point. The potential non-academic English language program at KCC would have advantages from the pricing point of view as follows:

- the image and reputation of the University of Hawai'i
- the reputation of KCC in international education
- the beauty of the campus and its scenery (ocean, Diamond Head, City of Honolulu)
- the relatively low cost of operations including employment cost

These advantages contribute to flexibility in pricing. KCC might be best positioned if its pricing of the non-academic English language program were set slightly lower than the prices of the programs at Manoa (NICE and HELP) and ICC/Global Village to maximize enrollment. The strategy here would be to create a competitive advantage over other programs by offering the “best value.” As Peter Doyle put it, “the marketing concept requires more than the ability to meet the customer needs—it requires the ability to meet them better than the competitors. Customers choose those suppliers that offer the best value” (Doyle, 2004).

### ***Student Mix***

The director of the NICE program indicated in an interview that one of the issues they faced was the lack of student diversity. For a language program to be truly effective, the students should have an environment conducive to learning both inside and outside the classroom. The effectiveness of immersion programs has been well established. Even though KCC’s non-academic English program cannot be an immersion program since most of the participants will be coming for the dual purpose of education and leisure, it would be most desirable if the students are provided with a classroom with students coming from different cultures and language backgrounds. Classrooms with proper ethnicity mixes would stimulate spontaneous use of English inside and outside of the classroom which helps language learning immeasurably. This element of learning would be particularly important for a program of short duration. It could be an important part of the strategy of the non-academic English language program (as well as the academic ESL program) at KCC to work with agents that recruit students not only in Asia but also from European countries to broaden the

student mix. Since these agencies work on commission, it would be necessary for KCC (and the University of Hawai‘i) to modify the policy on the use of commission agents to become more competitive in student recruiting.

### ***Market Niche***

Another strategy KCC could adopt is to address the “market niche.” A niche market is a focused, targetable portion of a market. Niche marketing is a process of finding and serving profitable market segments and designing custom-made products or services for them. It is generally accepted as a practice among the ten campuses of the University of Hawai‘i system that each campus strive to offer unique programs that do not compete head to head with each other. In this sense it would be more desirable for KCC to design its non-academic English language program that is differentiated from the Manoa campus programs. A major differentiation can occur naturally due to the different characteristics between a two-year community college campus and a larger four-year campus with graduate schools. The KCC program can also target more continuing education-oriented populations including both overseas and Hawaii’s immigrant market, which is a market niche. This means that one of the program’s key target market populations will be older, early to mid-career office employees or professionals engaged in international business. For the immigrant market in Hawaii, the program should target those who need to elevate their English proficiency level for work including those who are engaged in retail, tourism, real estate, and so forth.

Another niche found in the market survey is a two-week program. None of the providers of non-academic English language programs in Honolulu offers a two-week

program currently possibly because they feel that nothing worthwhile can be taught in a short period of time such as one or two weeks. While it is true that language learning takes time, some significant achievement may also be possible in a short but intensive period of learning. After all, all high school graduates in Japan would have studied English for at least six years, and yet we find that most of them cannot carry out an English conversation for much longer than a few seconds. Although there has been little research done to establish if there is any correlation between the amount of time spent and the effect of learning for language acquisition, we know from our experience that no significant correlation exists. On the other hand, we know intuitively that we learn more efficiently and effectively if we try to learn in an intense environment. If we try to teach someone how to swim, we teach him, say, for an hour for three consecutive days rather than five minutes at a time for a period of six months. Much research has been done to understand how second language learning takes place and many different theories in language learning and teaching have been developed (*Second Language Learning Theories* by Mitchell and Myles, Second Edition, 2004 provides a comprehensive discussion in this area). Though different, most of these theories focus on how the human being acquires a second language and how this process can be tapped most effectively. One of the implications behind these efforts is that no matter how much time is spent for learning, it is difficult for language acquisition to take place if the learning process does not cater to acquisition.

We have seen at KCC through our short-term customized English conversation programs that many students dramatically improved their English speaking ability in two weeks. They may not have made a significant improvement in their overall English proficiency, however, they developed confidence in using certain skills such

as to greet, ask questions, express feelings, assert an opinion, and etc., which appeared to have made a huge difference. A two-week program, therefore, can be as much or even more effective than a much longer program, if it is well designed and implemented so as to meet the needs of the students. By the same token, it would be quite important for a short-term program to have a well-defined purpose and student learning objectives that are explicit. In this sense, all these classes should be run as English for specific purposes (ESP) courses whether they are for general conversation, business English, engineering English, or for other purposes.

### ***Definition of Success***

Success for the potential non-academic English language program at KCC could be defined in several ways. Most importantly, the program would be considered successful if it contributes to the mission, goals, and objectives of the college in the area of international education in particular. A thriving non-academic English language program can add another dimension to KCC's English language education, which is mostly academically-oriented today. The campus will be further internationalized with the addition of more international students. The students of such programs can bring interesting opportunities for interaction with other students at KCC to share their career experiences, for example. Further, the program will serve the immigrant population of the community by providing a program which meets their needs of acquiring language skills to be more efficient and effective in their work and service to the community. The program can also bring another source of college revenue to supplement the state's general funds, through which funds can be generated to be used and invested in projects and programs that benefit the students,

faculty, staff, and community, thereby further contributing to the accomplishment of the mission, goals, and objectives of KCC. Finally, the program would be a huge success if it generates many satisfied customers—those who are pleased with the improvement in their English abilities as a result of the program they have taken at KCC.

### **PROPOSED CURRICULUM**

Having a quality curriculum is vital to the success of the non-academic English language program. Designing a language curriculum and maintaining it involves multiple activities. The series of curriculum activities provides a framework that helps teachers to accomplish whatever combination of teaching activities is most suitable in their professional judgment for a given situation, that is, a framework that helps the students to learn as efficiently and effectively in the given situation (Brown, 1995). This systematic approach to designing and maintaining language curriculum proposed by J. D. Brown views the process as including needs analysis, objectives, testing, materials, teaching, and program evaluation as the essential elements of curriculum that interact with each other and interface with the teaching activities. Teaching activities include approaches, syllabuses, techniques, and exercises. My discussion of the curriculum for the non-academic English language program at KCC generally follows this systematic approach.

#### ***Theoretical Approach***

The curriculum of the non-academic English language program at KCC, if it

were to be designed, would be able to serve the needs of the potential students well by adopting communicative language teaching (CLT) principles. North American CLT approaches, best articulated by S. D. Krashen, take the view that much “acquisition” takes place incidentally through receptive language use in meaningful contexts. As long as rich language input that is comprehensible to the learner yet contains novel language elements is provided and the learner is open to it, internalization of the target grammar proceeds according to the internal syllabus (Krashen, 1985). The CLT classrooms designed to achieve students’ communicative competence would feature the following characteristics:

- frequent interaction among learners to exchange information and solve problems such as through group and pair work
- use of authentic texts and communication activities linked to the real world
- learner-centered approaches taking into account learners’ backgrounds, language needs, and goals. (Wesche & Skehan, 2002)

Under the general approach of CLT, KCC’s non-academic English language program could use task-based instruction (TBI) by placing the task in the center of its syllabus. Task-based language learning was defined by Breen (1987) as “any structured language-learning endeavor which has a particular objective, appropriate content, a specified working procedure, and a range of outcomes for those who undertake the task.” “Task,” in this context, is used to facilitate language learning and involves some communication problems that have some relationship with real-world activities to solve. Measurement under the TBI should be based on how well the task has been completed. TBI is considered most appropriate for the learning environment of KCC’s non-credit English language program since the

approach would facilitate focusing on the specific skill or purpose. An example of a task that can be used in the KCC's non-academic English language classroom for Business English may be for the students, in pairs or groups, to try to come up with an agreed-upon advertisement line in introducing a new product (e.g., cell phone), the specifications of which would be provided by the instructor. Through such tasks, the students have the opportunity to use English in a semi-authentic interactional situation to discuss the issue at hand and try to find the best possible solution. The instructor's role in a TBI classroom like this is largely that of a facilitator. However, it would also be important for the instructor to provide instruction on the basic vocabulary necessary to conduct the task as well as appropriate assessment of the outcomes that would help with the students' learning of the language.

### ***From Needs Analysis to Goals and Objectives***

An analysis of the needs of the potential students for the non-academic English language program at KCC was conducted and summarized in the earlier section entitled *Understanding the Market*. The key language learning needs included fluency in speaking, effective email writing, presentation skills, and negotiating business in English. Such information about the needs of the potential students can be used to develop goals and objectives of the program. Program "Goals" are defined by Brown (1995) as "general statements concerning desirable and attainable program purposes and aims based on perceived language and situation needs." The situation needs from the survey included the reasonable cost of the program, the two-week limit on the program duration, and "fun" in the program. The language and situation needs of the potential participants of the non-academic English language

program at KCC lead to the following program goal statement:

- The program aims to develop communicative fluency of the students through intensive learning of specific English language skills.

The instructional objectives are defined as “specific statements that describe the particular knowledge, behaviors, and/or skills that the learner will be expected to know or perform at the end of a course or program” (Brown, 1995). Such instructional objectives for the KCC program can be as follows:

By the end of the course, the students will be able to:

1. Converse with the instructor more fluently than when they started.
2. Discuss a given subject (general, business, engineering, legal, etc.) expressing their own views without using a script.
3. Compose emails using effective and powerful words.
4. Make professional presentations that are well-designed, logical, and persuasive.
5. Negotiate a contract (business, engineering, legal, etc.) using appropriate and correct terminology of the field.

“Fluency” is a complex phenomenon and may need to be clearly defined. Since we are concerned with fluency in speaking in this course, fluent speaking may be defined as a smooth, fluid way of speaking without unnatural pauses or meaningless repetitions. The study of nonnative speaker fluency by Riggensbach (1991) produced three components of fluency in the order of importance and degree of salience as (a) frequency, placement, and degree of chunking, and type of filled and unfilled pauses, (b) rate of speech, and (c) frequency and function of repair. Although “rate of speech” is rather controversial, most other studies point toward similar qualities

associated with fluency such as filled pauses, frequency of chunking, and use of appropriate repair. These may be used by the instructors as important clues in understanding the issues involving fluency of the students' speeches.

### ***Testing***

Testing should be an important component of the curriculum of the potential non-academic language program at KCC even though it may be of such short duration as two weeks. What we need to assess is whether the students have improved their English in the area of competency which the course was designed to improve. To this end, pre-test/post-test in a criterion-referenced test (CRT) format should be most useful. A CRT, which measures students' performance in accordance with a given criterion, would be ideal in a course like this one in which students should not be pressured to outperform others in the class but rather should be encouraged to use the test results as their own study guide. The pre-test can be given to the students at the start of the course and the post-test can be given at the very end of the course. The results of such tests will not only provide students with the measurement of their own learning efforts, but also can be used as a valuable source of feedback on the effectiveness of the instructional approach of the program.

### ***Materials and Teaching***

The decisions about the materials should be based on the theoretical approach that is being taken, syllabuses, needs analysis, instructional goals and objectives, and teaching techniques and exercises that are going to be employed. Since this program has a communicative approach with task-based instruction, the materials, whether

they come in the form of workbooks, cassette tapes, CDs, computer software, or webpages, must be authentic and genuine, and the language in the materials should be at the comprehensible level (or slightly higher than the current level) for the students (Krashen, 1982, 1985). Since the students for the non-credit English program, as proposed in this paper, would come in at different English proficiency levels, careful placement of students into different class levels through the use of placement tests would be necessary so that they will be receiving comprehensible input in the classroom.

Teaching, without question, is a key component for the success of the curriculum. The instructors for the non-credit English language program at KCC should be highly qualified to teach learners who are looking for results in a short period of time. The instructor, whether he or she is teaching general conversational English or ESP, must have a good understanding of the principles of CLT and TBI with sufficient experience and teaching techniques that can be called upon to meet the varying needs of the program participants. The instructor desirably should have intercultural sensitivity to teach classes with students of mixed ethnic background, and good knowledge of technology such as the internet which should be part of the teaching techniques to be used for this program.

### ***Evaluation***

Evaluation of the program needs to be an integral part of the curriculum activities which interfaces with all other phases of the curriculum. Evaluation in this context is defined as “systematic collection of all relevant information necessary to promote improvement of a curriculum and assess its effectiveness within the context of a

particular institution involved” (Brown, 1989a). A program evaluation would be most effective if it is done for and with specific, intended primary users for specific, intended uses (Patton, 1997). Since the non-academic English language program at KCC would be new and its participants’ needs are relatively unknown in spite of the market survey conducted in this project, it is recommended that the evaluation be done for every two-week program to understand what is going well and what is going wrong to improve every aspect of the program on an ongoing basis. The intended use of the evaluation of the KCC’s program, therefore, is to improve the program, and the action plan, which is developed as a result of the evaluation, needs to be clearly specified for immediate implementation.

### **RECOMMENDATIONS**

This study set out to determine if there is room in the non-academic English language program market in Honolulu for another institutional program. Information gathered through the market survey indicates that there are several successful programs offered by both universities and private English academies. A careful analysis of the survey data indicates that there are certain market niches that can be addressed by KCC. It is believed that a “non-academic” English language program, if implemented, would add another dimension to KCC’s English language program, bring economic benefits through the additional revenue stream to be created, and contribute to the fulfillment of the mission of the college in international education.

Based on the findings from this study, it is recommended that KCC consider

establishing a non-academic English language program that will serve education-minded visitors to Hawaii who are interested in improving English as well as the immigrant population residing in Honolulu who need a focused approach to elevating their English abilities. Such a non-academic English language program at KCC should have the following characteristics:

1. An intensive English language program aimed at improving the students' general communicative abilities and/or specific communicative skills.
2. Two-week modular courses with one module (two weeks) offering an intensive study of a particular language function (e.g., speaking) or a communicative skill (e.g., presentation skill) at a certain proficiency level. Students can take more than one module by moving up to a higher proficiency level class.
3. The program to be held in the winter months (January to March) and summer time (July to September) which are considered to be the best time for the target market populations to travel.
4. The program to have fun-filled (but educational) activities in the afternoons including field trips to Bishop Museum, Plantation Village, Polynesian Cultural Center, etc. with the emphasis on learning Hawaiian culture.
5. An evening program for the immigrant population based on the same modular concept but without the Hawaiian culture component.
6. Pricing of the program to be at a moderate level slightly under the Manoa program prices translated into a two-week program cost.
7. The evening program for the immigrant population to be priced at a lower level than the visitor program, comparable to the pricing levels of KCC's

- non-credit programs.
8. Both programs (visitor and immigrant programs) issue a certificate of participation at the end of the program.
  9. A course evaluation to be done by the participants which is to be incorporated into a formative evaluation of the program. The process should be continuous.
  10. Marketing of the program to be conducted through advertising on a website, selected travel and study abroad magazines, etc. which is combined with contracted agents. The marketing cost should be built into the price of the program so that it is funded through the program without affecting the general fund budget of the college.
  11. Collaborative marketing alliance with NICE and HELP programs to be established to maximize the effect of marketing investment and reach the largest possible clientele throughout the world.

A non-academic English language program at KCC with the above set of characteristics based on the program strategy outlined earlier in this section will have good potential for success as a business and important contributor to the international education mission of Kapi‘olani Community College.

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**APPENDIX A**  
**INTERVIEW QUESTIONS USED WITH LANGUAGE PROGRAM**  
**DIRECTORS**

**Interview Questions**

*The questions are asked following a background explanation including the purpose of the survey. These questions are used with NICE/HELP directors as well as non-UH language institute directors.*

- Question 1.        How many students are currently enrolled in your program?
- Question 2.        What is the percentage breakdown by nationality?
- Question 3.        How much percentage of your students are immigrants in Hawaii?
- Question 4.        What is the range of English proficiency of your students in TOEFL terms?  
                          What is the average English proficiency in TOEFL terms?
- Question 5.        How many weeks of English study do your students receive before they complete your program?
- Question 6.        How are the students placed into different classes?
- Question 7.        What is your teaching method/approach?
- Question 8.        What are the student learning objectives?
- Question 9.        Does your program focus on English for any specific purposes or skills such as speaking, listening, etc.?
- Question 10.        What are some of the greatest challenges you have in your program?
- Question 11.        What is your opinion about Hawaii as a place for non-academic English programs?

**APPENDIX B**  
**THE QUESTIONNAIRE USED IN JAPAN AND KOREA**  
**(ENGLISH VERSION)**

**Questionnaire**

*This questionnaire is intended for use with learners of English as a foreign language. Your responses will be kept strictly confidential and will only be used for this survey purpose. Your cooperation is greatly appreciated.*

Please answer the following questions by selecting the answer that best describes your situation, feeling, or opinion.

*First, please tell us about yourself.*

*You are* 1. male      2. female

*You are* 1. 15-17 years old    2. 18-25 years old    3. 26-39 years old    4. 40 years or older

*You are a* 1. student    2. office worker    3. manager    4. house wife    5. retiree    6. other

*Next, please answer questions related to your English.*

*What is your English proficiency level? Please circle the number that best describes your level.*

1. Beginner (Lower than TOEFL 400 or Eiken Grade Pre-2 or lower)
2. Intermediate (Between 400 and 500 on TOEFL or Eiken Grade 2)
3. High Intermediate (Between 500 and 600 on TOEFL or Eiken Grade Pre-1<sup>st</sup>)
4. Advanced (TOEFL 600 or higher or Eiken Grade 1)
5. Don't know.

*Please answer the following questions based on how much you agree with each statement by using the scale below:*

*1. strongly disagree    2. disagree    3. agree    4. strongly agree*

*Why do you want to learn English?*

- |   |          |          |          |          |
|---|----------|----------|----------|----------|
| a. I want to study abroad in an English-speaking country. | <i>1</i> | <i>2</i> | <i>3</i> | <i>4</i> |
| b. I need English in my job. (or to find a job)           | <i>1</i> | <i>2</i> | <i>3</i> | <i>4</i> |
| c. English will generally enrich my life.                 | <i>1</i> | <i>2</i> | <i>3</i> | <i>4</i> |
| d. Other (please provide reason.) _____                   |          |          |          |          |

*What would you want to be able to do if you were to take an English course?*

- |   |          |          |          |          |
|---|----------|----------|----------|----------|
| a. Converse fluently with English-speaking people.          | <i>1</i> | <i>2</i> | <i>3</i> | <i>4</i> |
| b. Read and write emails effectively.                       | <i>1</i> | <i>2</i> | <i>3</i> | <i>4</i> |
| c. Make presentations in English.                           | <i>1</i> | <i>2</i> | <i>3</i> | <i>4</i> |
| d. Negotiate business in English.                           | <i>1</i> | <i>2</i> | <i>3</i> | <i>4</i> |
| e. Socialize with English-speaking guests effectively.      | <i>1</i> | <i>2</i> | <i>3</i> | <i>4</i> |
| f. Be ready to study abroad in an English-speaking country. | <i>1</i> | <i>2</i> | <i>3</i> | <i>4</i> |
| g. Achieve a higher score in TOEFL, TOEIC or Eiken test.    | <i>1</i> | <i>2</i> | <i>3</i> | <i>4</i> |
| h. Other (Specify) _____                                    |          |          |          |          |

*If a new English course were to be offered by a University of Hawaii campus in Honolulu, in what kind of program would you be interested in participating?*

- |  |          |          |          |          |
|--|----------|----------|----------|----------|
| a. An intensive ESL (English as a Second Language) course to enter a University of Hawaii academic program.                                      | <i>1</i> | <i>2</i> | <i>3</i> | <i>4</i> |
| b. An intensive course to improve your “general” English proficiency.  | <i>1</i> | <i>2</i> | <i>3</i> | <i>4</i> |
| c. An intensive course designed for specific purpose (e.g. Business English, Engineering English, Legal English, English for Secretaries, etc.). | <i>1</i> | <i>2</i> | <i>3</i> | <i>4</i> |
| d. An intensive course to strengthen a particular skill (e.g. speaking, writing, making oral presentations, negotiating in English, etc.)        | <i>1</i> | <i>2</i> | <i>3</i> | <i>4</i> |
| e. Not interested.   | <i>1</i> | <i>2</i> | <i>3</i> | <i>4</i> |

What is the length of the program you would be interested in?

- |                       |          |          |          |          |
|-----------------------|----------|----------|----------|----------|
| a. More than 10 weeks | <i>1</i> | <i>2</i> | <i>3</i> | <i>4</i> |
| b. 8 weeks            | <i>1</i> | <i>2</i> | <i>3</i> | <i>4</i> |
| c. 4 weeks            | <i>1</i> | <i>2</i> | <i>3</i> | <i>4</i> |
| d. 2 weeks            | <i>1</i> | <i>2</i> | <i>3</i> | <i>4</i> |
| e. About 1 week       | <i>1</i> | <i>2</i> | <i>3</i> | <i>4</i> |

What are your important considerations in choosing an English language program in Hawaii?

- |   |          |          |          |          |
|---|----------|----------|----------|----------|
| a. The program and travel budget                                      | <i>1</i> | <i>2</i> | <i>3</i> | <i>4</i> |
| b. How long a vacation you can take                                   | <i>1</i> | <i>2</i> | <i>3</i> | <i>4</i> |
| c. How effective the program content would be to improve your English | <i>1</i> | <i>2</i> | <i>3</i> | <i>4</i> |
| d. If the program offers fun in addition to English study             | <i>1</i> | <i>2</i> | <i>3</i> | <i>4</i> |

*If you would like to receive future announcements of a new English program in Hawaii, please write down your email address. \_\_\_\_\_*

*Thank you very much for your time and cooperation!*