

Reforming ESP syllabus design for pre-service elementary teachers' physical education program

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Abstract

Technology-cultivated learning opens opportunities to acquire knowledge from various resources. However, languages become a barrier for non-English major students. Nevertheless, ESP allows students to familiarize their English with their specific subject. Thus, this study aimed to explore the needs of the Physical Education of Elementary Teacher Program (PE-ETP) pre-service teachers. 188 participants and two lecturers participated in this study. The survey, focus group discussion, and interview were used to collect data. The result shows that some of the participants considered ESP as a very important part of the curriculum; consider it important. Ver few participants disagree that ESP is part of the curriculum. Further, eight possible topics were offered in developing ESP courses for the PE-ETP. The topics are teaching PE using English, academic English for sports, athlete communications, referee communications, coach communications, sports category, sports terms, and Physiology terms. The topics can be developed into specific course units in syllabus design.

Keywords: ESP; need analysis; physical education; pre-service teacher; syllabus design

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1. INTRODUCTION

Teaching and learning in the 21st century are somehow challenging. Technology-cultivated teaching knowledge becomes the possible choice to comprehend the learning process (Almogren & Aljammaz 2022; Wei, 2023). Raja and Nagasubramani (2018), and Roy and Islam (2023) stated that in the digital era, students today tend to choose the technology used to be applied to every part of their interaction, including during teaching and learning. Thus, knowledge and learning in education are also changing and evolving (Starkey, 2011). Knowledge is no longer described as what has been discovered but more as a critical thinking skill that focuses on the creation and learning through connection. This condition has become a global educational system issue. The new generations have shifted their profiles to their lives, interests, emotions, and more (Amin, 2016). Consequently, all parts of the educational system must adapt and prepare the students to face the paradigm shift.

Teachers are expected to familiarize themselves with technologically oriented learning in this era (Su et al., 2023). Teachers must be constructors, coaches, learning creators, and facilitators. Weinberger et al., (2002) mention that teachers in this era have to facilitate learners to decide the quality and validity of the new knowledge they receive, be critical and open-minded, and become operators, collaborators, and learners' mediators. Teachers are no longer the source of information. They must ignite students' awareness to be autonomous learners (Betts, 2004). However, although autonomous learners can manage their responsibility for learning, it does not mean teachers leave them (Shuhong, 2004).

As English has been considered the only valid language that everyone across the globe can understand (Sarica & Cavus, 2009), learning English has become more essential today. English is being used to foster knowledge as a global information source, especially to express feelings, and in technology as a medium (Yu et al., 2023). In most EFL or ESL countries, the English curriculum develops and focuses on communication ability, e.g., in China (Adamson & Morris, 1997); Philippines (Barrot, 2019); Malaysia (Hardman & A-Rahman, 2014); Thailand (Wongsothorn et al., 2002); Japan (Hosoki, 2011) and also Indonesia (Mappiasse & Sihes, 2014). It indicates that English for communication has become a necessity. Nevertheless, learners may access the immense knowledge of English autonomously in their own hands without teachers. The advances in information technology allow learners to efficiently and affordably create an e-learning environment (Tîrziu & Vrabie, 2015; Man et al., 2024).

As well as other non-English countries in Asia, Indonesia is developing its curriculum from any level of education for English. It is a part of the current model of the Indonesian' curriculum, *Merdeka Belajar Kampus Merdeka* (MBKM). This curriculum aims to prepare students with their life skills and experiences by offering internships, research, independent projects, fieldwork, entrepreneurship, and student exchanges. The most enticing program for this freedom of learning is that the university must offer programs to let others experience learning with them, so university students may join and learn from other universities in Indonesia.

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

1.1. Purpose of study

Thus, this study aims to bring improvement to the current applied curriculum of English for pre-service teachers in the PE-ETP. It can be implemented to revise the existing curriculum. Although the current syllabus is sufficient, the change and innovation may lead to better teaching and learning,

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creating better results. The Analysis may bond the suitability of the material with the learners' needs for their future professional careers.

1.2. Literature review

1.2.1. *The need to implement English for specific purposes*

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

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

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

1.2.2. *The challenges in implementing ESP in some Asian countries*

English for Specific Purposes has been broadly known as a beneficial alternative to the communication success of learners in any sector of professionals. ESP for English teaching has been the core in China (Luo & Garner, 2017). English as a global language and its usage as the working language increase the demand for ESP in China. Fan (2013) claims that despite high input, English instruction in China has come under fire for producing low output, and students frequently lament the useless English they are taught for their future careers. Thus, Communicative Language Teaching (CLT) is an official policy in China. By combining ESP in CLT, students typically own a linguistic competence foundation. As a result, ESP teachers in China can emphasize developing the other competencies more. However, the challenges cannot be avoided. Several sino-foreign universities offer a course design with 70% English language and 30% business content (Gaikwad, 2016). Business in China has become highly recognized by the residents and become the most popular discipline. The problem appears for non-English major students to find a job upon graduation.

As well as China, the Vietnam authorities also proposed that CLT be implemented (Pham & Ta, 2016). However, the challenges in applying this methodology are mostly underlined in cultural values and inauthentic material. ESP in Vietnam focuses on workplace discourse, including transactional and relational talk (Pham & Ta, 2016). Further, to adapt to Asian culture, the theory of politeness and

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cultural differences is also part of Vietnam's ESP development, including the equity of gender for Asian culture and religion (Supriyadi et al., 2019).

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

Table 1

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

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

Total credits required for graduation : 131 credits

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

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

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

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

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

KELOMPOK MATA KULIAH KEAHLIAN INTI PROGRAM STUDI (MKKIPS)											
1	GJ301	PEMBELAJARAN ATLETIK I	2	X							
2	GJ302	PEMBELAJARAN AQUATIK I	2	X							
3	GJ303	PEMBELAJARAN SENAM I	2	X							
4	GJ304	PEMBELAJARAN PERMAINAN I	2	X							
5	GJ305	ANATOMI, FISILOGI DAN MEKANIKA GERAK	3	X							
6	GJ200	BAHASA INGGRIS	2		X						
7	GJ306	PEMBELAJARAN ATLETIK II	2	X							
8	GJ307	PEMBELAJARAN AQUATIK II	3		X						
9	GJ308	PEMBELAJARAN SENAM II	2		X						
10	GJ309	PEMBELAJARAN PERMAINAN II	2		X						
11	GJ201	MASASE OLAHRAGA	2							X	
12	GJ310	PEMBELAJARAN ATLETIK III	2			X					
13	GJ202	PENULISAN KARYA TULIS BAHASA INGGRIS	2				X				
14	GJ311	PEMBELAJARAN SENAM III	2						X		
15	GJ312	PEMBELAJARAN PERMAINAN III	2							X	
16	GJ203	ILMU KESEHATAN DAN GIZI	2				X				
17	GJ313	ASPEK PSIKOLOGI DAN SOSIOLOGI DALAM PENJAS DI SEKOLAH DASAR	3			X					
18	GJ204	AKTIVITAS JASMANI DAN GAYA HIDUP AKTIF	2						X		
19	GJ314	PEMBELAJARAN MUSIK DAN GERAK	2				X				
20	GJ315	MODEL PENDIDIKAN GERAK DAN PERKEMBANGAN	2				X				
21	GJ316	MODEL PENDIDIKAN TANGGUNG JAWAB DAN KOOPERATIF	2					X			
22	GJ317	APLIKASI STATISTIKA DALAM PENJAS	2					X			
23	GJ318	PENGEMBANGAN KETERAMPILAN MENGAJAR DAN PEDAGOGIS	2							X	

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

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

1.2.3. Need analysis to develop English for specific purposes

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

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

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

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

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

The information gathered can be used to decide the curriculum goals, and the learning goals in a curriculum are used to develop learning objectives, learning courses, lesson plans, materials, assignments, and all activities during the teaching and learning process (Gannon, 2018).

2. METHOD AND MATERIALS

Based on the aims of this study and the frameworks, a case study was employed using the mixed-method approach specified as the exploratory design is the most appropriate (Birmingham & Wilkinson, 2003; Greaney et al., 2012; Hamied, 2017; Walliman, 2005). The quantitative approach was used to gain numerical information from the participants using questionnaires. Descriptive quantitative information is provided. Meanwhile, qualitative data was used to strengthen and validate the findings of quantitative data.

2.1. Participants

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

2.2. Data collection instrument

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

2.3. Procedure

The data were taken by giving all participants an online survey using a Google form, focus group discussion (FGD), and interview. The survey was the primary instrument to obtain participants' data related to the topic and served as the quantitative resource to be analyzed. Further, the data were

calculated using descriptive statistics (Loeb et al., 2017) and the Likert scale (Joshi et al., 2015). The result of participants' English proficiency level was taken to decide on fifteen participants in FGD. The fifteen participants were purposively taken from the total participants representing low, mid, and high English proficiency levels. As a consideration, the English proficiency was not tested, but the participants themselves chose it. In addition, the interview was conducted with two teachers to gain the validity of the participant's answers in the survey and during FGD.

2.4. Analysis

The survey, FGD, and interview data were collected and analyzed using a simple statistical procedure. Moreover, the result was interpreted to form the findings of this study.

3. RESULT

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

3.1. Participant's personal information

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

Table 3
Participant's Personal Information Related to Learning English

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

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

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

Figure 1

Participants' future professions

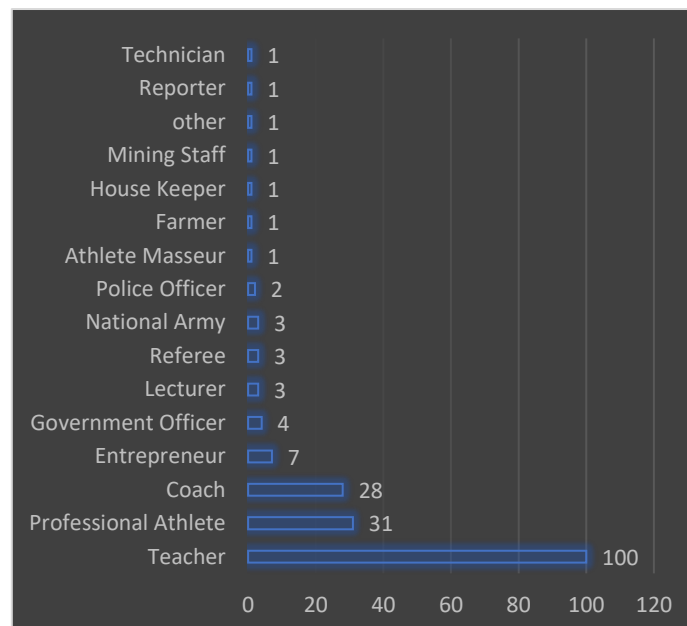


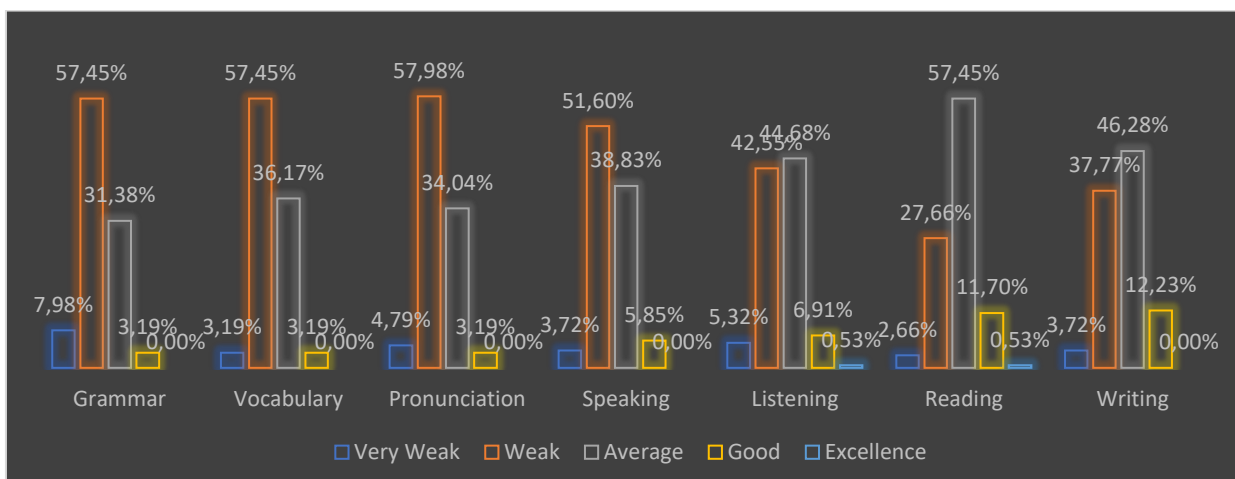
Figure 1 presents the various future professional careers that the participants desire. The data shows that only 100 (53.19%) of participants want to be a physical education teacher for their future professional career, as they are studying the PE-ETP. 63 (33.5%) participants dream of pursuing their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

3.2. Participants' English proficiency level

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

Figure 2

Self-Assessment of Participants' English Proficiency Level



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

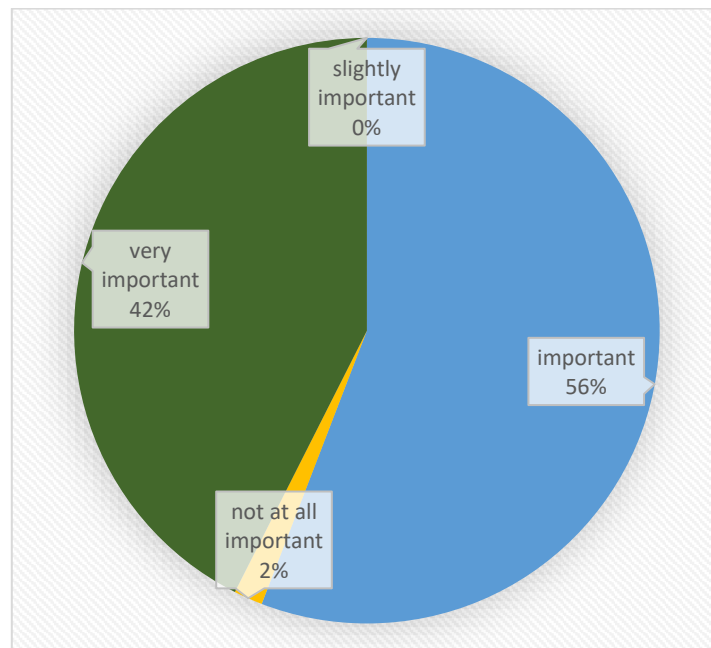
On the other hand, they are confident enough with their listening, reading, and writing skills. For listening skills, 52.13% of participants consider their English proficiency to be average and above, and 58.51% for writing skills. The peak confidence for the participants is in their reading skills.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

3.3. Participants' need for ESP in the physical education of elementary teacher programs

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

Figure 1

Participants need ESP as part of the PE-ETP



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

3.4. The need for ESP as part of the curriculum reformation in PE-ETP

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

Figure 4
The reasons Why ESP is needed



The coded result of FGD shows the terms career and communications as the most frequently uttered by participants, each of them uttered five times. The following terms are tourism, work, and Sports events for three times each, while the rest of the terms appear once. Above all, although sports

events appear only three times, the term is considered the most relevant word by the *WordCloud Generator* by *MonkeyLearn*. The relevance reaches 0.984, followed by a career of 0.820.

3.5. The course units need for PE-ETP

Based on the interview results of two English lecturers, there are eight possible topics to apply in ESP course design. They are "teaching PE using English," "Academic English for Sports," "Athlete Communications," "Referee Communications," "Coach Communications," "Sports category," "Sports terms," and "Physiology terms for Health Practice." Further, these raw topics can be developed into a more comprehensive course unit based on the students' needs. The topics were offered to the participants to choose whether the topics were necessary or not necessary for them to learn. The result can be seen in *Table 4*.

Table 4
Participants' needs toward the ESP topics

No	The Possible Topics	The Need			
		Necessary		Not Necessary	
		Frequency	Percentage	Frequency	Percentage
1	Teaching PE using English	173	92.02%	15	7.98%
2	Academic English for sports	165	87.77%	23	12.23%
3	Athlete communication	163	86.70%	25	13.30%
4	Referee communication	165	87.77%	23	12.23%
5	Coach communication	171	90.96%	17	9.04%
6	Sports category	172	91.49%	16	8.51%
7	Sports terms	174	92.55%	14	7.45%
8	Physiology terms	167	88.83%	21	11.17%

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

4. DISCUSSION

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

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

ESP and GE are two different subject matters. Although many teachers/lecturers considered their approach in teaching GE as ESP, it was rare for them to do NA to achieve what students need (Anthony,

1997). Indeed, GE may include or transform into ESP, yet the noticeable distinctive aspects are formulating the course design outcome and the teachers' roles (Islam, 2014). In developing ESP course design, NA is inevitably put as a key concept, including in program implementation as well as evaluation (Bosher & Smalkoski, 2002; Peacock & Flowerdew 2001). It was stated clearly by both lecturers that NA was not performed to develop the program since they are teaching GE.

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

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

5. CONCLUSION

The study highlighted the need for English for Specific Purposes implementation as part of course design in the PE-ETP curriculum. The development of the ESP course design must be in line with the significance indication based on the NA approach to develop ESP for efficient and meaningful English learning.

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

In conclusion, by looking at the results of NA, FGD, and interviews, the reforming curriculum in the PE-ETP for English has to be proposed. ESP has to be included as part of the curriculum to allow students to develop their English based on the future careers they pursue.

This study is a case study that limits the participants from the PE-ETP. The NA of pre-service teachers in Indonesia in an EFL context was studied. The Needs were only taken from students' and lecturers' perspectives.

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