

Original Article



A Needs Analysis of Childcare Learners for an ESP Curriculum: A Case Study from Taiwan

Ling-Yao Ko^{1*}

¹English Department of the General Education Center, Chang Gung University of Science and Technology, 333324 Taoyuan, Taiwan (R.O.C.)

*Corresponding Author: Ling-Yao Ko

Abstract:

This study investigates the English learning needs of childcare students at a university in northern Taiwan to inform the design of an English for Specific Purposes (ESP) curriculum. Given the limited availability of childcare-related English materials in Taiwan, the study aims to identify learners' Target Situation Analysis (TSA), Learning Situation Analysis (LSA), and Present Situation Analysis (PSA). A total of 204 students completed a 60-item needs analysis questionnaire, covering personal background, TSA (Q6–17), LSA (Q18–39), and PSA (Q40–60). Reliability scores were high across all categories: TSA ($\alpha = .919$), LSA ($\alpha = .817$), and PSA ($\alpha = .887$). Descriptive statistics and thematic coding of open-ended responses were used. Participants showed strong motivation to improve their English for childcare-specific situations (e.g., Q13: $M = 3.94$, $SD = 0.89$). Students faced challenges in grammar and listening but expressed willingness to learn through multimedia and contextual guessing strategies. Speaking ($M = 4.08$) and reading ($M = 3.81$) were rated as highly important skills. Findings suggest an urgent need to tailor ESP content for childcare students, emphasizing professional vocabulary, listening, and speaking skills. Recommendations are made for textbook revisions and interactive instructional strategies.

Keywords: English for Specific Purposes (ESP). Needs Analysis, Childcare Education, Target Situation Analysis (TSA), Vocational English Curriculum

1. Introduction

1.1. Background and Global Context

In recent years, there has been an increasing emphasis on English language proficiency in various professional fields around the world, including early childhood education. In Taiwan, the government and educational institutions have initiated efforts to enhance bilingual education, particularly in kindergartens and early childhood care centers. As globalization accelerates, English has become the lingua franca of international communication, making it an essential skill not only for students but also for educators, especially those working in childcare settings where cultural exchange and communication with foreign parents and teachers may occur. This context presents both opportunities and challenges for students majoring in childcare and early childhood

education. On one hand, they are expected to possess fundamental childcare knowledge and pedagogical skills; on the other hand, they must also acquire practical English language abilities tailored to their future professional roles.

1.2. Challenges in the Existing Curriculum

Unfortunately, many of the English courses offered in vocational or technical colleges in Taiwan are designed for general purposes and fail to address the specific linguistic needs of these students (Tsou, 2009). As a result, students often struggle to bridge the gap between their academic training and the communicative demands of the workplace.

1.3. The Role of ESP in Childcare Education

English for Specific Purposes (ESP) is a branch of

English language education that seeks to tailor instruction to the specific needs of learners based on their academic or professional contexts (Hutchinson & Waters, 1987). ESP emphasizes the development of functional language skills and contextual knowledge that students can directly apply in their future fields. In the context of childcare education, ESP can play a crucial role in equipping students with the vocabulary, discourse structures, and communicative strategies necessary to interact effectively with children, colleagues, and international communities.

1.4. Importance of Needs Analysis

Despite the evident need, few ESP courses have been developed for childcare majors in Taiwan. Moreover, there is limited research that systematically examines the English language needs of these students using comprehensive frameworks such as Target Situation Analysis (TSA), Learning Situation Analysis (LSA), and Present Situation Analysis (PSA) (Dudley-Evans & St John, 1998). Needs analysis is a fundamental step in the development of any ESP course. It provides insights into what learners need to know in English to function effectively in their future professional roles (TSA), how they learn (LSA), and what their current capabilities and limitations are (PSA) (Basturkmen, 2015).

1.5. Application to Childcare English

By identifying these factors, educators and curriculum designers can develop materials and instructional strategies that are both relevant and effective. For childcare students, a needs analysis can highlight specific competencies, such as the ability to teach nursery rhymes in English, communicate with foreign teachers, and guide young children using classroom English, and perform basic administrative duties involving communication with parents or international staff. Understanding these needs not only enhances the educational experience but also boosts learners' confidence and motivation by making English learning purposeful and aligned with real-world expectations.

1.6. Case Context and Study Rationale

The Department of Child Care and Education at Chang Gung University of Science and Technology (CGUST) serves as an ideal case study for this investigation. The department offers a comprehensive curriculum that prepares

students to become professional childcare providers, yet the integration of English within this curriculum remains limited. To address this gap, the current study was undertaken to analyze the English language needs of students enrolled in the program. The research adopted a structured needs analysis approach using a 60-item questionnaire divided into TSA, LSA, and PSA sections. This approach allowed for a thorough examination of learners' professional expectations, preferred learning methods, and existing competencies.

1.7. Structure and Contribution of This Paper

This paper aims to contribute to the growing body of ESP research by presenting a detailed analysis of the English learning needs of childcare students in Taiwan. It begins with a review of existing literature on ESP and needs analysis, followed by a description of the methodology, including participant demographics and data collection instruments.

The results section outlines key findings related to learners' motivations, challenges, and skill gaps, while the discussion interprets these findings in light of broader educational and professional trends. The paper concludes with practical recommendations for curriculum design and instructional practices, advocating for a more targeted and student-centered approach to English education in the field of childcare (Widodo, 2016).

2. Literature Review

2.1. Definition and Scope of ESP

English for Specific Purposes (ESP) has evolved as a key area within English language teaching that focuses on the specific communicative needs of learners in academic, professional, or vocational settings. As highlighted by Hutchinson and Waters (1987), ESP differs from general English instruction by being learner-centered and goal-directed, placing a strong emphasis on the context in which the language will be used. This focus on real-world language use makes ESP particularly relevant for vocational education, where students must be equipped with the skills necessary to perform tasks in specific fields such as engineering, hospitality, or childcare.

2.2. ESP and Needs Analysis in Taiwan's

Vocational Education

In Taiwan, the integration of ESP into vocational education has gained momentum, but childcare education remains an under-researched area despite the increasing demand for bilingual early childhood educators (Tsou, 2009). Needs analysis is the cornerstone of ESP course design, providing essential information on learners' goals, current proficiency, and learning preferences. Dudley-Evans and St John (1998) proposed

a three-part model for needs analysis, which includes Target Situation Analysis (TSA), Learning Situation Analysis (LSA), and Present Situation Analysis (PSA). TSA examines the language learners will need in future professional contexts, LSA focuses on their preferred learning methods and classroom behaviours, and PSA evaluates their current level of language ability.

2.3. The TSA-LSA-PSA Framework

This tripartite framework enables educators to tailor ESP content and methods to

align closely with learner needs and workplace demands. Research on ESP needs analysis in various fields supports the effectiveness of this framework. For example, Widodo (2016) studied vocational school students in Taiwan and found that aligning English instruction with specific job-related tasks improved both motivation and performance. In healthcare and tourism sectors, ESP courses designed based on needs analysis have led to measurable gains in learners' communication skills and job readiness. However, the childcare sector has received less attention.

2.4. ESP in the Context of Childcare Education

While it shares characteristics with other service-oriented fields, such as the need for communication, documentation, and collaboration, the linguistic demands in early childhood education are unique. They include storytelling, singing, classroom instructions, and interacting with both children and foreign teachers or parents. Childcare professionals must be able to use English in ways that are pedagogically appropriate and developmentally suitable for young learners. This includes the use of simplified vocabulary, repetition, visual cues, and emotionally supportive language. In addition, they are often required to explain children's progress, coordinate events with international staff, and

create bilingual learning environments.

2.5. Research Gap and Study Framework

Despite these demands, most existing ESP materials in Taiwan focus on general business or hospitality English, leaving childcare students with few resources tailored to their future job roles (Basturkmen, 2015). In response to this gap, this study adopts the TSA-LSA-PSA framework to examine the English needs of childcare learners at a northern university in Taiwan. Through a detailed survey of 204 students, the study aims to uncover both the explicit and implicit needs of learners. Findings from this study can serve as a foundation for developing specialized ESP textbooks and curriculum materials that reflect real-life communicative tasks in early childhood education.

2.6. Research Questions

This paper contributes to the literature by applying established ESP methodology to an underexplored domain and by presenting actionable data to support curriculum reform in Taiwan's vocational education system. Based on the literature and the objectives of this study, the following research questions are proposed:

- (1) What English language skills do childcare learners perceive as necessary for their future professional roles (Target Situation Analysis)?
- (2) What are the current English learning strategies and preferences of childcare learners (Learning Situation Analysis)?
- (3) What is the current level of English proficiency and confidence among childcare learners (Present Situation Analysis)?

3. Materials and Methods

3.1. Research Design

This study employed a quantitative research design using a structured questionnaire to gather data on the English language learning needs of childcare students. The methodology was guided by the ESP needs analysis framework proposed by Dudley-Evans and St John (1998), which categorizes needs into Target Situation Analysis (TSA), Learning Situation Analysis (LSA), and Present Situation Analysis (PSA). This comprehensive framework enabled the researchers to examine learners' anticipated future English use

in professional contexts, their current learning strategies and preferences, and their present levels of English proficiency. The primary goal of the study was to inform the design of a more effective English for Specific Purposes (ESP) curriculum tailored to the needs of childcare students in Taiwan.

3.2. Participants

The participants in this study were 204 students enrolled in the Department of Child Care and Education at Chung Chou University of Science and Technology (CGUST). Participants were selected through convenience sampling, as the study was conducted in collaboration with course instructors. The sample included students across all four academic years, with a range of English learning backgrounds and varying levels of teaching experience in kindergarten settings. Demographic data collected from the questionnaire included year of study, duration of English study, possession of English language certifications, and teaching experience. This information provided valuable context for interpreting responses and identifying trends among different subgroups.

3.3. Instrument and Methods

A 60-item needs analysis questionnaire was developed and administered in this study. The questionnaire was divided into four sections: personal background (items 1–5), TSA (items 6–17), LSA (items 18–39), and PSA (items 40–60). Items in the TSA section explored learners' professional aspirations and perceived importance of English in future workplace settings. The LSA section examined learning strategies, preferences, and classroom behaviors, while the PSA section focused on current self-assessed English language skills, including speaking, listening, reading, and writing. Participants responded to items on a five-point Likert scale ranging from 'Strongly Disagree' to 'Strongly Agree.' The instrument was developed based on existing ESP needs analysis literature (Basturkmen, 2015; Hutchinson & Waters, 1987) and was reviewed by two ESP specialists to ensure face validity.

3.4. Data Collection

The data collection process occurred during the second semester of the 2025 academic year. Questionnaires were distributed in both paper and digital formats to accommodate students in

different classes and to ensure higher participation rates. Before data collection, participants were informed of the study's purpose, assured of the confidentiality of their responses, and given the option to decline participation. The survey was conducted anonymously, and no personally identifiable information was collected. A total of 204 valid responses were obtained and included in the final analysis. The high response rate was attributed to the support of instructors who facilitated the administration of the questionnaire during class time.

3.5. Procedure

The research procedure consisted of four stages. First, the researchers conducted a review of the literature on ESP, needs analysis, and childcare English education to inform the development of the research instrument. Second, the questionnaire was drafted and reviewed by experts for content and clarity. Revisions were made based on their feedback. Third, the finalized instrument was administered to participants. The responses were collected over a six-week period. Finally, the data were entered into a spreadsheet and analyzed using descriptive statistics to calculate means, standard deviations, and reliability coefficients (Cronbach's alpha). The results were categorized according to the three areas of analysis: TSA, LSA, and PSA.

3.6. Reliability and Validity

Reliability analysis indicated that the questionnaire was highly consistent across all three subscales: TSA ($\alpha = .919$), LSA ($\alpha = .817$), and PSA ($\alpha = .887$). These high Cronbach's alpha values suggest that the items within each category were internally consistent and measured their intended constructs effectively. Content validity was ensured through expert review and alignment with previously validated ESP needs analysis models (Dudley-Evans & St John, 1998; Basturkmen, 2015).

In summary, the methodology adopted in this study was rigorous and well-structured, aligning with established practices in ESP research. By employing a reliable and validated needs analysis framework, the study provides credible insights into the English learning needs of childcare students in Taiwan, which can inform curriculum design and pedagogical strategies.

4. Results

Building upon the initial findings, this extended results section provides a deeper interpretation and more detailed breakdown of the responses across all three areas of analysis: Target Situation Analysis (TSA), Learning Situation Analysis (LSA), and Present Situation Analysis (PSA). A total of 204 childcare students participated in the study, offering substantial insights into their English learning needs within an ESP context.

4.1. Target Situation Analysis (TSA)

Research Question 1: What English language skills do childcare learners perceive as

necessary for their future professional roles (TSA)?

Items Q6 to Q17 in the questionnaire reflect learners' perceptions of future English use in their careers. Learners placed high importance on acquiring English for workplace communication, especially with foreign teachers and children. The highest-rated item was Q13 ($M = 3.94$), emphasizing the importance of improving professional skills in childcare-related English. Similarly, items Q11 ($M = 3.89$) and Q12 ($M = 3.88$) reflected students' aspirations to work abroad or in international kindergartens for broader professional exposure and higher pay.

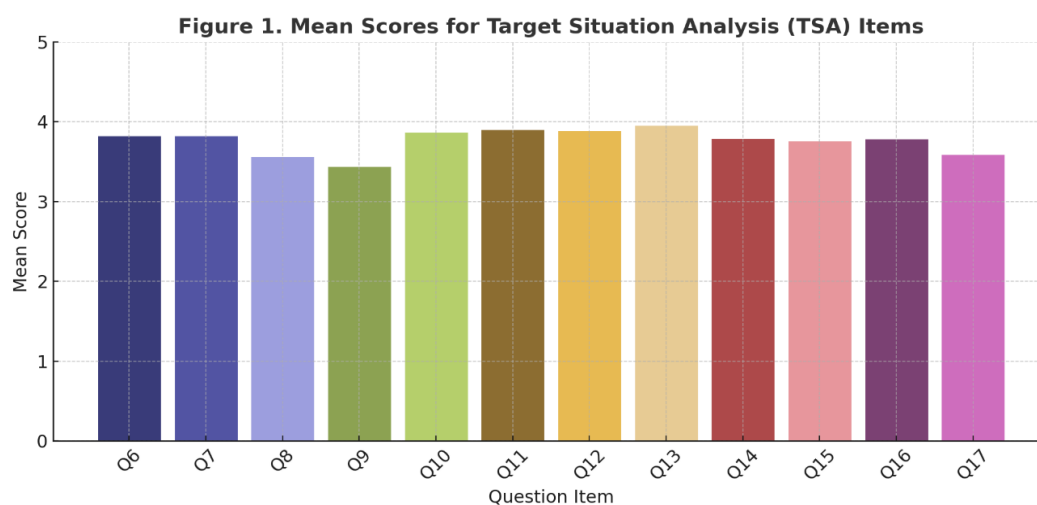


Figure 1. Mean scores for Target Situation Analysis (TSA) items.

Other highly rated items include Q10 ($M = 3.86$), showing students' interest in using English to acquire childcare knowledge, and Q6 and Q7 (both $M = 3.81$), which reflect learners' readiness to use English in classroom communication and coordination with colleagues and parents. The emphasis on communicative and practical language aligns with Hutchinson and Waters' (1987) model of needs-based ESP instruction, where the learning content must reflect the real-world target language use.

4.2. Learning Situation Analysis (LSA)

Research Question 2: What are the current English learning strategies and preferences of

childcare learners (LSA)?

The Learning Situation Analysis explored the strategies used by learners, revealing their tendencies to rely on visual cues, repetition, and guessing from context. Item Q30 ($M = 3.67$) received the highest score, indicating students often use pictures or titles to guess content. Q29 ($M = 3.59$) and Q38 ($M = 3.53$) show learners' preference for contextual guessing, yet they also face considerable difficulty with grammar. These results suggest that while learners employ strategic coping methods, foundational language skills such as grammar and sentence formation remain underdeveloped.

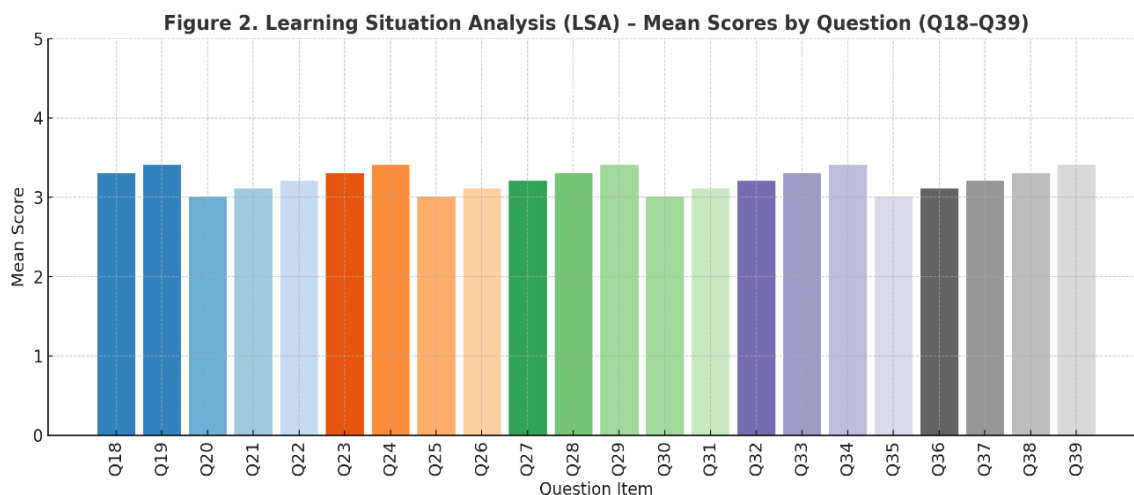


Figure 2 Selected item scores from Learning Situation Analysis (LSA)

The data indicate that learners memorize vocabulary (Q20: $M = 3.51$) and imitate pronunciation (Q26), but struggle to pronounce full sentences (Q27) or understand phonetic symbols (Q19). Such patterns indicate that many students are still at a form-focused stage in language development. According to Basturkmen (2015), ESP learners often lack confidence due to limited exposure to authentic language input, which suggests the need for blended learning environments combining auditory, visual, and task-based elements.

Furthermore, items Q33 to Q39 suggest that while students recognize the value of structured writing tasks like combining sentences or rewriting using tense changes, many still struggle with grammar-heavy instruction. LSA findings support integrating explicit grammar teaching into communicative practice, as recommended by

Wijaya et al. (2021). Visual scaffolds, comic strip writing tasks, and peer collaboration may enhance writing fluency and learner engagement.

4.3. Present Situation Analysis (PSA)

Research Question 3: What is the current level of English proficiency and confidence among childcare learners (PSA)?

Items Q40–Q60 measured learners' self-perceived strengths and weaknesses. Speaking (Q46: $M = 4.08$) and listening (Q45: $M = 3.80$) emerged as the most valued skills, followed closely by reading (Q47: $M = 3.81$) and writing (Q48: $M = 3.56$). However, high importance does not equate to proficiency. Several items reveal anxiety and skill gaps: Q43 and Q51 show learners' difficulty with grammar and phonetic decoding; Q44 indicates anxiety over making mistakes; Q53 and Q54 show challenges with pronunciation and reading comprehension.

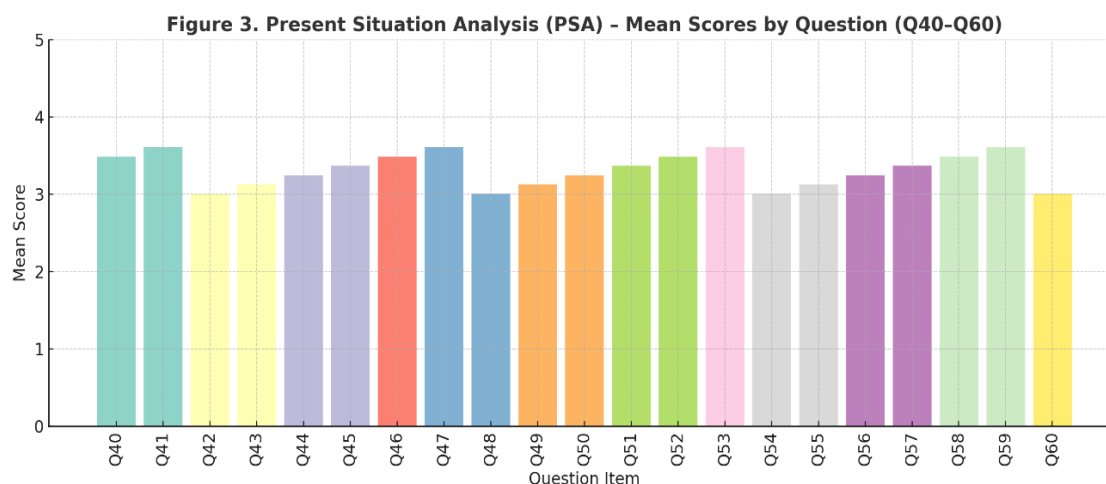


Figure 3 Present Situation Analysis (PSA) - Language Skill Importance

These findings mirror Krashen's (1982) affective filter hypothesis, wherein emotional states—especially fear of judgment—can impede language acquisition. High speaking anxiety, combined with weak grammatical foundations, suggests that learners need more scaffolded speaking opportunities, peer modeling, and confidence-building activities.

Reading comprehension remains a significant hurdle, as highlighted in Q54 (reading is difficult) and Q55 (reliance on Chinese translation). Despite preferring speaking and listening, many learners default to translation as a comprehension tool, revealing a gap in English decoding strategies. Integrating top-down reading strategies, visual storybooks, and bilingual scaffolds may help bridge this gap.

Taken together, PSA findings suggest that students value English and recognize its relevance to their careers, but lack the instructional support to build confidence and competence. Learners are motivated, but their language exposure remains limited to test-oriented materials or memorization drills. These findings align with Dudley-Evans and St John (1998), who argue for authentic, contextual, and flexible ESP courses rooted in learners' immediate professional needs.

In summary, the results reveal a learner group that is motivated, profession-driven, but under-supported in strategic language development. While students express strong interest in using English in professional childcare contexts, they struggle with grammar, pronunciation, and anxiety. Their preferences lean toward visual and interactive strategies, indicating the need for curriculum reform that integrates skill-building with real-world communicative practices. These insights serve as a foundation for the discussion and implications that follow.

5. Discussion

This study explored the English language needs of childcare learners in a Taiwanese university, using Target Situation Analysis (TSA), Learning Situation Analysis (LSA), and Present Situation Analysis (PSA) as analytical lenses. The results indicate that while learners demonstrate high motivation to acquire profession-specific English skills, they also face challenges in grammar, pronunciation, and confidence. These findings offer implications for the design of effective ESP

curricula for vocational learners in early childhood education.

In the TSA section, learners highly valued communicative functions such as storytelling, interacting with foreign teachers, and preparing teaching materials in English. These align with St. John's (1996) assertion that ESP must be grounded in the target discourse community and task-specific goals. Particularly, items Q11–Q13 reflect learners' aspirations to teach or assist in bilingual classrooms and international settings,

highlighting the increasing demand for globalized skillsets in Taiwan's early childhood sector. Hutchinson and Waters (1987) emphasized that learners' target needs should guide ESP course content, and this study supports that assertion.

However, LSA findings show that learners' current strategies heavily rely on memorization and contextual guessing. Although strategies such as repetition and using visual cues were present, the data suggest that learners lack awareness of metacognitive strategies and have insufficient training in pronunciation and grammar. Basturkmen (2015) observed that ESP learners often struggle to develop deep language competence unless provided with task-based and authentic learning experiences. Incorporating activities like role-playing, puppetry, and storytelling aligned with childcare contexts could enhance engagement and promote meaningful use of English.

The PSA results further reinforce the discrepancy between learners' perceived importance of English and their actual comfort and competence. While students ranked speaking and listening as essential, their anxiety and avoidance behavior reflect Krashen's (1982) affective filter hypothesis, which posits that emotional barriers can inhibit language acquisition. Learners' continued reliance on translation (e.g., Q55–Q56) suggests the need for more immersion-oriented environments and scaffolded support for reading and writing.

Overall, the findings suggest that an effective ESP curriculum for childcare learners must balance language form and function, promote emotional safety, and reflect the authentic communicative contexts of their profession. Ur (1996) recommend combining explicit grammar instruction with interactive tasks for vocational

learners—an approach that aligns well with this study's data. Moreover, teacher training in bilingual pedagogy is essential to support the evolving needs of early childhood educators in Taiwan.

6. Conclusions

This study investigated the English language needs of childcare students in Taiwan through a comprehensive needs analysis framework involving Target Situation Analysis (TSA), Learning Situation Analysis (LSA), and Present Situation Analysis (PSA). The findings revealed that learners highly value English communication skills that are practical and relevant to their future workplace, particularly in bilingual and international kindergarten settings. However, a noticeable gap remains between their aspirations and their current linguistic competence, especially in the areas of pronunciation, grammar, and confidence in speaking.

Despite learners' strong motivation, their learning strategies remain limited to surface-level approaches such as memorization and translation. Furthermore, many students exhibit high levels of language anxiety, particularly during speaking tasks, which hinders their language development. These results suggest that a conventional general English course may not meet the specific needs of vocational childcare learners.

The conclusion underscores the urgency for a tailored ESP curriculum that directly addresses the target communication situations learners are likely to encounter in their professional environments. Such a curriculum must not only teach functional language for childcare settings but also include confidence-building strategies, interactive speaking tasks, and grammar instruction embedded in authentic contexts. Teacher training and materials development should also align with these goals to ensure successful curriculum implementation (Basturkmen, 2015; Hutchinson & Waters, 1987; Krashen, 1982).

7. Implications

The results of this study have several practical implications for the design and delivery of ESP programs in vocational education, particularly for early childhood education majors. First, ESP curricula must be redesigned to better reflect real-world communication scenarios faced by childcare professionals, such as communicating

with foreign teachers, narrating stories in English, and supporting bilingual children. According to Hutchinson and Waters (1987), ESP instruction should always begin with a careful analysis of learner needs and future tasks.

Second, the curriculum must integrate strategies to address learners' affective challenges. As Krashen's (1982) affective filter hypothesis suggests, reducing learners' anxiety through low-stress, interactive, and supportive environments can significantly enhance language acquisition. This could be achieved through collaborative activities, role-plays, songs, and games related to childcare settings.

Third, instructors should shift from traditional rote-learning methods to more context-driven instruction that allows learners to use English meaningfully. Basturkmen (2015) emphasized the importance of authentic language exposure in ESP settings. Therefore, curriculum designers should incorporate multimodal resources—such as audio-visual materials, realia, and task-based learning—to support language development.

Finally, policy makers and teacher training programs must recognize the increasing demand for bilingual competencies in early childhood education and equip future educators with both the pedagogical and linguistic tools necessary to succeed. As Abbott (2013) suggested, integrating grammar instruction with functional and meaningful activities can lead to more effective learning outcomes among vocational learners.

Ethical Approval

This study does not involve any human subjects, clinical trials, or medical interventions. Therefore, ethical approval from an institutional review board (IRB) was not required.

Consent to Participate and Publication

All authors were fully informed of the study's scope and objectives. The sole author voluntarily consented to conduct and publish this research.

Author Contributions

The conceptualization, methodology, literature review, data collection, analysis, interpretation, writing, and revisions were independently completed by Ling-Yao Ko. The author has read and approved the final version of the manuscript.

Funding Statement

This research received no external funding.

Declaration of Competing Interests

The author declares no conflict of interest. There are no known competing financial interests or personal relationships that could have influenced the work reported in this study.

Data Availability Statement

The data supporting the findings of this study are available from the corresponding author upon reasonable request.

References

- Abbott, E. D. M. (2013). American Council on the Teaching of Foreign Languages (ACTFL).
- Basturkmen, H. (2015). Developing courses in English for specific purposes: Springer.
- Tsou, W. (2009). Needs-based curriculum development: A case study of NCKU's ESP program. *Taiwan International ESP Journal*, 1(1), 77-95.
- Dudley-Evans, T., & St John, M. J. (1998). *Developments in English for specific purposes: A multi-disciplinary approach*. Cambridge University Press.
- Hutchinson, T., & Waters, A. (1987). *English for specific purposes: Cambridge university press*.
- Krashen, S. D. (1982). *Principles and practice in second language acquisition*. Pergamon Press.
- St John, M. J. (1996). Business is booming: Business English in the 1990s. *English for specific purposes*, 15(1), 3-18.
- Ur, P. (1996). *A course in language teaching (Vol. 1): Cambridge University Press*, Cambridge.
- Widodo, H. P. (2016). Teaching English for specific purposes (ESP): English for vocational purposes (EVP). *English language teaching today: Linking theory and practice*, 277-291.
- Wijaya, E. A., Suwastini, N. K. A., Adnyani, N. L. P. S., & Adnyani, K. E. K. (2021). Comic strips for language teaching: The benefits and challenges according to recent research.

Appendix I: Childcare Students' ESP Questionnaire: TSA, LSA, and PSA Perspectives**Section A: Personal Background**

1. What is your current year of study?

A) Freshman B) Sophomore C) Junior D) Senior

2. How many years have you studied English?

A) Never B) 3–6 years C) 6–9 years D) More than 9 years

3. Which English proficiency test have you taken?

A) GEPT B) TOEIC C) BULATS D) G-TELP E) None

4. If you have a certificate, what is your level? (Skip if not applicable)

A) Below A1 (TOEIC below 225) B) A1 (TOEIC 225) C) A1 (TOEIC 350) D) B1 (TOEIC 550) E) B2 (TOEIC 750)

5. Do you have experience teaching in a kindergarten?

A) No experience B) 1–3 years C) 3–5 years D) More than 5 years

Section B: Target Situation Analysis (TSA)

Please rate your agreement with the following statements:

Scale: A) Strongly Disagree B) Disagree C) Neutral D) Agree E) Strongly Agree

6. I hope to use English to communicate with foreign teachers and help children understand class content.

7. I want to coordinate among schools, parents, and foreign English teachers using English.
8. I am willing to assist in after-school English activities
(e.g., vocabulary, grammar, or conversation review).
9. I am willing to help prepare teaching aids related to English lessons.
10. I am willing to use English to learn professional childcare knowledge, methods, and skills.
11. I hope to work abroad to experience different cultures and broaden my horizons.
12. I hope to work in a foreign kindergarten to earn a higher salary.
13. I want to improve my professional skills and knowledge in childcare-related English.
14. I want to apply my childcare-related English skills in foreign workplaces.
15. I hope to teach English nursery rhymes in the classroom.
16. I hope to teach English chants in the classroom.
17. I hope to tell English fairy tales to children in the classroom.

Section C: Learning Situation Analysis (LSA)

Please rate your agreement with the following statements:

Scale: A) Strongly Disagree B) Disagree C) Neutral D) Agree E) Strongly Agree

18. I often memorize vocabulary by rote, without using pronunciation rules.
19. I do not understand phonetic symbols, so I cannot pronounce words or sentences confidently.
20. I need to repeatedly write English words to help with memorization.
21. I often guess answers in listening tests because I can't understand spoken English well.
22. I try to memorize many words to avoid running out of vocabulary when speaking.
23. I memorize entire English sentences to improve my speaking ability.
24. I use recitation or repetition to practice speaking.
25. I use individual English words to communicate when I can't form full sentences.
26. I try to imitate the pronunciation of native English speakers.
27. I struggle to pronounce entire English sentences.
28. I borrow CDs or tapes to help me recite sentences or practice reading.
29. I use context to guess the meaning of sentences or paragraphs.
30. I use pictures or titles to guess the content of articles.
31. I use skimming or scanning to find main ideas in texts.
32. I repeat stories or dialogues until I understand them.
33. I am often corrected by teachers for sentence errors (e.g., missing subjects or verbs).
34. I prefer to learn writing by reordering jumbled sentence parts.
35. I like to learn writing by rewriting sentences using different tenses.
36. I prefer to combine simple sentences using conjunctions like 'but'.
37. I enjoy learning paragraph writing through comic strips.
38. I find grammar rules very difficult to learn.
39. I can apply grammar rules to my own writing.

Section D: Present Situation Analysis (PSA)

Please rate your agreement with the following statements:

Scale: A) Strongly Disagree B) Disagree C) Neutral D) Agree E) Strongly Agree

40. I cannot understand English conversations from magazines like 'Let's Talk in English'.
41. I cannot understand English dialogues in 'Studio Classroom'.
42. I feel unable to speak full English sentences to foreigners due to lack of vocabulary.
43. I cannot speak full sentences because I don't know the grammar.
44. I'm afraid of making mistakes and being laughed at when speaking English.
45. Listening is a very important English skill for me.
46. Speaking is a very important English skill for me.
47. Reading is a very important English skill for me.
48. Writing is a very important English skill for me.
49. I find English hard to speak because it uses different expressions than Chinese.
50. I often miss letters when spelling English words.
51. I cannot pronounce words by looking at phonetic symbols.
52. I rely on Chinese phonetic symbols to help me pronounce English words.
53. I struggle to pronounce full sentences because I don't recognize all the words.
54. Reading English articles is very difficult for me.
55. I rely on Chinese translation to understand articles.
56. I prefer English conversation over reading practice.
57. I prefer listening practice over reading.
58. Even when grammar is explained, I still have trouble understanding.
59. I cannot write complete sentences or paragraphs in English.
60. I cannot write an English composition like those in the GEPT test