

A Needs Analysis of English Language of Thai Pre-service Teachers

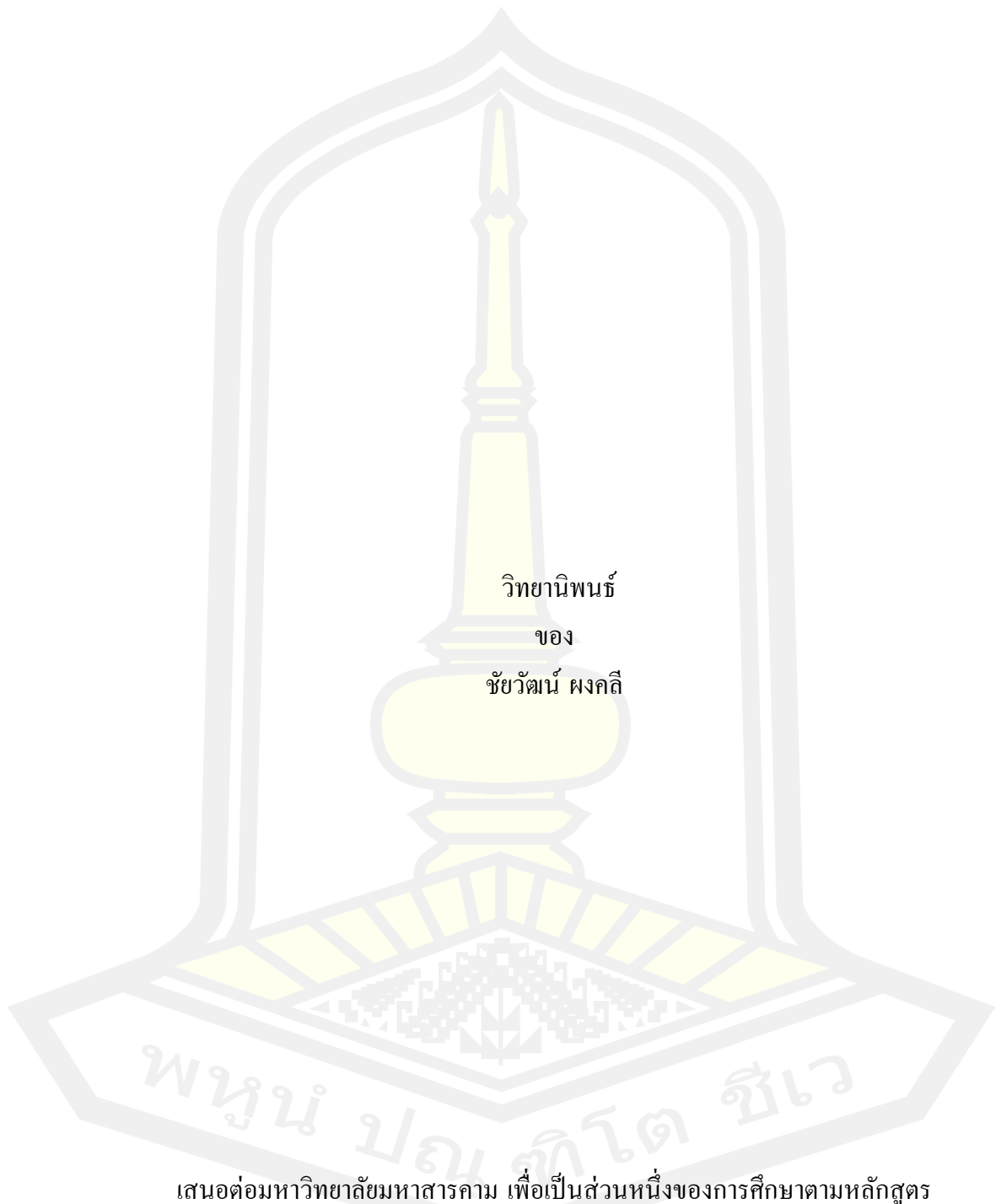
Chaiwat Pongkleee

A Thesis Submitted in Partial Fulfillment of Requirements for  
degree of Master of Education in English Language Teaching

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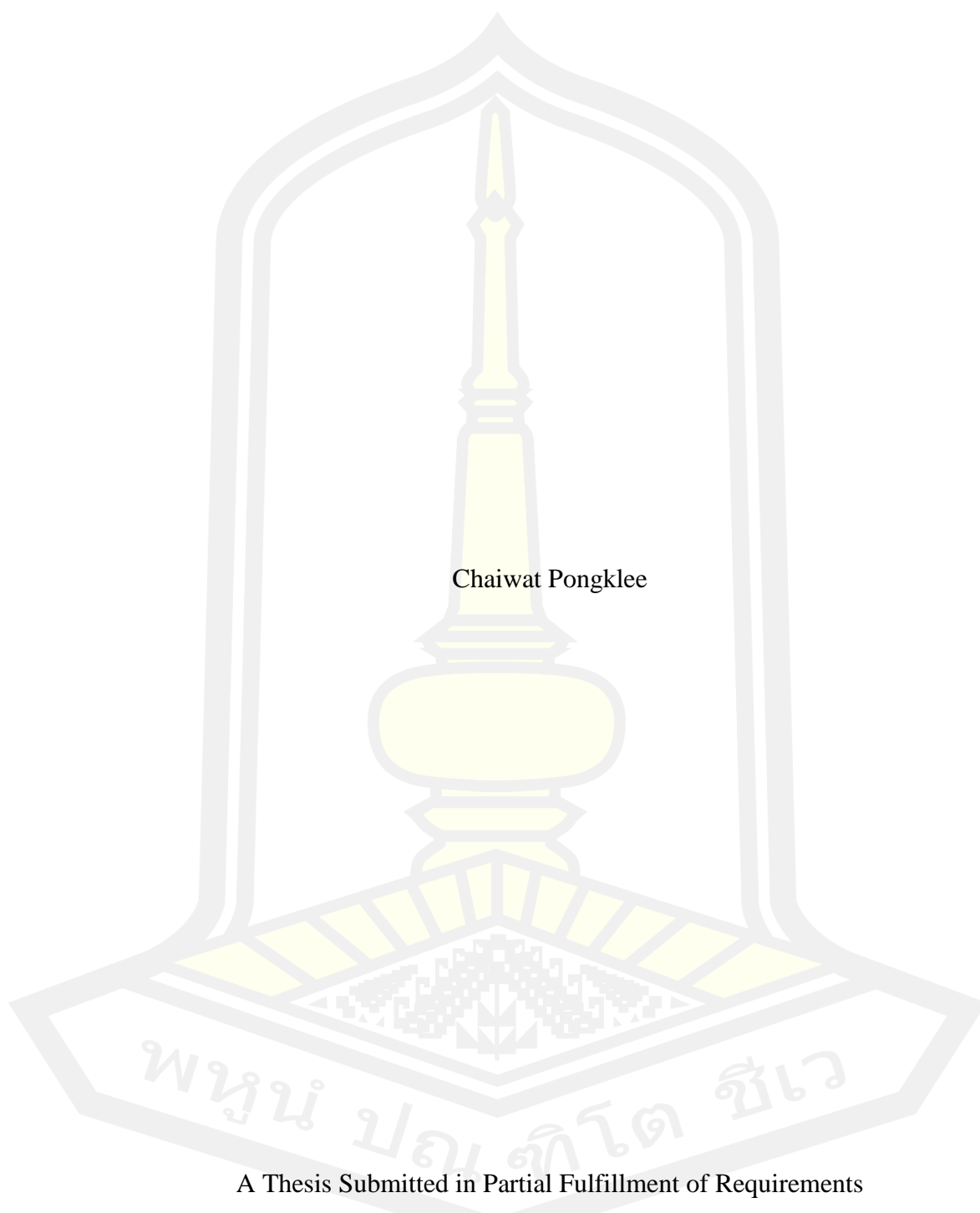
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# A Needs Analysis of English Language of Thai Pre-service Teachers

Chaiwat Pongklee



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for Master of Education (English Language Teaching)

October 2021

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### ABSTRACT

This research examined the needs analysis of English language skills among Thai pre-service teachers at a tertiary education level. The participants included 220 senior non-English majors from universities in northeastern Thailand. Convenience sampling methods selected them. Their age ranged from 21 to 23 years old. The five-point Likert scale questionnaires were employed to collect the quantitative data analyzed using descriptive statistics and the SPSS program. The results indicate that there is a high demand for English language skills among Thai pre-service teachers. The Thai university participants reported that listening was the most required skill, followed by speaking, reading, and writing. Additionally, they reported that they were most lacking in writing skills, followed by speaking, listening, and reading. A lack of writing skills is one of the most common problems among English learners of various levels, who experience academic writing skills and vocabulary difficulties. Finally, the participants reported that listening was the most desired skill among Thai pre-service teachers for their future careers, followed by speaking and writing skills. The current results also offered fruitful information for course designers, curriculum planners and university administrators. Other valuable recommendations for future studies and the limitations of this study are also discussed.

Keyword : ESP, needs analysis, necessity, lack, want

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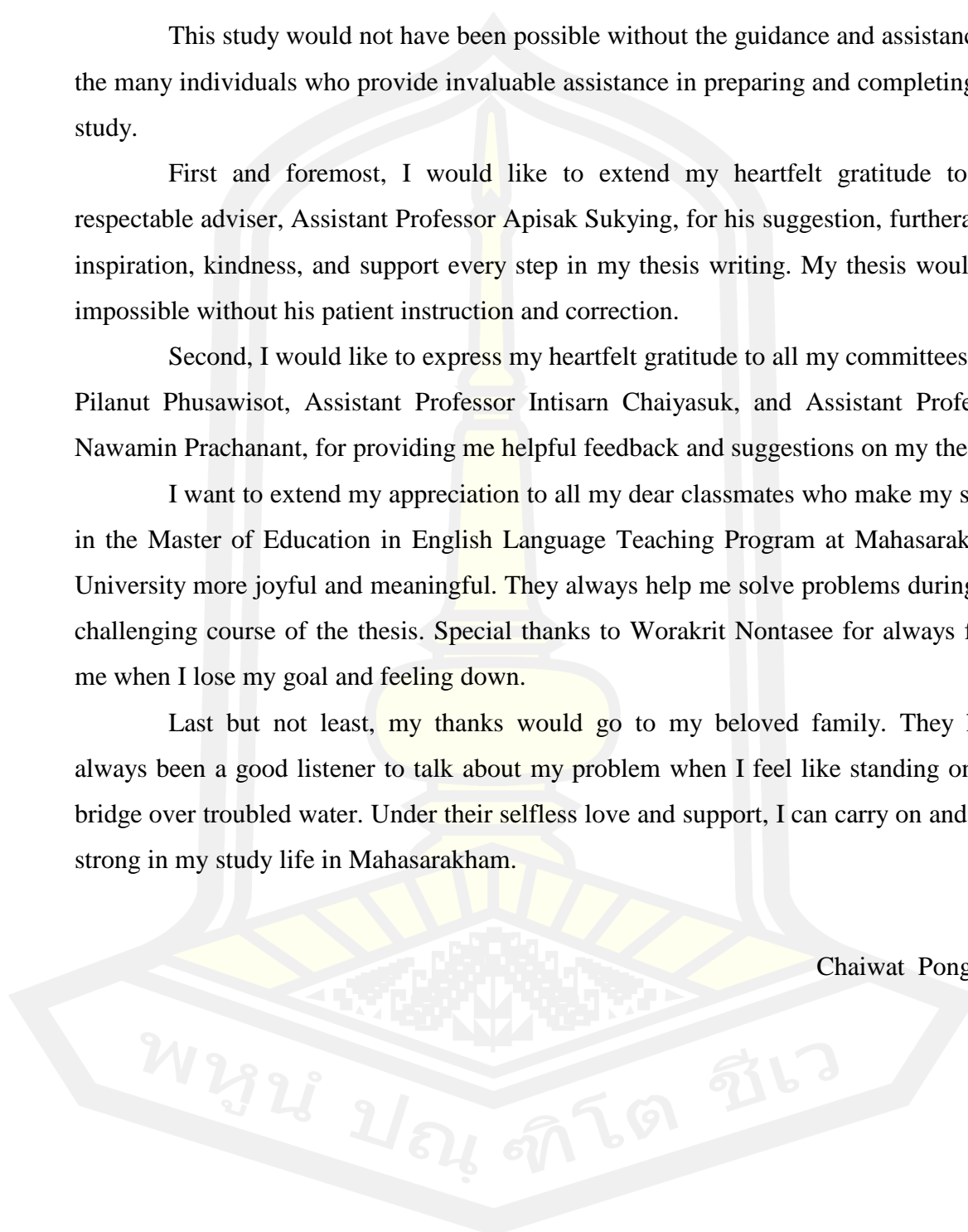
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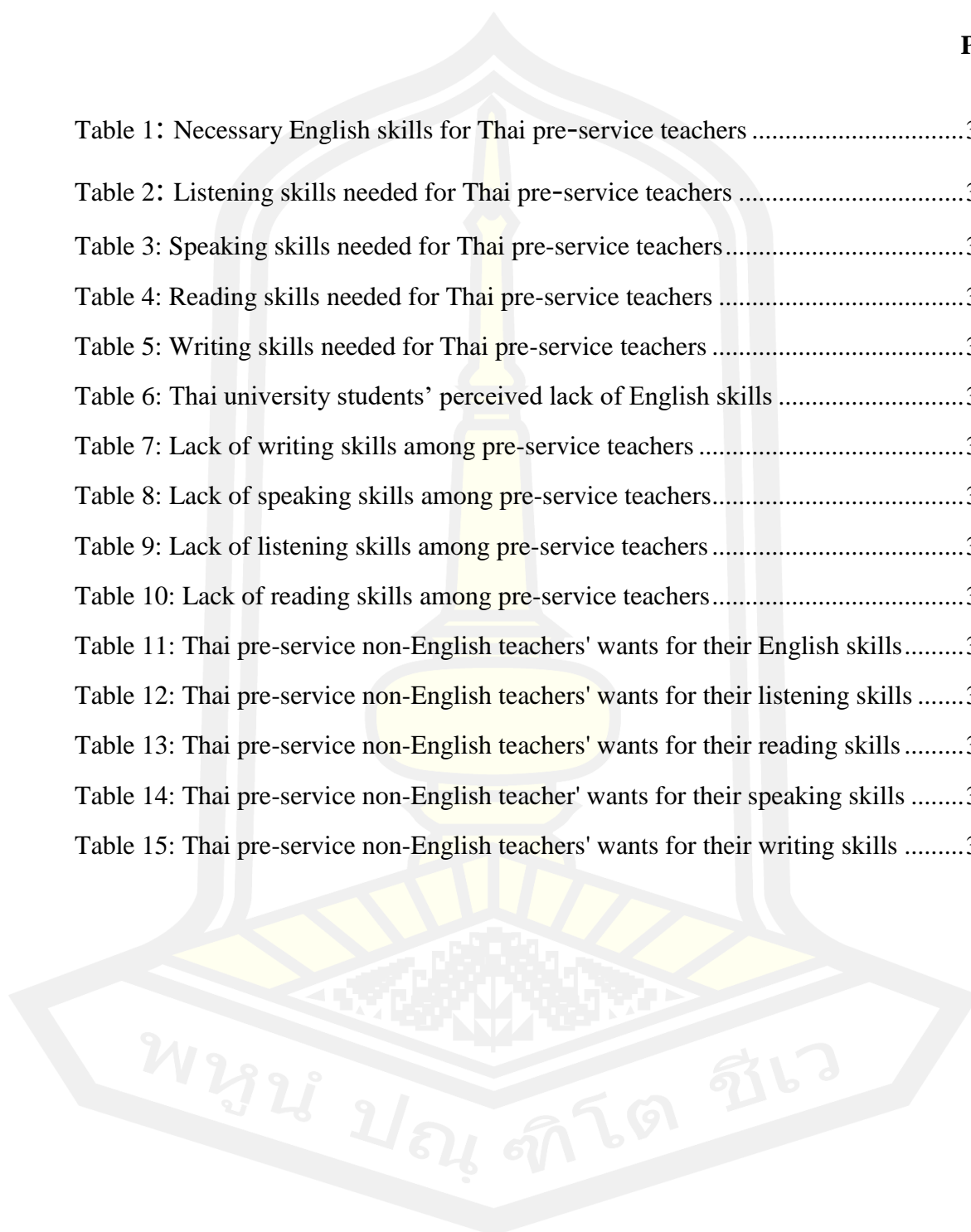
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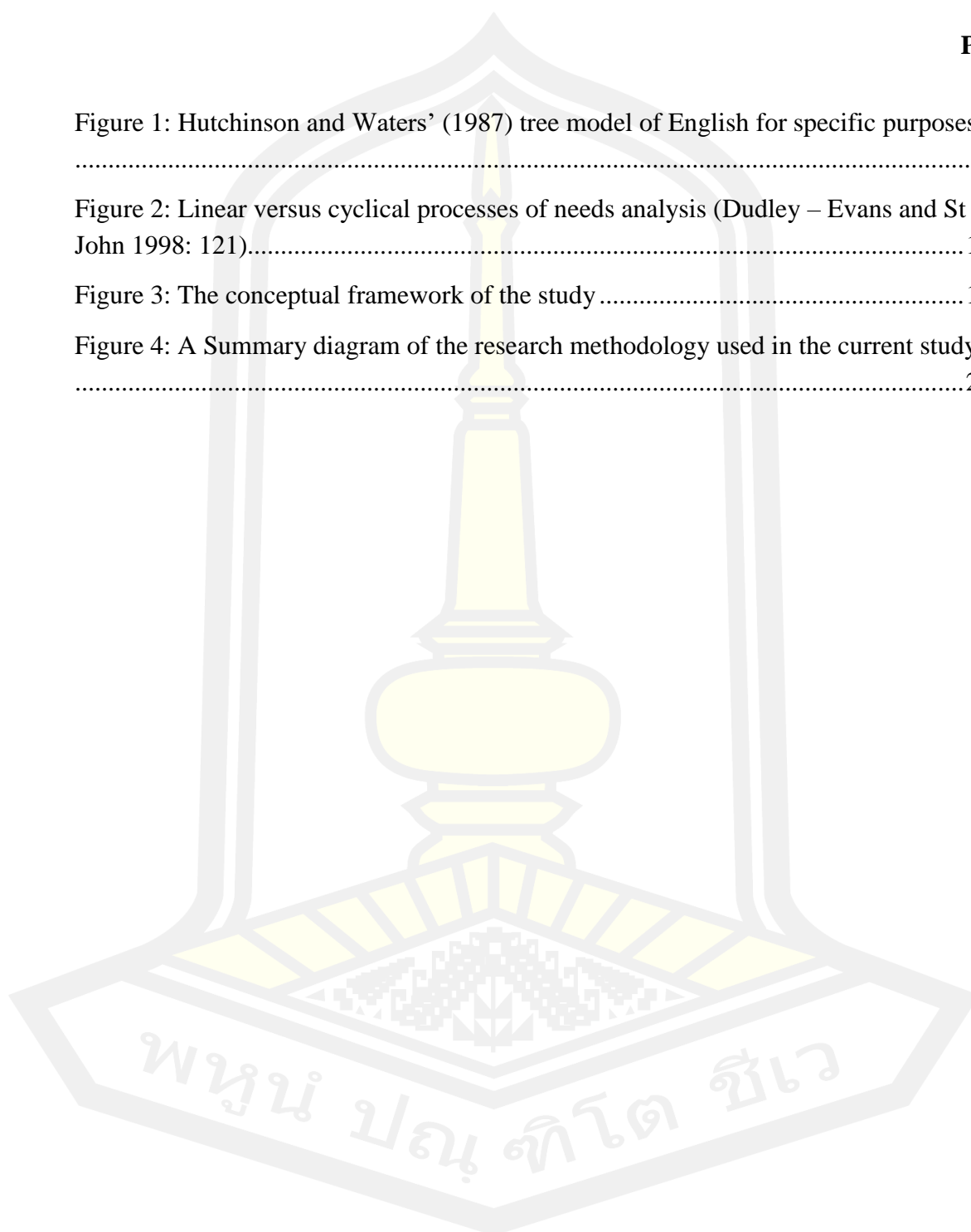
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# **CHAPTER I**

## **INTRODUCTION**

### **1.1 Background of the study**

In the Age of Globalization, the English language has spread in many other parts of the world as the international language of worldwide communication. The demand for English communication has also grown in many occupational contexts, such as business, engineering, medicine, hospitality, and education (Hyland, 2007). Especially in the field of education, according to the Ministry of Education (2016), the teaching and learning of English in Thailand are low compared to other countries. For example, in 2014-2016, Thai students' performance on the Common National Education Test (O-NET) for English subjects, the average score of Matthayom 6 (Grade 12) students was lower than 50%, the average score was 25.35. % 23.44% and 24.98%, respectively. These scores are unsatisfactory and are considered a significant problem in Thai education (National Institute of Educational Testing Service, 2016). To solve this problem, it is necessary to reform the role of education. The Government and the Ministry of Education (MOE) aim to improve student's English language ability by adopting the Common European Framework of Reference for Languages (CEFR) international standards of the reference framework to improve students' ability and response to the needs of national development (Minister of Education, 2014). At this stage, English teachers in Thailand must self-assess their English language proficiency at the CEFR level, which is A1 (lowest), A2, B1, B2, C1, and C2 (highest). For pre-service teachers, it is necessary to pass the English language test at level B1 to get the license. Therefore, English for specific purposes (ESP) is essential in learning English for nearby learners to enter the workplace by teaching and learning English as a second or foreign language. Consistently with the learners' primary purpose is the capability to use English in a target context (e.g., Ahmed, 2014; Harmer, 1983; Otilia, 2015).

English for specific purposes (ESP) is an approach designed to meet the learners' particular needs and focuses on acquiring the language skills relevant to academic and occupational contexts (Basturkmen, 2010; Dudley-Evans & St. John, 1998; Hutchinson & Waters, 1987). ESP can also be described as a continuum of English

language learning courses where the learners' needs for a specific purpose change during the learning process (Basturkmen, 2010; Dudley-Evans & St. John, 1998; Huhta, Vogt, Johnson, & Tulkki, 2013).

The primary aim of ESP courses is to prepare learners to use English within academic or professional settings and, therefore, ESP course designers must be aware of the specific needs of particular groups of learners (Basturkmen, 2003, 2010; Dudley-Evans & St. John, 1998; Flowerdew, 2013; Hutchinson & Waters, 1987). Basturkmen (2010) provided guidelines based on a needs analysis to help curriculum developers design hands-on ESP courses or programs. A needs analysis is necessary for achieving learning outcomes, particularly in ESP courses (Basturkmen, 2003). Indeed, ESP courses that are not based on a needs analysis frequently contain too much or too little teaching to meet the learners' requirements. Therefore, needs analysis is vital to collect information to identify the learners' learning targets or problems and develop ESP courses to achieve specific English skills.

Students' needs are always considered in ESP language teaching and learning, so developing course content to meet learners' expectations. Needs analysis is regarded as a fundamental part and core process of course and curriculum development of teaching language for specific purposes. Mundy (1978) suggested that needs analysis is a basic requirement and essential for course development in designing processes that will be beneficial to organizations involved, such as students, teachers, and the institutions. The aim of needs analysis is not only to get to know the language. It also helps them understand the language used in the situation, goals, and learning environment (Dudley-Evans & St. John 1998). The above statements represent the importance of needs analysis to help learners learn language skills in a particular domain.

Scholars have agreed that learners' needs are considered fundamental components and core ESP course design and development processes. This is mainly because the needs analysis can help practitioners understand learning goals, language use in real situations and learning environments (Dudley-Evans & St. John 1998; Gözüyeşil, 2014). The needs analysis also helps learners learn language skills in a particular domain and responds to their learning goals. However, the comprehensive review of

the literature showed that despite efforts to explore learners' needs of adult learners before the language course design and development, not much is known about language learners' English language needs, especially among engineering students at Thai vocational universities. Furthermore, the government and the Ministry of Education (MoE) in Thailand aim to improve students' English language ability; therefore, adopting the Common European Framework of Reference for Languages (CEFR) international standards of the reference framework to enhance students' ability (Minister of Education, 2014). Specifically, all university graduates are required to pass the English language test at level B1.

According to perceptions of learning needs, researchers found that oral communication skills are crucial. For example, Kaur and Khan (2010) conducted a needs analysis of English for art and design students in Malaysia. Their findings showed that 47 students and ten staff members regarded English speaking skills as the most helpful element of their art and design courses and careers, followed by English listening, reading, writing skills. Moreover, Tseng (2014) found that learning was essential in Asia. It was also found that non-native English speakers from China, South Korea, Qatar, Saudi Arabia, and Thailand learn reading and speaking before writing, and Saudi Arabia learns reading and speaking before writing and listening instruction (Pawanchik, Kamil, Hilmi, & Baten 2011).

In the Thai context, a large body of research showed ESP courses operated by colleges or universities allow short English courses or training courses for workplaces contexts such as nursing, business, and engineering. These training courses are short and usually correspond to meeting the needs of learners in different disciplines. However, the short-term course of teaching efficiency ESP seems to be a continuing problem in English teaching, still not suitable for their specific disciplines and students' needs. Anuyato (2012) surveyed the perceptions of diploma students in one vocational college in Bangkok. Most students' perceptions suggested that ESP benefits future careers after graduation and improves their ability to use English and creativity in using language.

Based on the literature review, little effort has been made to analyze English's expectations and needs in university students who study at the Faculty of Education, especially in Thai EFL contexts. Therefore, the current study will explore what the undergraduate students have to know to function effectively in the target situations, the gap between the existing proficiency and learners' target proficiency, and what they feel they need. In this regard, the current study may shed light on preparedness for teacher training and development to meet the students' demands.

### **1.2 Purpose of the study**

This study investigated the necessities of English language skills among Thai undergraduate pre-service teachers at a university. It also seeks to determine the lacks and wants of Thai pre-service teachers in the target situations. Therefore, the current study attempts to answer the following questions:

1. What are the needs for specific Thai pre-service teachers' English skills while studying at a university?
2. What are the perceived lacks of English skills among Thai pre-service teachers?
3. What are the wanted English skills among Thai pre-service teachers?

### **1.3 Scope of the study**

This current study focused on pre-service teachers at the Faculty of Education at universities in the northeast of Thailand. It highlighted the necessities, lacks and want of English skills reported by non-English majors needs for specific English language skills necessary for their future work-related situations. It also identifies the lack of ESP courses perceived by university students and their wants for ESP courses to prepare themselves for future professional situations. The prospective participants came from one government university. Moreover, this cross-sectional research used the survey questionnaire for the data collection. The data analysis and interpretation has focused on English language skills needs, lacks, and wants for pre-service teachers' future careers.

### **1.4 Significance of the study**

The current study offers detailed information about the ESP curriculum redesign at the university level and the English skills required in the target situations. This will lead to deeper insights into actual needs and lacks that pre-service teachers encounter when using English in professional preparedness. In addition, the findings of this study will provide useful information to develop a practical English language training course for improving Thai learners' English abilities. Moreover, the current results would raise awareness among academics, teachers, researchers, and school administrators in planning and developing the ESP courses. Furthermore, the study results will act as a guideline to establish English courses for occupational purposes to better meet the employees' English communication needs.

### **1.5 Definitions of key terms**

Definitions of terms in this research are as follows:

“Needs Analysis” refers to the systematic procedure of collecting data to investigate Thai pre-service teachers needs for the English language skills in the target situations or their demands for future careers.

“Needs” refer to the learners' English language skills to know for use efficiently in the target situation or their demands for future careers.

“Lacks” refers to the gap between the existing English language skills perceived by Thai pre-service teachers and the English language skills they need to know to use efficiently in the target situations or their demands for future careers.

“Wants” are what the Thai pre-service teachers wish to learn or what they feel they need to know to fulfil their needs.

“English language skills” refer to the English abilities (reading, listening, speaking, and writing) used in the target situations or their demands for future careers.

“Target situation” refers to the place where learners will use the English skills they need in the future.

“Thai pre-service teacher” refers to The college student who is in a teacher-education program in order to pursue teaching credentials in public schools or private sectors in Thailand.

## **1.6 Organization of the thesis**

There are five chapters for this thesis.

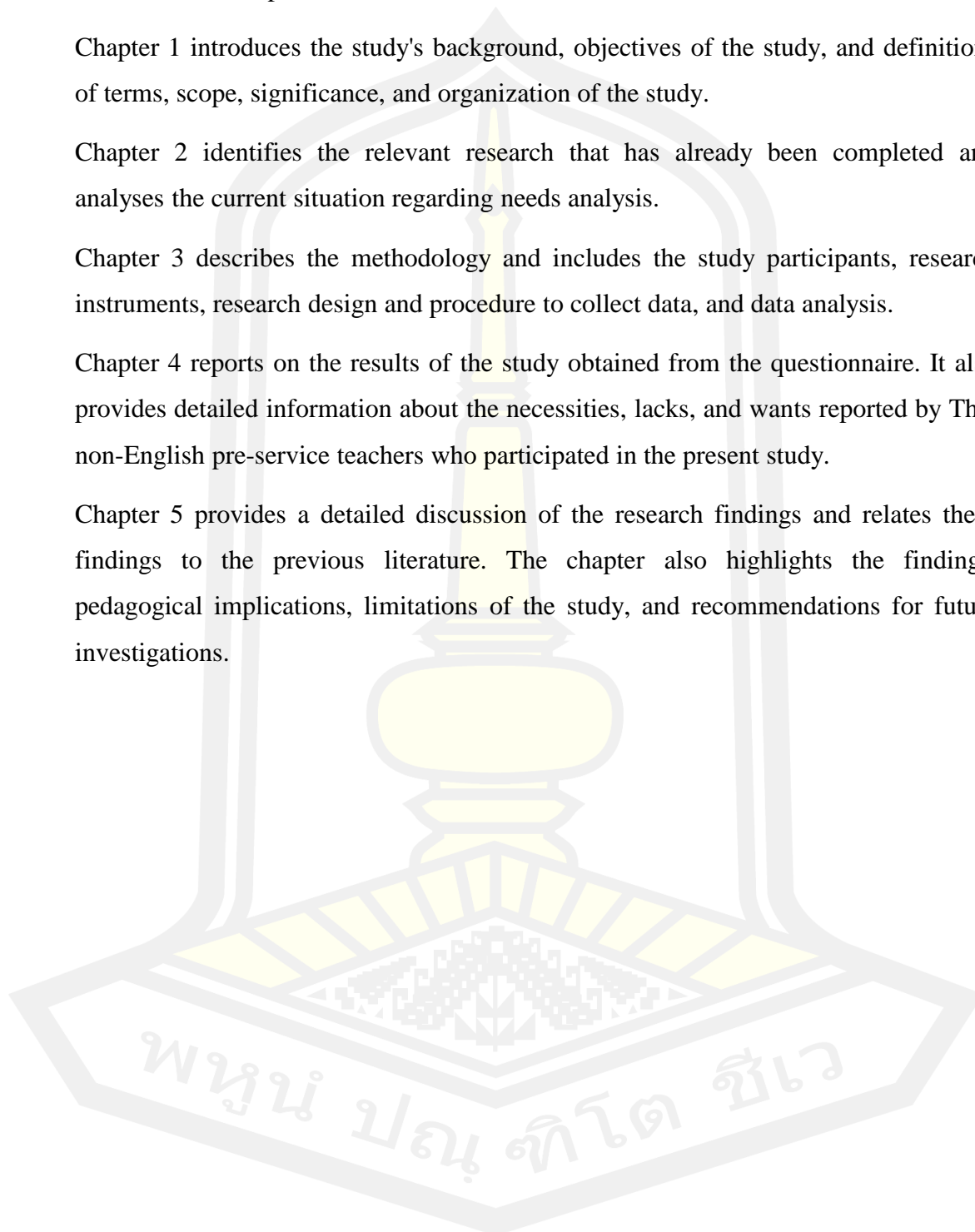
Chapter 1 introduces the study's background, objectives of the study, and definitions of terms, scope, significance, and organization of the study.

Chapter 2 identifies the relevant research that has already been completed and analyses the current situation regarding needs analysis.

Chapter 3 describes the methodology and includes the study participants, research instruments, research design and procedure to collect data, and data analysis.

Chapter 4 reports on the results of the study obtained from the questionnaire. It also provides detailed information about the necessities, lacks, and wants reported by Thai non-English pre-service teachers who participated in the present study.

Chapter 5 provides a detailed discussion of the research findings and relates these findings to the previous literature. The chapter also highlights the findings, pedagogical implications, limitations of the study, and recommendations for future investigations.





## **CHAPTER II**

### **LITERATURE REVIEW**

This chapter presents literature related to conducting a needs analysis for English language learning. The content can be divided into four sections. The first section conceptualizes the ESP construct, including the different types of ESP. The second part describes the concepts related to needs analysis. Then, overview of English for specific purposes are discussed, followed by a literature review on studies about needs analyses conducted within the Thai context and beyond.

#### **2.1 Overview of English for Specific Purposes**

In the 21st century, ESP has been defined according to learners' needs in specific work and experience areas. Master (2005) argued that ESP focuses on the significance of elements in real-language situations that the learner will face. Analogously, Basturkmen (2003) describes ESP as the language needs those learners will meet in one particular employment or study-related situation. Basturkmen (2010) further explained that an ESP curriculum is narrower than the English language teaching curriculum as it focuses on learners' needs for employment or study purposes.

##### **2.1.1 Definition of English for Specific Purposes**

English for Specific Purposes (ESP) is perceived as a learning approach designed to meet the learners' particular needs (Basturkmen, 2010; Dudley-Evans & St. John, Hutchinson & Waters, 1987) and has been described as a continuum of English language learning courses that recognize that the learners' needs can change during the learning process (Basturkmen, 2010; Dudley-Evans & St. John, 1998).

Dudley-Evans and St. John (1998) also provided a definition of ESP, which was influenced by Strevens' (1988) notion of ESP. Their revised descriptions of ESP are:

Absolute characteristics of ESP

- ESP is designed to meet the specific needs of the particular group of learners;
- ESP makes use of the underlying methodology and activities of the disciplines it serves; and

- ESP focuses on the language (e.g., grammar, lexis, register), skills discourse and genres appropriate to learning tasks or activities.

#### Variable characteristics of ESP

- ESP relates to the curriculum design for specific disciplines;
- ESP is typically designed for adult learners, either in a professional workplace or at a tertiary education level. However, it could be developed for secondary school learners;
- ESP involves specific teaching situations, different methodologies from that of general English; and
- ESP generally offers for intermediate or advanced learners and assume basic knowledge of the language. However, ESP can also be adapted and used with beginners.

Concerning the absolute characteristics, ESP is opposed to general English since it is designed to meet specific learners' needs related to the content in particular disciplines and focus on language appropriate to syntax, lexis, discourse, and semantics analysis of the discourse. About the variable characteristics, ESP is restricted to the learning skills (e.g., writing, speaking) to be learned and may not be taught according to any pre-ordained methodology. In this regard, Strevens' (1988) definition supports the notion that ESP is always and necessarily related to the subject content. In brief, ESP depends on common vocabulary and functions, and the skills that belong to a particular academic discipline or business activities.

#### **2.1.2 Type of ESP**

Hutchinson and Waters (1987) viewed ESP as an approach to language teaching that bases all decisions related to content and methods on the learners' reason for learning. Figure 1 illustrates Hutchinson and Waters' (1987) tree model of ESP, divided into three main clusters.

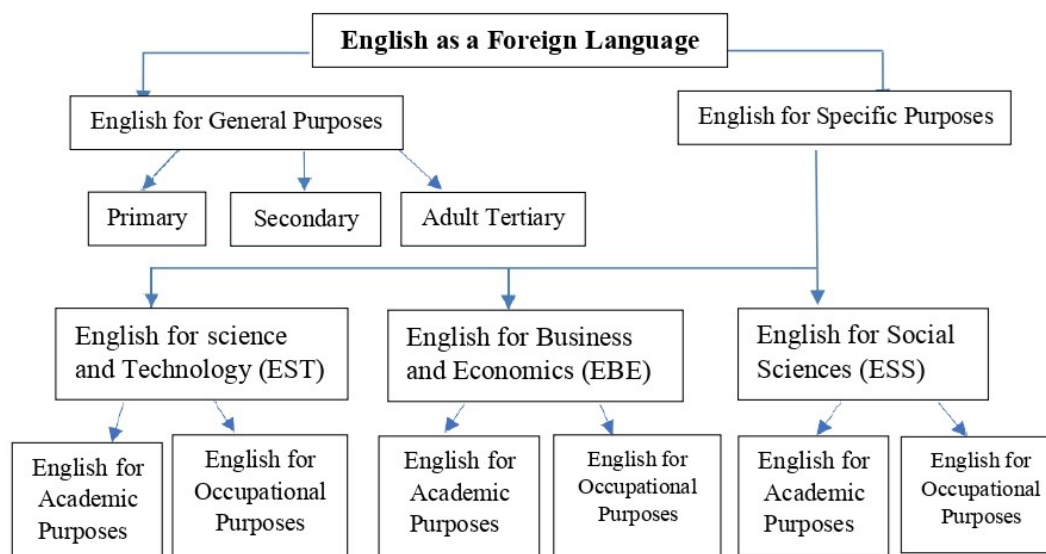


Figure 1: Hutchinson and Waters' (1987) tree model of English for specific purposes.

As shown in Figure, 1 English for Specific Purposes (ESP) can be separated into 3 clusters: English for Science and Technology, English for Business and Economics, and English for Social Sciences can be further classified into English for Academic Purposes (EAP) and English for Occupational Purposes (EOP), which differ only in a situational context. Indeed, Hutchinson and Waters (1987) did not create a clear contrast between EAP and EOP. However, later, Cummins (2008) made a more apparent distinction between the two terms and explained that EAP aims to provide academic competence while EOP aims to develop interpersonal skills and allow learners to communicate with friends and colleagues in daily life.

Basturkmen divides the concept of ESP into English for academic purposes (EAP), English for Professional Purposes (EPP), and English for Occupational Purposes (EOP). In addition to English language knowledge, Alfehaid (2011) recommended that ESP courses also highlight learners' developing language skills and their educational skills to promote overall learning in their discipline. As such, current ESP definitions focus on three main concepts: the target language, the learners' purpose for learning, the specific academic or professional context in which the target language is taught and used.

## 2.2 Construct of needs analysis

In the current study, a needs analysis involves establishing how an ESP course should be designed. Hutchinson and Waters (1987) classify needs into *necessities*, *lacks*, and *wants*. *Necessities* are what the students need to know to function effectively in the target situations. *Lacks* are the gap between the existing proficiency and the target proficiency of students. *Wants* are what the students feel they need. ESP course design typically includes a stage during which the course developers identify the specific language skills the students will need. Identifying these language skills is used to shape and refine the content for the ESP course. Needs analysis can also be used to determine and refine the content for an ESP course and assess learners at the end of the course. According to Hyland (2007), needs analysis involves collecting and evaluating information pertinent to course design. Needs is an umbrella term that holds many aspects; that is, the term “needs” incorporates the learners’ goals and backgrounds, language proficiencies, reasons for taking the course, teaching, and learning preferences, and the situations in which learners will need to communicate. Overall, a needs analysis is a well-organized and ongoing process that requires teachers to adjust their teaching as they come to learn more about their students.

Needs analysis is the first stage in ESP course development, followed by curriculum design, selection of materials, methodology, assessment, and evaluation. Importantly, these steps are not linear but, rather, the phases of ESP course development are interdependent, overlapping activities in a cyclical process (Dudley-Evans & St John, 1998). Figures 2 and 3 show the ongoing processes involved in needs analysis and the feedback that occurs throughout the various stages (Dudley-Evans & St John, 1998, p. 121).

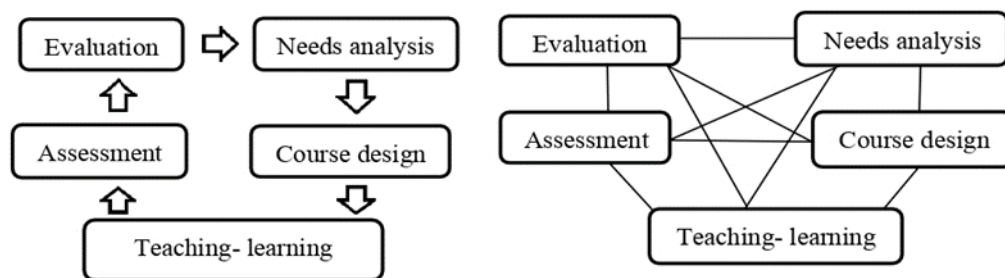


Figure 2: Linear versus cyclical processes of needs analysis (Dudley – Evans and St John 1998: 121)

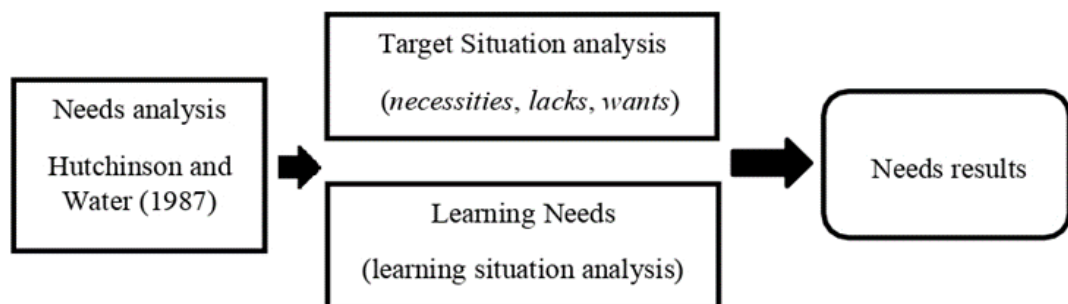


Figure 3: The conceptual framework of the study

Many studies have focused on the concepts and processes underlying needs analysis (e.g., Hutchinson and Water, 1987; Dudley-Evans and St. John, 1998). The current study is based on the framework of Hutchinson and Water (1987). This framework provides essential information, including the target situations, *lacks*, and *necessities*. Overall, the framework includes target needs (i.e., what the learners need to do in the target context) and learning needs (i.e., what the learner needs to do to learn) (Hutchinson & Water, 1987: 54). The current study focuses on target needs, including *necessities*, *lack*, and *wants*.

In English language teaching, needs analysis refers to a family of procedures for collecting information about learners and communication tasks (Nunan, 1988, p. 75). Both subjective and objective data analyses can be used to determine course objectives that meet students and institutions' needs (Brown, 1995). Indeed, a needs

analysis involves ‘the systematic collection and analysis of all information necessary for defining a defensible curriculum’ (Brown, 2009, p. 269).

The term ‘needs analysis’ is sometimes compared to ‘needs assessment’. For instance, Kaufman (1994) stated that ‘needs assessment’ involves identifying and prioritizing language requirements while ‘needs analysis’ refers to identifying the causes of language needs to find appropriate language improvement solutions. Graves (1996) further explained that ‘assessment’ involves obtaining information, whereas ‘analysis’ consists of receiving information and configuring it. However, according to Brown (1995), ‘needs analysis’ is also called ‘needs assessment.’ Indeed, both ‘needs analysis’ and ‘needs assessment’ are used to diagnose the needs of second or foreign language (L2) learners (İnceçay and İnceçay, 2010). The current research uses the term ‘needs analysis’ as many ESP scholars consider this to be a broad term that includes needs assessment. Moreover, a language course that does not conduct a needs analysis will not provide clear goals or academic support to meet learners’ needs within the course time frame (Hutchinson & Waters, 1987; Long, 2005).

### **2.3 Approaches and models of needs analysis**

Many guidelines and models exist for needs analysis, and these were traditionally classified into two broad groups (Huhta, Vogt, Johnson, & Tulkki, 2013). In the first group, Munby (1978) and Dudley-Evans and St. John (1998) focused on the four skills of reading, writing, listening, and speaking, and referred to a language-centered approach. By contrast, the second group highlighted the comprehensive task-based approach, which needs analysis is based primarily on employment needs (e.g., Long, 2005). However, according to guidelines by Huhta, Vogt, Johnson, and Tulkki (2013), there are no apparent differences between the two groups of needs analysis approaches. In this study mainly focuses on the first group by focusing on four skills: reading, writing, listening, and speaking of Thai per-service teacher non-English major.

The needs analysis approaches and models offered by Hutchinson and Waters (1987) and Dudley-Evans and St. John (1998) are well-known models that are currently used among many ESP researchers. These approaches and models ultimately focus on analyzing the learners’ needs (Dudley-Evans & John, 1998; Jordan, 1997; Songhori,



2008). Hutchinson and Waters (1987) promoted a learner-and-learning approach by focusing on the 'what' and 'how' of language learning.

Hutchinson and Walters (1987) expanded the definition and model of needs analysis from Munby's (1978) needs analysis model and included its learning needs. They defined needs analysis in the ESP context as the linguistic features that learners must comprehend and/or produce in the situation in which they are engaged. Accordingly, their needs analysis model involves two factors: target situation analysis and learning needs analysis. The target situations analysis refers to 'what the learner needs to do in the target situation,' whereas the learning needs analysis refers to 'what the learner needs to do to learn' (p. 54).

Hutchinson and Walters's (1987) target situation analysis are based on necessities, lacks, and wants. Necessities are considered what the learners have to know to function effectively in the target situation or their demands for an ESP course. They are sometimes called objective needs (Brindley, 1989). Lacks refer to the gap between necessity and what the learner already knows. Wants, or individual needs, are what the learners want to learn or what they feel they need to learn. It should also be noted that the learners' wants may or may not comply with those perceived by the teachers or course designers. While the needs analysis model of Hutchinson and Waters (1987) does include external factors in their deficiency analysis, their framework ultimately focuses on the learners.

Many researchers have applied the needs analysis model of Hutchinson and Waters (1987) because it advocates a learner-centred approach. For example, Kavaliauskienė and Užpalienė (2003) found that institutional limitations influenced students' needs, and Eslami (2010) revealed a divergence of perceptions of needs between teachers and students. However, there have been some limitations found in Hutchinson and Waters' (1987) needs analysis model. For example, Basturkmen (2010) pointed out that this model focuses on broad academic skills or various topics to be learnt when the learner may or may not want to learn all of them.

'Target situation analysis' is considered dominant in needs analysis (Hutchison & Waters, 1987; Mohammadi & Mousavi, 2013) and refers to identifying the English language requirements or goals in the learners' target situations. 'Target situation

analysis' investigates the context of language, the language events, and genres used in the target context. Belcher (2006, p. 136) argues that "the students' self-knowledge, awareness of target situations, life goals and instructional expectation" inform their needs for learning and their perceptions of needs surrounding English language skills concerning a particular occupational context. The present study will examine the language context and will use elements of target situation analysis.

By contrast, 'present situation analysis' determines the state of the learners' language development at the beginning of the language course. The information obtained in the 'present situation analysis' can be both objectives (e.g., age, proficiency, prior learning experience) and subjective (e.g., self-perceived needs, strengths, and weaknesses) (Dudley-Evans & St. John, 1998; West, 1994). 'Present situation analysis' addresses two aspects: 'lacks' and 'wants' (Hutchinson & Waters, 1987). Many researchers suggest using both 'target situation analysis', and 'present situation analysis' for a needs analysis to effectively enhance learning and reach the desired ESP course goals (Songhori, 2008). The term 'pedagogic needs analysis' was introduced by West (1994) to eliminate some of the limitations of the 'target needs analysis' of Munby (1978). Later, Dudley-Evans and St. John (1998) considered analyzing information about learners and the learning environment as part of the 'pedagogic needs analysis' and identified three main areas: deficiency, strategy, and means analysis. The term 'deficiency analysis' refers to the discrepancy between what the learners already know or their current level and what is necessary for the students or the students' target level (Hutchinson & Waters, 1987), and is often used interchangeably with 'lacks analysis' (Lowe, 2009). Dudley-Evans and St. John (1998) suggested that ESP course developers can indicate the learners' deficiency in using English language skills in a target situation by providing information about the skills that students possess and the language they may use in the target situation and then evaluating the learners to identify the language they lack. The present study analyzed the learners' deficiency in using their English skills to identify their current level of English proficiency.



‘Strategy analysis’ or ‘learning needs’ is often a factor in needs analysis and refers to the route or learning process (Dudley-Evans & St. John, 1998; Hutchinson & Waters, 1987). To analyze ‘learning needs,’ some factors should be considered, including the learning situation, the learners’ knowledge, skills, strategies, and motivation (Hutchinson & Waters, 1987), how the learners learn the language, why they learn it, what resources are available to help them learn (Astika, 1999), and the fact that learners have different learning methods (Dudley-Evans & St. John, 1998). A learning needs analysis is linked to ‘target situation analysis’ in that a ‘target situation analysis’ determines the destination or objectives of a course, whereas ‘learning needs’ serve as the vehicle and guideline to reach those objectives. Kern (2013) suggested using technology to teach ESP because it makes language learning more efficient and simulates real-life situations while allowing students to acquire and practice essential professional skills.

Within the broader area of ‘learning needs analysis’ in the ESP context, many different learning styles and strategies can affect learning. Learning styles can be seen as general methodologies to acquire and process language. Learning strategies are specific processes that learners use to deal with language tasks in the target situations (Cohen & Macaro, 2007; Oxford, 1990). Oxford (1990) categorized learning styles into four dimensions: “sensory preferences, personality type, desired degree of generality, and biological differences” (p.2). Some scholars believe that applying appropriate learning strategies can improve the second language learners' perception, reception, storage, retention, and retrieval of language information (Anderson, 2005; Cohen & Macaro, 2007).

It has also been argued that lower proficiency learners would benefit from learning the strategies of higher proficiency learners (Horwitz, 2012). Indeed, studies have shown that students with higher English proficiency levels use more learning strategies than those with lower levels (Chen & Intaraprasert, 2014; Wong & Nunan, 2011). Regarding Thai learners, Patchanok (2011) and Phoocharoensil and Simargool (2010) identified the learning strategies of Thai students, which included overgeneralization (students try to formulate a linguistic rule without being aware of exceptions), first language transfer (students rely on Thai language forms and

meaning but are unaware of significant distinctions in the forms and structures between the two languages), translation strategies, and transfer of training (students apply the grammar rules they have learned without being aware of other constructions that are more advanced). Teachers may be able to help their students develop more positive learning strategies to become better language learners (Horwitz, 2012).

Identifying and acknowledging learners' needs can also help in course development. Teachers can design instructional strategies that enable learners to reach individual as well as course objectives. Furthermore, the information from this analysis can establish the language-learning skills that learners need for their learning (Cohen & Macaro, 2007; O'Malley & Chamot, 1990). Another aspect of needs analysis approach is the external factors in the 'present situation analysis.' These external factors are the contextual and social aspects of the language-teaching environment. External factors contain information about the environmental factors in which the course is organized and acknowledge that 'what works well in one situation may not work in another' (Dudley-Evans & St. John, 1998, p. 124). Swales (1989) proposed that ESP course developers consider five factors in a needs analysis that relate to the learning environment, including the classroom culture (learner factors), the pilot target situation analysis, status of service operations (institutional factors). Basturkmen (2010) provided a more explicit definition of 'mean analysis' as the "identification of the restrictions and opportunities in the teaching situation" (pp. 18-19). Her analysis included collecting information on the classroom culture, learner factors, teacher profiles, and language teaching status in the organization. These considerations will provide a better understanding of the educational context and realistically illustrate the constraints and opportunities of ESP teaching and learning for the teacher students in the Thai university investigated here.

Learner factors are essential for a needs analysis. Learners who lack background knowledge often have low motivation and low English proficiency (Andrade, 2006; Lee 2010). Indeed, there is a relationship between English proficiency and class performance (Takahashi, 2009), and students with positive attitudes show a greater willingness to learn (Lightbown & Spada, 2013; Murray, 2011). Teacher factors are also crucial in needs analysis. ESP teachers have potent roles to play in the class and

influence the teaching and learning in the ESP program. Indeed, the teachers' beliefs about language acquisition and how they should be taught to influence how they teach (Edge, 2009). The teachers' responsibility is to plan and apply their teaching pedagogy and ensure that the lesson is interesting and stimulating enough to encourage learners (Edge, 2009; Chatsungnoen, 2015; Eryilmaz, 2014; Peiser & Jones, 2014). However, studies have found that teachers may not always be the best evaluator of their learners' needs and challenges (Akyel & Ozek, 2010; Eslami, 2010; Hyun Hyo, 2013). Teacher factors are important for the current study because many English classrooms in Thailand are considered to be dominated by a teacher-centred approach (Akkakoson, 2012; Chatsungnoen, 2015).

Institutional factors focus on educational planning and facilities management. Ellis (2015) argued that the learners' input and their interactions with the institute could influence the learners' language acquisition. Moreover, Baker (2012) noted that a lack of available English resources in Thailand is a major difference between wealthy metropolitan communities and poorer countryside communities. This study aimed to understand the context of teaching in the ESP program at a Thai government university, so institutional factors are essential for the analysis.

Dudley-Evans and St. John's (1998) model also includes 'register analysis', which relates to vocabulary and grammar at the word and sentence level. They believed that the grammar forms in ESP contexts are similar to those of general English. In the present study, it would be useful for the ESP teachers and students to know what features of grammar and vocabulary are most frequently used and needed in the academic and occupational contexts of education, which can be identified in the needs analysis.

'Discourse analysis' is focused on the sentence level and concerns how sentences are used to communicate. This type of analysis focuses on the writers' purposes (West, 1994). However, it is not recommended to investigate only discourse analysis in the needs analysis because this does not provide sufficient information on the communication used in the academic or occupational contexts (Dudley-Evans & St. John, 1998). Nevertheless, it is important to consider discourse analysis accompanied by other needs analysis factors described in this review.

Another aspect of some needs analyses is ‘genre analysis.’ Swales (1981) defined the genre as “a more or less standardized communicative event with a goal or set of goals mutually understood by the participants in that event and occurring within a functional rather than a personal or social setting” (pp. 10-11). In the ESP context, ‘genre analysis’ refers to investigating communicative events focusing on purpose, style, and audience (Bhatia, 2002a). It can help language learners make the relevant connection between using the language and the communication aim (Bhatia, 2002a). To illustrate, Bruce (2009) analyzed the results sections in sociology chemistry articles and found that the written text and the discourse surrounding these subject texts were different. His study confirmed that using genre analysis provided a heuristic technique for analyzing other texts within the same genre and helped the writers create their texts within the same area. Similarly, Nima and Jooneghani (2012) adopted genre analysis to analyze the learners’ needs of the text. Overall, this type of analysis can enable teachers to be more aware of the hidden suppositions and to gain insight into pedagogical implications.

## **2.4 Related ESP studies**

Several previous studies have been conducted on the analysis of English language requirements in different professions. These studies have been conducted both in a global context and in a Thai context.

### **2.4.1 Studies on needs analysis in a global context**

Qaddomi (2013) explored 91 EFL cadets’ needs at a tertiary education level in a Palestinian context. The results revealed how cadets rate their talents on specific EFL skills and what they need from their EFL course. The results also showed that cadets’ EFL level was intermediate, with the average score being 3.4 (68.0%) and the cadets’ EFL needs increased significantly, with an average of 3.67 (73.4%). Additionally, the findings suggest that the biggest problem students face when studying English in a future work environment is English conversation. Furthermore, the study found significant differences in the cadet EFL requirements across all domains that support police science and military science.

In Korea, Kim (2013) conducted a study to develop an ESP course for engineering students by providing a detailed needs analysis. Questionnaires were used to investigate the needs of three different target groups: 99 students, 30 engineering teachers, and 43 industrial workers. The findings suggest that, overall, students required daily conversational English (53%) and engineering professors also required engineering content ( 57% ) whereas industry workers required content related to general business ( 49% ). Moreover, the study found being motivated to learn is essential to any employment in industry and understanding the importance of general business English is a must for any student. Moreover, to pursue a career as a competitive world-class engineer with a long-term goal, they need to be familiar with the engineering content.

In India, Hossain (2013) conducted an ESP needs analysis for engineering students using a learner-centered approach. The study investigated the needs or the requirements to develop communicative English writing and speaking proficiency. This study was conducted with 112 students randomly selected from several Azimur Rahman School of Engineering programs at Presidency University. The participants were invited to provide their opinions through a questionnaire containing 20 close-ended questions. The result showed that the respondents' English proficiency was still inadequate despite learning English for twelve years. Overall, the participants' writing skills were better than their speaking skills. Participants reported a need to learn business communication to use in their future occupation and emphasized developing their writing skills for business correspondence and speaking skills.

In Taiwan, Spence, and Liu (2013) implemented needs analysis questionnaires online and semi-structured interview questions to investigate engineers' English language needs at a semiconductor manufacturing company. Results showed that engineers face many English communicative situations such as writing and reading e-mails, reports, and memos. The participants also experienced problems in other situations associated with oral skills such as meetings, teleconferences, and presentations. Overall, the findings also suggest that the need for the English language increases in parallel with the profession of an engineer, with speaking skills in demand, especially for visiting clients and building relationships. Another study in Taiwan conducted a needs

analysis in English language learning for Taiwanese students using two groups of participants (Chen, Chang, & Chang, 2016). The first group was 30 senior students from the College of Technology in Central Taiwan. The second group was 30 employers from the banking, service, media communications, insurance, tourism, construction, and manufacturing sectors. The study used a quantitative method and questionnaires were distributed electronically to students and employers. The finding showed differences between students and employers in acknowledging the necessary reading and listening skills, along with in specific tasks that require language skills. Moreover, the results of this study will be useful for teachers and those involved in designing the curriculum to meet the needs of learners to improve students' English language ability in the future.

Tabrizi (2016) evaluated the language requirements in the target situation language needs of 120 undergraduate scholars in mechanical engineering and seven ESP professors at Islamic Azad University, Iran. Using semi-structured interviews and questionnaires, it was shown that undergraduate students faced several difficulties with their language skills and were dissatisfied with the courses and textbooks they provided. ESP policymakers and curriculum developers in Iran should consider the necessity and importance of college learners' needs to develop more appropriate ESP courses content. Moreover, teacher training programs are needed to leverage professional development to meet the high demands from students who need a multi-activity classroom.

Poedjiastutie & Oliver (2017) conducted a study to design an ESP program at Indonesian universities. Prior to the study, it was found that the learners' English level was low, and the learners' needs had not been analyzed for the development of the ESP curriculum. A rigorous needs analysis was, therefore conducted to improve English teaching at this university. The ethnographic approach was focused on three groups of stakeholders: 1) the institution (or employer), 2) teachers and 3) students. The results showed that each group understood the need for English as a global and international language and that problems arising within the university at various levels impaired the effectiveness of the ESP program. In Indonesia, Menggo, Suastra, Budiarsa, & Padmadewi (2019) conducted a needs analysis to develop appropriate



materials for academic English-speaking courses. The study investigated the needs of 312 English language students from six universities in three provinces of Indonesia using questionnaires and in-depth interviews. The students reported that they required independent speaking skills (64,49%) and lacked the necessary vocabulary (32,69%). The results also showed that communication and collaboration (39,10%) should be incorporated into course designs and learners should also engage in group work (37,82%) and be active communicators (39,74%) to improve their English skills.

In Indonesia, Sari & Setiawan (2020) examined the needs of mechanical engineering students, professors, and institutional stakeholders to guide the ESP curriculum design for the mechanical engineering study program at Tridinanti University. The data were collected through questionnaires using closed-ended questions in a multi-choice format for students and open-ended questions consisting of 10 questions for the professors and four for the institution's stakeholders. The results revealed that mechanical engineering students, professors, and stakeholders have a constructive view of the institution, but felt that the ESP curriculum need to be modified to provide suitable materials for academic and professional purposes.

Finally, Mahraj (2019) reviewed the English language academic requirements of 32 Moroccan computer engineering students at the National School of Applied Sciences in Berrechid using questionnaires. The results indicated that the three language skills, including listening, speaking, and writing, were difficult for computer engineering students. As a result, task-based methods were adopted to promote students' needs in all three skills, including class presentations, writing reports, interviews, modeling, and participating in public speaking competitions. More importantly, the study noted that current teaching methods should be modified to a learner-centred approach to meet students' needs.

#### **2.4.2 Studies on needs analysis in a Thai context**

In 2012, Gass conducted a needs analysis and situational analysis to design an ESP course for Thai nurses. The participants were eight nurses who had studied English for more than ten years, with an average age of 28 – 43 in three different departments consisted of Hemodialysis, Emergency, OPD. The data were collected via questionnaires, observation, and interviews with the hospital director. It was found

that the most relevant English skills for these nurses were listening and speaking. Later, Changpueng & Pattanapichet (2015) examined the English writing needs of engineers, managers, operating engineers, ESP teachers, and engineering students in Thailand. Surveys, questionnaires, and interviews were used to explore the context and situational issues related to English learning. These results were then used to develop educational materials tailored to the specific workplace needs of an engineer.

Chatsungnoen (2015) investigated the English language skills needed in food science and technology in an academic and occupational environment. The research instruments were English language proficiency tests, questionnaires, and interviews. The results showed that the participants' low English levels affected their performance in both academic and employment contexts. The study also revealed a discrepancy in understanding student needs between ESP teachers and other stakeholders, both in educational and occupational contexts.

In 2017, Piamsai studied learner needs and essential English language skills of learners enrolled in an Intensive English Program at Chulalongkorn University Language Institute (CULI) and examined the content, teaching methods, and length of a course that most suited the learners. The study participants were 321 learners assigned to three groups: students, government officials, and private organizations' employees. In this study, quantitative and qualitative methods were used to analyze the data from a needs analysis questionnaire and interviews. The results showed that learners were interested in developing all four English language skills. They required basic language skills, such as conceptual reading, informative principles, and general conversation skills, to communicate productively in daily life. There was also a need for purpose-specific English language courses targeting skills relevant to their career.

Choopun, Kumteang, Luksanasakul & Kangkha (2020) investigated the current English needs of electrical engineering students. This study used a questionnaire to collect data from 63 electrical engineering students of Rajamangala University of Technology Srivijaya (RUTS) and 18 professional electrical engineers working in both government and private organizations. It was found that all English language topics for electrical engineering topics are in high demand among students and senior electrical engineering professionals. Professionals working in both public and private



institutes, provided a clear picture of the English language required in this profession by providing instructional guidance to educational institutions, especially in higher education. This information may help prepare graduates for the needs and expectations of the labor market. The study concluded that current courses must be revised and tailored to the requirements of the profession. Wanchid (2020) also explored engineers' English language needs to guide the development of English language courses based on integrating a project-based learning approach and blended learning modules. The participants included engineers, engineering students, and ESP teachers. The students reported that speaking and writing skills were necessary but difficult to acquire. However, they believed that they had been well equipped with English reading skills, based on their previous English language learning experience.

Carnando (2020) conducted a needs analysis for medical students by collecting data through questionnaires and face-to-face interviews from 40 medical students, doctors, teachers, and international patients. The findings showed that students had good English proficiency, including listening, reading, speaking, and writing skills. However, the needs analysis results showed that the participants wanted to learn using methods that differed from the regular English classroom, such as out-of-class projects and music learning.

Sittitoon & Rimkeeratikul (2019) examined the needs of internship students majoring in Business English at Phranakhon Rajabhat University. In this study, questionnaires and interviews were used to collect data from 30 students and supervisors working in hotels. The results showed that most student interns working in hotels assess themselves as having moderate English skills for listening, reading, speaking, and writing. Students rated their speaking and reading ability higher than their listening and writing skills. Overall, students recognize that all types of English language skills are needed to be developed, but listening was considered the most difficult skill.

Jeanjaroonsri & Lebnark (2019) explored Thai students' attitudes towards their ability to speak English. The participants were 30 Thai students at the Hotel and Resort Management Department (International Program) at Dusit Thani Bangkok College. The results indicated that positive attitudes might lead to positive behaviors in improving their English-speaking skills. In addition, a positive attitude may lead to a

willingness to work in an English-speaking environment. This suggests that a positive attitude towards speaking English should be cultivated to encourage students to learn and speak English. Teachers need to create compelling lessons using different methods, techniques, and procedures to interest them. In addition, students should be encouraged to be more active and cooperative in the learning process, which will help them be more successful in their language learning.

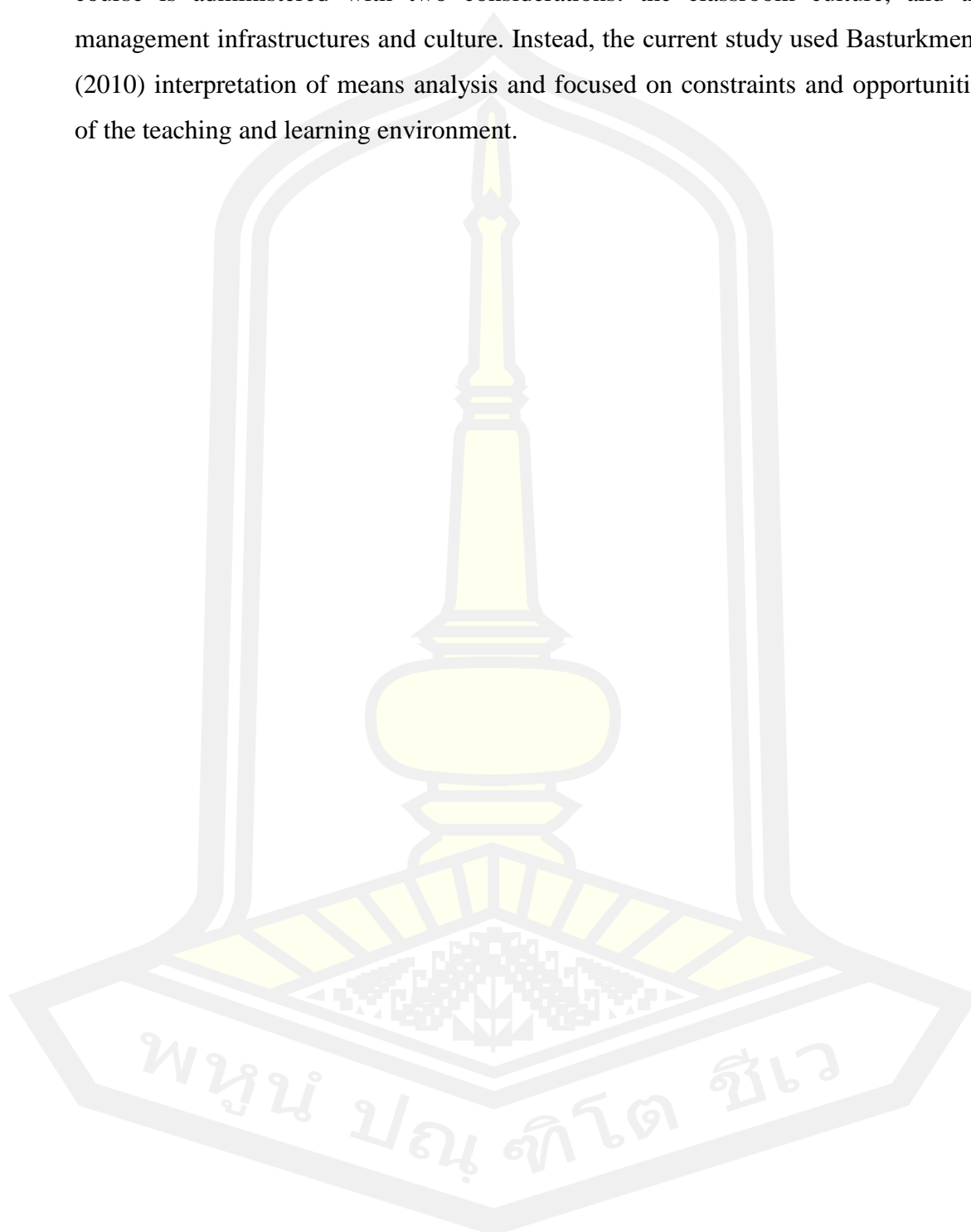
Finally, Chansri (2020) investigated English reading and writing needs of science students at King Mongkut's Institute of Technology Ladkrabang, Thailand. The data were collected from 100 first-year science students and ten ESP teachers. The study found that 'Reading the assigned textbooks and course handouts' is an important sub-skill in reading and 'Writing assignments and homework' and 'writing exam questions' were identified as the most important writing skills. Regarding reading, 'Reading text for key concepts' was considered the most significant problem among science students, whereas, for writing, the most problematic sub-skill was 'using the language properly'. These findings provide useful information for English language teachers interested in developing English reading and writing courses for science students.

## **2.5 Summary of the current chapter**

The needs analysis model proposed by Dudley – Evans and St. John (1998) are the most widely used model in the area of English language learning and will also be used in the current study. The needs analysis will include a 'present situation analysis' (students' personal and professional information) and a 'deficiency analysis' (language difficulties). In addition, a 'learning needs analysis' should be incorporated to identify the language learning needs from the course. Finally, the 'target situations analysis' should be included, which focused on language skills and language issues related to the specific context. The current study will also collect information on how students communicate in the academic and occupational contexts, covering the 'register analysis,' 'discourse analysis,' and 'genre analysis.'

However, the 'means analysis' or environmental factors in Dudley – Evans and St. John's (1998) model were not used in the current study as the description is too broad and makes it difficult to identify the definite factors to be included in the analysis.

They described the means analysis as an analysis of the environment where an ESP course is administered with two considerations: the classroom culture, and the management infrastructures and culture. Instead, the current study used Basturkmen's (2010) interpretation of means analysis and focused on constraints and opportunities of the teaching and learning environment.



## **CHAPTER III**

### **METHODOLOGY**

This study aims to determine the lacks and wants for Thai pre-service teachers ' in the target situation and specific English skills Thai pre-service teachers' need for senior university students at the Faculty of Education at a government university in Thailand. The study considers the specific English skills Thai pre-service teachers need and the lack and want of Thai pre-service teachers. This chapter outlines the research methodology of the current study, including the participants, instrumentation, methodology, procedures, and data analysis.

#### **3.1 Participants and setting**

In this study, the participants included 220 senior non-English Thai pre-service teachers or the last two-year Thai pre-service teachers at the Faculty of Education. They are including Early Childhood Education, Mathematics, Thai Language, General Science, Social Studies, Educational Technology and Computer Education who are preparing for internship teaching. They are between 21-23 years old of age at the time of data collection. They have studied English for more than ten years and received the theoretical coursework of teaching. That consists of English language and literacy for Young Children, English Language for Early Childhood Teachers, Practicum 1, Practicum 2 by focusing on the teaching profession's concepts, theories, knowledge, and developing English language skills to enhance professional development with an emphasis on listening and speaking communication. And the use of Thai and English in communication for service-preparing teachers who practice professional experience, emphasizing practical training in educational institutions. Indeed, their academic instruction and English learning experience are appropriate for seeking any English coursework development needs. Moreover, Thai pre-service teachers must also take a licensing exam by passing an English language proficiency test at the Common European Framework Reference on Language (CEFR) level B1. Therefore, researchers want to know whether students have enough English knowledge to obtain the teacher qualification examination.

The sampling technique in this current study was based on convenience sampling methods to select participants who were taught theoretical coursework of teaching and learning and attained English for more than ten years of education. According to Lunenburg and Irby (2008), it is the most commonly used in the study not to list all of the population of interest. Instead, the desired percentage of the total research population is determined (Pickard, 2007).

### **3.2 Research instruments**

In this study, questionnaires and was used to collect data to analyze Thai pre-service teachers' English language requirements. To answer the questions, what are the necessity, needs and wants in Thai pre-service teachers' target situation and specific English skills. The quantitative methods were used in this study as research tools.

The questionnaire was created and developed using the Hutchinson and Waters' (1987) needs analysis model, focusing on the necessities, lacks, and wants to explore the participants' needs and perceived English proficiency in the target situations or for their demands for future occupations. Because the participants are Thai pre-service teachers to prevent language barriers, the questionnaire is first written in English and then translated into Thai. It comprises four sections: The first section focuses on the participants' personal information, such as age, gender, years of English study, Years of study at the university, level of English proficiency for each English skill and ranking English skills in order of importance. The second section is the necessity of English language skills while studying at a university, comprised of 20 items. The third section is the perceived lack of Thai pre-service teachers in target situations, which contained 20 items. The fourth section is the wants for Thai pre-service teachers in their future careers, comprised of 20 items. These sections were presented in a five-point Likert scale to identify the needs, lacks, and wants of specific English skills for Thai pre-service teachers in the target situation. The participants are required to rate their necessities, lacks, and wants related to speaking skills, writing skills, reading skills, and listening skills. The five-point Likert scale is illustrated as follows:

Scale	Meaning		
	necessary	lack	wants
5	very necessary	Excellent	Extremely needed
4	necessary	Very good	mostly needed
3	neutral	Good	moderately needed
2	unnecessary	Fair	Slightly needed
1	very unnecessary	Poor	Least needed

The final section of the questionnaire focuses on the participants' general comments or suggestions on English courses specially designed for Thai university students. It was presented in an open-ended question.

### 3.3 Data collection procedure

As the present study involved human beings, ethical approval was endorsed before the main study by the Ethics Committee of Mahasarakham University. Furthermore, permission from the Faculty of Education will also be obtained. When received ethical approval, the researcher introduced the study to participants representative for distributing questionnaires in each major in the faculty of Education and were collected back to the researcher. Informed consent was sought from all participants to ensure participation is voluntary.

The questionnaire was given to all participants. However, before the questionnaire is administered, the instructions and a few illustrations of the questionnaire items were provided to participants in their native Thai language.

During the COVID-19 pandemic. The epidemic prevention policy prevented face-to-face contact. Therefore, the researcher had to cancel the semi structured interview to avoid joining groups and directly meeting the target audience.

### 3.4 Data analysis

The current study used quantitative data collection approaches. The data were analyzed using SPSS Statistics 23 software. The Cronbach Alpha coefficient was also performed to calculate the reliability of the questionnaires. Descriptive statistics, including mean, standard deviation and percentage, are used to present the study

findings. In this study, the researcher coded the words, phrases, and themes related to the study's conceptual framework.

The Statistical Package for the Social Sciences (SPSS) was used to analyze the questionnaires by a five-point Likert's (1932) scale is used to score the specific needs, lack, and want in English use of the Thai university teachers and interpret on the following criteria:

Scale	Meaning		
	necessary	lack	wants
5	very necessary	Excellent	Extremely needed
4	necessary	Very good	mostly needed
3	neutral	Good	moderately needed
2	unnecessary	Fair	Slightly needed
1	very unnecessary	Poor	Least needed

### 3.5 Summary

This chapter presents the methodology of the study, which is the quantitative research design. Specifically, this chapter provides readers with detailed demographic background information, research instruments, data collection procedure and data analyses. In conclusion, Figure 6 illustrates the operationalized process of the current study.

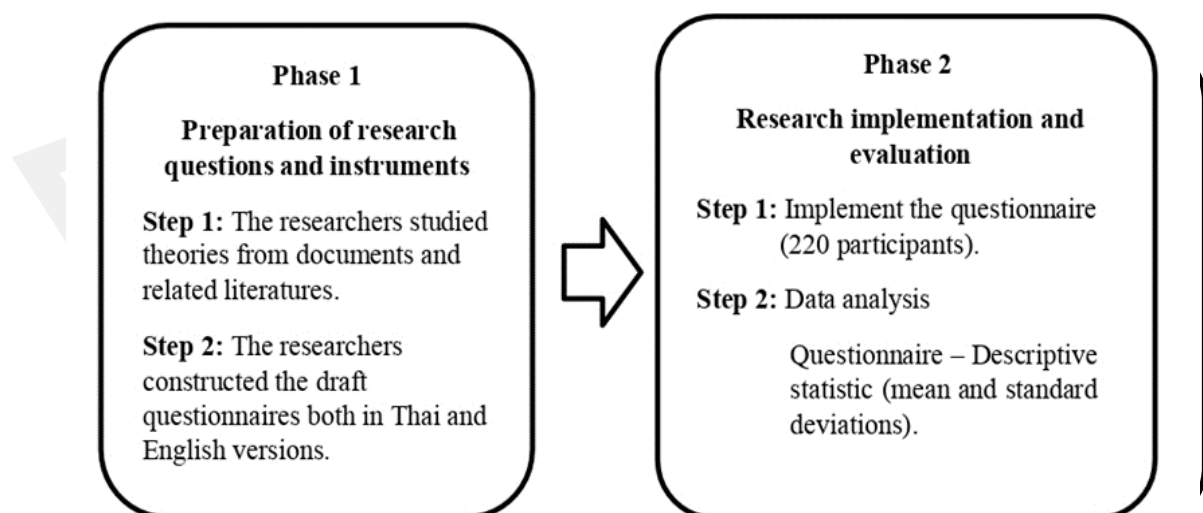


Figure 4: A Summary diagram of the research methodology used in the current study.



## CHAPTER IV

### RESULTS

This chapter presents the results of quantitative data analysis on Thai pre-service teachers' necessities, lacks and wants in relation to their English language skills

#### 4.1 What are the needs for specific Thai pre-service teachers' English skills while studying at a university?

Five-point Likert scale questionnaires were used to collect participants' perceptions of the necessity of English language skills. The results are shown in Table 1. The analysis of findings revealed that Thai university participants reported that *listening* (78.22%) was the most necessary skill, followed by *speaking* (77.91%), *reading* (75.96%) and, finally, *writing* 74.35%. Additionally, the findings showed that Thai pre-service non-English teachers considered all English skills important for their academic study at a tertiary level of education. The sampling technique in this current study was based on convenience sampling methods to select participants who were taught theoretical coursework of teaching and learning and attained English for more than ten years of education. According to Lunenburg and Irby (2008), it is the most commonly used in the study not to list all of the population of interest. Instead, the desired percentage of the total research population is determined (Pickard, 2007).

Table 1: Necessary English skills for Thai pre-service teachers

Skills	Mean	S.D.	%	Rank
Listening	3.91	0.73	78.22	necessary
Speaking	3.90	0.73	77.91	necessary
Reading	3.80	0.70	75.96	necessary
Writing	3.72	0.89	74.35	necessary
<b>Total</b>	<b>3.83</b>	<b>0.69</b>	<b>76.61</b>	<b>necessary</b>

Table 2 shows the specific listening skills required by pre-service non-English teachers. The university pre-service participants reported that they were most in need of *listening skills for general conversations* (80.91%), followed by *understanding task/assignment descriptions* (79.45%), *understanding classroom lectures* (78.55%), *understanding academic talks and discussions* (76.27%) and, finally, *understanding*



*different accents* (75.91%). These findings indicate that Thai pre-service teachers require English listening skills for different purposes depending on the context.

Table 2: Listening skills needed for Thai pre-service teachers

Skills	Mean	S.D.	%	meaning
1. Listening and understanding general conversations	4.05	1.87	80.91	necessary
2. Listening and understanding task/assignment descriptions	3.97	0.88	79.45	necessary
3. Listening and understanding classroom lectures	3.93	0.84	78.55	necessary
4. Listening and understanding academic talks and discussions	3.81	0.94	76.27	necessary
5. Listening and understanding different accents	3.80	0.96	75.91	necessary
<b>Total</b>	<b>3.91</b>	<b>0.73</b>	<b>78.22</b>	<b>necessary</b>

Table 3 shows the specific speaking skills Thai pre-service non-English major teachers perceived as necessary for their academic study at tertiary education. Pre-service teachers reported that they primarily needed speaking skills for their *greetings and responses* (80.36), whereas skills related to conversations about homework were reported to be the least useful. Nevertheless, all speaking skills were rated as “highly” needed.

Table 3: Speaking skills needed for Thai pre-service teachers

Skills	Mean	S.D.	%	meaning
1. Greetings and responses	4.02	0.90	80.36	necessary
2. Speaking by using pedagogy terminology correctly	3.95	0.90	79.09	necessary
3. Speaking with appropriate word stress and intonation	3.89	0.88	77.73	necessary
4. Presenting and reporting information	3.82	0.94	76.45	necessary
5. Explaining and providing suggestions homework information	3.80	0.92	75.91	necessary
<b>Total</b>	<b>3.90</b>	<b>0.73</b>	<b>77.91</b>	<b>necessary</b>

Table 4 shows the specific reading skills that pre-service teachers require in tertiary education. The reading activity that participants selected as the most required skill was *reading for the main idea* (78.82%), followed by *reading books for assignments and exams* (77.64%), *reading for general comprehension* (77.55%), and *reading strategies for academic study* (75.00%). Finally, the least frequently used activity was *reading university websites in English* (70.82%). Overall, the need for all sub-skills in the reading category was considered to be high.

Table 4: Reading skills needed for Thai pre-service teachers

Skills	Mean	S.D.	%	meaning
1. Reading for the main idea	3.94	0.86	78.82	necessary
2. Reading books for assignments and exams	3.88	0.87	77.64	necessary
3. Reading for general comprehension	3.88	0.83	77.55	necessary
4. Reading strategies for academic study	3.75	0.92	75.00	necessary
5. Reading university websites in English	3.54	0.94	70.82	necessary
<b>Total</b>	<b>3.80</b>	<b>0.70</b>	<b>75.96</b>	<b>necessary</b>

Table 5 shows the specific writing skills that Thai pre-service teachers require while studying at a university. As shown in the table, *writing applications* was considered to be the most frequently required skill (76.36%), followed by *writing in an academic style* (75.18%), *note-taking and summarizing* (73.82%), *writing assignments and daily reports* (73.64%), and *writing correspondences* (72.73%). Thus, overall, Thai pre-service teachers showed a high level of need for various writing skills.

Table 5: Writing skills needed for Thai pre-service teachers

Skills	Mean	S.D.	%	meaning
1. Writing applications	3.82	1.04	76.36	necessary
2. Writing in an academic style	3.76	1.09	75.18	necessary
3. Note-taking and summarizing	3.69	1.01	73.82	necessary
4. Writing assignments and daily reports	3.68	0.97	73.64	necessary
5. Writing correspondences	3.64	1.03	72.73	necessary
<b>Total</b>	<b>3.72</b>	<b>0.89</b>	<b>74.35</b>	<b>necessary</b>

#### 4.2 What are the perceived lacks of English skills among Thai pre-service teachers?

Table 6 shows the participants' perceived lack of English language skills in the target situations. The results revealed that Thai pre-service teachers believed that they lacked in all four English skills. Specifically, university participants reported that they were most lacking in *writing skills* (36.67%), followed by *speaking* (35.40%), *listening* (34.44%) and *reading* (33.22%) skills.

Table 6: Thai university students' perceived lack of English skills

Skills	Mean	S.D.	%	Rank
Writing	1.83	1.01	36.67	1
Speaking	1.77	0.94	35.40	2
listening	1.72	0.91	34.44	3
reading	1.66	0.88	33.22	4
<b>Total</b>	<b>1.75</b>	<b>0.86</b>	<b>34.93</b>	

Table 7 shows that the writing skill that participants believed they lacked the most was *writing for further academic study* (39.55%), followed by *writing grammatically correctly* (37.64%), *writing task instructions and daily reports* (36.55%), *writing forms and applications* (35.55%) and, finally, *writing notes and summaries* (34.09%). Overall, the average score was 1.83 (36.67%), indicating that participants' perceptions of their lack of skills was actually quite low.

Table 7: Lack of writing skills among pre-service teachers

Skills	Mean	S.D.	%
1. Writing for further academic study	1.98	1.17	39.55
2. Writing grammatically correctly	1.88	1.13	37.64
3. Writing task instructions and daily report	1.83	1.12	36.55
4. Writing forms and applications	1.78	1.10	35.55
5. Writing notes and summary	1.70	1.13	34.09
<b>Total</b>	<b>1.83</b>	<b>1.01</b>	<b>36.67</b>

Table 8 shows the speaking skills that are perceived to be lacking for pre-service teachers in the target situations. Overall, the results showed an average of 1.77 (35.40%), indicating that, as for writing, participants reported that their lack of listening skills was low. Nevertheless, the speaking skill that participants believed that they were most lacking in was *giving oral speeches and presentations* (38.36%), followed by *explaining and giving work instructions and job descriptions* (36.55%),

*speaking with appropriate word stress and intonation (35.00%), pronouncing English words correctly (34.91%) and, finally, greetings and responses (32.18%).*

Table 8: Lack of speaking skills among pre-service teachers

Skills	Mean	S.D.	%
1. Giving oral speeches and presentations	1.92	1.17	38.36
2. Explaining and giving work instructions and job descriptions	1.83	1.13	36.55
3. Speaking with appropriate word stress and intonation	1.75	1.08	35.00
4. Pronouncing English words correctly	1.75	1.05	34.91
5. Greetings and responses	1.61	1.02	32.18
<b>Total</b>	<b>1.77</b>	<b>0.94</b>	<b>35.40</b>

Table 9 shows the listening skills that are perceived as lacking for pre-service teachers in the target situations. As shown in the table, listening skills were also reported to be lacking only at a low level (34.44%). However, the listening skill considered to be the most lacking was *listening to and understanding telephone conversations (36.45%)*, followed by *listening to and understanding colleagues in English (35.73%)*, *watching and understanding TV programs, News, or videos (34.00%)*, *listening to and understanding job descriptions and instructions (33.91%)*, and *listening to and understanding general conversations (32.09%)*.

Table 9: Lack of listening skills among pre-service teachers

Skills	Mean	S.D.	%
1. Listening to and understanding telephone conversations	1.82	1.07	36.45
2. Listening to and understanding colleagues in English	1.79	1.12	35.73
3. Watching and understanding TV programs, News, or videos	1.70	1.06	34.00
4. Listening to and understanding job descriptions and instructions	1.70	0.99	33.91
5. Listening to and understanding general conversations	1.60	1.02	32.09

<b>Total</b>	<b>1.72</b>	<b>0.91</b>	<b>34.44</b>
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Table 10 shows that, overall, participants also reported that they lacked reading skills at a low level (33.22%). The participants reported that *reading work instructions in English* (33.55%) was their most lacking reading skill, followed by *reading strategies for the main idea* (33.64%), *reading organizational updates in English* (35.18%), *reading strategies for specific information* (33.73%), and *reading for general comprehension in daily situations* (30.00%).

Table 10: Lack of reading skills among pre-service teachers

<b>Skills</b>	<b>Mean</b>	<b>S.D.</b>	<b>%</b>
1. Reading work instructions in English	1.68	1.06	33.55
2. Reading strategies for the main idea	1.68	1.06	33.64
3. Reading organizational updates in English	1.76	0.99	35.18
4. Reading strategies for specific information	1.69	1.06	33.73
5. Reading for general comprehension in daily situations	1.50	0.98	30.00
<b>Total</b>	<b>1.66</b>	<b>0.88</b>	<b>33.22</b>

#### 4.3 What are the wanted English skills among Thai pre-service teachers?

The results revealed that, overall, the participants' wants for their English language skills were high (83.41%). Specifically, *listening* was rated as the most desired skills (85.02%) followed by *reading* (83.62%), *speaking* (82.93%) and, finally, *writing* (82.07%) skills.

Table 11: Thai pre-service non-English teachers' wants for their English skills

<b>Skills</b>	<b>Mean</b>	<b>S.D.</b>	<b>%</b>	<b>Meaning</b>	<b>Rank</b>
Listening	4.25	0.67	85.02	mostly needed	1
Reading	4.18	0.66	83.62	mostly needed	2
Speaking	4.15	0.74	82.93	mostly needed	3
Writing	4.10	0.78	82.07	mostly needed	4
<b>Total</b>	<b>4.17</b>	<b>0.65</b>	<b>83.41</b>	<b>mostly needed</b>	

Table 12 shows the specific listening skills that pre-service teachers desire for their future careers. The participants reported *listening to and understanding general conversations* as their most desired skill (86.18%), followed by *listening to and understanding descriptions or tasks and assignments* (85.36%), *understanding work-related language and technical vocabulary* (84.91%), *listening to and understanding job descriptions and explanations* (84.55%) and, finally, *listening to and understanding spoken instructions* (84.09%). In conclusion, Thai pre-service teachers had a high want of listening skills for their future jobs.

Table 12: Thai pre-service non-English teachers' wants for their listening skills

Skills	Mean	S.D.	%	Meaning
1. Listening to and understanding general conversations	4.31	0.81	86.18	mostly needed
2. Listening to and understanding descriptions or tasks and assignments	4.27	0.79	85.36	mostly needed
3. Understanding work-related language and technical vocabulary	4.25	0.77	84.91	mostly needed
4. Listening to and understanding job descriptions and explanations	4.23	0.74	84.55	mostly needed
5. Listening to and understanding spoken instructions	4.20	0.75	84.09	mostly needed
<b>Total</b>	<b>4.25</b>	<b>0.67</b>	<b>85.02</b>	<b>mostly needed</b>

Table 13 illustrates the specific reading skills that pre-service teachers want to attain in the future. The most desired skills were *reading for everyday communications* (85.45%), followed by *reading to find the main idea* (84.45%), *reading the information on job instructions and descriptions* (83.36%), *reading about job-related publications* (82.64%) and, lastly, *reading to find specific information* (82.18%).

Table 13: Thai pre-service non-English teachers' wants for their reading skills

Skills	Mean	S.D.	%	Meaning
1. Reading for everyday communications	4.27	0.78	85.45	mostly needed
2. Reading to find the main idea	4.22	0.74	84.45	mostly needed
3. Reading the information on job instructions and descriptions	4.17	0.78	83.36	mostly needed
4. Reading about job-related publications	4.13	0.80	82.64	mostly needed
5. Reading to find specific information	4.11	0.79	82.18	mostly needed
<b>Total</b>	<b>4.18</b>	<b>0.66</b>	<b>83.62</b>	<b>mostly needed</b>

Table 14 shows the speaking skills that pre-service teachers wish to develop in the future. The most desired speaking skill was *counseling of students' problems* (83.82%), followed by *giving and answering questions about course enrolment* and *giving general information about the school and curriculum* (83.18%), *admission process/study plan* (82.45%), and *giving the location of departments and other places around the school* (82.00%).

Table 14: Thai pre-service non-English teacher's wants for their speaking skills

Skills	Mean	S.D.	%	Meaning
1. Counseling of students' problems	4.19	0.84	83.82	mostly needed
2. Giving and answering questions about course enrolment	4.16	0.85	83.18	mostly needed
3. Giving general information about the school and curriculum	4.16	0.83	83.18	mostly needed
4. Admission process/study plan	4.12	0.93	82.45	mostly needed
5. Giving the location of departments and other places around the school	4.10	0.84	82.00	mostly needed
<b>Total</b>	<b>4.15</b>	<b>0.74</b>	<b>82.93</b>	<b>mostly needed</b>

Finally, table 15 shows the specific writing skills that pre-service teachers wish to acquire for their future careers. The most desired skills were *writing forms and agreements* and *writing meeting invitations, postponements, and cancellations* (82.36%), followed by *note-taking* (82.18%), *writing general information about school and curriculum* (82.02%), and *writing different types of letters* (81.36%).

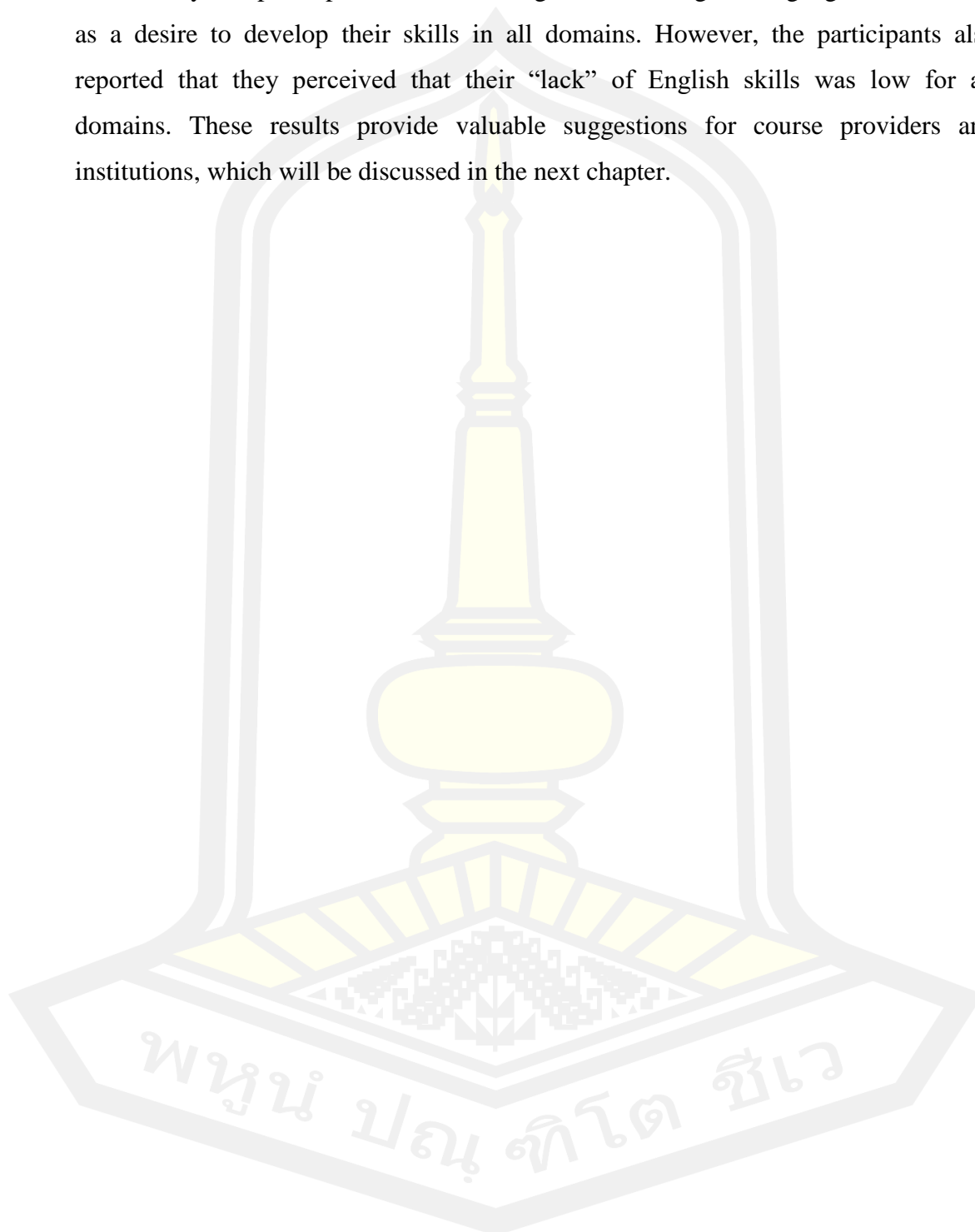
Table 15: Thai pre-service non-English teachers' wants for their writing skills

Skills	Mean	S.D.	%	Meaning
1. Writing forms and agreements <sup>1</sup>	4.12	0.86	82.36	mostly needed
2. Writing meeting invitation, postponement, and cancellation <sup>2</sup>	4.12	0.90	82.36	mostly needed
3. Note-taking <sup>3</sup>	4.11	0.86	82.18	mostly needed
4. Writing general information about school and curriculum <sup>4</sup>	4.10	0.87	82.09	mostly needed
5. Writing different types of letters	4.07	0.87	81.36	mostly needed
<b>Total</b>	<b>4.10</b>	<b>0.78</b>	<b>82.07</b>	<b>mostly needed</b>



#### 4.4 Chapter summary

In summary, the participants indicated a high need for English language skills as well as a desire to develop their skills in all domains. However, the participants also reported that they perceived that their “lack” of English skills was low for all domains. These results provide valuable suggestions for course providers and institutions, which will be discussed in the next chapter.



## CHAPTER V

### DISCUSSION AND CONCLUSION

This chapter presents an overview of the study and its results. These results are then discussed in relation to the existing literature and study limitations as well as recommendations for future research are also addressed.

#### **5.1 What are the needs for specific Thai pre-service teachers' English skills while studying at a university?**

The present study investigated the English language skills needed among Thai pre-service non-English major students as well as the students perceived 'lacks' and 'wants' in relation to their English skills. Overall, the quantitative analysis first revealed that English skills were highly necessary for academic study at a tertiary level. More specifically, participants reported listening as the most important skill, followed by speaking, reading and, finally, writing. Listening and speaking skills were reported as the top two necessary skills because these skills are fundamental for daily communications. For example, listening skills are required to understand academic lectures, whereas speaking allows participants to express their needs and explanations if the subject content is unclear. Indeed, listening and speaking skills are inextricably linked and are necessary for Thai university participants (Celik & Yavuz, 2015; Kaewkunha, 2021; Polsombat, 2015; Surapan, 2014).

Listening may be considered the most important skill because the subject content is primarily delivered through class lectures and oral explanations of exercises or assignments. Students also need to listen to academic conversations and exchange ideas with their teachers and classmates with different accents. In addition, they must use their speaking skills to communicate and exchange ideas with teachers and classmates, such as answering questions, presenting information reports, explaining and providing advice on assignments to their classmates. The current study findings are consistent with previous studies highlighting the importance of speaking and listening skills (Gass, 2012; Kaewkunha, 2021; Tseng, 2014). The results also support previous findings that writing is considered less important than reading (Kaewkunha, 2021; Polsombat, 2015; Surapan, 2014). This may be explained by the specific

learning conditions of an EFL context. That is, students in EFL classes are not often required to write reports or assignments in English.

In conclusion, the current study revealed the necessity of English skills among Thai pre-service teachers. Specifically, Thai pre-service teachers reported that listening was the most important of the four English skills, closely followed by speaking. Reading and writing skills were considered 'less important' for pre-service teachers in their classrooms.

## **5.2 What are the perceived lacks of English skills among Thai pre-service teachers?**

The current results indicated that study participants believed they lacked in all four English skills. Writing was reported as the weakest skill, followed by speaking, listening, and reading skills, respectively. The participants may consider their writing skills to be lacking due to insufficient opportunities to practice their writing in the EFL classroom. This finding is consistent with previous reports that EFL learners believe they are lacking in writing skills (Gass, 2012; Kaewkunha, 2021; Polsombat, 2015; Surapan, 2014; Tseng, 2014). The participants reported that a common problem is the inability to clearly distinguish the key points observed from writing without paragraph breaks, indicating that most Thai students are unfamiliar with, and do not understand, many writing methods. They also reported problems in the use of vocabulary in academic writing. A lack of academic terminology among pre-service participants may render them unable to differentiate between informal writing and formal language. In addition, grammatical correctness is also considered a significant problem, as these errors make it difficult for the reader to understand the text.

Speaking was identified as the second most lacking skill among the study participants. The participants believed that they lacked the ability to give oral speeches and presentations, perhaps because Thai pre-service teachers have few opportunities to use English outside of the classroom. Moreover, classroom activities do not allow students to interact with other classmates socially. As such, the participants also have little exposure to English use in target situations, for example in teaching demonstrations, academic presentations, or classroom discussions. Another problem that leads to speaking anxiety is the lack of vocabulary, which was identified as one of

the barriers to English communication among pre-service teachers in the present study. These findings give support to previous studies showing that tertiary learners lack speaking skills (Al-Mukdad 2019; Ariyanti & Fitriana , 2017; Khatoony & Rahmani, 2020; Sadighi & Dastpak, 2017; Toba, Noor, & Sanu 2019; Wanchid, 2020).

The current results indicated that reading skills were perceived to be the least lacking skill. This may be because reading can be completed at any time and at the participant's own pace. The quantitative findings revealed that participants mostly read to complete university assignments and to acquire the main ideas and general comprehension of a text. Previous studies have also reported that university students use their reading skills more than the speaking, listening, and writing skills (Al-Mukdad 2019; Khatoony & Rahmani, 2020; Sadighi & Dastpak, 2017; Toba, Noor, & Sanu 2019; Wanchid, 2020).

In conclusion, the current study showed that Thai pre-service non-English majors believed that they lacked English skills in several domains. Writing was reported to be their most lacking skill, following by speaking, listening, and reading.

### **5.3 What are the wanted English skills among Thai pre-service teachers?**

It was found that listening and reading skills were the most desired skills among Thai pre-service non-English teachers for their future career, followed by speaking and writing skills, respectively. In the globalized environment of the 21<sup>st</sup> century, multilingual communication has become increasingly important in daily life (Chalkiadaki, 2018; Renukadevi, 2014; Yurko, & Styfanyshyn, 2020) and listening is at the heart of all effective communication. Indeed, listening skills are required for emotional processing, perception, understanding, interpretation of content and behaviour, and responding to others with verbal and non-verbal (Tang, 2020). Reading was identified as the second most desirable skill for pre-service teachers. The more learners read about a particular topic, the more they can understand it. Indeed, reading is vital for academic studies as well as for communication. It is also required for interpreting and translating letters, words, and sentences into meanings (Beers & Probst, 2012; Beltramo & Stillman, 2015; Serravallo, 2015).

#### **5.4 Conclusion**

Overall, the current study indicated that there is a high demand for English language skills among Thai pre-service teachers. The Thai university participants reported that listening was the most required skill, followed by speaking, reading, and writing. Additionally, the participants' perceived that they lacked English language skills in the target situations. Specifically, they reported that they were most lacking in writing skills, followed by speaking, listening, and reading. A lack of writing skills is one of the most common problems among English learners of various levels, who experience difficulties in both academic writing skills and vocabulary. Finally, the participants reported that listening was the most desired skill among Thai pre-service teachers for their future careers, followed by speaking and writing skills.

#### **5.5 Limitations of the study**

The current study investigated the English language needs, lacks, and wants of Thai pre-service teachers. The data in this study were collected during the COVID-19 pandemic. The epidemic prevention policy prevented face-to-face contact and imposed restrictions on distributing questionnaires to target audiences. As a result, the number of participants in this study was lower than expected.

#### **5.6 Pedagogical implications**

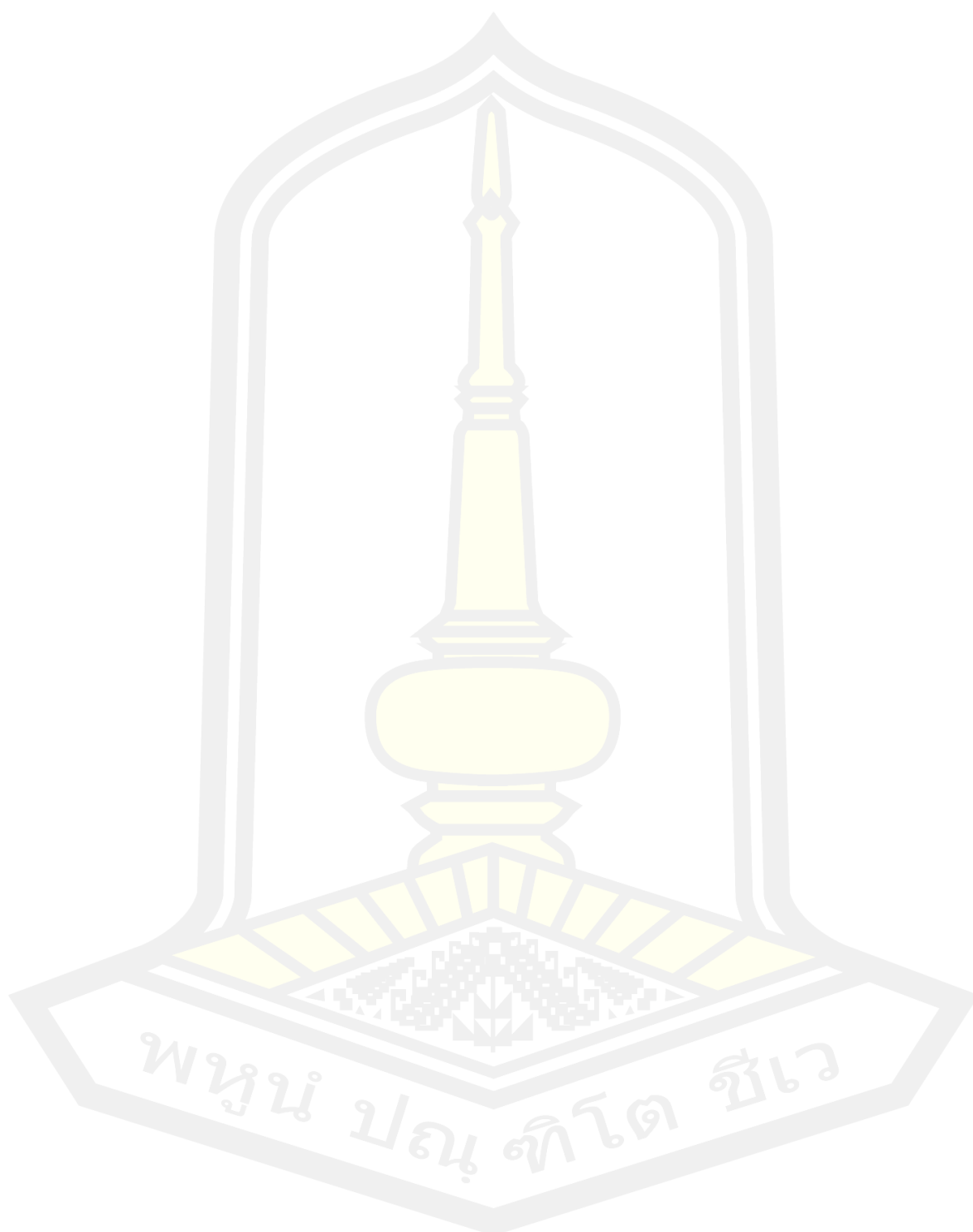
The current study offers valuable guidelines for curriculum planners, teachers and researchers regarding learners' English skills requirement. The current findings will be a primary source of information that helps course designers and instructors create practical English lessons and learning activities to achieve learners' language goals. In addition, the study will raise awareness among curriculum planners and university administrators that well-planned courses equip university graduates with the English abilities that are required in their future employment. The current results indicate that the course design must balance all English skills (reading, writing, listening, and speaking) and learning activities or tasks designed for language classrooms need to serve the learning goals.

### **5.7 Recommendations for future studies**

Future studies may wish to increase the number of participants and include other locations within Thailand (e.g., North, East, South). More specific information regarding the participants' needs within the four skills (e.g., vocabulary versus grammar) should also be explored. Future studies should also include interviews with the participants to gain a deeper understanding of their language needs, wants and lacks. Investigations with specific cohorts of learners may also be useful. Finally, qualitative data is necessary to better define and understand learners' needs and, hence, to design effective courses.



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**APPENDICES**

## Appendix A: Questionnaire

### Questionnaire (English version)

This study investigates the needs of Thai university students' specific English skills and lacks and wants for Thai university students in the target situations. This questionnaire includes five parts, as follows:

1. Background of the respondents.
2. The necessity of English language skills while studying at a university
3. The perceived lacks in Thai university students in target situations.
4. Wants for Thai university students in their future careers.

#### 1. Background of the respondent

**Instructions:** Please read the following statements and fill in the box of information that most reflects you.

1. Gender ☐ Male ☐ Female
2. Age \_\_\_\_\_ years
3. You have learned the English language for \_\_\_\_\_ years \_\_\_\_\_ months
4. Years of study at the university \_\_\_\_\_
5. In your opinion, what level of English proficiency are you at?
  - 5.1 Listening Skill
 

<input type="checkbox"/> Excellent	<input type="checkbox"/> Very good	<input type="checkbox"/> Good	<input type="checkbox"/> Fair	<input type="checkbox"/> Poor
------------------------------------	------------------------------------	-------------------------------	-------------------------------	-------------------------------
  - 5.2 Speaking Skill
 

<input type="checkbox"/> Excellent	<input type="checkbox"/> Very good	<input type="checkbox"/> Good	<input type="checkbox"/> Fair	<input type="checkbox"/> Poor
------------------------------------	------------------------------------	-------------------------------	-------------------------------	-------------------------------
  - 5.3 Reading Skill
 

<input type="checkbox"/> Excellent	<input type="checkbox"/> Very good	<input type="checkbox"/> Good	<input type="checkbox"/> Fair	<input type="checkbox"/> Poor
------------------------------------	------------------------------------	-------------------------------	-------------------------------	-------------------------------
  - 5.4 Writing Skill
 

<input type="checkbox"/> Excellent	<input type="checkbox"/> Very good	<input type="checkbox"/> Good	<input type="checkbox"/> Fair	<input type="checkbox"/> Poor
------------------------------------	------------------------------------	-------------------------------	-------------------------------	-------------------------------
5. Please rank English skills (listening, speaking, reading, writing) in order of importance.
  1. \_\_\_\_\_
  2. \_\_\_\_\_
  3. \_\_\_\_\_
  4. \_\_\_\_\_

## Part 2: Necessity of specific English skills while studying at a university

**Instructions:** Please read the following statements and put / in the information box that most reflects your level of necessity.

The criteria used for scoring are as follows:

**1 = very unnecessary**

**2 = unnecessary**

**3 = neutral**

**4 = necessary**

**5 = very necessary**

Skills	The necessity of specific English skills while studying	1	2	3	4	5
<b>Reading</b>	<b>Activities</b>					
	1. Reading books for assignments and exams					
	2. Reading for general comprehension					
	3. Reading for main ideas					
	4. Reading strategies for academic study					
<b>Listening</b>	5. Reading university websites in English					
	<b>Activities</b>					
	1. Listening and understanding general conversations					
	2. Listening to and understanding task/assignment descriptions					
	3. Listening and understanding different accents					
<b>Speaking</b>	4. Listening and understanding classroom lectures					
	5. Listening and understanding academic talks and discussions					
	<b>Activities</b>					
	1. Greetings and responses					
	2. Presenting and reporting information					
<b>Writing</b>	3. Explaining and providing suggestions on homework information					
	4. Speaking by using pedagogy terminology correctly					
	5. Speaking with appropriate word stress and intonation					
	<b>Activities</b>					
	1. Note-taking and summarizing					
<b>Writing</b>	2. Writing assignments and daily reports					
	3. Writing applications					
	4. Writing correspondences					
	5. Writing in an academic style					

**Other suggestions:**

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มจร. ๒๕๖๓



**Part 3: The perceived lacks for Thai university students in the target situations.**

**Instructions.** Please read the following statements and put / in the information box that most reflects your level of agreement.

The criteria used for scoring are as follows:

1 = Poor

2 = Fair

3 = Good

4 = Very good

5 = Excellent

Level of English you are at now					Perceived lacks of English skills	Level of English you want to have in the future				
1	2	3	4	5		1	2	3	4	5
					<b>Activities</b>					
					Reading for general comprehension in daily situations					
					Reading strategies for specific information					
					Reading strategies for the main idea					
					Reading work instructions in English					
					Reading organization update news in English					
					<b>Activities</b>					
					Listening to and understanding general conversations					
					Listening to and understanding job descriptions and instructions					
					Listening to and understanding colleagues in English					
					Listening to and understanding telephone conversations					
					Watching and understanding TV programs, News, or videos					
					<b>Activities</b>					
					Greetings and responses					
					Explaining and giving work instructions and job descriptions					
					Giving oral speeches and presentations					
					Pronouncing English words correctly					
					Speaking with appropriate word stress and intonation					
					<b>Activities</b>					
					Writing notes and summary					
					Writing forms and applications					
					Writing grammatically correctly					
					Writing task instructions and daily report					
					Writing for further academic study					

Other suggestions: .....

.....

.....



#### Part 4: Skills needed to have for future careers

**Instructions:** Please read the following statements and put / in the information box that most reflects your level of needs.

The criteria used for scoring are as follows:

- 1 = Least needed                      2 = Slightly needed                      3 = moderately needed  
4 = mostly needed                      5 = Extremely needed

Skills	Skills needed to have for future careers	1	2	3	4	5
<b>Reading</b>	<b>Activities</b>					
	1. Reading for everyday communications					
	2. Reading to find specific information					
	3. Reading to find the main idea					
	4. Reading about job-related publications					
<b>Listening</b>	5. Reading the information on job instructions and descriptions					
	<b>Activities</b>					
	1. Listening to and understanding general conversations					
	2. Listening to and understanding job descriptions and explanations					
	3. Listening to and understanding spoken instructions					
<b>Speaking</b>	4. Understanding work-related language and technical vocabulary					
	5. Listening to and understanding descriptions of tasks and assignments					
	<b>Activities</b>					
	1. Giving the location of departments and other places around the school					
	2. Counseling of students' problems					
<b>Writing</b>	3. Admission process/study plan					
	4. Giving and answering questions about course enrolment					
	5. Giving general information about the school and curriculum					
	<b>Activities</b>					
	1. Note-taking					
<b>Writing</b>	2. Writing general information about school and curriculum					
	3. Writing forms and agreements					
	4. Writing different types of letters (e.g., recommendation, admission, acceptance letter, invitation letter)					
	5. Writing meeting invitation, postponement and cancellation					

**Other suggestions:** .....  
.....  
.....

## Appendix B: Ethics approval



### คณะกรรมการจริยธรรมการวิจัยในคน มหาวิทยาลัยมหาสารคาม

#### เอกสารรับรองโครงการวิจัย

เลขที่การรับรอง : 124-123/2564

ชื่อโครงการวิจัย (ภาษาไทย) การวิเคราะห์ความจำเป็นด้านภาษาอังกฤษของนักศึกษาครู

ชื่อโครงการวิจัย (ภาษาอังกฤษ) A Needs Analysis of English Language of Thai Pre-service Teachers

ผู้วิจัย : นายชัยวัฒน์ ผงคลี

หน่วยงานที่รับผิดชอบ : คณะมนุษยศาสตร์และสังคมศาสตร์

สถานที่ทำการวิจัย : จังหวัดมหาสารคาม

ประเภทการพิจารณาแบบ : แบบยกเว้น

วันที่รับรอง : 16 เมษายน 2564

วันหมดอายุ : 15 เมษายน 2565

ข้อเสนอการวิจัยนี้ ได้รับการพิจารณาและให้ความเห็นชอบจากคณะกรรมการจริยธรรมการวิจัยในคน มหาวิทยาลัยมหาสารคามแล้ว และอนุมัติในด้านจริยธรรมให้ดำเนินการศึกษาวิจัยเรื่องข้างต้นได้ บนพื้นฐานของโครงการงานวิจัยที่คณะกรรมการฯ ได้รับและพิจารณา เมื่อเสร็จสิ้นโครงการแล้วให้ผู้วิจัยส่งแบบฟอร์มการปิดโครงการและรายงานผลการดำเนินงานมายังคณะกรรมการจริยธรรมการวิจัยในคน มหาวิทยาลัยมหาสารคาม หรือหากมีการเปลี่ยนแปลงใดๆ ในโครงการวิจัย ผู้วิจัยจะต้องยื่นขอรับการพิจารณาใหม่

กศ. อรุณจิตร์

(ผู้ช่วยศาสตราจารย์ เกษียรหญิงรัตรี สว่างจิตร์)

ประธานคณะกรรมการจริยธรรมการวิจัยในคน

มหาวิทยาลัยมหาสารคาม

ทั้งนี้ การรับรองนี้มีเงื่อนไขดังที่ระบุไว้ด้านหลังทุกข้อ (ดูด้านหลังของเอกสารรับรองโครงการวิจัย)



**MAHASARAKHAM UNIVERSITY ETHICS COMMITTEE FOR  
RESEARCH INVOLVING HUMAN SUBJECTS**

**Certificate of Approval**

Approval number: 124-123/2021

**Title :** A Needs Analysis of English Language of Thai Pre-service Teachers

**Principal Investigator :** Mr. Chaiwat Pongklee

**Responsible Department :** Faculty of Humanities and Social Sciences

**Research site :** Mahasarakham Province

**Review Method :** Exemption Review

**Date of Manufacture :** 18 April 2021

**expire :** 17 April 2022

This research application has been reviewed and approved by the Ethics Committee for Research Involving Human Subjects, Mahasarakham University, Thailand. Approval is dependent on local ethical approval having been received. Any subsequent changes to the consent form must be re-submitted to the Committee.

*Ratree S.*

(Asst. Prof. Ratree Sawangjit)

Chairman

Approval is granted subject to the following conditions: (see back of this Certificate)

ECMSU01-05.03 Update 2021

เอกสารชี้แจงสำหรับอาสาสมัครที่ตอบแบบสอบถาม  
(สำหรับการตอบแบบสอบถาม 18 ปีขึ้นไป)

เรียน ผู้ตอบแบบสอบถามทุกท่าน

เนื่องด้วยข้าพเจ้า นายชัยวัฒน์ ผงคลี นิสิตปริญญาโท สาขาการสอนภาษาอังกฤษ คณะมนุษยศาสตร์และสังคมศาสตร์ มหาวิทยาลัยมหาสารคาม กำลังดำเนินการวิจัย เรื่อง “การวิเคราะห์ความจำเป็นด้านภาษาอังกฤษของนักศึกษาครู” โดยมีวัตถุประสงค์เพื่อตอบคำถามวิจัยต่อไปนี้ได้แก่ (1) ความจำเป็นของทักษะภาษาอังกฤษขณะเรียนระดับมหาวิทยาลัย (2) สิ่งที่ขาดของนักศึกษาครูในสถานการณ์เป้าหมาย (3) ความต้องการของนักศึกษาครูในด้านอาชีพในอนาคต ทักษะประโยชน์ที่ท่านจะได้รับจากการวิจัยนี้ คือ ผลการวิจัยจะนำไปสู่ข้อมูลเชิงลึกเกี่ยวกับความต้องการที่แท้จริงและสิ่งที่ขาดของนักเรียนครูที่พบเจอเมื่อใช้ภาษาอังกฤษในสถานการณ์จริงนอกจากนี้ ผลการวิจัยนี้จะให้ข้อมูลที่เป็นประโยชน์ในการพัฒนาหลักสูตรฝึกอบรมภาษาอังกฤษเชิงปฏิบัติเพื่อพัฒนาความสามารถทางภาษาอังกฤษของผู้เรียน ท่านอาจจะไม่ได้รับประโยชน์โดยตรงจากการเข้าร่วมโครงการวิจัยนี้ แต่ข้อมูลที่ได้อาจมีประโยชน์ต่อผู้มีส่วนร่วมทั้งหมดในการพัฒนาหลักสูตรภาษาอังกฤษสำหรับจุดมุ่งหมายเฉพาะในบริบทการเรียนวิชาภาษาอังกฤษเป็นภาษาต่างประเทศในประเทศไทย

หากท่านตัดสินใจเข้าร่วมการวิจัยแล้ว ผู้วิจัยขอใหท่านตอบแบบสอบถามในประเด็นทักษะภาษาอังกฤษที่จำเป็น, ขาด, และต้องการสำหรับนักศึกษาครูในสถานการณ์เป้าหมายซึ่งประกอบด้วยคำถามทั้งหมด 4 ส่วน จำนวน 60 ข้อโดยใช้เวลาในการตอบแบบสอบถามประมาณ 30 นาที และขอให้ผู้ตอบแบบสอบถามโดยผู้วิจัยจะเก็บด้วยตนเอง

หากท่านรู้สึกอึดอัด หรือรู้สึกไม่สบายใจในบางคำถาม ท่านมีสิทธิที่จะไม่ตอบคำถามเหล่านั้นได้ รวมถึงท่านมีสิทธิถอนตัวออกจากโครงการนี้เมื่อใดก็ได้ โดยไม่ต้องแจ้งให้ทราบล่วงหน้า และการไม่เข้าร่วมวิจัยหรือถอนตัวออกจากโครงการวิจัยนี้ จะไม่มีผลกระทบใดๆ ต่อการเรียนของท่าน

ข้อมูลในการตอบแบบสอบถามของท่านจะถูกเก็บรักษาไว้ ไม่เปิดเผยต่อสาธารณะเป็นรายบุคคล แต่จะรายงานผลการวิจัยในภาพรวมเท่านั้น และจะดำเนินการทำลายข้อมูลที่เกี่ยวข้องภายหลังเสร็จสิ้นการวิจัย การวิจัยครั้งนี้ท่านจะไม่ได้รับค่าตอบแทนและไม่เสียค่าใช้จ่ายใดๆ ทั้งสิ้น

หากท่านมีข้อสงสัยเกี่ยวกับงานวิจัย โปรดติดต่อได้ที่ นายชัยวัฒน์ ผงคลี คณะมนุษยศาสตร์และสังคมศาสตร์ มหาวิทยาลัยมหาสารคาม โทร. 095-7834218 หรืออีเมล chawat1361@outlook.co.th

หากท่านได้รับการปฏิบัติไม่ตรงตามที่ระบุไว้หรือต้องการทราบสิทธิของท่านขณะเข้าร่วมการวิจัยนี้ สามารถติดต่อได้ที่ “คณะกรรมการจริยธรรมการวิจัยในคน มหาวิทยาลัยมหาสารคาม กองส่งเสริมการวิจัยและบริการวิชาการ มหาวิทยาลัยมหาสารคาม” โทร. 043-754416 เบอร์ภายใน 1755

ขอขอบพระคุณอย่างสูง

(นายชัยวัฒน์ ผงคลี)

ผู้วิจัย

ECMSU01-05.04

เอกสารชี้แจงผู้เข้าร่วมการวิจัย (สำหรับการสัมภาษณ์)  
(สำหรับการตอบแบบสอบถาม 18 ปีขึ้นไป)

เรียน .....

เนื่องด้วยข้าพเจ้า นายชัยวัฒน์ ผงคลี นิสิตปริญญาโท สาขาการสอนภาษาอังกฤษ คณะมนุษยศาสตร์และสังคมศาสตร์ มหาวิทยาลัยมหาสารคาม กำลังดำเนินการวิจัย เรื่อง “การวิเคราะห์ความจำเป็นด้านภาษาอังกฤษของนักศึกษาครู” โดยมีวัตถุประสงค์เพื่อตอบคำถามวิจัยต่อไปนี้ได้แก่ (1) ความจำเป็นของทักษะภาษาอังกฤษขณะเรียนระดับมหาวิทยาลัย (2) สิ่งที่ขาดของนักศึกษาครูในสถานการณ์เป้าหมาย (3) ความต้องการของนักศึกษาครูในด้านอาชีพในอนาคต ทักษะภาษาอังกฤษใดที่ผู้เรียนในมหาวิทยาลัยไทยต้องการสำหรับประกอบอาชีพในอนาคต ประโยชน์ที่ท่านจะได้รับจากการวิจัยนี้ ผลการวิจัยนี้จะนำไปสู่ข้อมูลเชิงลึกเกี่ยวกับความต้องการที่แท้จริงและสิ่งที่ขาดของนักศึกษาครูที่พบเจอเมื่อใช้ภาษาอังกฤษในสถานการณ์จริงนอกจากนี้ผลการวิจัยนี้จะให้ข้อมูลที่เป็นประโยชน์ในการพัฒนาหลักสูตรฝึกอบรมภาษาอังกฤษเชิงปฏิบัติเพื่อพัฒนาความสามารถทางภาษาอังกฤษของผู้เรียน “ท่านอาจจะไม่ได้รับประโยชน์โดยตรงจากการเข้าร่วมโครงการวิจัยนี้ แต่ข้อมูลที่ได้จะมีประโยชน์ต่อผู้มีส่วนร่วมทั้งหมดในการพัฒนาหลักสูตรภาษาอังกฤษสำหรับจุดมุ่งหมายเฉพาะในบริบทของมหาวิทยาลัยเป็นภาษาอังกฤษเป็นภาษาต่างประเทศในไทย

หากท่านตัดสินใจเข้าร่วมการวิจัยแล้ว ผู้วิจัยจะขอสัมภาษณ์ในประเด็นทักษะภาษาอังกฤษที่จำเป็น, ขาด, และต้องการสำหรับนักศึกษาครูในสถานการณ์เป้าหมายซึ่งประกอบด้วยคำถามจำนวน 8 ข้อซึ่งจะใช้เวลาในการสัมภาษณ์ประมาณ 30 นาที โดยจะขอสัมภาษณ์ที่อาคารเรียน 100 ปี มหาวิทยาลัยมหาสารคาม

ข้อมูลที่ได้จากการสัมภาษณ์ ผู้วิจัยจะขอให้นำข้อมูลไปใช้เพื่อใช้ในการทำรายงานข้อมูลภายหลังเสร็จสิ้นการวิจัย

หากท่านรู้สึกอึดอัด หรือรู้สึกไม่สบายใจกับบางคำถาม ท่านมีสิทธิ์ที่จะไม่ตอบคำถามเหล่านั้นได้ รวมถึงท่านมีสิทธิ์ถอนตัวออกจากโครงการนี้เมื่อใดก็ได้ โดยไม่ต้องแจ้งให้ทราบล่วงหน้า และการไม่เข้าร่วมวิจัยหรือถอนตัวออกจากโครงการวิจัยนี้ จะไม่มีผลกระทบใดๆ ต่อการเรียนของท่าน

ข้อมูลในการสัมภาษณ์จะถูกเก็บรักษาไว้ ไม่เปิดเผยต่อสาธารณะเป็นรายบุคคล แต่จะรายงานผลการวิจัยในภาพรวมเท่านั้น และจะดำเนินการทำลายข้อมูลที่เกี่ยวข้องภายหลังเสร็จสิ้นการวิจัย

การวิจัยครั้งนี้ท่านจะไม่ได้รับค่าตอบแทนและไม่เสียค่าใช้จ่ายใดๆ ทั้งสิ้น

หากท่านมีข้อสงสัยเกี่ยวกับงานวิจัย โปรดติดต่อได้ที่ นายชัยวัฒน์ ผงคลี คณะมนุษยศาสตร์และสังคมศาสตร์ มหาวิทยาลัยมหาสารคาม โทร. 095-7834218 หรืออีเมล chawat1361@outlook.co.th หากท่านได้รับการปฏิบัติไม่ตรงตามที่ระบุไว้หรือต้องการทราบสิทธิของท่านขณะเข้าร่วมการวิจัยนี้ สามารถติดต่อได้ที่ “คณะกรรมการจริยธรรมการวิจัยในมนุษย์ มหาวิทยาลัยมหาสารคาม กองส่งเสริมการวิจัยและบริการวิชาการ มหาวิทยาลัยมหาสารคาม” โทร. 043-754416 เบอร์ภายใน 1755

ขอขอบพระคุณอย่างสูง

(นายชัยวัฒน์ ผงคลี)

ผู้วิจัย



ECMSU01-06.03

แบบแสดงความยินยอมให้ทำการวิจัยจากอาสาสมัคร  
(สำหรับอาสาสมัครอายุ 18 ปีขึ้นไป)

ข้าพเจ้า (นาง/นางสาว/นาย) ..... นามสกุล ..... อายุ ..... ปี  
บ้านเลขที่ ..... หมู่ที่ ..... ตำบล ..... อำเภอ ..... จังหวัด .....

ได้อ่านคำชี้แจง/รับฟังคำอธิบายจาก นายชัยวัฒน์ ผงคลี เกี่ยวกับการเป็นอาสาสมัครในโครงการวิจัยเรื่อง “การวิเคราะห์ความจำเป็นด้านภาษาอังกฤษของนักศึกษาครู” โดยข้อความที่อธิบายประกอบด้วย รายละเอียดทั้งหมดเกี่ยวกับที่มาและจุดมุ่งหมายในการทำวิจัย, รายละเอียดของขั้นตอนต่างๆ ที่ข้าพเจ้าต้องปฏิบัติและได้รับการปฏิบัติ, ประโยชน์ที่ข้าพเจ้าจะได้รับจากการวิจัย และความเสี่ยงที่จะเกิดขึ้นจากการเข้าร่วมการวิจัย รวมทั้งแนวทางป้องกันและแก้ไขหากเกิดอันตราย โดยได้อ่าน/รับฟังคำชี้แจง/รับฟังคำอธิบายจากผู้วิจัยและผู้วิจัยร่วมโครงการวิจัย และข้าพเจ้าสามารถตอบข้อสงสัยจากหัวหน้าโครงการวิจัยเป็นที่เรียบร้อยแล้ว และให้สัมภาษณ์โดยตลอด อีกทั้งยังได้รับคำอธิบายและการตอบข้อสงสัยจากหัวหน้าโครงการวิจัยเป็นที่เรียบร้อยแล้ว

ตลอดจนการรับรองจากผู้วิจัยที่จะเก็บรักษาข้อมูลของข้าพเจ้าไว้เป็นความลับ และไม่ระบุชื่อหรือข้อมูลส่วนตัวเป็นรายบุคคลต่อสาธารณชน โดยผลการวิจัยจะนำเสนอในลักษณะภาพรวมซึ่งเป็นการสรุปผลการวิจัยเพื่อประโยชน์ทางวิชาการเท่านั้น

“ในการเข้าร่วมเป็นอาสาสมัครของโครงการวิจัย ข้าพเจ้าเข้าร่วมด้วยความสมัครใจ” และข้าพเจ้าสามารถถอนตัวจากการศึกษานี้เมื่อใดก็ได้ ถ้าข้าพเจ้าปรารถนา โดยจะไม่มีผลกระทบและไม่เสียสิทธิใดๆ ที่ข้าพเจ้าจะได้รับต่อไปในอนาคต

ข้าพเจ้าเข้าใจข้อความในเอกสารชี้แจงอาสาสมัคร และแบบแสดงความยินยอมนี้โดยตลอดแล้วจึงลงลายมือชื่อไว้ ณ ที่นี้

ลงชื่อ.....อาสาสมัคร

(.....)

วันที่.....

ลงชื่อ.....พยาน (กรณีที่ย่านคำชี้แจงให้อาสาสมัครฟัง)

(.....)

วันที่.....

ลงชื่อ.....ผู้ขอความยินยอม

(.....)

วันที่.....



## แบบสอบถาม

วิจัยนี้ทำการศึกษาความเป็นของทักษะภาษาอังกฤษเฉพาะด้านของนักศึกษาครู รวมถึงการขาดและความต้องการสำหรับนักศึกษาครูในสถานการณเ้าหมาย แบบสอบถามนี้ประกอบด้วยสี่ส่วนดังต่อไปนี้

1. ข้อมูลทั่วไปของผู้ตอบแบบสอบถาม
2. ความจำเป็นของทักษะภาษาอังกฤษเฉพาะด้านของนักศึกษาครู
3. สิ่งกีดขวางของนักศึกษาครูในสถานการณเ้าหมาย
4. ความต้องการของนักศึกษาครูในการอาชีพในอนาคต

## 1. ข้อมูลทั่วไปของผู้ตอบแบบสอบถาม

คำแนะนำ: โปรดอ่านข้อความต่อไปนี้และกรอกข้อมูลลงในช่องว่างให้ถูกต้อง

1. เพศ ☐ ชาย ☐ หญิง

2. อายุ \_\_\_\_\_ ปี

3. ท่านได้เรียนภาษาอังกฤษมาเป็นระยะเวลา \_\_\_\_\_ ปี \_\_\_\_\_ เดือน

4. จำนวนปีที่ศึกษาในระดับมหาวิทยาลัย \_\_\_\_\_

5. ในความคิดของท่าน ระดับทักษะภาษาอังกฤษของท่านอยู่ในระดับใด

## 5.1 ทักษะการฟัง

☐ ดีเยี่ยม ☐ ดีมาก ☐ ดี ☐ พอใช้ ☐ ต้องปรับปรุง

## 5.2 ทักษะการพูด

☐ ดีเยี่ยม ☐ ดีมาก ☐ ดี ☐ พอใช้ ☐ ต้องปรับปรุง

## 5.3 ทักษะการอ่าน

☐ ดีเยี่ยม ☐ ดีมาก ☐ ดี ☐ พอใช้ ☐ ต้องปรับปรุง

## 5.4 ทักษะการเขียน

☐ ดีเยี่ยม ☐ ดีมาก ☐ ดี ☐ พอใช้ ☐ ต้องปรับปรุง

6. โปรดจัดอันดับทักษะภาษาอังกฤษของท่าน (ฟัง, พูด, อ่าน, เขียน) ตามลำดับความสำคัญ

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

2. ความจำเป็นของทักษะเฉพาะด้านของภาษาอังกฤษในขณะที่ยังเรียนระดับมหาวิทยาลัย

คำแนะนำ: โปรดอ่านข้อความต่อไปนี้และใส่เครื่องหมาย / ในช่องที่บ่งบอกความจำเป็นของท่าน  
เกณฑ์ที่ใช้ในการให้คะแนนมีดังนี้:

1 = ไม่จำเป็นที่สุด

2 = ไม่จำเป็น

3 = ปานกลาง

4 = จำเป็น

5 = จำเป็นมาก ๆ

ทักษะ	ความจำเป็นของทักษะภาษาอังกฤษเฉพาะด้านขณะเรียน	1	2	3	4	5
การอ่าน	กิจกรรม					
	1. อ่านหนังสือสำหรับงานที่ได้รับมอบหมายและการสอบ					
	2. การอ่านเพื่อความเข้าใจทั่วไป					
	3. การอ่านเพื่อจับใจความสำคัญ					
	4. กลยุทธ์การอ่านเพื่อการศึกษาเชิงวิชาการ					
การฟัง	กิจกรรม					
	1. การฟังและการเข้าใจในบทสนทนาทั่วไป					
	2. การฟังและการเข้าใจในคำอธิบายภาระงานที่ได้รับมอบหมาย					
	3. การฟังและการเข้าใจในสำเนียงที่ออกเสียงโดยคนไทย					
	4. การฟังและการเข้าใจในการฟังบรรยายในห้องเรียน					
การพูด	กิจกรรม					
	1. การทักทายและการตอบคำถาม					
	2. การนำเสนอและรายงานข้อมูล					
	3. การอธิบายและให้คำแนะนำข้อมูล					
	4. การพูดโดยใช้คำศัพท์ทางการเรียนการสอนในห้องเรียน					
การเขียน	กิจกรรม					
	1. การจดบันทึกและการเขียนสรุปความ					
	2. การเขียนงานที่ได้รับมอบหมายและการเขียนรายงานประจำวัน					
	3. การเขียนใบสมัครงาน, คำร้อง					
	4. การเขียนโต้ตอบจดหมาย					
	5. การเขียนเชิงวิชาการ					

ข้อเสนอแนะเพิ่มเติม:

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## 3. สิ่งทีชชาตของนักศึษาครูในสธานการณเป้าหมาย

คำแนะน้า: โปรตอ่านข้อความต้อปอนี้และใส่เครื่องหมาย / ลงในช่องว่างเพื่อแสดงความคิดเห็นของท่าน

เกณฑ์ที่ใช้ในการให้คะแนนมีดังนี้:

1 = แย่

2 = พอใช้

3 = ดี

4 = ดีมาก

5 = ดีเยี่ยม

ระดับภาษาอังกฤษของท่านในตอนนี					การรับรู้สิ่งทีชชาตแคลนในทักษะภาษาอังกฤษ	ระดับภาษาอังกฤษของท่านที่ต้อการในอนาคต				
1	2	3	4	5		1	2	3	4	5
					กิจกรรมด้านการอ่าน					
					การอ่านเพื่อความเข้าใจทั่วไปในชีวิตประจำวัน					
					กลยุทธ์การอ่านสำหรับข้อมูลเฉพาะด้าน					
					กลยุทธ์การอ่านสำหรับจับใจความสำคัญ					
					การอ่านคำแนะนำในการทำงานเป็นภาษาอังกฤษ					
					การอ่านข่าวอัปเดตขององค์กรเป็นภาษาอังกฤษ					
					กิจกรรมด้านการฟัง					
					การฟังและการทำความเข้าใจในบทสนทนาทั่วไป					
					การฟังและการทำความเข้าใจข้อมูลเพื่อใช้ในการตัดสินใจและการทำงาน					
					การฟังและการทำความเข้าใจข้อมูลเพื่อใช้ในการตัดสินใจและการทำงาน					
					การฟังและการทำความเข้าใจข้อมูลเพื่อใช้ในการตัดสินใจและการทำงาน					
					การฟังและการทำความเข้าใจข้อมูลเพื่อใช้ในการตัดสินใจและการทำงาน					
					การฟังและการทำความเข้าใจข้อมูลเพื่อใช้ในการตัดสินใจและการทำงาน					
					กิจกรรมด้านการพูด					
					การทักทายและการตอบกลับ					
					อธิบายและให้คำแนะนำในบริเวณที่ตนเองรับผิดชอบ					
					การกล่าวสุนทรพจน์และการนำเสนอ					
					การออกเสียงคำในภาษาอังกฤษอย่างถูกต้อง					
					การพูดโดยเน้นคำและน้ำเสียงที่เหมาะสม					
					กิจกรรมด้านเขียน					
					การเขียนเพื่อจดบันทึกและสรุปความ					
					การเขียนแบบฟอร์มและใบสมัคร					
					การเขียนอย่างถูกต้องตามหลักไวยากรณ์					
					การเขียนคำสั่งงานและรายงานประจำวัน					
					การเขียนเพื่อการศึกษาระดับวิชาการ					

ข้อเสนอแนะเพิ่มเติม:

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## 4. ทักษะที่จำเป็นต่ออาชีพในอนาคต

คำแนะนำ: โปรดอ่านข้อความต่อไปนี้และใส่เครื่องหมาย / ลงในช่องว่างเพื่อแสดงความคิดเห็นของท่าน

เกณฑ์ที่ใช้ในการให้คะแนนมีดังนี้:

1 = จำเป็นน้อยที่สุด

2 = จำเป็นเล็กน้อย

3 = จำเป็นปานกลาง

4 = จำเป็นมาก

5 = จำเป็นมากที่สุด

ทักษะ	ทักษะที่จำเป็นต่ออาชีพในอนาคต	1	2	3	4	5
การอ่าน	กิจกรรม					
	1. การอ่านเพื่อการสื่อสารในชีวิตประจำวัน					
	2. การอ่านเพื่อค้นหาข้อมูลเฉพาะ					
	3. การอ่านเพื่อจับใจความสำคัญ					
	4. อ่านเกี่ยวกับสิ่งพิมพ์ที่เกี่ยวข้องกับงาน					
การฟัง	กิจกรรม					
	1. การฟังและการทำความเข้าใจการสนทนาทั่วไป					
	2. การฟังและการทำความเข้าใจการสนทนาเฉพาะกิจ					
	3. การฟังและการทำความเข้าใจการนำเสนอ					
	4. การทำความเข้าใจภาษาและคำศัพท์ทางเทคนิคที่เกี่ยวข้องกับงาน					
การพูด	กิจกรรม					
	1. การบอกที่ตั้งหน่วยงานและสถานที่เรียน					
	2. การให้คำปรึกษาค้นปัญหาการเรียน					
	3. การพูดเกี่ยวกับขั้นตอนการรับสมัคร					
	4. การพูดและตอบคำถามเกี่ยวกับการลงทะเบียนหลักสูตร					
การเขียน	กิจกรรม					
	1. การจดบันทึก					
	2. การเขียนข้อมูลทั่วไปเกี่ยวกับโรงเรียนและหลักสูตร					
	3. การเขียนแบบฟอร์มและข้อตกลง					
	4. การเขียนจดหมายประเภทต่างๆ (เช่น จดหมายแนะนำ จดหมายการรับเข้าเรียน จดหมายตอบรับจดหมายเชิญ)					
	5. การเขียนคำเชิญเข้าร่วมการประชุม การเลื่อนและการยกเลิกการประชุม					

ข้อเสนอแนะเพิ่มเติม:

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ที่ อว ๐๖๐๕.๓/๒๖๕๓

คณะมนุษยศาสตร์และสังคมศาสตร์  
มหาวิทยาลัยมหาสารคาม  
ตำบลขามเรียง อำเภอกันทรวิชัย  
จังหวัดมหาสารคาม ๔๔๑๕๐

กุมภาพันธ์ ๒๕๖๔

เรื่อง ขอความอนุเคราะห์ทดลองใช้เครื่องมือในการเก็บข้อมูล

เรียน ผู้ช่วยศาสตราจารย์ ดร. นวินทร์ ประชานันท์

ด้วย นาย ชัยวัฒน์ ผงคลี นิสิตปริญญาโท สาขาวิชาการสอนภาษาอังกฤษ คณะมนุษยศาสตร์ และสังคมศาสตร์ มหาวิทยาลัยมหาสารคาม กำลังทำวิทยานิพนธ์ “การวิเคราะห์ความจำเป็นด้านภาษาอังกฤษ ของนักศึกษาคณะศึกษาศาสตร์ในมหาวิทยาลัยไทย” ซึ่งเป็นส่วนหนึ่งของการศึกษาตามหลักสูตร การศึกษา มหาคณิสิต (กศ.ม.) โดยมี ผู้ช่วยศาสตราจารย์ ดร. อภิศักดิ์ สุขยิ่ง เป็นอาจารย์ที่ปรึกษาวิทยานิพนธ์ คณะมนุษยศาสตร์ พิจารณาแล้วเห็นว่าท่านเป็นผู้มีความรู้ความสามารถและมีประสบการณ์ในเรื่องนี้เป็นอย่างดี ดังนั้น จึงขอความอนุเคราะห์ท่านเป็นผู้เชี่ยวชาญในการตรวจเครื่องมือที่ใช้ในการวิจัยครั้งนี้ ก่อนที่ผู้วิจัยจะดำเนินการขั้นต่อไป

จึงเรียนมาเพื่อโปรดพิจารณา คณะฯ หวังเป็นอย่างยิ่งว่าจะได้รับความอนุเคราะห์จากท่านด้วยดี และขอขอบคุณ ณ โอกาสนี้

ขอแสดงความนับถือ

(รองศาสตราจารย์ ดร.นิตยา วรรณกิตร์)

คณบดีคณะมนุษยศาสตร์และสังคมศาสตร์  
ปฏิบัติราชการแทน อธิการบดีมหาวิทยาลัยมหาสารคาม

งานบัณฑิตศึกษา คณะมนุษยศาสตร์และสังคมศาสตร์

โทรศัพท์ ๐-๔๓๗๕-๔๓๖๑



ที่ อว ๐๖๐๕.๓/๒๕๕

คณะมนุษยศาสตร์และสังคมศาสตร์  
มหาวิทยาลัยมหาสารคาม  
ตำบลขามเรียง อำเภอกันทรวิชัย  
จังหวัดมหาสารคาม ๔๔๑๕๐

กุมภาพันธ์ ๒๕๖๔

เรื่อง ขอความอนุเคราะห์ทดลองใช้เครื่องมือในการเก็บข้อมูล

เรียน รองศาสตราจารย์ ดร. ณัฏฐ์ ศรีตระกูล

ด้วย นาย ชัยวัฒน์ ผงคลี นิสิตปริญญาโท สาขาวิชาการสอนภาษาอังกฤษ คณะมนุษยศาสตร์ และสังคมศาสตร์ มหาวิทยาลัยมหาสารคาม กำลังทำวิทยานิพนธ์ “การวิเคราะห์ความจำเป็นด้านภาษาอังกฤษ ของนักศึกษาคณะศึกษาศาสตร์ในมหาวิทยาลัยไทย” ซึ่งเป็นส่วนหนึ่งของการศึกษาตามหลักสูตร การศึกษามหาบัณฑิต (กศ.ม.) โดยมี ผู้ช่วยศาสตราจารย์ ดร. อภิศักดิ์ สุขยิ่ง เป็นอาจารย์ที่ปรึกษาวิทยานิพนธ์ คณะมนุษยศาสตร์ พิจารณาแล้วเห็นว่าท่านเป็นผู้มีความรู้ความสามารถและมีประสบการณ์ในเรื่องนี้เป็นอย่างดี ดังนั้นจึงขอความอนุเคราะห์ท่านเป็นผู้เชี่ยวชาญในการตรวจเครื่องมือที่ใช้ในการวิจัยครั้งนี้ ก่อนที่ผู้วิจัยจะดำเนินการขั้นตอนต่อไป

จึงเรียนมาเพื่อโปรดพิจารณา คณะฯ หวังเป็นอย่างยิ่งว่าคงได้รับความอนุเคราะห์จากท่านด้วยดี และขอขอบคุณ ณ โอกาสนี้

ขอแสดงความนับถือ

(รองศาสตราจารย์ ดร.นิตยา วรรณกิตร์)

คณบดีคณะมนุษยศาสตร์และสังคมศาสตร์  
ปฏิบัติราชการแทน อธิการบดีมหาวิทยาลัยมหาสารคาม

งานบัณฑิตศึกษา คณะมนุษยศาสตร์และสังคมศาสตร์

โทรศัพท์ ๐-๔๓๗๕-๔๓๖๑





### บันทึกข้อความ

ส่วนราชการ คณะมนุษยศาสตร์และสังคมศาสตร์ ฝ่ายบริหารและบัณฑิตศึกษา โทร.4781

ที่ อว 0605.3/245

วันที่ 10 กุมภาพันธ์ 2564

เรื่อง ขอความอนุเคราะห์เป็นผู้เชี่ยวชาญในการตรวจสอบเครื่องมือ

เรียน ผู้ช่วยศาสตราจารย์ ดร. อินธิสาร ไชยสุข

ด้วย นางสาวชิตชนก มีนาลันศิริรักษ์ นิสิตปริญญาโท สาขาวิชาการสอนภาษาอังกฤษ คณะมนุษยศาสตร์และสังคมศาสตร์ มหาวิทยาลัยมหาสารคาม กำลังทำวิทยานิพนธ์ “เจตคติของนักเรียนต่อการใช้ภาษาอังกฤษเป็นสื่อการสอนหนังสือตรรกานาชาตินิยมมหาวิทยาลัยประเทศไทย” ซึ่งเป็นส่วนหนึ่งของการศึกษาตามหลักสูตร การศึกษามหาบัณฑิต (กศ.ม.) โดยมี ผศ.ดร.อภิศักดิ์ สุขยิ่ง เป็นประธานควบคุมวิทยานิพนธ์ คณะมนุษยศาสตร์ พิจารณาแล้วเห็นว่าท่านเป็นผู้มีความรู้ความสามารถและมีประสบการณ์ในเรื่องนี้เป็นอย่างดี ดังนั้นจึงขอความอนุเคราะห์ท่านเป็นผู้เชี่ยวชาญในการตรวจสอบเครื่องมือและขอเก็บข้อมูลที่ใช้ในการวิจัยครั้งนี้ ก่อนที่ผู้วิจัยจะดำเนินการขั้นต่อไป

จึงเรียนมาเพื่อโปรดพิจารณา

(รองศาสตราจารย์ ดร.นิตยา วรรณกิตร์)

คณบดีคณะมนุษยศาสตร์และสังคมศาสตร์



## BIOGRAPHY

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