

## **CHAPTER II**

### **REVIEW OF LITERATURE AND RELATED RESEARCH**

This study was intended to investigate Naresuan University M.B.A students' needs and wants of English for their academic purposes. This chapter provided readers with literature and research relevant to English for Specific Purposes, the fundamental aspects of needs analysis and previous studies on language needs analysis conducted in Thailand and abroad in order to enable them to have pertinent background knowledge of this study. Thus, the review of research and literature in this study was presented in the following section of this chapter.

#### **English for Specific Purposes**

According to Strevens (1977: 89), the name 'English for Special Purposes' (ESP) is usually given to an English course, and it is generally used in circumstances in which the command of English being imparted relates to a specific job, subject or purpose.

Munby (1978: 1) further points out that ESP has become a major developmental focus in the area of what may now be called communicative syllabus design and material production.

Moreover, Johns and Dudley-Evan (1991: 297) claim that English for specific purposes has established itself as a viable and vigorous movement within the field of TEFL (Teaching of English as a Foreign Language)/ TESL (Teaching of English as a Second Language). Mackay and Mountford (1978: 2) point out that the term 'languages for special purposes' has appeared frequently in the literature relating to English language teaching.

The term 'ESP course' is defined by Strevens (1977: 90) as "those in which the aims and the content are determined, principally or wholly, not by criteria of general education (as when 'English' is a foreign language subject in school) but by functional and practical English language requirements of the learner."

'ESP courses', as defined by Munby (1978: 2) are those where the syllabus and materials are determined in all essentials by the prior analysis of the communication needs of the learner, rather than by teacher-centered criteria.

Strevens (1977: 90-92) divides a taxonomy of ESP courses into two main distinctions, that is, courses of 'English for science and Technology' (EST), and all other courses. In sum, the basic distinction within ESP is between EST and all other ESP. As he mentioned, all other ESP is divided into occupational ESP (English for Occupational Purposes/ EOP) and educational ESP (English for Academic Purposes/ EAP). EOP relates to a job, occupation or profession. EOP, then, is divided into pre-experience, post-experience and teachers' conversion courses. Educational ESP depends on educational aims and the framework (particularly the level) within which it is offered. In addition, EAP is divided into discipline-based and school subject matter. 'EAP' in higher education can be said to relate to the study of a discipline, for example, physics, chemical engineering, tropical agriculture, literary criticism. So, discipline-based ESP is divided into pre-study and in-study. Moreover, school subjects ESP is increasingly offered. It is important to distinguish between independent and integrated ESP. For independent ESP the English is offered as a separate course unlike the second case, a single syllabus integrates the learning of English with the learning of one or more subjects. These types of ESP, with their subdivisions, are summarized in Figure 1 below.

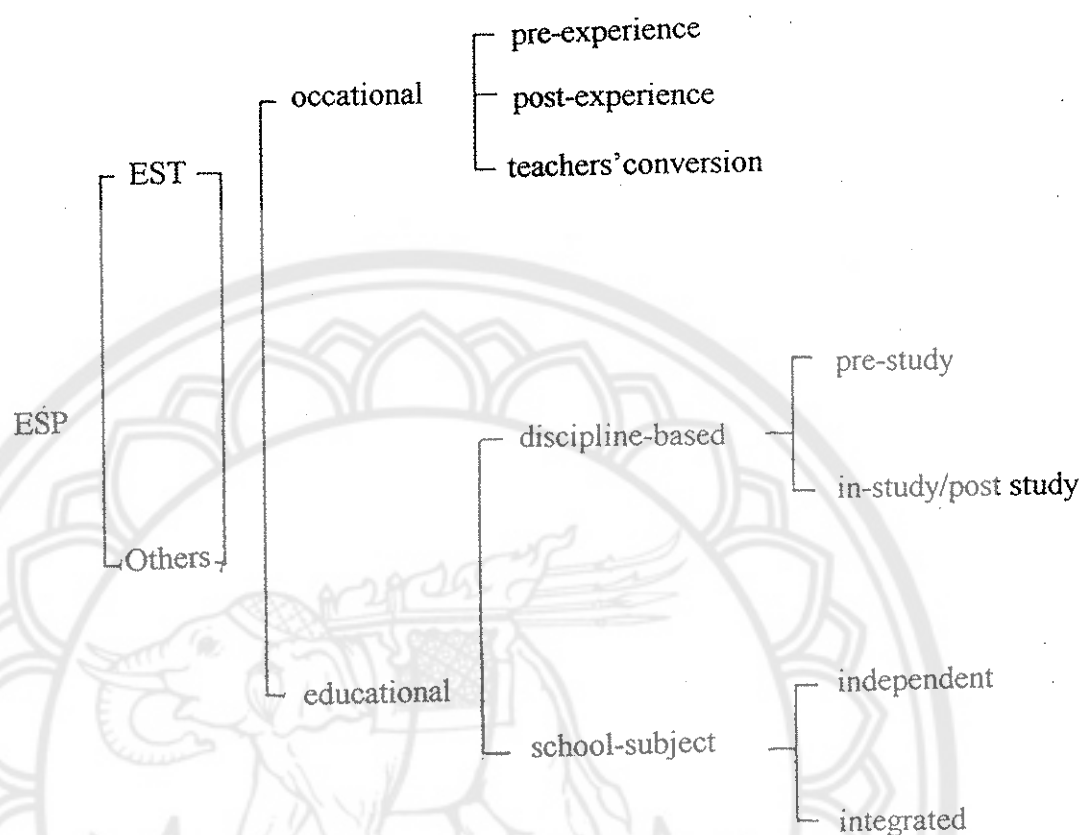


Figure 1 Types of ESP (Strevens, 1977:92)

The learner's needs can be considered as an important factor in determining the purposes of the ESP course. As Robinson (1980:5) remarks, English for Specific Purposes focuses attention on the purpose of the learner and refers to the whole range of language resources. He further remarks that a language course is based on a rigorous analysis of students' needs and should be 'tailor-made'. So, an ESP course is characterized by two main features: one it is student centered and it is specific aims and content to be covered within a limited time.

As Brumfit (1977: 71) remarks, it is clear that an ESP course is directly concerned with the purposes for which learners need English, purposes, which are usually expressed in functional terms. ESP thus fits firmly within the general movement towards 'communicative' teaching.

As mentioned above, ESP is a limited range of language materials to be covered in a minimum of time. This feature is perceived by Fitzjohn (1974 cited in Robinson 1980: 8-9), "The very concept for 'special purposes' implies that foreign language study is a subsidiary contribution to another, main, interest, and that there will normally be pressure to achieve the required level of linguistic competence in the minimum of time."

Since English for Specific Purposes concentrates on learners needs and their objectives in using the target language, teachers should recognize learners' specific purposes. Strevens (1980:108) indicates that ESP requires the appropriate selection of language content and sometimes requires restriction of the language skills to be learned. A working definition of ESP is offered by him as a provision of English language instruction which is devised to meet the learner's particular needs, related themes and topics are designated occupations or areas of the study, selective in the language content and restricted in the language skills. The following is his acceptable working criteria in defining specific purposes-language teaching (SP-LT)/ ESP (Wafix 1988: 17)

- '1) In SP-LT language-using purposes of the learner are paramount.
- 2) The context of SP-LT language courses are thereby determined in some or all of the following ways (i) *restriction*: only those 'basic skills' (understanding speech, speaking, reading, writing) are included which are required by the learner's purposes; (ii) *selection*: only those items of vocabulary, patterns of grammar, functions of language, are included which are required by the learner's purposes; (iii) *themes and topics*: only those themes, topics, situations, universes of discourse, etc. are included which are required by the learner's purposes; (iv) *communicative needs*: only those communicative needs are included which are required by the learner's purposes.'

In addition, Johns and Dudley-Evan (1991:298) further note that ESP requires the careful research and design of pedagogical materials and activities for an identifiable group of adult learners within a specific learning context. A definition of ESP needs to distinguish between four absolutes and two variable characteristics:

- 1) Absolute characteristics:  
 ESP consists of English language teaching which is:  
 -designed to meet specified needs of the learner  
 -related in content (i.e., in its themes and topics) to particular disciplines,

- occupations and activities
- centered on the language appropriate to those activities in syntax, lexis, discourse, semantics, etc., and analysis of this discourse
- in contrast with "General English"
- 2) Variable characteristics:
  - ESP may be, but is not necessarily:
    - restricted as to the language skills to be learned (e.g., reading only)
    - not taught according to any pre-ordained methodology
  - Claims: the claims for ESP are
    - being focussed on the learner's need, wasters no time
    - is relevant to the learner
    - is successful in imparting learning
    - is more cost-effective than "General English"

### **English for Academic Purposes (EAP)**

According to the definition of EAP given by the British Council ETIC (1975 cited in Wafix 1988:20), EAP is concerned with those communicative skills in English which are required for study purposes in a formal education system. Jones and Roe furthermore indicate that EAP is 'curriculum-oriented', which may be aimed at the tertiary level as well as pre-tertiary. EAP, then, seems to be mainly concerned with 'study skills' which take place within the curriculum of a formal education system, i.e. school or university.

Holme (1996: 2) states that EAP was a kind of ESP and it has developed together with ESP. EAP is specialized because it has identified particular kinds of skills such as listening and note taking that students have to master. More recently it has been proposed that EAP deals with a wider content area than could be implied by ESP. He further claims that an ESP course is one that is given to students who have to specialize in an identifiable area of language or of skills.

EAP takes place in a variety of settings and circumstances. It occurs in English-speaking contexts in (e.g. UK, Ireland, USA, Canada, Australia, New Zealand, etc.) also as an official/second language (EFL) or medium of instruction in schools and/or colleges.

For Naresuan University M.B.A. students have to use English for their academic purposes such as reading texts, etc., in order to achieve their objectives they

should possess study skills needed for effective study through the medium of English. So, the use of English for their academic purposes is considered as EAP.

### **Needs Analysis**

It can be seen that in designing ESP courses, either EST or EAP courses, the process to analyze learners' needs and purposes in the target language seems very necessary for course designers. As Kerr (1977:11) advocates, if we are to teach English for a special purpose, we have to design a syllabus that will meet the needs of the students and adapt our methodology in order to teach the necessary language skills. Willis (1981: 15) reveals that needs analysis is almost a discipline in its own right and no self-respecting TEFL course can be without it. Hence, needs analysis is an important part of an ESP course design because it serves to determine the objectives of the course. "As Jordan (1977: 22) notes, need analysis should be the starting point for designing syllabuses, courses, materials and the kind of teaching and learning that takes place".

Richards et al. (1992 cited in Jordan 1997: 20) as the process of determining the needs for which a learner or group of learners requires a language and arranging the needs according to priorities...[it] makes use of both subjective and objective information.

Another definition of needs analysis is defined by Brumfit and Roberts (1987:199)

An investigation, in light of specification of the tasks a learner or group of learners will be required to perform in the target language, of what particular aspect of the target language need to be learnt in order to bring about proficiency in these particular tasks. The results of need analysis can be used to determine a syllabus and suitable teaching techniques.

The definitions given above focus on the language the learner needs in the target communication. Bloor (1984 cited in Chirapan 1987: 14) defines the term 'Needs Analysis' as it looks at the learner's role(s) and attempts to specify what language skills or linguistic knowledge the learner needs in order to perform the role (s) adequately in the target situation. He further notes that it may be 'learner-centered'

because it examines the learner variables and other constraints of the learning situation in order to specify an adequate teaching syllabus and it is desirable to operate both target-centered and learner-centered needs analysis.

Hutchinson and Waters (1984: cited in Chirapan 1987:14) state that we need to take into account not only the requirements of the target situation, but also the need and constraints of the ESP learning situation, and the general pedagogic approach they determine.

A broader meaning of needs analysis is noted by Trim (1980 cited in Chaikitkosi 191986: 11) as

"Needs analysis comes to mean the whole cluster of techniques, which lead to an understanding of the parameters of the learning situations, ego, fellow learners, teachers, administrators, course-writers, producers, social agencies, career expectations and job satisfaction, social dynamics, learner-type and resources analysis, etc. are relevant factors in addition to the original predicated communicative behavior. Since none of these are constant, analysis becomes a central aspect of course management and a most important aspect of the long climb to that self-reliance and autonomy which, we hope, eventually allow the learner to take charge of his own learning".

Nunan (1988: 45) defines needs analysis as a set of procedures for specifying the parameters of a course of study. Such parameters include the criteria and rationale for grouping learners, the selection and sequencing of course content, methodology, and course length, intensity and number of hours.

Richards and Rogers (1986: 156) remarks that needs analysis is concerned with identifying general and specific language needs that can be addressed in developing goals, objectives, and content in a language program. It may focus either on the general parameters of a language program or on a specific needs.

### **Models for Specifying Language Needs**

This section deals with different facets of needs analysis. Two particular needs analysis models are discussed in relation to the present study, one presented by Munby (1978) and the other presented by Richterich and Chancerel (1977). The researcher considers Munby's model and Richterich and Chancerel's model as

complementary rather than contradictory to each other despite their philosophical differences.

Munby's model is designed for the course designers who would like to choose their language materials. "According to Hawkey (1980: 81) notes, the Munby needs analysis model is a tool for the course designer rather than the learner. It presupposes a language training situation with reasonably specific occupational or educational objectives involving a reasonably homogeneous learner group". It seems to be an end in itself, that is, syllabus specification derived directly from needs analysis. Munby represents a rigid process that is not to be changed as time goes on. His approach implies that needs analysis comes before the course although only one of the elements of communicative performance seems to be a constant, but the other learner's needs may be subject to change. In addition, Munby's model provide a useful check-list for target situation analysis, but it is very time-consuming and difficult to cover all of the variables in the model in one study. Due to the scope of the instrument and time, a very large number of Munby's parameters remain unfilled in this study. However, the needs for language skills and activities as identified in this study can point to more detailed areas for further investigation about the target situation.

Richterich and Chancerel's model does not provide a finished product or a system for drawing up syllabus specification or the instruments to construct one. It is up to the user to adapt the instruments to his circumstances and requirements. Richterich and Chancerel suggest that needs analysis is an ongoing process and is certainly not confined to the beginning of a course. (Indeed they even suggest that it may not occur until after a course has begun). They thus recognize that a learner's needs may change even while he is taking a language course, because of such diverse factors as a change in his financial resources, a change in his job, a modification of his objectives due to his (lack of) progress in the course.

The researcher based this study mainly on Richterich and Chancerel's model in order to improve communication among the parties involved rather than to find out a ready-made answer to problems of syllabus specification. Therefore, this study is what Richterich calls 'the first type of analysis' in (Trim 1980: 62-63),



This sort of analysis should enable work to be done on some other basis other than intuitions, practice, experience and limitation. But rather than using a top-heavy, cumbersome structure and taking up a lot of time, such analysis should draw on light, rapid techniques that can provide the necessary data punctually and in accordance with particular circumstances and situations.

This present study, therefore, the researcher applied Richterich and Chancerel's model because it covers a much wider area of needs analysis. Moreover, the researcher tried to provide a rough outline of M.B.A. students' language needs, problems and wants. It does not go into great depth; nor does it attempt to specify a comprehensive target specification. Thus, the researcher intended to adjust the degree of detail in Richterich and Chancerel's model and modify Munby's model to make it more appropriate in relation to the limitation of the instruments and the scope of the study.

In connection to the present study, the researcher undertook an investigation in relation to three aspects of a needs analysis: sources of information, types of information (in relation to the target situation and the learning situation) and sources of data.

### **Sources of Information**

Many linguists suggest that several parties concerned should be involved in determining the needs of the learner. For instance, Richterich and Chancerel (1977:17-43) indicate sources of information much more explicitly. They consider that needs analysis should be identified upon three sources as follows:

- a) Learners
- b) Teaching Establishment (teaching establishments are the private, official or semi-official establishments providing only language courses, or other subjects besides language, for adults)
- c) User-Institute or Sponsor group (user-institute is 'any structuralized social unit making use of one or more foreign languages to enable it to operate properly. This, therefore, includes both large firms of business and administrative bodies and small traders or families. In any given society it is they who are more or less responsible for directly or indirectly determining the needs of learners and teaching establishments'.

In some cases, the learner may be rather ignorant of his future needs. Hence, the user-institution might be expected to decide some activities that the learner has not yet learnt. As Richterich (1983: 3) points out:

Experience shows that in general the learner is little aware of his needs and, in particular, that he is unable to express them, especially if they are interpreted as the reflection of the language skills and content, which he will use in the future when he has learnt the language. It is therefore the institution and their representatives who, with the knowledge they possess and the power they wield, will arbitrarily determine them for him.

Munby does not indicate exactly what party should be responsible for determining the learner's needs. It is possible to begin with the learner and work systematically forward to the syllabus specification that represents the communicative target level of competence.

Chambers (1980: 29) remarks that students should not be the only main source of data to establish the purposes of the course, and course planning must also take into account the needs of the other participants, for instance, the social groups to which the learner belongs and the institutions that provide the resources.

### **Types of Information**

#### Information about the Target Situation

Munby (1978: 31) suggests the Communication Needs Processor (CNP) to take account of the variables that affect communication needs by organising them as parameters in a dynamic relationship to each other (see Figure 2).

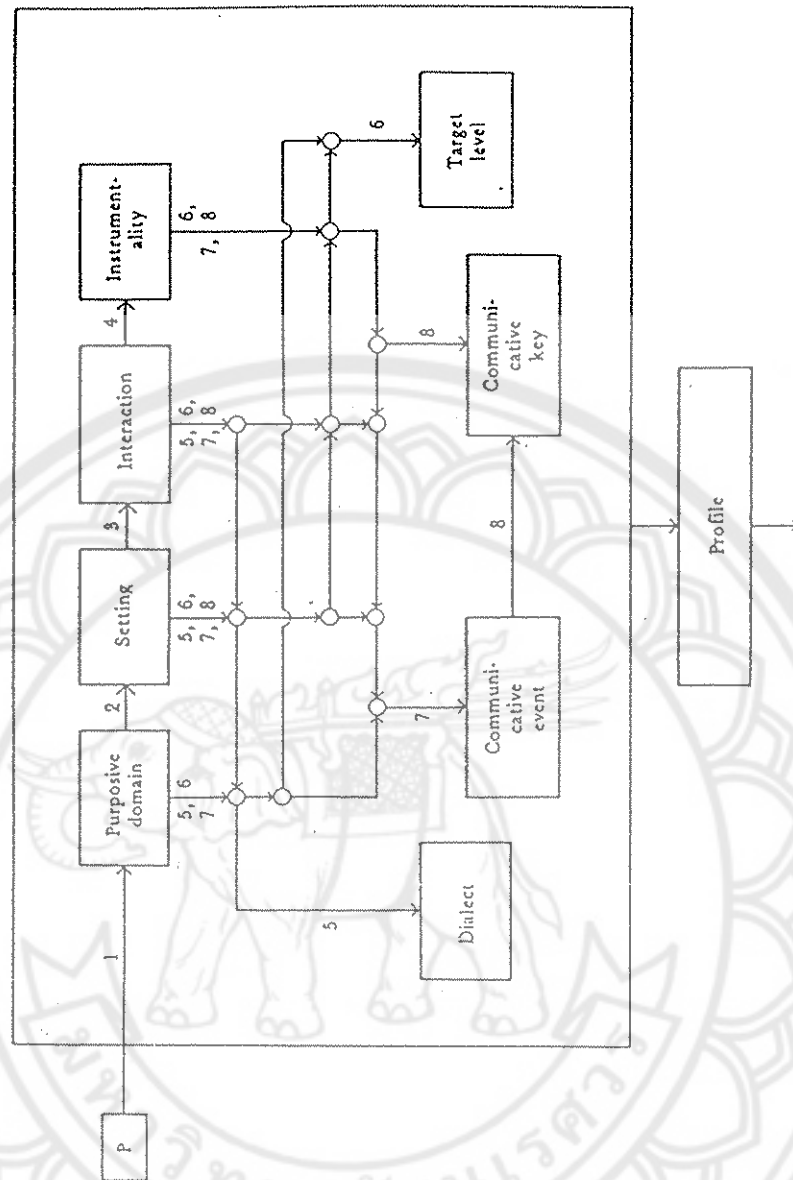


Figure 2 Communication Needs Processor of Munby (1978: 33)

Robinson (1980: 29-31) remarks that Munby's work represents 'a sociolinguistic model for defining the content of purpose-specific language programmes' and gives a rigorous and precise statement of one method of syllabus design. (The model aims to give a valid specification of the target level and communicative competence of a student and operate in two stages, firstly by building up a profile of students needs and secondly by converting these needs into syllabus

content). He further summarizes that, in order to 'construct a profile of the communication needs of a particular participant or category of participants' the model requires information according to two sets of parameters. The first set of parameters concerns the type of ESP required and the particular educational or occupational purpose in question; the physical and psychosocial setting in which the language will be used; the social relationship in which the participant will be involved; and the medium, mode and channel of communication required. All these can be seen as primary, non-linguistic constraints of the language user. The second set of parameters concerns linguistic data relating to dialect; target level required; the communicative event, ie *what* the participant has to do, either productively or receptively, which will involve consideration of topics and skills; and the communicative key, ie *how* the participant performs, which will involve consideration of attitude.

Having built up a profile of students' needs, the next stage for Munby is to interpret the needs in terms of specific language skills. From the language skills and linguistic encoding we will derive the 'communicative competence and the specifications for the student or group of students in question. This is in effect a syllabus specification.

Hawkey (1980: 82-89) points out that in order to build up Munby learners' communication needs profile and the parameter levels under which learners are asked are, in summary as follows:

1. Purposive domain (the purposes for which English will be needed i.e. occupational or educational)
2. Setting (physical and psychological)
3. Interaction (role required)
4. Instrumentality (medium, mode and channel of communication)
5. Dialect (standard/ non-standard)
6. Target level (required proficiency for the learners)
7. Communication event (what the learner will have to do in English)
8. Communicative key (learner's ability to handle communication)

He also criticizes Munby's work that it would seem to be difficult to make statements about target text without looking forward to the activities and subject

matter likely to be involved. It might, therefore, be more logical to place target level parameters last, after activities and subject matter have been investigated. Perhaps, this point is the idea of socio-semantic processing in activities, which involve interaction.

Jordan (1997: 23-24) notes that the core of Munby model is the 'Communication Needs Processor' (CNP) in which account is taken of 'the variables that affect communication needs by organising them as parameters in a dynamic relationship to each other'. After operating Munby's model, the end product is converted into a 'communicative competence specification', from which a sequenced syllabus can be drawn up. However, he further claims that Munby procedures are very detailed. As Brumfit (1978 cited in Robinson 1980: 31) writes Munby's work is 'so detailed that many problems both practical and theoretical, can be examined far more clearly than had been possible in the past'.

Robinson (1980: 28) notes unlike Munby (1978), Richterich and Chancerel (1977) distinguish language activities (e.g. telephoning, writing letters), language functions (e.g. asking for information, arguing, explaining), language situations (e.g. face to face, in a working group) and the four language skills. They also list some of the different referential objects of language (e.g. everyday communication, scientific language).

As mentioned above, Munby's model could provide guidance to a detailed target situation analysis. However, in this present study the researcher regards his work as static but a valuable checklist rather than an automatic processing model. Therefore, two variables, the verbal medium of the instrumentality and the communicative event (whether communication will be receptive or productive and what the learner will have to do in English) are used in the questionnaires. Other variables such as purposive domain, setting, interaction and dialect are self-evident and are not difficult to infer from the communicative event, especially in the field of educational ESP. The two variables of target level and communicative key are unnecessarily complicated and too vague to use in the questionnaires.

As can be seen, all of Richterich and Chancerel's language categories correspond to Munby's. For instance, the language activities and language skills are

equivalent to the verbal medium of the instrumentality. Because of these equivalents, the researcher did not refer to Richterich and Chancerel's categories when analyzing the target situation.

### Information about the Learning Situation

There are some factors in the learning situation constraining syllabus implementation. Some of the most important variables of the learning situation may be the learners wants.

McDonough (1984: 36) points out the importance of the learner's wants:

To view the learners' interests and wishes as 'constraints' would be very unproductive. Armed with our goal-oriented specification of needs we could, of course, ignore anything that did not fit into the tidy picture. It is obvious, however, that motivation for learning will be ignored along with everything else, and the net effect is quite likely to be less learning. So talking of individuals about their 'perceptions' and 'wishes' shows the very close relation between the process of learning and the terminal goal of that learning.

Even though learners' wants may not accord with their needs, the wants should be taken into account when specifying the syllabus. The reason is that the wants, rather than concerning the needs only, may motivate the learners to pay attention to the lesson. As McDonough (1984:36) states, the wants, on the other hand, which conflict with needs and problems can be regarded as motivation, short-term objectives can be set alongside terminal goals based on the objectively analyzed needs.

So, the researcher included wants in this study. In the researcher's view wants can be considered as part of the learner's resources in Richterich and Chancerel's model. Therefore, the researcher included questions about the learner's wants. Information about learners wants in the learning situation would help to make the course more interesting and motivating.

## Sources of Data

Robinson (1980: 29-30) states that Munby gives no indication as to how the data for the actual learner might be collected. Munby model is a tool for the course designer, not a questionnaire for direct use with the learner or any other parties concerned. On the other hand, Richterich and Chancerel (1977) indicate different methods of gathering information. They suggest a comprehensive survey. The tools of collecting data are questionnaires, interviews through language and intelligence tests to attitude scales to job and content analysis. From Richterich and Chancerel's methods of collecting data the most commonly applied seems to be the questionnaire.

Therefore, this study was concerned with the establishment of academic needs and wants. Questionnaires were a suitable survey tool because the questionnaires provided the researcher with statistical valuable information, which is valid and reliable. Since this study was meant to seek information from a considerable number of respondents and the scope and objectives of this survey determined the nature of the investigation, the questionnaires were considered an appropriate instrument.

## Related Research

Many studies surveying English language needs have been conducted both in Thailand and abroad. Therefore studies regarding English language needs have been reviewed.

### In Thailand

In 1972 Kreemaha surveyed the opinion of Chulalongkorn University second-year engineering students about technical English. Most students were interested in technical English because the content of their courses correspond to their needs and interest. Reading skills were of most need.

In 1977 Roongrojdee distributed questionnaires to teachers and the heads of mechanical and electrical engineering departments at many vocational colleges. The

results showed that both parties wanted an ESP program in order to serve their students' needs.

In 1979 Sagarik surveyed the current situation on learning and teaching English for academic purposes (EAP) at the university level. It was concluded that the preliminary results looked favorable. AIT, KMIT, NIDA, and Mahidol University had expressed general satisfaction with their programs.

In 1980 a survey of the needs for the use of EOP in the private business sector was conducted by Kanchanasatitya. It was found that reading was the skill most needed while translation was least needed.

In 1981 Chulalongkorn University Language Institute surveyed the opinion of instructors and graduate students of the Faculty of Dentistry, Chulalongkorn University. The result was that English was necessary in their professional work. The skill most needed was reading while translation and writing were least needed.

In 1982 Wongbiasaj compared the views of the first-year medical students with those first-year science students at Mahidol University concerning their English language needs. It was found that both groups felt the need for English for both present and future uses. However, medical students needed to use English more immediately than science students.

In 1984 Pleansaisurb distributed questionnaires to first-year medical students, lecturers, interns, residents and administrators of the medical schools and hospital of Mahidol University. From the findings, reading was the skill most needed for both academic and professional purposes in terms of learning. Medical students did not have great needs for English in writing, listening, and speaking. However, it was also discovered that listening and speaking are the skills most wanted by medical students.

Siriwong (1984) did a survey of needs, wants and expectations for the use of English by nurses at Mahidol University, it was found that nurses often had difficulty understanding and communicating with foreign patients. They also expressed the view that English was often used in their work particularly reading. They wanted an English course that emphasized in listening and speaking skill.

In 1985 Wanasiree investigated the needs and problems in using English and preferred the English course of Mahidol graduate students in clinical science at



Ramathibodi Hospital. The finding of the residents' needs were reading and writing whereas they had greater problems with listening and speaking. They also wanted English classes to be provided in the first year emphasizing listening and speaking skills. They wanted the content to cover both medical and general English and the learning mode desired was partly self-study and partly in-class instruction.

A study by Intrarat (1985) on the topic of the practical use of English for occupational purposes of at Chiang Mai University dentistry, graduates demonstrated that reading was the skill most used in a dentist's work.

In 1986 Chaikitkosi did a survey of English needs for academic use by nursing students at Kuakarun Nursing College. It was found that reading skill was the most used skill whereas they had greater problems with listening, speaking and translation.

In the same year Atiratana did a survey on opinions of instructors and students in the Department of Commerce under the auspices of the institute of technology and vocational Education concerning teaching and learning Business English. It was revealed that both instructors and students consistently agreed that students could use the Business skill at a moderate level. They also consistently agreed that listening for pleasure and for general knowledge were at the low level. But they could read the English textbooks at the high level. Writing skill such as conference note-taking and memo writing were at a low level.

In 1987 Chiraphan investigated the wants, needs and problems in the use of academic English of Mahidol graduate students and the expectation of their subject-specific instructors regarding the prospective English program for graduate students in their main disciplines (Life Science, Physical Science and Applied linguistics). The findings showed that reading ranked first and next was writing and listening, while speaking ranked at the bottom of the list. With regard to wants and expectations, students usually preferred listening and speaking but their instructors demanded skills and activities which were more likely to be relevant to the needs of the target situation.

In 1989 Khamnungsook surveyed the problems and wants in learning and teaching of English for school of Communication Arts at Bangkok University with regard to curriculum, materials, and teachers. It was found that a large number of

students could not apply English for Communication Arts or to the study of their major subjects and their abilities in the four English skills was poor.

In 1990 Chumtanti investigated nursing college students' needs in using English language competently for clinical nursing works and general information in the four skills. The questionnaires were given to 494 randomly selected fourth year nursing students of the academic year 1989 at nursing colleges under the Nursing College Division. The findings indicated a low level of competency in the four skills in clinical nursing works. A greater level of competency was apparent general information. Reading was at a higher level in clinical nursing works and academic nursing works than in general information.

In 1991 Buddharat surveyed Dramatic Arts students' needs of English: views of English teachers, learners, alumni and managers. It was revealed that speaking and listening are most needed, especially in the situation of presenting Thai dance and musical performance which represent both Thai styles of living and traditional culture.

In the same year Sinthuchai surveyed problems and needs in English learning of the second year Business Administration students at Siam University. It was found that listening, speaking, reading and writing skills were average. Listening skills were most needed at higher levels.

In 1993 Syananondh and Ingkhaninan surveyed the needs of English for academic purpose of Naresuan University graduate students. The results of the research report demonstrated that the reading and writing skills ranked particularly high with reference to students' immediate needs. Although speaking and listening were rated high in terms of wants, they occupied relatively low ranks in terms of needs.

Soranastaporn (1993) identified the needs, problems, and wants in English language teaching and learning of nursing students at Nursing Colleges under the Control of the Nursing College Division, office of the permanent Secretary, Ministry of Public Health, Thailand. The findings showed that those nursing students and their teachers felt positive towards English and wanted more English language courses.

Reading is needed by both of them. However students want to practice listening and speaking while teachers want their students to practice reading and writing.

Anekjumnongporn (1993) analyzed the business needs of graduates from the school of Business Administration at Bangkok University in order to use the analysis as a basis for establishing an appropriate business English curriculum for their students in the future. It was found that English is important in their professional business world with regard to all four language skills-reading, writing, speaking and listening but they have less opportunities to practice all four English skills in class.

Sangnak (1993) surveyed the needs of English of Army cadets, C.R.M.A. graduates and their English instructors. The results showed that listening and reading practices are the most wanted skills. The most significant need of English for managing their lives is in social situations.

Suwattananand (1993) reported that questionnaires were distributed to paramedical students of the Ministry of Public Health to design a complete ESP course proposed for them. The major conclusion of this study indicated the need to emphasize on content of technical English or English for specific purpose rather than General Purpose English. Reading especially in academic articles and scientific publications was the skill most needed by paramedical students, followed by writing, translation, speaking and listening respectively.

In 1994 Sudthichai investigated the needs of English of the Naval Cadets at the Naval Academy. It was demonstrated that the cadets, teachers and officers required speaking skills followed by reading skills.

In 1996 Khemateerakul reported that questionnaires were administered to first year, second and third year students and instructors at the International Program at Bangkok University in order to identify students' needs and problems in using English in the International Program at Bangkok University. It was found that all respondents felt all skills needed important with the main focus on listening. Instructors perceived writing and speaking skills as students' weakest area. Both students and instructors wanted the listening skills to be emphasized in the intensive English course.

Bumroongthai (1996) carried out a deficiency analysis of Technical English for certificate-level students majoring in Food and Nutrition at Chotiwet Campus,

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Rajmangala Institute of Technology (RIT) in order to further the teaching and สำนักหอสมุด  
learning of Technical English for Food and Nutrition courses at the campus. The  
results showed that Food and Nutrition students have difficulties in all five skills  
(listening, speaking, reading, writing and (translation)).

In 1997 Singto investigated dental technician students' needs and problems in  
using certain English language skills for academic students in order to propose an  
English course for dental technician students. It was found that reading skill was the  
most essential skill. Moreover, they had difficulty in using some micro skills required  
for their studies and careers, for example, reading textbooks written in English,  
reading manuals of dental instruments, communicating with English speaking  
lecturers, etc.

In 1998 Suwaroporn analyzed the needs and problems in English language use  
of nurses in order to determine the special English course for further education of  
nursing staff in Thai hospitals. The findings indicated that all nursing staff wanted  
English language courses. They expressed a strong need in reading especially reading  
texts, journals and any documents related to medical and nursing areas in order to  
help plan nursing care. They also perceived a serious problem in speaking, they  
wanted the objectives of the English course for nursing staff to use English to  
accomplish their duties pertaining to the nursing profession.

#### Abroad

In 1974 Edwards designed a course to teach special English with reference to  
English for nurses and midwives in Nigeria. It was found that the knowledge in  
medication and the vocabulary used in this area was not widely known by a large  
number of people. Considering the particular skills required in the field of nursing,  
note-taking, summarizing and selecting important data were the important skills not  
only for classroom and study but also for professional purposes. Language used in  
class as a medium in teaching was English. Because of the lack of vocabulary  
knowledge and the problems in using articles and tense, these points were emphasized  
in the course.

In 1980 Ostler reported on investigation at the American Language Institute of Southern California to find what skills were most needed by graduates and undergraduates in order to successfully complete their studies. The skill needed by graduates was reading journals and academic reports, while the undergraduates needed report-writing skills and the ability to read graphs and charts.

In the same year Frankle and Dunlop (1980) did a survey of English language needs at the Asian Institute of Technology. They administered questionnaires to students and members of the faculty staff (instructors) and then conducted follow-up interviews. The results showed that reading was a very important skill but was not a major problem and there were more urgent needs for instruction in listening comprehension, interacting in speech and writing. While there was general agreement between students and instructors about the need to improve students' English, disagreement remained about methods of doing so, which related to the standard of English proficiency to be expected from AIT graduates. This is to say, instructors usually set a fairly high standard and had a relatively low opinion of students' English but students tended to overrate their level of competency.

In 1981 Johns reported that the questionnaires were distributed to 200 randomly selected faculty members from all departments at San Diego State University to determine which skills (reading, writing, speaking or listening) were most essential to non-native speakers' success in university classes. The findings indicated that reading and listening were ranked first in faculty teaching both lower division and upper division and graduate classes. She suggested implications for curriculum development, that is, if language institutes and service courses are to prepare students for their university study, they must concentrate on these skills which are considered most important by the academic faculty. Trained reading instructors should prepare curricula using real texts and problems from academic English. Systematic teaching of listening and note taking should be an integral part of activity in all classrooms. Teaching of the productive skills of writing and speaking should be secondary to listening and reading activities. Speaking instruction should include response to reading or lectures rather than the preparation of dialogues or presentations.

According to a survey of English language needs of educated Taiwanese conducted by Schutz and Derwing (1981). More than half of the respondents reported that English was useful in their studies and professions. Particularly interesting is the interpretation of the results. Since the respondents of the survey worked or studied in the areas of science and technology, they rated speaking the least important of the language skills in terms of needs. However, they ranked speaking first in case of desired command. In other words, there is a conflict between objective needs and personal wants.

In 1984 a study by Vivian of an English course for refugee nursing assistants and home health workers at Long Beach City college in Long Beach, California witnessed the success of the two courses offered to the students. It was concluded that to make the learner-centered classroom, the instructor had to organize, facilitate, and evaluate students' efforts so as to lead them to develop skills in finding needed information. The instructor needed not to be a specialist in the vocational field, but had to be proficient in the technical vocabulary and language of the field.

In 1985 Vijchulata and Lee investigated students' needs for English at the University Pertanian Malaysia (UPM). A questionnaire was designed to ask about what students expected from the English courses they took. In general, students preferred small class of 10-19 students. Most of them ranked oral English as the most preferred skill and reading comprehension, as the second most preferred. Apparently, students were not in favor of the course content which is related to general science only. They preferred a course based on a combination of 'general English', English 'related to their field of study', and English 'related to general science'. Most students agreed that proficiency in English was necessary for them to do well in their examinations at the University and that the English language was useful in their studies.

Zughoul and Hussein (1985) investigated the needs for English at Yarmouk University in Jordan. For this purpose separate questionnaires for students and the teaching staff of the faculties were developed, piloted and distributed. The questionnaires determined three major aspects: the extent of English language use at the university; perceptions of students' language abilities; and perceptions of English

language needs. Results revealed widespread use of English in most educational settings except for class discussion and raising questions in lectures. Both students and instructors agreed on the primary importance of the listening skill.

In 1987 Larsen-Pusey and Clinton Pusey did an exploratory study to examine the present status in Colombian Universities EST/ESP course and to document the degree to which the aims of the special ESP conference held in 1977 have been implemented in Colombian Universities in the ensuing years. It was revealed that universities have organized their departments to make a distinction between general English classes for persons specializing in languages and special classes for those from other fields of study. These distinctions include the goals and objectives, the skills taught, the strategies used, and the materials employed. To a lesser degree, universities have different instructors in the two programs. The primary goal of such programs relates to reading books and journals in English. Oral skills are not emphasized, and writing skills receive little attention. Half of the institutions have both commercial and locally developed materials in their EST/ESP classes. The programs are geared toward the immediate needs of students rather than to further professional use of English.

In 1990 a study was done by Adamson H.D. of ESL students' use of academic skills in courses content. It was found that English proficiency does not correlate with academic success. Case studies of fifteen ESL students in content class with native English speakers suggest that one reason for this lack of success is that the ESL students lack effective academic skills. The case studies and precourse research suggest four principles for helping ESL students acquire the academic skills they need to succeed in course content. First, appropriate academic skills should be taught explicitly. Without explicit teaching, students may use inappropriate strategies that they developed in their native countries, or they may develop new strategies which are not effective. Second, academic skills should be taught in connection with authentic academic material. Third, ESL students should have the opportunity to discuss the content material in an environment that is "protected" from native speakers. Finally, an academic skills/ course content should be taught interactively.

The comparative study of Hadley in 1991 on the communicative functions of the nurse-patient relationship of native and non-native English speaking nurses disclosed the problems that non-native speaking nurses experienced in six areas: explaining, commenting, expressing intention, direct questioning, eliciting information and directing or instructing. Two additional areas of concern that emerged were: (1) some nurses inability to notice patient anxiety or fear and deal with it; and (2) mistaken meaning to remediate these problems, a course in oral communication skills for non-native nurses was designed.

According to the review of literature and related research, surveys of needs for academic English have been conducted at many educational institutions both in Thailand and abroad to provide suggestions for English language programs. It can be seen that needs analysis is important in the field of course development. Needs analysis can be used as the first step to the specification of a syllabus. In this study, needs analysis is regarded as the important role in the improvement of the M.B.A. syllabus. At Naresuan University, there is no research on academic English language needs of M.B.A. students. Thus this study attempts to investigate the needs, problems and wants in the course of English for M.B.A. students at Naresuan University.