

## **CHAPTER TWO**

### **REVIEW OF LITERATURE**

This chapter reviews the literature in main areas along with a summary: definitions of need, definitions of needs analysis, the current curriculum for teaching English to grade 6 students at a private school and the basis for their curriculum and relevant research.

#### **2.1 DEFINITIONS OF NEED**

As cited in Curriculum Design and Development, Tyler (1950) gave the definition of need which appeared in the educational and psychological literature that “need” tends to be defined in terms of an imbalance, as a difference between an actual and a favorable condition.

Monette (1977) provides the definition of needs which is similar to Tylor’s that needs can be described as discrepancies between an actual condition or state and a desired standard.

Needs are different from wants because wants imply interest and perhaps motivation but may not reflect a difference of any type. Besides, needs are also different from demands because demands suggest a willingness to commit resources to obtain education that will address a given situation. Needs, wants, and demands each have a valid place in planning continuing education and training activities, and in fact each can be identified through assessment (Queeney, 1995).

Hutchinson and Waters (1996) pointed out that the conceptions of “target needs” and “learning needs” have been widely used in literature. Target needs are understood as ‘what the learner needs to do in the target situation, and learning needs are what the learner needs to do in order to learn. The analysis of target needs involves identifying the linguistic features of the target situation or learners necessities (what is English needed for), lacks (what learner does not know), and wants (what learner feels s/he needs).

In *Choosing Your Coursebook* divided needs experienced by beginner students when learning a language in a classroom with a teacher and textbook into 5 groups. These are:

1. The needs to communicate effectively
2. The needs to be familiar with the language systems
3. The needs for challenge
4. The need to take on more responsibility for their own learning.
5. The needs for cross-cultural awareness.

The authors of *The New Cambridge English Course* identified the need to respect the learner, adding that ‘people generally learn languages best when their experience, knowledge of the world, interests and feelings are involved, and a course must allow students to be themselves as fully as possible’ (Alan, 1995).

## **2.2 DEFINITIONS OF NEEDS ANALYSIS**

There is a long history of analyzing students’ needs in ESL and EFL fields (R. Richterich & J-L., Chancerel 1980, Buckingham, 1981; Van Els et al. 1984). Within the field of language teaching and learning, needs analysis existed in the 1970s (Nunan, 1988a). All the studies show that needs analysis plays an important role in second language or foreign language teaching.

Richards and Rodgers (1986) provided the definition of needs analysis as being concerned with identifying general and specific language needs that can be addressed in developing goals, objectives and content in a language program.

Information on needs can be used for designing a new language program and/or evaluating an existing program. Needs analysis aligns teachers’ and learners’ agendas by exchanging information on learners’ needs. Learners’ needs guides the teachers to select the appropriate tasks or content, while teachers’ statements of goals and objectives provide a better understanding of the purpose of instruction by the learners (Nunan, 1988)

Nunan (1988) stated that information will need to be collected for a needs analysis, not only on why learners want to learn the target language, but also about such

things as societal expectations and constraints and the resources available for implementing the syllabus. He defined two types of needs analyses which are a learner analysis ("what background factors are the learners bringing to the classroom?") and task analysis ("for what purposes is the learner learning the target language ?") In addition, a "means analysis", or analysis of learner styles based on subjective inquiry into HOW students like to learn best can aid in finding out how to approach the material which needs to be learned.

### **2.3 THE CURRENT CURRICULUM FOR TEACHING ENGLISH TO GRADE 6 STUDENTS AT A PRIVATE SCHOOL AND THE BASIS FOR THEIR CURRICULUM**

Ashari (1997) suggested in Report of the RELC Seminar on Learners and Language Learning that curriculum review and improvement is a continuous activity, and this process should take into consideration the aims, goals, objectives and needs of the learners.

Therefore, one of the most important factors which will produce effective student learning English is an appropriate English curriculum developed by the school or educational authorities to fulfill the students' needs.

At present, the Thai curriculum is supervised by the Ministry of Education, the National Education Commission, and the Ministry of University Affairs. According to the fundamental curriculum of 2001, Foreign Language Department is the fundamental learning group which has to be learned through the fundamental curriculum. The curriculum for teaching English to grade 6 students is categorized into four essences. (Ministry of Education, 2001)

**Essence 1: Language for communication**

Benchmark T1.1: Understand listening and reading process and able to interpret listening and reading messages from various kinds of media and use the knowledge logically.

Benchmark T1.2: Gain communication skills to exchange news and information, express feelings and opinions by using technology and proper management for lifelong learning.

Benchmark T1.3: Understand speaking and writing process and communicate information, opinion and idea from the stories creatively, effectively and aestatically.

**Essence 2: Language and Culture**

Benchmark T2.1: Understand the relationship between language and native speakers culture and be able to behave properly on particular occasions.

Benchmark T2.2: Understand the similarity and distinction between language and culture of native speakers and Thais and be able to apply them logically.

**Essence 3: Language and its relationship with other learning groups**

Benchmark T3.1: Apply foreign language to connect with the knowledge of other learning areas and use it as the base to develop and reveal students' vision.

**Essence 4: Language and its relationship with communities and the world**

Benchmark T4.1: Be able to use a foreign language in various situations such as academic places, community and society.

Benchmark T4.2: Be able to use a foreign language as a learning instrument for further studies, careers, cooperation and harmony in society.

The English curriculum at primary level is ranged in a special experience which is at beginner level and can be categorized into the following 3 levels.

1. Preparatory Level is taught in Primary1 and 2 which is started at the final semester of Primary1
2. Literacy Level is taught in Primary 3 and 4.

3. Beginner Fundamental Level is taught in Primary 5 and 6 which is a start of learning Fundamental English 1 – 4 in order to prepare the students' capacity for using language at the Beginner Fundamental level.

These 3 levels are to prepare the students' capacity to use language and to be able to study at the secondary level. (Ministry of Education, 2001)

## **2.4 RELEVANT RESEARCH**

Pranee Kullavanijaya (2006) conducted a study of foreign language teaching and demands in the Central, Western and Eastern provinces of Thailand. The results showed that the instructors who teach foreign language mostly have affection for teaching although they know that there are a lot of tasks, especially at under-graduate levels. The instructor in every level realized that listening and speaking skills are essential in learning and teaching English. Excluding master and doctor degree, learners at every level viewed that they are weak in these two skills. Both employers and employees viewed that English, Chinese, and Japanese were the foreign languages which have the high level of need. Moreso, English, when compared with the other 2 languages was seen to have a higher levels of needs. Both employers and employees viewed that listening and speaking skills were more essential and important than other skills.

Nineera Hanyawongse (2007) conducted a survey of IT staff's needs and problems regarding English communication at work and wants regarding English training. The findings revealed that the need mean score was highest for reading skill and lowest for speaking skill. In contrast, the problem mean score was highest for speaking skill and lowest for reading skill. At the same time, respondents indicated that speaking was the skill they wanted to improve the most.

Nunnida Sungnim (2007) surveyed the needs of English for military organization. The findings showed that all of the respondents needed to study English and they needed to improve their listening and speaking skills rather than reading and

writing skills. They needed to practice daily conversation in order to improve their listening and speaking skills. For reading skills, reading newspapers and reading for main ideas were needed to be improved. In the area of writing, they needed to reveal grammar structure. Dialogue practice, role playing and language games were the activities they preferred doing in class and they wanted to do the activities in groups. The amount of time they wanted to study was 2 hours per day and 2 days per week. They wanted the instructor to use English in class but Thai was required to be used sometimes. They preferred studying with VCD or VDO and the interesting topics were tourism, culture and history.