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THESIS

**AN INVESTIGATION OF NEEDS AND OPINIONS ABOUT ENGLISH
LANGUAGE LEARNING OF AIR TECHNICAL STUDENTS
AT THE AIR TECHNICAL TRAINING SCHOOL,
DIRECTORATE OF EDUCATION AND TRAINING,
THE ROYAL THAI AIR FORCE**

NATTEE KAEWRAYA

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This study was a survey of needs and opinions about English language learning of the Air Technical Students (ATS) at the Air Technical Training School (ATTS). The theory of needs analysis applied in this study was based on the work of Munby (1978), and Nunan and Lamb (1996). The purposes of the thesis were: 1) to examine the needs of English of the ATS; and 2) to find out the opinions of the ATS about English language learning at the ATTS. The subjects of this study were 300 Air Technical Students (55 vocational-school graduates, 40 senior high-school graduates, and 205 junior high-school graduates) enrolled in the 2008 academic year. They had completed at least fifty-four hours of Foundation English.

The results showed that the English language skills and elements the respondents most needed were speaking, followed by reading, listening, grammar, vocabulary, and writing. Furthermore, supportive English activities from the ATTS they needed most were studying with native speakers of English, followed by joining an English camp, reading more English books, journals, or documents in the library, role-playing, using self-access learning at English labs, practicing speaking in the English zone, joining an English club, and practicing a presentation.

Student's signature

Thesis Advisor's signature

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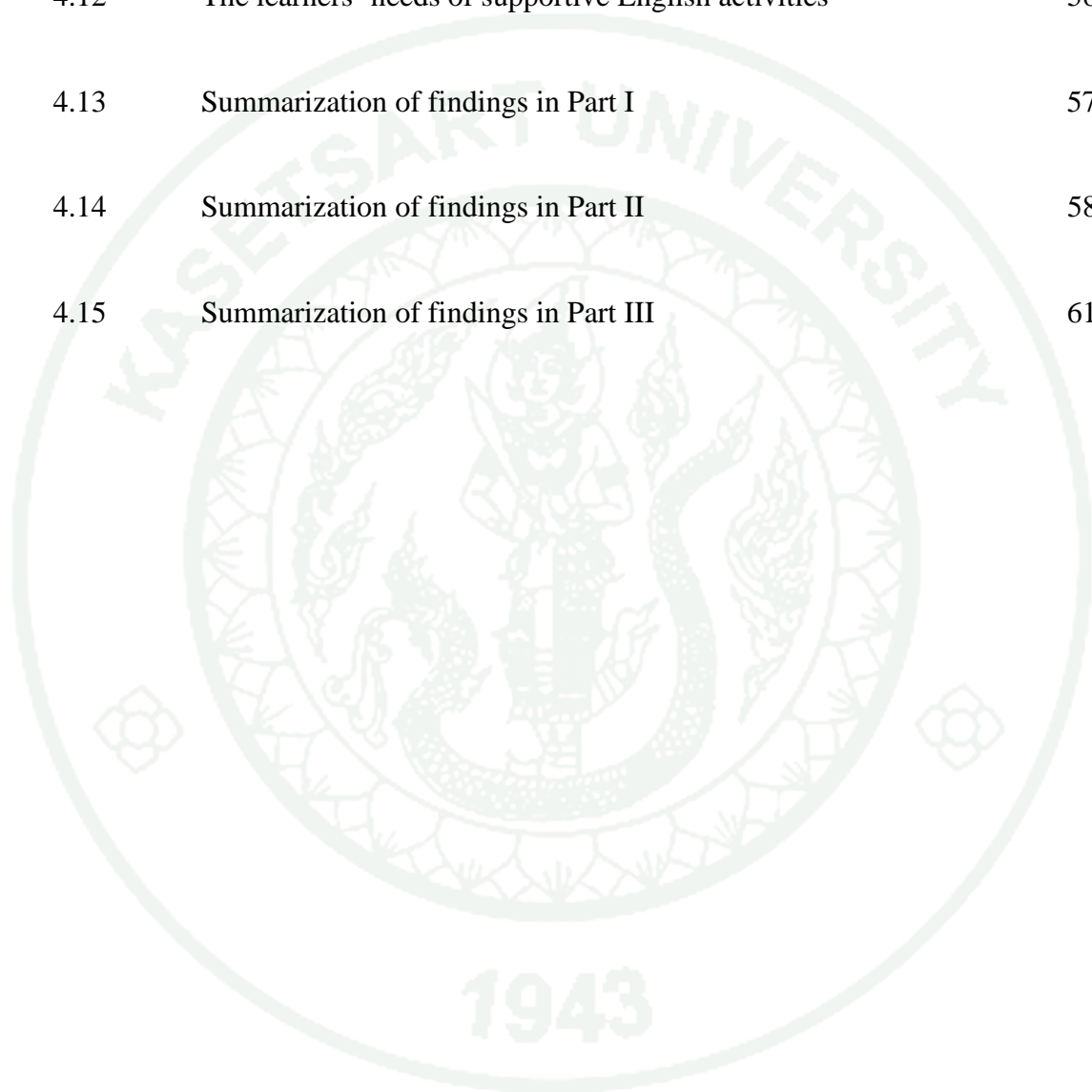
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CHAPTER I

INTRODUCTION

This chapter presents an introduction to the present study. It consists of seven main sections: statement of the problem, objectives of the study and research questions, the significance of the study, scope of the study, background of the study, terminology, and outline of the thesis.

Statement of the Problem

Nowadays, the English language is being used as a lingua franca of international communication. Many countries use English to communicate when they have to co-operate, build relationships, and help others. It is noted that English is taught internationally as a second and foreign language in many countries. In order to create or develop effective English language courses, it should be clear of what the purposes of English language courses are and what the characteristics group of learners for those courses is.

Hutchinson and Walters (1987) illustrate the subdivision of English for Specific Purposes (ESP) in the concept of the 'Tree of ELT'. English for Specific Purposes can be divided into various branches depending on the purpose of learners such as English for Science and Technology (EST), English for Business and Economics (EBE), or English for Social Sciences (ESS). Moreover, these various branches can be divided into two groups that are English for Academic Purposes (EAP), and English for Occupational Purposes (EOP). In addition, EOP is also known as English for Vocational Purposes (EVP) and Vocational English as a Second Language (VESL).

English for Specific Purposes aim is for teaching the language for different groups of language learners depending on their purposes. Additionally, it is

interesting to be clear that English for *Specific* Purposes and English for *Special* Purposes are different in terms of its concept.

...English for *Special* Purposes is thought to suggest special languages, i.e. restricted languages, which for many people is only a small part of ESP, whereas English for *Specific* Purposes focuses attention on the purpose of the learner and refers to the whole range of language resources...(Robinson, 1984: 5)

In a military, English is required in some particular circumstances such as multinational joint military exercises. Cobra Gold is a military exercise, which usually takes place in Thailand, involving armed forces from the United States, Thailand, and Singapore (Rungwarapong, 2005). Such a circumstance shares not only military knowledge and skills, but also experiences of English use, information exchanges, and development of relationships among military personnel. In addition to the importance of English for communication in the military profession, the language is also important and is included in the curriculum as a second language in many educational institutes, especially military academies.

English is one of the compulsory courses taught for Air Technical Students (ATS) at the Air Technical Training School (ATTS). English language course was designed based on institution's needs and has been used for many years; therefore, English course syllabus and teaching materials such as textbooks and sound labs should be updated so as to respond learners' needs. Moreover, ATS graduate from different educational levels, but they enroll in the same corps and learn the same compulsory subjects. It is likely that they have different proficiency levels especially in English. It possibly assumes that graduates from senior high-schools have a higher English proficiency than those from junior high-school or vocational schools. In addition, English course planners also advised that there is no previous institutional study on learners' needs in this school.

...if the learners have chosen freely to learn the language. Within educational systems this is rarely the case. The language is often just one part of a compulsory curriculum. This can mean that the majority of a class may have little intrinsic interest in language learning...(Wilkins, 1974: 52)

This investigation on learners' needs and problems of English language skills and elements will offer insights into what they find essential for them so that they can achieve their learning goals without or with the least problems educationally and professionally. This new educational setting aims at preparing ATS to serve the Royal Thai Air Force after graduation and encourage them to function competently and properly in English in their corps.

Objectives of the Study and Research Questions

The current study aims to examine the present needs of English of the Air Technical Students (ATS) in English language learning at the Air Technical Training School (ATTS) and their opinions on English language courses. It is hoped that the findings will reveal the language skills and elements that are most useful for the ATTS and the needs of the ATS.

This study attempts to answer two main research questions:

1. What are the needs of English of the Air Technical Students in English language learning at the Air Technical Training School?
2. What are the students' opinions about the English Language Course at the Air Technical Training School?

Significance of the Study

Needs analysis is the fundamental essential process to design courses to meet learners' needs and to achieve goals of the study. Though there have been many studies on needs analysis, very few conducted ones on learners of different levels of education: those from vocational schools and those from secondary schools who entered military schools. This study attempts to gain insights into needs of the mixed educational levels of learners at the ATTS.

It is hoped that the findings of this study, first, will reveal information or needs and opinions of the ATS. Second, this study will assist the course designers to create and develop effective English language courses. Third, it will help English teachers to prepare lessons to meet learners' needs. Fourth, the findings can be generalized to the target population, the ATS, and may be applicable to other schools with a similar curriculum. Finally, it will be useful for the ATTS to develop the English exams required by the admission system of the ATTS.

Scope of the Study

This study, involving 300 subjects, all of whom are Air Technical Students (ATS), investigates needs, problems, and opinions toward the English language learning of the Air Technical Students who were studying at the Air Technical Training School (ATTS), Directorate of Education and Training, Royal Thai Air Force. The students must be enrolled in the first- and second-year in the 2008 academic year and have passed Foundation English at the ATTS. In addition, the study was limited to the data on the questionnaire. As mentioned, the study is designed to investigate only the ATS who were in the ATTS in the 2008 academic year. Therefore, the findings can be generalized to the ATS at the ATTS or any technical school with similar circumstances.

Background of the Study

The Royal Thai Air Force is a governmental unit that has the main mission to defend the land and the democracy of Thailand. Since World War II, the Royal Thai Air Force has been increasing its potential to international standard by cooperating with several countries such as the USA, the UK, and Australia. Since the Indo-China War in 1940, the current missions of the Royal Thai Air Force which focus on defending the Nation, training its personnel, furnishing weapons and getting the country ready for war, have changed and developed (ATTS, 1993: 7 cited in Komutchai, 1996). Additionally, the valuable personnel of the Royal Thai Air Force are soldiers who have been trained to serve using developed instruments, technology, and weapons. "...developing knowledge, ability, skills, attitude, and value of governmental officers to be suitable for their job is an important way to develop governmental personnel..." (RTAF (spec.) 307/33, 1990 cited in Takabutr, 1996)

The Royal Thai Air Force is divided into five groups; 1) Coordinating Staff; 2) Special Service; 3) Combat: Air Combat Command; 4) Logistics Support: Air Support Command; and 5) Education: Air Education and Training Command (Directorate of Administrative Service, RTAF, 1994: 38-39 cited in Takabutr, 1996). The Air Technical Training School (ATTS) is a vocational school which is authorized by the Directorate of Education and Training of the Air Education and Training Command of the Royal Thai Air Force. This school's main mission is to educate and train the Air Technical Students (ATS) to gain knowledge and skills, to develop good attitude and morality, and to be quality non-commissioned officers to serve the Royal Thai Air Force and the nation (ATTS, 1993: preface cited in Komutchai, 1996). The ATTS provides two programs for educating and training its personnel: a two-year program for graduates from senior high-schools or vocational education, and a three-year program for graduates from junior high-schools or some graduates from senior high-schools, who dropped down their educational level to enter this program. Furthermore, the ATS (except Medical Corps) who graduated from different levels of education and enrolled on these two programs must take two main groups of courses. The first group includes all compulsory courses for all corps such as Mathematics,

Thai, Social Science, Science, Health, and Foundation English, and the other group includes special courses which are those of technical specialty for particular corps such as Theories of Aircraft for Air Engineer Corps, the Basis of Electronics for Communication and Electronics Corps, and Air Traffic Control for Navigator Corps.

Terminology

Terms

Needs: the desires of an individual to fulfill their lack of something

Learner needs: the desires of ATS to know or learn the language for particular aims especially in order to fulfill their lack of knowledge of the language

Needs analysis: a method or means that is used for gathering data on learner needs in any subjects

Abbreviations

ATS: Air Technical Students who are studying at the ATTS

ATTS: Air Technical Training School, Directorate of Education and Training, Royal Thai Air Force

Outline of the Study

This study consists of five chapters. The present chapter is an introduction to the study which includes statement of the problem, objectives of the study and research questions, the significance of the study, scope of the study, background of the study, terminology, and outline of the thesis. Chapter Two reviews definitions, theories and frameworks related to needs analysis in previous studies. Chapter Three discusses the design of the research. Chapter Four presents the results of the study.

The final chapter provides a discussion of the results, as well as the implications, the limitations of the study, recommendations for future research and conclusion of the thesis.



CHAPTER II

LITERATURE REVIEW

This chapter includes major theoretical points of view on needs analysis in the field of language learning and previous research. It is divided into three main sections: a review of definitions of relevant terms, frameworks of needs analysis, and a review of previous related studies on needs survey.

Definitions of Relevant Terms

This study aims at examining learners' needs and opinion about English language. The following part will reveal the definitions of needs, learner needs, needs analysis, and language learning from many theoretical frameworks on needs analysis studies relating to this study.

Needs

In the psychological field, human behavior has been explained in terms of basic needs. Huizinga (1970), based on Maslow's identification, discusses two types of human basic needs: *deficiency needs* and *growth needs*. The former is divided into four subcategories which are (1) physiological needs such as the needs for food, water, sleep, and shelter, (2) safety needs such as permanent status and protection for a job, the desire for a savings account, and for insurance of various kinds (medical, unemployment, and disability), (3) social needs: B-love (love for the being of another person, unneeded love, unselfish love) and D-love (deficiency-love, love need, selfish love), and (4) esteem needs which are the needs for respect from others such as reputation or prestige, dominance, recognition, attention, importance, or appreciation and the need for self-respect such as the desire for strength, for achievement, for adequacy, for mastery and competence, for confidence and freedom. Growth needs are divided into three subsections which are, firstly, self-actualization such as the desire to do a good job, to use whatever capacities, and the like, secondly, cognitive

needs: the need to know and the need to understand, and lastly, aesthetic needs such as the need for beauty and for aesthetically satisfying surroundings.

Learner Needs

The most important aspect of language learning that should be realized is learner needs. Many applied linguists provide definitions of learner needs for answering the vague question of what we mean by needs. Students may assess their needs and choose why they wish to learn, what they want to learn, how they should learn a language, and what kind of English they will have to use (Kennedy and Bolitho, 1984). This choice may be dependent upon the student's beliefs of how language is to be learnt. Robinson (1991) also regards learner needs as a personal aim of students related to the requirements of their studies or jobs, and as lacks, specifically the lack of knowledge and ability in English. Learner needs can also mean what the user-institution or society regards as necessary or desirable to be learnt from a language program (Mountford, 1978b).

...When needs are clear, learning aims can be defined in terms of these specific purposes to which the language will be put, whether it be reading scientific papers or communicating with technicians on an oilrig...(Mackay and Mountford, 1978a: 3)

They also stated that learner needs should be clear in order to design an effective English course to meet the particular needs of language learners. English language in language learners' view is needed as a means of furthering their specialist education or of performing social or working roles such as a scientist, technologist, or technician. English is taught at primary and secondary levels of education concerning knowledge of how the syntactic and lexical rules of English operate with a general educational aim in mind, benefiting students as a part of a broad education. However, the upper level has different language learning aims. For example, the aim of students in the tertiary level normally at university which is defined by the requirements of examinations while the purposes of English learning of adults are for pleasure,

cultural and social experience, an occupational, vocational, academic or professional requirement, and the advancement of their work.

Not only are needs possibly described as objectives, but could also mean what the students themselves would like to gain from the language course, that is, students may have personal aims in addition to (or even in opposition to) the requirements of their studies or jobs. Such personal needs 'may be (and often are) devalued' by being viewed as 'wants or desires' (Berwick, 1989: 57). This is similar to Widdowson's definition (1983: 20) that learner needs can be defined as "on the one hand, what the learner has to do with the language he has learned, on the other hand, what the learner has to do in order to learn". Two types of learners needs are presented as well. Firstly, "goal-oriented" needs can refer to what students have to be able to do at the end of their language course or their job requirement. Secondly, "process-oriented" needs equate to what learners need to actually do to acquire the language. Therefore, English teachers must understand the learner needs in order to motivate students to learn of what they think is worth learning (Arnold, 1999).

The previous studies defined learners' needs as needs for studies, needs for jobs, and needs for personal reasons. Also involved are the language components essential to them. In this study, the researcher focuses on the needs of the Air Technical Students namely; learning problems, use, and needs of language skills and elements.

Needs Analysis

Many researchers also define the term 'needs analysis' in various ways and from different viewpoints like 'needs' and 'learner needs'. Widdowson (1983: 29) defines needs analysis as "an approach which characterizes language behaviour in terms of the notions and functions". In addition, needs analysis and needs assessment are differ in terms of their conception. *Needs analysis* is the process of determining the needs for a learner or a group of learners who requires a language, and managing the needs by priorities, whereas *needs assessment* is a part of curriculum development

which usually investigates learners' needs before developing the language teaching syllabus (Richards *et al.*, 1993). The following are many view points of needs analysis in different approaches.

...Needs analysis is by now the classical procedure by which a close link can be established between learners and curricula: whereas in content-centered approaches, learning objectives are defined in terms of quantitative subsets of the total communicative competence of a native language user, in learner-centered second language instructional systems, the selection of objectives is based on the particular communicative needs of groups of, or individual learners. Such a procedure makes it possible to set up curricula perfectly adapted to particular learners, especially if the assessment of needs is not just carried out once and for all before the beginning of a course, but is repeated regularly over the learning period...(Holec, 1980a: 26 cited in Yalden, 1985: 102)

Needs analysis, questionnaire theory based of the study of Nunan and Lamb (1996), is a procedure which is advantageous to collect and interpret information about the language learners (e.g., biographical information, the types of communicative tasks that learners might want or need, and the ways in which the learners prefer to learn), and the institutional context in which they learn formally or informally before the course is started and during the course. On the contrary, needs analysis in the context of language instruction typically refers to the collection and evaluation of the needs of some particular group of learners concerning aspects of the language they need to know (Tarone and Yule, 1989).

To sum up, needs analysis is a procedure of a language investigation in which learners' needs are collected and interpreted in terms of language aspects learners need to learn at the beginning or during the course so as to set up or develop English curricula. Needs analysis is extremely important for course design and material development in specific contexts as well.

Language Learning

Since this study aims to investigate needs of English of the ATS in language learning at the ATTS, it is necessary to understand what the basis of language learning is. The following are some examples from different points of view on language learning.

Language learning is “a long process, in which the learner gradually increases his ability to understand and express himself, integrating every new bit of language into an overall competence” (Mckay and Tom, 1999: 15). In other words, language learning is an integrated process. Learners must use a function of memory to attend to language input—“that is, the amount of cognitive effort allocated to a given task” (Cohen, 1990: 42). In contrast, Carton (1971: 57 cited in Wenden and Rubin, 1987: 20) defines language learning as “a kind of problem-solving in which the student can bring to bear his/her prior experience and knowledge in the processing of language”.

Nunan (1992: 23) defines language learning in the language learners’ view that “language learning requires the ability and courage to cope with the unknown, to tolerate ambiguity and, in a sense, to appear childish and make a fool of oneself when making mistakes”. Richards *et al.* (1993) and Selinker and Trimble (n.d. cited in Mackay and Mountford, 1978b) also concurred with the definition of language learning that language learning is concerned with the language acquisition. The learning and development of a foreign language learner focuses mainly on understanding its components. If the language is used without a specific goal, foreign language learning is only considered as subject-matter.

When students learn a new foreign language, they generally connect the new elements to their prior knowledge, such as intralinguistic knowledge where Target language (TL) increases learning progress, and prior cross-linguistic knowledge which depends on the relationship between TL and first language (L1) (Hakän, 2006). He also states that when learning a language which is similar to L1, prior knowledge will be more useful than with other distant languages. Some students can process

second language quite easily and rapidly, while others need more time, and some seem to have little ability even if they make a serious effort. However, these differing aims do not necessarily imply permanent ability grouping of learners. They can be accommodated within a mixed ability class using cooperative learning techniques and individual learning contracts negotiated between teacher and learners. In experiential learning, immediate personal experience is seen as the focal point for learning to imply and validate ideas created during the learning process (Nunan, 1992). He also points out that there appears to be great difference in the talent for second (or foreign) language learning among learners depending on their cognitive domain: the mental processes of information processing in memory and how knowledge is stored and retrieved.

In summary, language learning in this study is a process in which learners learn a foreign language by organizing and integrating their prior knowledge of the first language and their first language acquisitions with components of a new language when they learn a foreign language. In other words, language learners combine every new element of foreign language into an overall competence with their cognitive domain: prior experience and knowledge of their first language.

Frameworks of Needs Analysis

Needs Analysis

Numerous studies on needs analysis concerning English for academic and occupational purposes courses have been conducted (Robinson, 1991; West, 1994, Munby, 1978; Yalden, 1985; and Bhesiss, 1988). This part of the study reviews the studies and identifies the predominant frameworks of needs analysis used in this study.

Modern needs analysis mostly focuses on language learners' needs assessment and their language course needs. According to Robinson (1991), needs analysis refers to the categorization of students' needs. It can be divided into three types:

1) the *Target Situation Analysis* (TSA) is a needs analysis which focuses on students' needs at the end of a language course, 2) the *Present Situation Analysis* (PSA) is a needs analysis that aims to establish what the student's likes are and is used to investigate their strengths and weaknesses at the start of their language courses, and 3) *Language Audit* is a combination of TSA and PSA used in language training for business and industry. The focus of this study is the TSA which is further elaborated by West (1994) and Munby (1978).

In addition to Robinson's TSA, West includes the concepts of needs analysis. He suggests five concepts of needs analysis as follows:

1. *Target Situation Analysis* is an analysis of learner needs, necessities, or objective needs of the language requirements in the target situation such as an occupational or academic situation. Moreover, target-situation analysis may operate at various levels for establishing priorities such as in terms of various languages like English or German, in terms of skills in one language, for example, speaking or reading, and in terms of Language for Specific Purposes situations, functions or tasks such as speaking on the telephone or listening to lectures.

2. *Deficiency Analysis* is an analysis of learner's present language proficiency, lacks, deficiencies, or subjective needs.

3. *Strategy Analysis* is an analysis of learner's preferences in terms of learning styles and strategies, or teaching methods the learners prefer when learning language.

4. *Means Analysis* is an analysis of the opportunities and constraints of the language course occurrence.

5. *Language Audits* should be an analysis of data about the current state in these levels of needs analysis: a) the target language to be learnt and the skills within those languages; b) the current deficiencies; c) an evaluation of current teaching

methods; and d) an assessment of the opportunities provided by an effective LSP policy.

The most prominent model of Target Situation Analysis (TSA) is Munby's (1978) work, which was the earliest model of needs analysis for language syllabus design. Many researchers applied and based their research on this model of needs analysis. (See Figure 1.1)

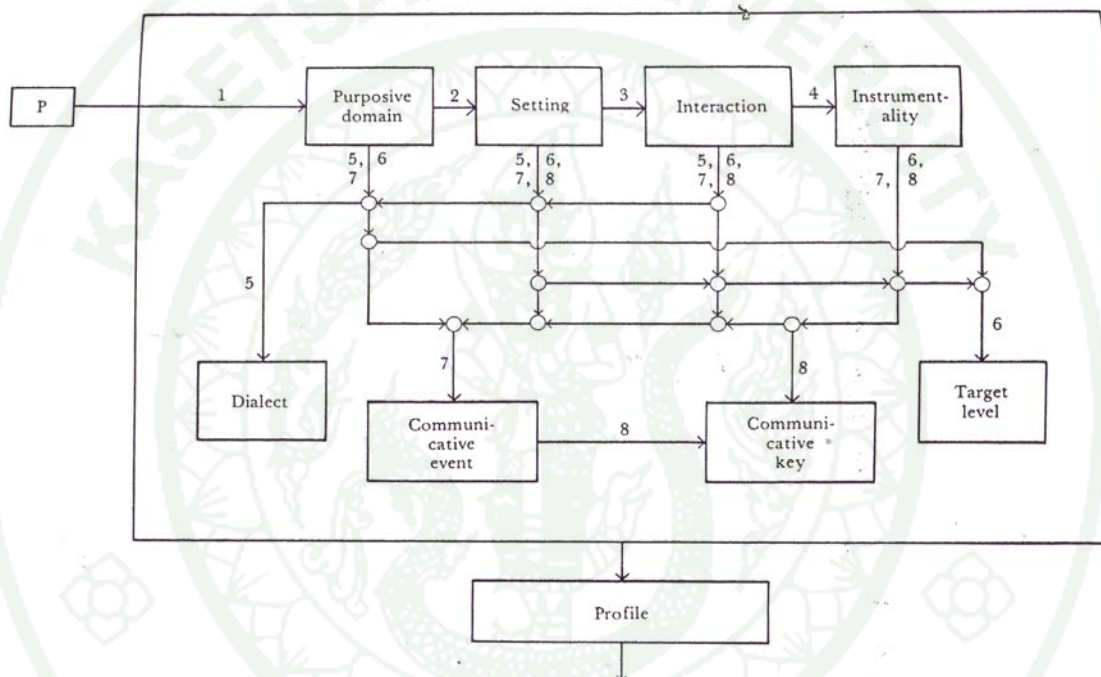


Figure 1.1 Communicative Needs Processor (CNP)

Source: Munby (1978: 33)

Munby (ibid.) presents the variables that affect communication needs by organizing two kinds of parameters (a posteriori and a priori) in a dynamic relationship to each other, which facilitate needs analysts in assembling an accurate profile of an individual language learner's needs. One set of constraints is a posteriori (dialect, target level, communicative event, and communicative keys) that relies on input from a priori which has another set of constraints (purposive domain, setting, interaction, and instrumentality). The explanation of this model is given as follows:

1. Participant concerns the potentially relevant information concerning identity (e.g., age, sex, nationality, and place of residence) and language of an individual language learner. Additionally, language includes mother tongue (L1), target language (TL), present level/command of the TL, other language(s) known (L2), and extent of command in broad terms of L2.

2. Purposive domain regards the purpose for which the target language is required. If occupational, will it be pre-experience or post-experience ESP? On the contrary, if educational, will it be disciplined-based (pre- or in-study ESP) or school subject (independent or integrated ESP)?

3. Setting is a situational variable that refers to the time and place in which the participant needs to use the language. It is divided into three main dimension: physical setting (spatial), physical setting (temporal) and psychological setting. *Physical setting (spatial)* focuses on different places where the language has been used, size of institutions, and scale of use such as internationally, nationally or locally. Those different places are, for example, place of work (e.g., hotel, restaurant, work site, government or company office, conference, barrack, and hospital), place of study (e.g., university, classroom, and laboratory), and other places (country, town, and en route). *Physical setting (temporal)* concern with point of time (i.e., when is English required most?), duration (i.e., how many hours per day/week is English required?), and frequency of language use (regularly/often/occasionally/seldom). *Psychological setting* in which the participant needs to use English that can identify the identity, communicative purpose, and especially the physical setting of the participant such as culturally similar–culturally different, urban–rural, quiet–noisy, political–apolitical, sympathetic–unsympathetic, and formal–informal.

4. Interaction is the situational variable that identifies the relationship between participant and his interlocutor and helps to predict the attitudinal constraints on the communicative activities in which the participant has to engage, that is, social relationships such as instructor-learner, native-non-native, and colleague-colleague.

5. Instrumentality looks at how information is obtained on the medium of communication (spoken or written), mode of communication (written to be read or spoken), and channel of communication that the particular participant requires (face-to-face or radio contact).

6. Dialect: the dialects of the target language which he will have to command receptively and productively are *temporal dialect* such as old, middle, or modern English; *regional dialect* such as Australian English, American English, or British English; and *social-class dialect* such as upper class, middle class, or working class.

7. Target level: “The behavioural statements, which constitute language learner proposed level, are not intended to be interpreted as non-specific language learning...their real function is to act as reference points in the development of learning programmes for specific categories of learners” (Munby, 1978: 91). It should guide the further processing of a particular profile of needs into the required communicative competence specification.

8. Communicative event is concerned with the communicative activity and subject matter of each event where a participant is required to use English, either productively or receptively. This parameter can be specified from the prior identification of the participant’s purposive domain, physical setting, role-set, and instrumentality requirements.

9. Communicative key is concerned with how a language learner does the activities, including an event. This parameter can be specified from the identification of the participant’s identity, role-set identity, social relationships, the psychosocial setting, and the nature and size of the participation.

The researcher mainly used Munby's framework to investigate and describe the needs of English skills and elements of the ATS in terms of the students' background, their purposes of language learning, and the setting of the ATTS. In addition, Yalden (1985: 86-87) adds to the components of a communicative syllabus of Munby (1978) as follows:

1. the *purposes* for which the learners wish to acquire the target language
2. the *setting* in which they will want to use the target language (physical aspects need to be considered, as well as social setting)
3. the *role* the learners will assume in the target language, as well as the roles of their interlocutors
4. the *communicative events* in which the learners will participate: every day situations, vocational or professional situations, academic situations, and so on
5. the *language functions* involved in these events, or what the learner will need to be able to do with or through the language
6. the *notions* involved, or what the learner will need to be able to talk about
7. the skills involved in the 'knitting together' of discourse, namely, *discourse* and *rhetorical skills*
8. the *variety* or varieties of target language that will be needed, and the levels of spoken and written language which the learners will need to reach
9. the *grammatical content* that will be needed
10. the *lexical content* that will be needed

Another approach of needs analysis used in this study is *deficiency analysis*. The most well-known deficiency analysis work is the project of Bhesiss (1988 cited in West, 1994). The three components of a more formal procedure are adopted for establishing syllabus priorities. Those components are a list of potential target-situation skills supplied by a special informant, a needs questionnaire using a “0” for unnecessary to “4” for essential scale to establish target-situation needs for each of the sub-skills, and a lacks questionnaire using a scale of “0” for no difficulty to “4” for very difficult to establish the present-situation deficiency of each of the sub-skills.

Since the current study focuses on learner needs in English language learning, the framework of needs analysis in this study is based on two types of needs analysis: *Target Situation Analysis (TSA)* and *Deficiency Analysis*.

Needs Analysis Instruments

To conduct needs analysis study, it is necessary to design an effective instrument to investigate learners’ needs accurately. The following is Nunan and Lamb’s framework of five needs analysis instruments.

Nunan and Lamb (1996) create five needs analysis instruments for different learner needs, which are useful to investigate learners’ needs of English. The first instrument is *a general learner needs survey*, in which the learner is required to provide information such as personal information and educational background, language learning history and their current language proficiency level, purposes of English language learning, people with whom the learner will interact and where the language will be used, target variety or dialect, degree of mastery required, and language genres required.

The second instrument is *a language contact survey*, in which the learner is expected to choose the various uses of English which are important for them. In this survey, the opening question asks learners’ opinions on how they want to improve their English for use in various different situations. Three alternate answer scales—

very useful, useful, and not useful—are ranked from the columns. Moreover, the learner is also required to select five situations, according to their priority, from the list they want to learn most.

The third instrument looks at *methodological preferences*, in which respondents are required to choose the answer “yes” or “no” to answer how they like English language learning through various methodologies. Similar to the second instrument, respondents are required to select their three most useful methods of English language learning.

The fourth instrument investigates *subjective experiences of the learner*, which asks learner’s thought about learning another language. This instrument is divided into four parts. The first part asks learners’ for information concerning their identity and language level compared with other learners. The second part relates to learners’ feelings about language learning. The third part focuses on what happens in their learning situations and their attitudes towards different statements. The fourth part comprises an open-ended question asking for the three things that the learner likes best and least about learning another language.

The last instrument is *a prospective course survey*, which is a combination of the four instruments. This type is also divided into four parts. In the first part, learners are expected to rate their attitudes towards different topic areas about what they like to learn. In the second part, learners have to rate their attitudes towards how they like to learn. In the third part, an open-ended question is provided to ask for three other things learners like to learn and three other things they like to do to learn English. In the last part, an open-ended question is also provided to gather learners’ suggestions for the particular course.

In summary, the frameworks of needs analysis for this study are Target Situation Analysis (TSA) of Robinson (1991) and West (1994), Communicative Needs Processor (CNP) of Munby (1978), and Deficiency Analysis of Bhesiss (1988) and West (1994). The instrument used to investigate the learners’ needs of English

language learning at the ATTS is revealed and applied from five needs analysis instruments of Nunan and Lamb (1996).

Research Methods

According to previous studies, there are various methods of data collection that may be used in conducting needs analysis. The popular technique frequently used is created by Nunan (1992): questionnaire, interviews, and observation. *Questionnaire* is a popular means for collecting data which facilitates the researcher to collect data in field settings and the data are more amenable to quantification than discursive data (e.g., free-form fieldnotes, participant observers' journals, and the transcripts of oral language). Questionnaire items can be fairly closed or open questions. It can consist fully of closed questions, open questions, or a mix of closed and open questions. Closed question types in survey questionnaires are list, category, ranking, scale, quantity/frequency, or grid. The following example is a ranking which consists of a range of possible responses determined by the researcher:

Statement: *'Foreign languages should be compulsory in high school'*.

The range of possible responses would be: *Agree/neutral/disagree*.

Another type of questionnaire is an open questionnaire in which the respondent can decide what to say and how to say, for instance, 'What do you think about the proposal that foreign languages should be compulsory in high school?' Concerning responses, responses to closed questions are easier to gather and analyze than responses to open questions, however, the latter will more accurately reflect the respondent's thoughts.

Interview is the elicitation of data by one person from another, generally through person to person encounters. There are general three main types of interview: a structured interview, a semi-structured interview, and an unstructured interview, which are characterized by their degree of formality. A *structured interview* is the most formal type. The researcher, who works through a list of set questions in

predetermines order, totally predetermines the agenda. The most favored type of many researchers is a *semi-structured interview* because of its flexibility. The interviewer has a general idea of where they want the interview to go and what should come out of it, but does not bombard the interviewee with a list of predetermined questions. Also, topics and issues determine the course of the interview. An *unstructured interview* is the least formal type, which is guided by the responses of the interviewee. The researcher has no control, and the direction of the interview is relatively unpredictable. Advantages of interviews are that the interviewers are easily able to clarify the questions and to record the interviewees' answers and explanations, and a more in-depth exploration of issues is allowed than with questionnaires. The interviewers can also pursue any interesting new line of inquiry. However, interviews take longer to administer and are only feasible for smaller groups of participants.

Observation is one way to collect primary data with the purpose of watching and listening to the actual interaction or phenomenon. Generally, there are considered two types of observation: *participant observation* and *non-participant observation*. In the former type, the research acts as its members participate in the activities of the group being observed, with or without knowledge of being observed. In the latter type, the researcher only watches and listens to the activities of the group and draws conclusions from this, without participation. Additionally, observation is a specialized skill, thus the observer must know how to observe, what to look for, and how to make use of the obtained information. The main advantage of this technique is that it is frequently used to supplement data gained from questionnaires and structured interviews. This technique is useful to elicit full and accurate information in situations where the researcher cannot obtain it by questioning. Nonetheless, the actual behavior may not be performed when individuals or groups are aware of being observed. Therefore, there is always the possibility of observer bias.

Leedy and Ormrod (2001) suggest the advantages of data collection methods typically used in survey research as follows:

Face-to-face interviews allow the researcher to establish rapport with potential participants and gain their cooperation, to clarify ambiguous answers, and to seek follow-up information. However, such interviews take a long time, are expensive, and may not be practical for a very large sample sizes and long-distance samples.

Telephone interviews are less time-consuming and less expensive except the cost of long-distance calls, than face-to-face interviews. Unlike face-to-face interviews, the researcher cannot establish rapport with samples, and reach some persons (who are busy, annoyed at being bothered, not interested in participating and do not have a phone).

Questionnaires have the advantage that the researcher can save travel expenses and time collecting data from long-distant people, participants can be sure that their information will be kept confidential, they can respond to questions, especially controversial issues, more freely and truthfully than with personal interview, and their responses will reflect either their English proficiency or, possibly, misinterpretation of one or more questions. Participants also suggest that questionnaires often make use of checklists and rating scales. In the former, the researcher looks for behaviors, characteristics, or other entities that are simply observed, present, or true. On the other hand, a rating scale, of which Likert scales are the most popular, are more useful when a behavior, attitude, or other phenomenon of interest needs to be evaluated on a continuum of “never” to “always” or “strongly disapprove” to “strongly approve”.

In brief, each method has its own advantages and disadvantages, and is appropriate for certain situations. The selection of an appropriate method for certain situations depends on such factors as the purpose of the research, the type of information being sought, the resources available to the researcher, and the skills of the researcher. For the current study, owing to the large number of subjects, expenses, time constraints, and the desire to have free and truthful responses from the samples, questionnaire has been chosen as the method for data collection.

A Review of Previous Studies

This part reveals some previous studies on needs analysis in the field of language learning as follows:

Rungwaraphong (2005) studied needs, problems and wants of English use in the professional and personal lives of 100 Thai naval officers who graduated from the Thai Naval Cadet Academy and worked at naval bases. The main instruments used in this study were questionnaire (closed-ended and open-ended questions) distributed directly to the samples, and face-to-face interviews conducted with five naval officers who participated in multinational joint exercise, conferences, and course. The results showed that the improvement of English skills, especially reading skills, was necessary for their development in their professional and daily life, whereas listening was the most problematic skill. English was needed not only to improve situations involving potential damage or loss of life caused by misunderstanding on the part of the receiver, but also with technical terms and military expressions.

Phaisuwan (2006) analyzed the needs and problems of seventeen Seagate planners in using the English language in order to improve their English and to establish an ESP course by obtaining in-depth information via questionnaire. The results showed that the ESP course should focus on listening and speaking skills, which were primary problems of the subjects in using English language for communication. Reading and writing skills were subsidiary ones.

Jiamsakulsak (2005) surveyed the English needs of Rangsit University International College students and the perceived academic needs of the subject-matter instructors in all six degree programs where English courses were required and taught across the whole college. A stratified random sampling technique was used to classify the sample size. The obtained data from questionnaires which were distributed to the samples in their classes were analyzed by Statistical Package for the Social Sciences (SPSS). The main findings indicated that students' needs were speaking, reading, writing, and listening, respectively. On the other hand, the lecturers initially put the

emphasis on the importance of reading, speaking, and writing, respectively. Moreover, this study also recommended that English for academic purposes which covered all four basic skills seems to answer the needs of the respondents most accurately.

Malison (2006) investigated English language needs of 322 Thai students during their participation in the Work and Travel USA program in 2005. The researcher used the probability stratified sampling technique to select the samples and questionnaire to gain information from the samples. The results revealed that participants thought of listening as the most needed skill, followed by speaking, reading, and writing, respectively. In addition, speaking was the most problematic skill, whereas reading and writing problems were hardly ever faced.

Siengsawang (2006) interviewed 23 MA/ESP students (ESP 4 and ESP 5) for exploring the academic writing needs of the MA/ESP Program at Kasetsart University. The study employed purposive sampling so as to use the group interview method to collect information from the focus group. The interview data were recorded and transcribed before being categorized and coded. Moreover, essays, which were a mid-term writing assignment project, were also analyzed and used to support the interview data. The researcher used the themes and the connections to explain the findings. The opinions and suggestions from both first- and second-year students were that an academic writing course was essential for them either as a core requirement of their degree program or as elective course which should be in the first semester or in the pre-session course, the course should concentrate on writing instruction and application to their course work and thesis preparations, the process of content planning of the program should be relevant to the specific needs of students, and dual instruction by native instructors in Thai and English would greatest serve the students.

Aunruen (2005) studied the present English language needs of 365 travel agents in Chiang Mai, and problems the travel agents encountered in using English in their jobs. Because the study was conducted within a quantitative framework, the main method of the study was a survey with questionnaire. A survey is a quantitative

method that concludes the findings from collecting temporary data at a fleeting moment in time, summarizes with statistical procedure, and generalizes findings to a particular population. The researcher used probability stratified sampling and non-probability random sampling procedures to select the samples and the statistical techniques with the help of computer to code and analyze the collected data. Based on the findings, speaking was the most used in their routine job, while grammar, appropriate expressions, and pronunciation were perceived as lower needs. Additionally, speaking seemed to be the most problematic skill, followed by grammar, appropriate expressions, listening and translation, respectively. Moreover, vocabulary in tourism and reading skills were rarely encountered problems. It was also recommended that English training courses should focus on speaking and listening, grammar and expressions, and writing and translation.

Wenden (1987) reported an investigation of what learners thought about how best to approach the task of learning a second language. The participants were 25 adults who had lived in the United States for no longer than two years and who were enrolled part time in the advanced level classes of the American Language Program at Columbia University. Twelve explicit statements representing learners' prescriptive beliefs were identified, defined, and categorized into three main groups: (1) *using the language* (esp. speaking and listening), (2) *learning about the language* (esp. grammar and vocabulary), and (3) *personal factors* (emotional aspect, self-concept, and aptitude for learning). The findings revealed that learners who stressed the importance of using the language would often utilize communication strategies for learning. On the one hand, learners who stressed the importance of learning about the language had a tendency to use cognitive strategies to help them better understand and remember specific items of language. On the other hand, cognitive strategies were also used to learn from their mistakes. In addition, learners who stressed the importance of personal factors also used the same strategies with others.

Thakerngkitti (2006) investigated the attitudes of 274 senior high school students towards various aspects of English teaching and learning from three schools in Nonthaburi. These aspects included instructors, curriculum and activities, teaching

materials and media, students' evaluation, and classroom environment. Students' needs and attitudes were elicited by questionnaire and analyzed by SPSS. The findings showed that overall aspects of English teaching and learning were moderately acceptable, although the traditional ways of tuition should be more developed, and the teaching process should be more interesting, including important activities such as role-playing, singing, watching movies and playing games in the classroom. Additionally more attention should be paid to examples of university entrance exams as well as to listening and speaking skills, rather than reading and writing.

The previous studies examined needs analysis mostly through the lens of quantitative framework. There are three general types of quantitative methods: *experiments, quasi-experiments, and surveys* (Leedy and Ormrod, 2001). This study also uses a survey to investigate learner's needs for four English skills (listening, speaking, reading, and writing) and two elements (grammar and vocabulary), and opinions about English language learning of the Air Technical Students at the Air Technical Training School.

This chapter has presented definitions of key terms and theories related to needs analysis studies. A thorough review of needs analysis has also been provided in terms of topics investigated and research methods used. The review has been a good basis for the design of the specific topic and research tools of the present study which will be presented in the following chapter.

CHAPTER III

RESEARCH METHODOLOGY

This chapter reviews research methodology and discusses the methods of this current study. The chapter is divided into five main parts: type of research in the present study, sampling procedures, data collection, data analysis, verification of the research methods and findings.

The present study aims to examine the learners' needs of English language skills and elements and their opinions about English language learning at the ATTS. This study endeavors to answer two main research questions: 1) what are the needs of English of the ATS at the ATTS? and 2) what are the students' opinions about the English language course they desire to learn at the ATTS? These two research questions shape the scope for the design of research methods for the study.

Type of Research in the Present Study

Generally, there are two main types of research: quantitative research and qualitative research. Reichardt and Cook (1979 cited in Nunan, 1992: 3) describe *quantitative research* that “is obtrusive, controlled, generalisable, outcome oriented, and assumes the existence of ‘facts’ which are somehow external to and independent of the observer or researcher”. In addition, Leedy and Ormrod (2001) suggest three general types of quantitative methods: 1) experiments, which randomly assign participants into groups that undergo different experimental treatments, and then access the effects of the treatments by observations or measurements; 2) quasi-experiments that are similar to experimental research except without random assignment to groups; and 3) surveys in which conclude collected data from samples at a fleeting moment in time, summarize with statistical indicators, and then infer the findings to a particular population.

On the other hand, *qualitative research* “is typically used to answer questions about the complex nature of phenomena, often with the purpose of describing and understanding the phenomena from the participants’ point of view” (Leedy and Ormrod, 2001: 101). They also divided qualitative research into three types. According to Leedy and Ormrod (2001), case study is a type of research in which in-depth data are gathered to learn more from single individual, program, or event of an unknown or poorly understood situation. Content analysis is a qualitative method that aims to identify patterns, themes, or biases of the content of a particular material (e.g., advertisements or textbooks) by exhaustive and systematic examination. Lastly, phenomenological research attempts to understand participants’ points of view and social realities.

In conclusion, it can be noticed that quantitative research and qualitative research differ in terms of their key concepts, goals, approaches to design, and the types of problems that researchers have. Therefore, the selection of the appropriate research approach depends on different feasibility of research such as the problem of interest, research questions, available resources, the skills and training of the researcher, and the audience. Some research may incorporate both quantitative and qualitative methodologies in order to ensure the reliability and trustworthiness of research methods and results derived.

This study employed a quantitative method to answer the two research questions. According to Leedy and Ormrod (2001), the method of data collection deals with samples representing the whole population with attention to the validity and reliability of measurement instruments. Moreover, the data analysis relies on deductive reasoning, and the findings typically report on numeric data which is presented as the result of statistical tests; thus, conclusions can be drawn without bias and can be generalized. In addition, Leedy and Ormrod (2001) also reveal that a survey is one type of quantitative method, in which conclusions from temporary data are collected at a fleeting moment in time, summarized with statistical technique, and then the findings of the sample are inferred to a particular population.

Specifically, this study was quantitative descriptive research project designed to investigate the needs of English and opinions of 300 ATS regarding English language learning at the ATTS. The main method of the study was a survey conducted to explore the needs of English of the ATS and to reveal their opinions about English language learning at the ATTS. The samples of this study were selected from a process of probability sampling: *simple random sampling* and *proportional stratified sampling* procedures (described below). The instrument used for data collection in this study was a questionnaire which used a Likert rating scale. The data were then analyzed based on statistical techniques. Finally, the interpretation of the results of the present study was generalized to the whole population.

Sampling Procedures

Sampling Procedures in Quantitative Research

This study uses a quantitative method, namely probability sampling to select the sample size. Leedy and Ormrod (2001) indicate that, in many cases, the researcher should select a subset, or sample of a large population of interest in order to describe the characteristics of the whole population without such factors as expense, time consumption, and accessibility. Thus, the researcher must be careful in selecting a truly representative sample that can allow generalisations about the entire population. There are two major categories of sampling procedures: probability sampling and non-probability sampling.

Probability sampling may be divided into five categories (ibid.). In *simple random sampling*, each member of the population has an equal chance to be selected. Before selecting, the population should be classified by identifying, enumerating or listing each element such as number, name, education, race, status, and any other factors where the characteristics of the sample might approximate the characteristics of the total population. In *stratified random sampling*, the population is categorized equally in size into homogeneous groups with similar characteristics such as sex, age, ethnicity, educational background, and so on. Then samples should be equally and

randomly chosen from each stratum. In *proportional stratified sampling*, the population cannot be categorized in equal size into strata as with stratified random sampling. Therefore, the researcher should identify the number of members in each layer, and then samples are randomly selected from each layer. *With cluster sampling*, it may sometimes not be possible to select samples from a population of interest who are spread out over a large area. Thus, the researcher should subdivide an expansive area into smaller units. Each cluster should contain an equally various mix of individuals as similar to each other as possible, and then a subset of identified clusters are randomly selected. Under *systematic sampling*, samples from the population over an expansive area are selected as well. The researcher should select individuals (or perhaps clusters) systematically from a predetermined sequence, which originates by chance.

Non-probability sampling is considered to be of three types. For *convenient or accidental sampling*, samples of the population are chosen by accessibility or accident, not by representation. With *quota sampling*, subjects are selected in the same proportions, based on a set of criteria or quotas (e.g., age, nationality, and so on) from the convenient population, not from a random fashion. In *purposive sampling*, the researcher draws sample from population with the intention of specific purposes. For example, people who have specific features of a group that can represent diverse perspectives on an issue.

As this study aims to investigate learners' needs (ATS) in terms of four English skills and two elements of English language learning at the ATTS, sampling techniques used were *simple random sampling* and *probability proportional stratified sampling*.

Context of the Study

At the ATTS, the school recruited students who graduated from junior-high schools, senior-high schools, and vocational schools. There were around twenty to thirty students with mixed educational levels in each class. Moreover, they took the

same basic courses including Fundamental English. They studied English for fifty-six hours per semester using a textbook entitled Non-American Language Course (NALC), which was previously used in a US Air Force English language course. It has been used for many years. The objectives of the lessons in the textbook were to familiarize the ATS with four English language skills (listening, speaking, reading and writing) and two elements (grammar and vocabulary); thus, the ATS learned English with general topics such as *I'm sure she'll win* (See Appendix B), *let's go shopping, ranches and farm, and Jack is taking a tour*. In addition to materials supporting English language learning at the ATTS, there were four English sound labs provided for the ATS' English teachers to teach their students during weekdays, and teaching materials in the library such as cassette tapes, CDs, or English texts.

Sampling Procedures

The overall number of ATS who were studying at the ATTS in the 2008 academic year was 1,195; therefore, all of them were the population in this study. The researcher calculated the sample size based on Yamane's simplified formula (1967) as shown below:

$$n = \frac{N}{1 + N(e)^2}$$

From this formula, n is the sample size, N is the population size, and e is the level of precision (.05).

The calculation was as follows:

$$n = \frac{1,195}{1 + 1,195(0.05)^2} = 299.68$$

As a result, the samples of this study were 300 ATS enrolled in the first- and second-year of the 2008 academic year (depending on their curricula) and who had completed at least fifty-four hours of Foundation English.

Additionally, there were two curricula in this school: a two-year vocational certification for graduates from senior high schools or vocational schools, and a three-year vocational certification for graduates from junior high schools. Consequently, the samples of this study were selected by using *probability proportional stratified sampling* (Leedy and Ormrod, 2001). All students were categorized into three groups without concern for their corps: a) fifty-five subjects from a hundred and seventy-two graduates from vocational schools; b) forty subjects from a hundred and twenty graduates from senior high schools; and c) two hundred and five subjects from six hundred and ninety-six graduates from junior high schools. Then, the researcher randomly picked the names of students out in order to administer the questionnaire. Next, the researcher asked for permission from English teachers to appoint a data collection date. Finally, 300 copies of the questionnaire were distributed to the samples in their English classes by the researcher.

Data Collection

Instrument

The researcher developed the questionnaire based on the framework of needs analysis of Nunan (1992); Nunan and Lamb (1996); and Leedy and Ormrod (2001). It employed closed and open-ended questions based on English course syllabuses and textbooks to elicit an accurate correspondence between course objectives and students' needs.

Construction of the Questionnaire

Numerous research studies related to the needs analysis and language learning were reviewed. Moreover, various course syllabuses and textbooks on Foundation English and language learning, especially from the ATTS, were studied in detail to find relevant information for use as the content of the questionnaire. The questionnaire was mainly constructed based on the following studies:

Table 3.1 The study of needs analysis of Robinson and West

Robinson (1991)	West (1994)
(Categorization of learners' needs)	(Added to Robinson's work)
- Target Situation Analysis (TSA)	- Target Situation Analysis (TSA)
- Present Situation Analysis (PSA)	- Deficiency Analysis
- Language Audit (TSA + PSA)	- Strategy Analysis
	- Means Analysis
	- Language Audits

Table 3.2 The study of needs analysis frameworks of Munby and Yalden

Munby (1978)	Yalden (1985)
(Communicative Syllabus Design)	(Added to Munby's work)
Target Situation Analysis (TSA)	- Purposes
Communicative Needs Processor (CNP)	- Setting
- Participant	- Role
- Purposive domain	- Communicative events
- Setting	- Language functions
- Interaction	- Notions
- Instrumentality	- Skills
- Dialect	- Variety or variety of target language
- Target level	- Grammatical content
- Communicative event	- Lexical content
- Communicative key	

Next, the first draft of the questionnaire in English was constructed under the scope of the objectives of the study and the research questions based on the information gathered, and other guidelines of how to construct the questionnaire. Then, the English questionnaire was translated into a Thai version so as to avoid ambiguity and misinterpretation of the samples. The draft was checked for face and content validity (Leedy and Ormrod, 2001) by a thesis advisor and experts. Later, a

pilot study was conducted to test the validity and reliability of the questionnaire, and to ensure that the ATS fully understood and interpreted the questions in the same way as the researcher expected. In addition, some students from the pilot study were asked to provide comments after filling out the questionnaire. Finally, certain ambiguous items were modified or eliminated to create the final version of the questionnaire.

The Questionnaire

The main instrument of the present study was the questionnaire which was used to obtain required information from the ATS at the ATTS. The questionnaire (See Appendix A for Thai version and English version) was divided into three parts: *Part I* aimed to gain information about general information, which consisted of the subjects' personal background, their perceptions on the importance of English language and reasons, their current level of English proficiency, and their most needed language skills (speaking, listening, reading, and writing) and elements (grammar and vocabulary); *Part II* focused on needs of English language learning at the ATTS; and *Part III* gathered opinions about the English language course at the ATTS. For Parts II and III, students rated on a five-point Likert scale. Additionally, each item was mainly adapted from previous studies and English textbooks of Foundation English at the ATTS.

Part I: General Information

The first part of the questionnaire was divided into five sections. The first section was about the subject's personal information. The second section was about the importance of English language and their reasons. The third section concerned their English proficiency level. The fourth section was about language skills and elements they mostly used. The last section dealt with skills and elements the subjects perceived as their problems: listening, speaking, reading, writing, grammar, and vocabulary.

Part II: Needs of English Language Learning

The second part of the questionnaire was concerned with the present needs of the Air Technical Students for the use of English skills and elements in English language learning at the Air Technical Training School. In this part, the subjects were asked to tick the appropriate box that indicates English skill or element they needed most. The questions were also divided into six main domains of language skills and elements: listening, speaking, reading, writing, grammar, and vocabulary. Each of these domains included sub-items about various functions of English skills and elements. The subjects had to indicate their answers on five-point Likert scales as follows:

Scale	Needs of English Language Skills and Elements	Mean range
5	Most	4.21 – 5.00
4	A lot	3.41 – 4.20
3	Moderate	2.61 – 3.40
2	A little	1.81 – 2.60
1	Least	1.00 – 1.80

Part III: Learner's Opinions about the English Language Course

The third part of the questionnaire was concerned with opinions of the ATS of the current English curricula: their most needed language course and their needs in terms of English activities. In this part, the subjects were asked to tick the appropriate boxes. Each question in this part ended with open-ended questions, which allowed the subjects to fill in either their comments or suggestions freely and truthfully.

Pilot Study

A pilot study was conducted to test the reliability and validity of the questionnaire, and to identify and eliminate ambiguous questions before it was used in the main study. The samples in the pilot study were thirty Air Technical Students at

the Air Technical Training School, who had the same qualifications as the samples in the main study. They commented on the questionnaire in the pilot study which was carried out in late May of 2008.

In addition, Cronbach's Alpha Coefficient method was used to measure the reliability of the pilot questionnaire. Finally, irrelevant and unclear items were eliminated and clarified to establish the final version of the questionnaire.

Main Study

During June 2008 and August 2008, the researcher distributed the revised questionnaires to the subjects of the main study, namely 300 ATS excluding the samples in the pilot study at the ATTS.

The following steps were followed to collect data. First, the letter introducing the study, with a reference from the Graduate School of Kasetsart University was submitted to the commandant of the ATTS and English course designers at the ATTS for their permission. Next, the researcher and English teachers arranged the questionnaire distribution date. Then, on the distribution date, the researcher handed the questionnaire to the subjects in their English classroom. Altogether 300 copies of the questionnaire were handed to the ATS at the ATTS. The return rate was 100%; 300 were completed and used for the data analysis.

Data Analysis

In the present study, statistical techniques were used to compute, code, and analyze the questionnaires. The statistical and numerical descriptors were frequency distribution, percentage (%), arithmetic mean (\bar{X}), and standard deviation (S.D.). The data were analyzed using the following statistical process:

First, the *frequency distribution and percentage* were used in the analysis of answers to elucidate the general background of the subjects and their opinions about the English language course at the ATTS (Parts I and III).

Second, a *five-point Likert scale* was used to rate the needs of the ATS concerning topics of each English skill and element (Part II). The criteria for scoring were as follows:

Scale	Needs of English Language Skills and Elements	Mean range
5	Most	4.21 – 5.00
4	A lot	3.41 – 4.20
3	Moderate	2.61 – 3.40
2	A little	1.81 – 2.60
1	Least	1.00 – 1.80

Third, *arithmetic mean* (\bar{x}) and *standard deviation* (S.D.) were calculated. *Standard deviation* (S.D.) was a measure of the dispersion, giving information on the extent of which a set of scores varies in relation to the mean. Mean was used to calculate the average level and reveal learner needs of English skills and elements.

Fourth, *weighted scores* were used to rank the use and problems of English skills and elements in English language learning (Part I) and learner needs of the use of English skills and elements at the ATTS (Part II). A specific weight, as illustrated below, was assigned for each specific rank:

Rank	Weight scores
1	1
2	2
3	3
4	4
5	5
6	6

Finally, Cronbach's Alpha Coefficient was used to ascertain the reliability of the responses to those items using five-point Likert scales.

Verification of the Research Methods and Findings

Reliability, Validity, Generalisability, and Ethical Concerns in the Present Study

Reliability

For checking the reliability of the research instrument, the researcher used internal reliability to check the consistency of the results obtained from the study. Based on Nunan's theory (1992), there are two types of reliability: *internal reliability*, which refers to the consistency of the results obtained from a piece of research; and *external reliability*, which refers to the extent to which independent researchers can reproduce a study and obtain results similar to those obtained in the original study. The questionnaire used in the pilot study was evaluated by using Cronbach's Alpha Coefficient method with 95 percent confident to measure reliability. The reliability coefficient of the questionnaire was .98, which was accepted for social research with a high reliability of 97.81%.

Validity

To ensure the validity of the questionnaire, the first draft of the questionnaire was constructed and revised based on recommendations from the researcher's colleagues on the MA-ESP program, a thesis advisor, and experts in the field. In the current study, the researcher used *face validity* which is the extent to which an instrument is truly measuring what the researcher wants to measure, namely a particular characteristic for ensuring the cooperation of participants, *and content validity* which is the extent to which "a measure instrument is a representative sample of the content area (domain) being measured ... A measure instrument has high content validity, if its items or questions reflect the various parts of the content domain in appropriate proportions, and require the particular behaviors and skills that

are central to that domain” (Leedy and Ormrod, 2001: 98). The researcher constructed the questions in the research instrument with each question or item on a scale and the questionnaire content requiring a logical link with the objectives. The judgement that an instrument was indeed measuring what it was supposed to was based upon the conclusions of the researcher, the thesis committee and an expert on needs analysis. The validity of the questions was also checked by the subjects in the pilot study.

Generalisability

According to Leedy and Ormrod (2001), *generalisability* is a way of drawing inference from certain results of the sample and applying it to the whole population. This study utilized a quantitative approach with established needs analysis frameworks, sampling, reliability and validity checking. Therefore, the results obtained could be generalized to the target population, the Air Technical Students at the Air Technical Training School and any other schools with a similar curriculum.

Ethical Concerns in the Present Study

Concerning the ethical issue, the researcher asked for permission from the commandant of the Air Technical Training School to gather the subjects’ data, and for consent from the subjects to participate in the study. Moreover, the subjects’ identity was kept confidential. Also, the researcher did not change or make up any parts of the research findings.

This chapter has dealt with the research methodology and the design of the present study. Type of research in this study, sampling procedures, data collection procedures, data analysis, and verification of the research methods and findings were also included. The results of the study will be presented in the following chapter.

CHAPTER IV

RESULTS

This chapter presents the results obtained from the questionnaire data in response to the research questions: 1) What are the needs of English of the Air Technical Students at the Air Technical Training School? and 2) What are their opinions about the English language course at the Air Technical Training School? The findings of the learners' needs of English language learning via the questionnaire are described in detail with tables showing frequency, percentage, mean, and standard deviation.

The results obtained from the questionnaire consist of three main parts: 1) general information; 2) needs of English language learning of the air technical students at the Air Technical Training School; and 3) opinions of the air technical students about the current English language course at the Air Technical Training School.

General Information

The general information from 300 subjects who completed and returned the questionnaires is presented in this part. It is divided into four sections: the learners' personal background, their perceptions of the importance of English language and reasons, their current level of English proficiency, language skills (speaking, listening, reading, and writing) and elements (grammar and vocabulary) the subjects used most, and language skills and elements they had problems with.

Personal Background

The first section is about the subjects' personal background regarding their age, and educational background. In this study, all subjects were male and studied in the first and second years. More than half (50.9%) were 17 to 18 years old. The majority of them (68.3%) of the subjects graduated from junior-high schools, and 18.3% and 13.3% of them graduated from vocational schools and senior-high schools, respectively. All of the subjects had passed Foundation English and studied for at least fifty-four hours for between two and four hours per session.

Perceptions of the Importance of English Language and Reasons

Concerning the learners' perceptions of the importance of English language and their reasons, all of the subjects (100%) agreed that the English language was important for their lives. Additionally, the results showed that the importance of English language was due to a job promotion. Most of the subjects (80.7%) believed that people who had a high level of English competency would get a job promotion. Moreover, most of the respondents (69.7%) perceived that English was important for their further study, and 31.7% of them thought that English competency might help them get more respect from other people.

Perceptions of the Learners' Current Level of English Proficiency

The following table reflects the findings concerning learners' perception of their proficiency based on each language skill (listening, speaking, reading and writing) and element (grammar and vocabulary):

Table 4.1 Learners' perception of English proficiency

(n = 300)

English skills and elements	Frequency	Percent
Listening		
Need for improvement	42	14.0
Average	228	76.0
Good	27	9.0
Excellent	2	0.7
Missing	1	0.3
Total	300	100.0
Speaking		
Need for improvement	41	13.7
Average	238	79.3
Good	18	6.0
Excellent	2	0.7
Missing	1	0.3
Total	300	100.0
Reading		
Need for improvement	21	7.0
Average	209	69.7
Good	62	20.7
Excellent	7	2.3
Missing	1	0.3
Total	300	100.0
Writing		
Need for improvement	28	9.4
Average	225	75.0
Good	40	13.3
Excellent	6	2.0
Missing	1	0.3
Total	300	100.0

Table 4.1 (Continued)

(n = 300)

English skills and elements	Frequency	Percent
Grammar		
Need for improvement	71	23.7
Average	216	72.0
Good	10	3.3
Excellent	2	0.7
Missing	1	0.3
Total	300	100.0
Vocabulary		
Need for improvement	57	19.0
Average	221	73.7
Good	19	6.3
Excellent	2	0.7
Missing	1	0.3
Total	300	100.0

Table 4.1 shows the current level of English proficiency of the learners. It was found that the great majority of the subjects rated their proficiency in all categories between average and below. Approximately 4 - 23% of the learners perceived their proficiency as above average: reading (23%), writing (15.3%), listening (9.7%), vocabulary (7%), speaking (6.7%), and grammar (4%). In contrast, the percentage of the learners noting their proficiency as average and below was approximately 77 - 95%: grammar (95.7%), speaking (93%), vocabulary (92.7%), listening (90%), writing (84.3%), and reading (76.7%). It was interesting to note that nearly all of the subjects perceived their English proficiency of all skills and elements at average and below.

Percentage of English Skills and Elements the Learners Mostly Used

In this part, the subjects ranked four English language skills and two elements that were frequently used in their English language learning at the ATTS. Regarding the verification of which skills or elements the subjects most commonly used, the researcher scrutinized the first three skills and elements they ranked. Table 4.2 shows the frequency of each skill and element expressed in percentage, where each set of figures was calculated based on 300 subjects (100%).

Table 4.2 Percentage of the learners using English skills and elements

(n = 300)

English skills and elements	Frequency	Percent
Listening	167	56.7
Speaking	161	53.7
Reading	181	60.3
Writing	157	52.3
Grammar	95	31.7
Vocabulary	137	45.7

Table 4.2 shows the percentage of English skills and elements the subjects frequently used in their language learning at the ATTS. The majority of them (60.3%) reported that reading was the skill they used more than the other skills and elements, followed by listening (56.7%), speaking (53.7%), writing (52.3%), vocabulary (45.7%), and grammar (31.7%), respectively.

Noticeably, grammar was commonly used by only 31.7% of all the subjects in language learning at the ATTS. It might be speculated that they might have felt their grammar was weak. When using the English language, they did not think much whether it was grammatical or not.

Percentage of English Skills and Elements the Causing Learners' Problems

Due to the mixed educational levels of the students in English language learning at the ATTS, the subjects were asked to rank their problems in English skills and elements in the ATTS class. The researcher scrutinized the first three skills and elements the subjects ranked to verify which skills or elements most commonly caused them problems. Table 4.3 shows the problem of English language skills and elements exposed in percentage, one each figure was calculated based on 300 subjects (100%).

Table 4.3 Percentage of the subjects with problems in English skills and elements

(n = 300)

English skills and elements	Frequency	Percent
Listening	154	51.4
Speaking	168	56.0
Reading	130	43.3
Writing	132	44.0
Grammar	165	55.1
Vocabulary	147	49.0

As can be seen from Table 4.3, most subjects felt the speaking was the frequent problem (56%). The other problems included grammar (55.1%), listening (51.4%), vocabulary (49.0%), writing (44.0%), and reading (43.3%), respectively.

It can be seen that the majority of the subjects perceived their problems to be in speaking, grammar and listening. Table 4.3 shows that speaking, grammar, and listening were the top three items that over 50% of subjects considered most problematic after taking the Foundation English course at least fifty-four hours. The students might have found speaking and listening skills were the most problematic for two reasons. First, these skills require prompt interactive communication. Second, Thai learners may have little exposure to these skills, especially in the Thai environment where Thai, not English, is used in daily life. What is interesting is that grammar was the second frequent problem for over 50% of all the subjects. This

finding corresponds with that in Table 4.2: grammar was least used by approximately 31.7% of the total number of subjects.

Needs of English Language Learning

This part responds to the first research question: **“What are the needs of English of the air technical students at the Air Technical Training School?”** The questionnaire focused on the present needs of the Air Technical Students of English skills and elements in English language learning at the Air Technical Training School.

Percentage of English Skills and Elements the Learners Needed Most

Since this study aims at examining the learner needs of English skills and elements in English language learning at the ATTS, the following table shows percentages of English skills and elements the subjects mostly needed. Subjects were required to choose only one choice of which English skill or element was their most needed skill or element (called rank-order/an ordinal scale of measurement by Leedy and Ormrod, 2001).

Table 4.4 Percentage of the learners’ needs of English skills and elements

Language skills and elements	Frequency	Percent
Listening	50	16.7
Speaking	128	42.7
Reading	51	17.0
Writing	19	6.3
Grammar	29	9.7
Vocabulary	21	7.0

As shown in Table 4.4, it can be noted that the greatest number of the subjects (42.7%) needed speaking skills. This agrees with the findings that 93% of the subjects found their speaking proficiency level average and below (See Table 4.1) and that

56% of them perceived speaking as their major problem (See Table 4.3). Additionally, reading was the second skill they needed (17.0%), followed by listening (16.7%), grammar (9.7%), and vocabulary (7.0%), respectively. Only 6.3% of the subjects needed writing skills.

In summary, the aforementioned tables illustrate the subjects' needs of English skills and elements, their frequency of use, and their problems in language learning at the ATTS. Most of the subjects needed speaking skills perhaps because they only occasionally used them. On the other hand, writing was the least needed skill for the subjects. It might be because most of them often used it. In addition, a number of the subjects still needed reading at a high level. A possible explanation is that among all the skills, the respondents used reading skills most. Despite the high frequency of use and low level of problems encountered, they may have felt their reading skills were not yet effective. Consequently, they still needed reading skills development for effective reading.

Learners' Needs of English Language Skills and Elements

The first research question also focused on needs of four language skills (listening, speaking, reading, and writing) and two elements (grammar and vocabulary). Each of these domains included sub-items, which were applied from English course objectives, English textbooks, and related studies, related to English use in different contexts. The subjects had to answer on the five-point Likert scales with the following criteria:

Scale	Needs of English language skills and elements	Mean range
5	Most	4.21 – 5.00
4	A lot	3.41 – 4.20
3	Moderate	2.61 – 3.40
2	A little	1.81 – 2.60
1	Least	1.00 – 1.80

This scale was used to analyze and interpret the statistical findings of the learners' perceptions of the use of English language skills and elements. The statistical descriptor, arithmetic mean (\bar{x}), revealed the present needs of the ATS for the usage of four language skills (listening, speaking, reading and writing) and two elements (grammar and vocabulary) in order to develop textbooks and teaching materials. The following tables show learners' needs of the use of each skill and element in different contexts:

Table 4.5 The learners' needs of English listening skills

(n = 300)

Needs of Listening	Mean	S.D.
- Listening to general conversations (e.g., daily life, career, or education)	3.43	0.85
- Listening to face-to-face conversations	3.08	0.90
- Listening to phone conversations	2.74	0.92
- Listening to identify the main points of conversations (e.g., classmate, hotel, or holiday)	3.14	0.93
- Listening to summarize presentations	2.98	0.89
- Listening to military news	3.07	1.02
- Listening to military instructions	3.10	1.13
Total Average	3.14	0.78

According to Table 4.5, the total mean of listening skills (total \bar{x} = 3.14) suggested that the ATS moderately needed listening. In particular, listening to general conversations of daily life, career or education was mostly needed (\bar{x} = 3.43). Moreover, they had moderate needs for listening to the main points of conversations such as classmate, hotel or holiday (\bar{x} = 3.14), military instructions (\bar{x} = 3.10), face-to-face conversations (\bar{x} = 3.08), military news (\bar{x} = 3.07), presentations (\bar{x} = 2.98), but listening to phone conversations was the least need (\bar{x} = 2.74).

As with listening skills, subjects had moderate needs of speaking skills. Table 4.6 presents a mean score of 3.18 as shown below:

Table 4.6 The learner's needs of English speaking skills

(n = 300)

Needs of Speaking	Mean	S.D.
- Providing personal information (e.g., yourself, family, friends, or schools)	3.50	0.9
- Explaining information in daily life (e.g., similarities or differences of persons, things, places, days, times, number, or instructions)	3.20	0.9
- Conducting daily life conversations (e.g., greeting, apology, gratitude, asking and offering help, deposit and withdrawal, or negotiation)	3.41	1.0
- Conducting face-to-face conversations	3.08	1.1
- Conducting phone conversations	2.75	1.0
- Explaining and Presenting	2.92	1.0
- Identifying the main points from listening	3.06	0.9
- Explaining military information (e.g., directions, orders, or suggestions)	3.08	1.1
Total Average	3.18	0.8

As shown in Table 4.6, the ATS had moderate needs of the following English speaking skills in their language learning. They had lots of needs in providing personal information (e.g., introducing themselves, family, friends, or schools) ($\bar{x} = 3.50$) and conducting daily life conversations related to greeting, apology, gratitude, asking and offering help, deposit and withdrawal, or negotiation ($\bar{x} = 3.41$). Other needed speaking skills were perceived at a moderate level: explaining information in daily life (e.g., similarities or differences of persons, things, places, days, times, number, or instructions) ($\bar{x} = 3.20$), identifying the main points from listening ($\bar{x} = 3.06$), conducting face-to-face conversations and explaining about military information such as directions, orders or suggestions ($\bar{x} = 3.08$). They also needed skills for explaining and presenting ($\bar{x} = 2.92$), and conducting phone conversations ($\bar{x} = 2.75$).

The next table concerns reading skills. Though its average mean falls in the range of moderate need, it is close to the top of the range, signifying learners' needs in terms of reading development.

Table 4.7 The learners' needs of English reading skills

(n = 300)

Needs of Reading	Mean	S.D.
- Reading written documents related to daily life or education (e.g., articles, textbooks, newspapers, journals, or academic documents)	3.53	1.0
- Reading telexes and faxes	3.65	1.0
- Reading electronic materials such as websites on the Internet and e-mails	3.24	1.1
- Reading military documents or instruction manuals	3.04	1.0
- Reading military signs, maps, orders, or technical terms	3.17	1.1
Total Average	3.36	0.9

Table 4.7 shows that the ATS had moderate need to use reading skills in their English language learning (total $\bar{X} = 3.36$). It can be seen that the needs of reading of the respondents were academic documents, further study, and career. They needed to read telexes and faxes a lot ($\bar{X} = 3.65$), and written documents related to daily life or education such as articles, textbooks, newspapers, journals, or academic documents ($\bar{X} = 3.53$). The respondents also had moderate need to read electronic materials such as websites on the Internet and e-mails ($\bar{X} = 3.24$), military objects such as signs or map ($\bar{X} = 3.17$), and military documents or instruction manuals ($\bar{X} = 3.04$).

The learners had moderate needs to practice English writing skills in different contexts, especially e-mail writing, to utilize the skill in their life. The learners' needs of English writing skill are illustrated in the following table.

Table 4.8 The learners' needs of English writing skills

(n = 300)

Needs of Writing	Mean	S.D.
- Learning punctuation marks	3.22	0.9
- Writing applications (e.g., applications for scholarship or further study)	3.26	1.0
- Writing minutes of the meeting and monthly or yearly reports	2.94	1.0
- Writing business letters in an appropriate format	2.81	1.1
- Writing e-mails	3.32	1.1
- Taking telephone messages	2.85	1.0
- Writing articles	2.98	1.1
- Writing essays (e.g., family)	3.05	1.1
- Writing occasion cards (e.g., wishing cards)	3.17	1.1
- Writing instruction manuals	3.00	1.1
Total Average	3.10	0.9

Table 4.8 shows that the ATS needed writing skills at the moderate level (total $\bar{x} = 3.10$). The subjects needed writing e-mails ($\bar{x} = 3.32$), writing applications for scholarship or further study ($\bar{x} = 3.26$), learning about punctuation marks ($\bar{x} = 3.22$), writing occasion cards ($\bar{x} = 3.17$), writing essays ($\bar{x} = 3.05$), writing instruction manuals ($\bar{x} = 3.00$), writing articles ($\bar{x} = 2.98$), writing minutes of meetings and monthly or yearly reports ($\bar{x} = 2.94$), taking telephone messages ($\bar{x} = 2.85$), and writing business letters ($\bar{x} = 2.81$).

The next table shows the learners' needs of grammar of which the mean range of each topic was at moderate level.

Table 4.9 The learners' needs of English grammar

(n = 300)

Needs of Grammar	Mean	S.D.
- Word choice	3.27	1.0
- Tenses and aspects	3.20	1.0
- Verb forms	3.19	1.0
- Subject-verb agreement	3.26	1.0
- Voices (active and passive)	3.06	1.0

Table 4.9 shows the learners' needs of grammar where the average mean of all topics was 3.22. Word choice was mostly needed ($\bar{x} = 3.27$), whereas voices (active and passive voice) was considered as the least need ($\bar{x} = 3.06$). All topics of grammar in this study were in the range of moderate level especially the average of word choice which was nearly the same as subject-verb agreement.

The following is Table 4.10 which shows the learners' needs of vocabulary.

Table 4.10 The learners' needs of English vocabulary

(n = 300)

Needs of Vocabulary	Mean	S.D.
- Learning vocabulary related to daily life (e.g., days, times, numbers, clothes, foods, parts of the body, house tools, sports, places, vehicles, traveling, or careers)	3.68	1.0
- Learning vocabulary related to ceremonies	3.27	1.0
- Learning vocabulary related to cultures	3.22	1.0
- Learning vocabulary related to festivals and holidays	3.28	1.0
- Learning vocabulary related to specific terms (e.g., medical terms, law, or business terms)	3.23	1.1
- Learning vocabulary related to military terms	3.38	1.1

The results indicate that the subjects had a lot of needs in learning vocabulary related to daily life such as days, times, numbers, clothes, foods, parts of the body, house tools, sports, places, vehicles, traveling, or careers ($\bar{x} = 3.68$). Vocabulary related to military terms ($\bar{x} = 3.38$), festivals and holidays ($\bar{x} = 3.28$), ceremonies ($\bar{x} = 3.27$), specific terms they were interested in such as medical terms, law or business terms ($\bar{x} = 3.23$), and cultural terms ($\bar{x} = 3.22$), on the other hand, were moderately needed.

In brief, it can be concluded that the subjects' needs of four language skills (listening, speaking, reading, and writing) and two elements (grammar and vocabulary) were at the moderate level.

Needs for English Language Courses and Activities

This part responds to the second research question: **“What are the students’ opinions about the English Language Course at the Air Technical Training School?”** The third part of the questionnaire concerned the opinions of the ATS regarding the English language course at the ATTS. The questions were divided into three areas: mostly needed language skills and courses; satisfaction with the current English language course; and suggestions relating to language learning activities required from the ATTS.

Language Courses Needed

In this section of the questionnaire, the subjects were allowed to select only the most appropriate answer to determine their most needed English language course. The following table shows the percentage of language courses the subjects needed to learn most:

Table 4.11 Language courses needed

(n = 300)

Language courses	Frequency	Percent
- English in Daily Life (e.g., transportation or traveling)	201	67.0
- English on the Internet	33	11.0
- English for Military	28	9.4
- Business English	24	8.0
- English for Law	13	4.3

Concerning English language courses the subjects needed most, as can be seen from Table 4.11, the results indicated that most subjects (67.0%) needed English for Daily Life such as transportation or traveling. The percentage of subjects' needs of English on the Internet, English for Military, Business English, and English for Law was 11%, 9.3%, 8.0%, and 4.3%, respectively. This was supported by the learners' reasons of the importance of English for their life and job promotion.

Learners' Satisfaction with Current Language Courses

When asked about learning English at the ATTS, the majority of the subjects (89.3%) felt that learning English at the ATTS was appropriate; on the contrary, only some of them (9.7%) thought that the English language learning might not fulfill their needs in some aspects.

Supportive English Activities from the ATTS the Learners Needed

There is no only one language activity that suits for language learning; an effective language course is supposed to include many language activities. In this section of the questionnaire, the subjects were allowed to select more than one choice to reveal their supportive English activities required from the ATTS. The following table shows the percentage of supportive English activities from the ATTS the subjects needed most:

Table 4.12 The learners' needs of supportive English activities

(n = 300)

Activities	Frequency	Percent
- Studying with native speakers of English	120	40.0
- Joining an English camp	103	34.3
- Reading more English books, journals, or documents in the library	73	24.3
- Role-playing	63	21.0
- Using Self-Access Learning at the English lab	61	20.3
- Practicing speaking in the English zone	59	19.7
- Joining an English club	57	19.0
- Practicing a presentation before an English class	43	14.3

As can be seen in Table 4.12, most subjects greatly needed to study with native speakers of English (40.0%). They also revealed the great needs of joining an English camp (34.3%), reading more English books, journals, or documents in the library (24.3%), role-playing (21.0%), using self-access learning at the English lab (20.3%), practicing speaking in the English zone (19.7%), joining an English club (19.0%), and practicing a presentation before an English class (14.3%), respectively.

Since the learners had needs of English language for daily life in the skills of speaking, reading and listening, supportive English activities such as learning with native English speakers, joining an English camp, and reading more books in the library might fulfill their needs in terms of those skills.

In conclusion, the results were divided into three major parts: 1) general information; 2) needs of English language learning of the Air Technical Students (ATS) at the Air Technical Training School (ATTS); and 3) their opinions about the English language course at the ATTS. Chapter four focuses on the findings as summarized below:

The findings showed that all of the subjects were male between 17 to 18 years old who graduated from junior-high schools, vocational schools and senior-high schools, respectively. All of the subjects were in the first- and second-year at the ATTS. Moreover, the first three important reasons of the English language were to use it in their daily lives, to get a job promotion, and to support their future study.

Table 4.13 Summarization of findings in Part I

Skills and elements	Proficiency (Average and below)	Frequent use	Problematic	Needs
Listening	90%	56.7%	51.4%	16.7%
Speaking	93%	53.7%	56%	42.7%
Reading	76.7%	60.3%	43.3%	17%
Writing	84.4%	52.3%	44%	6.3%
Grammar	95.7%	31.7%	55.1%	9.7%
Vocabulary	90.7%	45.7%	49%	7%

The first research question in this study focused on subjects' needs of English in English language learning at the Air Technical Training School. Speaking was the predominantly skill needed by the majority of the ATS, followed by reading, listening, grammar, vocabulary, and writing, respectively. Possibly, they perceived their current proficiency in speaking and listening was below average, occasionally used, and thus most problematic. The subjects still had needs in terms of reading skills although their proficiency in reading was average (See Table 4.1), and they had fewer problems with this skill than other skills and elements. This may be because they realized that reading is important for English language learning. They may be able to read complex English texts in the future study such as textbooks, documents or articles.

In addition, the researcher classified each needed English skill and element in different contexts to scrutinize the learners' needs of English skills and elements in details in order to clarify what topics the learners might need to use. The findings show the first three topics in each skill and element they needed most.

Table 4.14 Summarization of findings in part II

Skills & elements	Topics	Mean (\bar{x})
Speaking	Providing personal information	3.50
	Conducting daily life conversations	3.41
	Explaining information in daily life	3.20
	Conducting face-to-face conversations	3.08
	Explaining military information	3.08
	Identifying the main points from listening	3.06
	Explaining and presenting	2.92
	Conducting phone conversations	2.75
Reading	Reading telexes and faxes	3.65
	Reading written documents related to daily life or education	3.53
	Reading electronic materials such as websites on the Internet and e-mails	3.24
	Reading military signs, maps, orders, or technical terms	3.17
	Reading military documents or instruction manuals	3.04
Listening	Listening to general conversations	3.43
	Listening to identify the main points of conversations	3.14
	Listening to military instructions	3.10
	Listening to face-to-face conversations	3.08
	Listening to military news	3.07
	Listening to summarize presentations	2.98
	Listening to phone conversations	2.74

Table 4.14 (Continued)

Skills & elements	Topics	Mean (\bar{x})
Grammar	Word choice	3.27
	Subject-verb agreement	3.26
	Tenses and aspects	3.20
	Verb forms	3.19
	Voices (active and passive)	3.06
Vocabulary	Learning vocabulary related to daily life	3.68
	Learning vocabulary related to military terms	3.38
	Learning vocabulary related to festivals and holidays	3.28
	Learning vocabulary related to ceremonies	3.27
	Learning vocabulary related to specific terms	3.23
	Learning vocabulary related to cultures	3.22
Writing	Writing e-mails	3.32
	Writing applications for scholarship or further study	3.26
	Learning punctuation marks	3.22
	Writing occasion cards	3.17
	Writing essays	3.05
	Writing instruction manuals	3.00
	Writing articles	2.98
	Writing minutes of meeting and monthly or yearly reports	2.94
	Taking telephone messages	2.85
	Writing business letters in an appropriate format	2.81

Of all English skills and elements, speaking was the skill needed by the majority of the ATS. It was reported as number one problem. Concerning the use of speaking, they had a lot of needs in using speaking particularly for providing personal information. They also had moderate need to conduct and explain information in daily life.

Reading was the second skill needed by the subjects especially using this skill to read telexes and faxes, and written documents which were related to daily life or education. Not only electronic materials such as websites on the Internet and e-mails, but also military signs, maps, orders or technical terms were moderately needed.

Regarding listening, the learners had a lot of needs in listening to general conversations. Listening to identify the main points of conversations (e.g., classmate, hotel, or holiday) and listening to military instructions were needed as well. Unlike the needs of listening to face-to-face conversations, they had the least needs in listening to phone conversations.

The students had moderate need in terms of grammar. The most needed topic was word choice, followed by subject-verb agreement, tenses and aspects, and verb forms whereas learning about voices (active and passive voice) was the least required area.

The learners needed a lot of vocabulary related to daily life because their obvious aim of language learning was to exploit the language in their lives. Although vocabulary related to cultures was perceived as the least important, they had moderate need of it similar to vocabulary for military terms, specific terms (e.g., medical terms, law, or business terms), and other special occasions such as festivals, holidays, and ceremonies.

The learners felt writing was the least needed of all skills and elements because they rarely faced problems with it and their proficiency level was above average. The majority of them needed to write proper e-mails, applications, and

punctuation marks. They might need this skill to advance their writing abilities in a globalized environment and for further study.

Hopefully, the findings related to learners' needs of the use of English language in different contexts might help the course designers and course developers to design the curricula, course objectives, textbooks or teaching materials so as to respond to the learners' needs and raise their awareness of learning the language.

Table 4.15 Summarization of findings in Part III

Language courses	Percent
English in Daily Life	67.0
English on the Internet	11.0
English for Military	9.4
Business English	8.0
English for Law	4.4
Studying with native speakers of English	40.0
Joining an English camp	34.3
Reading more English books, journals, or documents in the library	24.3
Role-playing	21.0
Using Self-Access Learning at the English lab	20.3
Practicing speaking in the English zone	19.7
Joining an English club	19.0
Practicing a presentation before an English class	14.3

Responses of the ATS related to the current English language course at the ATTS revealed that most of the subjects would like to learn English in Daily Life while some would like to take English on the Internet, English for Military, Business English, or English for Law. They also suggested the ATTS provide supportive English activities, especially learning with English native speakers, joining an English camp, and reading more English texts in the library. Those activities might improve their language comprehension in order to use English in their social lives.

In the next chapter, the researcher will discuss the survey findings with reference to the research questions and previous studies, limitations of the study, recommendations for further study, and conclusion of the thesis.



CHAPTER V

DISCUSSION

The chapter includes discussion of the research findings with reference to the research questions and previous studies, limitations of the study, recommendations for further study, and conclusion of the thesis.

Discussion of Research Findings

The statistical results obtained from the questionnaires of students answered the research questions of the present study.

- 1 What are the needs of English of the Air Technical Students at the Air Technical Training School?
2. What are their opinions about the English language Course at the Air Technical Training School?

To answer the research questions, the English language skills and elements the ATS focused on were speaking, reading, listening, grammar, vocabulary, and writing. Concerning the ATS' needs of English language in different contexts, it was found that they needed skills for listening to general conversations, providing or conducting daily life conversations, reading written documents related to daily life, writing e-mails, and learning vocabulary related to daily life. In addition, the subjects suggested the ATTS provide English language courses, especially English in Daily Life, because their aim of language learning was to successfully use the language in their lives either for academic or professional purposes. Moreover, they needed supportive English activities from the ATTS such as studying with English native speakers, joining an English camp, and reading more English books in the library. The following are the discussions of this study.

The Present Needs of English Language of the Air Technical Students at the Air Technical Training School

To design and develop English language courses efficiently and effectively, an investigation of learners' needs, problems, and opinions about English language learning is very important. This study investigated learners' needs, problems, and opinions of the Air Technical Students (ATS) on English language learning at the Air Technical Training School (ATTS). This is supported by the study of Mackay and Mountford (1978a) in which they suggested learner needs should be clear in order to design an effective English course to meet the particular needs such as needs of further study or to perform professional roles.

In the present study, all students perceived that the English language had an important role. In terms of the English language skills and elements necessary, it was found that learners focused the use of English on a job promotion and further study. They might believe that if they had good English competency, they would get a promotion and would succeed in their academic study. Other reasons relating to the importance of English were for job training, for use in daily life, for an examination, and for social respect, respectively. Consequently, it can be said that their aims of language learning focus both on professional and academic purposes.

Concerning the English proficiency level, nearly all of the subjects perceived their proficiency level at below average. Grammar and speaking were perceived as the very first skills and elements where they felt their proficiency level was below average, whereas reading and writing were considered above average. This point of view might be related to their frequency of use, or their problems of using English at the ATTS, which will be discussed in the following sections.

English Language Skills and Elements the Students Mostly Used

As the class size of the Foundation English course at the ATTS was around twenty to thirty students and the teachers' roles were normally as lecturers using

textbooks, more than half of the respondents felt reading and listening were used most in their language learning, followed by speaking, writing, vocabulary, and grammar, respectively. Both reading and listening are receptive communication skills (Savignon, 1972), in which students typically read textbooks and listen to instructions. If they need to comprehend the target language, they should be able to decode and understand lectures. In contrast, the subjects revealed that they used grammar least which might be the cause of this low grammar proficiency. They might not realize what the correct grammatical structures were when using the English at the ATTS. Consequently, English teachers should raise their awareness of this basic element that is necessary to advance other language skills.

Problematic English Language Skills and Elements

Since the ATS revealed their speaking skills were quite low and they only occasionally used speaking in language learning at the ATTS, speaking was considered as the most problematic skill. Other problematic skills and elements were grammar, listening, vocabulary, writing, and reading, respectively. This is similar to Malison's study (2006), in which her subjects, Thai students who were participating in the Work and Travel USA program in 2005, considered speaking as the most common problem. It is possible that the ATS lacked vocabulary; thus, they were not confident to speak the language. To deal with this problem, the ATTS encourage students to speak English both inside and outside classes in order to familiarize them with spoken English. The ATTS may consider offering an opportunity for students to practice speaking with special guests (e.g., English native speakers from JUSMAG), do role-plays with authentic texts in their class, or set up an English zone for the students, for example.

The other major problem of the ATS was grammar, in which they had the lowest proficiency level and which they rarely used in language learning. This is somewhat similar to Aunruen's study (2005), which her subjects, 365 travel agents in Chiang Mai, considered grammar as a highly frequent problem. The English language

course and English teachers should concentrate specifically on teaching grammar and inform students of the importance of grammar.

Subsequently, course developers and English teachers may need to design effective language courses focusing mainly on speaking and grammar so as to deal with learners' problems. In this case, Intensive Structure courses, whether preliminary or compulsory, seem to be appropriate courses to meet the learners' needs of speaking and grammar. Its contents should focus strongly on grammar with extra activities such as discussion about grammatical functions which not only help students figure out the meaning of the grammar but also provide students opportunities to practice speaking skills. For example, a role-play conversation between a customer and a teller at the bank where authentic texts should demonstrate communicative grammar and the dialogue shows the communicative purposes of each person.

Needs for English Language Skills and Elements

The findings on the respondents' needs in the present study were somewhat different from the study of Rungwaraphong (2005), which focused on the needs, problems and wants of English use in professional and personal lives of Thai naval officers at naval bases. Approximately half of the ATS (42.7%) needed speaking skills, followed by reading skills (17%) and listening skills (16.7%). Other skills and elements they needed were grammar (9.7%), vocabulary (7%), and writing skills (6.3%), respectively. In contrast, the subjects in her study needed reading skills most for their professional development.

In this study, speaking was the skill the students most needed. Possibly, they needed to communicate naturally to obtain goods and services, and advance their study. They mostly needed reading and listening because these receptive communication skills were frequently used in their language learning, and it might be important for understanding daily communications and their future career.

Of the six English language skills and elements, speaking was considered the most need for the ATS. In order to develop students' speaking skills, role-playing with authentic texts should be a helpful activity. Lessons should give many situations where students can perform different roles such as master of ceremonies of parties-listeners or reporter-audience. Joining an English camp and practicing presentations before an English class should familiarize students with real situations such as a public speaking. Practicing speaking in the English zone for only five to ten minutes everyday, may build their self-confidence in English speaking as well. English teachers should motivate and encourage students to speak as much as they can so as to use the target language naturally.

Reading was the skill the respondents always used in language learning at the ATTS; however, it was considered as a secondary need. To respond to the learners' needs of reading, English teachers should teach them reading strategies such as skimming and scanning and assign them to identify the main ideas from the given passages. In addition to materials, the ATTS may need to facilitate learning by providing students with English learning materials, including English textbooks such as academic journals, English newspapers, picture dictionaries, or interesting written documents at the library, to support their needs of practicing reading skills.

Listening was perceived as the third needed skill for the ATS. To promote the ATS' listening skills, the ATTS should renovate the English sound labs with various kinds of electronic materials (e.g., DVD players, radio, TV or computers) and then allow students to utilize the labs after classes. In addition, the ATTS' English teachers should empower students to listen to several conversations related to their personal life, survival situations, and military specialties such as ordnance and electronics.

The subjects revealed that grammar was an English language element they occasionally used and perceived their English proficiency in grammar at the lowest level. However, they had a moderate need of grammar. Possibly, learning English grammar is boring, and dissociated with other English components. That may cause learners' lack of interest in grammar points such as word choice, subject-verb

agreement, tenses and aspects, verb forms, and voices (active and passive voice). Studying communicative grammar may heighten learners' interest. Although the subjects intend to use the language (esp. speaking and listening) for their academic and professional purposes, they might need to learn about communicative grammar to advance these skills. The curriculum should include an intensive structure course focusing mainly on communicative grammar, whether as a pre-sessional course, supplementary course or a compulsory one. Additionally, English teachers should clarify about grammar and its functions to raise the awareness of the learners concerning grammatical features when using the English language.

In this study, though the students were slightly concerned with vocabulary, they had a lot of needs to learn especially vocabulary related to daily life, military, festivals and holidays, ceremonies, specific terms such as medical terms, law, or business, and cultural terms. It could be noticed that they needed not only vocabulary in daily life, but also military terms. The subjects might need technical terms of one of several military specialties that were helpful for understanding military instructions or reading manuals. To strengthen the ATS' understanding of vocabulary, English teachers may need to put the emphasis on teaching vocabulary at the beginning of every class, or familiarize them with vocabulary use in response to the learners' needs of both vocabulary in daily life and military terms. Guessing meaning for contexts could be helpful as well. Additionally, English games, such as crosswords or word scrambles, should be offered to the students to help them create a corpus of both general and military terms.

Of all skills and elements in this study, the ATS considered writing the least needed. They might have found that they did not need to write much in English language learning at the ATTS since the writing activities in the textbook are far fewer in number when compared with activities concerning other skills. It can be seen that the subjects suggested various kinds of topics related to their life because their aims of English learning were for academic and professional purposes. To improve the writing skills of the ATS, English teachers might wish to introduce the writing

process, expose them to different kinds of writing, and assign students to write many sentences and paragraphs.

It can be concluded that the ATS stressed the importance of using the language for their academic and professional purposes, based on Wenden's study (1987) where learners who stressed the importance of using the language (esp. speaking and listening) would often utilize communication strategies for learning. The ATTS should focus on communicative language teaching so as to improve students' communication skills. Thus, the Communicative Language Teaching Method (CLTM) should be implemented to meet learners' needs in many different contexts of learning which embrace both goals and processes of classroom learning in terms of social interaction.

Supportive English Activities from the ATTS

It can be stated, based on the students' proficiency, their frequent use, problems, and needs of English skills and elements, that the skills and elements they needed to acquire were speaking, listening, reading, grammar, vocabulary, and writing, respectively.

Another interesting finding of this study was the learners' needs of supportive English activities from the ATTS. Supportive English activities might help English teachers to motivate language learners to pay attention during English classes. According to Thakerngkitti's investigation (2006), the learning process should be interesting with supportive English activities that accommodate learners' needs such as role-playing, singing, watching movies and playing games. The following activities may be optional solutions that can meet learners' needs and solve their problems.

One of the supportive English activities nearly half of the ATS (40%) needed was learning with native English speakers both inside and outside class. Students might want to practice their communicative skills with native speakers of the target language. To meet the need the ATTS should invite English native speakers to

become either permanent teachers or special advisers who can teach and provide clear explanations of English language points.

Many students suggested that English camp (inside or outside the school) was useful for learning English. It may include activities such as mini-seminar, a singing contest or walk rally in which students must apply their language knowledge acquired in class to solve problems in given situations. In addition, one or more native English speakers should be invited to join the English camp to give consultations and get learners familiar with language use.

The students also suggested self-access learning in the library and the sound labs at the ATTS. The information sources should have more English printed materials such as English newspapers, English journals, English magazines, or even English cartoon books. In other words, the subjects needed to read other interesting English documents including textbooks since they stated that they mostly used reading skills in their language learning. Moreover, English sound labs should be helpful teaching facilities which provide various kinds of materials such as English games, international movies, and different illustrated conversations. However, some of the facilities in the sound labs are out of order such as some computers, loud speakers, and headphones. After renovation, the labs should be available for self-access learning either after class in the evening or on the weekend.

Role-playing in class was another interesting activity the learners needed to sharpen their communicative skills in simulated situations. It could be a turn-taking situation about transactions at the bank where one student plays the role of a teller and the other one acts as a customer discussing types of banking accounts, or a news report situation which one student is a reporter and others are the audience, for example.

Since the ATS suggested the ATTS provide supportive English activities related to English communicative skills, course designers and English teachers should set up or integrate the aforementioned activities and encourage students to develop their proficiency in order to comprehend the target language.

In conclusion, the ATTS should consider the ATS' needs seriously to strengthen their English proficiency by including alternative English courses, the Communicative Language Teaching Method (CLTM) and intensive structure courses, either in the curriculum or as a remedial course. Such alternative courses might be English in Daily Life in which students can use the language in real-life situations; English on the Internet that might respond to their needs of e-mails writing; English for Military which is necessary for the ATS who must be familiar with military manuals or instructions and communicate with international soldiers in the multinational joint military exercises; Business English for some students who might be interested in business; and English for Law for students who would like to further their knowledge of Law. The learning content should be based on learners' needs and interests. Finally, the findings of the use of each skill and element may facilitate lesson planning in terms of content and teaching materials to some degree.

This study reflected on the needs and problems of English skills and elements of the ATS. The ATTS should pay attention to learners' needs and their problems. However, there is no single activity that is the most appropriate activity to improve learners' English proficiency; therefore, a combination of many activities may be necessary. The CLTM and intensive structure courses are only recommended teaching methods. Consequently, researchers, course developers, English teachers and educators should concentrate on those mentioned points of view for further elaboration and diffusion of English language courses, language teaching methods, English textbooks and materials to meet learners' needs. The following discussions concern the learners' needs in terms of each skill and element to design and develop English courses and materials.

Implications, Limitations and Recommendations of the Study

Implications of the Study

From the findings aforementioned, guidelines for English course construction that meet ATS' needs are needed and a communicative approach of foreign language learning should be implemented. According to Nunan and Lamb (1996), needs analysis is a practical procedure to describe the language learners' information and their needs of learning before the course is started and during the course. The present needs analysis study investigated the needs and problems of English language learning of 300 Air Technical Students at the Air Technical Training School. The needs analysis enabled the researcher to justify assumptions and recommendations that might be useful for designing the Foundation English course for students in terms of content and materials so as to meet the needs of learners.

On the basis of this study, learner needs should be considered in the process of planning and preparing the content of a lesson plan. In this study, the students' aims and their needs involve utilizing communicative skills of the target language in practical situations of both academic and professional life. Learners not only needed productive communication skills (especially speaking) to comprehend, but also receptive communication skills (reading and listening). It is recommended that the Communicative Language Teaching Method (CLTM) should be used in designing English courses for the ATS. The ATTS should provide students extraordinary English language courses, including intensive structure courses, such as English in Daily Life, English on the Internet, and English for Military.

In response to the students' needs of the use of English, course designers and English teachers may want to consider the curriculum and language courses combined with supportive activities; therefore, students can integrate English language learned in class in real life situations. The supplementary English activities suggested in this study were learning with English native speakers in English classes, practicing natural English with native speakers either in the English zone or at an English camp, self-

studying by reading supplementary English documents at the library or utilizing teaching materials at the English sound labs after classes, and using communicative skills by role-playing in given situations.

Limitations of the Study

In the present study, there are two main limitations. First, the research employed mainly one instrument to elicit information from the subjects: a questionnaire survey.

Second, because the objective of this study was to examine the students' needs and problems of English language learning at the ATTS, this study investigated only learners' perceptions and excluded the viewpoints of learners, English teachers, course designers, and administrators. That could mean that some useful ideas for course development and teaching material construction to meet the actual needs of learners could not be fully investigated.

Recommendations for Further Study

1. Methodology

The data collection of this study was carried out using the questionnaire. Further research should consider other kinds of method, such as interview, observation or case study, so as to find out more details and understand the needs of subjects in greater depth.

There were several unexpected activities at the ATTS during the research; therefore, the subjects did not have enough time for the researcher's more in-depth investigation. Further research should manage the timing of data collection more carefully in order to deal with time constraints.

2. Further Needs Analysis Studies

The present study was carried out in only one military school although there are other military schools in Thailand with similar curricula. Hence, it is suggested that a parallel study to investigate needs and problems of English language learning of military students should include other schools.

Needs analysts should be cautioned in collecting information from various sources due to the multiplicity and diversity of views on the prerequisites for an ESP course. Therefore, questionnaires in further studies could be administered to other military schools in order to find out their needs, problems, and suggestions in English language learning. As Richards (1990) pointed out the data to be collected from learners, teachers, administrators, and employers in the planning process would help to identify general and specific language needs and content of a language program. Besides, it will provide data to review and evaluate the existing program.

Further research should also include learners' preference of teaching methods and perspectives of English teachers or administrators. Further investigations of needs of students should be carried out to determine continuous current use of English. The identification and analysis of needs should be a continuous process. If the assessment of needs is carried out at the beginning of a course and repeated regularly over the learning period, the perfect curriculum would be adapted for particular learners.

Conclusion of the Thesis

To design and develop effective English language courses and materials, course designers and course developers should concentrate on the learners' needs of the language use. Course designers, course developers, and teachers should concentrate on learners' needs of these domains in order to design and develop effective textbooks and teaching materials.

The present study was carried out to answer research questions regarding the needs, problems, and opinions of English language learning of the Air Technical Students at the Air Technical Training School. The data collection method in this study used for gathering information from the subjects was questionnaire. With the focus on English use in different contexts of four skills (listening, speaking, reading, and writing) and two elements (grammar and vocabulary), the collected data were analyzed by a statistical program: SPSS.

The findings indicated that reading and listening were rated highly essential for the ATS, whereas vocabulary and grammar were seen as rarely used elements. Considering problems of English language skills and elements of the ATS, they found speaking to be the most problematic, followed by grammar, listening, vocabulary, and writing. They hardly ever encountered problems in reading. For learners' needs, speaking was the most needed skill for the ATS. The other needed skills were reading, listening, grammar, vocabulary, and writing, respectively.

Since speaking and grammar together with reading and listening should be greatly emphasized, the ATTS should offer an alternative English course combined with supportive English activities as a preliminary course or a compulsory one: the CLTM and intensive structure courses such as English in Daily Life, English on the Internet, Business English, English for Military or English for Law.

The study could provide useful information and a clearer understanding of the English language needs and problems of the ATS for course designers, educators, English teachers and those who are responsible for educating and planning in terms of producing, revising or developing effective English language course and materials for the students so that they would be able to use the language efficiently in their language learning and daily life.

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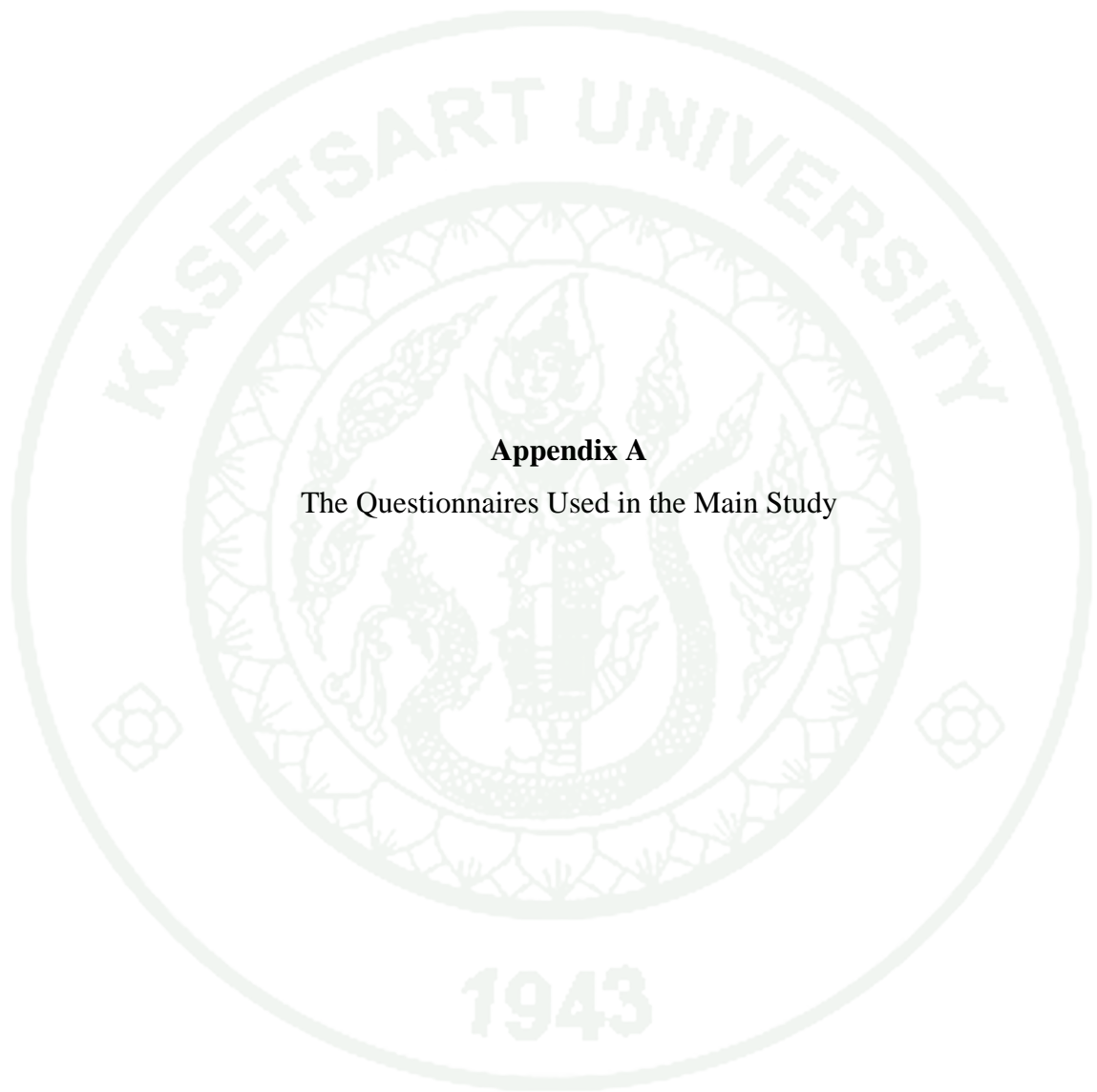
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APPENDICES



Appendix A

The Questionnaires Used in the Main Study

Questionnaire

Title An Investigation of Needs and Opinions about English language learning of the Air Technical Students at the Air Technical Training School, Directorate of Education and Training, the Royal Thai Air Force

Instruction

This questionnaire aims to investigate needs, opinions, and suggestions of English language learning of the Air Technical Students. Your analyzed answers will be used to facilitate and develop the English language course in relation to course objectives and students' needs.

This questionnaire consists of three parts as follow:

- | | |
|-----------------|--|
| <u>Part I</u> | General Information |
| <u>Part II</u> | Needs of English language learning |
| <u>Part III</u> | Opinions about English language learning at the ATTS |

Please kindly complete this questionnaire with regard to your information

Part I General Information

Please put ✓ in the appropriate box.

1. Age _____ yrs.
2. Year _____ Academic year _____ Corps _____
3. Education
 - Vocation Major _____ Institute _____
 - Junior-high school Institute _____
 - Senior-high school Plan _____ Institute _____
4. Is English important in your life?
 - Yes No
5. Reasons of the importance of English language use
(You can choose more than one answer.)

- 5.1 for an examination
- 5.2 for the further study
- 5.3 for daily life use such as listen to music or speak to foreigners
- 5.4 for the job training such as manuals reading, or the joint training
- 5.5 for the job promotion
- 5.6 for the social respect
- 5.7 others (please specify) _____

6. Please choose your current level of English proficiency.

Skill	Level				
	Excellent	Very good	Good	Fair	Need an improvement
6.1 Listening					
6.2 Speaking					
6.3 Reading					
6.4 Writing					
6.5 Grammar					
6.6 Vocabulary					

7. In your English language learning, which of the following language skills and elements do you use?

(Please rank 1 – 6 in order of priority in which 6 = always, and 1 = never)

- | | |
|------------------------------------|-------------------------------------|
| <input type="checkbox"/> Listening | <input type="checkbox"/> Speaking |
| <input type="checkbox"/> Reading | <input type="checkbox"/> Writing |
| <input type="checkbox"/> Grammar | <input type="checkbox"/> Vocabulary |

8. In your English language learning, which of the following language skills and elements do you encounter problems with?

(Please rank 1 – 6 in order of priority in which 6 = always, and 1 = never)

- | | |
|------------------------------------|-------------------------------------|
| <input type="checkbox"/> Listening | <input type="checkbox"/> Speaking |
| <input type="checkbox"/> Reading | <input type="checkbox"/> Writing |
| <input type="checkbox"/> Grammar | <input type="checkbox"/> Vocabulary |

Part II Needs of English language learning

Please put ✓ in the appropriate box.

Which of the following language skills do you need most? (choose only one)

- | | |
|------------------------------------|-------------------------------------|
| <input type="checkbox"/> Listening | <input type="checkbox"/> Speaking |
| <input type="checkbox"/> Reading | <input type="checkbox"/> Writing |
| <input type="checkbox"/> Grammar | <input type="checkbox"/> Vocabulary |

Please indicate your attitude towards the following topic areas by put ✓ in the appropriate numbers.

5 = Most 4 = A lot 3 = Moderate
2 = A little 1 = Least

Which of the following language skills and elements do you need most?

1. Listening

Topics		Most	A lot	Moderate	A little	Least
1.1	Listening to general conversations (e.g. daily life, career, or education)					
1.2	Listening to face to face conversations					
1.3	Listening to phone conversations					
1.4	Listening and identifying the main idea of conversations (e.g. classmate, hotel, or holiday)					
1.5	Listening and summarizing presentations					
1.6	Listening to military news					
1.7	Listening to military instructions					
1.8	Others (please specify)					

2. Speaking

Topics		Most	A lot	Moderate	A little	Least
2.1	Providing information about yourself, family, friends, or schools					
2.2	Explaining information in daily life (e.g. similarities or differences of persons, things, places, days, times, number, and instructions)					
2.3	Conducting daily life conversations (e.g. greeting, apology, gratitude, asking and offering help, deposit and withdrawal, and negotiation)					
2.4	Conducting face to face conversations					
2.5	Conducting phone conversations					
2.6	Explaining and presenting					
2.7	Giving main idea and details from listening or reading					
2.8	Explaining about military information(e.g. directions, orders, or suggestions)					
2.9	Others (please specify)					

3. Reading

Topics		Most	A lot	Moderate	A little	Least
3.1	Reading written documents related to daily life or education (e.g. articles, text books, newspapers, journals, or academic documents)					
3.2	Reading telexes and faxes					
3.3	Reading information from the Internet, e-mails					
3.4	Reading military documents or manuals					
3.5	Reading military signs, maps, orders, or technical terms					
3.6	Others (please specify)					

4. Writing

Topics		Most	A lot	Moderate	A little	Least
4.1	Learning Punctuation marks					
4.2	Writing application forms in proper format (e.g. job application, diaries, formal documents)					
4.3	Writing minutes of meeting, monthly or yearly reports					
4.4	Producing business letters in appropriate format					
4.5	Writing e-mails					
4.6	Taking telephone messages					
4.7	Writing articles					
4.8	Writing essays (e.g. family)					
4.9	Writing occasion cards (e.g. wishing cards)					
4.10	Writing manuals					
4.11	Others (please specify)					

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5. Grammar

Topics		Most	A lot	Moderate	A little	Least
5.1	Grammar of speech					
	5.1.1 Word choice					
	5.1.2 Tenses and aspects					
	5.1.3 Verb forms					
	5.1.4 Subject-verb agreement					
	5.1.5 Voices					
	5.1.6 Others (please specify)					
5.2	Grammar of writing					
	5.2.1 Word choice					
	5.2.2 Tenses and aspects					
	5.2.3 Verb forms					
	5.2.4 Subject-verb agreement					
	5.2.5 Voices					
	5.2.6 Others (please specify)					

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6. Vocabulary

Topics		Most	A lot	Moderate	A little	Least
6.1	Knowing vocabulary related to daily life (e.g. days, time, number, clothes, food, parts of body, house tools, sports, places, vehicles, traveling, or career)					
6.2	Knowing vocabulary related to ceremonies					
6.3	Knowing vocabulary related to cultures					
6.4	Knowing vocabulary related to festivals and holidays					
6.5	Knowing vocabulary related to specific terms (e.g. medical, law, or business)					
6.6	Knowing vocabulary related to military terms (e.g. medical, law, or business)					
6.7	Others (please specify)					

Part III Opinions about English language learning at the ATTS

Please put ✓ in the appropriate box.

1. Which of the following language course do you need most?

(choose only one)

- English for daily life (e.g. transportation or traveling)
- English for Military
- English on the Internet
- Business English
- English for Law

2. What do you think concerning English language learning at the ATTS such as curriculum, textbooks, or materials?

- Appropriate
- Fair
- Need an improvement

3. Which of the following English activities do you need from the ATTS?

(You can choose more than one answer)

- English camp
- Extra English lab time
- English club
- Presentation before English class
- English zone
- Foreign teachers
- Role – playing
- More English books, journals, or documents in the library
- Others (please specify)

Thank you very much for taking the time to answer this survey

แบบสอบถาม

เรื่อง การวิเคราะห์ความต้องการการเรียนภาษาอังกฤษของนักเรียนจำอากาศ โรงเรียนจำอากาศ กรมยุทธศึกษาทหารอากาศ กองบัญชาการฝึกศึกษาทหารอากาศ กองทัพอากาศ

คำชี้แจง

แบบสอบถามนี้มีวัตถุประสงค์เพื่อทราบข้อมูลเกี่ยวกับความต้องการ ความคิดเห็น และข้อเสนอแนะในการเรียนภาษาอังกฤษของนักเรียนจำอากาศ คำตอบของท่านจะเป็นประโยชน์อย่างยิ่งในการนำมาวิเคราะห์เพื่อหาแนวทางในการจัดทำ และ ปรับปรุงพัฒนาหลักสูตรการเรียนการสอนภาษาอังกฤษ เพื่อให้สอดคล้องกับวัตถุประสงค์ของหลักสูตรและความต้องการของนักเรียนจำอากาศ

แบบสอบถามประกอบด้วย 3 ส่วน ดังนี้

- ส่วนที่ 1** ข้อมูลทั่วไปเกี่ยวกับผู้ตอบแบบสอบถาม
- ส่วนที่ 2** ความต้องการเกี่ยวกับการเรียนภาษาอังกฤษ
- ส่วนที่ 3** ความคิดเห็น และ ข้อเสนอแนะเกี่ยวกับการเรียนภาษาอังกฤษ

กรุณาเลือกคำตอบที่ตรงกับข้อมูลและความคิดเห็นของท่าน หวังเป็นอย่างยิ่งว่าจะได้รับความร่วมมือจากท่านเป็นอย่างดีและขอขอบคุณมา ณ โอกาสนี้

ส่วนที่ 1 ข้อมูลทั่วไปเกี่ยวกับผู้ตอบแบบสอบถาม

1. อายุ _____ ปี
2. ชั้นปีที่ _____ ปีการศึกษา _____ เหล่าทหาร _____
3. สำเร็จการศึกษาระดับ
 - ปวช. สาขา _____ สถาบัน _____
 - ม.3 สถาบัน _____
 - ม.6 แผนการเรียน _____ สถาบัน _____

4. ท่านคิดว่าภาษาอังกฤษมีความสำคัญต่อชีวิตของท่านหรือไม่

- สำคัญ ไม่สำคัญ

5. เหตุผลที่ท่านคิดว่าภาษาอังกฤษมีความสำคัญ (ตอบได้มากกว่า 1 ข้อ)

- 5.1 ใช้ในการสอบ
- 5.2 เพื่อเตรียมตัวศึกษาต่อ
- 5.3 ใช้ในชีวิตประจำวัน เช่น ดูหนัง ฟังเพลง หรือ พูดคุยกับชาวต่างชาติ
- 5.4 ใช้ในการฝึกงาน เช่น อ่านคู่มือต่างๆ หรือ เมื่อฝึกยุทธวิธีทางทหารกับกองทัพต่างชาติ
- 5.5 ความสามารถทางภาษาทำให้ท่านมีโอกาสเจริญก้าวหน้าในหน้าที่การงานในอนาคต
- 5.6 หากมีทักษะภาษาอังกฤษดีจะได้รับการนับถือและยกย่องจากสังคม
- 5.7 อื่นๆ (โปรดระบุ).....

6. ความสามารถทางภาษา: ท่านคิดว่าทักษะภาษาอังกฤษของท่านอยู่ในระดับใด

ทักษะ	ระดับ				
	ดีมาก 5	ดี 4	ปานกลาง 3	พอใช้ 2	ต้องปรับปรุง 1
6.1 การฟัง					
6.2 การพูด					
6.3 การอ่าน					
6.4 การเขียน					
6.5 การใช้ไวยากรณ์					
6.6 การใช้คำศัพท์					

7. ในการเรียนภาษาอังกฤษของท่าน ท่านใช้ทักษะภาษาอังกฤษด้านใดบ้าง

(กรุณาเรียงตามลำดับ 1 - 6 จากน้อยไปมาก โดย 6 = มากที่สุด)

- | | |
|---|--|
| <input type="checkbox"/> การฟัง | <input type="checkbox"/> การพูด |
| <input type="checkbox"/> การอ่าน | <input type="checkbox"/> การเขียน |
| <input type="checkbox"/> การใช้ไวยากรณ์ | <input type="checkbox"/> การใช้คำศัพท์ |

8. ในการเรียนภาษาอังกฤษของท่าน ท่านพบปัญหาในการใช้ทักษะภาษาอังกฤษด้านใดบ้าง

(กรุณาเรียงตามลำดับ 1 - 6 จากน้อยไปมาก โดย 6 = มากที่สุด)

- | | |
|---|--|
| <input type="checkbox"/> การฟัง | <input type="checkbox"/> การพูด |
| <input type="checkbox"/> การอ่าน | <input type="checkbox"/> การเขียน |
| <input type="checkbox"/> การใช้ไวยากรณ์ | <input type="checkbox"/> การใช้คำศัพท์ |

ส่วนที่ 2 ความต้องการเกี่ยวกับการเรียนภาษาอังกฤษ

ทักษะใดที่ท่านอยากฝึกฝนเพิ่มเติมมากที่สุด (เลือกได้เพียง 1 ข้อ)

- | | | |
|-----------------------------------|---|--|
| <input type="checkbox"/> การฟัง | <input type="checkbox"/> การพูด | <input type="checkbox"/> การอ่าน |
| <input type="checkbox"/> การเขียน | <input type="checkbox"/> การใช้ไวยากรณ์ | <input type="checkbox"/> การใช้คำศัพท์ |

กรุณาทำเครื่องหมาย ✓ ในช่องที่ตรงกับความคิดเห็นของท่านมากที่สุด โดย

5 = มากที่สุด 4 = มาก 3 = ปานกลาง 2 = น้อย 1 = น้อยที่สุด

ท่านมีความต้องการใช้ภาษาอังกฤษแต่ละทักษะในการศึกษาที่โรงเรียนจำอาภาครระดับใด

1. การฟัง

	ทักษะ	มากที่สุด	มาก	ปานกลาง	น้อย	น้อยที่สุด
1.1	ฟังบทสนทนาทั่วไปในบริบทต่างๆ เช่น บทสนทนาเกี่ยวกับชีวิตประจำวัน อาชีพ หรือ การศึกษา					
1.2	ฟังบทสนทนาแบบเผชิญหน้า					
1.3	ฟังบทสนทนาทางโทรศัพท์					
1.4	ฟังและจำแนกหัวข้อเรื่องสำคัญได้ เช่น เรื่องเพื่อนร่วมห้อง รถยนต์ โรงแรม สถานบริการ หรือ วันหยุด					
1.5	ฟังและสรุปการนำเสนอ					
1.6	ฟังข่าวที่เกี่ยวข้องกับการทหาร					
1.7	ฟังคำสั่งทางทหารต่างๆ					
1.8	อื่นๆ (โปรดระบุ).....					

2. การพูด

ทักษะ		มากที่สุด	มาก	ปานกลาง	น้อย	น้อยที่สุด
2.1	แนะนำตนเอง ครอบครัว เพื่อน หรือ สถานศึกษา					
2.2	อธิบายลักษณะต่างๆ ในชีวิตประจำวัน เช่น ความเหมือน หรือความแตกต่างของบุคคล สิ่งของ สถานที่ วัน เวลา ตัวเลข คำสั่ง					
2.3	การสนทนาในชีวิตประจำวัน เช่น พูดทักทาย การขอโทษ-ตอบรับการขอโทษ การขอบคุณ การบอกลา การขอ-ให้ความช่วยเหลือ การฝาก-ถอนเงินในธนาคาร การขายสินค้า-ต่อรองราคา เป็นต้น					
2.4	การสนทนาแบบเผชิญหน้า					
2.5	การสนทนาทางโทรศัพท์					
2.6	การบรรยายและนำเสนอผลงาน					
2.7	การบอกใจความสำคัญและรายละเอียดของเรื่องที่ฟัง หรือ อ่านจากสื่อประเภทต่างๆ					
2.8	การอธิบายต่างๆ ที่เกี่ยวกับการทหาร เช่น ทิศทางในแผนที่ เส้นทาง คำสั่ง หรือ คำแนะนำ					
2.9	อื่นๆ (โปรดระบุ)					

3. การอ่าน

ทักษะ		มากที่สุด	มาก	ปานกลาง	น้อย	น้อยที่สุด
3.1	การอ่านเรื่องต่างๆ ทั้งในชีวิตประจำวัน หรือ การศึกษา เช่น บทความ หนังสือเรียน หนังสือพิมพ์ วารสาร หรือ เอกสารทางวิชาการ					
3.2	การอ่านและสรุปใจความจดหมายและโทรสาร (Fax)					
3.3	การอ่านข้อมูลจาก Internet และ e-mail					
3.4	การอ่านเอกสาร ตำราที่เกี่ยวกับการทหาร หรือ คู่มืออาวุธ ยุทโธปกรณ์					
3.5	การอ่านสัญลักษณ์ แผนที่ทหาร คำสั่ง หรือ คำสั่งทางเทคนิคต่างๆ					
3.6	อื่นๆ (โปรดระบุ).....					

4. การเขียน

	ทักษะ	มากที่สุด	มาก	ปานกลาง	น้อย	น้อยที่สุด
4.1	ศึกษาการใช้เครื่องหมายวรรคตอน					
4.2	การกรอกแบบฟอร์มเอกสารแบบต่างๆ เช่น ใบสมัครงาน บันทึกประจำวัน หรือ บันทึกข้อความที่ต้องตามรูปแบบ					
4.3	การเขียนรายงานการประชุม รายงานประจำเดือน หรือ ประจำปี					
4.4	การเขียนจดหมายธุรกิจ					
4.5	การเขียนและส่ง e-mail					
4.6	การจดบันทึกข้อความทางโทรศัพท์					
4.7	การเขียนบทความ					
4.8	การเขียนเรียงความเรื่องต่างๆ เช่น ครอบครั้ว					
4.9	การเขียนในโอกาสต่างๆ เช่น การเขียนบัตรอวยพร					
4.10	การเขียนอธิบายวิธีใช้เครื่องมือหรืออุปกรณ์ต่างๆ					
4.11	อื่นๆ (โปรดระบุ).....					

5. การใช้ไวยากรณ์

	ทักษะ	มากที่สุด	มาก	ปานกลาง	น้อย	น้อยที่สุด
5.1	ไวยากรณ์สำหรับการพูด (Grammar of speech)					
	5.1.1 การเลือกใช้คำ (Word choice)					
	5.1.2 การเลือกใช้กาลและเวลา (Tense and aspects)					
	5.1.3 รูปแบบของคำกริยา (Verb forms)					
	5.1.4 การเลือกใช้คำกริยาให้เหมาะสมกับประธานในประโยค (Subject-verb agreement)					
	5.1.5 การเลือกใช้ กรรตุวาจก (Active voice) เช่น ฉันตีแมว และ กรรมาจก (Passive voice) เช่น แมวถูกฉันตี เป็นต้น					
	5.1.6 อื่นๆ (โปรดระบุ).....					

ทักษะ	มากที่สุด	มาก	ปานกลาง	น้อย	น้อยที่สุด
5.2 ไวยากรณ์สำหรับการเขียน (Grammar of writing)					
5.2.1 การเลือกใช้คำ (Word choice)					
5.2.2 การเลือกใช้กาลและเวลา (Tense and aspects)					
5.2.3 รูปแบบของคำกริยา (Verb forms)					
5.2.4 การเลือกใช้คำกริยาให้เหมาะสมกับประธานในประโยค (Subject-verb agreement)					
5.2.5 การเลือกใช้ กรรตุวาจก (Active voice) เช่น ฉันตีแมว และ กรรมวาจก (Passive voice) เช่น แมวถูกฉันตี เป็นต้น					
5.2.6 อื่นๆ (โปรดระบุ)					

6. การใช้คำศัพท์

ทักษะ	มากที่สุด	มาก	ปานกลาง	น้อย	น้อยที่สุด
6.1 คำศัพท์ต่างๆ ในชีวิตประจำวัน เช่น วัน เวลา ตัวเลข เสื้อผ้า อาหาร ร่างกาย เครื่องใช้ภายในบ้าน กีฬา สถานที่ ขานพาหนะ การเดินทาง หรือ อาชีพต่างๆ					
6.2 คำศัพท์เกี่ยวกับพิธีการต่างๆ					
6.3 คำศัพท์เกี่ยวกับวัฒนธรรม					
6.4 คำศัพท์เกี่ยวกับเทศกาลและวันหยุดต่างๆ					
6.5 คำศัพท์เฉพาะทาง เช่น แพทย์ กฎหมาย หรือ ธุรกิจ					
6.6 คำศัพท์ต่างๆ ทางทหาร เช่น ยศ ตำแหน่ง ชื่อหน่วยงาน คำสั่ง ตัวเลข ศัพท์เทคนิค อาวุธ ทิศทาง แผนที่ หรือ พาหนะต่างๆ					
6.7 อื่นๆ (โปรดระบุ).....					

ส่วนที่ 3 ความคิดเห็น และ ข้อเสนอแนะเกี่ยวกับการเรียนภาษาอังกฤษ

1. หากมีโอกาстанอยากเรียนภาษาอังกฤษหลักสูตรใดมากที่สุด (เลือกได้เพียง 1 ข้อ)

- ภาษาอังกฤษในชีวิตประจำวัน เช่น เพื่อการเดินทาง ท่องเที่ยว หรือ ชื้อของ
- ภาษาอังกฤษทางการทหาร
- ภาษาอังกฤษในอินเทอร์เน็ต
- ภาษาอังกฤษธุรกิจ
- ภาษาอังกฤษทางกฎหมาย
- อื่นๆ (โปรดระบุ)

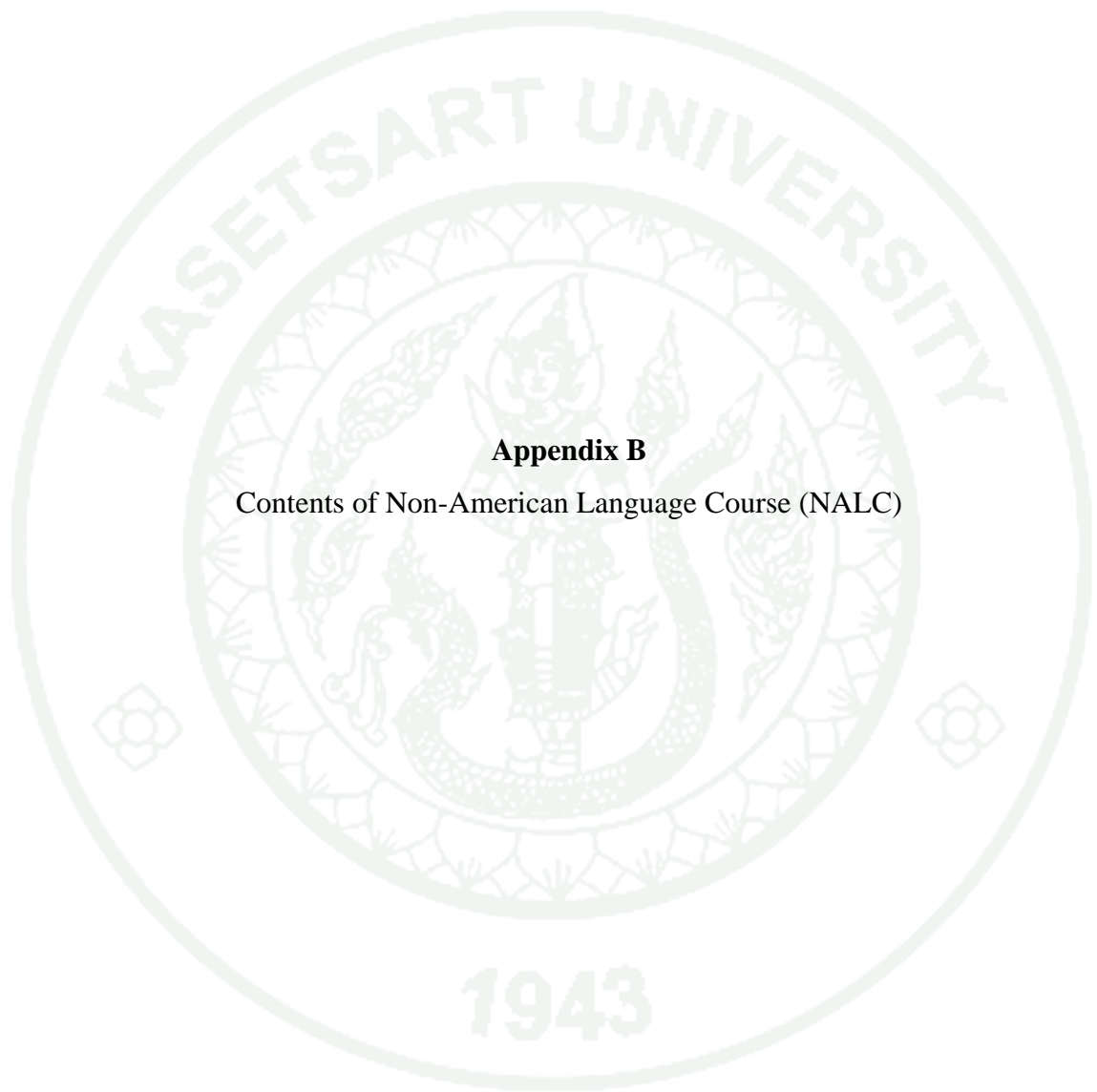
2. ท่านคิดอย่างไรกับการเรียนการสอนภาษาอังกฤษที่โรงเรียนจำอากาศ เช่น หลักสูตร ตำรา หรือ สื่อต่างๆ ที่ใช้ในการเรียนการสอนภาษาอังกฤษ

- เหมาะสม
- พอใช้
- ควรปรับปรุง

3. ท่านอยากให้โรงเรียนจำอากาศส่งเสริมความสามารถทางภาษาอังกฤษของนักเรียนจำอากาศอย่างไร (ตอบได้มากกว่า 1 ข้อ)

- จัดให้มีค่ายอบรมภาษาอังกฤษ
- เปิดให้ใช้ห้องปฏิบัติการทางภาษานอกเวลาราชการ
- จัดให้มีชมรมภาษาอังกฤษ
- จัดให้มีกิจกรรมการนำเสนอภาษาอังกฤษก่อนเข้าห้องเรียนทุกวัน
- จัดให้มีบริเวณที่ใช้แต่ภาษาอังกฤษ (English zone)
- เชิญอาจารย์ต่างประเทศมาบรรยาย
- มีการจำลองเหตุการณ์ต่างๆ ที่จำเป็นต้องใช้ภาษาอังกฤษ
- เพิ่มหนังสือ วารสาร สิ่งพิมพ์ภาษาอังกฤษในห้องสมุดให้มากขึ้น
- อื่นๆ (โปรดระบุ)

**** ขอขอบคุณทุกท่านเป็นอย่างยิ่งที่ให้ความร่วมมือในการตอบแบบสอบถามครั้งนี้ ****



Appendix B

Contents of Non-American Language Course (NALC)

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เอกสารเรียกคืน

Nonintensive
AMERICAN LANGUAGE
COURSE

Volume 3 - Instructor / Student Text



1943
Defense Language Institute
English Language Center
Lackland Air Force Base, Texas

PREFACE

Volume III of the *Nonintensive American Language Course (NALC)* is designed as curriculum for the third year of a nonintensive language training program. This course is intended to familiarize students with basic (survival) English. Included in this volume are 30 student lessons, each requiring approximately an hour-and-a-half to three hours to complete. Enhancing these lessons are coordinated homework and laboratory exercises. Specifically, the instructional package comprises the following:

1. **Instructor/Student Text**
2. **Instructor/Student Homework Text**
3. **Instructor Answer Key for Text and Homework**
4. **Instructor/Student Language Laboratory Text**
5. **Audio Recordings or Compact Discs**

Inquiries concerning these materials, including requests for copies, should be addressed to

DLIELC/LERW
2235 Andrews Avenue
Lackland Air Force Base, Texas 78236-5259

or

E-Mail: LERW@lackland.af.mil.

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The Defense Language Institute English Language Center wishes to acknowledge the fact that much of the clipart used throughout these lessons is a product of the Corel Corporation, 1994.

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NOTES TO THE INSTRUCTOR/STUDENT

Instructor/Student Text

Volume III of the *Nonintensive American Language Course Instructor/Student Text* has 30 lessons designed so that each lesson builds on the previous one to further language learning and acquisition. The material focuses on three components of the English language.

1. Functions

Functions are the ways we use the language to communicate. The presentations of various functions are designed to provide the student with appropriate expressions for the best means of communication in a particular situation. The development of the functions begins with mechanical drills and exercises, and culminates in communicative exercises which allow the student to draw on knowledge from previous exercises or from personal experience.

Functions are indicated by the following symbol:



2. Grammar

The grammatical structures presented are those which are most frequently used and which the student needs to accomplish the learning objectives.

Grammar objectives are indicated by the following symbol:



3. Vocabulary

The vocabulary presented consists of high frequency terms useful to military students and beginning language learners.

Vocabulary objectives are indicated by the following symbol:



The focus (first) page of each lesson in the Instructor/Student Text provides a synopsis of the objectives presented in that lesson. It is formatted to identify the function, grammar, and vocabulary presented in the lesson. The first section on the page lists sample functional phrases or sentences if a function is developed in that lesson. The second section may contain examples of the grammar structures if any are presented in the lesson. The third section contains the new vocabulary words and phrases. Typically, the vocabulary terms are grouped according to parts of speech: verbs, expressions, nouns, etc.

Language Laboratory Text

The Language Laboratory Text includes 30 lessons which have been designed to reinforce the objectives--vocabulary, grammar and functions--presented in the Instructor/Student Text lessons. To accomplish the activities on the tapes correctly, the students must actively respond to and interact with the information on the tape. Because the student is supplied with answers to the exercises, the laboratory tapes do not necessarily have to be played in a classroom/laboratory environment; rather, they could be played, for instance, by a student in his dormitory room.

Homework Text

The Homework Text contains 30 lessons which provide the student with additional practice of the objectives studied in the corresponding Instructor/Student Text lessons. It also serves as a means of identifying student language deficiencies. Each lesson is intended to be completed in approximately 30 minutes and checked by the teacher at the following classroom session.

A separate answer key for the Instructor Student Text and Homework can be obtained through the catalog.

Skills Appendix

Included in Volume III of the *Nonintensive American Language Course Instructor/Student Text* is a Skills Appendix which offers supplementary activities for listening, speaking, reading and writing. Each of the 30 lessons in the Skills Appendix provides exercises which can be used to enhance the objectives in the lessons of the Student Text. An audio tape has been recorded for the listening activities; answers for the exercises in the Skills Appendix can be found in the Student Text Answer Key.

The following symbols in the Skills Appendix represent each one of the four skill areas:



Writing



Reading



Speaking



Listening

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I'D LIKE TO OPEN AN ACCOUNT.**LESSON 1****FUNCTION: CARRYING OUT BANKING TRANSACTIONS**

"I'd like to open a checking account."

"Fill out this form; then we'll open the account for you."

**GRAMMAR: FUTURE INDICATED BY PRESENT PROGRESSIVE**

Mike is eating lunch at home tomorrow.

**VOCABULARY**

complete
close/open an account
deposit
fill out
hide/hid
lose/lost
save
spend/spent
take/took
take out/took out (of)
withdraw/withdrew

right away
right here
immediately
safe
soon

account
bill
card
cash

checkbook
checking account
deposit
form
information
passport
savings account
signature
slip
wallet
withdrawal


AT THE BANK
A Visit to the Bank

Repeat the underlined words.

Cpt Newman and her family just moved to New York City. Cpt Newman went to the bank to open an account for the family. She will open a savings account and a checking account. The family will use the money in the checking account to pay for the things they buy every day. They will use the money in the savings account for something very important or something very expensive. Only the Newmans can spend the money in their bank account. It will be safe there.

FIRST NATIONAL BANK OF NEW YORK CITY		FIRST NATIONAL BANK OF NEW YORK CITY SIGNATURE CARD	
1. NAME:	<u>Mrs. Jane Newman</u>	1.	<u>Jane Newman</u>
2. ADDRESS:	<u>10 Oak Path</u> <u>Binghamton, N.Y.</u>	2.	<u>Jane Newman</u>
3. JOB:	<u>Teacher</u>	3.	<u>Jane Newman</u>
4. WORK ADDRESS:	<u>554 Park Circle</u> <u>N.Y.C., N.Y.</u>		
5. PHONE:	<u>212-497-4685</u>		

Cpt Newman asked the clerk for information on how to open an account. She wanted to know how much money they needed, what forms or papers she needed to fill out, and who she needed to talk to.



The clerk told her how to open a checking account. First, she filled out a form with their names, jobs, address, and phone numbers. Next, she signed her name three times on a card. Then, the clerk gave Cpt Newman a signature card for Mr. Newman. He will bring in this card later. The bank needs the signatures to make sure that the Newmans are the only ones who take money out of that account. Cpt Newman used her passport for identification.



Passports have a picture and a signature for easy identification. The clerk wanted to know how much money she wanted to deposit in the account. Cpt Newman gave the clerk \$400.00 in cash. She said she wanted to make a deposit of \$250.00 in the checking account and \$150.00 in a savings account. She wants to save money to buy a new car. The clerk helped her fill out the forms for a savings account. Then she gave Cpt Newman a checkbook for the checking account. She can start writing checks right away.

Before she left, the clerk gave Cpt Newman a one-dollar bill. The bank gives the new bills to all new customers.

Work in pairs and write five questions about the paragraphs above. Then, have other students answer them.

1. _____
2. _____

3. _____
4. _____
5. _____

I spent all my money yesterday.

PRESENT	PAST
hide	hid
lose	lost
spend	spent
take (out of)	took (out of)
withdraw	withdrew

Read and repeat the dialogs.

Jack: Did you hide my hat? I can't find it.

Fred: I didn't hide it. Johnny hid it. I think it's under your bed.

Mike: Sam lost his pen.

Lou: He didn't lose it. It's on his desk.

Brad: Did you take the clothes out of the suitcase?

John: Yes, I did. I took them out when we got home.

Jim: I had \$350.00 in my savings account. I withdrew \$250.00. Now I only have \$100.00.

Mark: Are you going to withdraw any more money?

Jim: No, I'm not.

Practice forming statements and questions using the underlined vocabulary.



WITHDRAWING MONEY

A Withdrawal

Read the dialog. Then practice it with another student.

- Teller: Good morning. May I help you?
- Maj Morris: Yes, thank you. I want to take some money out of my savings account. What do I need to do to withdraw the money?
- Teller: Do you want to make a withdrawal or close your account?
- Maj Morris: I want to make a withdrawal. I'm going on vacation and I need to take some money with me.
- Teller: You need to fill out this paper. It's a withdrawal slip. Please complete the form and be sure to sign it at the bottom.
- Maj Morris: Thank you. I'll complete the form and return it in a minute.
- Teller: Okay.

ABC BANK PO BOX 555 SAN ANTONIO, TX.	SAVINGS WITHDRAWAL
	DATE <u>25 May</u>
	<input type="text" value="\$500.00"/>
<u>Five hundred and no cents</u> Dollars	
<u>Lewis Morris</u>	Savings Account No.
	<input type="text" value="11 133 222"/>

Using the new vocabulary, work with another student and form five questions about the dialog above. Then have other students answer the questions.

Where did you lose it?



Read the dialog. Then practice it with another student.

Amn Andrews: I can't find my I.D. card. I think I lost it.

Sgt Miles: Do you think someone took it?

Amn Andrews: I don't think so. I'm the only one who can use it. I need to find it soon.

Sgt Miles: When was the last time you took it out of your wallet?

Amn Andrews: I took it out at the store. I wrote a check there, and I used it for identification.

Sgt Miles: Well, call the store immediately! They can start looking for it right away.

Amn Andrews: You're right. Where is the phone?

Sgt Miles: It's right here.

Form questions for the following statements. Use the new vocabulary, if possible. Answers may vary.

1. He lost his I.D. card.

2. Yes, he needs to find it soon.

3. At the store.

4. He used it for identification.

5. He's going to call the store immediately.



CARRYING OUT BANKING TRANSACTIONS

Would you like to open an account?

Use the vocabulary words in this lesson to complete the following dialogs.

- Teller: May I help you?

Customer: Yes, please. I'd like to _____ an account.

Teller: What kind of account do you want, a _____ account or a savings account?

Customer: I want a checking _____.

Teller: We have different kinds of checking accounts. How much would you like to _____?

Customer: One thousand dollars.

Teller: Okay. Please read this _____ about the accounts and then sign this card.
- Teller: May I help you, sir?

Customer: I want to _____ this check, please.

Teller: Yes, sir. I'll need two kinds of identification. You can use your driver's license and military I.D.

Customer: I don't have a driver's license, but I have my _____ . Will that be okay for one?

Teller: That'll be fine. I'll need your _____ right here on the back of the check. Now, would you like this in large or small bills?

Customer: I need five twenty-dollar _____.

May I help you?

Role-play the following situations. Have one student take the part of a teller and another take the part of the customer.

TELLER

CUSTOMER

1. Open an account.

a. offer to help

b. ask about opening an account

c. ask about kind of account

d. say the kind of account

e. ask about amount to deposit

f. say the amount

g. give instructions

h. polite response

2. Make a deposit.

a. offer to help

b. say the need

c. give deposit slip

d. ask for help

e. give information

f. polite response

3. Make a withdrawal.

a. offer to help

b. say the need

c. give location of withdrawal slips

d. ask for help filling it out

e. give information

f. polite response
ask for kind of bills

g. response



FUTURE INDICATED BY PRESENT PROGRESSIVE

Col Tondre's leaving tomorrow.

Explain the paradigms to the students.

The **present progressive** (I'm studying, you're reading, etc.) is sometimes used to express a future action which is expected to happen soon.

The plane	will arrive is going to arrive <u>is arriving</u>	at 6:00.
-----------	---	----------

Mike will leave Monday, and Jane's leaving Thursday.

Change the sentences like the examples.

EXAMPLES: S1: Frank will move to a new apartment in May.
 S2: Frank is going to move to a new apartment in May.
 S3: Frank is moving to a new apartment in May.

***** .

S1: Will Peggy stay with her sister next week?
 S2: Is Peggy going to stay with her sister next week?
 S3: Is Peggy staying with her sister next week?

1. We will eat lunch early today.
2. The train will arrive in ten minutes.
3. Flight 123 will leave in an hour.
4. Will he fly home to visit his mother this year?
5. We will work out in the gym after class.

Whose, Who, What, Where, When, and How?

Read the sentence; then ask a question. Use the underlined word to choose the correct question word.

EXAMPLE: Lt Smith is leaving for Honduras next month.
 Who is leaving for Honduras next month?

1. Flight 246 is taking off at 12:10.
2. David is going to the airport by taxi.
3. Steve is staying with us Thursday night.
4. The Martins are moving to New York in May.
5. Frank is returning from Florida on March 2nd.

Write down five things you plan to do this weekend, using present progressive. Then switch papers with another student and read his sentences to the class using third person.

EXAMPLE: I'm studying for a test on Saturday.
 He's studying for a test on Saturday.