

Thesis Title	Needs Analysis as a Basis for the Improvement of the Intensive English Course of the International Program at Bangkok University
Name	Benchaporn Khemateerakul
Degree	Master of Arts (Applied Linguistics)
Thesis Supervisory Committee	Voralak Snidwongse, M.Sc. Maurice M. Broughton, M.A. Visutsri Chanprasert, Ed.D.
Date of Graduation	14 March B.E. 2539 (1996)

ABSTRACT

The purpose of the study is to investigate students' needs and problems in using English in the International Program of Bangkok University. This study also examines students' wants regarding English skills to be emphasized in the intensive English course of the International Program and other factors which include time, instruction, class size, and evaluation. Data obtained will be used as a basis for the improvement of the intensive English course.

This study was conducted by means of questionnaires which were administered to three groups of subjects: first year students, second and third year students, and instructors of the International Program of Bangkok University. The total number of subjects was 351. The questionnaires were constructed and revised under the guidance of the Thesis Supervisory Committee and also validated in the pilot study. The reliability of the questionnaires was 0.95. The statistical devices used to analyze the results of the questionnaires were percentage and frequency distribution, a five point Likert scale, arithmetic mean, F-test, Cronbach Alpha method, and weighted scores.

According to their needs with regard to English language skills, all respondents perceived all skills as urgent needs in which listening was needed most. The order was listening, reading, writing, and speaking. All English skills were perceived as moderate problems by students

while writing and speaking skills were perceived as students' greatest problems by instructors. Both students and instructors wanted the listening skill to be emphasized in the intensive English course.

With reference to the preferences for the main objective of the intensive English course, both students and instructors preferred English used for communication. Students wanted general content to be focused in the course whereas instructors preferred academic content. Complete agreement was found among all respondents in the following areas: 1) the course should be offered in the summer session. 2) the number of hours should be 60 hours. 3) Time-table should be five days/week and three hours/day. 4) The class size should be 15-20 students.

Regarding the nature of intensive English course instructors, students preferred all native speakers and the use of English most in class and Thai when necessary while instructors wanted an equal number of Thai and native speaker instructors who use only English in class. The ways for evaluating students were ranked by instructors as follows: students' participation in activities, observation of individual students in class, students' written exam, and the evaluation of students by themselves.

Moreover, second and third year students expressed their desire to study extra intensive English course if it were offered. This corresponds to the wish of their instructors who clearly wanted students to take extra intensive English course.

This study discusses needs, problems, and wants in English skills and activities and then sets these perceived factors in the order of priority. The study also concludes with suggestions for improvement of the intensive English course. Finally, an outline of the course syllabus is recommended for the intensive English course. This will provide some guidance based on the results of the study.