Needs Analysis of English Language Teaching and Learning in Upper Secondary Schools

Arun Meadseena

Faculty of Education, Mahasarakham University

79/2 Nakhon Sawan Road, Talad, Mueng, Mahasarakham 44000, Thailand

Tel: 66-43-754-321   E-mail: arun.mea@msu.ac.th

Jiraporn Chano (Corresponding author)

Faculty of Education, Mahasarakham University

79/2 Nakhon Sawan Road, Talad, Mueng, Mahasarakham 44000, Thailand

Tel: 66-89-711-3395   E-mail: jiraporn.j@msu.ac.th

Bussayarat Nithideechaiwarachok

Faculty of Interdisciplinary Studies, Khon Kaen University, Thailand

Tel: 66-63-498-7853   E-mail: bussayarat@kku.ac.th

Abstract

English language teaching and learning has increased in many countries where English is not the primary language due to the advantage of using and developing language proficiency. This research aimed to explore the needs of English language teaching and learning in upper secondary schools, emphasizing listening and speaking skills. The participants were 352 students from nine upper secondary schools in northeast Thailand. Survey research was employed in the study, and the data was collected through a questionnaire comprising five aspects as an instrument. Statistics were used, including mean, standard deviation, and

modified priority needs index (PNImodified). The findings found that the highest ranking from the teaching and learning management aspect was that students needed learning activities to be arranged and introduced into the lesson. Then, the highest ranking of the teacher aspect showed that students needed to use strategies or activities to assist them in developing listening and speaking skills. Next, the highest ranking of the language use aspect was the need for a variety of activities to help students use vocabulary related to the lesson, followed by the highest ranking of the English listening and speaking aspect, which was the need to encourage students to practice English listening and speaking in the classroom. Finally, the highest ranking of the assessment and reflection aspect was the need for students to be given a rating for using language in the classroom. It could be explained that the results could be beneficial for teachers, course designers, and course developers to set up courses or curricula in order to meet students' needs.

Keywords: English language, Listening and speaking skills, Needs analysis, Upper secondary schools, Thailand

1. Introduction

English is the most widely used universal language and a powerful tool for the pursuit of knowledge in today's social age of teaching and learning for self-improvement. Students who are able to speak English well have the advantage of having access to the world's most important knowledge, which is mostly recorded and published in English. As such, students need to have the ability in English as a tool to access knowledge in order to develop their potential and enhance the quality of education in the use of English language skills (Clement & Murugavel, 2018; Fang & Baker, 2018). Listening, speaking, reading, and writing are the four skills that students must acquire in order to learn English, according to Sadiku (2015). Speaking and listening are the two skills that are most important to master because learning English depends on them (Ahmadi, 2016; Rao, 2019).

Thailand is a part of the global community and one that uses English as a foreign language. Along with this, Thailand's English language teaching and learning policy has been formulated in accordance with the English language teaching reform policy that promotes the use of the English language not only by expanding special English language teaching projects such as the English program, mini English program, and bilingual program, but also teaching English that focuses on English for integrated studies using the standard framework of the European Union (CEFR: The Common European Framework of Reference for Languages).

In addition, it is a conceptual framework for organizing language instruction in Thailand. Hence, CEFR provides instruction by clearly defining the teaching achievement of students at each level of English proficiency (Foley, 2019; Ministry of Education, 2017; OECD, 2016).

The Ministry of Education (2017) has identified in the core curriculum of basic education for foreign language teaching departments that high school graduates should be able to use English at the independent user level (B1). Also, students should be able to speak, write, and understand the importance of a general message or a topic that is familiar or interesting, such as a workplace, school, and others. Moreover, students should be able to deal with various

situations that arise during travel in English-speaking countries and be able to describe experiences, events, thoughts, and hopes (Charttrakul & Damnet, 2021; Foley, 2019). Therefore, teachers would align their teaching and learning in accordance with the student's level of language proficiency (Ministry of Education, 2017).

According to the National Educational Test (O-NET), English language subjects must accelerate their development in teaching and learning and enhance their English language skills, as the score is below the national average of 39.53 for the 2021 academic year, with scores lower than 50 percent (National Institute of Educational Testing Service, 2021). Likewise, it is clear that the teaching and learning in English courses have not been as successful as they should be. At the high school level, it was found that most students lacked English listening and speaking skills (Bounzouay, 2020; Ulum, 2015). In the field of listening, students cannot grasp the importance of the conversation (Mazumder, 2021). In order to listen to English, it is important to separate content words from function words. In the field of speaking, students do not know the vocabulary and the ordering of sentences (Mazumder, 2021). Consequently, it makes teaching management not in accordance with the lesson plan and the actual conditions of English instruction. According to the CEFR results of Thai students, it was discovered that students' level of English was at a low proficiency level, and students lacked English language skills, which is important for connecting knowledge and integrating it into the material of other learning fields (Hiranburana et al., 2017). Thus, students do not pay as much attention to English subjects as they should.

Needs analysis is a process used to identify current gaps in conditions and prioritize the needs of the situation in order to meet the realistic needs of those involved (McCawley, 2009). For needs analysis, it is necessary to choose an instrument, techniques, and methods of proper assessment of essential needs to provide useful information and to make appropriate resolution decisions (Woodrow, 2017). The objective of the needs analysis is the attempt to gather information, rank importance, and determine solutions to the problems that the valuable information obtained. Importantly, criteria and guidelines could be used to formulate policies and planning decisions (Dudley E-vans & St. John, 2007; Woodrow, 2017). The school develops activities or solutions in accordance with the realistic conditions at the time. Currently, the assessment of essential needs receives a lot of attention since it is the process of identifying problems that need to be solved using the principle of assessing the need (Wongwanich, 2019). Even though needs analysis is crucial and valuable throughout the world, it is not unexpected that only small research studies have been stated in the context of the upper secondary education level, especially at the upper secondary schools' level from the secondary educational service area office 29, Thailand.

1.1 Objective of the Research Study

The objective of the research aimed to explore the needs of English language teaching and learning in upper secondary schools.

1.2 Research Question

What are the needs of English language teaching and learning in upper secondary schools?

2. Literature Review

2.1 Needs Analysis

Needs analysis (NA) is an information-gathering process. According to Iwai et al. (1999), needs analysis is referred to as collecting data from a small group of students with the goal of creating a course or curriculum that suits students' learning requirements. Hutchinson and Waters (1996) have stated that there are two types of needs taken into account for NA, which are target needs and learning needs. However, the requirements of target needs are different from learning needs.

Target needs refer to what the learner needs to do in the target situation, and it is more beneficial to consider the target situation in three divisions which are necessities, lacks, and wants as per the details as follows,

(1) Necessities are those that are determined by the needs of the target situation, which is necessary for the learner to work effectively in the target situation.

(2) Deficiencies or lacks are the gaps between the essentials that the learner must have and the existing proficiency of the learner.

(3) Wants are things that learners want to learn in their own personal way, whereby what they "want" may or may not be consistent with the course designer or teacher. The needs of learners have a significant impact on motivation in the learning process.

Learning needs can be considered as what the learner must do in order to acquire new knowledge. The term "learning needs" refers to all the elements involved in the learning process, including attitudes, motivation, awareness, personality, learning styles, and techniques, as well as social background. It is comparable to the need in terms of learning versus the journey that starts from the beginning (what is lacking) to the destination (what is needed), and there may be something that conflicts (the need) with what the destination should be and to lead to a situation where the goal has been achieved, and to collect data for analysis.

Additionally, analyzing the needs of students, according to Hutchinson and Waters (1996), the aim of analyzing learners' needs is beneficial to learners in improving teaching and learning so that learners can achieve their academic goals. Many researchers have introduced a variety of methods for collecting information about learners' needs, for instance, using questionnaires, using interviews, using observation methods, using data collection, and informal consultations with sponsors, learners, and others, etc. (Dudley-Evans, 2001; Hutchinson & Waters, 1996).

Nevertheless, it appears that NA is an essential step in the process of creating and designing instructional materials for specific purposes. In this study, the NA is to gain data from students in order to explore their needs in English language teaching and learning, especially

in upper secondary schools.

2.2 English Listening and Speaking Skills

Gilakjani and Sabouri (2016) have defined listening as the process of getting what the speaker says, creating and expressing meaning, negotiating meaning with speakers and answering questions, and also creating meaning through participation, creativity, and empathy. In addition, listening is a complex interpretive process in which listeners match what they hear with what they already know. Furthermore, Gilakjani and Ahmadi (2011) discuss the importance of listening as it is the skill most often used in the classroom. Both instructors and students must accept that listening comprehensibly can make them successful in academic fields. Moreover, a variety of studies indicate that listening skills performance is more important than reading skills, a factor that contributes to academic success.

Another important skill is speaking. Newton and Nation (2020) identify speaking as an interaction and requires the ability to cooperate in the management of interactive speech. Also, Kayi (2006) discusses the importance of speech as speaking is an important process in learning a second language, and also developing clear and effective speaking skills helps students succeed in communication. Additionally, teaching speaking skills effectively is crucial for teachers. Moreover, teachers should pay attention to the classroom environment and organize a variety of activities for teaching speaking skills which would affect student communication and make students more active in the learning process.

In Thailand, teaching English listening and speaking skills has been taught in accordance with the lines of communicative language teaching (CLT). It is a theory that has been developed in learning and teaching foreign languages since 1960 and is still widely used nowadays. CLT is language teaching that focuses on communication through connecting knowledge, skills, and the ability to communicate in a language so that the language can be used fluently and accurately at the same time (Savignon, 1997). Thus, it enables students to use the language in real-life situations for both listening and speaking.

Canale and Swain (1983) and Savignon (1997) have separated four elements of communicative ability as follows,

(1) Grammatical competence refers to knowledge of the language, for instance, knowledge of vocabulary, the structure of sentences, as well as spelling and pronunciation.

(2) Sociolinguistic competence refers to the use of words and structure of sentences appropriately according to the contexts, such as apologizing, thanking, asking for directions and information, and using sentences to ask for something.

(3) Discourse competence, or in other words, the ability to use language structures to convey listening and speaking, refers to the ability to bridge the grammatical form and meaning in speaking and writing according to different patterns and situations.

(4) Strategic competence means using techniques to make communication successful, especially speech communication, if the speaker has strategies to not let the conversation stop midway, such as using body language and expanding it by using other words instead of words that the speaker could not think about.

Ultimately, it could be seen that teaching listening and speaking skills are not neglected in grammatical structure usage; however, in teaching, grammatical structures should be also emphasized. Using these grammatical principles for descriptive or communicative purposes, Canale (1980) clearly describe the linguistic rules and structures. Without rules and structures, the student's ability to communicate would be limited. Therefore, fluency and accuracy are equally important.

2.3 Related Studies

Numerous studies have mentioned students' needs in English language teaching and learning at different educational levels. Nilsali et al. (2012) investigated and clarified the needs and wants of students in a world-class standard school program at Buengkan secondary school. Apparently, it was found that bilingual students needed to use all four English skills, expressing speaking as the most needed. Moreover, Ulum (2015) conducted a study with 50 EFL university students. The study focused on problems and needs in listening skills and concentrated on the improvement of listening abilities in an English language preparatory school. In addition, the study concluded that more authentic and engaging activities should be included in speaking classes, as well as more supporting materials. Furthermore, Parnawati and Ulinuha (2019) conducted research with 135 students who enrolled in a general English course at the target university to study students' skill levels on each English language skill and find out their needs and wants for English language learning at the higher education level. Notably, the results showed that students were not confident with their speaking and listening skills, and they were keen to improve their speaking skills.

From previous studies, needs analysis in teaching and learning arrangement, strategies use, language use, and learning activities involving listening and speaking could be seen from several studies. For instance, Hwang et al. (2015) researched the feasibility of designing learning activities and facilitating students listening and speaking with game-based learning activities. It was discovered that most students had positive perceptions toward game-based learning activities supported by mobile applications. In addition, the study of the use of YouTube videos encouraged and also improved students in speaking class, according to Wahyuni and Utami (2021). Besides, Idrissova et al. (2015) showed that students determined the effective way of using role plays and various activities in practice; different creative activities in English classes motivate them to learn English and improve listening and speaking. Moreover, the study of Kathirvel and Hashim (2020) found that one of the strategies to enhance speaking skills is using audio-visual material. It is believed that this strategy would develop students' speaking skills.

Additionally, Thuratham (2022) conducted research to improve the needs on English communication skills. The results showed that students required "conversation in daily life' activities to develop their listening and speaking skills the most. Also, they wanted a variety

of content, teaching methods, and activities. Besides, students expressed learning English through activities that assisted them in developing the skills, for example, using video clips, movies, and songs in language learning. Another, Rajendran and Yunus (2021) mentioned that speaking skills still remain the most challenging skill for many Malaysian learners. In order to explore a way to assist students, the researchers employed *ChatterPix Kids* mobile app to develop primary school students' speaking. Seven themes were presented, which indicated the crucial need for MALL (Mobile-assisted Language Learning). The seven themes had authentic tasks in meaningful contexts, more engagement in speaking tasks, application of prior knowledge to current situations, self-reflection and error correction, flexibility in learning, reduced fear and anxiety, and lastly, scaffolding from More Knowledgeable Others (MKO). The findings showed that learning from mobile apps is valuable and helpful in developing students' speaking skills.

Furthermore, Amna and Christina (2021) explored a needs analysis for English speaking and listening assessment media with web responsive in computer with 431 students who participated in the study. The results of the study found that students need interactive and interesting assessments web responsive. Also, it was found that 72.9% stated that speaking and listening are very important. From the above-mentioned and documentary reviews, it was discovered that several studies had been done to determine the needs of students in English language teaching and learning, focusing on listening and speaking skills at different levels. Nevertheless, in the area of the secondary educational service area office 29, studies were not found that looked into the needs and issues of students. Therefore, this study aims to study the needs of English language teaching and learning in upper secondary schools.

3. Method

3.1 Research Design

This research study used a survey research method to gather information for the study through a questionnaire in a consistent way. According to Creswell (2012), survey research is a procedure in quantitative research which administers a survey to a sample group. Additionally, it also could describe the trends, such as issues, community conditions, or school interests. The survey method also helps to identify those issues and provides useful information to evaluate the situation (Creswell, 2012).

3.2 Population and Participants

This research study was survey research that aimed to investigate the needs for English language teaching and learning in upper secondary schools. The population were from nine world-class standard schools in the secondary educational service area office 29, Ubon Ratchathani - Amnat Charoen, Thailand, total 3,828 students. However, the researchers calculated the estimation of sample size using the method of Krejcie and Morgan's (1970) table with a confidence interval level of 95 percent. Consequently, the total number of participants was 352 students. Finally, the number of participants from nine schools is presented in Table 1 as follows.

Table 1. The total amount of population and participants' calculation for the research study

Schools	Population	Participants
School 1	705	66
School 2	623	58
School 3	174	15
School 4	291	27
School 5	616	57
School 6	363	33
School 7	565	52
School 8	152	13
School 9	339	31
Total	3,828	352

3.3 Instrument

This research study employed a questionnaire to collect data information. The questionnaire on essential needs was derived from related areas of education, learning development, and promoting English language skills. In addition, the elements and essential issues of the questionnaire are in accordance with the data from the documentary study. Moreover, after constructing the questionnaire, five experts in the area examined the content. Next, the researcher adjusted and edited the questionnaire along with the experts' recommendations. Last, the questionnaire was characterized by a 5-level Likert scale of valuation measure divided into five aspects, including:

Teaching and learning management	6 items
Teachers	6 items
Language use	6 items
English listening and speaking	6 items
Assessment and reflection	5 items

Each aspect consists of two conditions which were the real conditions and expected conditions.

3.4 Data Collection

The researcher collected the data from the questionnaire to investigate the needs for learning and teaching management towards students' learning development and activities arrangement to promote English language skills. The questionnaire was completed by nine upper

secondary schools in the northeast of Thailand in the first semester of the academic year 2018.

3.5 Data Analysis

The data obtained from the questionnaire were analyzed by using the average means, and standard deviation (S.D.) for both conditions, which were the real conditions and expected conditions. Additionally, a modified priority needs index (PNImodified) by Wiratchai and Wongwanich (2007) was employed in order to identify the needs (needs identification). Thus, the calculation from PNImodified was used to find out the difference between the needs of real conditions and expected conditions.

4. Results

The objective of the research aimed to explore the needs of English language teaching and learning in upper secondary schools. The results of the needs analysis of English language teaching and learning appeared in 5 aspects, namely, teaching and learning management, teachers, language usage, English listening and speaking, and lessons assessment and reflection, as presented in Tables 2-6.

Table 2. The needs for English language learning and teaching for upper secondary schools: Teaching and learning management aspects

Learning management conditions	Expected conditions (I)		Real conditions (D)		PNI Modified = (I-D)/D	Ranking
	X	S.D.	X	S.D.		
1. Inform students of the subject matter and content to be learned before the start of the lesson.	4.29	0.96	3.73	0.98	0.56	6
2. Notify students of the relationship between language and content before starting the lesson.	4.16	0.90	3.54	0.97	0.62	4
3. Use instructional materials, such as pictures, videos, drawings, etc., to introduce new topics.	4.15	0.87	3.45	0.86	0.70	2
4. Arrange learning activities and introduce them into the lesson.	4.29	0.91	3.50	0.98	0.79	1
5. Use graphic maps, mind maps, tables, charts, or diagrams to find out and organize what students learn or know with lessons.	4.12	0.86	3.48	0.90	0.64	3
6. Revise students' prior knowledge.	4.15	0.87	3.55	0.94	0.60	5

Table 2 shows the ranking of the needs for English language teaching and learning management towards students' learning management for upper secondary schools with teaching and learning management aspects. It was found that the modified priority needs index was between 0.56-0.79. To begin with, the highest PNImodified index was 0.71, which was the need to arrange learning activities and introduce them into the lesson—followed by the need to use instructional materials, such as pictures, videos, drawings, etc., to introduce new topics with an index of 0.70. Then, the need to use graphic maps, mind maps, tables, charts, or diagrams to find out and organize what students learn or know with lessons with an index of 0.64.

Table 3. The needs for learning and teaching management towards student's learning development: Teacher aspect

Learning management conditions	Expected conditions (I)		Real conditions (D)		PNI modified = (I-D)/D	Ranking
	X	S.D.	X	S.D.		
1. Teaching practice by using books, pictures, media, or videos to help students understand the lessons.	4.32	0.91	3.36	0.96	0.96	2
2. Encourage students to have basic and advanced high-order thinking or ideas.	4.28	0.91	3.41	1.02	0.87	4
3. Encourage students to engage in the classroom, work in pairs and work in groups.	4.32	0.89	3.42	1.00	0.90	3
4. Use graphics or other formats to help students understand learning.	4.30	0.90	3.44	0.99	0.86	5
5. Use strategies or activities to assist students in developing listening and speaking skills.	4.33	0.91	3.35	1.02	0.98	1
6. Enthusiasm in developing students' thinking skills.	4.32	0.91	3.59	0.98	0.73	6

Table 3 presents the ranking of the needs for learning and teaching management towards student learning development with the teacher aspect. It was found that the modified priority needs index was between 0.73-0.96. The highest ranking, with an index of 0.98, was the need to use strategies or activities to assist students in developing listening and speaking skills. Next, with an index of 0.96, was the need to teach by using books, pictures, media, or videos to help students understand the lessons. Third, with an index of 0.90, was the need to encourage students to engage in the classroom, work in pairs, and work in groups.

Table 4. The needs for learning and teaching management towards student's learning development: Language use aspect

Learning management conditions	Expected conditions (I)		Real conditions (D)		PNI modified = (I-D)/D	Ranking
	X	S.D.	X	S.D.		
1. Use a variety of activities to help students use vocabulary related to the lesson.	4.19	0.88	3.41	0.97	0.78	1
2. Help students recognize the language used in the lesson, such as grammar and vocabulary in the lesson.	4.28	0.88	3.71	0.97	0.57	3
3. Help students observe similarities and differences between English and Thai languages.	4.27	0.92	3.52	1.06	0.75	2
4. Encourage students to use personal vocabulary in daily life on a regular basis.	4.37	0.83	3.81	1.04	0.56	4
5. Assist students in learning and choosing terminology in lessons.	4.35	0.85	3.85	1.00	0.50	5
6. Discuss how to learn vocabulary in the classroom.	4.38	0.83	3.81	0.98	0.57	3

Table 4 displays the needs for learning and teaching management towards students' learning development with language use aspect. It was found that the modified priority needs index was between 0.50-0.78. The highest ranking, with an index of 0.78, was the need to use a variety of activities to help students use vocabulary related to the lesson. Then, with an index of 0.75, was the need to help students observe similarities and differences between English and Thai languages. Followed by the third highest ranking, with an index of 0.57, was the need to help students recognize the language used in the lesson, such as grammar and vocabulary, and the need to discuss how to learn vocabulary in the classroom.

Table 5. The needs for learning and teaching management towards students' learning development: English listening and speaking aspects.

Learning management conditions	Expected conditions (I)		Real conditions (D)		PNI modified = (I-D)/D	Ranking
	X	S.D.	X	S.D.		
1. Encourage students to practice English listening and speaking in the classroom.	4.27	1.07	2.76	1.19	1.51	1
2. Use English listening and speaking frameworks or graphic charts to support students' speaking.	4.24	0.94	3.19	1.15	1.05	5
3. Use different conversations in English listening and speaking activities.	4.29	0.96	3.03	1.05	1.26	3
4. Encourage students to practice English listening and speaking in pairs or as a group.	4.26	0.95	3.11	1.15	1.15	4
5. Encourage students to learn English listening and speaking in different contents informally and formally.	4.28	0.96	2.93	1.18	1.35	2
6. Create English listening and speaking activities for students to communicate with each other.	4.27	1.07	2.76	1.19	1.51	1

Table 5 discovers the needs for learning and teaching management towards students' learning development with English listening and speaking aspects. It was found that the modified priority needs index was between 1.05-1.51. The highest ranking, with an index of 1.51, was in two categories, including the need to encourage students to practice English listening and speaking in the classroom. Also, the need to create English listening and speaking activities for students to communicate with each other. Next, with an index of 1.35, was the need to encourage students to learn English listening and speaking in different contents informally and formally. Then, with an index of 1.26, was the need to use different conversations in English listening and speaking activities.

Table 6. The needs for learning and teaching management towards students' learning development: Assessment and reflection aspects.

Learning management conditions	Expected conditions (I)		Real conditions (D)		PNI modified = (I-D)/D	Ranking
	X	S.D.	X	S.D.		
1. Obtain various assessments, both language, and content assessments.	4.32	0.91	3.59	0.98	0.73	5
2. Reflect on students' learning in English listening, speaking, reading, and writing in the classroom.	4.31	0.85	3.36	0.96	0.95	2
3. Rating for using language in the classroom.	4.33	0.91	3.35	1.02	0.98	1
4. Identify clear evaluation criteria when students present or perform listening and speaking activities.	4.29	0.97	3.40	1.09	0.89	3
5. Know how to design and use rubric scores.	4.28	0.91	3.41	1.02	0.87	4

Table 6 illustrates the needs for learning and teaching management toward students' learning development with assessment and reflection aspects. It was found that the modified priority needs index was between 0.73-0.98. The highest ranking, with an index of 0.98, was the need to be rated for using language in the classroom. Next, with an index of 0.95, was the need to reflect on students' learning in English listening, speaking, reading, and writing in the classroom. Finally, with an index of 0.89, was the need to identify clear evaluation criteria when students present or perform listening and speaking activities.

In summary, the teaching and learning management aspect's top score was that students needed learning activities planned out and integrated into the class. Then, the instructor component with the highest rating revealed that students needed to apply techniques or exercises to aid in the development of their speaking and listening abilities. The highest ranking of the English listening and speaking aspect was the necessity of encouraging students to practice English listening and speaking in the classroom, which was followed by the highest ranking of the language use aspect, which was the need for a variety of activities to help students use vocabulary related to the lesson. The necessity of grading students' language use in the classroom received the highest ranking for the evaluation and reflection component.

5. Discussion

The research study presented the findings and results of the needs of English language teaching and learning in upper secondary schools, emphasizing English listening and speaking skills. The findings could be discussed as follows:

The results of the present study provided evidence that in the teaching and learning

management aspect, students need learning activities to be arranged and introduced into the lesson. This finding was relevant to Thuratham (2020) and Wahyuni and Utami (2021), in which students indicated that they wanted to study English through activities that helped them improve their abilities, such as employing video clips, movies, YouTube and songs in language learning. Similarly, in the teacher aspect, students expressed the desire of using strategies and activities to help them in developing listening and speaking. The finding from this aspect was in line with the suggestion of Kathirvel and Hashim (2020). It was discovered that using audio-visual content is one of the techniques to improve speaking abilities. This approach is thought to help pupils improve their speaking abilities.

In addition, language use and English listening and speaking aspects showed the needs for a variety of activities to assist students, including using vocabulary related to the lesson to improve listening and speaking. The evidence of the findings relevant to the study of Hwang et al. (2015), Idrissova et al. (2015), and Jaelani and Zabidi (2020) explained that students need to have more vocabulary in understanding English conversations. Also, using creative activities, for example, role plays, and game-based, listening to English music with lyrics, and watching videos in English classes motivate students to learn English. Besides, the assessment and reflection aspect found that students needed a rating for using language in the classroom. The finding was supported by Amna and Christina (2021), who indicated that students needed to have an interactive and interesting assessment in listening and speaking class.

It is essential to point out that these findings are consistent with Dudley-Evans (2001) and Hutchinson and Waters (1996), who indicated that student's attitudes, motivation, awareness, personality, learning styles, and tactics, as well as their social background, are all considered to be part of their "learning needs" during the learning process. In order to improve teaching and learning and enable students to attain their academic objectives, it is also advantageous for students to analyze their needs.

6. Conclusion and Recommendation

In today's social environment of teaching and learning for self-improvement, English is the most commonly used worldwide language and a potent tool for the quest for knowledge. The benefit of having access to the most essential knowledge in the world, which is primarily documented and published in English, is given to students who can speak the language fluently. According to Sadiku (2015), students need to develop their listening, speaking, reading, and writing skills in order to learn English. The two abilities that must be mastered the most in order to learn English are speaking and listening skills. In order to find out what students want to learn and improve their listening and speaking skills, needs analysis plays a crucial phase in developing any educational program or course syllabus as it provides teachers, curriculum writers, and administrators with a roadmap for creating the most effective curriculum, program, or course for a given student population. Needs analysis is therefore advised to be undertaken initially, and courses will subsequently be established.

References

Ahmadi, S. M. (2016). The importance of listening comprehension in language learning. *International Journal of Research in English Education, 1*(1), 7-10.

Amna, S., & Christina, D. (2021). A need analysis for English speaking and listening assessment media with web responsive in computer science faculty. *Jurnal Arbitrer, 8*(2), 148-156. https://doi.org/10.25077/ar.8.2.148-156.2021

Bounzouay, A. (2020). A study of English speaking skills of grade eleventh students at Pakthongchaiprachaniramit School. *Journal of MCU Humanities Review, 6*(1), 211-221.

Canale, M., & Swain, M. (1983). From communicative competence to communicative language pedagogy. In Richards & Schmid (Eds.), *Language and Communication* (pp. 2-27). London: Longinat.

Canale, M., (1980). Theoretical bases of communicative approaches to second language teaching and testing. *Applied Linguistics, 1*(1), 1-47. https://doi.org/10.1093/applin/1.1.1

Charttrakul, K., & Damnet, A. (2021). Role of the CEFR and English teaching in Thailand: A case study of Rajabhat universities. *Advances in Language and Literary Studies, 12*(2), 82-89. https://doi.org/10.7575/aiac.alls.v.12n.2.p.82

Clement, A., & Murugavel, T. (2018). English for the workplace: The importance of English language skills for effective performance. *The English Classroom, 20*(1), 1-15.

Creswell, J. W. (2012). *Educational research: Planning, conducting, and evaluation quantitative and qualitative research* (4th ed.). Boston, MA: Pearson.

Dudley-Evans, T. (2001). English for specific purposes. In R. Carter, & D. Nunan (Eds.), *The Cambridge Guide to TESOL* (pp. 131-136). Cambridge: CUP. https://doi.org/10.1017/cbo978 0511667206.020

Dudley-Evans, T., & St. John, M. J. (2007). *Developments in English of specific purposes.* UK: Cambridge University Press.

Fang, F., & Baker, W. (2018). 'A more inclusive mind towards the world': English language teaching and study abroad in China from intercultural citizenship and English as a lingua franca perspectives. *Language Teaching Research, 22*(5), 608-624. https://doi.org/10.1177/ 1362168817718574

Foley, J. (2019). Issues on the initial impact of CEFR in Thailand and the region. *Indonesian Journal of Applied Linguistics, 9*(2), 359-370. https://doi.org/10.17509/ijal.v9i2.20233

Gilakjani, A. P., & Ahmadi, M. R. (2011). A study of factors affecting EFL learners' English listening comprehension and the strategies for improvement. *Journal of Language Teaching and Research, 2*(5), 977-988. https://doi.org/10.4304/jltr.2.5.977-988

Gilakjani, A. P., & Sabouri, N. B. (2016). Learners' listening comprehension difficulties in English language learning: A literature review. *English Language Teaching, 9*(6), 123-133.

https://doi.org/10.5539/elt.v9n6p123

Hiranburana, K., Subphadoongchone, P., Tangkiengsirisin, S., Phoochaeoensil, S., Gainey, J., Thogsngsri, J., ... Taylor, P. (2017). A framework of reference for English language education in Thailand (FRELE-TH)—Based on the CEFR, the Thai experience. *LEARN Journal: Language Education and Acquisition Research Network, 10*(2), 90-119.

Hutchinson, T., & Waters, A. (1996). *English for specific purposes* (11th ed.). Cambridge University Press.

Hwang, W. Y., Ma, Z. H., Shadiev, R., Shih, T. K., & Chen, S. Y. (2015). Facilitating listening and speaking with game-based learning activities in situational context. *Emerging issues in smart learning* (pp. 193-200). Springer, Berlin, Heidelberg. https://doi.org/10.1007/978-3-662-44188-6_27

Idrissova, M., Smagulova, B., & Tussupbekova, M. (2015). Improving listening and speaking skills in mixed level groups (on the material of new English file). *Procedia-Social and Behavioral Sciences, 199*, 276-284. https://doi.org/10.1016/j.sbspro.2015.07.517

Iwai, T., Kondo, K., Lim, D. S., Ray, G., Shimizu, H., & Brown, J. D. (1999). *Japanese language needs analysis 1998-1999*. Retrieved from http://www.nflrc.hawaii.edu/networks/NW13/NW13.pdf

Jaelani, A., & Zabidi, O. W. (2020). Junior high school students' difficulties of English language learning in the speaking and listening section. *ELT Forum: Journal of English Language Teaching, 9*(1), 45-54. https://doi.org/10.15294/elt.v9i1.38287

Kathirvel, K., & Hashim, H. (2020). The use of audio-visual materials as strategies to enhance speaking skills among ESL young learners. *Creative Education, 11*, 2599-2608. https://doi.org/10.4236/ce.2020.1112192

Kayi, H. (2006). Teaching speaking: Activities to promote speaking in a second language. *The Internet TESL Journal, 12*(11), 1-6.

Krejcie, R. V., & Morgan, D. W. (1970). Determining sample size for research activities. *Educational and Psychological Measurement, 30*(3), 607-610. https://doi.org/10.1177/001316447003000308

Likert, R. (1967). *The Method of constructing and attitude scale, reading in attitude theory and measurement*. New York, Wiley & Son.

Mazumder, A. K. (2021). Students' standard of speaking and listening English at secondary level in Bangladesh: An empirical study. *Robindra Journal, 72*(1), 182.

McCawley, P. (2009). *Methods of conducting educational needs assessment guideline for cooperative extension system personals*. Retrieved from http://www.cals.uidaho.edu/edcomm/pdf/BUL/BUL0870.pdf

Ministry of Education. (2017). *Education in Thailand*. Bangkok: Office of Education Council, Thailand. Retrieved from http://www.en.moe.go.th/enMoe2017/index.php/policy-

and-plan/education-policy

Newton, J. M., & Nation, I. S. P. (2020). *Teaching ESL/EFL listening and speaking*. Routledge. https://doi.org/10.4324/9780429203114

NIETS (National Institute of Educational Testing Service). (2021). *O-NET results*. Retrieved from https://www.niets.or.th/th/catalog/view/3121

Nilsalai, U., Soranastaporn, S., & Engchuan, K. (2012). *A survey study of the needs, problems, and wants of students studying in the world class standard school program at Buengkan secondary school* (Doctoral dissertation, Mahidol University, Bangkok, Thailand). Retrieved from https://www.thonburi-u.ac.th/journal/Document/6-11/11-7-Udom-Songsri-Karansupa mas.pdf

OECD/UNESCO. (2016). *Education in Thailand: An OECD-UNESCO Perspective, Reviews of National Policies for Education*. OECD Publishing, Paris. https://doi.org/10.1787/ 9789264259119-en

Parnawati, T. A., & Ulinuha, A. (2019). English at higher education level: A need analysis. *Premise: Journal of English Education and Applied Linguistics, 8*(2), 226-240. https://doi.org/10.24127/pj.v8i2.2296

Rajendran, T., & Yunus, M. M. (2021). Chatterpix kids: A potential mobile app for helping primary ESL pupils to improve their speaking fluency. *International Journal of Learning, Teaching and Educational Research, 20*(4), 18-42. https://doi.org/10.26803/ijlter.20.4.2

Rao, P. S. (2019). The importance of speaking skills in English classrooms. *Alford Council of International English & Literature Journal, 2*(2), 6-18.

Sadiku, L. M. (2015). The importance of four skills reading, speaking, writing, listening in a lesson hour. *European Journal of Language and Literature, 1*(1), 29-31. https://doi.org/ 10.26417/ejls.v1i1.p29-31

Savignon, S.J. (1997). *Communicative competence: Theory and classroom practice: texts and contexts in second language learning* (2nd ed.). New York: McGraw-Hill. https://doi.org/ 10.1017/s0272263198214069

Thuratham, W. (2022). Scrutinizing problems and needs of non-formal education students on English communication skills. *Journal of Educational Issues, 8*(2), 72-94. https://doi.org/ 10.5296/jei.v8i2.19925

Ulum, Ö. G. (2015). Listening: The ignored skill in EFL context. *International Journal of Humanities Social Sciences and Education, 2*(5), 72-80.

Wahyuni, A., & Utami, A. R. (2021). The use of Youtube video in encouraging speaking skill. *Jurnal Pustaka Ilmu. Id, 7*(3), 1-9.

Wiratchai, N., & Wongwanich, S. (2007). *Needs assessment research* (2nd ed.). Bangkok: Chulalongkorn University Press, Thailand.

Wongwanich, S. (2019). *Needs assessment research* (4th ed.). Bangkok: Chulalongkorn University Press, Thailand.

Woodrow, L. (2017). Teaching English for specific purposes. *Introducing Course Design in English for Specific Purposes* (pp. 51-61). Cambridge: Cambridge University Press. https://doi.org/10.4324/9781315143279-6

Copyright Disclaimer