

ENGLISH LANGUAGE NEEDS OF TEACHERS AT BANGPLAMA SOONGSUMARNPADHUNGWIT SCHOOL, SUPHANBURI, THAILAND

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ABSTRACT

Descriptive in nature, the study explored the English language needs of teachers at Bangplama Soongsumarnpadhungwit School, Suphanburi, Thailand. Furthermore, it correlated the teachers' language needs to their profile.

The study revealed that the teachers are handling subjects such as Vocational Education, Science, Mathematics, Thai Language, Foreign Language (including English), MAPE and Social Studies. Most of them are females. The respondents are dominated by teachers who are new in the profession yet they almost have equal number to that of teachers who have been in the profession for long years. Most of the respondents have attended 0-2 number of trainings in English. Results further showed that the teachers have so much need on Listening, Reading, Culture-oriented and Computer-assisted Language Learning (CALL) skills. Likewise, the results indicated that the teachers have needs on Speaking, Writing and Test Preparation skills. Thus, courses along these areas may be designed and developed to address their needs. Notably, the teachers' Writing, Culture-oriented and CALL needs have significant relationship with the number of trainings in English they attended while their Test Preparation needs have significant relationship with their number of years in the profession.

The study used Needs Assessment (NA) as its methodology in collecting and analyzing the data gathered from a survey distributed to the teachers. Frequency count, percentage, rank, mean and correlation measures were used to treat the data.

Keywords: Needs Assessment (NA), English language needs, language courses, General English Language Needs Analysis (GELNA)

INTRODUCTION:

It cannot be denied that the universal language is English. As the world gets into globalization, the English language continuously becomes a powerful vehicle for communication. Thus, if one wants to become globally competitive, he or she has to be competent with the language.

According to Hutchinson and Waters (1987), the expansion of scientific, technical and economic activities in international scale after the end of the Second World War in 1945, led to the importance of English as a result of the economic power gained by the United States.

As English became the accepted international language of technology and commerce, it created a new generation of learners, who knew why they were learning a language (Hutchinson & Waters, 1987). Rodgers (1969, as cited in Hutchinson & Waters, 1987) expresses that developments in educational psychology also contributed to the rise of ESP by emphasizing the central importance of the learners and their attitudes to learning. Learners were seen to have different needs and interests, which had an important influence on their motivation to learn and therefore on the effectiveness of their learning. This led to the support of the development of the courses in which relevance to learners needs and interests were of great importance.

However, identification of the needs calls for a systematic way. This systematic way is defined as Needs Assessment (NA). Broadly defined, NA is a procedure to collect information about learners' needs (Richards, 2001). Further, York (1982, as cited in Reviere, 1996) defines needs assessment as the ordering and prioritization of community needs. So, two steps need to be followed in order to fulfill the aim of a needs assessment. These include: 1) data gathering; and 2) analyzing data.

For Brown (1995), NA is considered a crucial component of systematic curriculum development. In his systematic curriculum development model, it is the first phase of an ongoing quality control process. Thus, he defines NA as the systematic collection and analysis of all relevant information necessary to satisfy the language learning requirements of the students within the context of the particular institutions involved in the learning situation.

Applied to language context, it may be defined as the process of determining the needs for which a learner requires a language and arranging the needs according to priorities.

In another definition of needs assessment, Stufflebeam, McCormick, Brinkerhoff, and Nelson (1985) point out that it is the process of determining the things that are necessary or useful for the fulfillment of a defensible purpose.

Needs assessment was introduced into language teaching through the English for Specific Purposes (ESP) movement. Hutchinson and Waters (1987) define ESP as an approach to language teaching, course design and materials development in which all decisions as to context and method are based on learners' reason for learning. By the 1980s, in many parts of the world a "needs-based philosophy" emerged in language teaching, particularly in relation to ESP and vocationally-oriented program design (Brindley, 1984 as cited in Richards, 2001).

The importance of needs assessment is not just emphasized in English for Specific Purposes (Hutchinson & Waters, 1987) but also in English for Academic Purposes (Jordan, 1997), in general language courses espousing learner-centered curricula (Nunan, 1988), task-based curricula (Long & Crookes, 1992) and performance-assessment (Norris, Brown, Hudson, & Yushioka, 1988).

In Thailand, English is a foreign language. But the Thais feel the need to learn English especially that their country is moving towards ASEAN 2015. Thus, they are not exempted from the responsibility to prepare themselves for the said endeavor. Along with this preparation is the proposition for the Thais to learn the English language, since it is the only language that connects them to the members of the ASEAN. Thus, learning the English language is a must.

In Bangplama Soongsumarnpdhungwit School located at Bangplama District, Suphanburi, the administrators and the teachers are open-minded to learn the language. For them, they believe that they cannot fully prepare their children to become globally competitive when they themselves are not competent with the English language. They strongly believe that when they are equipped with the right skills and competence in English they are able to influence their students to also learn and use the language. Consequently, it is indispensable to identify the teachers' English language needs to provide them the language courses or program they need.

NA is generally administered to a particular target group of students at a program-level. However, in this study, the respondents are teachers and not students. Nonetheless, the teachers are considered students since they are learners of the English language. They are the intended users of a developed English Language Program, which can be a recommended output of this study.

It is in this picture that the study was conducted to identify the English language needs of the teachers, analyze these needs and articulate these to the offering of English language courses or English Language Program that is intended for the teachers. The researcher believes that through this procedure, the needs of the teachers are properly addressed.

STATEMENT OF THE PROBLEM:

This study aimed to assess the English language needs of the Thai teachers at Bangplama Soongsumarnpadhungwit School, Suphanburi Province, Thailand. Specifically, it sought to answer the following questions:

1. What is the profile of the Thai teachers at Bangplama Soongsumarnpadhungwit School in terms of:
 - a. subject handled/taught;
 - b. sex;
 - c. number of years in the profession; and
 - d. number of trainings in English attended?
2. What are the English language needs of the Thai teachers in the said school?
 - a. To what extent/level do the teachers need the identified language needs?
3. Is there a significant relationship between the teachers' English language needs and their profile?

SCOPE AND DELIMITATION OF THE STUDY:

This study focused on the English language needs of the Thai teachers at Bangplama Soongsumarnpadhungwit School, Suphanburi, Thailand. Thus, its result is only limited to those identified by the respondents.

The identified language needs were correlated to the teachers' profile in terms of subject taught, sex, number of years in the teaching profession and number of trainings in English attended.

The General English Language Needs Analysis (GELNA) instrument developed by Kumazawa Takaaki (2005) was the instrument used in the study. Highlight of the instrument was the list of language needs covering seven sections (speaking, listening, reading, writing, culture-oriented, test preparation and computer-assisted language learning) that correspond to seven English language courses.

METHODOLOGY:

The study used the descriptive design since it described the respondents' profile and their English language needs, as well as the relationship that exists between the variables.

The Bangplama Soongsumarnpadhungwit School located at Suphanburi Province in Thailand served as the locus of the study. The school is a public high school and is considered as one of the biggest schools in Bangplama District. It is governed by a school director. Its faculty, composed of 120 teachers including four (4) foreigners, teach Science, Mathematics, Foreign languages, Thai Language, Social Studies, Music, Arts and Physical Education (MAPE) and Vocational Education (Business, Food Technology, Computer Education, and Agriculture). Of the total number of teacher, only 74 served as respondents in the study who were selected through purposive sampling.

The study used Needs Assessment (NA) as its research methodology, which involves collection and analysis of data. NA is a systematic way of identifying and analyzing pressing needs. It is the ordering and prioritization of community needs. Thus, this methodology is suitable for this ongoing study.

The GELNA instrument developed by Kumazawa Takaaki (2005) was used as survey instrument to gather the needed data. The first part of the instrument asked for the profile of the respondents, particularly the subject they teach or handle, sex, number of years in the profession and the number of trainings in English they already attended. The second part of the instrument asked for the English language needs of the teachers. It contained seven sections (speaking, listening, reading, writing,

culture-oriented, test preparation and computer-assisted language learning) that correspond to seven English language courses. The items were disarranged so that the respondents could not immediately pinpoint or detect the language course they need. Thus, a valid result would be arrived at.

The items in the GELNA instrument were translated from English to Thai which served as survey checklist. Copies of this instrument were distributed to the teachers and were asked to accomplish them. The teachers were also asked to indicate the extent or level of their need to the language needs listed in the checklist.

The data gathered were tabulated, analyzed and interpreted using frequency, percentage, rank, mean, and correlation measures such as the Pearson and eta correlation.

The following four-point scale and range of intervals were also used to interpret the teachers' responses in the survey checklist:

| Scale | Range of Interval | Descriptive Interpretation |
|-------|-------------------|----------------------------|
| 1 | 1.00-1.75 | Not Much Needed |
| 2 | 1.76-2.50 | Not Needed |
| 3 | 2.51-3.25 | Needed |
| 4 | 3.26-4.00 | So Much Needed |

RESULTS AND DISCUSSION:

Profile of the Thai Teachers at Bangplama Soongsumarnpadhungwit School

Table 1 shows the profile of the Thai teachers at Bangplama Soongsumarnpadhungwit School. The teachers' profile was limited only to the subject they teach, sex, years in the teaching profession and the number of trainings in English attended.

Table 1. Profile of the Thai teachers at Bangplama Soongsumarnpadhungwit School

| Profile of the Teachers | Frequency (f) | Percentage (%) | Rank (r) |
|-----------------------------------|---------------|----------------|----------|
| Subject Handled/ Taught | | | |
| Science | 11 | 14.86 | 3.5 |
| Mathematics | 11 | 14.86 | 3.5 |
| Foreign Language | 11 | 14.86 | 3.5 |
| Thai Language | 11 | 14.86 | 3.5 |
| Social Studies | 8 | 10.81 | 7 |
| MAPE | 10 | 13.51 | 6 |
| Vocational Education | 12 | 16.22 | 1 |
| Total | 74 | 100.00 | |
| Sex | | | |
| Males | 16 | 21.62 | 2 |
| Females | 58 | 78.38 | 1 |
| Total | 74 | 100.00 | |
| Number of Years in the Profession | | | |
| 0-4 years | 27 | 36.49 | 1 |
| 5-9 years | 6 | 8.11 | 5 |
| 10-14 years | 5 | 6.75 | 6.5 |
| 15-19 years | 5 | 6.75 | 6.5 |
| 20-24 years | 3 | 4.05 | 8 |
| 25-29 years | 8 | 10.81 | 4 |
| 30-34 years | 10 | 13.52 | 2.5 |
| 35-39 years | 10 | 13.52 | 2.5 |
| Total | 74 | 100.00 | |

Number of Trainings in English Attended

| | | | |
|------------------------|-----------|---------------|-----|
| 0-2 trainings | 68 | 91.89 | 1 |
| 3-5 trainings | 2 | 2.70 | 3 |
| 6-8 trainings | 0 | 0.00 | 4.5 |
| 9-11 trainings | 0 | 0.00 | 4.5 |
| 12 trainings and above | 4 | 5.41 | 2 |
| Total | 74 | 100.00 | |

Table 1 reveals that 74 Thai teachers served as respondents in the study. Twelve (16.22%) of them are handling Vocational Education subjects (i.e. business, agriculture, food technology, and computer education) followed by Science, Mathematics, Foreign Languages (i.e., English, Chinese, and Filipino, etc.) and Thai Language with 11 (4.86%) teachers from each discipline. The least represented subjects in the study are MAPE (Music, Arts and Physical Education) and Social Studies, with 10 (13.51%) and 8 (10.81%) teachers, respectively.

It can also be observed from the same table that 16 (21.62%) of the respondents are males while 58 (78.38%) are females. This result confirms the findings of Agurita (2009) and Ramirez (2010) in their studies that in the teaching profession, there are more female than male teachers. Such result only means that female teachers are dominating the population of teachers at Bangplama Soongsumarnpadhungwit School.

As regards the number of years in the teaching profession, it is indicated that 27 (36.49%) of the respondents have 0-4 years in the service. Ten (13.52%) each for respondents with 35-39 years and 30-34 years in the teaching profession. Eight (10.81%) have 25-29 years, six (8.11%) have 5-9 years, and five (6.75%) each have 10-14 years and 15-19 years in the teaching profession. Further, three (4.05%) of the respondents have 20-24 years in the profession. This indicated result means that the faculty of the school is dominated by teachers, who are young in the profession, making them in the top rank (rank 1). However, it is also significant to note that teachers, who have been in the teaching profession for long years (i.e., teachers with 25-29, 30-34, and 35-39 years in service), are in the second to fourth rank. Thus, with the total number of respondents in the study, it can be said that there is almost a balance in the number of young and old teachers who have been in the profession.

The same table also shows the respondents' number of trainings in English attended. It can be gleaned from the table that 68 (91.89%) of the respondents have 0-2 trainings, four (5.41%) have more than 11 trainings, and two (2.70%) have 3-5 trainings in English attended. This only means that almost all the teacher-respondents have not yet attended trainings in English. Many of them are linguistically disabled in English. Such result and claim are confirmed in an interview by one of the English faculty saying that most of the teachers at Bangplama Soongsumarnpadhungwit School have 0-5% knowledge of English. Thus, this strongly supports the conduct of assessment on the English language needs of the said teachers to equip them the necessary linguistic and communicative competence and skills.

Teachers' English Language Needs and the Extent or Level of Need

Table 2 shows the English language needs of the Thai teachers and the extent or level of need to these identified needs.

Items 1, 4 and 13 in the checklist deal with culture-oriented needs. It can be observed from the table that the teachers have so much need on learning concepts on cross- cultural communication such as cultural values and practice many activities that make them understand their own culture and aware of cultural differences, as indicated by the mean ratings of 3.30 and 3.27, respectively. Likewise, they signify that they need to learn how to handle situations when they encounter cross-cultural differences, as shown by the mean rating of 3.22. For the Thais, culture is like a filter, blocking or letting through a set of learned patterns and attitudes that form its core values. Thus, they have to be equipped with skills in understanding different cultures so as to break the barrier that hinders them from learning others. Trying to analyze cultural influences that shaped people's experiences demands a knowledge of their own culture and cultural values in relationship to the values held by others (Aebersold & Field, 1997).

As regards needs on computer-assisted language learning (CALL) which were spelled out in items 10, 17 and 18 in the checklist, the teachers concur that they have so much need to use authentic audio-visual materials such as videos, CDs, and attend classes that use computers for learning, as shown by the computed mean ratings of 3.42 and 3.38, respectively. Moreover, they point out that they need to practice making their homepages in English as shown by the mean rating of 2.99. The Thai teachers believe that when they are equipped with skills to use computer-assisted language learning, they can easily learn the target language, the English language.

Barron (2002) noted that technology is evolving at a rapid pace, fuelled by faster, smarter, more powerful, less expensive and easy-to-use gadgets. Obviously, life nowadays is driven by advanced technologies. It cannot be denied that the language of the information age is English. Computers talk to each other in English. More than eighty percent of all information stored in more than a hundred million computers around the world is in English. Eighty-five percent of international telephone conversations are conducted in English, as are three fourths of the world's mails, telefaxes, and cables. Computer program instructions and the software itself are often supplied only in English (Llagas, 1998).

For the Thai teachers, being adept in the use of modern technologies means easy access to the English language and to the whole world, in general.

Table 2. Teachers' English language needs and the extent or level of need

| Language Needs | Overall Mean (Extent/ Level of Needs) | Descriptive Interpretation |
|--|---|-------------------------------|
| A. Culture-oriented | | |
| I need to learn concepts in cross-cultural communication such as cultural values. (1) | 3.30 | So Much Needed |
| I need to practice many activities that make me understand my own culture and aware of cultural differences. (4) | 3.27 | So Much Needed |
| I need to learn how to handle situations when I encounter cross-cultural differences. (13) | 3.22 | Needed |
| Composite Mean | 3.26 | So Much Needed |
| B. CALL (Computer-assisted Language Learning) | | |
| I need to practice making my homepage in English. (10) | 2.99 | Needed |
| I need to take a class that uses authentic audio-visual materials such as videos, CDs, and audio. (17) | 3.42 | So Much Needed |
| I need to take a class that uses computers for learning. (18) | 3.34 | So Much Needed |
| Composite Mean | 3.26 | So Much Needed |
| C. Listening | | |
| I need to practice listening to be able to understand stress pattern and intonation. (2) | 3.42 | So Much Needed |
| I need to practice watching dramas or movies in English in order to be able to understand the content. (5) | 3.35 | So Much Needed |
| I need to practice listening extensively to get the main ideas. (15) | 3.43 | So Much Needed |
| Composite Mean | 3.40 | So Much Needed |
| D. Reading | | |
| I need to learn reading skills such as reading rapidly and getting the gist. (3) | 3.42 | So Much Needed |
| I need to practice reading by focusing on the grammar of English texts and translating them into Thai. (6) | 3.41 | So Much Needed |
| I need to study the structures of English sentences. (7) | 3.30 | So Much Needed |

| | | |
|--|-------------|-----------------------|
| Composite Mean | 3.37 | So Much Needed |
| E. Speaking | | |
| I need to learn to discuss issues effectively in English. (8) | 3.23 | Needed |
| I need to practice making a speech and presenting ideas in English. (12) | 2.96 | Needed |
| I need to take a class in which my final grading is decided based on my score on test performance such as a speech. (16) | 3.01 | Needed |
| Composite Mean | 3.07 | Needed |
| F. Writing | | |
| I need to practice writing papers in English. (9) | 3.26 | So Much Needed |
| I need to practice writing business letters in English. (11) | 2.95 | Needed |
| I need to take a class in which my final grading is decided based on the result of my paper. (14) | 2.99 | Needed |
| Composite Mean | 3.06 | Needed |
| G. Test Preparation | | |
| I need to take a class where I solve many TOEIC, TOEFL, IELTS and STEP questions. (19) | 2.97 | Needed |
| I need to learn test-taking strategies to solve problems in TOEIC, TOEFL, IELTS and STEP. (20) | 2.95 | Needed |
| Composite Mean | 2.96 | Needed |

In terms of need on listening skills, as expressed in items 2, 5, and 15 of the instrument, the teachers convey so much need to practice listening extensively to arrive at main ideas and practice listening to be able to understand stress pattern and intonation, as revealed by the computed mean ratings of 3.43 and 3.42, correspondingly. Furthermore, they articulate so much need to practice watching dramas or movies in English in order to be able to understand the content, as reflected by the mean rating of 3.35. Listening is a physiological, intellectual and emotional process of converting sound waves into meaningful thought symbols (Brooks, 1974). To be effective listener, one must possess and adapt certain practices: find an area of interest; judge content, not delivery; delay evaluation; listen for ideas; be flexible; actively work at listening; resist distractions; exercise his or her mind; keep his or her mind open; and capitalize on though speed (Hernandez, 1997). Certainly, it pays to be a good listener so as to be involved in conversation. Simply, one who lacks listening skills cannot participate to dialogues, discussions and other verbal exchange of ideas. For the Thais, taking part in the communication process is a must.

In the instrument, items 3, 6, and 7 communicated needs on reading skills. Interestingly, the table shows that the teachers have so much need to learn reading skills such as reading rapidly and getting the gist of a selection and practice reading by focusing on the grammar of English texts and translating them into Thai, as shown by the mean ratings of 3.42 and 3.41, respectively. Moreover, the teachers

clearly express their need to study the structures of English sentences, as shown by the mean rating of 3.30.

According to Shaywitz (2003), reading is the most complex of human functions. Reading in any language poses a challenge, but reading in English is particularly difficult. Some language systems are based on a system where each syllable is represented by a written symbol. When these symbols are learned one can read with relative ease (Snow, Burns & Griffins, 1998). Written English uses a system of letters to make up a spoken syllable. A letter alone does not refer to anything. It must be combined with other letters to represent a meaningful unit or syllable. These complexities in reading written English make the Thai teachers yearn for reading skills. In fact, research has shown that one can predict, with reasonable accuracy, language learners' future success by their reading level (Slavin, 1994).

Meanwhile, items 8, 12 and 16 in the instrument conveyed needs on speaking skills. As shown in the table, the teachers express their need to learn to discuss issues effectively in English. Likewise, they communicate their need to take a class in which their final grading is decided based on their scores on test performance such as a speech. Furthermore, they articulate their need to practice making a speech and presenting ideas in English. These teachers' needs are reflected by the computed mean ratings of 3.23, 3.01, and 2.96, respectively.

Aside from the needs on speaking skills, the teachers also indicate their need for writing skills. These needs for writing skills were stipulated in items 9, 11 and 14 of the instrument. Based on the table, it can be deemed that the teachers have so much need to practice writing papers in English, as conveyed by the computed mean rating of 3.26. Also, they communicate their need to take a class in which their final grades are decided based on the result of their papers and practice writing business letters in English as shown by the mean ratings of 2.99 and 2.95, correspondingly.

Interestingly, the teacher-respondents signify their need for test preparation in English, as specified in items 19 and 20 of the instrument. As shown in the table, the teachers express their need to take a class where they solve many TOEIC, TOEFL, IELTS and STEP questions, as shown by the mean rating of 2.97. Also, they indicate a mean rating of 2.95, to show their need to learn test-taking strategies to solve problems in TOEIC, TOEFL, IELTS and STEP.

English Language Courses for Thai Teachers

The result of the conducted needs analysis on the teachers' English language needs could greatly serve as basis in the offering of several language courses in English for the teachers.

Based on following table, it can be gleaned that Listening (3.40), Reading (3.37), Culture-oriented (3.26) and Computer-assisted Language Learning (CALL) (3.26) courses are considered the so much needed courses by the teachers. As also indicated in the table, the other courses needed by the teachers include Speaking (3.07) and Writing (3.06) courses. Meanwhile, the least needed course identified by the teachers is the Test Preparation Course (2.96).

Thus, the English Language Program that can be offered to the identified teachers should include the English language courses summarized in Table 3.

Among the possible needs listed, listening occupies the top rank (rank 1). The ability to listen is the most important of all communication skills in any organization and states that there are problems involving the listening skill at workplaces – there is a tendency at times for some executives, supervisors and workers to talk more and fail to listen and not comprehend the notions of listening and hearing (Comstock, 1990).

Table 3. Summary of the English language needs and the English language courses that can be offered to the Thai teachers of Bangplama Soongsumarnpadhungwit School

| English Language Courses | Overall Mean | Descriptive Interpretation | Rank |
|---------------------------------|---------------------|-----------------------------------|-------------|
| Culture-oriented Course | 3.26 | So Much Needed | 3.5 |
| CALL Course | 3.26 | So Much Needed | 3.5 |

| | | | |
|-------------------------|------|----------------|---|
| Listening Course | 3.40 | So Much Needed | 1 |
| Reading Course | 3.37 | So Much Needed | 2 |
| Speaking Course | 3.07 | Needed | 5 |
| Writing Course | 3.06 | Needed | 6 |
| Test Preparation Course | 2.96 | Needed | 7 |

The indicated result coincides with one of the findings of the study of Ekici (2003), who conducted needs assessment on English language needs of Tour Guidance students. The result revealed that listening is perceived as the most important skill needed by the students. In another study, Kaur and Clarke (2009) conducted an analysis on the English language needs of Human Resource Staff in multinational companies. They found out that listening skills were rated as being the most important in the HR department of several companies. Indeed, the respondents find listening skills a great need for them.

The results of the aforementioned studies, including the result of this present study, corroborate the contention of Richards (2001) that listening is a basic skill; it is a skill that has to be mastered before other macro-skills are learned. These only mean, therefore, that listening is the most vital skill one should possess for him or her to perform well in the natural world.

Following the needs for listening skills are the needs for reading skills. The need for reading is as great as ever for the reason that lack of skill in reading has potent effect in other areas. Surveys of adolescents and young adults with criminal records indicate that at least half have reading difficulties. Thus, there are those who believe that the special education population in schools could be reduced significantly by giving more attention to early interventions designed to prevent reading problems (Kotulak, 1996).

With the compelling effects of listening and reading, need for skills along these areas are considered and perceived by the Thai teachers to be great. For them, if their needs for listening and reading skills are addressed, there is a certainty that they are also able to eventually learn the other language skills. Thus, they can participate actively in international endeavors, such as the ASEAN 2015, and in other future endeavors.

Relationship between the Teachers' Language Needs and their Profile

The study also aimed at finding out the relationship between the teachers' language needs and their profile that include subject taught/handled, sex, number of years in the teaching profession and number of trainings in English attended. This part of the study is considered exclusive. Several studies have been conducted along English language needs but only few (if none) have investigated on the correlation between respondents' profile and the respondents' language needs. Only few dared to venture along this area of concern, possibly because other researchers do not find this relevant when developing curriculum for language courses and programs. However, this study firmly finds it otherwise.

At 0.05 level of significance, the teachers' Writing and Culture-oriented needs are significantly positively related to the number of trainings in English they attended as shown by the computed correlation coefficient of 0.257 and 0.233. This means that the greater the number of trainings in English attended by the teachers, the greater is their Culture-oriented and Writing needs.

Table 4: Relationship between the teacher's English language needs and their profile

| English Language Needs | Teachers' Profile | | | |
|------------------------|------------------------|-------|-----------------------------------|---|
| | Subject Taught/Handled | Sex | Number of Years in the Profession | Number of Trainings in English Attended |
| Culture-oriented | 0.355 | 0.096 | -0.112 | 0.233* |
| CALL | 0.315 | 0.031 | -0.078 | 0.310** |

| | | | | |
|------------------|-------|-------|---------|--------|
| Listening | 0.282 | 0.065 | -0.028 | 0.158 |
| Reading | 0.156 | 0.073 | -0.076 | 0.077 |
| Speaking | 0.253 | 0.015 | -0.204 | 0.221 |
| Writing | 0.352 | 0.019 | -0.118 | 0.257* |
| Test Preparation | 0.272 | 0.014 | -0.271* | 0.199 |

* significant at 0.05 level of significance (2-tailed)

** significant at 0.01 level of significance (2-tailed)

Likewise, CALL needs of the teachers and the number of trainings in English they attended are significantly related at 0.01 level of significance as indicated by the computed correlation coefficient of 0.310. This means that the more number of trainings in English attended by the teachers, the more their need for the CALL needs is.

Remarkably, the Test Preparation needs of the teachers are significantly inversely related to the teachers' number of years in the teaching profession as shown by the computed correlation coefficient of -0.271 which is significant at 0.05 level of significance. This only means that the higher the teachers' number of years in the profession, the lower is their needs for Test Preparation. This means that they have already mastered skills in preparing tests.

CONCLUSIONS:

In the light of the findings, it can be concluded that the teacher-respondents are teaching Vocational Education, Science, Mathematics, Thai Language, Foreign Language (including English), MAPE and Social Studies. Most of them are females. The respondents are dominated by teachers who are new in the profession yet they almost have equal number to that of teachers who have been in the profession for long years. Most of the respondents too have 0-2 number of trainings in English attended.

It can be further concluded that the teachers have so much need on Listening, Reading, Culture-oriented and Computer-assisted Language Learning (CALL) skills. Also, they indicated that they have needs on Speaking, Writing and Test Preparation skills. Thus, courses along these areas could be designed and developed to address their identified needs.

In terms of the correlation of the teachers' language needs to their profile, Writing and Culture-oriented needs have significant relationship with the teachers' number of trainings in English attended at 0.05 level of significance while CALL needs have significant relationship with the teachers' number of trainings attended in English at 0.01 level of significance. Notably, the Test Preparation needs of the teachers have significant relationship with the teacher's number of years in the teaching profession at 0.05 level of significance.

Needs Assessment (NA) is the most pervasive and organized method used in the educational system to address pressing needs of learners. With NA, one can see the order and priority of needs. It is believed, therefore, that this present study will be of great help to other research enthusiasts, curriculum designers, school administrators or officials, and teachers. It is further hoped that this study will contribute to the body of knowledge, particularly education and language.

RECOMMENDATIONS:

Based on the findings and conclusions, the researcher offers the following recommendations:

1. Other research enthusiasts should conduct similar study to other high school teachers in Thailand to validate the result of this study;
2. Curriculum designers should develop an English Language Program accompanying ready-to-use learning materials or kit based on the result of the study intended for the identified teachers to address their needs;
3. The school administrators and officials of Thailand should support the conduct of trainings of teachers on English to improve their communication skills in English; and
4. Thai teachers should continue to attend trainings on English to heighten their motivation and interest knowing their background in the said language.

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