A Survey of Graduate Students' Needs, Problems and Wants, Educational Administration Graduates Program, Sakon Nakhon Rajabhat University

Chaiya Pawabutra[1*], Pongsatorn Pawabutra[2]

[1] *Educational Administration Program and Educational Administration and Leadership Program, Graduate School, Sakon Nakhon Rajabhat University, 680 Nittayo Road, Mueang District, Sakon Nakhon, 47000, Thailand,*
[2] *Business English Program, Foreign Language Department, Faculty of Humanities and Social Sciences, Sakon Nakhon Rajabhat University, 680 Nittayo Road, Mueang District, Sakon Nakhon, 47000, Thailand,*

*Corresponding Author: chaiya9979@hotmail.com

ABSTRACT

The purposes of this study were to investigate and clarify the needs, problems, and wants of graduate students studying in Master of Education in Educational Administration program at Sakon Nakhon Rajabhat University. The sample of the present study comprised two groups: second year students (43) and first year students (82). The quantitative approach was utilized through a questionnaire and the purposive sampling technique was used to collect the data. The statistical procedures in this study were as follows: frequency, percentages (%), a five point Likert scale, arithmetic mean ($\bar{x}$) and standard deviation (S.D.). The major findings were as follows. (a) The students needed to use all four English skills. (b) Learners had problems with listening while they listen to academic radio program. They also had difficulties with speaking during academic discussion. (c) Furthermore, the students had problems with the content of the study. Finally, (d) the students wanted to be able to use English in daily life after they passed the course. They also wanted to study English with four skills equally and the course should have Thai and foreign instructors to be co-taught in the course. This study has implication for curriculum design and instructional delivery for Educational Administration program at Sakon Nakhon Rajabhat University.

Keywords: Needs, Problems, Wants, Educational Administration, Sakon Nakhon Rajabhat University

INTRODUCTION

At present, English is increasingly becoming an international language (Chostelidou, 2009). English is taught as a foreign language widely in over 100 countries such as Japan, China, Germany, Thailand, and Brazil (Crystal, 2003). Thailand also turns to focus on increasing English ability of Thai students.

In all educational levels, English language plays an important role in the curriculum such as in high schools, colleges, or universities. In universities, the undergraduate students have to study in the English language class as a general education at least 2-3 classes depends on each curriculum. In this level, the students only need to use English language for communication and passing the examination. In the master degree level, the students have to use English more intensively than undergraduate students in each skill. For reading skill, the students have to read a lot of researches, theses, academic journals, articles or other information on website. The other important skill is writing skill, for writing the students have to practice to write abstracts, reports, homework or answering the subjective tests.

In Graduate School at Sakon Nakhon Rajabhat University (SNRU), there are 10 programs such as Educational Administration, Curriculum and Instruction, Public Administration, Science program in Physics and etc. The Educational Administration program was established in 1999 and now it has already been the 15th years of the program. In this program, there are two extra curricula course such as English for Graduate and Computer for Graduate Students. Every the first semester of the academic year, all of the students have to choose one extra course, out of the two: English for Graduates and Computer for Graduate Students. And most of the students have decided upon the course 'English for Graduates'.

The current course syllabus shows that it focusing on 4 skills are listening, speaking, reading, and writing. The course was taught in Thai-English language about educational administration which has a specific use related to the program. In the course "English for Graduates", it has three main instructors who are Thai and foreign instructors, each instructor have the variety of teaching style and the different proficiency in each skill to teach in the class. After interviewed the instructors to revise for the course, they answered that in the class have different students who can use English language, some of the students have a good to excellent level but the majority have a poor to fair level.

The students need to use English language for academic purposes even they only use Thai language for their researches, report papers, or studying in other subjects. Thus, the planning, teaching, and learning in the program need to be analyzed in order to match the learners' needs and the particular program provided. The causes of these problems and difficulties are detailed as follow: (a) The program at SNRU has been in existence for 15 years without any analysis of the learners' needs. There was only a questionnaire of class evaluation. Pointedly, this means that the Educational Administration program has never analyzed the learners' needs since the founding of the program. (b) Secondly, the course was chosen by the students every year but it has the same contents for teaching. Thus, it is time for the course to be revised in as a present and improving the course by follow the students' needs and wants.

As the researcher worked in Foreign Language Department in the faculty of Humanities and Social Sciences, even though, the researcher does not work in Educational Administration program but the researcher have known the instructors and the coordinators well. The researcher would be a volunteer to investigate the need and problem of the Graduate students in Master of Educational Administration program in the faculty of Education at Sakon Nakhon Rajabhat University.

In this study, the researcher aims that the results from the needs analysis for the course revision in "English for Graduates" course in Master of Education in Educational Administration program at Sakon Nakhon Rajabhat University. It may improve and create new ways to teach English language and make advantages to the students who want to improve their English skills in the program.

PURPOSES OF THE STUDY

1. To investigate the needs of Graduate students in Master of Education in Educational Administration program in using English language in the course of "English for Graduates".

2. To explore the problems of Graduate students in Master of Education in Educational Administration program in using English language in the course of "English for Graduates".

3. To find the students' wants regarding the purpose, content, teaching and learning, and instructional media of Graduate students in Master of Education in Educational Administration program.

METHODOLOGY

Participants

The population of this study was 200 students in Educational Administration program who are the first year and second year at Sakon Nakhon Rajabhat University. The participants of this study were 125 students from the program and the purposive sampling method was used and choosing 2 classes of first year students and 1 class of second year students.

Research instruments

The instrument used in this study was a modified questionnaire version according to the research questions and literature review. The questionnaire was divided into 3 parts: Background information of the students, the students' opinions on the needs and problems of using English in the course: English for Graduates course of Educational Administration program, and the students' preferences concerning the revision for the course "English for Graduates".

In the preceding stage, the questionnaire was suggested by the advisor to modify the research questionnaire. After the questionnaire was checked by the advisor, the questionnaire was processing in the next step to find the IOC (Index of Item-Objective Congruence). Both Thai and English questionnaires were distributed to valid by three experts of Educational Administration program in faculty of Education at Sakon Nakhon Rajabhat University. Then, the

questionnaires were collected; it was checked and noted the comments from the experts. After all, the results of IOC finding showed the means score which passed the objective and the questionnaire were revised in order to concern with the course 'English for Graduates'. From the information obtained from the IOC finding, the researcher clarified the unclear terms, included some more relevant items, and excluded the irrelevant ones.

Pilot study

A pilot study was conducted in order to examine whether the instructions and statements of the questionnaires would be clearly understood. Five 2nd year students from Educational Administration program in the faculty of Education at Sakon Nakhon Rajabhat University were asked to completed the questionnaire and evaluate its content to identify unclear terms and to give suggestions in general. From the information obtained, the researcher clarified the unclear terms and excluded the irrelevant items.

Distribution and collection

The Thai questionnaires were distributed by hand to 125 subjects in order to reduce the problem of low response rate. Purposive sampling method was used in order to select the sample. The students were divided into 2 year which are 1st year (87 Graduate Students) and 2nd year (38 Graduate

Students). The questionnaires were collected within one week. The problem was founded that there are 21 questionnaires (16.8%) were incomplete and only 104 questionnaires (83.2%) were completed. Finally, the data were coded and typed into a computer.

Data Analysis

The results of the questionnaire were

analyzed, categorized and tabulated on computer program, SPSS and were calculated into the statistical values. The data concerning the general information of the participants on part I was presented in frequencies, percentages and arithmetic means. In part II and part III, Arithmetic means ($\bar{x}$) and Standard Deviations (S.D.) were used to analyze the respondents' opinions on the necessities and problems in using English and on the preferences to revise of the course 'English for Graduate'. Other comments or suggestions were also discussed and analyzed to support the study and be beneficial for solving problems of using English skills.

RESULTS

Three major results: needs, problems, and wants of the graduate students in using English of Master of Education in Educational Administration program at Sakon Nakhon Rajabhat University are illustrated in TABLE 1, TABLE 2, TABLE 3 and TABLE 4.

TABLE 1: The students' needs on using English skill activities in Master of Education in Educational Administration program at Sakon Nakhon Rajabhat University

Present needs for	Mean	SD	Needs
Listening	4.24	0.78	E
Speaking	4.31	0.75	E
Reading	4.10	0.77	E
Writing	4.09	0.85	E
Total	4.18	0.69	E
Extent need in the activities of listening			
Listening to conversation on general topics	4.12	0.72	E
Listening to lectures	4.00	0.74	E
Listening to lecturers during the seminar class in Educational Administration	4.06	0.75	E
Listening to presentations in class	3.99	0.77	E
Watching academic movies / videos / clips / footage	3.94	0.80	E
Listening to academic radio programs	4.07	0.77	E
Total	4.03	0.62	E
Extent need in the activities of speaking			
General Conversation	4.03	0.81	E
Academic discussions	3.89	0.80	E
Presentations in class	3.93	0.73	E
Asking and answering questions in class	3.87	0.83	E
Discussing academic issues during the seminar class in Educational Administration	4.00	0.88	E
Discussing academic issues personally with foreign instructors	3.99	0.87	E
Total	3.95	0.75	E
Extent need in the activities of reading			
Reading textbooks	3.92	0.85	E
Reading academic articles	4.01	0.86	E
Reading reports, research papers	4.03	0.87	E
Reading reference books	4.02	0.91	E
Reading information on web sites	4.03	0.79	E
Reading non-academic, journals or magazines	3.93	0.93	E
Total	3.99	0.79	E
Extent need in the activities of writing			
Writing simple sentences	3.88	0.94	E
Writing compound, complex sentences	4.00	0.93	E
Writing academic reports	4.03	0.85	E
Writing summaries from texts	3.96	0.83	E
Writing essays	3.98	0.91	E
Writing project proposals and abstracts	4.04	0.89	E
Taking notes from lectures	3.94	0.95	E
Writing e-mail	3.86	0.85	E
Total	3.96	0.81	E

(n=104)_Note: E = Extensive, M = Moderate, L = Little

According to TABLE 1, students considered all macro skills of learning English are their most needs. Particularly, they expressed that listening and speaking were their most needs, and writing was the least.

TABLE 2: The students' problems of using English skills in activities in Master of Education in Educational Administration program at Sakon Nakhon Rajabhat University

Problem for	Mean	SD	Problems
Listening	3.86	0.86	E
Speaking	3.86	0.86	E
Reading	3.46	1.04	M
Writing	3.60	1.06	M
Total	3.70	0.82	E
Extent need in the activities of listening			
Listening to conversation on general topics	3.84	0.89	E
Listening to lectures	3.70	0.94	E
Listening to lecturers during the seminar class in Educational Administration	3.84	0.85	E
Listening to presentations in class	3.79	0.87	E
Watching academic movies / videos / clips / footage	3.79	0.89	E
Listening to academic radio programs	3.89	0.89	E
Total	3.81	0.77	E
Extent need in the activities of speaking			
General Conversation	3.75	0.91	E
Academic discussions	3.89	0.85	E
Presentations in class	3.79	0.87	E
Asking and answering questions in class	3.79	0.87	E
Discussing academic issues during the seminar class in Educational Administration	3.81	0.81	E
13. Discussing academic issues personally with foreign instructors	3.80	0.95	E
Total	3.80	0.78	E

Problem for	Mean	SD	Problems
Extent need in the activities of reading			
Reading textbooks	3.75	0.99	E
Reading academic articles	3.76	1.02	E
Reading reports, research papers	3.77	0.97	E
Reading reference books	3.69	0.92	E
Reading information on web sites	3.78	0.88	E
Reading non-academic, journals or magazines	3.63	0.98	M
Total	3.73	0.88	E
Extent need in the activities of writing			
Writing simple sentences	3.44	1.12	M
Writing compound, complex sentences	3.72	1.02	E
Writing academic reports	3.73	0.94	E
Writing summaries from texts	3.79	0.96	E
Writing essays	3.76	0.91	E
Writing project proposals and abstracts	3.85	0.99	E
Taking notes from lectures	3.62	0.91	M
Writing e-mail	3.63	0.94	M
Total	3.69	0.87	E

(n=104)_Note: E = Extensive, M = Moderate, L = Little

According to TABLE 2, students rated that they have equally problems in using English for listening and speaking skills at the extensive level. Particularly, they expressed that listening and speaking were their most problem, and reading was the least.

TABLE 3: The students' problems on the course components in Master of Education in Educational Administration program at Sakon Nakhon Rajabhat University

Problem for	Mean	SD	Problems
Quantity of content	3.60	0.94	M
Interesting content	3.38	0.99	M
Understandability of content	3.59	0.97	M
The instructor	2.91	1.00	M
In-class teaching techniques	3.11	0.93	M
Appropriate class activity	3.12	0.93	M
Class size	3.08	1.09	M
Homework or assignment	3.34	0.85	M
Evaluation / Assessment	3.12	0.89	M
Score breakdown	2.95	0.80	M
Class time	3.13	0.95	M
Learning motivation	2.97	0.92	M
Application of the content to daily life	3.24	1.02	M
Application of the content to graduate studies in general	3.29	0.96	M
Total	3.20	0.71	M

(n=104)_Note: E = Extensive, M = Moderate,
          L = Little

According to TABLE 3, students rated that they have problems in the course components at moderate level. The most problematic for the students were quantity of content, understandability of content, and interesting content respectively.

TABLE 4: The students' preference on using English concerning the revision for the course "English for Graduates"

Wants for purpose of the course	Mean	SD	Wants
1. I need English for Graduates to contribute to my specialized subject studies.	4.27	0.87	EA
2. English for Graduates should improve my English in the workplace or prepare me for future work after graduating.	4.24	0.84	EA
3. The purpose of the course should be to prepare me for my study at a higher level.	4.35	0.59	EA
4. English for Graduates should contribute to English use in my daily life.	4.37	0.70	EA
Total	4.31	0.63	EA
Wants for content of the course			
6. All four-language skills: listening, speaking, reading, and writing should be taught equally.	4.36	0.64	EA
7. Grammar should also be included in the course.	4.10	0.78	EA
8. More focus should be put on reading and writing than on listening and speaking.	4.00	0.89	EA
9. The content of the course should generally concern both English and Educational Administration.	4.11	0.82	EA
10. The content of the course should cover related research in Educational Administration field and other research methods.	4.28	0.66	EA
11. With regard to reading, most selections should have Educational Administration-based topics.	4.15	0.75	EA
12. Students should be taught more Educational Administration-related vocabulary than general vocabulary.	4.22	0.72	EA
Total	4.17	0.56	EA

	Mean	SD	Wants
Wants for teaching and learning			
14. The course should be co-taught by foreign and Thai instructors.	4.50	0.68	EA
15. The course should be taught more than one instructors.	4.32	0.70	EA
16. The instructors should be rely on English when teaching; Thai is used only when necessary.	4.21	0.72	EA
17. Three hours per week is appropriate for English for Graduates course.	3.97	0.92	EA
18. The instructors should rely on lecturing method.	3.56	0.98	MA
19. Students should take part in learning activities, for example, brainstorming, situational analysis, etc.	4.10	0.63	EA
20. It is fun to do group work in the English class.	4.09	0.72	EA
21. Apart from examination alone, score breakdown should be based on group work or in-class presentations.	4.01	0.74	EA
Total	4.09	0.47	EA
Wants for instructional media			
Computer	46	55.4	1
	20	24.1	2
	17	20.5	3
Smartphone / Tablet	9	18.0	1
	23	46.0	2
	18	36.0	3
Online Video (Youtube, Vimeo, etc.)	26	29.9	1
	45	51.7	2
	16	18.4	3
Social Media (Facebook, Wikipedia, etc.)	21	29.6	1
	14	19.7	2
	36	50.7	3
Webboard	2	11.8	2
	15	88.2	3
Web Blog	2	33.3	1
	4	66.7	3
Other (please specify)	2	100.0	3

(n=104)_Note: E = Extensive Agreement,
　　　　M = Moderate Agreement,
　　　　L = Little Agreement

TABLE 4 illustrated that students wanted to revise all section refer to the purpose of the course, content of the course, and teaching and learning. In addition, the students ranked computer, online video, and social media as the most preference for instructional media.

CONCLUSION AND DISCUSSION

Educational Administration program, Sakon Nakhon Rajabhat University carried out Need Analysis in order to revise a curriculum and provide learning and teaching processes which need to meet students' needs and preferences. According to Hutchinson and Waters (1987), if students' needs can be met, the students can learn faster and better.

Needs

The overall results for students' needs were found that students needed all four major skills (listening, speaking, reading, and writing) at extensive level. This result is congruent with previous studies (Samawathdana, 2009; Nilsalai, 2012). All of four skills are equally important for them. This might be explained by the fact that students in Educational Administration program have to use all communicative skills to learn English in the course. The students' need divided into four skills as follow:

Listening skill: "listening to conversation on general topics", "listening to academic radio programs" were the highest need and rated at extensive level. This might be interpreted as meaning that students in the program have a few opportunities to practice listening while they listen to teachers'

lectures, students' presentations in the class, as well as while listening in seminar class.

Speaking skill: "general Conversation" and "discussing academic issues during the seminar class in Educational Administration" were ranked at the highest need at extensive level. This corresponded to the fact that the students need speaking skills for their communication with their friends or instructors, and they also have to present their project in class, academic discussion or academic seminar in the class. They also have to ask questions and answer the questions.

Reading skill: "reading reports, research papers" and "reading information on web sites" were rated at the highest need. This is understandable in view of the fact that the students need to read reports, research papers and information on web site in order to do their assignments about their abstract, thesis or Independent Study (I.S.) in the future. Moreover, there are technical terms and vocabulary which are difficult to understand for the students.

Writing skill: "writing project proposals and abstracts" and "writing academic reports" were scored at the highest need at extensive level. The reason for this is that writing is the important skill for graduate students because the master writing level is completely different from bachelor level. The students have to write more about the

academic reports such as abstracts, reports, and essays or theses and researches.

Problems

The results showed that the students had problems in listening and speaking at extensive level. On the other hand, reading and writing were rated at moderate level. The problems of the students divided into four skills as follow:

Listening skill: "listening to academic radio programs" and "listening to lecturers during the seminar class in Educational Administration" were the highest problematic of listening skill. The reason behind this may be related to the moderators in the academic radio programs who speak too fast and sound is unfamiliar as their instructors. If the student cannot catch the content in the programs, they will not understand all of the idea. Therefore, students do not have many chances to listen native speakers, except listening to their instructor in the classroom.

Speaking skill: "academic discussions" and "discussing academic issues during the seminar class in Educational Administration" were the difficulties activities of speaking skill. This can be explained that the students might have problems about their personality. In fact, Thai people are shy to speak English in the public because they worry about their mistake when they speaking. Thongsri (2005) stated that the

students who have negative characteristics which involve negative attitudes towards English, specifically, being afraid of making mistakes, being shy to speak out in English, being passive, and lacking responsibility for their own learning, are likely to have a low proficiency in English.

Reading skill: "reading information on web sites" and "reading reports, research papers" were the top two problematic from the table and rated as extensive level. This may be due to the fact that students have not learned much of strategies for reading skills, for example skimming, or scanning. Sometimes the students have to search information for their class work, research or theses, and useful article for presentation or discussion on the Internet which had many advance vocabulary or sometime the useful substances have been shown in English language. These may cause the problems for them to understand the content in English language.

Writing skill: "writing project proposals and abstracts" and "writing summaries from texts" were raked at the highest problem in extensive level. The reason behind this may be about the students' basic grammar. In order to write the project proposals and abstract, the students need to review their basic grammar before writing the projects or abstracts. Some of the students also had a difficulty to use vocabulary.

Course components: The students raked "quantity of content" and "understandability of content" at the most problematic for them to study. The reason may be that the course does not have textbook or book to follow, therefore, the instructors had prepared their content by themselves and their interesting. Consequently, this reason might affect to the students' understanding and interesting.

Wants

In this stage, the students' preferences, it can be divided into four main parts which are purpose of the course, content of the course, teaching and learning, and instructional media as shown below:

Purpose of the course: "English for Graduates should contribute to English use in my daily life" and "the purpose of the course should be to prepare me for my study at a higher level" were ranked at the highest in the table and it were rated at extensive agreement. It can be assumed that the students want to have the fundamental English from this course to adapt to their daily life or specialize for their careers which English can help them to reach their goal in higher education or in their daily life. Sometime, students have to use English language while they are working such as presentation, giving a speech, or even watching movie or T.V. Ellis & Johnson

(1994) stated that objectives are set in accordance with learners' needs, building on the previous capacities of the learners.

Content of the course: "All four-language skills: listening, speaking, reading, and writing should be taught equally" and "the content of the course should cover related researchs in Educational Administration field and other research methods." were ranked at the most want and rated at extensive agreement. According to the course syllabus, it shows that the course emphasizing for reading and writing skill more than listening skill and speaking skill. On the other hand, the results of this study suggested that the students prefer to focus more lessons in listening and speaking skills. In fact, in the daily life of graduate students, they are not only use reading and writing skill at the university or workplace but they also have to use listening and speaking skill to communicate with their friends, colleagues, instructors, or strangers. Sometimes, the students need to use all of these communicative skills to make a contact in their organization or study higher degree which English is the most language used in the course. Therefore, the content of the course should adjust listening and speaking skill to be taught equally reading and writing skill. Moreover, the course should have more content related with educational administration for their study and the specific of vocabulary.

Teaching and learning: "the course should be co-taught by foreign and Thai instructors" and "the course should be taught more than one instructors." were rated as the top two from the table at extensive agreement. It can be assumed that the students wanted Thai and foreign instructors work together or work as a team because when teaching it could not be use only one language, some of the students may not understand all hundred percent of English, for example, if the instructors choose English to teach, the students will misunderstand some of the content, however, the good points of teaching English are: perceive the examples of pronunciation or accent, study English faster, or etc. On the other hand, if the instructors choose Thai language to teach, the students will have not develop their English skill or get any example in the point of view in English. In addition, Thai language should be used only when necessary to explain in some contents when it misunderstanding. The finding agreed with Hutchinson and Waters (1987) stated that ESP teachers might find themselves having to work in close cooperation with sponsors or subject specialists who are responsible for the learners' work or study experience outside the ESP classroom.

Instructional media: "computer", "online video" and "social media" were ranked at the highest preference for Instructional media. This is probably due to the present that the new era of the world needs an internet, most students in the program want to connect the internet through the computer to learn more theories, to find information relate to Educational Administration field, to search journal, abstract, or researches on the internet. Online Video and Social Media are the second and third choice for them to study. They might prefer to look for the new idea of worldwide people who have uploaded their lessons or useful information, while Social Media facilitate the class connection or homework for them and their instructors. The outcome of the study agreed with Hutchinson & Waters (1987) who had described that in a material design model can divided into four parts which are Input, Content focus, Language focus, and Task. Input may be a text, dialogue, video recording, diagram or any piece of communication data, depending on the needs of the learners

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