



Needs Analysis of English Among Thai Pre-Service English Teachers

Poonyapat Boonyarattanasoontorn

Tel: +66081-569-1495

Email: Poonyapat@g.swu.ac.th

Piyawan Kullamai

Tel: +66086-338-8722

Email: Piyawan@g.swu.ac.th

Tivawan Phramphun

Tel: +66080-231-9110

Email: Tivawan@g.swu.ac.th

Sirawich Tampanich

Tel: +66083-925-6997

Email: Sirawich@g.swu.ac.th

Faculty of Humanities

Srinakharinwirot University

114 Sukhumvit 23, Bangkok, Thailand, 10110

Abstract: This study aimed to identify the English language learning needs of Thai pre-service English teachers, who are undergraduates. Eighty-one pre-service teachers from the English Education program at a Thai university were participants, selected by a purposive sampling method. This study employed a questionnaire ($\alpha = 0.91$) and interviews as research tools. The interviews with eight participants across the academic years were employed as a supplementary source. Descriptive statistics were used to analyze the data. The study found that pre-service English teachers felt it crucial to master all English language systems and subsystems in preparation for their future careers. Speaking emerged as the most desired skill, with participants emphasizing the need for a stronger curriculum focus and expressing that current teaching methods only moderately addressed these needs. Similar gaps were found in listening skills and grammar, whereas reading and writing skills were well articulated. The study underscored the importance of developing English education curricula that were tailored to bridge the gaps between students' current English language needs and the skills they required for future success. This will ensure that future English teachers are better equipped with skills for their classrooms. It could also guide current teachers in tailoring their methods to meet students' needs effectively.

Keywords: needs analysis, English proficiency, Thai pre-service English teachers, English education

Received: August 3, 2024 Revised: March 19, 2025 Accepted: April 2, 2025

Introduction

The status of English in Thailand is the primary foreign language used for international communication. All Thai students learn English as a part of their compulsory education. However, there are significant communication difficulties. Despite the Thai curriculum emphasizing all aspects of the English language, Thai students' English proficiency remains below expectations. English language teachers in Thailand face not only global challenges but also unresolved national issues. Thailand's English proficiency ranking dropped to the 101st out of 113 countries (Education

First, 2024), which affects English education in the country. Moreover, in a 2018 assessment by the Ministry of Education (MOE) and the British Council Thailand of 40,000 English teachers using the Common European Framework of Reference for Languages (CEFR), a target was set for teachers to reach at least the B2 level. The results revealed that about 75% of the teachers were at the A2 level, with less than half achieving B1 (Poonpon, 2021).

The key to improving English education in Thailand should address the inadequate language proficiency of pre-service English teachers themselves to produce qualified Thai teachers of English to be effective agents of change, which is crucial for elevating English language standards among Thai schoolchildren when they are teachers in the future (Noom-ura, 2013; Vibulphol, 2015). However, there is a significant gap in understanding the specific English language needs of Thai pre-service teachers because several courses are designed based on predetermined objectives stated by a state policy, and course designers often overlook students' subjective needs. Conducting a needs analysis (NA) is essential for developing focused syllabi that align with pre-service English teachers' requirements and promote successful outcomes.

Thus, this study aimed to identify English language learning needs (ELLNs) among Thai pre-service English teachers. The need analysis enables educators to develop more effective, learner-centered curricula as it directly shapes course goals and content by identifying learners' needs, wants, and lacks (Richards, 2013). By aligning course content with learners' specific requirements, NA serves as a powerful tool for creating relevant and effective language programs (Long, 2005). There were two research questions (RQ) in this study: (1) What are Thai pre-service English language needs? and (2) What are Thai pre-service English teachers' perceptions of English curriculum needs?

The findings helped inform the development of English Education programs for Thai pre-service English teachers, which ultimately contribute to improved English proficiency levels in Thailand. This research could provide valuable insights into the challenges faced by Thai pre-service English teachers and guide policymakers and course designers in creating more effective English curricula.

Literature Review

Model of Needs Analysis

In the context of English as a foreign language (EFL), Richards (2001) defines needs as gaps in language proficiency and essential language abilities. NA is vital for effective English language instruction and acquisition (Chen, 2009) and should be the starting point for syllabi, courses, materials, and teaching methods (Jordan, 1997). According to Nunan (1988) and Richard (2001), NA collects data on what students need to learn and what they hope to achieve. This process is essential for creating language courses that are effective and meet students' goals. The NA methods include introspection, interviews, observation, and questionnaires, forming the basis for curriculum design. Introspection, interviews, observation, and questionnaires are utilized in NA approaches. They provide the foundation for developing curricula. NA can; thus, yield information to refine and evaluate present programs to improve the curricula. NA is a well-established approach with four popular models that mark different stages of its progress (Allwright, 1982; Dudley-Evans & St John, 1998; Hutchinson & Waters, 1987; Munby, 1978). In this recent study, Hutchinson and Waters' model (1987), used as the research framework, is discussed as follows.

Hutchinson and Waters' model (1987) contains two main features: target situation analysis and learning need analysis. The first analysis focuses on how language is used, and the second focuses more on how language is learned. The model highlights that an NA is a complicated task; thus, a curriculum designer must consider both the language abilities that students need for specific tasks

and their preferred learning methods. They named these terms to target NA and Learning needs (LNs) analysis. In this study, the focus is on LNs analysis.

Learning needs describe the actions a learner must do to learn a language considering the language learning is a process (Hutchinson & Waters, 1987 p.54). Therefore, LNs centers on the process of learning and the methodologies used for effective learning. Nevertheless, it is difficult to determine how students acquired specific language elements through an analysis of LNs alone. LNs hold a wide range of factors: learners' motivations, preferred learning styles, available resources, course logistics, and personal details. Questions about LNs inform us how students' backgrounds affect their learning styles and the overall language teaching environment (Paltridge & Starfield, 2013). In conclusion, LNs prioritize identifying learners' gaps in knowledge and skills between their current abilities and their desired outcomes (Robinson, 1991; Niemiec, 2017).

Needs in English Language Teaching in Thailand

Several studies on English language needs of pre-service English teachers in Thailand have been conducted. A study by Oeamoum and Sriwichai (2020) examined the problems and needs in English language instruction as pointed out by thirty fourth-year pre-service English teachers from different parts of Thailand. The research reported two primary concerns: curriculum design and instructional approaches. In terms of curriculum design, the most significant issues were inadequate time given to English courses and a shortage of specialized classes focusing on individual language skills. Regarding teaching methods, the study reported that lectures were overly prioritized at the expense of practical language exercises, particularly in listening and speaking classes, which were identified as areas of high demand for improvement.

Furthermore, the interviewees reported a strong emphasis on reading and writing, which hindered student's learning of speaking and listening, so they could not effectively communicate in real-life situations. In addition, there were issues with the English curriculum, content, and teaching materials. The participants prioritized speaking skills, followed by listening, reading, and writing. They suggested specific courses for listening and speaking to improve real-world communication abilities. They also recommended including common vocabulary in the curriculum to expand their word knowledge. Lastly, the interviewees showed interests in modern and various teaching materials to enhance their learning experience.

Moreover, the English language skill needs of 220 Thai pre-service teachers at the tertiary education level was also studied by Pongklee and Sukying (2022). Listening was identified as the most important language skill needed by Thai pre-service teachers. The most wanted skill is writing, followed by speaking, listening, and reading, and it is mainly due to the limitation in their vocabulary. Also, among Thai pre-service teachers, listening skills, followed by speaking and writing skills, were the most wanted skills as it is crucial for their future professions. The studies conducted by Sriprom (2011) and Cubalit (2016) revealed that a majority of Thai university students had difficulty understanding native speakers speaking at a natural pace, followed by difficulties in understanding various accents from different speakers. Other factors contributing to listening difficulties were the insufficient opportunity to practice and use their English skills and ineffective learning habits. A study by Sriprom (2011) showed that students lacked listening strategies and training enough to assist in listening comprehension. To solve the listening comprehension problems, it was suggested that students expose themselves to a broader range of accents to get familiar with them. Moreover, the study revealed that the program put more emphasis on reading, writing, and grammar than on listening and speaking, resulting in students' poor speaking and listening skills.

In addition, Adipat et al. (2019) conducted a study on needs and expectations of current Thai English teachers and students majoring in English education for an ELT master's program at Ramkhamhaeng University. The results revealed that English instruction in classrooms chiefly emphasized grammar and vocabulary, rather than motivating students or creating opportunities for natural language use in real-world contexts. The participants indicated an increasing need for English teachers with comprehensive knowledge and skills to enhance the English language abilities of Thai students at all educational levels. In the study on in-service English teachers' needs, Noom-ura (2013) examined English-teaching challenges and needs for the professional development of English language teachers in secondary schools. The results demonstrated that one of the highest ranks of their problems involved teachers being concerned with their own minimal use and/or exposure to English, and teaching listening and speaking. Students faced challenges including insufficient independent practice, limited English exposure outside the classroom, inadequate knowledge and skills, difficulties with listening comprehension and pronunciation, and low confidence in speaking English. Another problem was limited time allocation for English classes. However, the study reported that teachers from the past ten years valued reading and writing skills more, whereas current teachers place greater importance on communication skills. The research indicated that English teachers were mostly concentrated on improving their own and their students' abilities to speak and write English. This likely stemmed from recognizing deficiencies in these skills. The study further highlighted the significant challenges Thai university students face in effective English communication due to their weaknesses in listening and speaking (Noom-ura, 2013). Poonpon (2021) investigated the needs of 4,220 primary and secondary English language teachers from across Thai schools. The findings indicated that the in-service English teachers mostly needed to develop were speaking, listening, pronunciation, writing, reading, and grammar respectively. Similarly, Ulla and Winitkun's 2017 research revealed a curriculum gap in developing students' speaking abilities. While the curriculum focused primarily on basic grammar and technical terms, it neglected the importance of speaking skills. The study showed that classrooms need to focus more on teaching students to speak English. In addition, the implementation of speaking activities and interactive teaching methods was found to be dependent on teacher preparation. The findings further indicated that Thai students preferred to learn English through interactive and varieties of engaging language activities in the classroom. They sought opportunities to interact with native English speakers to improve their spoken English. Their primary goal was to enhance their speaking and listening abilities to prepare for their future careers. However, Poonpon (2021) suggested the teachers perceived the importance of enhancing their vocabulary and grammar knowledge so that they can confidently help students learn English successfully.

Methodology

Participants

The participants in this study were selected from a purposive sampling method from all pre-service English teachers studying at the undergraduate level in the English Education program at a state university in Bangkok, Thailand (N=88). After a set of questionnaires was distributed to them, the 81 completed questionnaires were returned. The respondents comprised 50 females and 31 males. These demographic details are summarized in Table 1.

Table 1
Demographic Data of the Participants

Gender	n	Year	n
Male	31	Year 1	23
		Year 2	21
Female	50	Year 3	22
		Year 4	15
Total	81	Total	81

For the interviewing session, eight participants were included in the interview sessions; only two from each year agreed to participate. The sampling was based on their willingness to take part, as indicated by their consent during the questionnaire survey.

Research Tools

The present study employed two data collection approaches: a questionnaire and interviews. An English-Thai questionnaire based on Hutchinson and Waters' (1987) NA model, is the primary instrument to gather data on students' ELLNs. To ensure content validity, the adapted questionnaire was validated by three ELT experts using the Index of Item Objective Congruence (IOC). Revisions were made based on experts' feedback along with the framework from the literature review to improve the clarity and structure of the questionnaires. To determine the reliability and feasibility, the revised questionnaire was then piloted with 49 students who had a similar background to the participants of the study although they were not representatives of the target participants for the actual study. The reliability of the questionnaire was verified with a Cronbach's alpha coefficient of 0.91. The final version of the questionnaire comprising 15 items was divided into two parts: 10 items in Part I including general information (Items 1-3) and students' English usage (Items 4-5) and five items with a 5-point Likert scale in Part II aiming to gather ELLNs (Items 6-10). Also, the interview questions were based on the ELLNs questionnaire answers to gather additional information about English language needs as follows.

- Item 6: learners' wants in English language systems and subsystems
- Item 7: learners' opinions towards the help of curriculum
- Item 8: Learners' opinions on curriculum emphasis
- Item 9: Want for the emphasis of the curriculum
- Item 10: Teaching methods in helping English language needs

Research Procedures

As part of ethical considerations, consent forms and study details were provided to participants to seek their approval. Eighty-eight sets of online questionnaires were distributed, with assurances of confidentiality, and there was no influence between their answers and grades. After the questionnaire survey was completed, semi-structured interview sessions were carried out for deeper insights because a predetermined set of open questions helped to explore particular responses from the questionnaires, whereas it still left opportunities for interviewees to express their own opinions. During the interview, the atmosphere was as friendly and casual as possible, so the gathered information could reflect the participants' real thoughts. The sessions were conducted in Thai to enable participants to express their thoughts clearly. Interview sessions were audio-recorded and lasted about 20 minutes each.

Data Analysis

Descriptive statistics including Means (\bar{x}) and Standard Deviation (SD) were used to analyze demographic data and determine ELLNs. Then calculated ranges were as follows:

4.51-5.00	Very high
3.51-4.50	High
2.51-3.50	Moderate
1.51-2.50	Low
1.00-1.50	Very low

The interview data were transcribed, translated, and presented in English. A standard orthography (simply writing down what I hear) was used as it is comprehensive to pick up most interactional features of interest (Nunan & Bailey, 2009). To enhance the validity and reliability of the data, the researchers employed an intercoder, in which co-researchers helped review the data towards the end of the project.

Findings

The analysis of the questionnaire and interview data revealed the respondents' ELLNs. In Table 2, the majority of participants reported using the English language most frequently when studying (79, 97.53%).

Table 2

When Using English?

Using English	<i>f</i> (n=81)	%
When studying	79	97.53
When socializing	48	59.26
At home	8	9.88

Note. Participants can choose more than one answer.

In Table 3, the majority reported that in the future they will be using English for work the most frequently (81, 100%).

Table 3

In the Future, What Will You Be Using English Mainly for?

Using English in the Future	<i>f</i> (n=81)	%
For working	81	100
For studying	67	82.72
For socializing	65	80.25
For examination	65	80.25

Note. Participants can choose more than one answer.

Tables 4 and 5 present data that helped answer both research questions. Table 4 displays that participants' wants for reading (\bar{x} = 4.04), writing (\bar{x} = 4.37), and vocabulary (\bar{x} = 4.44) align with their perceptions that the English curriculum has contributed to the improvement of reading (\bar{x} = 3.95), writing (\bar{x} = 3.91), and vocabulary (\bar{x} = 3.91) within the English curriculum, with mean scores at a high level.

Table 4

Mean of Wants and Opinions on the English Curriculum's Help in Improving English Language Systems and Subsystems

Language System and Subsystem	Wants			Opinions Towards the Help of the Curriculum		
	\bar{x}	SD	Interpretation	\bar{x}	SD	Interpretation
Listening	4.28	.952	High	3.21	.945	Moderate
Speaking	4.53	.792	Very high	3.36	1.076	Moderate
Reading	4.04	.887	High	3.95	.757	High
Writing	4.37	.766	High	3.91	.854	High
Grammar	4.21	.904	High	3.44	.949	Moderate
Vocabulary	4.44	.922	High	3.91	.854	High

Nonetheless, the findings illustrate that participants wanted listening ($\bar{x} = 4.28$) and grammar ($\bar{x} = 4.21$) with the mean scores at a high level. The participants' wants and their opinions towards the help of the curriculum are disparate from listening ($\bar{x} = 3.21$) and grammar ($\bar{x} = 3.44$) at a moderate level. In addition, speaking ($\bar{x} = 4.53$) is the most wanted skill with mean scores indicating a very high level. However, it mismatches with participants' opinions towards the help of curriculum that contributes to improving speaking ($\bar{x} = 3.36$) at a moderate level.

Table 5

Means of Opinions on Curriculum Emphasis, Want for the Emphasis of Curriculum, and Teaching Methods in Helping English Language Needs

Language System and Subsystem	Opinions on Curriculum Emphasis			Want for the Emphasis of Curriculum			Teaching Methods in Helping English Language Needs		
	\bar{x}	SD	Interpretation	\bar{x}	SD	Interpretation	\bar{x}	SD	Interpretation
Listening	3.06	1.041	Moderate	4.31	.801	High	3.14	1.034	Moderate
Speaking	3.56	1.129	High	4.72	.597	Very high	3.44	1.129	Moderate
Reading	4.20	.813	High	4.10	.768	High	3.98	.774	High
Writing	4.10	.768	High	4.33	.707	High	4.00	.851	High
Grammar	3.44	1.012	Moderate	4.15	.868	High	3.38	.995	High
Vocabulary	3.52	.950	High	4.35	.793	High	3.41	.877	High

Table 5 shows the curriculum emphasizes reading ($\bar{x} = 4.20$), writing ($\bar{x} = 4.10$), and vocabulary ($\bar{x} = 3.52$) aligning with their desire for the curriculum to emphasize reading ($\bar{x} = 4.10$), writing ($\bar{x} = 4.33$), and vocabulary ($\bar{x} = 4.35$). Moreover, the teaching methods help fulfill their English language needs in reading ($\bar{x} = 3.98$), writing ($\bar{x} = 4.00$), and vocabulary ($\bar{x} = 3.41$). They all received mean scores at a high level.

Nonetheless, the curriculum emphasizes listening ($\bar{x} = 3.06$) and grammar ($\bar{x} = 3.44$) at a moderate level. Meanwhile, the desire for the curriculum to emphasize listening ($\bar{x} = 4.31$) and grammar ($\bar{x} = 4.15$) is at a high level. In contrast, teaching methods help fulfill their listening at a moderate level ($\bar{x} = 3.14$), while the grammar teaching methods receive at a high level ($\bar{x} = 3.38$).

Furthermore, the importance placed on speaking within the English curriculum was indicated by mean scores at a high level ($\bar{x} = 3.56$). The desire for the curriculum to emphasize this skill is at a very high level ($\bar{x} = 4.72$). The teaching methods help fulfill their speaking at a moderate level ($\bar{x} = 3.44$).

Furthermore, the findings from the interviews corresponded to participants' ELLNs in the questionnaire. The most important issues were subdivided into two particular aspects. First, participants' wants of reading, writing, and vocabulary aligned with their perceptions that the English curriculum has contributed to their improvement. Also, the teaching methods helped fulfill their needs. In reading skills, participants noted:

“Reading skills are important because I have to teach reading in schools.”

“I use reading skills in every subject, e.g. Literature.”

In writing skills, participants noted:

“The courses and the teachers help improve writing because they have step-by-step teaching methods, and have clear scoring criteria. Teachers provide individual feedback and use peer reviews.”

In vocabulary, participants noted:

“I think there is no vocabulary course, but it’s integrated with the reading course.”

However, two participants added:

“I think students should study vocabulary on their own.”

Another issue regards listening and grammar; participants’ wants were different from their opinions on the English curriculum emphasis and help in improving listening and grammar. However, the teaching methods moderately helped fulfill their listening skills. In listening, participants commented:

“In the courses, I don’t get enough listening practice to improve much. I usually study with the same teacher, so I’m used to the familiar and slow accent, which I can understand easily. But in real life and exams like English proficiency tests, speakers talk fast and with different accents, making it hard to understand.”

“The program doesn’t have a course just for listening skills, so it’s hard to tell if we’re getting enough practice. Plus, with different teachers and content, we don’t fully develop our listening skills.”

In Grammar, participants commented:

“I think there is no subject that emphasizes grammar, but in fact, the Thai curriculum focuses on teaching grammar.”

“I want to study grammar for English language teachers.”

However, one participant added:

“I think grammar is taught in writing and syntax.”

For speaking, participants perceived a high importance on this skill but wanted a greater emphasis on part of the curriculum. They also reported the teaching methods moderately fulfilled the skill. It was noted:

“I can’t develop my speaking skills alone because I need to talk with others. I study with the same people and speak with the same people once a week, so it isn’t enough.”

“Being a teacher requires good speaking skill.”

“I want to learn how to use school-related vocabulary and speak in different situations, like opening ceremonies, scout events, and public speaking.”

Discussions

This study aimed to identify ELLNs among Thai pre-service English teachers. The findings displayed they perceived a high need for all English language systems and subsystems. Speaking was the top wanted among the participants, and there is a need for the curriculum to emphasize speaking skills more because current teaching methods only moderately fulfill these needs. Similarly, listening skills and grammar showed a gap between Thai pre-service English teachers' wants, the curriculum's emphasis, and the teaching methods. In contrast, there were no significant issues with reading and writing skills, indicating that these areas are well-covered in the English curriculum. The results were discussed in the same order as in the findings sessions.

First, the findings indicated that participants perceived the highest importance placed on speaking skills. However, the curriculum helped improve their skills at a moderate level. Put simply, participants stressed the need for the curriculum to focus more on developing communication skills in real-world contexts which aligns with the work by Oeamoum and Sriwichai (2020) and in target situations (Pongklee & Sukying, 2022), such as teaching demonstrations, classroom communications, opening ceremonies, scout events, and public speaking. To explain, teaching English frequently focuses on reading and writing, not speaking (Oeamoum & Sriwichai, 2020), and instructional materials were non-diverse and insufficient (Noom-ura, 2013). Consequently, Thai pre-service English teachers struggle with effectively communicating in English and are unable to use English to communicate in real situations (Noom-ura, 2013; Oeamoum & Sriwichai, 2020).

Second, the finding reported the desire for a curriculum that emphasized listening skills received at a high level. They aligned with both Oeamoum and Sriwichai's (2020) study, highlighting listening skills as one of the highest needs areas of English curriculum and content among Thai pre-service English teachers. Similarly, the study on Thai in-service English teachers (Poonpon, 2021) found that they emphasized the need to develop listening skills as the second most important area. As for teaching methods, they moderately helped fulfill learners' needs for listening skills and reported listening difficulties possibly due to three main aspects. Firstly, inconsistent teaching methods and content hinder listening skills development. For example, teachers' inadequate preparation for activities results in the lack of diverse instructional materials and engaging teaching techniques. Interactive activities that expose learners to English speakers and real-life communication situations, such as English games, listening to songs, guided movie classes, and excursions, are important in developing listening proficiency (Cubalit, 2016; Oeamoum & Sriwichai, 2020; Ulla & Winitkun, 2017). Also, the findings, consistent with Oeamoum and Sriwichai's (2020) study, indicated that the program lacked a specific course focusing solely on listening, so insufficient listening practice resulted in insignificant improvements. Finally, limited exposure to English varieties hindered pre-service English teachers' ability to comprehend speakers with unfamiliar accents. This is consistent with Cubalit's (2016) findings where listening comprehension problems were high. A typical classroom does not expose learners to a variety of English accents, leading to listening difficulties. This is often due to a lack of awareness of linguistic diversity and learners' insufficient preparation for international communication (Boonsuk & Fang, 2024; Jindapitak & Teo, 2012; Rajani Na Ayuthaya & Sitthitikul, 2016). The limited exposure also impacts listening comprehension in exams, e.g., the proficiency test, where speakers often talk fast with unfamiliar accents. University listening comprehension tests should include accented English to reflect the authentic language context (Khwanchanok, 2017; Major et al. 2002).

In terms of reading, writing, and grammar, the participants' levels of needs were high. Two language systems were in line with curriculum emphasis. The findings agreed with Oeamoum and Sriwichai (2020) that the curriculum focuses more on reading and writing rather than communication skills. Although Thai pre-service English teachers in their study reported an insufficient number of hours for reading and writing skills, these skills were ranked lower compared to other skills. Meanwhile,

in grammar, participants' wants were mismatched with their opinions towards the help of the curriculum which was inconsistent with previous research (Adipat et al., 2019; Oeamoum & Sriwichai, 2020). They indicated that most Thai curricula focus heavily on teaching grammar and often neglect communication skills. Additionally, the interviews highlighted that grammar was crucial for teaching in schools. As pointed out by Poonpon (2021), grammar remains the most needed skill for primary school teachers and is generally important for secondary school teachers. This suggests that English teachers in Thailand need to enhance their grammatical knowledge and master English language skills to help learners learn English effectively.

Finally, the study found that participants perceived vocabulary as highly needed and perceived that the curriculum helped improve vocabulary. The findings highlighted the importance of vocabulary knowledge as the heart of language learning because insufficient vocabulary knowledge can lead to significant learning difficulties. The findings were congruent with Pongklee and Sukying's (2022), Poonpon's (2021), and Saengpakdeejit's (2014) studies. A lack of vocabulary knowledge causes difficulties in speaking, which can hinder effective communication and increase speaking anxiety. Insufficient academic vocabulary can lead to inappropriate word choice across different writing genres. Moreover, the findings reported the absence of a stand-alone vocabulary course as vocabulary learning is integrated into reading courses. Browne (2003) also agreed that vocabulary is often taught indirectly through four English skills rather than a main element of the curriculum. Albassri (2016), Hayes (2015), and Nam (2010) suggested that vocabulary should be taught as a separate skill, known as personalized vocabulary learning strategies. This approach focuses on acquiring useful vocabulary for specific purposes. Hence, it is necessary for English teachers to enhance vocabulary knowledge for effective English teaching.

Conclusions

This present study highlighted the needs in English language systems and subsystems of pre-service English teachers at one of the Thai universities. The findings revealed that Thai pre-service English teachers perceived a high need for all English language systems and subsystems due to their importance in their future teaching careers. Speaking was the top wanted among them, and there was a need for the curriculum to emphasize speaking skills more as current teaching methods only moderately fulfill these needs. Similarly, listening skills and grammar showed a gap between pre-service English teachers' wants, the curriculum's emphasis, and the teaching methods. In contrast, there were no significant issues with reading, writing skills, and vocabulary, indicating that these areas were well-covered in the English curriculum.

The findings; therefore, highlighted the importance of conducting the NA to understand the English language systems and subsystems needs of pre-service English teachers in the Thai context. This can guide education administrators, program committees, and English teachers to be aware of learners' English language needs. Practical implications are suggested to bridge the gap between students' needs and the courses offered. For instance, the speaking course should focus on communication skills relevant to English teachers, including teaching demonstrations, classroom communications, and public speaking at events such as ceremonies and scout activities. Moreover, implementing a stand-alone vocabulary course is recommended, as vocabulary should be taught as an independent skill. Such a course could assist learners in acquiring essential vocabulary to support the development of other English language skills. Subsequently, this insight can inform curriculum designers to prepare future English teachers with the confidence and competence who can help learners learn English successfully.

This study was limited by its purposive sampling technique, as participants were undergraduates in the Bachelor of Education in English at one university in Bangkok, Thailand. Future research could employ a random sampling technique to increase generalizability. It is also suggested that

future studies be carried out with other stakeholders, such as in-service English teachers, program committees, and curriculum developers, to identify additional factors contributing to the development of an English education curriculum that accommodates pre-service English teachers' needs.

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